

KENMORE EAST HIGH SCHOOL



2024–2025 CURRICULUM HANDBOOK

KENMORE EAST HIGH SCHOOL

350 Fries Road Tonawanda, NY 14150
Phone: 716-874-8402 FAX: 716-874-8443

The township of Tonawanda, a community of 75,000 residents is the most immediate northern suburb of Buffalo, New York. Because of this location, Tonawanda residents can easily take advantage of the cultural and recreational activities of the city of Buffalo as well as those in the Kenmore-Tonawanda Community. Most of Tonawanda is residential with a heavy concentration of industry along its western border (the Niagara River). The current school enrollment (K-12) of the Kenmore-Town of Tonawanda School District is 6200 students.

At Kenmore East High School, we strive to develop 21st century learners by helping our students become effective communicators, global learners, critical thinkers and socially responsible citizens. The high school program focuses on preparing students for higher education.

SIZE: **1072 STUDENTS IN GRADES 8-12**
SENIOR CLASS: **210**
STAFF: **179 FACULTY MEMBERS**
ACCREDITATION: **NYS BOARD OF REGENTS**

SCHOOL DIRECTORY

ADMINISTRATION

Mr. Trevor Brown, *Principal*
Mr. Joseph Greco, *Assistant Principal*
Mr. Shawn Siddall, *Assistant Principal*

COUNSELING CENTER

Michelle WashingtonA-Co, 8-12
Julie LeavittCr-G, 8-12
Michael PanepintoH-K, 8-12
Cheryl HubertL-Pa, 8-12
Erin RhoneyPe-Sm, 8-12
Janine GalanteSo-Z, 8-12
Patricia Busch, *Social Worker*
Dr. Valerie Knoll, *Psychologist*
Katie Wojcik, *Psychologist*

DISTRICT ADMINISTRATION

1500 Colvin Boulevard, Buffalo, New York 14223, 716-874-8400

Mr. Sabatino Cimato, *Superintendent*
Ms. Kelly White, *Assistant Superintendent for Curriculum, Leadership & Instruction*
Mr. Matthew Bystrak, *Assistant Superintendent for Student Services*
Mr. Jeffery Richards, *Assistant Superintendent for Human Resources*
Ms. Nicole Morasco, *Assistant Superintendent of Finance*
Mrs. Lisa Cross, *Director of Secondary Curriculum*
Mr. Frank Spagnolo, *Director of Data and Accountability*
Ms. Christine Barth, *Director of Secondary Special Education*
The Kenmore-Town of Tonawanda Union Free School District hereby advises students, parents,

employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, age, national origin, or physical handicap. Grievance procedures are available to interested persons by contacting the Title IX Coordinator or Section 504 Coordinator through the Office of the Superintendent, 1500 Colvin Boulevard, Buffalo, New York 14223, 716-874-8400.



MISSION STATEMENT

Kenmore East High School is dedicated to creating a learning environment which challenges each student to become a self-directed, knowledgeable thinker who is a caring, principled and well-rounded member of our global culture. Through diverse academic and social programs, we will inspire students to be lifelong learners, driven to achieve their highest potential.

SPECIAL COURSES AND PROGRAMS OF STUDY

Advanced Placement Courses
Pre-Engineering Academy
(Project Lead The Way)
Cybersecurity/Networking
Information Technology Academy
Business, Marketing and
Finance Academy
Fine Arts Pathway
Media Arts Pathway
Internship Program

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Regents Diploma	Credits	Required Exams (All Exams require a score of 65 or above)
English	4	<ul style="list-style-type: none"> • English Language Arts Exam • ONE Regents Math Exam • ONE Regents Social Studies Exam • Regents Science Exam • ONE additional Regents Exam in Math, Science, or Social Studies • Checkpoint A Exam (for 8th grade World Languages credit only)
Social Studies	4	
Math [a]	3	
Science [a]	3	
World Languages [b]	1	
Art/Music	1	
Health	.5	
Physical Education	2	
Electives	3.5	
TOTAL	22	

