KENSTON HIGH SCHOOL

Program of Studies
2020 - 2021

KENSTON HIGH SCHOOL

9500 Bainbridge Road ★ Chagrin Falls, OH 44023
(440) 543-9821
www.kenstonlocal.org

Kenston Administration

Thomas Gabram, Principal
Kathleen Phillips, Associate Principal
Matthew Watts, Assistant Principal
Katie Detwiler, School Counselor
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Ray Kimpton, School Counselor

Nancy R. Santilli, Superintendent
Jeremy McDevitt, Assistant Superintendent for Business Operations & Strategic Initiative
Kathleen M. Poe, Assistant Superintendent for Curriculum, Ed.D.
Paul J. Pestello, Treasurer

Kenston Board of Education

Neysa Gaskins, J.D.
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William Timmons
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School Hours
7:45 AM – 2:15 PM
Doors Open at 7:15 AM

Attendance:	**440-708-1811**
Guidance:	**440-543-3035**
Athletics:	**440-543-3046**
Transportation:	**440-543-9567**
Board of Education:	**440-543-9677**

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Dear Students and Parents:

We are proud to present this Program of Studies which describes in detail the many academic opportunities Kenston High School offers in grades nine through twelve. This book should be used to make academic selections for the 2020-2021 school year. It provides a complete overview of courses offered and will be extremely helpful in planning students' educational experiences. Selecting a sound academic program is becoming increasingly complicated, but our comprehensive curriculum is designed to address students' current needs as well as prepare them for higher education or the workforce.

We cannot stress enough the need for thoughtful and intelligent planning between students, parents and counselors. This ensures a sound program that will meet both individual needs and graduation requirements. We have committed ourselves to excellence in assisting students with their academic goals.

All students should have annual scheduling meetings with their counselors to ensure they are heading down the right college and career pathway. This pathway should challenge students while reflecting realistic goals and enabling them to take advantage of the many diverse course offerings that are available. Please do not hesitate to ask for further assistance regarding the information in this Program of Studies or any other scheduling questions you might have.

Sincerely,

Thomas Gabram

Thomas Gabram
Principal

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General Operations

Using the Program of Studies Booklet

The Program of Studies Booklet contains the essential information needed for students to plan their educational program at the high school level. It should be read carefully by both students and parents prior to making course selections. Course requirements and procedures included in this Program of Studies booklet may be subject to change with Kenston Board of Education approval.

College and Career Readiness

Students will be focusing on career awareness from middle school through graduation. Through career interest inventories and exploration within each course and grade level, students will be building a path through high school with those career goals in mind. Students will carefully plan a program of study that will focus on the skills and knowledge required to succeed as a 21st Century learner and worker while pursuing their individual career interest goals. This process will be under the guidance of their teachers, guidance counselors, and/or parents.

The information outlined in the following pages is designed to serve as a guide for students in selecting courses to fit their career plans. As students begin to plan a path through high school, it is suggested for students to:

- Review all requirements for graduation, including the additional requirements for an Honors Diploma or for graduating with honors
- Read the information given about each department
- Select an appropriate pathway or merge pathways as needed, as found on the College and Career Readiness website
- Use the 4-year course planner to plan the most appropriate pathway to graduation and/or post-secondary endeavors
- Consider additional experiential opportunities to explore that career path and build the résumé long before college or career applications become reality

Guidance counselors and the career readiness teacher, through the use of Naviance, will work with students to explore potential future careers using career assessments. These online assessments are intended to introduce each student to a variety of careers or career fields that may fit the student's personality, talents, and passions. Also included in each course curricula, students will explore career opportunities specific to that content area with the guidance of that classroom teacher. Activities are aimed at allowing students to explore all career fields throughout their high school years.

Kenston High School also provides other career exploration opportunities. Through Kenston Inc. and the community connections formed there, career-sponsored events take place throughout the school year. These activities allow students to hear from and meet professionals in a particular field of interest. These opportunities include: the Professional Speaker Series, Career Day, the Interviewing Clinic, the Résumé-Building workshop, Student Internships, Senior Mentorship, and more as we continue to build the College and Career Readiness Program.

Procedure for Course Registration

The following steps will be taken to schedule students for classes:

1. Parents and students review the Program of Studies and pre-select courses of interest.
2. Group meetings with the Guidance Counselor.
3. Individual conference with a counselor, if needed.
4. Students individually select courses based on current courses and grades. Parents will have an opportunity to approve selected courses.
5. For elective courses, students will be asked to select a first, second and third choice, in the event classes are not offered due to low enrollment or are already filled.
6. Any changes in schedules for the 2020-21 school year must be made by **May 28, 2020**.

Class Load/Scheduling

All students are required to maintain a schedule of four blocks of class work per semester in the four-block schedule. Each class lasts 87 minutes, except on Mondays and Wednesdays when we have homeroom, then each class is 78 minutes and homeroom is 20 minutes. Seniors are given priority in order of scheduling elective courses. Schedule changes will be made only in the event of academic misplacement, computer error in the scheduling process, and/or school initiated changes to the master schedule, balancing classes, etc. Schedules will not be changed or adjusted to accommodate neither College Credit Plus (CC+) courses nor teacher requests. Changes to the courses for both first and second semester must be made within the first two days of school (August 14, 2020).

Drop-Add Guidelines

Students will have an opportunity to build their schedule in the spring of each year. Input from parents, counselors, and teachers is an important ingredient in making good decisions. Classes are scheduled and teachers are hired on the basis of these enrollments. Therefore, cooperative decisions cannot wait until summer or fall. Careful advanced planning and student commitment to the courses selected are essential so the student is registered for the most appropriate course(s) according to his/her academic and career interests, as well as his/her ability. As a student registers for courses, he/she reviews records, course requirements, and teacher recommendations with the counselor. Students receive recommendations to enroll in courses that are most appropriate in light of their interests, intellectual ability, and skill development. The counselor will note any concerns or suggestions on the registration form. Parents are asked to carefully review the course selections and make changes with the counselor by the deadlines indicated. **No schedule changes will be made based on teacher requests.** The completion of a summer school course or an incorrect placement may require a review of a schedule. The parent or student can **make schedule changes** for either semester of the 2010-21 school year **until May 28, 2020.** After that time, schedule changes will be made only in the event of:

1. Academic misplacement (an error was made due to incorrect evaluation of ability scores, past grades, etc.)
2. Technical error in the scheduling process (computer error)
3. School initiated changes (change in master schedule, adjustments for balancing classes, etc.)
4. Completion of credit due to summer school or online course.

Educational Options

The following Educational Options are available: **Independent Study**, **Online classes, Credit Flexibility, Pass/Fail**, **Audit** and **Retaking a Class**. For information and an application, students should see their counselor. **Students MUST declare by the end of the first week of the class** whether they will take the course with an educational option (**Pass/Fail or Audit**) or for a grade/credit**. Pass/Fail** decisions may not be changed after this period. Only **one elective** course is allowed on an Audit basis and only **one elective** course on a Pass/Fail basis during the student's **entire high school career**. The course cannot be a core class unless it is the fifth core class taken for high school credit. Guidelines for **retaking a class** due to a failure or unsatisfactory grade are as follows:

1. Students not passing a required academic class that is in a given sequence will normally be required to make up the course in the next semester.
2. If a student receives any grade other than an "F," the same course may be repeated only with permission from the administration. The new grade will appear on the transcript and the former grade will be shown as a "P" for passing. Credit will only be given to the higher grade. If the student receives an "F," the "F" shall remain on the transcript. Courses that are re-taken by students in order to secure a higher grade will **not** be considered in order to qualify for Summa, Magna or Cum Laude honors at graduation.

Independent Study must be arranged and approved **prior** to the end of the previous school year.

Online Classes are available to all Kenston High School students. Students may elect to take an online class in place of a regularly scheduled course. Most online courses, or courses taken during the summer, will be at the expense of the student. Courses taken for credit recovery are always the financial responsibility of the student. Students interested in taking an online course should see their Guidance Counselor for more information.

Credit Flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs, and the use of multiple measures of learning. Credit Flexibility shifts the focus from "seat time" to performance. Students can earn units of high school credit based on an individually approved Credit Flexibility plan. The intent of Credit Flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for the 21st Century skills. In accordance with State Law, the District must develop and implement a Credit Flexibility plan that enables students to earn high school credit by:

1. Completing coursework
2. Testing out or showing mastery of course content
3. Pursuing an educational option and/or an individually approved option; and/or
4. Any combination of the above.

College Credit Plus (CCP) Program

In order to enroll in CCP courses, a student must:

1. Attend an annual CCP information session. Annual CCP information sessions are offered for new and returning CCP students and parents. Students and parents can attend the information session in person at the high school each year, or view the recorded session of it on the KHS Guidance CCP page. Either way, both student and parent will sign off that they have been informed of and understand all details of the College Credit Plus program.
2. Submit all state-mandated paperwork by the deadline, March 31, 2020.
3. Apply to the college in accordance with the college's established procedures for admission; and
4. Meet the established standards for admission and for course placement of the college/university.

Possible CCP Pathways through Lakeland Community College

15 Credit Pathway

Course Number	Course Name	Credits		Course Number	Course Name	Credits
ENG1110	College Composition I	3	**And**	ENG1120	College Composition II	3
POLS1300	U.S. National Government	3	**Or**	ECON1150	Basic Economics	3
PSYC1500	Intro to Psychology	3	**Or**	SOCY1150	Principles of Sociology	3
HUMX1100	Intro to Humanities	3	**Or**	COMM1000	Effective Public Speaking	3

30 Credit Pathway

Course Number	Course Name	Credits		Course Number	Course Name	Credits
ENG1110	College Composition I	3	**And**	ENG1120	College Composition II	3
POLS1300	U.S. National Government	3	**Or**	ECON1150	Basic Economics	3
PSYC1500	Intro to Psychology	3	**Or**	SOCY1150	Principles of Sociology	3
HUMX1100	Intro to Humanities	3	**Or**	COMM1000	Effective Public Speaking	3

*In addition to these 15 credits, students must also complete one (1) Math and one (1) Science sequence from below to earn 30 credits

MATH SEQUENCE

MATH 1650 (College Algebra) and MATH 1700 (Trigonometry) **or**	7 credits
MATH 1550 (Statistics) and MATH 1650 (College Algebra)	8 credits

SCIENCE SEQUENCE: Choose Non-Science Major or Science Major Path

Non-Science Majors (7 or 8 Credits)

GEOG 1110 (Geography 1) and GEOG 1120 (Geography 2)	4 credits
PHYS 1500 (Astronomy)	4 credits
BIOL 1140 (Human Biology)	3 credits
BIOL 1010 (Cells, DNA & Evolution), BIOL 1020 (Organismal Biology & Ecology) and BIOL 1030 (Environmental Issues)	3 credits each
CHEM 1100 (Elementary Chemistry)	4 credits

Science Majors (8 to 10 Credits)

BIOL 1510 (Principles of Biology 1) and BIOL 1520 (Principles of Biology 2)	8 credits
CHEM 1500 (General Chemistry 1) and CHEM 1600 (General Chemistry 2)	10 credits
PHYS 1610 (General Physics 1) and PHYS 1620 (General Physics 2)	10 credits

Kenston High School students are not limited to taking only the CCP courses offered on-site. Students may also participate in CCP online, or at any other participating institute of higher education. Likewise, students may be concurrently enrolled in, and taking courses from, multiple post-secondary institutions. For the 2020-21 school year, KHS is offering several courses through colleges here at the high school. For details, see College Credit Plus Courses on page **21** in this booklet.

College Credit Plus courses taken from public institutions of higher education are offered to eligible students cost-free. However, earning a grade of an "F" in a CCP course, or failure to complete the course, other than for reasons generally accepted by the school district, will result in all financial obligations of the course defaulting to the students and his/her parents/guardian. Final grades earned in all CCP courses will post to the high school transcript and will be included in the calculation of the cumulative grade point average. Grades for CCP courses not listed in the chart directly above may be weighted only if KHS offers an Advanced Placement course within that same subject area. College Credit Plus (CCP) courses, in the subject area, will satisfy the End-of-Course graduation test requirement for American History, American Government, and Biology. The college course grade earned under College Credit Plus may earn graduation points in place of the End-of-Course tests as provided here. The following table is to be used to convert College Credit Plus grades to graduation points for valid courses. This applies only to American History, American Government and Biology. There are no permitted substitutions for English language arts and mathematics.

