

Program of Studies 2019-2020 <i>If needed, this document will be translated into any other language including Braille or American Sign Language</i> TABLE OF CONTENTS	
Letter from the Principal	2
Mission Statement	3
Graduation Requirements	4
Accreditation Statement	6
Competencies	7
Credits and Scheduling	8
Early Graduation	11
Scheduling Examples	12
Placement	14
Homework and Grading	16
Honor Roll	17
College Preparation	17
Level Labels and Descriptions	18
Leveling Criteria	20
School Services	22
Nondiscrimination Statement & Project Running Start	24
Extended Learning Opportunities	25
Course Descriptions	27
Career and Technical Education	28
English	49
Fine Arts	58
Health and Physical Education	65
Interdisciplinary	68
Mathematics	71
Science	82
Social Studies	91
World Language	100
Graduation Requirements	Inside back cover

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 2019-2020 school year. The alternating 78-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 relation 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.

Timelines 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.

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)
.50 Credit	Fourth year Math Experience (The courses that meet this requirement are designated with a π)
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 * * The Kennett High School Career and Technical Education graduation requirement may be waived. Approval is required from the student's School Counselor.
.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
5.50 credits	Other Electives
25.0 credits	Total Required

Realizing the full potential of each and every student.



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.

Kennett High School Enduring Understandings

Students will understand. . .

- Cooperation, rights, respect, empathy, and responsibility create an orderly and productive learning environment, establishing the foundation for citizenship.
- Literacy, in all its forms, is an important lifelong skill.
- Critical thinking is necessary to gaining new perspectives.
- Continually developing a strong work ethic is vital for individuals to achieve success.
- Modern global society is a result of the connections and interactions between people, culture, events, both past and present.
- Technology is a tool that can be used for collecting, organizing, creating and presenting information.
- Solving problems requires the application of technology, math, reading and writing skills.
- Active learning occurs through collaboration, observation, effective communication, taking risks and overcoming setbacks.
- Mathematical and scientific models as well as reasoning are necessary to collect, represent, analyze and interpret data.
- Positive self-image can be developed through wellness, creativity and leisure.

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

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.

- A PSAT critical reading score of 45 or higher or SAT critical reading score of 480 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.

- 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.

- A PSAT math score of 45 or higher or SAT math score of 530 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 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 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](http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp), 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 and year-long classes cannot be dropped after 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.

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 a 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
BLACK	SEMESTER 1	Elective	World Cultures	Advisory/ Flex	English I	Physical Education
	SEMESTER 2	Elective	World Cultures	Advisory/ Flex	English I	Health
WHITE	SEMESTER 1	Elective	Physical Science	Advisory/ Flex	Algebra 1/ Geometry	Intro to Auto
	SEMESTER 2	Elective	Physical Science	Advisory/ Flex	Algebra 1/ Geometry	Elective

Sophomore Year

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

Junior Year

		Block 1	Block 2	Block 3	Block 4/ Lunch	Block 5
BLACK	SEMESTER 1	American Literature	U.S. History	Advisory/ Flex	Prob & Stats	Elective
	SEMESTER 2	American Literature	U.S. History	Advisory/ Flex	Prob & Stats	Elective
WHITE	SEMESTER 1	Pre-Calculus	Chemistry	Advisory/ Flex	Elective	Elective
	SEMESTER 2	Pre-Calculus	Chemistry	Advisory/ Flex	Elective	Elective

Senior Year

		Block 1	Block 2	Block 3	Block 4/ Lunch	Block 5
BLACK	SEMESTER 1	Writing	Economics	Advisory/ Flex	Elective	Elective
	SEMESTER 2	Writing	Civics	Advisory/ Flex	Elective	Elective
WHITE	SEMESTER 1	Calculus	Elective	Advisory/ Flex	Elective	Elective
	SEMESTER 2	Calculus	Elective	Advisory/ Flex	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 78 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/Applied 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 course, 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 catalogs and websites for their specific requirements.

The chart below shows the 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 the 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 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 College Prep or Advanced takes place during the second quarter of the school year.

LEVELING CRITERIA

	APPLIED	College Prep	Advanced
Reading	Grade 9: Scoring at the novice level on state mandated test.	Grades 9-10: Scoring proficient or above on state mandated test. Students at the partially proficient level may need additional support for college prep courses. Grades 11-12: Demonstrated comprehension of college preparatory texts or a score of Proficient on state mandated test.	Grades 9-10: 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. 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 the ability to move beyond the 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 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 at 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 is 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, Advanced Anatomy & Physiology, Psychology, Business Law, College Accounting, Music Appreciation, and Advanced Manufacturing II & III.

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.

EXTENDED LEARNING OPPORTUNITIES (ELO)

HIGH SCHOOL CREDIT BY MEANS OF ALTERNATIVE LEARNING

Purpose

The Conway School Board encourages students to pursue extended learning opportunities (ELO) as a means of demonstrating competence through opportunities outside of the traditional classroom. Alternative and extended learning opportunities may include, but are not limited to independent study, work cooperative, 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.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. The granting of credit shall be based on fulfilling ELO requirements and mastery of course competencies. Designated educators must authorize the granting of credit for learning accomplished through extended learning opportunities.

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

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's extended learning opportunity coordinator(s) for approval. The name and contact information for the school's extended learning opportunity coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal's office or the School Counseling office. The designated extended learning opportunity coordinator will assist students in preparing the application form and other necessary paperwork.

The principal or designee will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Extended Learning Opportunity Committee (ELOC) will be responsible for approving eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district. The ELOC will vary dependent on the student and ELO but at minimum will always consist of the ELO Coordinator, Director of School Counseling, student's school counselor, and facilitating teacher. The ELOC will review and determine credits that will be awarded for extended learning opportunities toward the attainment of high school diploma.

Students approved for extended learning opportunities must have parental/legal guardian permission to participate in such a program. Such permission will be granted through an extended learning opportunity plan signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for their own transportation to and from the off-campus site.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, student, parent/legal guardian and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

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

Revised adopted – February 12, 2018

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 pie sign logo ‘ π ’ denoting this class will satisfy the 4th year math experience required for students.

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 9.

The administration may delete a course 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.

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: Advanced Manufacturing Technology, Automotive Technology, Construction Trades, Business Education, Computer Aided Drawing & Design, Computer Science, Culinary Arts, Graphic Arts, Health Science Technology, Marketing Education and Teacher Education.

Today's cutting-edge, rigorous and relevant career and technical education prepares students for a wide range of high-wage, high-skill, high-demand careers. The center helps students prepare for a two or four-year post-secondary educational experience as well as entry into the workforce. 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 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 technical 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.

<p style="text-align: center;">ADVANCED MANUFACTURING TECHNOLOGY</p> <p>Intro to Machine Tool 9,10 Machine Tool I 10,11 Advanced Manufacturing II & III 11,12</p>	<p style="text-align: center;">CULINARY ARTS</p> <p>Culinary I 9,10,11 Culinary II 11,12 Culinary III 12</p>
<p style="text-align: center;">AUTO TECH</p> <p>Intro to Auto 9,10 Auto II 10,11 Auto III 11,12</p>	<p style="text-align: center;">GRAPHIC ARTS</p> <p>Intro to Graphic Arts 9,10 Intro to Photography 9,10 Photography, Video & Graphics I 10,11 Photography, Video & Graphics II 11,12 Photography, Video & Graphics III 12</p>
<p style="text-align: center;">BUSINESS EDUCATION</p> <p>Intro to Business 9,10 College Accounting 11,12 Business Law 10,11,12 Entrepreneurship 11,12</p>	<p style="text-align: center;">HEALTH SCIENCE TECHNOLOGY</p> <p>Intro Health Science 9,10 Health Science Level I 10,11 Health Science Level II 11,12 Licensed Nurse Assistant 12 Emergency Medical Technician 12</p>
<p style="text-align: center;">CONSTRUCTION TRADES</p> <p>Intro to Construction Trades 9,10 Construction Trades I 10,11 Construction Trades II/III 11,12</p>	<p style="text-align: center;">MARKETING</p> <p>Intro to Marketing 9,10 Retail Marketing and e-Commerce 10,11 Sports and Entertainment Marketing 11,12</p>
<p style="text-align: center;">COMPUTER DRAW & DESIGN</p> <p>Intro Computer Aided Drawing 9,10 Arch/Tech Draw 10,11 Engineering Tech 11,12 Design Studio 12</p>	<p style="text-align: center;">TEACHER EDUCATION</p> <p>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</p>
<p style="text-align: center;">COMPUTER SCIENCE</p> <p>Intro to Robotics 9,10 CS50AP 10,11,12 CS Studio 11,12 CS App and Web Design 9,10,11 Game Design and Development 9,10,11</p>	<p style="text-align: center;">WORK BASED LEARNING</p> <p>Work Co-op 11,12</p>

WORK BASED LEARNING PROGRAM

The Work Based Learning (WBL) Program is designed to show students the connection between school and the world of work. The experience will enhance a resume and develop valuable workplace contacts. The School to Career program, a well-developed partnership of community businesses, is committed to supporting students in the WBL 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: Career 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 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.