Regents Diploma w/Advanced Designation	Credits	Required Exams (All Exams require a score of 65 or above)
English	4	<p>Must meet all Exam requirements for a Regents Diploma AND:</p> <ul style="list-style-type: none"> • Pass TWO additional Math Regents Exams [d] • Pass ONE additional Science Regents Exam with at least ONE Life Science [e]
Social Studies	4	
Math	3	
Science	3	
World Languages [c]	3	
Art/Music	1	
Health	.5	
Physical Education	2	
Electives	1.5	
TOTAL	22	

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments.
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math [‡] , 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, 1 physical science) = 8 assessments.

[‡] The 4th mathematics examination can be selected from the list of Department Approved Alternative Examinations.

[a] An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.
 [b] All students, with the exception of special education students exempt from World Languages on their IEP, are required to have completed two units of study and earn 1 credit in World Languages by the end of Grade 9.
 [c] Students must complete 2 units of credit in a second language resulting in a locally-developed Regents exam (Checkpoint B); or 5 units of credit in career and technical education plus 1 credit in a second language; or 5 units of Art/Music plus 1 credit in a second language.
 [d] Students may earn a mastery level notation on their diploma if they score 85 or above on all three state required math exams.
 [e] Students may earn a mastery level notation on their diploma if they score 85 or above on three state assessment science exams.

* The requirement for World Language is that students must successfully complete two units of study and earn 1 high school credit in World Language before the end of 9th grade. This may be achieved by successfully completing 7th and 8th grade World Language and passing the locally-developed SLP exam. Students who fail to do so must pass a level A language course in ninth grade.

DIPLOMA OPTIONS

DIPLOMA TYPE	AVAILABLE TO	LINK FOR MORE INFORMATION
Regents Diploma	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma
Regents with Advanced Designation	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents Diploma (through appeal)	All Students	http://p12.nysed.gov/part100/pages/1005.html#regpasscore
Local Diploma (through appeal)	All Students	http://p12.nysed.gov/part100/pages/1005.html#regpasscore
Local Diploma	Students with disabilities with an Individualized Education Plan or 504 Accommodation Plan	http://www.p12.nysed.gov/part100/pages/1005.html#assessment http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html

REGENTS WITH ADVANCED DEIGNATION DIPLOMA SEQUENCE OPTIONS

In order to earn a Regents Diploma with Advanced Designation, students have the option of completing a **3-credit sequence in a World Language** or a **5-credit sequence in CTE or the Arts**.

DISTRICT-APPROVED SEQUENCES IN KEN-TON

WORLD LANGUAGES	French / German / Spanish	3 credits in a World Language; Checkpoint A World Languages Exam (after Level 1); Checkpoint B World Languages Exam (after Level 3)
CTE	Cybersecurity/ Networking Academy	5 credits in Technology; See Cybersecurity & Networking Academy Brochure for course pathway options*.
	Information Technology Academy	5 credits in Business; See Information Technology Academy Brochure for course pathway options*.
	Business, Marketing and Finance Academy	4.5 to 5 credits in Business; See Business, Marketing and Finance Academy Brochure for course pathway options*.
	Pre-Engineering Academy	5 credits in Technology; See Pre-Engineering Academy Brochure for course pathway options*.
	BOCES CTE	Completion of a 2-year BOCES CTE program*
ARTS	Fine Arts Pathway	5 credits in Art; See Fine Arts Pathway Flowchart for course pathway options*.
	Multimedia Pathway	5 credits in Art; See Multimedia Pathway Flowchart for course pathway options*.
	Music	5 credits in Music: 3 credits in an Ensemble class, PLUS 1 credit in Music Theory 1 & 2, PLUS 1 credit in EITHER Music In our Lives OR AP Music Theory

*NB: To earn an Academy certificate, greater than 5 credits may be required. The sequence for an Advanced Regents diploma can be earned by following an Academy pathway for at least 5 credits, even if a full Academy certificate is not earned. BOCES programs are also greater than 5 credits (3.75 per year.)