CROSSWALK TO GRADUATION POINTS:

College Credit Plus Grade	Ohio Graduation Points
A or B	5
C	4
D	3

In order to participate in this academic opportunity, parents and students will attend (or view online, see #1, page 4) an annual information meeting regarding enrolling in College Credit Plus. An information meeting is planned in **February 2021 (TBA) at 7:00 p.m**. in the Kenston High School Lee Auditorium. The CCP Intent to Participate form will be distributed at this meeting and **must be returned** to the KHS Guidance Office **no later than March 31, 2021**. The student and his/her parents/guardian must sign the form indicating the student's **intent** to participate in this program during the following school year. **This deadline is state mandated.** This is not a commitment, rather necessary for budget purposes. If the student decides NOT to participate in the CCP program, that's fine. But, if the student does not sign and **submit the "intent" by March 31**, **2021,** then decides he/she wants to participate in the program, they will have to enroll under Option A, where the student absorbs the entire cost of the education including textbooks. Students must inform Guidance by the last day of school in May whether or not they "will" participate in the CCP program the following school year. Otherwise, the student will be given a complete schedule at Kenston High School and expected to maintain that schedule.

An **underperforming student** is defined as a student who meets at least one of these conditions:
1) Has a cumulative GPA of lower than a 2.0 in the college courses taken through the CCP program.
2) Withdraws from, or receives no credit for, two or more courses in the same term. (Withdrawing from a course occurs when the student dis-enrolls from a course after the census date and the secondary school is financially responsible for the tuition associated with the course.)

An **ineligible student** is defined as a student who meets the definition of an underperforming student for two consecutive terms of enrollment. For more specific information on this rule, please visit: www.ohiohighered.org/ccp.

Advanced Placement

Advanced Placement courses provide a means for high school students to undergo the academic rigor of college coursework while continuing to attend classes at Kenston High School. In May of each year, students enrolled in Advanced Placement (AP) courses take the associated College Board AP Exams for each course taken during that school year and potentially can earn college credit. Advanced Placement courses on a student's transcript can be very advantageous when embarking on the highly competitive college admissions process.

Each September, the College Board recognizes students who have done well on AP Exams by awarding them with the distinction of AP Scholar. Advanced Placement courses are not only for academically gifted students, but for any student with a strong curiosity about a particular subject and the willingness to work hard. Advanced Placement courses place a high degree of emphasis on the student's self-motivation, study skills, and the ability to self-direct his/her own learning. Make an appointment with your guidance counselor for assistance in determining what AP courses may be right for you. Kenston High School currently offers the following Advanced Placement courses:

English Language & Composition (III), English Literature & Composition (IV), AP Capstone
Calculus BC, Statistics
Biology, Chemistry, Environmental Science, Physics 1, Physics 2
Computer Science A, Computer Science Principles
World History, U.S. History, European History, Macroeconomics, Psychology, Human Geography
Government & Politics; United States
French Language, Spanish Language
Studio Art 2-D Drawing, Studio Art 2-D, Studio Art 3-D, Music Theory
AP Classes Online

Note: All students are required to take the associated AP Exams given in May for each AP course they take. The student is responsible for the test fee.

Incomplete Grades

Incomplete grades ("I") should be made up within ten (10) school days after the close of the grading period. However, in cases of prolonged illness, a student may be given special permission to use a longer amount of time in which to complete his/her work. An incomplete mark not made up within the given time becomes an "F." Due to eligibility requirements, students involved in athletics or extracurricular activities must have make-up work completed by the fifth (5th) school day after the end of the grading period.

Guidance Services

Various guidance services are designed to assist the individual student to make the most of his/her own abilities and opportunities while at Kenston High School. The counselors value the opportunity to help each student and at all times maintain an "open-door" policy. When students request to see their counselor, an appointment will be scheduled as soon as possible. Guidance services are many and varied and include, but are not limited to:

A. Course selection and scheduling issues, including schedule adjustments
B. Checking and monitoring graduation requirements for their students
C. Administering the PSAT, AIR End-of-Course and AP Exams
D. Post-high school planning, including processing college and scholarship applications, managing the transcripts, and many other post-high school options

E. Set up and manage special events: College and Career Planning Night, Financial Aid Info Night, College Credit Plus Info presentation, Career Day, college visitations by representatives of both public and private colleges, College Signing Day for seniors, visitations by military recruiters, Auburn Career Center, the PEAK Program, etc.
F. Counseling students regarding issues that affect their academic progress
G. Counseling individual students regarding personal issues

Parents are welcome at any time, but it is recommended to call the guidance office to make an appointment. Counselors are assigned to students based on their last names. Students with last names beginning with:

A - G see Mr. Ray Kimpton, 543-9821, ext. 2120, *ray.kimpton@kenstonapps.org*
H - O see Mrs. Jessica Kardamis, 543-9821, ext. 2110, *jessica.kardamis@kenstonapps.org*
P - Z see Mrs. Katie Detwiler, 543-9821, ext. 2130, *katie.detwiler@kenstonapps.org*

The classroom teacher will gladly confer with the student concerning achievement and study habits. It is highly recommended for students and parents to contact the teacher at the first sign of academic difficulty.

Graduation Requirements

The Kenston Board of Education requires a minimum number of credits to be earned for graduation. Credits are earned by successful completion of coursework. A student must complete all graduation requirements before he/she can participate in the actual graduation ceremony and receive a diploma. This also includes passing all testing requirements.

Earning an Ohio High School Diploma for the Classes of 2021 and 2022

Complete Courses and Requirements. Take and earn a state minimum of 20 credits in specific subjects. You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts and meet any additional course requirements set forth by your school district. **Meet one of the following options:**

OPTION 1

Satisfy **one** of the **three original pathways** to graduation that were in place when the student entered high school, including:

1. **Ohio's State Tests** - Earn at least 18 points on 7 end-of-course state tests. Each test score is worth up to 5 graduation points and the student must have at least 4 points in math, 4 points in English and 6 across science and social studies.
2. **Industry credential and workforce readiness** - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for students to take the WorkKeys test.
3. **College and career readiness tests** - Earn remediation-free scores in math and English on the ACT or SAT.

OPTION 2

Satisfy the **new graduation requirements** for the classes of 2023 and beyond (see below)

Earning an Ohio High School Diploma for the Classes of 2023 and Beyond

FIRST: Complete Courses and Requirements-- Take and earn a state minimum of 20 credits in specific subjects. Students must receive instruction in economics and financial literacy and complete at least two semesters of fine arts and meet any additional course requirements set forth by the school district.

SECOND: Show Competency-- Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.
If testing is not a strength, after they have taken their tests, there are three additional ways to show competency:

- Demonstrate two Career-Focused Activities (details found on ODE's website)
- Enlist in the military
- Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

THIRD: Show Readiness-- Earn two of the following diploma seals, choosing those that line up with the students' goals and interests. These seals demonstrate academic, technical and professional skills and knowledge that align to the students' passions, interests and planned next steps after high school. At least one of the two must be Ohio-designed:

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

More specific information can be found at **education.ohio.gov/graduation**

Ohio High School Graduation Requirements

House Bill 487 updated Ohio's Graduation Requirements to ensure that all students are ready for success in college and work. Every student will have the opportunity to take a nationally-recognized college admission exam free of charge in Grade 11. The Honors Diploma remains another option for students. Students must complete Ohio Course Requirements state minimum.

English Language Arts	4 units
Health	½ unit
Mathematics	4 units[1]
Physical Education	½ unit [2]
Science	3 units[3]
Social Studies	3 units [4]
Electives	5 units [5]

Other Requirements
Economics and Financial Literacy[6]
Fine Arts[6]

[1]Mathematics units must include one unit of Algebra II or the equivalent of Algebra II. Students on a Student Success Plan may be exempted from taking Algebra II.

[2]School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours.

[3]Science units must include one unit of Physical Sciences, one unit of Life Sciences and one unit advanced study in one or more of the following sciences: Chemistry, Physics or other Physical Science; Advanced Biology or other Life Science, Astronomy, Physical Geology or other Earth or Space Science. Students on a Student Success Plan may be exempted from advanced study in Science.

[4]Social Studies units must include ½ unit of American History and ½ unit of American Government.

[5]Electives units must include one or any combination of foreign (world) language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

[6]All students must receive instruction in Economics and Financial Literacy during Grades 9-12 and must complete at least two semesters of fine arts taken any time in grades seven to twelve. Students following a career-technical pathway are exempted from the fine arts requirement.

[7] The State Board of Education may decide to include an Algebra II End-of-Course examination in place of the Algebra I End-of-Course exam beginning for students entering ninth grade on or after July 1, 2016.

Kenston Graduation Credit Requirements

To graduate, the student must meet all Ohio High School Graduation requirements in addition to the Kenston Graduation requirements:

English 4 Social Studies 4 Science 4 Math 4 Electives 9* Health .5 Physical Ed .5 Total 26

***** Must include State's requirement of at least one (1) unit from the area of Fine Arts and an additional one (1) unit must come from one of the following areas: Business/Technology, Fine Arts or World Language.

****** A student may be excused from the high school physical education requirement, who, during high school, has participated in interscholastic athletics, marching band (including drill teams or auxiliary units), cheerleading, show choir or JROTC for at least two full seasons. The student, however, is required to complete one-half unit, consisting of at least sixty (60) hours of instruction, in another course of study. For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sports currently listed in the KHS Handbook under Athletics or other sports we may offer in the future. Such events will involve individual students or teams of students of this District and occur between schools outside this District. A full season must include a minimum of 120 hours of activity.

Grading Scale

The **grading** system (A, A-, B+, B, B-, C+, C, C-, D+, D, F) is used. All subjects will receive a final grade. **GPAs are factored into cumulative GPAs only when the course has been completed.** In computing **semester grades**, percentage points are assigned to each letter grade using the formula 40-40-20. Each quarter is worth 40%, while the semester exam/project is worth 20%. **Honors, AP and CCP courses will receive weighted points**. To calculate semester grades, you will double both quarter percentage grades, add the final exam percentage and divide by five.

Formula: 1st Qtr (x2) + 2nd Qtr (x2) + Final Exam/5=final grade; 88% (x2) + 97% (x2) + 89% / 5=final grade; 1.76 + 1.94 + .89 = 4.59/5 = 92% A

Regular, Honors, AP, CCP		**Regular**	**Honors**	**AP & CCP**
Letter Grade	**Grading Scale**	**Points**	**Points**	**Points**
A	92-100%	4.0	4.5	5.0
A-	90-91%	3.7	4.2	4.7
B+	88-89%	3.3	3.8	4.3
B	82-87%	3.0	3.5	4.0
B-	80-81%	2.7	3.2	3.7
C+	78-79%	2.3	2.3	3.3
C	72-77%	2.0	2.0	3.0
C-	70-71%	1.7	1.7	2.7
D+	68-69%	1.3	1.3	1.3
D	60-67%	1.0	1.0	1.0
F	Below 60%	0	0	0
I-Incomplete Work		0	0	0

Please note: Students who pass the first nine weeks (or the first semester of a year-long course) can still fail the course. A failing grade can result from receiving an "F" the second part of the course due to lack of interest or no attempt.

Credits for Promotion -- For the school year 2020-2021:

Grade 10: A student will be promoted to 10th grade if he/she earned a minimum of 6 credits.
Grade 11: A student will be promoted to 11th grade if he/she earned a minimum of 13 credits.
Grade 12: A student will be promoted to 12th grade if he/she earned a minimum of 19 credits.
Graduate: A student must complete 26 credits with additional requirements to graduate.

These guidelines should be viewed as minimum. Usually a student will have earned more credits than are needed for promotion.