ADVANCED MANUFACTURING 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. Inclusive in the curriculum is the emphasis on appropriate work based safety, shop management, process control, professional demeanor and work ethic. Past projects include tool boxes, all types of welding, race car parts, the weathervane for the Mount Washington Observatory, and parts currently flying on the International Space Station. Courses in the Advanced Manufacturing Program are not only project based, but also include math and drafting components as well as the opportunity to compete in Advanced Manufacturing and Welding at Skills USA. Since 2013 the Advanced Manufacturing Technology department has teamed up with NASA to be a part of HUNCH (High Schools United with NASA to Create Hardware) 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 Prep

Credit: .50 (78 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 I π **Registration # CT 550**

Grades: 10, 11

Level: College Prep

Credit: 2.0 (78 minutes daily– year)

Prerequisite: Intro to Machine Tool with a grade of 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 metalworking 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, oxy-acetylene processes, MIG, Stick, and TIG welders. Print reading, drafting projects, layout, and mathematical problem solving are skills that will be built utilizing project based activities. Also, students will learn proper maintenance techniques on tools and machines. Great emphasis is placed on safety, work ethic, 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.

Advanced Manufacturing II & III π **Registration # CT 552****Machine Shop and Welding**

Grade: 11, 12

Level: College Prep

Credit: 2.0 (78 minutes daily-year)

Prerequisite: Machine Tool I and/or Advanced Manufacturing II with a grade of 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, work ethic, 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 NASA, race cars and motorcycles, stirling engines, go-karts, tree stands, trailers, wood stoves, and many other real world projects.

Advanced Manufacturing III students will be eligible for many different opportunities, which include: college credit through Running Start, the NASA Hunch Program, internships, apprenticeships, as well as scholarships in Machine Tool and Welding.

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.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program is offered to students serious about 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 Automotive Technology

Registration # CT 150

Level: College Prep

Grades: 9, 10

Credit: .50 (78 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 π

Registration # CT 151

Level: College Prep

Grades: 10, 11, 12

Credit: 1.0 (78 minutes alternating day- year)

Prerequisite: Intro to Auto with a grade of 75 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 is placed on basic electricity and all automotive systems. Individualized instruction geared toward specialty careers will be emphasized and will facilitate the exploration of post-secondary learning. This course requires students to understand the importance of safety in the workplace and knowledge of tools and equipment.

Automotive Technology III π

Registration # CT 152

Level: College Prep

Grades: 11, 12

Credit: 2.0 (78 minutes daily-year)

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

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.

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

CONSTRUCTION TRADES

The Construction 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 construction trades in reference to building and maintenance of residential and light commercial property. Areas of instruction include carpentry, plumbing, residential electricity, heating, cabinet making, masonry and painting. The basic principles of math, blueprint reading, local building codes, cost estimates, building materials and structural design, with a strong emphasis on construction and structural safety are integrated into these instructional areas. Emphasis on appropriate shop safety, shop management and possessing a professional work ethic are inclusive in the curriculum. Membership in Skills USA - BUILDING is recommended.

Introduction to Construction Trades

Registration # CT 207

Level: College Prep

Grades: 9, 10

Credit: .50 (78 min alternating day-semester)

Prerequisite: None

Whether considering a career in construction or investigating woodworking as a lifelong 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.

Construction Trades I π

Registration # CT 208

Level: College Prep

Grades: 10, 11

Credit: 1.0 (78 minutes alternating day-year)

Prerequisite: Intro to Construction Trades. 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.

Construction Trades II and III π

Registration # CT 209

Level: College Prep

Grades: 11, 12

Credit: 2.0 (78 minutes daily-year)

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

These Level II and III classes are 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. Areas of instruction include carpentry, plumbing, residential electricity, heating, cabinet making, masonry and painting. The basic principles of math, blueprint reading, local building codes, cost estimates, building materials and structural design, with a strong emphasis on construction and structural safety are integrated into these instructional areas. 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.

Business Law

Registration # CT 252

Level: Advanced/Running Start Option

Grades: 10, 11, 12

Credit: 1.0 (78 minutes alternating day-year)

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

Students in this course will gain an understanding of our legal system with regard to business, contracts, sales, commercial paper, agency and employment, partnerships and corporations, risk bearing devices and property. Students will develop and communicate logical written and oral arguments to advocate for clients in simulated mock trials.

Running Start enables high school juniors and seniors to enroll in Business Law for a significantly reduced tuition rate and receive college credit through White Mountains Community College.

College Accounting and Finance π**Registration # CT 251**

Level: Advanced/Running Start Option

Grades: 11, 12

Credit: 1.0 (78 minutes alternating day-year)

Prerequisite: Introduction to Business with a grade of 75 or higher and Business Law with a grade of 75 or higher or instructor consent

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.

Running Start enables high school juniors and seniors to enroll in College Accounting and Finance for a significantly reduced tuition rate and receive college credit through White Mountains Community College.

*This course meets the Information and Communication Technology requirement.

Entrepreneurship π**Registration # CT 254**

Level: Advanced

Grades: 11, 12

Credit: 1.0 (78 minutes alternating day-year)

Prerequisite: College Accounting and Finance with a grade of 80 or higher, Algebra II with a grade of 80 or higher.

Entrepreneurship is the capstone class in the Business Program where students will apply all of their previous knowledge in business through the development of a comprehensive business plan. Students will develop a plan that excites lenders or investors by creating an operating budget, credible financial plan, management and marketing plans, and risk mitigation strategy, along with detailing macro-environmental factors that would impact their concept in a global marketplace. This is a writing intensive, project-based course designed to prepare students for postsecondary education.

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 postsecondary 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 (78 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 π Registration #CT 302

Level: College Prep

Grades: 10, 11

Credit: 1.0 (78 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 π Registration # CT 303

Level: College Prep

Grades: 11, 12

Credit: 1.0 (78 minutes alternating day-year)

Prerequisite: Architectural/Technical Drawing and Design with a grade of 75 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 and work on multiple projects simultaneously. 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 π 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/or 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.

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

COMPUTER SCIENCE

Computer Science is an exciting and fast growing career field. The two year Computer Science 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 may offer AP or Running Start credit, with advanced level students working as an in school studio developing games and real world applications. 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 (78 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 individually and 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. Students will be exposed to other computer programs used in STEM education.

*This course meets the Information and Communication Technology requirement.

Computer Science 50 AP π

Registration # CT 658

Level: AP / Adv.

Grades: 10, 11, 12

Credits: 1.0 credit (78 minutes alternating day- year)

Prerequisite: Grade of 80 or higher in Algebra 1

Computer Science 50 is Harvard University's introduction to the intellectual enterprises of computer science and the art of programming for students less comfortable and more comfortable alike. This course aligns with the new AP Computer Science Principles curriculum. Students will learn the basics of Computer Science through Scratch, and progress through learning C, Python, Javascript, and SQL. Students will be able to apply the knowledge gained to create tools and applications to be used in any discipline of their choice.

*This course meets the Information and Communication Technology requirement.

Computer Science Studio π**Registration # CT 659**

Level: Adv

Grades: 11, 12

Credits: 1.0 credit (78 minutes alternating day - year)

Prerequisite: CS50 AP with a grade of 80 or higher

Students in Computer Science Studio will continue to grow and apply their knowledge from CS50 while learning how to create and maintain programs in a Java/Android environment. Students will learn more Object Oriented Programming techniques and advanced web design practices. This class will produce real applications to be uploaded and maintained on the Google Play store among other outlets. This class may offer AP or Running Start credit.

CS App and Web Design**Registration # CT 660**

Level: College Prep

Grades: 9, 10, 11

Credits: .50 credit (78 minutes alternating day- semester)

Prerequisite: None

Computer Science App and Web Design is designed to introduce students to the breadth of the field of computer science through an exploration of mobile App creation and Web Design, through learning HTML/CSS and JavaScript. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of CS App and Web Design 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 is a competency based course that is recommended for students pursuing a focus in programming.

*This course meets the Information and Communication Technology requirement.

Game Design and Development**Registration # CT 661**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (78 minutes alternating day- semester)

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. Students will learn to write and 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 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 strives 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. This program provides students with the opportunity to specialize in the areas of food preparation, quantity cooking, purchasing, receiving and storage of products, front of the house service and various other management aspects of the food service industry. Students may also be eligible to compete in the ProStart Invitational competition held every spring.

Culinary Arts I

Registration # CT 350

Level: College Prep

Grades: 9, 10, 11

Credit: 1.0 (78 minutes alternating days-year)

Prerequisite: None

This Level I class is designed for students serious about a career in the foodservice industry, as well as students simply interested in learning cooking basics. In this full-year course students learn about sanitation, safety, measurement, knife skills, small and large equipment identification and use, and basic cooking fundamentals & 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. A commitment to safety and personal responsibility for the work environment is required.