CREDENTIAL OPTIONS

CREDENTIAL	AVAILABLE TO	LINK FOR MORE INFORMATION
Development and Occupational Studies Commencement Credential	All Students	http://www.nysed.gov/curriculum-instruction/cdos-pathway-regents-or-local-diploma
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment	http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm

DESIGNATION OF ACADEMIC ACHIEVEMENT

DIPLOMA TYPE	AVAILABLE TO	LINK FOR MORE INFORMATION
Regents with Honors	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with Advanced Designation Honors	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with Advanced Designation and annotation that denotes Mastery in Math	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation and annotation that denotes Mastery in Science	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation and annotation that denotes Mastery in Science and Math	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with Advanced Designation with Honors and annotation that denotes Mastery in Science and Math	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors) with a Career and Technical Education Endorsement	All Students	http://www.p12.nysed.gov/part100/pages/1005.html#carteched



Academy participants prepare for a wide range of career paths as each completes a select program of study. Additionally, successful program completers will benefit from earned college credit and a New York State-approved Career & Technical Education (CTE) diploma endorsement verifying each student's high level of achievement and career preparation.

Career & Technical Education program participants have the opportunity to earn mathematics, science, art, and World Language credit through Academy courses and program sequences. Additionally, Academy participants may earn a Regents or Regents Diploma with Advanced Designation while meeting CTE program requirements. See separate Academy publications, your counselor, or one of the district's CTE Coordinators for specifics related to graduation requirements.

The following Academies are available to all incoming freshman and current high school students that qualify:

- Cybersecurity & Networking Academy
- Information Technology Academy
- Pre-Engineering Academy
- Business Ownership & Management/Finance Academy

For more information: www.ktufsd.org/academies.

Cybersecurity & Networking Academy

Students interested in computer hardware and software, computer networking, and technology in general will benefit from the Cyber Security & Networking Academy. Learning takes place through hands-on instruction in the district's state-of-the-art Engineering & Technology Education labs. Topics covered include Cisco networking, digital electronics, automation, robotics, three-dimensional modeling, and rapid prototyping. Students who complete the program have the opportunity to earn an industry-standard networking certification.

Cyber Security & Networking Academy participants will enroll in the following courses while completing all graduation requirements:

- Design & Drawing for Production (DDP)
- Networking 1 & 2
- PLTW Computer Integrated Manufacturing
- PLTW Digital Electronics
- PLTW Engineering Design & Development

See **Engineering & Technology Education** section for all course descriptions

Information Technology Academy

Our rapidly evolving world relies heavily on the collection and distribution of digital information. From education to business to the consumer market, our society depends on our ability to access a wide range of data. The Information Technology Academy prepares students for future careers in the IT industry. Students who complete the program may choose to continue training with enrollment in a two or four-year college or may go directly to entry-level careers in a wide range of fields.

The course of study for Information Technology students includes:

- Design & Drawing for Production (DDP)
- Computers and the Internet
- Networking 1 & 2
- Web Design 1 & 2
- Computers for College and Careers
- Financial Literacy

See **Business Education and Engineering & Technology Education** sections for course descriptions.

Pre-Engineering Academy

The Pre-Engineering Academy includes the Project Lead the Way (PLTW) Pathway to Engineering Program that has been implemented district-wide at the middle and high school level. This program is a hands-on and project based sequence of study that engages students in a real world learning environment. Students explore science, technology, engineering, and mathematics (STEMs) in a unique, nontraditional manner that allows students to not only see concepts on paper, but learn through experience and experimentation. Exciting experiences include: automation, robotics, rapid prototyping, three-dimensional modeling, materials testing, electronics, and architectural design. The Pre-Engineering Academy sequence of courses concludes with a capstone design project that allows students the opportunity to work with educators and representatives of industry to design, build, and market a unique invention exhibiting learning that took place in this program.