Transfer Students

Any student who transfers to Kenston High School from a state-chartered, special, or non-chartered (homeschool) school will be granted recognition of credits and coursework once the official student transcript has been received. The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the learnings which are prerequisite to a placement. All accepted credits and the associated grades from state-chartered schools will be placed on the student's Kenston High School transcript and used for determining GPA and class rank. Grades from non-chartered (homeschool) schools will be entered as a "P" for passing on a student's transcript and will not be considered for class rank. Absolutely no changes to the original transcript will be made by Kenston High School.

Home-Schooled Students

Home-schooled students residing within the Kenston Local School District in grades six through twelve may enroll part-time in Kenston schools. Participation in all extracurricular activities is contingent upon the student meeting all qualifying requirements of the Kenston Schools and the Ohio High School Athletic Association. Home-schooled students will be **required to take the state End-of-Course exams** if they are taking courses at Kenston High School in the subject(s) that are tested. Home-schooled students interested in College Credit Plus (dual credit) are required to enroll under Option A. Contact your Guidance Counselor for more information.

Special Education

The Special Education Department at Kenston High School provides educational services for students with an Individual Education Plan (IEP). A continuum of services to address the Least Restrictive Environment (LRE) at the high school level are provided including regular class placement with consultative services, regular class placement with a support time, co-taught classes, intervention resource room classes, and vocational training options.

Under the federal mandate of IDEA, students qualify for services through a Multifactored Evaluation process. The specific needs for each child are determined when the team, consisting of parents, administrators, educators, student, and other critical agency or support people, meets at the annual review to write a new IEP. The student's schedule is based upon the needs addressed in the IEP, the recommendation of the regular education teacher, and requests of the parents and student. Functional Core Academics classes that parallel specific areas such as Math, English, History, and Science are offered as determined by the student's IEP team recommendation. The department also offers transition-oriented programs, for credit, outside the school setting.

Strategies for Success and Strategies for Daily Living are electives that are highly recommended by the IEP team for ninth-grade students based on IEP goals, and enrollment is encouraged for selected IEP students from other grades. Descriptions of the courses are listed under the heading "Intervention" in the course booklet (page 30). In addition, the department, along with the guidance department, guides each special education student through the process of transition from high school to adult living. Special education students are recommended to receive a vocational/career evaluation through a career resources office to help them choose a career goal and/or develop a transition plan. The results are reviewed with the IEP team to make decisions regarding off-campus, community-based programs. These programs are offered for credit to build employability skills for the future; some students choose to attend a vocational program.

Diplomas

Through a variety of actions, the Ohio State Legislature and the State Department of Education have established two diplomas, which can be obtained by high school students. Honors Diplomas and Regular Diplomas both were required as a result of House Bill 55, which was adopted in March of 1992. The diplomas and criteria, which are in effect, are as follows:

Regular Diploma

1. The student must successfully complete the Kenston High School curriculum or the individualized education program developed for the student.
2. Students must meet Ohio Graduation requirements. (see page 8).

Diploma with Honors

2. The student must successfully complete the Kenston High School curriculum or the individualized education program developed for the student.
3. Students must meet Ohio Graduation requirements. (see page 8).
4. Requirements pre-suppose completion of all high school diploma requirements in the Ohio Revised Code including: .5 unit Physical Education ****;** .5 unit Health; .5 unit American History; .5 unit American Government
   **** Students who participate in athletics, marching band or cheerleading for two full seasons are exempted from the physical education requirement under SB 311.**
5. The student must meet at least **all but one** of the following criteria listed for either the college preparatory or the vocational educational curriculum. They can use Advanced Placement, College Credit Plus and Credit Flexibility coursework to meet the unit requirements of an Honors Diploma.

Academic Diploma With Honors Curriculum. The student who completes the college preparatory curriculum shall meet at least 7 of the following 8 criteria:

a. Earn four units of English
b. Earn four units of mathematics including Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course, or complete a four-year sequence of courses that contains equivalent content
c. Earn four units of science, including two units of advanced science (courses that are inquiry-based with lab experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy)
d. Earn four units of social studies
e. Earn either three units of one world language or two units each of two world languages
f. Earn one unit of fine arts
g. Maintain an overall high school grade point average of at least 3.5 on an **unweighted** 4.0 scale up to the last grading period of the senior year
h. Obtain a minimum composite score of **27** on the American College Tests (ACT) or an equivalent composite score of **1280** on the Scholastic Assessment Tests (SAT), with no regard for its new writing portion. (This maintains the two scores' comparability as qualifying criteria.)

Career-Technical Diploma With Honors Curriculum. Students who complete at least two years of an intensive vocational or technical education curriculum must meet any 8 of the 9 criteria:

a. Earn four units of English which may include one unit of applied communication
b. Earn four units of mathematics including Algebra I, II, Geometry or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
c. Earn four units of science that develop concepts for physical, life, and earth and space sciences including physics and chemistry
d. Earn four units of social studies
e. Earn three units in the student's vocational or technical education curriculum (★ counted in electives)
f. Earn four units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post secondary credit.)
g. Maintain an overall high school grade point average of at least 3.5 on an **unweighted** 4.0 point scale up to the last grading period of the senior year
h. Obtain a composite score of **27** on the American College Tests (ACT) or an equivalent composite score of **1280** on the Scholastic Assessment Tests (SAT), with no regard for its new writing portion. (This maintains the two scores' comparability as qualifying criteria.)
i. Complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio Vocational Competency Assessment or the equivalent

Student Recognition Awards

Academic Boosters promote, recognize and reward academic achievements at all levels. **Academic Improvement Recognition** awards students who raise their GPA by 0.5 or more from one grading period to the next of each semester. **Top 15 Senior Recognition** honors the top 15 academically-ranked seniors and their inspirational teachers of choice. Students who earn an Academic Letter and a Varsity Athletic Letter will receive a **Scholar Torch patch**. Students with 3.5 **unweighted** cumulative GPA and the following community service hours on file will receive the **President's Award for Educational Excellence**: seniors 100 hours, juniors 75 hours, sophomores 50 hours and freshmen 25 hours. Must be submitted and approved by March 31st of each year.

Academic Awards Program, held in the evening the end of May, honors students who are recognized by their teachers for academic excellence and leadership. Top students in each course, as determined by faculty from each department, receive a **Departmental Plaque.** When a student receives three departmental plaques, an **Academic Letter** is awarded and six departmental plaques warrant an **Academic Medal**. An **Academic Plague** is awarded for nine departmental plaques, a

Plaque of Honor is awarded to those who receive 12 or more departmental plaques and a **Plaque of Excellence** is awarded for earning 15 or more departmental plaques. Other distinguished awards are presented at this program.

Student of the Month is awarded to students who demonstrate leadership, academic excellence, academic improvement and improved work performance. Nominated and voted on by their teachers and staff, the top male and female from each grade receives a letter from administration and their picture is displayed in the hall and on the Kenston Website.

Rotary Senior of the Month is given by the Chagrin Valley Rotary Club to a senior who displays service and leadership qualities. Students are recommended by the administration, guidance counselors and faculty, and the criteria used is based on grade point average, extracurricular activities and community service. They are recognized at a Rotary breakfast meeting and pictures are displayed as well as names and bios published in the local newspapers.

Perfect Attendance Award plaque is given to seniors who were not absent during any part of a school day throughout high school, from the beginning of ninth grade to the end of twelfth grade. Exceptions include school field trips and/or death in the family, with administrative approval. Students with perfect attendance for the school year receive a letter from administration, a certificate and a gift card.

Community Service Honor Award is awarded to graduating seniors who have successfully completed and submitted at least 60 hours of community service during their high school career. The hours must be approved and on file in the Guidance Office by April 20th of the student's senior year.

Honor Roll/Merit Roll – Students who receive 4.0 GPA or higher for the grading period are listed on the High Honor Roll. Students who receive 3.5-3.99 are listed on the Honor Roll and students who receive 3.0-3.49 are listed on the Merit Roll. Students who receive an incomplete, "D" or "F" do not qualify for either roll. Names are posted in the display case, on our Website and emailed through Constant Contact.

Excellence in Mathematics Award is given to students who have successfully completed three AP math courses offered at Kenston High School: AP Statistics, AP Calculus 1 (either Calculus AB or CCP Calculus 1) and AP Calculus BC. The math department recommends the following pacing and course selection to achieve the Excellence in Mathematics Award: 8th grade Algebra or 9th grade Accelerated Algebra; 9th grade - Honors or traditional Geometry; 10th grade–Honors or traditional Algebra II and Honors Stats; 11th grade–Honors or traditional Precalculus and AP Statistics; 12th grade–AP Calculus AB and AP Calculus BC.

Graduate with Honors - The following categories receive a medal and honors recognition at graduation:

Summa Cum Laude	All A's for **all coursework*** awarded high school credit (see below**)
Magna Cum Laude	All A's with four (4) credits of "B" or fewer for all coursework awarded high school credit
Cum Laude	All A's with eight (8) credits of "B" or fewer for all coursework awarded high school credit

*** All coursework** includes math and foreign language taken in eighth grade, College Credit Plus classes, any online or distance learning classes, educational options, transfer courses from other schools, etc.

****** When calculating Summa, Magna and Cum Laude, a grade of "B" in an Advanced Placement course is the equivalent of an "A" letter grade. One credit of a grade of "C" in an AP course is equal to two (2) credits of "B." Courses that are re-taken by students in order to secure a higher grade will not be considered in order to qualify for Summa, Magna or Cum Laude honors at graduation. *** +/- grades are not considered when determining Summa, Magna and Cum Laude awards.

General Information for College-Bound Students

1. It is highly recommended that college-bound students take the PSAT test (practice SAT and National Merit Scholar qualifying test) in the fall of their junior year; all sophomores will take the PSAT test, but only the test results of junior students qualify for national merit scholarships. All ninth-graders will take the PSAT 8/9.
2. College-bound students should take the SAT and ACT tests at the end of their junior year, and may retake in fall of senior year to better their scores.
3. Students should be prepared to apply for college before December 1 of their senior year.
4. All families with college-bound students should consider filling out the Free Application For Federal Student Aid (FAFSA financial aid form) now available October 1.
5. General minimum requirements for unconditional admission: (Call your university for specific information)

English:	4 credits in academic level
Math:	3 credits – Algebra I, Geometry, Algebra II
Science:	3 credits – Biology, Chemistry, Physics
Social Studies:	3 credits – U.S. History and Government
Foreign Language:	2 credits of one language
Fine Arts:	1 credit

6. Ask your college or university's admission office about their policy of awarding credit for Advanced Placement and College Credit Plus courses.

College and Career Readiness (CCR)

In high school, students will be focusing on career awareness through career interest inventories and exploration within each course and grade level. Students should be building a path through high school with those career goals in mind. Students can carefully plan a program of study that will focus on the skills and knowledge required to succeed as a 21st century learner and worker while pursuing their individual career interest goals. This process will be under the guidance of their teachers, school counselors, and/or parents.

The Educational Pathways are designed to provide a framework of courses offered at Kenston High School to get the most out of that department in order to be better prepared for post-secondary life. For example, the path through the sciences will give students the best foundation of knowledge and skills before heading into a field in the life sciences or physical sciences. The paths are suggestions for courses and have been designed by that particular department with the student who is already driven to pursue a career in that field; however, some of those have pre-requisites, so the order may be very important to follow. The direction a student takes or path chosen is an individual decision and may change several times in high school. Paths may be combined as there is plenty of room in the schedule for many courses to be taken beyond the graduation requirements.