Culinary Arts II π

Registration # CT 351

Level: College Prep

Grades: 11, 12

Credit 2.50 (78 minutes alternating days-year)

Prerequisite: Culinary I with a grade of 80 or higher, strong attendance record, and teacher recommendation.

This class is for students serious about a career in the foodservice industry. 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 as well as back-of-the-house support. A more in-depth study of stocks, sauces and soups will be covered as well as basic baking techniques. Students will be required to attend 2 Rotary breakfast events a quarter. A commitment to safety and personal responsibility for the work environment is required.

Culinary Arts III π

Registration # CT 352

Mineral Spring Cafe

Level: College Prep

Grades: 12

Credit: 2.50 (78 minutes daily-year)

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

Culinary Arts III 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 managing the various operations of the Mineral Springs Cafe, including operating the restaurant three days a week, catering events, creating menus and cooking for our Gourmet To Go Co-Op series as well as preparation and sale of items for the school store. Curriculum for the course includes learning the importance of detailed organization, “mise en place,” industry standard cooking/baking procedures, time management, and marketing. The class will build skill levels in business and the basics behind the production of quantity food service. This is an extremely fast-paced course encompassing multidisciplinary tasks. Students will be required to attend 2 Rotary breakfast events per quarter. A commitment to safety and personal responsibility for the work environment is required.

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

GRAPHIC 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, music videos, 360 virtual tours, and stories? In the Graphic Arts classes, you will work with digital cameras and HD camcorders to capture photographs and videos. You will learn how to enhance the images you create using Adobe Photoshop. You will be able to edit and produce high quality videos using Adobe Premiere. You will also learn how to use Adobe Illustrator, to create graphic designs including posters, custom images for your social media accounts, and advertisements, Adobe Certification will be available to students who complete the program.

Optional Opportunity: Students who demonstrate professionalism and motivation can join the daily news team to produce a live newscast in the tv studio.

Membership in Skills USA - GRAPHIC ARTS is recommended.

Introduction to Graphic Arts**Registration # CT 450**

Level: College Prep
Grades: 9, 10
Credit: .50 (78 minutes alternating day-semester)
Prerequisite: None

In this class, you will explore photography, video production and design software. Learn the basics of digital cameras and HD camcorders along with illustration, photo, and video editing software to create and edit photographs, movies, stop motion video, digital artwork and designs. 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.

*This course meets the Information and Communication graduation requirement.

Introduction to Photography**Registration # CT 460**

Level: College Prep
Grades: 9, 10,
Credit: .50 (78 minutes alternating day-semester)
Prerequisite: None

Explore the basics of photography and photo editing through the use of digital cameras and photo editing software. Students will become familiar with camera settings that are necessary to take a quality photograph as well as how to light and position subject matter. You will become familiar with studio, abstract, portrait, landscape, nature, macro, and sports photography. Students who choose this course will need to take responsibility for their own learning. This is a fun and creative class that will have you constantly posting to Instagram!

*This course meets the Information and Communication graduation requirement.

Photo, Video & Design I**Registration # CT 461**

Level: College Prep
Grades: 10, 11
Credit: 1.0 (78 minutes alternating day-year)
Prerequisite: Intro to Graphic Arts or Intro to Photography with a grade of 75 or higher.

Students in Photo, Video & Design I 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. You will make photographic portfolios and prints for display and enter into competitions. You will create interviews, music videos, documentaries, public service announcements and short films and enter into film festivals. You will explore studio, abstract, portrait, landscape, nature, macro, sports, HDR and documentary photography. 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.

Photo, Video & Design II – Advanced Concepts**Registration # CT 462**

Level: College Prep

Grades: 12

Credit: 1.0 (78 minutes alternating day-year)

Prerequisite: Photo, Video & Design II – Advanced Concepts with a grade of 80 or higher

Advanced Concepts will build upon much of the subject matter covered in previous classes while providing creative freedom when producing projects. Students will create in depth videos, compelling photographs, graphic designs and interactive 360 degree virtual tours. By the end of this course the student should be ready to answer this question - do you want to pursue a career as a photographer, photo editor, videographer, video editor or graphic artist?

Photo, Video & Design III - Portfolio**Registration # CT 463**

Level: College Prep

Grades: 12

Credit: 1.0 (78 minutes alternating day-year)

Prerequisite: Photo, Video & Design II - Advanced Concepts with a grade of 80 or higher

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. This course provides opportunities for students to pursue a special interest or career path in photography, video production or graphic communications.

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

HEALTH SCIENCE TECHNOLOGY

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

The Health Science Technology (HST) program follows a state and national approved curriculum that is offered to students who are ready to start making a difference. Get a head start in one of the most rapidly growing careers worldwide! Health Science Technology will prepare you to be an emergency medical technician (EMT), a licensed nurse assistant (LNA), a personal trainer and a physical therapy assistant. When you complete the HST program you will be prepared to be a part of and lead a team of medical personnel whose job is to save lives. The knowledge and skills you will develop will be with you for a lifetime. Being able to prove that you know how to handle an emergency situation by the time you graduate high school will give you an edge on any application, be it a job or college.

Certifications, college credit and professional organizations offered in the HST curriculum include EMT certification, LNA certification and Extended Learning Opportunities (ELOs) for those who are interested in the many disciplines the medical community has to offer. All students are encouraged to join HOSA (Health Occupations Students of America), a student

run career technical organization that focuses on social and civil responsibility while promoting involvement in state and national healthcare activities. HOSA supports students in their endeavors to become healthcare professionals.

What is new in the HST? This course is about healthcare and about what it takes and means to be a medical provider. The HST program has and will continue to invest in training students on how to study individually, collaborative learning and using technology not found in any other HST program in New England - virtual reality. Students will experience dissecting a human avatar, understanding body proportions and learn what it is like to interact in a virtual medical center. Our plan is to provide students with the experience of using up-to-date diagnostic equipment and be able to diagnose and treat patients.

Introduction to Health Science Technology

Registration # CT 500

Level: College Prep

Grades: 9, 10

Credit: .50 (78 minutes alternating day semester)

Prerequisite: Recommended classes: Algebra I, Biology

This course is about the nuts and bolts of Health Science. Students will learn about medical safety, infection control and first responder protocols along with first aid and CPR. Instruction will include collaborative learning along with peer assessment, personal study habits, strong employee practices and hands on, practical lifesaving skills. If by the end of this course you are not committed to the medical field you will have left as a stronger learner and will have learned what is needed to make a difference in someone's life.

Health Science Technology I

Registration # CT 501

Level: College Prep

Grades: 10, 11

Credit: 1.0 (78 minutes alternating day – year)

Prerequisite: Intro to HST with a grade of 75 or higher

Recommended classes: Algebra I, Biology

Congratulations! You have decided to take the next step in becoming a healthcare professional! During this year, students will build on their individual and collaborative study habits and learn about medical mathematics, legal issues, healthcare systems, careers and anatomy & physiology. The focus is to scaffold each unit and apply their knowledge in both written and live scenario case studies. Students explore virtual reality. They will use make-up and create simulated illness and trauma patients. Students will practice using the equipment utilized in the healthcare field to diagnose and treat patients.

Health Science Technology II

Registration # CT 503

Level: College Prep

Grades: 11, 12

Credit: 1.0 (78 minutes alternating day – year)

Prerequisite: HST I with a grade of 80 or higher

Recommended classes: Algebra 1, Anatomy and Physiology, Chemistry

You made it! Students are completing their medical anatomy and physiology and will earn Running Start credit for medical terminology. Students will also be preparing to take any and all of the Running Start college credit courses to include personal training, Licensed Nurse Assistant (LNA) and Emergency Medical Technician. There is a strong emphasis on employability skills and preparation for entering the workforce or college. Students learn how to prepare resumes and practice interviewing skills.

During a student's junior and senior year, they may opt to enroll in an Extended Learning Opportunity (ELO), a program described as an externship – where students who would like to explore other medical careers may do so for high school credit by spending time in the field, supplement learning with book work and a curriculum designed research project.

LNA Program & Internship

Registration # CT 507

Level: College Prep

Grades: 12

Credit: 1.0 (class time to be determined plus 60 hours of clinical experience outside of the classroom - 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 healthcare career internship. Recommended classes include Algebra 1, 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 may 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 New Hampshire Board of Nursing 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. Additional fees are associated with the licensure process.

Emergency Medical Technician

Registration CT# 506

Level: College Prep

Grade: 12

Credit: 1.0 (class time to be determined plus 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. Must be 18 years of age by July 30, 2020.