Pre-Engineering Academy participants will complete the following courses with electives while completing all high school graduation requirements:

- Design & Drawing for Production (DDP)
- PLTW Computer Integrated Manufacturing
- PLTW Principles of Engineering
- PLTW Digital Electronics
- PLTW Engineering Design & Development Architecture or
PLTW Computer Science Principles

See **Engineering & Technology Education** section for course descriptions.

Business, Marketing and Finance Academy

The mission of the Business Ownership & Management and Finance Academy is to provide students with a challenging, student-centered, project-based academic, business/financial and technology program. Students will be exposed to the global business world and will be inspired to become respectful and successful members of a continually evolving financial community. Students will participate in mentoring, job shadowing, community service and paid internships.

Students who participate in this career-preparation academy will be developing and learning the skills necessary to be successful in today's financial world. This program focuses on preparing students for a variety of careers that are (or will) be available to high school and college graduates in the coming years. The Business Ownership & Management and Finance Academy includes the following courses:

Required Courses:

Accounting
Colleges Careers and Finance (1 credit) or
Financial Literacy
Internship

Any 2 Additional Business Credits:

Web Design
Business Math
Business Ownership & Management
Work Experience
Business Law
Computers and the Internet
Sports & Entertainment Marketing
Keyboarding

See **Business Education** section for course descriptions.

Academy Requirements

Academy enrollment is open to all incoming high school freshmen. Additionally, current high school students may also enroll provided they have the time and opportunity to meet all specific Academy course requirements.

To earn the NYS CTE diploma endorsement, Academy participants must:

- Be motivated to pursue career preparation in one of the available programs.
- Complete all courses in the prescribed program of study.
- Meet all graduation requirements including earning at least the minimum number of units of credits.
- Participate in a variety of work-based learning opportunities.
- Complete an employability profile.
- Pass an industry standard assessment.

See your counselor today to learn more about Ken-Ton's Academies. Also, go to www.ktufsd.org/academies for more information.



PRESS START!

Imagine a career in digital media, commercial art, graphic design, interactive design, gaming, or the entertainment arts (film, special effects). The Art Department strives to make this vision a reality by preparing students for college and career through the focused sequence of courses in our Media Arts Pathway. The Media Arts Pathway features project based learning that develops skills needed in the professions mentioned above. Students will master a wide range of professional caliber applications including: Photoshop, Illustrator, InDesign, Adobe Flash and Autodesk Maya. The student will have multiple opportunities to achieve professional certification through the completion of industry standard assessments. Students will also develop expertise in critical 21st century skills including: professional communication, project management, maintaining professional standards and collaboration. The mastery of these skills will provide a distinguished status regardless of a student's chosen profession. Completion of the Media Arts Pathway will prepare students for entry level positions in a variety of fields, or serve as a solid foundation for advanced study at the college level.

1. Students will graduate with an advanced level of design and technical skill using industry standard tools and software.
2. Students will gain specific skill sets needed in college and the workforce (not only in the arts, but in a variety of disciplines/ careers dependent upon strong communication skills).
3. Students will obtain an industry and academically recognized ACA certification.
4. Students will get a head start by obtaining the tools, skills and confidence to make their career goals a reality.



IMAGINE + CREATE

Imagine a future in the fine arts: painting, drawing, photography, ceramics, printmaking or design. The Art Department strives to make this vision a reality by preparing students for college and career through the focused sequence of courses in our Fine Arts Pathway. The Fine Arts Pathway features project-based learning that develops skills needed for careers in the arts AND art-related fields. Students will master a wide range of materials, experiment with techniques and expand their creative processes.