Copies of each pathway can viewed at: **ccr.kenstonlocal.org/educational-pathways/**

- Business Pathway
- Journalism/Broadcast Media Pathway
- Math Pathway
- Physical Science/Engineering
- Pre-Law
- Science and Medicine
- Visual Arts Pathway
- World Languages Pathway

College Entrance Requirements

Today, colleges are placing the burden on students to prove to the admissions officers that they are the kind of student the college is seeking. The most compelling proof students can give is a set of good grades in a strong college prep curriculum (they are aware of a student's grade point average and class rank). Another factor is the student's performance on college entrance examinations. Other requirements include strength of personality, maturity and stability, creative ability in some field, capacity for leadership, a sense of responsibility, and breadth and strength of intellectual curiosity. The students should write their own letters and handle their own correspondence with colleges. Seniors are asked to complete a "Senior Accomplishments" sheet and submit it with a resume to the teacher/counselor they want to write a letter of recommendation. The student will receive an "official" transcript in a sealed envelope, counselor recommendation forms (if applicable) and letters of recommendation. The student is responsible for submitting all paperwork to the college. Each application will require careful study and thought before the student fills it in. Students will follow the instructions set forth by the college for completing their applications. These instructions can be found on the college's Admissions website. Additionally, students will utilize Naviance to have their transcripts and letters of recommendation sent to the colleges. Instructions on how to use Naviance for sending high school documents will be given to seniors during a presentation at the beginning of their senior year. Written instructions for Naviance use can also be found on the KHS Guidance webpage. Please note: it is the responsibility of the student to manage application deadlines and request application documents to be sent to the college in a timely manner. Students are also responsible for sending official ACT and/or SAT scores to colleges that require them by the application deadline.

College admission tests have two important functions in college admissions. First, they enable the college to compare students from all states and all schools. Second, they provide a check on the high school record. Two of the best known testing services are the College Entrance Examination Board (SAT) and the American College Testing Program (ACT). The student should check with Guidance to determine the dates to take the aptitude test (SAT) and the achievement tests. Students who take the test twice usually do better on the second, so each student should plan to take the SAT and ACT in their junior year. The student must indicate the colleges they wish the scores to be sent to directly from the testing center. The scores will be mailed to the student's home; students must indicate the Kenston High School code number when registering **(360-860)** so the scores are sent to KHS to be entered on the student's transcript. The counselor will gladly discuss the test results and their implications upon request. If a student wants to go to college and can show they are capable of college work, they can be sure that somehow, somewhere, a college will accept them.

NCAA College Requirements

A student-athlete who plans to compete in the first year of enrollment at an NCAA Division I or II college must complete a core curriculum of high school courses in order to be eligible for athletic participation. The core curriculum consists of courses in the following areas:

Division I (16 core courses required)	**Division II** (16 core courses required)
4 years of English	3 years of English
3 years of math (Algebra I or higher)	2 years of math (Algebra I or higher)
2 years of natural/physical science (1 year lab class)	2 years of natural/physical science (1 year lab class)
1 year additional English, math or natural/physical science	3 years additional English, math or natural/physical science
2 years of social science	2 years of social science
4 years additional courses from any area above, foreign language or nondoctrinal religion/philosophy	4 years additional courses from any area above, foreign language or nondoctrinal religion/philosophy

Please note: Computer science courses may only be used for initial eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.

All Division I and II students must be determined to be eligible by the NCAA Eligibility Center. **To register online, visit www.eligibilitycenter.org.** Division III schools do not utilize a uniform standard for freshman eligibility, nor are those students required to register with the Eligibility Center.

Test Score and GPA: Divisions I and II have two different sliding scales of qualifying test scores and grade-point averages (GPA) to qualify for competition in the first year. Required test scores are adjusted upward or downward based on the student's core GPA; higher test scores are required of a student with a lower core GPA.

Only core courses are used in the calculation of the GPA. Make sure you look at the high school's list of NCAA-approved core courses on the NCAA website. **NOTE: All SAT and ACT scores must be reported directly to the NCAA Initial Eligibility Center by the testing agency. When registering for the SAT or ACT, use the NCAA code of "9999" to make sure the score is reported directly to the NCAA Eligibility Center.**

Please see your counselor for more details on these requirements.

Athletic/Extracurricular Eligibility Requirements

The following are eligibility requirements for participation in athletics/extracurriculars at Kenston High School, as approved by the Kenston Board of Education.

1. In order to be eligible, a student must be currently enrolled and must have been in school the immediately preceding grading period and received passing grades during that grading period in subjects that earn a minimum of 5.0 credits per year toward graduation. A grade point average of 1.5 must be earned to be eligible. A student cannot receive more than one (1) "F."
2. Academic eligibility will be effective on the start of the fifth (5^{th}) school day after the end of the grading period.
3. A student enrolled in the first grading period after advancement from the eighth grade must have passed 75% of those subjects carried the preceding grading period which met five (5) days per week or its equivalent.
4. Any student-athlete whose performance in the prior quarter renders him/her academically ineligible shall not compete in any sport the following quarter. Newly academically ineligible students shall remain ineligible for competition through the end of the academic quarter, but may continue to practice and earn team awards at the coach's or the athletic director's discretion.
5. Full-time College Credit Plus students must take a minimum of 13 semester hours, or the equivalent, in order to be eligible. (See formula on application.) Failure to return grade verification sheet by each given date will result in immediate ineligibility.
6. Senior Early Graduates will not be permitted to participate in any school sponsored or school sanctioned activities or organizations after the first semester has concluded.

Auburn Career Center

Auburn Career Center offers educational opportunities that focus on the acquisition of skills within a career cluster to students from Berkshire, Cardinal, Chardon, Fairport Harbor, Harvey, Kenston, Kirtland, Madison, Perry, and Riverside High Schools. Students need to apply to Auburn Career Center during their sophomore year. Acceptance at Auburn Career Center is based on: Student's interest area (Individual Career Plan), credits and grades earned at associate school, attendance, associate school guidance counselor recommendation, parental approval and Auburn Career Center approval.

Kenston students should have successfully completed the following courses by the end of their sophomore year: two English, two history, two math, two science, health and physical education. Auburn students take online English 11 and 12 (American or British Literature) and have the option of taking math: Algebra II, advanced algebra with financial applications or pre-calculus offered at Auburn, or they can schedule their math at Kenston. All classes are aligned to the State of Ohio Department of Education technical competencies and Ohio Academic Content Standards. Auburn provides a CareerSafe program for all its students with a National Certificate recognized by employers.

Students who successfully complete specified technical programs are eligible to have career technical credits transfer to Ohio public colleges and universities or receive industry certification(s) to aid in the transition to the workplace. Students earn three elective high school credits each year. Students may continue their education at a 2- or 4-year college or technical school, or opt to enter the workforce directly following high school graduation.

Students have **several options** to choose from in attending Auburn Career Center: The first option (and most common) is to **attend during 11th/12th grades**; second, is to **attend in 10th/11th grade**; and the last option to attend for **one year as a senior**. Criteria for admission, at any grade level, must be on-track for graduation. Contact the enrollment office at Auburn Career Center or see your school counselor.

First-year students attend Auburn Career Center for morning classes (8:18 a.m. to 10:53 a.m.) and return to Kenston for the remainder of the day. Second-year students attend Kenston in the morning and attend Auburn for afternoon classes (10:58 a.m. to 2:28 p.m.). Bus transportation is provided by the associate school district.

AUBURN CAREER CENTER PROGRAM OFFERINGS

Advanced Manufacturing -- This program introduces students to engineering through hands-on training and experience. Students will design and create 21st Century products in a state-of-the-art facility. They will design and produce components from concept to completion using Computer Numerical Control (CNC) production. This program may help secure a high demand/high wage industry job in manufacturing, engineering and computer aided design (CAD) and students have the opportunity to earn 18 articulated college credits. Students also have the ability to earn the nationally recognized NIMS Certification.

Allied Health Technology -- Students explore a wide range of medical careers through practical lab experiences and high level academic coursework. Emphasis is on medical terminology, anatomy/physiology and infection control. Students will learn to perform routine administrative and clinical procedures using professional medical equipment and technology. They also have the opportunity to earn a Certified Clinical Medical Assistant industry credential, 8 articulated college credits and 4 Career Technical Credit Transfer semester credits, as well as 2 College Credit Plus (CCP) credits.

Architecture Project Management -- Students will design and manage the construction of a residential home from the ground up. They will generate blueprints and 3-D computer drawings using advanced architectural software and identify and choose appropriate materials for construction projects. There is also an interior design component of coursework. Following successful completion, students have the opportunity to earn up to 11 articulated college credits, as well as the NCCER certification.

Automotive Collision Repair -- Students learn to repair and refinish damaged vehicle bodies. They will assess the damage, fabricate, assemble and paint customer vehicles in a professional repair environment. They will learn to straighten and replace damaged parts using modern welding, sanding, masking and painting procedures, and they will use advanced automotive refinishing and painting techniques to secure a future in a high demand/high wage industry. Upon completion, students may earn the I-CAR collision repair Pro Level 1 Refinishing. Students will have the opportunity to earn up to 30 articulated college credits or advanced placement at Ohio Technical College.

Automotive Technology -- Students will learn everything from basic maintenance to diagnosing, maintaining and repairing a wide range of vehicles. They will use modern diagnostic and repair equipment with techniques modeled after professional mechanics including today's complex vehicle computers and advanced under-car systems. Upon successful completion of the program, students may earn the ASE certification, as well as 2 articulated college credits at Tri-C, 12 credits at University of NW Ohio, and 3 Career Technical Credit Transfer semester credits.

Business Management Technology -- Students will learn and understand the principles surrounding business management practices through real-life application, internship opportunities and college-bound coursework. They will identify the importance and need for law in business, while learning the legal and ethical practices of companies, as well as the laws surrounding them. In addition, they will develop viable business models for launching, growing and expanding a business. Students may earn the Microsoft Office Specialist certifications, as well as 8 College Credit Plus (CCP) hours, and 6 articulated college credits.

Computer Networking Technology and Cyber Security -- Students will gain knowledge and skills in computer applications including designing, installing and troubleshooting computer network systems. They will build and repair computers and learn safety, security and ethical issues involved with computer and social networking. They will study for computer technology certifications such as A+, Network+, CCENT, and CCNA. Students have the opportunity to earn 16 articulated college credits, as well as 25 Career Technical Credit Transfer credit hours.

Construction -- Students will work in all aspects of construction, including blueprint reading, framing, roofing, residential wiring and finish carpentry. They will build a residential home from the ground up in a real-world, practical setting, working side-by-side with professionals in residential construction projects. Students may earn the CITF Career Connections Level 1, 2 and 3, in addition to earning 8 articulated college credits, plus 4 Career Technical Credit Transfer credit hours.

Cosmetology -- The field of cosmetology entails much creativity and a true desire to put others first. Students will perform a wide range of hair services, skin care and nail treatments. They will operate a full-service, interactive salon and work side by side with industry professionals to help prepare for the Ohio State Board of Cosmetology Licensing Exam. 120 hours of unpaid internship is required in local salons and they may earn 30 articulated college credits at Kent State Geauga.

Criminal Justice and Security -- Students will learn techniques to secure and protect people and infrastructure from natural and manmade disasters. They will study criminal behavior and how various court systems are used to judge and punish offenders. Students will also learn scientific approaches to investigating crimes. Student will earn the OPOTA Private Security certification, National Incident Management System (NIMS), and ASP Baton. Students can earn up to 12 articulated college credits and 4 Career Technical Credit Transfer credit hours.

Culinary Arts -- The Auburn Culinary Arts program is designed to provide students with a solid foundation in the culinary field. The two-year program will teach basic fundamental culinary skills and restaurant operation by exploring the profession through a wide variety of hands-on experiences. Students will operate and manage a full-service restaurant while gaining valuable industry experience and employability skills. Students may earn up to 16 articulated college credits, in addition to 12 Career Technical College Transfer credit hours. The industry credentials available are ServSafe and ProStart.

Dental Assistant Technology—NEW THIS YEAR. Dental Assistants support the dentist with patients and complete administrative tasks including setting up trays for dental procedures and the proper use of dental instruments. During this hands-on program, students will understand instrumental transfer techniques, identify types of teeth and their functions and learn to provide comfort and education to patients within the dental office. Students can earn up to 4 articulated college credits, with additional potential credits to be announced.