This class is a unique opportunity for Seniors in the Winter/Spring semester of 2020. This course will present the EMT curriculum, with scheduled off-campus, day-long trips and

clinical rotations through local EMS service venues including Memorial Hospital. Students will learn assessment of the sick and injured, managing airways, resuscitating patients, handling injuries to the head and spine, cardiothoracic trauma, fractures, bleeding and wounds, handling poisoning/overdoses, environmental injury, cardiac, respiratory, and diabetic concerns, rescue work and much, much more. EMS is a skill driven discipline and this program emphasizes frequent technique practice, skill labs, scenarios, and other mock drills. Students will learn by doing and from people who have done what they teach. This course is taught under the new National EMS Education Standards and the most current National scope of Practice Models and it will prepare the students for the National Registry of EMTs certification exams and NHBEMS licensure.

MARKETING EDUCATION

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 (78 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 π**Registration # CT 601**

Level: College Prep

Grades: 10, 11

Credit: 1.0 (78 minutes alternating 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 π**Registration # CT 602**

Level: College Prep

Grades: 11, 12

Credit: 1.0 (78 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 so much 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.

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 pre-K 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 (78 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 student led conferences.

Child Growth and Development

Registration # CT 405

Grades: 10, 11

Level: College Prep

Credit: 1.0 (78 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 student led conferences. 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 406

Level: College Prep

Grades: 11, 12

Credit: 2.0 (78 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, mindful practices 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 Student Teachers

Registration # CT 403

Level: College Prep

Grades: 11, 12

Credit: .50 (78 minutes alternating day-semester)

Prerequisite: Teacher Education I with a grade of 80 or higher and application

Students entering student teaching 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 lesson 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.

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 competencies that have been established by the English department. Students are required to demonstrate proficiency in each of the competencies in order to achieve success in a course. These proficiencies are measured through summative assessments in each 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 summative assessments.

Most English courses will meet every-other-day for a full year. Level changes for year-long classes that offer specific leveled sections will take place for grades 10-12 at the end of Quarter 1 and at the end of Quarter 2 for freshmen. 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.

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. All 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.

All 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.

Colleges Defined:

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

Competitive colleges: For students who plan for a professional degree or liberal arts education. These are recommended for students looking to earn a bachelor's degree.

Technical/Community colleges are for students who desire direct entrance into an occupation after college. These are recommended for students looking to earn an associate's/specialty 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 into the Focus Area Electives.

Course Title*	Suggested Grade Level	Credit Levels Offered
<i>*All courses except Capstone meet every-other-day for a full year.</i>		
Freshman English	9	College Prep., Advanced
Hero's Journey	10	College Prep., Advanced
Media & Society	10	College Prep., Advanced
American Literature	10, 11, 12	College Prep., Advanced
British Literature	10, 11, 12	College Prep., Advanced
Writing	11, 12	College Prep., Advanced
English Language and Composition	11, 12	College Prep., Advanced, Running Start
AP English Language & Composition	11, 12	AP
AP Literature	11, 12	AP
Capstone	11, 12	College Prep., Advanced

Functional Literacy**Registration # ENG 150**

Level: Life Skills
Grades: 9, 10, 11, 12
Credits: 1.0 (78 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 hands-on activities to enhance engagement and comprehension of objectives.

Literacy Lab**Registration # ENG 152**

Level: Unleveled
Grades: 9, 10, 11, 12
Credits: .50 (78 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 support their concurrent access to regular 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. Maximum enrollment of 6.

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

Level: Determined by ESOL Teacher
Grades: 9, 10, 11, 12
Credits: 1.0 (78 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:
College Prep**
Advanced***
Grade: 9
Credits: 1.0 (78 minutes alternating day-year)

This year-long course integrates the essential skills of high school English, providing a foundation for upper-level English courses throughout high school. These include reading, writing, listening, speaking, technology, and research 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, drama and nonfiction. Research and citation skills will be emphasized throughout the course.

Possible texts: Guided choice in fiction, nonfiction and drama

The Hero's Journey

Level: College Prep**
Advanced***

Grade: 10, 11, 12

Credits: 1.0 (78 minutes alternating days for one year)

Registration # ENG 234
ENG 235*****

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.

Media & Society

Level: College Prep**
Advanced***

Grade: 9

Credits: 1.0 (78 minutes alternating days for one year)

Registration # ENG 241
ENG 242*****

Stop! The television program you are watching, the book you are reading, the Youtube video that pops up in your browser, the particular headline in the Conway Daily Sun, and the Facebook ad that appears on the right side of your computer is affecting your mind! Are you aware of what you are reading? What you are watching? Is what you see what you get? The print and digital content we consume daily is the product of complex forces: economical, governmental, political, historical, and technological. This course will explore the underlying forces and provide analytical tools to evaluate media and text critically. Passive media consumption can be dangerous and this course aims to provide you with a critical and knowing lens to better navigate and respond to what you are exposed to every day.

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

American Literature

Level: College Prep**
Advanced***
Grade: 10, 11, 12
Credits: 1 (78 minutes alternating days for one year)

Registration # **ENG 211****
ENG 212***

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

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: *The Red Badge of Courage*, *Of Mice and Men*, *The Great Gatsby*, *The Sun Also Rises*, *On The Road*, *Native Son*, *Slaughterhouse Five*, *The Things They Carried*, *The Scarlet Letter*, *The Slave Narrative of Frederick Douglass*, and *The Adventures of Huckleberry Finn*.

British Literature

Level: College Prep**
Advanced***
Grade: 10, 11, 12
Credits: 1.0 (78 minutes alternating days for one year)

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

Recommended for students reaching highly selective colleges, competitive colleges.

Students who enroll in British literature for the academic year 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.

Writing

Registration # ENG 401**

Level: College Prep**
Advanced**

ENG 402***

Grade: 11, 12

Credits: 1.0 (78 minutes alternating days for one year)

“Stories define and nourish us, intellectually, aesthetically, imaginatively, and emotionally. Our stories, and the stories of others, teach us to be human. I know that if students write about those things that matter to them, they will make it the strongest writing they can, because they have stories, opinions, knowledge, and feelings that matter enough to them to write convincingly and compellingly, for themselves, and an audience beyond themselves.” This quote, from Linda Rief's introduction to Read, Write, Teach, speaks to core values held in our Writing course. Through a workshop environment, we empower young writers. With ongoing, collaborative, supportive feedback, students gain important skills and competencies. The instructor writes during each assignment, sharing struggles and triumphs, modeling craft. Our studies focus on narrative, argument, and informational genres. We aim to become better writers today, but also equip students to meet the writing challenges found at university in the future. Publishing our writing beyond the classroom is a primary expectation. In the fall, we craft college admissions essays; in the spring, college scholarship essays. At year's end, writers can submit their finest compositions for publication in our biannual literary magazine, Anthology of Young Adult Writers in Mount Washington Valley. Reading expectations include studying mentor texts from past anthologies; examining True Stories, a writer's guidebook; and participating in mini-lessons shaped by work from professional writers. We expect every student to read independently each day. Students choose their books for pleasure and personal challenges. We promote reading habits to foster joyful literacy for life.

English Language & Composition

Registration # ENG 281**

Level: Running Start/Advanced/College Prep

ENG 282***

Grade: Recommended for 11 grade students as teachers of this course will seek interdisciplinary connections with U.S. History teachers.

Credits: 1.0 (78 minutes alternating days for one year)

Recommended for students seeking post-secondary schooling

This course will provide students opportunities to explore writing and develop research skills within a supportive environment. It will also call for reading a range of authors on different topics with an emphasis on nonfiction writing. In this class, we will learn to write clearly and effectively for defined audiences by analyzing various mentor texts. This analysis will serve to prepare students for the SAT writing prompt.

Students will learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments relevant to

contemporary society. Many assessments, such as researched arguments, response essays, and personal narratives, will take students through the writing process of drafting, revising and editing, but there will also be regular in class on-demand writings as well. Active class participation and speaking in front of an audience is required. The class will culminate with research for a self-directed investigation of an idea or argument that leads to a multimedia project presented to a public audience.

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

AP English Language and Composition

Registration # ENG 600

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

Level: Advanced Placement

Grade: 11

Credits: 1.0 English (78 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 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 June, and it will be due mid-August before the new school year begins. All assignments must be turned in to Kennett High School's main office by 12 PM on the date specified in the assignment. No electronic copies will be accepted. Failure to complete the assignment on time will result in removal from the course.

AP English Literature & Composition

Registration # ENG 405***

Level: Advanced Placement

Grade: 11, 12

Credits: 1.0 (78 minutes alternating days for one year)

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

At least one recommended prerequisite: British Literature, American Literature, AP Language and Composition

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 June, and it will be due mid-August before the new school year begins. All assignments must be turned in to Kennett High School's main office by 12 PM on the date specified in the assignment. 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, Poetics, Othello, Comedy of Errors, Things Fall Apart

Capstone

Level: College Prep**
Advanced***

Grade: 11, 12

Credits: 1.0 (78 minutes every day for a semester only)

Registration # ENG 283**

ENG 284***

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

This course is designed with early graduates in mind, which is why it meets every day for a single semester. It provides the opportunity for students to fine tune two major skills of a successful high school graduate: The college admissions process, and the in-depth research process. Students will spend the first part of this course crafting college admissions essays and scholarship essays ahead of those important deadlines, while the second part of this course will allow students to pursue topics they are passionate about through at least one major multimedia assessment and one major written assessment. Students will be expected to produce a significant amount of writing each week and read a variety of texts to further their understanding of the audiences for their different writing pieces. At the end of the course, students will participate in a portfolio presentation of their work and research. While this course is fast-paced, it is differentiated for both College Prep and Advanced credit levels.