Just as in our Media Arts Pathway, students will also develop expertise in critical 21st century skills including: professional communication, project & studio management, maintaining professional standards, time management and collaboration. The mastery of these skills will provide a distinguished status regardless of a student's chosen profession. Completion of the Fine Arts Pathway will prepare students for entry level positions in a variety of fields, or serve as a solid foundation for advanced study at the college level.

PROGRAM PLANNING

Thinking carefully about your academic program is critical for success in school. School counselors, faculty, and staff urge you to use all of the information available in setting up a schedule that will help you succeed both in school and after you graduate. Counselors continually work with students on program planning.

Parents are urged to be a part of the course selection process. Call the Counseling Center Office for an appointment.

Program Planning/Scheduling Timeline

December: Teachers make recommendations based on current course grades and student skills and aptitudes

January-February: Counselors meet with students individually to discuss interests and post high school goals. Students finalize a list of course requests with their counselor on the Infinite Campus Academic Plan.

April: Parents may view the Academic Plan on the portal.

**** Students may make changes to course requests until July 31 by meeting with their counselor. After July 31, no requests for a class change will be honored****

June-August: Schedules are finalized by the School Counselors

Late August: Schedules are available for student view on Infinite Campus Portal

The school cannot guarantee any student his or her choice of a specific teacher or class period for a course or for lunch. We are committed to providing everything necessary for students to complete requirements for graduation successfully; however, the size of the school and complexity of the schedule make honoring personal preferences impossible. We appreciate your understanding of this fact.

Career Counseling

Career Counseling is part of the School Counseling Curriculum beginning in 9th grade and continuing throughout high school. Students can find information on occupations and post high school training programs in the Counseling Center. Students develop an individual post high school plan with their school counselor as part of the Senior Review process in the Fall of senior year.

MINIMUM SCHEDULE & FULL-TIME STATUS

Students are required to take advantage of the full range of academic and elective offerings the school has available by taking a full schedule of classes. **All students must be enrolled in a minimum of six credits of study plus Physical Education (6.5 credits). A Senior on track for graduation in June may take five credits plus Physical Education (5.5 credits).**

**All students will be scheduled for lunch unless the student requests to take an additional course in place of a lunch. Such requests must be made in writing to the school counselor and signed by the student's parent/legal guardian.*

Athletic Eligibility

The following are provisions of the General By-Laws of the Niagara Frontier High School Athletic League, Inc., that determine the eligibility of our athletes. All Ken-Ton students must carry a minimum of five (5) subjects and physical education although the league requires four (4) subjects.

A. A student must be a bona fide pupil of the high school which he/she represents; he/she must be carrying at least five subjects and physical education. To participate in approved Niagara Frontier League Interscholastic Athletics from September through August of the school year, the students must have passed four units of work and physical education at the end of the last school year (September through August of regular enrollment).

A student may establish eligibility for the second semester for the remaining winter and spring sports by being enrolled in and by meeting the minimum passing grade in four subjects and physical education at the end of the first semester.

B. To maintain eligibility for the second semester including the remaining portion of the winter season and the spring sport season, you must have passing grades in four (4) subjects and physical education at the end of the first semester of the school year.

C. If a student is declared ineligible, he/she may appeal the status at the ten-week and/or thirty-week marking period. The appeal must be initiated by the student in conjunction with the principal.

COURSE INFORMATION

Advanced Placement (AP) Courses

These are college level courses planned by the College Entrance Examination Board. They are designed for students who have the ability and motivation to perform at this demanding level. Students enrolled are required to take the local or Regents final examination in June and the Advanced Placement examination in May. Fees for Advanced Placement examinations will be paid by the student. The cost for AP Exams is \$96.00 per exam. **Fees will be due by early January.**

College credits may be earned depending upon the results of these examinations and the policy of the college. Juniors and seniors are urged to contact the admissions offices at their top choice colleges to learn more about AP grades. In order to qualify for an Advanced Placement course, students must earn a grade of 90% or higher in the course prerequisite or receive special permission from the instructor of the prerequisite.