Electrical Engineering Prep -- Students will design and maintain advanced electronic components using modern technology and the new robotics component. They will apply principles of residential, commercial and industrial wiring and electric systems and earn electrical certifications while learning basic engineering concepts. Students have the opportunity to earn the NCCER Core & Level 1 certification, in addition to 5 articulated college credits.

Emergency Medical Services -- This two-year program is designed to provide high school students with a comprehensive curriculum in public safety and emergency services. Students will explore health and safety careers such as a firefighter, EMT/paramedic, emergency room personnel and police officer. They will use medical and diagnostic equipment to perform detailed medical and trauma patient assessments and experience real-world clinical environments Successful completion of the program will provide the student with the State of Ohio EMT-Basic Certification (after passing the test taken after age 18). Students may also earn the Pediatric Emergency Care for Pre-Hospital Providers (PEPP) certification. Students may earn 6 articulated college credits, plus 8 Career Technical College Transfer credit hours.

HVAC – Heating, Ventilation and Air Conditioning -- Students will design, fabricate, install and maintain heating and air conditioning systems in a state-of-the-art facility. They will troubleshoot commercial and residential systems using advanced tools and diagnostic equipment and learn skills needed to service and install temperature, humidity and air quality control systems, while preparing for internship and apprenticeship opportunities. Students have the opportunity to earn the NCCER Core certification, in addition to 5 articulated college credits, and 23 Career Technical College Transfer credit hours**.**

Interactive Multimedia Technology -- Students will operate and maintain multimedia production equipment including digital SLR and digital video cameras, audio/visual recording equipment and lighting. They will learn to use creative and artistic abilities in many areas of media and attain the customer service skills required in a business setting. Students may earn 13 Career Technical Credit Transfer credit hours, plus 12 additional college credits at Bryant and Stratton or Kent State University. Certifications include Adobe Certified Associate Photoshop, Premeir Pro, CompTIA IT Fundamentals, and Flash Professional and InDesign.

Internet Programming and Development -- Students will design, create and maintain dynamic websites and databases using HTML5, CSS3, PHP, SQL, JavaScript and Python languages and applications, while earning CompTIA IT Fundamentals certifications. They will use a wide range of advanced web-based programming languages and learn graphic design skills necessary for real-world applications. Students may earn 12 articulated college credits.

Mechanical Technology Application -- Students will engage in learning related to basic and advanced maintenance technician and mechanical technology practices. They will gain hands-on experience in woodworking, machinery, electricity, blueprints and welding, while gaining employability skills necessary to be competitive for employment in this industry. Students will obtain Mechatronic training which involves mechanical engineering, automation and robotics skills, in addition to earning the MSSC Certified Production certification. Students may earn 11 articulated college credits, and 4 Career Technical Credit Transfer credit hours.

Mobile Applications and Technology -- Students will learn all aspects of the technology field while earning Adobe Photoshop, CompTIA A+, and ITIL (InfoTech Infrastructure Library) certificates. They will learn and build, evaluate, troubleshoot and maintain computers and networks. This class will allow a student's imagination to expand into the world of new technologies, including virtual and augmented reality and whatever comes next! Students may earn 12 articulated college credits, 7 Career Technical College Transfer credit hours, and 3 College Credit Plus (CCP) semester credits.

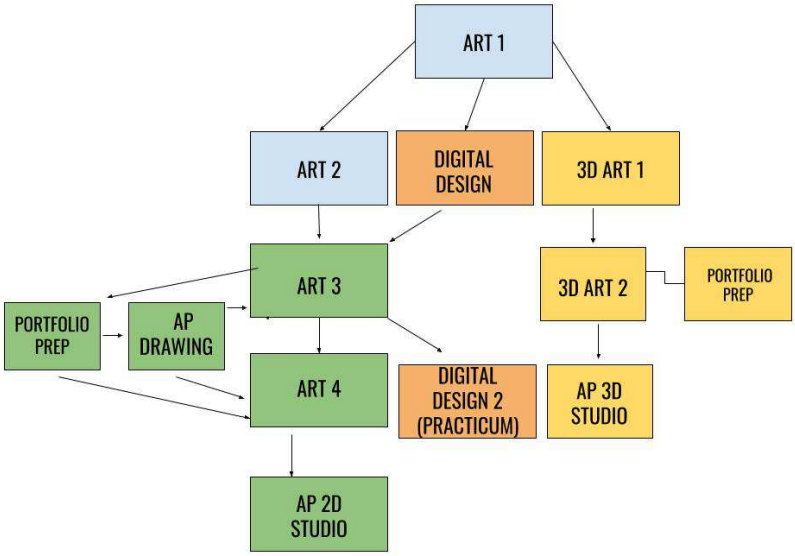
Patient Care Technician -- Students will learn the skills necessary to deliver quality patient care. They will apply medical skills and practice diagnostic procedures in a clinical lab environment. Students have the opportunity to obtain certifications in EKG, CPR/AED, Phlebotomy and State Tested Nursing Assistant (STNA). Students may earn 4 articulated college credits and 2 College Credit Plus (CCP) semester credits, and 4 Career Technical Credit Transfer credit hours.

Plant, Turf and Landscape Management -- Students will learn the basic skills that are needed to secure an entry-level position or further education within the horticulture field. They will explore a career field that combines art and science and allows flexibility to work both inside and outdoors. They will install and manage residential and commercial landscape designs at real job sites and learn how to operate and maintain professional landscape equipment. Students may earn the Ohio Certified Nursery Technician certification, as well as 7 to 8 articulated college credits and 16 Career Technical Credit Transfer credit hours.

Teaching Professions Pathway -- This is an introductory course in teaching strategies, classroom management and technology skills to prepare students for careers in education. Students will participate in field experiences at local schools to gain a deeper understanding of the teaching profession and the skills required in today's classroom. Certifications include Child Abuse Recognition & Prevention, Communicable Disease Prevention, and American Health Association CPR/First Aid Training. Students may earn 7 articulated college credits from Lakeland or 17 waived college credits from Lake Erie College, in addition to 4 Career Technical Credit Transfer credit hours.

Welding -- Students gain skills in welding, including stick, MIG, TIG, SMAW, GMAW, GTAW, FCAW and OFC, oxy-fuel, plasma and carbon arc cutting operations, pipe welding, quality control and testing, blueprint reading, safety, fabrication and math concepts, measuring, calipers and micrometers. Upon successful completion of the program, students may earn the American Welding Society Certified Welder certification. Students also have the opportunity to earn 7 articulated college credits through Lakeland Community College.

ART



The art program is designed for personal enrichment and/or to develop a cohesive art portfolio for college entry. The art courses are planned to provide students with in-depth experience in a variety of art media. Basic skills, art appreciation, and art history will be integrated within the program. The department will offer professional career guidance and direction with the aid of college visits, visiting artists, and portfolio preparation. The classes are all electives and may be used to fulfill college entrance Fine Arts requirements. Due to the limited number of courses offered and course progression, it is strongly recommended that students of freshman status or higher enroll in Art 1; sophomore status for Art 2; junior status for Art 3; and Art 4 or AP Art for senior status. Both Art 3 and Art 4 are honors level classes due to increased rigor and workload. Those students most likely pursuing a college level art based major or seeking portfolio scholarship opportunities should enroll in Art 3 and Art 4 / A.P. The Portfolio Prep course and/or the A.P. Studio Drawing course will be offered as an option for independent study portfolio development and will ideally be taken ini the junior year. We feel this progression will provide students with the best potential for college entrance and a maximum quality portfolio.

ART I

(18 weeks, 1 credit)

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

ART II

Prerequisite: Art I

(18 weeks, 1 credit)

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

ART III (additional .5 weighted) ***Prerequisite: Art II and teacher recommendation*** (18 weeks, 1 credit)

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

PORTFOLIO PREP ***Prerequisite: Art III and teacher recommendation*** (18 weeks, 1 credit)

This self-guided independent study course is focused on the continued development of an entry portfolio for a university or art college. Students enrolled in Portfolio Prep should be seriously considering pursuing a career in an art related field. This course will run concurrently with A.P. Studio Art: Drawing. Skills and techniques covered in Art I and II will be utilized with an emphasis on the integration of concept and creative problem solving and developing personal voice. Aesthetics, art criticism and presentation will also be stressed. Students will be encouraged to explore a wide variety of media and techniques will also be explored in this course. A portfolio will be required as a final exam for this course.

AP STUDIO ART: DRAWING (18 weeks, 1 credit)

Prerequisite: Art III (teacher recommendation / portfolio review)

This extended investigation portfolio-based course is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and materials used to make the marks are endless. Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously. There is no preferred or unacceptable style or content. This course will run concurrently with the Portfolio Prep course. **Students are responsible for portfolio submission to the AP Review Board and all associated costs.**

ART IV (additional .5 weighted) (18 weeks, 1 credit)

Prerequisite: Art III (teacher recommendation / portfolio review)

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

AP STUDIO ART 2D ***Prerequisite: Art I-IV and Portfolio review*** (18 weeks, 1 credit)

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

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

DIGITAL DESIGN 1: INTRODUCTION TO MAKERSPACE SOFTWARE

Prerequisite: Art I (18 weeks, 1 credit)

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

DIGITAL DESIGN 2: HUB DESIGN PRACTICUM

Prerequisite: Digital Design 1, Art 1, 2, 3 and teacher recommendation (18 weeks, 1 credit)

Digital Design 2 will provide select students with a small group portfolio development opportunity in addition to in-district design opportunities in the Makerspace lab environment. Students will expand their Adobe Photoshop, Adobe Illustrator and 3D modeling skills and apply them to solve real-world design problems while working interactively with clients from within the district and potentially in the community. Students will learn operational procedures of the equipment in The Hub including the vinyl cutter, printer/cutter, laser engraver, 3D printers, T-shirt Press and the technical requirements of each. The scope of each individual's projects will be determined by client based work demands and individual portfolio needs. Students will be encouraged to develop their ideation abilities, prototyping skills, client interaction approaches, time management skills, design and execution. Students may be required to purchase additional materials based on individual project solutions.

3D ART I ***Prerequisite: Art I*** (18 weeks, 1 credit)

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

3-D ART II ***Prerequisite: 3-D Art I and teacher recommendation*** (18 weeks, 1 credit)

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

AP STUDIO ART: 3D ***Prerequisite: 3-D Art 2*** (18 weeks, 1 credit)

Students will complete a semester long extended investigation of a theme, concept, problem of their choice, and assemble a portfolio of works throughout the semester. This body of work will then be submitted to the College Board. The Advanced Placement Studio Art: 3D Design portfolios are intended to address/investigate sculptural issues. This 3D Design requires students to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. For this portfolio, students will demonstrate understanding of 3D design through any three-dimensional approach, including, but not limited to, figurative or non-figurative sculpture, architectural models, metal work, ceramics, installation, performance, assemblage and 3D fabric / fibers. There is no preferred or unacceptable style or content. This course will run concurrently with 3D Art 2. **Students are responsible for portfolio submission to the AP Review Board and all associated costs.**

BUSINESS

INTRODUCTION TO BUSINESS (18 weeks, 1 credit)

This exciting course introduces many topics of interest to the student related to personal business. Areas of concentration include banking, personal finance, consumerism and budgeting. The course also introduces the general business topics of economics and economic structures, entrepreneurship, management, marketing, social responsibility and ethics, international business, and organizational structures. Students will participate in several current event projects and business simulations such as the Ohio Stock Market Challenge.

ACCOUNTING I (18 weeks, 1 credit, 10th, 11th, 12th grades)

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

ACCOUNTING II ***Prerequisite: Accounting I*** (18 weeks, 1 credit, 10th, 11th, 12th grades)

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

INTERNATIONAL BUSINESS (18 weeks, 1 credit, 10th, 11th, 12th grades)

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

BUSINESS MANAGEMENT (18 weeks, 1 credit, 10th, 11th, 12th grades)

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

BUSINESS LAW (18 weeks, 1 credit, 10th, 11th, 12th grades)

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

FINANCE AND INVESTMENTS (18 weeks, 1 credit, 10th, 11th, 12th grades)

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

APPLIED BUSINESS STRATEGIES (18 weeks, 1 credit, 12th grade)

Prerequisite: Cumulative grade point average of at least 3.4 plus successful completion of at least two of the following business courses with letter grades of "B+" or higher: Introduction to Business, Accounting I, Accounting II, International Business, Finance and Investments, Business Management, and Business Law.