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
Portfolio	10, 11, 12

Art I

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 (78 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 (78 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 requirement.

Ceramics and Crafts**Registration # FA 102**

Level: College Prep
Grades: 9, 10, 11, 12
Credits: .50 (78 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 (78 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 (78 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 206

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (78 minutes alternating day-semester)

Prerequisite: Dance Technique or permission from the teacher

Students interested in increasing their technical skill in Jazz and Hip Hop will enjoy this class. This course will explore many styles of hip hop & jazz dance including R & B, Street, Broadway and Funk. Students will develop their creativity through the art of choreography. 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 204

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (78 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 are the same.

Instrumental Music Workshop

Registration # FA 309

Level: College Prep

Grades 9, 10, 11, 12

Credit: .50 (78 minutes alternating day-semester)

Instrumental Music Workshop is an exciting opportunity to learn a new band instrument, play your violin, or improve current instrument skills in a more individualized setting when compared to Concert Band or KHS Drumline. Weekly practice assignments, written tests, and in-class performances serve as formative and common assessments. Students must be willing and able to practice at home. A limited number of school owned instruments are available. They will be assigned on a first come-first served basis. Rental instruments are available locally. This course is limited to 18 students.

Music Appreciation

Registration # FA 315

Level: College Prep/ Running Start

Grades: 9, 10, 11, 12

Credits: .50 credit of music (78 minutes alternating day-semester)

Running Start Music Appreciation is a semester-long course designed to introduce students to musical masterworks across time through guided listening. This class can be taken for early, gen ed, college credit or as a regular high school class. Topics include music terminology and elements, the time periods of Western Music, World Music, the jazz idiom, American musical theater, and the development of pop music. The study of socio-political influences and aesthetics will be included in order to understand the profound existence of music as culture.

Students have the option of dual enrolling in this course through White Mountain Community College Running Start program in order to potentially receive three college credits for taking this course.

Unified Music

Registration # FA 310

Level: College Prep or Life Skills

Grades: 9, 10, 11, 12

Credits: .50 credit of music (78 minutes alternating day-semester)

Prerequisite: Regular education students: None

Special needs students: IEP Placement Team Recommendation

This class is strongly recommended for regular education students who plan to enter teacher education or healthcare programs in college. 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 much like Unified Basketball programs but with musically centered academic goals. Experiencing the joy of music creation has universal

appeal and is the guiding principle for this course. Topics include playing instruments, chanting, listening, multicultural music, musically-defined movement, composition, arts integration, and public performance.

KHS Drumline

Registration # FA 301

Level: College Prep, Advanced

Grades: 9, 10, 11, 12

Credit: 1.0 credit (78 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. Students must be willing and able to practice at home to master assignments. Every student has the opportunity to learn each of the instruments played as part of the Drumline. Instrument maintenance and managerial skills are also key components of study. Marching with the Concert Band and separate Drumline performance opportunities are required dependent upon which section of Drumline is scheduled. 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 the 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 (78 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. This choir is open to male and female singers. 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 (78 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 the 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.

Chamber Choir

Registration # FA 311

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

PreRequisite: "A" in Chorus I or Teacher Permission

This ensemble is designed for the serious singer to increase and challenge their vocal skills at an intermediate level. Chamber Choir is a year-long course which focuses on the rehearsal and performance of serious choral literature from Renaissance through 20th Century. Members of Chamber 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 in this ensemble must be able to match pitch and sing independently. 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 or teacher recommendation

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 theory, 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 (78 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 a case. A limited number of school-owned guitars are available.

Musical Theater

Registration # FA 312

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (78 minutes alternating day-year)

Prerequisite: None

Musical Theater is an introductory theater course with a focus on the elements of musical theater. This class is designed for any student who is interested in learning about acting basics, improvisation, playwriting, and the history and development of American Musical Theater. This course gives students the opportunity to evaluate and compare a variety of musicals and nonmusicals from the nineteenth century to present-day Broadway. 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 would like to focus their projects on. Through classroom activities, students will gain knowledge and appreciation of theater, legends of the stage, and its impact on American society.

Kennett A Cappella Choir

Registration # FA 314

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 credit (78 minutes alternating day- year)

Prerequisite: By Audition

Do you like Pentatonix, Straight No Chaser, and other A Cappella ensembles? Do you like to be challenged? Then this group is for you. This is a contemporary A Cappella ensemble and sings professional, student, and teacher arrangements of diverse popular music. This course is tailored to the growth and singing techniques in the style of cappella and jazz music. We will perform at music department concerts, Competes at Voices of the 603, community events, and travels in the spring. Entry into this ensemble is by audition only.

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 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 (78 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 (78 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 (78 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 (78 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 (78 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 (78 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 gameplay, 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 (78 minutes alternating day - year long course)

Partners - .50 credit of Physical Education, .50 credit of elective (78 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. 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. All students enrolled in the class are expected to participate on the Unified Basketball team, including practice sessions during school, and games outside of school. Exceptions may be made with teacher approval.

Health

Registration # HTH 100

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (78-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 use 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

Freshman Academic Support

Registration # INT 100FS1

Level: Unleveled

Grades: 9

Credits: .50 Credit (78 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. 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.

Academic Support

Registration # INT 100

Level: Unleveled

Grades: 10, 11, 12

Credits: .50 Credit (78 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 through 12th grade. 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.

Career Planning I**Registration # INT 110**

Level: Life Skills

Grades: 9-12+

Credits: .50 Credits (78 minutes alternating day - semester)

Prerequisite: IEP Placement Team Recommendation

This course focuses on the unique needs and abilities of each individual student. Through meaningful and intentionally structured experiences in the R.I.S.E Program, students gain skills and competencies in areas of basic academic skills, critical thinking skills, and personal qualities such as self-esteem, sociability, self-management and integrity. The educational goal for students is the same as with every student at KHS: to become an active participant and contributing member of society. To achieve this goal, the curriculum will be delivered in the classroom as well as through experiences in the Mount Washington Valley community. School experiences will consist of independent living skills, self-enrichment, and vocational development. Off campus experiences will include goal-oriented programming within local businesses, potential work and community services sites, as well as socially oriented destinations. This combination of environments allows the learning experiences to develop with greater relevance, creating the opportunity for each student to generalize his/her learning in a variety of meaningful settings.

Career Planning II**Registration # INT 111**

Level: Life Skills

Grades: 10-12+

Credits: .50 Credits (78 minutes alternating day - semester)

Prerequisite: IEP Placement Team Recommendation

This course is a continuation of Career Planning I, with a deeper focus on transitions goals, services and activities for each individual student. Through meaningful and intentionally structured experiences in the R.I.S.E Program, students gain skills and competencies in areas of basic academic skills, critical thinking skills, and personal qualities such as self-esteem, sociability, self-management and integrity. The educational goal for students is the same as with every student at KHS: to become an active participant and contributing member of society. To achieve this goal, the curriculum will be delivered in the classroom as well as through experiences in the Mount Washington Valley community. School experiences will consist of independent living skills, self-enrichment, and vocational development. Off campus experiences will include goal-oriented programming within local businesses, potential work and community services sites, as well as socially oriented destinations. This combination of environments allows the learning experiences to develop with greater relevance, creating the opportunity for each student to generalize his/her learning in a variety of meaningful settings.

Wilderness Youth Leadership Development/Success Class Registration #INT 112

Level: Unleveled

Grades: 9, 10, 11, 12

Credits: 1.0 (78 minutes alternating day - year)

Prerequisite: Teacher or counselor recommendation

Wilderness Youth Leadership Development (WYLD) provides students with a deeper understanding of age appropriate social/emotional issues, and equips them to better deal with the social and emotional adjustments of high school. Topics covered include communication skills and healthy relationship building; risk assessment, drug prevention; stress and anger management; personal values development; and preparation for the work environment. Students will be encouraged to push outside of their comfort zones in a safe and supporting environment.

This course is built from evidence based programs designed for developing youth including, Incorporated Curriculum, Reconnecting Youth, Project Success, Project Alert, Life Skills Training.

MATHEMATICS

In order to graduate from Kennett High School, students must earn a minimum of 3.0 math credits and must pass a course in which mathematics knowledge and skills are embedded each year a student is in high school. 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 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, Statistics & Experimental Methods, 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 Algebra II.

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 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 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 and may pair Pre-Calculus College Prep with Trigonometry 12th Grade: Pre-Calculus College Prep or Advanced Calculus</p>
<p>Technical/ Community Colleges 9th Grade: Algebra Concepts 10th Grade: Geometry Concepts 11th or 12th Grade: Math of Personal Finance, Introduction to Statistics & Post-Secondary Math Concepts or Algebra</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 8th 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 100A

Level: Life Skills
 Grades: 9, 10, 11, 12
 Credits: 1.0 (78 minutes alternating day-year)
 Prerequisite: IEP Placement Team Recommendation

This class focuses on developing 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

Level: Unleveled
 Grades: 9
 Credits: 1.0 credit (78 minutes alternating day - year)
 Prerequisite: IEP Placement Team Recommendation

This course is designed to build a strong foundation in fundamental math skills. The purpose of this course sequence is to prepare students with the foundational skills needed to advance to Algebra Concepts and Geometry Concepts courses. Students will develop strategies to improve problem solving skills and apply those skills to real-world situations using hands-on activities and inquiry-based instruction to build an understanding of concepts. Units of study will include numbers and operations, measurement, geometry, algebra, and data analysis and probability which includes interpreting and creating graphical representations of real-world data and making predictions using given information. After building strong number sense, students will be introduced to fundamental geometry and algebra concepts including area, perimeter, and angles in real world context, and using algebraic representation to solve real-world problems. Foundations of Math II follows the same unit sequence, building on the skills learned in

Foundations I and covering topics in greater depth. The length of enrollment is determined by the IEP team, and is individualized based on student needs as indicated in IEP goals and observations.

Foundations of Math II

Registration # MATH 108

Level: Unleveled

Grades: 9, 10, 11, 12

Credits: 1.0 credit (78 minutes alternating day - year)

Prerequisite: IEP Placement Team Recommendation

This course is designed to build a strong foundation in fundamental math skills. The purpose of this course sequence is to prepare students with the foundational skills needed to advance to Algebra Concepts and Geometry Concepts courses. Students will develop strategies to improve problem solving skills and apply those skills to real-world situations using hands-on activities and inquiry-based instruction to build an understanding of concepts. Units of study will include numbers and operations, measurement, geometry, algebra, and data analysis and probability which includes interpreting and creating graphical representations of real-world data and making predictions using given information. After building strong number sense, students will be introduced to fundamental geometry and algebra concepts including area, perimeter, and angles in real world context, and using algebraic representation to solve real-world problems. Foundations of Math II follows the same unit sequence, building on the skills learned in

Foundations I and covering topics in greater depth. The length of enrollment is determined by the IEP team, and is individualized based on student needs as indicated in IEP goals and observations.

Foundations of Math III

Registration # MATH 119

Level: Unleveled

Grades: 11, 12

Credits: 1.0 credit (78 minutes alternating day - year)

Prerequisite: IEP Placement Team Recommendation

This sequential course is designed to continue the building of a strong foundation in fundamental math skills. The purpose of this course sequence is to prepare students with the foundational skills needed to advance to Algebra Concepts and Geometry Concepts courses. Students will develop strategies to improve problem solving skills and apply those skills to real-world situations using hands-on activities and inquiry-based instruction to build an understanding of concepts. Units of study will include numbers and operations, measurement, geometry, algebra, and data analysis and probability which includes interpreting and creating graphical representations of real-world data and making predictions using given information. After building strong number sense, students will be introduced to fundamental geometry and algebra concepts including area, perimeter, and angles in real world context, and using algebraic representation to solve real-world problems. Foundations of Math III follows the same unit sequence, building on the skills learned in Foundations I Foundations II and covering topics in greater depth. 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 (78 minutes alternating day - year)

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

Algebra tutorial is a structured course. Students have the opportunity to receive tutoring to help with homework comprehension and develop and/or refine basic skills in math. Short lessons, math skills worksheet practice, and both competitive and individual electronic interactive math challenges will be used to increase Algebra competency. Students may be placed in tutorial at the beginning of the year based on performance in their previous math class.

A student may 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.

Geometry Tutorial

Registration # MATH 603

Upperclass Math Tutorial

Registration # MATH 604

Level: Unleveled

Grades: 10, 11, 12

Credits: 1.0 credit (78 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 tutoring to help with homework comprehension and develop and/or refine basic skills they need to succeed in their core math class. Short lessons are a part of the course, which serves to strengthen 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 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 (78 minutes alternating day - year)

Prerequisite: Teacher recommendation

Algebra concepts uses a visual approach to help student's access algebraic concepts that they may struggle within 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 (78 minutes alternating day - year)

Prerequisite: Teacher 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 to include - basic geometric vocabulary and notation, triangle, quadrilateral and polygon properties, circles, area and volume. Algebra concepts including graphing and equation solving will be reinforced. 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 (78 minute alternating day-year)

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

Algebra I is a differentiated level course for students with strong pre-algebra skills in the areas of rational numbers, percents, 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.

Algebra I

Registration # MATH 109

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Teacher Recommendation

Algebra I is a course for students with pre-algebra skills in the areas of rational numbers, percents, 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/College Prep

Grades: 9

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Algebra I and Placement Points or recommendation from a 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 expectation that students will have a strong Algebra I background and will apply their knowledge of algebraic modeling through this entire course.

Advanced Geometry

Registration # MATH 207

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Algebra I and teacher recommendation or Placement Points

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.

These areas of study will be covered at a faster pace and in greater depth than in the Geometry CP/ General level course. There is an expectation that students will have a strong Algebra I background and will apply their knowledge of algebraic modeling through this entire course.

Geometry

Registration # MATH 202

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Algebra I and Placement Points

Geometry is a 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 and similarity, 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.

Algebra II

Registration # MATH 203

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (78 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.

It is strongly recommended that students complete Algebra 1 with a C or above before enrolling in this class.

Advanced Algebra II

Registration # MATH 204

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (78 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. 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-functional model.

Mathematics for Personal Finance π

Registration # MATH 105

Level: College Prep

Grades: 11, 12

Credits: .50 (78 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.

Introduction to Statistics & Post-Secondary Math Concepts

Registration # MATH 115

Level: General

Grades: 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Algebra 1 or Algebra Concepts and Geometry CP or Geometry Concepts

This course is designed to give students an introduction to the skills needed to represent and analyze data clearly and accurately. Students will also be introduced to basic probability. Throughout the course, algebra and geometry skills will be reviewed and reinforced as needed for success in understanding the statistic and probability skills taught and also to prepare students for success in post-secondary endeavors. This course will feature a variety of applications and hands-on problems that aim to reach non-traditional learners. Space is limited as this course is intended to serve only those who most need mathematical support

Trigonometry with Function Analysis π

Registration # MATH 205

Level: College Prep

Grade: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Geometry, Algebra II (can be taken concurrently)

This course will begin by reviewing and extending concepts introduced in geometry including Pythagorean Theorem, similar triangles, trigonometric ratios, the 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. This course will also expand on concepts introduced in Algebra 2 including rational functions. Throughout the course authentic applications will be taken from surveying, navigation, construction, manufacturing, and other technical fields.

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

Level: Advanced

Grade: 10,11,12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Advanced Geometry, Advanced Algebra II (can be taken concurrently) or Geometry CP or Algebra II CP with teacher recommendation

This course will expand the college prep level concepts and students will master more advanced topics in trigonometry and function analysis. Students will require higher level problem solving skills and will be challenged to make deeper connections 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. It is strongly recommended that students coming from Geometry CP or Algebra II CP completed it with a 90 or above.

Precalculus π **Registration # MATH 300**

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

Grade: 11, 12

Credits: 1.0 (78 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 nonfunction model. This course may be taken simultaneously with Probability and Statistics.

Advanced Precalculus π **Registration # MATH 301**

Level: Advanced/Potential Running Start Option based on assigned teacher Grade: 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Advanced Algebra II or Algebra II CP 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. Conic sections, series, sequences, polar functions limits, derivatives and their applications will be introduced.

It is strongly recommended that students coming from Algebra II CP completed it with a 90 or above.

Calculus I π

Registration # MATH 302

Level: Advanced/Potential Running Start Option based on assigned teacher Grade: 12

Credits: 1.0 (78 minutes alternating day – year)

Prerequisite: Advanced Precalculus or Precalculus CP with teacher recommendation and Placement Points

This course is for motivated college bound seniors who plan to enter the fields of engineering, mathematics, business, and the sciences. It is equivalent to most first semester community college Calculus courses. 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. It is strongly recommended that students coming from Precalculus CP completed it with a 90 or above.

AP Calculus (AB Level) π

Registration # MATH 400

Level: Advanced

Grade: 12

Credits: 1.0 (78 minutes alternating day – year)

Prerequisite: Advanced Precalculus or 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.

It is strongly recommended that students coming from Precalculus CP completed it with a 90 or above. Students will be given their summer assignment in June, and it will be due mid-August before the new school year begins. All assignments must be turned in to Kennett High School's main office by 12 PM on the date specified in the assignment. No electronic copies will be accepted. Failure to complete the assignment on time will result in removal from the course.