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

APPLIED BUSINESS STRATEGIES *(continued)*

This course is an advanced study and application of business concepts for seniors who intend to go to college and major in business. Students would apply skills learned in their previous business courses by analyzing, debating, and reporting upon business case studies. Students will become business consultants when they participate in a problem-based learning activity for a local business. The student business consultants will work cooperatively with the business and complete any one of a variety of activities. The activities may include researching new products, evaluating and improving marketing activities, analyzing a current issue in the business, or making business plans for the future. Students will make a comprehensive report and presentation of their findings and recommendations to the company leader(s).

COLLEGE CREDIT PLUS COURSES

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

CCP College Writing I and II - **page 24**
CCP Great Books I – page 24 CCP
College Calculus I and III – page 33

COMPUTER SCIENCE

COMPUTER APPLICATIONS (18 weeks, 1 credit)

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

COMPUTER SCIENCE/PROGRAMMING (18 weeks, 1 credit)

Prerequisites: Algebra I

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

AP COMPUTER SCIENCE A (18 weeks, 1 credit)

Prerequisite: Computer Science/Programming

This course will explore more advanced computer science and programming topics than the introductory course. Therefore, it is recommended for students who have already passed Computer Science with merit and confidence and who wish to further their pursuit of programming skill, understanding and practice. In addition to a few new Java features and larger case studies, there will be an emphasis on the more technical side of concepts originally addressed in Computer Science. This will help students to review old concepts, deepen comprehension, and ultimately prepare for the AP exam. ***Students are required to take the associated AP exam in May.***

AP COMPUTER SCIENCE PRINCIPLES (18 weeks, 1 credit)

Prerequisite: Algebra I

Advanced Plaacement Computer Science Principles introduces students to the central concepts of computer science, instilling the ideas and practices of computational thinking. The skills developed are applicable across all disciplines, and include the use of computational tools to analyze and study data and draw conclusions from trends. This course is recommended for students who wish to explore the basic principles and applications of computer science without delving too deeply into the technically rich aspects of programming. ***Students are required to take the associated AP exam in May.***

KENSTON WEB DESIGN (18 weeks, 1 credit)

Students will take a hands-on approach learning the intricacies of web design by building the Kenston High School Website. They will learn the basics of software programs including: Adobe Photoshop (digital photo editing), Dreamweaver and/or Wordpress (HTML editor). Students will be assigned sections of the Kenston site that they will be responsible for maintaining. They will be encouraged to start new sections to the Kenston site. Students will also be instructed in the basics of digital photography, and be given opportunities to shoot photographs at various KHS events. Students will be expected to research and analyze national trends in web design, and serve a major role in developing any changes in the KHS Website design.
Note: Kenston students do not have to be enrolled in a Web design class to work on the Kenston Website. Any student interested in working on the site or becoming a student Webmaster, should contact the KHS faculty Webmaster.

WEB DEVELOPMENT (18 weeks, 1 credit)

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

ENGLISH

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

Required English classes must be taken in sequential order.

C.P. ENGLISH I (18 weeks, 1 credit)

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

HONORS ENGLISH I (18 weeks, 1 credit)

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

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

C.P. ENGLISH II (18 weeks, 1 credit)

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

HONORS ENGLISH II (18 weeks, 1 credit)

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

AP CAPSTONE – Year 1: Core English Credit (Seminar full-year, 1 credit)

Prerequisite: Based on ninth-grade PSAT score and teacher recommendation from ninth-grade honors courses

AP Capstone is an innovative diploma program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses – **AP Seminar and AP Research** – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In **AP Seminar**, 10th-grade students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments (earning core credit as a 10th-grade English course). AP Seminar is an all-year course and is paired with AP US History. Summer reading is a requirement for this course. ***This course requires the AIR End-of-Course Exam for graduation.***

In the second year course (see AP Capstone II – AP Research, under elective courses), students will cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work (earning elective credit). Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate. AP Research is an all-year course that does not count as English credit and it will pair with AP U.S. Government and Politics.

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

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

English III, a college prep course, focuses upon American fiction and nonfiction selections to be read during the course. Writing will include a variety of styles for special audiences and purposes. Usage, grammar, and vocabulary will be reinforced through student writing. This course prepares the student not only for college study but also for the world in the 21st Century. The study of vocabulary with Greek and Latin roots prepares students for the SAT and ACT tests. Summer reading is a requirement for this course. (Fulfills the eleventh-grade English requirement).

HONORS ENGLISH III (18 weeks, 1 credit)

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

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

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

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

C.P. ENGLISH IV

(18 weeks, 1 credit)

English IV is a college-prep course built on the study of writers from around the world. Students will read several genres of literature, write in a variety of styles, and work to develop vocabulary. Usage, grammar, and vocabulary will be reinforced through student writing. The study of Greek and Latin roots prepares students for a stronger vocabulary for compositions. Summer reading is a requirement for this course. (Fulfills twelfth-grade English requirement).

HONORS SEMINAR - ENGLISH IV

(Full year, alternate days, 1 credit, 12th grade)

(Alternates with Honors Seminar Economics)

This course is a unique approach to a core English class. Students will be taking a more hands-on approach to understanding our role in society and how to make a difference. In this setting, we will be exploring many current social issues through literature, problem-based learning projects, discussions, and debates. Students can expect to think critically and creatively and through their own research will understand a problem to formulate the best plausible solution, linking the classroom to the community. Some classic pieces of literature will be explored while also examining more contemporary pieces to recognize the role of setting and the influence of history. Students can expect to use a variety of writing techniques, expressing themselves creatively, critically, and persuasively. Usage, grammar, and vocabulary will be reinforced through student writing. Authentic assessment is a key element of this course. Summer reading is a requirement.
(Fulfills twelfth-grade English requirement).

AP ENGLISH LITERATURE & COMPOSITION (IV)

(18 weeks, 1 credit, 12th grade)

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

CCP COLLEGE WRITING I

(18 weeks, 1 credit)

Prerequisite: Acceptance into Kent Geauga's CCP Program; placement into course based on Kent's placement test score or SAT/ACT equivalent

They study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading, research, and technology.

This course fulfills Kenston's English core graduation requirement.

CCP COLLEGE WRITING II

(18 weeks, 1 credit)

Prerequisite: Completion of CCP College Writing I with a grade of C- or better

Continuation of college-level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project.

This course fulfills Kenston's English core graduation requirement.

CCP GREAT BOOKS I NEW THIS YEAR

(18 weeks, 1 credit)

Prerequisite: Completion of CCP College Writing I with a grade of C- or better

Great works of world literature read in English, from ancient world to 1700, covering a wide range of ethnic and national voices, genres and traditions.

This course fulfills Kenston's English core graduation requirement.

ELECTIVES

AP CAPSTONE – Year 2: AP Research - NEW THIS YEAR (Seminar full-year, 1 credit)

Prerequisite: Must successfully complete AP Capstone I – Year 1

In this second-year course of the AP Capstone program, AP Research builds on what students learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a research question. Students will cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students who earn scores of 3 or higher in AP Seminar (the year 1 Capstone course) and AP Research and on four additional AP exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate. AP Research is an all-year course that **does not count as English credit** and it will pair with AP U.S. Government and Politics.

BEING THE BARD (18 weeks, 1 credit)

A survey of Shakespeare's plays and the Elizabethan era, including poetry, history and the scope of the modern adaptations in both film and theater. This course takes a closer look at the history of English monarchs, costumes, set design, and the puntastic language created by William Shakespeare and those authors inspired by his stage and writing. This class is for those students who are fascinated by British history, tales of king and queens, and fans of comedy and tragedy. It is an immersion in theatrics, and how the Elizabethan era shaped modern society.

CREATIVE WRITING I (18 weeks, 1 credit)

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

CREATIVE WRITING II (18 weeks, 1 credit)

Prerequisite: Creative Writing I

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

LITERATURE AS ENTERTAINMENT (18 weeks, 1 credit)

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

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

Part II -- From the beginnings of film, writers and directors have adapted works of literature into film versions. From animation to acting, from the Brothers Grimm to John Grisham, from comedies to tragedies, literature has served as a basis for many films. In this class, students will read short stories and novels which have been turned into film, and then watch the film versions to answer some of the following questions: What kinds of literature are suited for film? What are the strengths of film over literature in storytelling? What are the strengths of literature over film in storytelling? Does each medium tell a tale in different way and can both have merits?

MYTHOLOGY (18 weeks, 1 credit)

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

MYTHOLOGY II (18 weeks, 1 credit)

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

COMMUNICATIONS (18 weeks, 1 credit)

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

LYRICAL LANGUAGE: THE POWER OF POETRY (18 weeks, 1 credit)

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

STRATEGIC READING (18 weeks, 1 credit)

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

MODERN CONFLICTS: Teaching Tolerance Through a Survey of Survivor Literature (18 weeks, 1 credit)

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

WRITING AND RESEARCHING FOR THE COLLEGE EXPERIENCE (18 weeks, 1 credit)

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

THEATRE ARTS (18 weeks, 1 credit)

Theatre Arts is a general introduction to drama including acting technique, improvisation, characterization, and basic blocking/directing. This course will provide students with an interactive and hands-on experience of drama in literature and theater productions, enabling students to gain a critical understanding of the art of acting and its relationship to both literary and dramatic arts. Students will explore facets of drama performance and production, such as voice projection and movement, character development, stage direction, technical design, and audition strategies. Acting terminology, dramatic theory, and methods of analysis are introduced through participatory warm ups, theatre games, pair work, structured improvisations and the performance of scripted scenes. The course will also explore theatre history through the use of selected scenes throughout the ages and via the progression of costume design, styles of blocking, set construction and audience interpretation. Through the development of their own creative/dramatic process, students will have the opportunity to gain self-awareness and confidence as they develop their overall stage presence and general public speaking skills.
*This is a performance-based course. Student motivation and independence are key.

DIGITAL MEDIA AND COMMUNICATIONS (18 weeks, 1 credit)

In this project-based, hands-on course, students will learn to utilize innovative technology tools and software to create media products. Students will plan, produce, revise, and publish a variety of types of media, possibly including, but not limited to, video, audio, motion graphic, 3D, and animated products to create narrative, argument, and informative pieces. Once students have been exposed to a variety of tasks and tools, they will propose a project of their own that will demonstrate their mastery of skills covered in the course.

MULTIMEDIA JOURNALISM (18 weeks, 1 credit)

This course will require students to produce various written, audio, and video news pieces. In addition, students will be asked to evaluate various aspects of journalism. Topics covered will include what makes an event newsworthy, the ethics of journalism, the rights of journalists protected by the First Amendment, and the history and future of the media.

MULTIMEDIA JOURNALISM II ***Prerequisite: Multimedia Journalism*** (18 weeks, 1 credit)

This follow-up course to Multimedia Journalism will require students to work as both student-editors and contributors as they produce various written, audio, and video news pieces. In addition to completing their own work, students in this course will also assist students in the Multimedia Journalism class with their pieces.

YEARBOOK (18 weeks, 1 credit, maximum of 18 students per semester)

Students will act as yearbook staff members in conjunction with student editors in the Yearbook II class as they produce various coverages pages regarding student life events, sports teams and competitions, and student profiles. Students will also be expected to complete interviews of students and staff, take pictures of engaging classroom lessons, and be present at various Kenston High School events. The final product will culminate with the publication of the Kenstonian Yearbook as well as a portfolio of their best coverage pages throughout the semester.

YEARBOOK II ***Prerequisite: Yearbook*** (18 weeks, 1 credit)

This follow-up course to Yearbook will require students to work as both student-editors and contributors as they produce various coverage pages regarding student life events, sports teams and competitions, and student profiles. Students in Yearbook II will also be expected to complete interviews of students and staff, take pictures of engaging classroom lessons, and be present at various Kenston High School events. In addition to completing their own work, students in this course will also assist students in the Yearbook class with their coverage pages, instruct them on tools and applications used in the eDesign program, provide support to students during the sales of applications used in the eDesign program, and provide support to students during the sales of business advertisements. The final product will culminate with the publication of the Kenstonian Yearbook as well as a portfolio of their best coverage pages throughout the semester.