AP Calculus (BC level) π

Registration #MATH 401

Level: Advanced

Grade: 12

Credits: 2.0 credits (78-minutes daily-year)

Prerequisite: Advanced Precalculus and Placement Points

BC Calculus prepares students to meet the standards outlined by the College Board for students in second-semester college calculus courses. The course focuses on three main mathematical constructs; limits, derivatives and integrals, and the relationships among them. To be successful, students must have a solid background in arithmetic, algebra, geometry and trigonometry as well as the resilience to meet the challenges that arise from a fast-paced course. Through daily exploration of problems that arise in physics, biology, business and other areas of mathematics, students continually apply the methods of calculus. In addition to the topics included in AB Calculus, topics in BC Calculus include differential equations, infinite series, and the calculus of parametric and polar functions. Students will be given their summer assignment in June, and it will be due at the end of August before the new school year begins. Details for the assignment will be provided in June. Failure to complete the assignment on time will result in removal from the course. Students are expected to complete daily assignments and take the Advanced Placement Calculus Exam in May.

Statistics and Experimental Methods π

Registration #MATH 500

Level: College Prep

Grade: 11, 12

Credits: 1.0 (78 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.

AP Statistics and Experimental Methods π

Registration # MATH 501

Level: Advanced

Grade: 11, 12

Credits: 2.0 (78 minutes daily-year)

Prerequisite: Algebra II and Placement Points

Advanced Placement Statistics prepares students to meet the standards outlined by the College Board for college statistics. The course focuses on the skills and conceptual understanding required in three general areas; descriptive statistics, probability theory, and inferential statistics. Through daily exploration of practical problems in biology, health, psychology, business and sports, students develop statistical reasoning and a systematic approach to research design and analysis. Students are expected to complete daily assignments and take the Advanced Placement Statistics Exam in May.

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 (78 minute alternating day-year)

Prerequisite: Teacher 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.

Physical Science**Registration # XSCI 102**

Level: General/ College prep

Grade: 9

Credits: 1.0 (78 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 (78 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 (78 minute alternating day-year)

Prerequisite: Teacher 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 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.

Project Based Science**Registration # XSCI 151**

Level: General

Grade: 10

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Teacher recommendation

This course will focus on concepts in Biology and Physical Science through the creation of projects and is focused on essential questions that students strive to find the answers to. Technology use and understanding will be a core component due to its integration in the curriculum and important 21st century skill. Participation in field work will be expected for class and is an important part of the experience. Lifelong learning centers around finding answers to questions; a section of the class will focus on this open learning concept highlighting student choice.

Biology**Registration # XSCI 202**

Level: General

Grade: 10

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: None

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**Registration # XSCI 203**

Level: College Prep

Grade: 10

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Passed Physical Science

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**Registration # XSCI 204**

Level: Advanced

Grade: 10 (grade 9 by invite)

Credits: 1.0 (78 minutes alternating day- year)

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

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 grading criteria from freshman year is used to determine eligibility.

Advanced Placement Biology**Registration # XSCI 205**

Level: AP

Grade: 11, 12

Credits: 2.0 (78 minutes - meets every day for a 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 June, and it will be due mid-August before the new school year begins. All assignments must be turned in to Kennett High School's main office by 12 PM on the date specified in the assignment. No electronic copies will be accepted. Failure to complete the assignment on time will result in removal from the course.

Chemistry I π

Registration # XSCI 300

Level: College Prep

Grades: 11, 12

Credits: 1.0 (78 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.

Advanced Chemistry π

Registration # XSCI 302

Level: Advanced

Grades: 11, 12

Credits: 1.0 (78 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.

Anatomy and Physiology**Registration #XSCI 400**

Level: College Prep

Grades: 11, 12

Credits: 1.0 (78 minute alternating day-year)

Prerequisite: Chemistry

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**Registration # XSCI 401**

Level: Advanced/Running Start Option

Grades: 11, 12

Credits: 1.0 (78 minute alternating day-year)

Prerequisite: Chemistry

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 **Registration # XSCI 500**

Level: College Prep

Grades: 11, 12

Credits: 1.0 (78 minute alternating day-year)

Prerequisite: Physical Science, Biology, Algebra II, Trigonometry, and Placement Points

Physics will explore the causes and results of many forces like gravity and friction and their corresponding results of motion. This will be achieved through labs, activities, engineering endeavors, discussions, and by problem-solving and studying the real-life applications of physics.

Advanced Physics π **Registration #XSCI 501**

Level: Advanced

Grades: 11, 12

Credits: 1.0 (78 minute alternating day-year)

Prerequisite: Physical Science, Biology, Pre-Calculus 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.

Environmental Science**Registration # XSCI600**

Level: General

Grades: 11, 12

Credits: 1.0 (78 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 (78 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 are 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

Grades: 11, 12

Credits: 1.0 (78 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 drive 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.

SOCIAL STUDIES

Through our belief that students will become lifelong learners, the Social Studies department at Kennett High School will provide both relevant learning experiences and real-world lessons in empathy, social reform, civic involvement and community participation, conflict and its resolution, diversity of people and their culture, economic growth and change, political evolution and educating all students to become thinking, responsible, contributing citizens who continue to grow by applying their learning to their own lives.

The Social Studies Department offers core learning experiences in World Cultures, United States History, Civics, and Economics as well as electives designed to give additional exposure to modern World History, Psychology, and Contemporary World Issues. Our social studies courses are offered at the college prep level, as well as advanced or AP, for those students looking for relevant learning experiences in preparation for their years beyond their time here at Kennett.

By the end of their time with us at Kennett High School, along with their content learning in each course, our social studies students will also have developed skills in:
 Empathizing with the experiences and beliefs of others to develop respect for the world around us.

Collaborating with others and understanding the role that constructive feedback and reflection on individual work can add to a group dynamic

Communicate, by way of speaking and writing, to express ideas and learning

Create and innovate to problem solve or show awareness of both their learning and its impact on modern America

Critical thinking and identifying patterns in change over time, causation, comparison and contextualization to make greater meaning of student learning

Social Studies Career & College Pathways

	Highly Selective Colleges & Universities	Competitive Colleges & Universities	Career or Technical/Community College
9th Grade	World Cultures Advanced	World Cultures Advanced or CP	World Cultures CP
10th Grade	Modern World History Advanced or Contemporary World Issues	Modern World History Advanced or CP or Contemporary World Issues	Modern World History CP or Contemporary World Issues

	Elective (optional): AP Psychology		
11th Grade	AP U.S. History Electives (Optional): AP Psychology	U.S. History Advanced or CP Electives (optional): AP Psychology, Psychology (Running Start option), Contemporary World Issues, Holocaust/Genocide	U.S. History CP Electives (optional): Psychology (running start option), Contemporary World Issues, Holocaust/Genocide
12th Grade	AP U.S. Government and Politics Economics Advanced Electives (optional): AP Psychology, AP European History	Civics Advanced or CP Economics Advanced or CP Electives (optional): AP Psychology, Psychology (Running start option), AP European History	Civics CP Economics CP Electives (optional): Psychology (running start option), Contemporary World Issues, Holocaust/Genocide

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 as well as an emphasis on critical thinking, collaboration and communication.

World Cultures

Level: College Prep*
Advanced*

Grade: 9

Credits: 1.0 (78 minute alternating day-year)

Registration # HIS 100

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 the 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 college preparatory (CP) level will read texts and publications independently and write effectively for a variety of purposes. Students in the advanced (ADV) level will be required to do the additional independent reading, research, and present conclusions to their classmates. Identification as CP or ADV takes place during the first semester; students have the option to attempt various leveled assignments to help determine what is most appropriate for them. At the end of the semester, students will receive a contract identifying their level and expectations for the rest of the course.

U. S. HISTORY

The goal of this program is to expose students to the major themes and events of American History for developing skills in critical thinking, collaboration, communication and developing empathy for the experiences of others over the course of America's more recent history. While students will analyze the major political, social, economic and cultural developments that are critical to understanding the success, failure and change endured by the people of the United States, we will also look to question our history, analyze and interpret it, all while looking at various points of view that will challenge and support everything you know about the United States of America.

U.S. History

Registration # HIS 302

Level: College Prep

Grade: 11

Credits: 1.0 (78 minute alternating day-year)

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

Registration # HIS 303

Level: Advanced

Grade: 11

Credits: 1.0 (78 minute alternating day-year)

Recommended for students interested in attending highly selective and competitive colleges and universities.

Advanced U.S. history will emphasize the major political, social, economic and cultural developments that are vital to identifying patterns in change and continuity over time, causation, comparison and contextualization. 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. This course is reading and writing intensive and will utilize the workshop model as well as project based learning to provide students an authentic learning experience.

AP U.S. History

Registration # HIS 600

Level: Advanced Placement

Grade: 11

Credits: 1.0 US History (78 minutes alternating days for 1 year)

Prerequisite: Signed Course Contract and Summer Assignment

Recommended for students interested in attending highly selective and competitive colleges and universities.

Advanced Placement U.S. History focuses on preparing students for both the rigors of college level course experience and the possibility of gaining college credit with a passing score on the AP exam. Students will think conceptually about U.S. history from pre-Columbian America and European Exploration through the present day. 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, make comparisons among various historical developments in different times and places and establish patterns in causation and contextualization. This course is reading and writing intensive, emphasizes improvement of collaboration and communication skills for college and career while also advancing individual analytical and argumentative skills. Prospective students should understand that significant preparation outside of school for the AP exam in May is recommended. 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.

The summer assignment will provide prospective students with an introductory look at course assignments and expectations for the year ahead. Students will be given their summer assignment in June, and it will be due mid-August before the new school year begins. All assignments must be turned by 12 PM on the date specified in the assignment. Failure to complete the assignment 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 the structure and functioning of our government at the national, state and local levels and the role of the United State in the world community.

Civics**Registration # HIS 402**

Level: College Prep

Grade: 12

Credits: .50 (78 minutes alternating day-semester)

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 403**

Level: Advanced

Grade: 12 (Juniors with Permission or Scheduling Needs)

Credits: .50 (78 minutes alternating day-semester)

Recommended for students interested in attending highly selective and competitive colleges and universities.

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. This course is reading and writing intensive and will utilize the workshop model as well as project based learning to provide students an authentic learning experience.

AP US Government & Politics**Registration # HIS 504**

Level: Advanced Placement

Credits: 1.0 (78 alternating day - year)

Prerequisite: Signed Course Contract and Summer Writing Assignment

Recommended for students interested in attending highly selective and competitive colleges and universities.

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 the causes and consequences of political events, and interpret data to develop evidence-based arguments. 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. This course satisfies the Civics requirement. Students will be given their summer assignment in June, and it will be due by electronic submission in mid-August before the new school year begins.

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.

Economics

Registration # HIS 411

Level: College Prep

Grade: 12

Credits: .50 (78 minutes alternating day-semester)

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 (Juniors with Permission or Scheduling Needs)

Credits: .50 (78 minutes alternating day-semester)

Recommended for students interested in attending highly selective and competitive colleges and universities.

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. This course is reading and writing intensive and will utilize project based learning to provide students an authentic learning experience.

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 modern people and empires, focusing on the essential political, economic, environmental, social, scientific and religious developments that formed, and continue to shape, today's world. This program requires considerable reading, writing, research and critical thinking along with individual and collaborative projects and presentations as it is geared towards students preparing for highly selective and competitive college or universities.

The Modern World

Registration # HIS 202

Level: College Prep

Grades: 10

Credits: 1.0 (78 minute alternating day – year)

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 in 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, argumentative writing and discussion will be core elements of our modern world history experience.

The Modern World Advanced

Registration # HIS 203

Level: Advanced

Grades: 10

Credits: 1.0 (78 minute alternating day – year)

Recommended for students interested in attending highly selective and competitive colleges and universities.

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: 12

Credits: 1.0 (78 minute alternating day – year)

Prerequisite: Summer Assignment.

Recommended for students interested in attending highly selective and competitive colleges and universities.

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 will be given their summer assignment in June, and it will be due mid-August before the new school year begins. All assignments must be turned in to Kennett High School's main office by 12 PM on the date specified in the assignment. Failure to complete the assignment on time will result in removal from the course.

SOCIAL STUDIES ELECTIVES

PSYCHOLOGY

Psychology

Registration # HIS 502

Level: College Prep/ Running Start

Grade: 11, 12

Credits: 1.0 (78 minute alternating day-year)

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

Registration # HIS 503

Level: Advanced Placement

Grade: 11, 12

Credits: 1.0 (78 minute alternating daily-year)

Prerequisite: Signed Course Contract, Summer Reading Assignment

Recommended for students interested in attending highly selective and competitive colleges and universities.

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 subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. 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 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 be given their summer assignment in June, and it will be due mid-August before the new school year begins. All assignments must be turned in to Kennett High School's main office by 12 PM on the date specified in the assignment. Failure to complete the assignment on time will result in removal from the course.

CONTEMPORARY WORLD ISSUES

The Holocaust & Genocide

Registration # HIS 501

Level: College Prep / Advanced

Grades: 11, 12

Credits .50 (78 minutes alternating day- semester)

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, and will use the project-based learning model.

Contemporary World Issues

Registration # HIS 510

Level: College Prep / Advanced

Grades: 10, 11, 12

Credits: .50 (78 minutes alternating days - semester)

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. Examining Terrorism will be an emphasis of the course. 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. 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 or career student will be emphasized, including communication and critical thinking skills and collaborative learning by way of position papers, debates and presentations. This course will utilize the project based learning model.

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 school counselors and teachers to ensure that the amount and level of world language study are 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 and Spanish are the 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.

Cultural Studies, Diversity, and Tolerance

Registration # LANG 400

Level: College Prep

Grade: 10, 11, 12

Credits: 1.0 (78 minute alternating day-year)

Prerequisite: None

This course is an in-depth study of people, cultures and the differences and similarities that bind us together. It is designed to promote tolerance and develop an understanding of the unique gifts each culture contributes to the human race and how their history may impact people’s behaviors around the world. Students that are interested in expanding their study of world cultures, have an interest in sociology, language or education are encouraged to take this course. Discussions, research, reflective writing, and guest speakers will be major components of the curriculum.

French I**Registration # LANG 100**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (78 minutes alternating day- year)

Prerequisite: Demonstrated Reading Proficiency at grade level

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. Oral participation is required.

French II**Registration # LANG 101**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: French I and Placement Points

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**Registration # LANG 102**

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: French I and Placement Points

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. During the second semester students are required to function primarily using the French language and speak in French on a daily basis.

French III**Registration # LANG 103**

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: French II and Placement Points

This course is a continuation of French II and is for students who have demonstrated commitment and proficiency in the language. Students will explore their immediate daily surroundings in French. By the end of the course they will be able to talk about past events and future occurrences. Oral participation is required. During the second semester students are required to function primarily using the French language and speak in French on a daily basis.

French III**Registration # LANG 104**

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: French II and Placement Points

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. Students are required to function primarily using the French language and speak in French on a daily basis.

Advanced French B**Registration # LANG 107**

Level: Advanced

Grades: 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: French III and Placement Points

This course is designed to increase French fluency and communication skills. There will be a comprehensive review of grammatical structures, a variety of reading selections, culturally based discussions, and podcasts. Oral participation is emphasized, and students will be expected to function primarily using the French language. This course is available to students who have completed either French III or Advanced French the previous year.

Spanish I**Registration # LANG 300**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (78 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**Registration # LANG 301**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Spanish I and Placement Points

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.

Spanish II**Registration # LANG 302**

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Spanish I and Placement Points

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. Oral participation is required. During the second semester students are required to function primarily using the Spanish language and speak in Spanish on a daily basis.

Spanish III**Registration # LANG 303**

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Spanish II CP or ADV and Placement Points

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.

Spanish III**Registration # LANG 304**

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Spanish II ADV and Placement Points

This course is geared for students who are committed to continuing the development of their Spanish. Structure and grammar are strongly emphasized. In its pace and demands, the course will focus equally on all four communication skills. Students are required to function primarily using the Spanish language and speak in Spanish on a daily basis.

Spanish IV**Registration # LANG 305**

Level: Advanced

Grades: 11, 12

Credits: 1.0 (78 minutes alternating day-year)

Prerequisite: Spanish III Adv and Placement Points

The primary focus of this course is on improving the students' ability to express themselves spontaneously in Spanish. Students will continue their exploration of the subjunctive tenses. Themes from the AP test will be a guide for the units of this course. Students will be

expected to function primarily using the Spanish language and speak in Spanish on a daily basis.

AP Spanish Language

Registration # LANG 307

Level: Advanced

Grades: 12

Credit 1.0 (78 minutes alternating day-year)

Prerequisite: Spanish IV ADV and Placement Points

This course is designed to prepare students for the Spanish AP exam and is on par with the difficulty of an advanced-level college Spanish class. This intensive course will emphasize the use of language for active communication. Writing, reading, listening, and speaking skills will be honed through practice with authentic materials in the target language. There will be extensive practice in organizing and writing compositions. 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.

The goals of this class are: Students will be able to express themselves fluently and accurately both orally and in writing and will have a strong command of advanced vocabulary, grammar, and structure.

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 the last Friday of August 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.

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 3.5 credits including algebra, geometry, and statistics concepts and math assessment), plus 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 Geography.</i>					
Career and Technical Education <i>*total of .5 credits</i>					
Information and Communication Technology <i>*total of .5 credit - Classes that can meet with requirement are Animation, any Computer Science class, Intro to Graphics, Intro to CAD, College Accounting and 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 over 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 5.5 credits</i>					
Demonstrated Proficiencies <i>*in Reading, Writing, and Math. See page 7 for more details</i>					
Total Required					25