ENTERTAINMENT MARKETING

This is a two-year course of study, accepting Juniors in Entertainment Marketing I, then continuing with Entertainment Marketing II as Seniors.

ENTERTAINMENT MARKETING I **(11th grade)** (full year, 2 credits)

Related class: 36 weeks, 1 credit
This is the first part of a two-year program as a career business course in Entertainment Marketing. Core marketing concepts are mastered, using real-world examples, while students gain the skills to help run a successful media business, WKHR, Cleveland's FM 91-FIVE. Students master broadcast law, develop an on-air personality, learn to script and deliver copy for broadcast, gain engineering and production skills, develop promotional techniques for media, and apply marketing concepts in a functional setting. All material covered in class is reinforced through work at radio station WKHR, which operates in service to the Greater Cleveland Community at 91.5 FM, and around the world at www.wkhr.org.

Lab: 36 weeks, 1 credit
Radio station WKHR functions as the lab, to model all concepts covered in class. Students become on-air personalities and learn to run a 24/7 media business, collecting an average of 17,000 listeners at any given moment, and hundreds listening online around the globe.

ENTERTAINMENT MARKETING II **(12th grade)** (full year, 2 credits)

Prerequisite: Entertainment Marketing I

Related Class: 36 weeks, 1 credit
Students use what they've learned in Entertainment Marketing I by running WKHR. They become department heads and oversee the daily workings of the station, further developing organizational, leadership, and marketing skills. In addition, students host their own radio shows, learn to write a successful resume, explore effective job search and interview techniques, and oversee the station's yearly capital fund drive. Every student enrolled in the program is eligible to apply for the Scott McVay Memorial Scholarship of $5,000, the largest single scholarship offered on campus.

Lab: 36 weeks, 1 credit
During lab, students design and implement promotional strategies to strengthen and expand listenership, train Entertainment Marketing I students, and help run the radio station.

FAMILY & CONSUMER SCIENCES

LIFE STUDIES (18 weeks, 1 credit, 9th and 10th grades only)

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

NUTRITION & WELLNESS (18 weeks, 1 credit, 11th and 12th grades only)

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

INDEPENDENT LIVING / QUEST (18 weeks, 1 credit, 11th and 12th grades only)

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

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

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

HEALTH AND PHYSICAL EDUCATION

HEALTH / WELLNESS (18 weeks, 1 credit, 10th grade)

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

PHYSICAL EDUCATION (18 weeks, .5 credit, 9th or 10th grade)

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

STUDENT AS ATHLETIC TRAINER (18 weeks, 1 credit, 9th – 11th grade only)

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

FITNESS, NUTRITION AND WEIGHT TRAINING (18 weeks, 1 credit, **9th-11th grade only**)

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

INTERVENTION

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

STRATEGIES FOR SUCCESS

(18 weeks, 1 credit)

Prerequisite: IEP Team recommendation

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

FUNCTIONAL STRATEGIES FOR DAILY LIVING

(18 weeks, 1 credit)

Prerequisite: IEP Team recommendation

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

CEC WORKSHOP

(18 weeks, 1 credit)

Prerequisite: Junior or Senior status

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

JOB TRAINING PROGRAM

(36 weeks, 3 credits) (18 weeks, 1.5 credits)

Prerequisite: IEP Team recommendation

This program is provided in collaboration with area Vocational Consortiums (Geauga County Vocational Consortium, Auburn Career Center or Cuyahoga East Vocational Education Consortium). The program is designed to provide a community-based work environment where students can practice employment skills and learn job tasks. The program provides half or full-day, non-paid, community-based vocational training with a student to staff ratio of approximately 3:1 - 5:1. Students work on the actual job site to learn and master appropriate work behaviors such as: following a work checklist, on task/off task behaviors, work speed and productivity rate, endurance, solutions to emergency situations, wearing a uniform, hygiene on the job, voice level, and personal space. Students are required to wear a uniform. Students and guardians will be required to complete medical authorization forms for working at off school premises along with a training agreement. Transportation is provided to/from job sites.

MATHEMATICS

Math Course Selection Guide
for the 2019-2020 School Year

Your Current Class	Options for next year
Math 8	An **Algebra** Option
Any Algebra	A **Geometry** Option
Any Geometry	An **Algebra II** Option May also add **Honors Statistics**
Any Algebra II	A **Precalculus** Option May also add **Honors** or **AP Statistics**
Any Precalculus	**AP Calculus AB** (may also add **AP Calculus BC**) or **Honors** or **AP Statistics**
Honors Statistics	**AP Statistics**

ALGEBRA OPTIONS *Prerequisite: Middle School Math 8*

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

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

or

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

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

Differences:

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

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

Curriculum:

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

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

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

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

GEOMETRY OPTIONS *Prerequisite: Any Algebra Option*

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

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

or

Option 2: GEOMETRY (18 weeks, 1 credit)

or

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

Differences:

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

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

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

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

Curriculum:

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

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

ALGEBRA II OPTIONS *Prerequisite: Any Geometry Option*

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

or

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

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

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

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

PRECALCULUS OPTIONS *Prerequisite: Algebra II or Honors Algebra II*

Option 1: PRECALCULUS (18 weeks, 1 credit)

or

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

Differences: Precalculus in 18 weeks is our standard high school Precalculus course.
Students in **Honors Precalculus** are expected to handle more rigorous requirements and increased expectations. Class time is utilized in developing understanding at a deeper level. Minimal class time is available for remediation and intervention. The ability to self-motivate and self-assess is essential. Students will use written as well as oral communication and assessment. There will be additional projects and requirements compared to the non-Honors course level. In an Honors course the tests are much harder. Students in the class are expected to understand the mathematical concepts underlying their work and must be able to demonstrate their understanding through formal proof or informal discussion. The grade in the course is less reliant on good homework and organizational skills, those are assumed, but rather the student's ability to integrate and demonstrate their skills and understanding in a variety of situations.

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

CALCULUS 1 *Prerequisite: Precalculus or Honors Precalculus* (18 weeks, 1 credit)

This rigorous college-level course is comparable to a first semester college calculus course. The main topics to be studied include limits, continuity, rates of change, derivatives, integrals and applications. Focused goals for the course include: Developing an understanding of the fundamental concepts and techniques of differential and integral calculus, understanding the importance of differential and integral calculus in a variety of applications, developing the ability to read mathematics with understanding and to write mathematics understandably. For Calculus 1 students, **College Credit Plus** is available for eligible students. Please check with the Guidance Office to ensure completion of all requirements if you wish to receive a CCP credit for Calculus 1. Students who will **not be continuing** on to Calculus 2 at Kenston may also wish to take the AP Calculus AB Exam. Students wishing to take the AP Calculus AB exam should be sure to follow the registration timelines set by the Guidance Office. Students who will be continuing on to Calculus 2 will not take an AP exam at this time, they will take the Advanced Placement Calculus BC Exam after completing Calculus 2 and receive a Calculus AB subscore.

AP CALCULUS BC / CALCULUS 2 *Prerequisite: Calculus 1* (18 weeks, 1 credit)

This course, offered during the spring semester, is a continuation of Calculus 1 and is comparable to a second semester college Calculus course. Topics studied include advanced integration techniques, applications of the definite integral infinite series and Taylor polynomials. For Advanced Placement Calculus BC /Calculus 2 students the Advanced Placement Calculus BC Exam is required at the completion of the course. Students will be instructed on when and how to register for the exam. ***Students are required to take the associated Advanced Placement Exam in May.***

CALCULUS 3 *Prerequisite: Calculus 2* (18 weeks, 1 credit)

This course is the third course in the sequence of integrated calculus and is a continuation of AP Calculus BC. It is comparable to a third semester college Calculus course and introduces the study of calculus in three or more dimensions. The main topics include the geometry of three-dimensional space, vectors and vector-valued functions, functions of several variables, differentiation and integration of these functions, and applications. For Calculus 3 students, **College Credit Plus** is available for eligible students. Please check with the Guidance Office to ensure completion of all requirements if you wish to receive a CCP credit for Calculus 3.

STATISTICS *Prerequisite: Geometry or Topics in Algebra and Geometry III* (18 weeks, 1 credit)

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

HONORS STATISTICS *Prerequisite: Completed or concurrently taking Algebra II* (18 weeks, 1 credit)

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

AP STATISTICS

(18 weeks, 1 credit)

Prerequisite: Honors Statistics

The purpose of this Advanced Placement course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Observing patterns and departures from patterns; (2) Planning a Study: Deciding what and how to measure; 3) Anticipating Patterns: Producing models using probability and simulation; (4) Statistical Inference: Confirming models. A calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family. ***Students are required to take the associated Advanced Placement Exam in May.***

KENSTON MATH SCHEDULING PATHWAYS

- There are many pathways to a successful math experience at Kenston.
- Any student who has completed Math 8 by 8th grade can reach Calculus I and II as a senior.
- Taking or not taking Honors courses does not affect your ultimate pathway.
- Kenston math teachers make individual course recommendations to maximize each student's mathematical development. They know your student's math abilities. Please follow your math teacher's recommendation.
- Intervention students will be guided through scheduling by their IEP.

Here are some sample pathways beginning in 8th grade:

From Math 8 to Precalculus

8th grade: Math 8
9th grade: an Algebra course
10th grade: a Geometry course
11th grade: an Algebra II course & Honors Stats & Computer Science
12th grade: a Precalculus course & AP Stats (elective)

From Math 8 to Calculus I & II

OPTION 1	OPTION 2
8th grade: Math 8	8th grade: Math 8
9th grade: Accelerated Algebra & Geometry	9th grade: Algebra Part 1 & Part 2
10th grade: Algebra II & Honors Stats & Computer Science	10th grade: Geometry & Algebra II & Computer Science
11th grade: a Precalculus course & AP Stats (elective)	11th grade: a Precalculus course & Honors Stats (elective)
12th grade: Calc I and Calc II	12th grade: Calc I and Calc II

From Algebra to Calculus I & II

8th grade: Algebra
9th grade: Geometry & Computer Science
10th grade: an Algebra 2 course & Hon Stats (elective)
11th grade: a Precalculus course & AP Stats (elective)
12th grade: Calc I and Calc II

Beyond Calculus I & II*

8th grade: Algebra
9th grade: Geometry & Algebra II & Computer Science
10th grade: a Precalculus course & Honors Stats (elective)
11th grade: Calc I and Calc II
12th grade: AP Stats (elective) & a course beyond Calculus II

*Any student who has completed Math 8 can reach Calculus I and II as a senior. They simply need to follow the schedules above. If they still desire to 'hyper-accelerate" it is possible to complete Calculus I and II as a junior, opening up the possibility of taking a course beyond Calculus II.

Note: This progression is very aggressive mathematically and there is an increased risk of students struggling to maintain a competitive GPA. In addition they will generally be in classes with older students and some may feel intellectually or socially intimidated.

MUSIC

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

BAND

(Full year, 36 weeks, 1.5 credits)

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

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

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

2nd quarter: The concert band(s) rehearse(s) from 2:30-4:00 p.m. Monday through Wednesday.
3rd & 4th quarters: The concert band(s) rehearse(s) during block 3 and performances are the only mandatory events after school.

TRIMESTER BAND

(27 weeks, 1.25 credits)

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

MIXED CHOIR I - MIXED CHOIR II

(18 weeks each, 1 credit each)

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

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

CHORALE I - CHORALE II

(18 weeks each, 1 credit each)

For all female students in grades 9 and 10

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

AP MUSIC THEORY

(18 weeks each, 1 credit each)

Prerequisite: Music reading experience (from multiple years of chorus, band or private musical instruction)

AP Music Theory will present and explore the fundamentals of musical form, structure and terminology. Curriculum for this course will follow expectations for mastery of material for the first year of a collegiate music theory course. Students will be expected to audiate, phonate, notate and compose melodies, intervals, scales, and chords in major, minor, and modal keys. Prior music reading experience (from multiple years of chorus, band or private musical instruction) is required. Students will also be required to take the AP Music Theory Exam in May.

SCIENCE

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

PHYSICAL SCIENCE (18 weeks, 1 credit)

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

HONORS GEOLOGY (18 weeks, 1 credit)

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

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

BIOLOGY (18 weeks, 1 credit)

Prerequisite: Successful completion of Physical Science or Honors Geology

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

HONORS BIOLOGY (18 weeks, 1 credit)

Prerequisite: Completion of Honors Science 8 with teacher recommendation, Physical Science and/or Honors Geology with teacher recommendation

Highly Recommended: B average or higher in Honors Science 8, Physical Science or Honors Geology

Honors Biology involves a study of cells, heredity, evolution and diversity and interdependence of life. The ultimate goal is to develop an awareness of the biological community and real world application focused on inquiry based problem-solving lab work. It is crucial that students are able to analyze and apply content specific information in the context of doing science. ***This course requires the End-of-Course Exam for graduation.***

ADVANCED BIOLOGY: PRE-AP BIOLOGY (18 weeks, 1 credit)

Prerequisite: Successful completion of Biology and Chemistry
Highly Recommended: B average or higher in both Biology and Chemistry

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

AP BIOLOGY (18 weeks, 1 credit)

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

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

Big Idea 1: The process of evolution drives the diversity and unity of life;
Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis;
Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes;
Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

The labs are student designed and guided through inquiry. The remaining eight Advanced Placement labs are completed during this semester. The primary goals of Advanced Placement Biology are to help students develop inquiry skills and become an inquisitive learner in the field of biology. This course runs during the second semester.
Students are required to take the Advanced Placement Biology exam in May.

CHEMISTRY (18 weeks, 1 credit)

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

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

HONORS CHEMISTRY (18 weeks, 1 credit)

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

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

ADVANCED CHEMISTRY: PRE-AP CHEMISTRY (18 weeks, 1 credit)

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

Advanced Chemistry is an honors course and is considered to be comparable to the first half of a general chemistry course taken during a student's freshman year in college. Emphasis will be on problem-solving, theoretical aspects of chemistry, and laboratory experiments. Course content includes atomic theory of matter, stoichiometry, thermochemistry, solutions, periodicity, bonding, and intermolecular forces. Students are expected to have the math skills necessary to do the computations in Advanced Placement Chemistry. All tests will contain some Advanced Placement type questions and/or problems. This course runs during the first semester.

AP CHEMISTRY (18 weeks, 1 credit)

Prerequisite: Successful completion of Algebra II and Advanced Chemistry (Pre-AP Chemistry)

Emphasis will continue to be on problem-solving, theoretical aspects of chemistry, and laboratory experiments. Course content includes solutions, kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and organic chemistry (if time permits). Students are expected to have the math skills necessary to do the computations in Advanced Placement Chemistry. All tests will contain some Advanced Placement type questions and/or problems. This course runs during the second semester. **Students are required to take the associated Advanced Placement Exam in May.**

PHYSICS (18 weeks, 1 credit)

Prerequisite: Successful completion of Physical Science or Honors Geology, Biology or Honors Biology. Completion of or concurrently taking Algebra II.

Highly Recommended: Chemistry or Honors Chemistry

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

HONORS PHYSICS (18 weeks, 1 credit)

Prerequisite: Successful completion of Physical Science or Honors Geology, and Biology or Honors Biology. Completion or concurrently taking Algebra II

Honors Physics covers traditional high school physics topics in greater detail than in CP Physics. Logical thinking, lab experiments, and mathematical problem solving are emphasized. Honors Physics is recommended for students who plan on studying science, engineering, or health care in college. Upon completion, students will be prepared for AP Physics 1 and AP Physics 2. Units include kinematic, dynamics, energy, waves, optics, and electricity.

AP PHYSICS 1 – MECHANICS (18 weeks, 1 credit)

Prerequisite: Successful completion of Honors Physics and Algebra II

Advanced Placement Physics 1 is an introductory college-level physics course that expands on many topics covered in Honors Physics. Units include mechanics, rotational dynamics, energy, mechanical waves and sound, and resistor circuits. Conceptual understanding and lab experiences are emphasized over mathematical solutions. Advanced Placement Physics 1 is recommended for students who plan on studying science, engineering, or health care in college. ***Students are required to take the associated Advanced Placement Exam in May.***

AP PHYSICS 2 - ELECTRICITY & MAGNETISM (18 weeks, 1 credit)

Prerequisite: Successful completion of Honors Physics, Chemistry, and Algebra II

**** Note: AP Physics 1 is not a prerequisite for AP Physics 2, though the recommended pathway would be to take Honors Physics, then AP Physics 1, then AP Physics 2***

Advanced Placement Physics 2 is an algebra-based, introductory, college-level physics course that includes topics beyond what is covered in Honors Physics. Units include fluids, thermodynamics, electrostatics, capacitor circuits, electric and magnetic fields, electromagnetism, light and optics, and modern physics. Conceptual understanding and lab experiences are emphasized over mathematical solutions. Advanced Placement Physics 2 is recommended for students who plan on studying science or engineering in college. ***Students are required to take the associated Advanced Placement Exam in May.***

INTRODUCTION TO ENGINEERING – NEW THIS YEAR– (18 weeks, 1 credit)

Prerequisite: Completion or concurrently taking Algebra I

Introduction to Engineering is a project based learning course designed by Project Lead the Way. It requires students to dig deep into the engineering process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. Intro to Engineering covers engineering careers and design process, technical sketching and drawing, measurement and statistics, and types of modeling. It is the first of three course levels on the KHS engineering career pathway.

PRINCIPLES OF ENGINEERING – NEW THIS YEAR– (18 weeks, 1 credit)

Prerequisite: Completion of Physics or Honors Physics. Completion of Algebra II

Principles of Engineering is a project based learning course designed by Project Lead the Way. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Principles of Engineering covers engineering carers, energy and power including mechanical advantage and efficiency, materials and structures including trusses and tensile testing, control systems requiring coding, statistics and kinematics.

ENVIRONMENTAL SCIENCE AND ALTERNATIVE ENERGY (18 weeks, 1 credit)

Prerequisites: Successful completion of Physical Science or Honors Geology and Biology or Honors Biology
Highly Recommended: Chemistry or Honors Chemistry

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

AP ENVIRONMENTAL SCIENCE (18 weeks, 1 credit)

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

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

MICROBIOLOGY-FORENSICS AND ZOOLOGY (18 weeks, 1 credit)

Prerequisite: Successful completion of Biology or Honors Biology

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

HUMAN ANATOMY (18 weeks, 1 credit)

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

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

GEOLOGY OF THE NATIONAL PARKS (18 weeks, 1 credit)

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

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

ELECTIVE

WESTERN GEOLOGY FIELD TRIP (.5 credit – **not a science credit toward graduation requirements**)

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

Please note: there are a limited number of spaces available

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

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

SOCIAL STUDIES

MODERN WORLD HISTORY (18 weeks, 1 credit, 9th grade)

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

AP EUROPEAN HISTORY (18 weeks, 1 credit)

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

AMERICAN HISTORY 1877 to the Present (18 weeks, 1 credit, 10th grade)

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

AP UNITED STATES HISTORY (18 weeks, 1 credit, 10th grade)

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

AMERICAN GOVERNMENT (18 weeks, 1 credit, 11th grade)

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

This course requires the End-of-Course Exam for graduation.

AP GOVERNMENT & POLITICS; UNITED STATES (18 weeks, 1 credit, 11th grade)

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

ECONOMICS & PERSONAL FINANCE (18 weeks, 1 credit)

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

HONORS SEMINAR – ECONOMICS (Full year, alternate days, 1 credit, 12th grade only)

Alternates with Honors Seminar English IV

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

AP MACROECONOMICS (18 weeks, 1 credit)

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

ELECTIVES

PSYCHOLOGY (18 weeks, 1 credit)

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

AP PSYCHOLOGY (18 weeks, 1 credit)

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

AP HUMAN GEOGRAPHY (18 weeks, 1 credit)

The purpose of the Advanced Placement course in Human Geography is to introduce students to the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. This course covers the following topics:

(1) Geography: Its Nature and Perspectives
(2) Population
(3) Cultural Patterns and Processes
(4) Political Organization of Space
(5) Agricultural and Rural Land Use
(6) Industrialization and Economic Development
(7) Cities and Urban Land Use

Students are required to take the associated Advanced Placement Exam in May.

AP WORLD HISTORY (18 weeks, 1 credit)

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

MINORITY / WOMEN STUDIES (18 weeks, 1 credit)

This course will research the accomplishments of various influential American women and minority figures from American History. We will focus on various minority groups including American Indians, African Americans, Hispanic Americans, Asian Americans and Mixed Americans for the first nine weeks. The second nine weeks we will focus on comparing and contrasting the economic, political, social and business opportunities and accomplishments of all minority groups in America since 2000. Lastly, we will compare and contrast our treatment of minorities with other countries in the world today.

WORLD LANGUAGES

World Language courses are designed to meet the needs of our students in the development of language proficiency and familiarity with the related cultures. Proficiency in World Languages and the knowledge of world cultures are essential to the success of our students, who must live and compete for employment in the increasingly interconnected global environment of the 21st Century. Students in World Language courses work to develop skills in reading, writing, listening, and speaking in the target language. These skills are developed through the use of authentic materials and level-appropriate stories in interpretive, interpersonal, and presentational modes of communication. Courses stress the integration of technology for instruction and assessment. As students progress in proficiency, they are expected to communicate with an increasing degree of language accuracy. Although a second language is not required for graduation from Kenston High School, many colleges recommend that students take a minimum of two (2) years of the same World Language for college admission. World Language classes may also be used to meet some of the requirements for an Honors Diploma.

In addition, students who achieve a high level of language proficiency and meet the state requirements are eligible to earn the **Seal of Biliteracy** and have the **Seal of Biliteracy** added to the student's transcript. Students are encouraged to take consecutive levels of a language with as little time between courses as possible to ensure maximum retention. Level III, for example, requires the understanding and recall of Levels I and II. In order to bridge the gaps that do occur, a thorough review of the previous level will be conducted in the first week of class.

LEVEL I: FRENCH, RUSSIAN or SPANISH (18 weeks, 1 credit)

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

LEVEL II: FRENCH, RUSSIAN and SPANISH (18 weeks, 1 credit)

Prerequisite: Level I

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

LEVEL III: FRENCH, RUSSIAN and SPANISH (18 weeks, 1 credit)

Prerequisite: Level II

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

LEVEL IV: RUSSIAN (18 weeks, 1 credit)

Prerequisite: Level III

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

LEVEL IV: FRENCH or SPANISH (18 weeks, 1 credit)

Prerequisite: Level III

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

LEVEL V: RUSSIAN (18 weeks, 1 credit)

Prerequisite: Level IV

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

AP FRENCH LANGUAGE V or AP SPANISH LANGUAGE V (18 weeks, 1 credit)

Prerequisite: Level IV

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

FOUR-YEAR COURSE PLANNER WORKSHEET

NINTH GRADE

English	Social Studies
Science	Math
Phys. Ed. or Elective	

TENTH GRADE

English	Social Studies
Science	Math
Phys. Ed. or Elective	Health

ELEVENTH GRADE

English	Social Studies
Science	Math

TWELFTH GRADE

English	Social Studies
Science	Math

NOTES:

KENSTON ALMA MATER

Oh Kenston High forever,
Our Alma Mater dear.
We strive to bring thee honor,
Thy name we love to hear.
To honor and to cherish,
We'll strong and honest be.
Oh Kenston High forever,
Our praises to thee.

Mission Statement

The Mission of the Kenston Local School District is for each student to achieve individual academic excellence, and to maximize personal growth in a community which demonstrates mutual respect, responsibility and life-long learning.