Regents and Honors Courses

These courses follow a state syllabus and carry Regents credit if the Regents exam is passed with a grade of at least 65% and the student earns a final grade of at least 65%. Regents courses are taught at the college preparatory level.

Honors classes contain additional content at greater depth than do Regents courses. Honors courses are designed for students with above average ability and motivation to excel. Most honors courses have strict prerequisites for enrolling. In order to qualify for an Honors course, students must earn a grade of 90% or higher in the course prerequisite or receive special permission from the instructor of the prerequisite. **No student will be placed in honor classes if they do not meet the criteria.**

College Level Courses

Students have the opportunity to potentially earn college credits in high school through articulation agreements with local colleges. These courses are taught in the high school by high school teachers who have been certified through the colleges to teach the curricula identical to the courses taught on campus by college faculty. Students pay a fee to the colleges in the Fall.

ECC/SUNY Erie: French 4 & 5, Spanish 4 & 5, Pre-Calculus, Accounting, Business Math, College Math 1, Colleges, Careers and Finances, Computers & the Internet, Networking

NCCC/SUNY: German 4 & 5

SUNY Buffalo State: Web Design 1 & 2, Business Ownership & Management, Computer Fundamentals

Niagara University: Forensic Science

RIT: PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Design and Drawing for Production (DDP), PLTW Computer Integrated Manufacturing, PLTW Digital Electronics

Dropping and Adding Courses

Many factors are considered when designing a master schedule for a comprehensive high school. Because of the complications to scheduling and the important decisions predicated on the schedule, changes will not be considered after July 31st.

Repeating a Course or Exam

Students who fail a course are strongly encouraged to repeat the course in summer school to avoid an extra year of high school. Students who would like to retake a course or exam to raise their grade may do so by making arrangements with their counselor. Students may retake Regents exams in January, June, and August each year depending on availability (not all exams are available in January and August). Students who wish to retake a course in summer school must complete the course during the school year in order to be eligible for summer school.

Cancellation of Courses

Courses are sometimes canceled over the summer due to low enrollment or unexpected staff changes during the scheduling process. Students who cannot take a course for this reason will have an alternative course or study hall added to their schedule.

Academic Intervention Services

Students who fail a Regents exam required for graduation are scheduled for mandatory extra help classes. These are held during the school day.

Ninth graders who score at Level 1 or Low Level 2 on the eighth grade state assessments will also be assigned to receive extra help.

Academic Intervention classes are mandated by New York State Law and are not optional or voluntary.

EXAMS AND GRADING

Advanced Placement (AP) Exams

These college-level tests are administered during the school day in May to all students enrolled in Advanced Placement courses. Students receive scores online via their College Board accounts in July. Depending on the respective college policy, students may receive college credit based on the results of these examinations. AP exams are graded on a 5-point scale. Fees for AP examinations will be paid by the student—approximately \$96.00 per exam—and will be due in January. Students will receive AP Exam fee information in the Fall, and payment will be made to the Continuing Education Office.

Regents and Local Examinations

Students enrolled in Honors and Regents level classes take Regents examinations when offered. These tests are prepared by the State Department of Education. A local examination is offered when a Regents examination is not available.

Course Grades

Numeric (number) grades will be used in all credit-bearing courses.

Grading Scale	Honor Roll Designations
A = 90–100	93% or higher: High or First Honors (A)
B = 80–89	90.0–92.99%: Honors or Second Honors (A)
C = 70–79	85–89.99%: Mastery (B)
D = 65–69	
F = 0–64	

Incomplete (“I”) Grades

A grade of Incomplete (shown as “I” on the Progress Report) may be given when a student has an illness, absence for extenuating circumstances, or a very unusual situation that prevented the student from completing assignments when due. The Incomplete is given when there is a reasonable expectation that the work can be made up and will be converted to a numeric grade at the close of the next marking period. An Incomplete will not be used in the last quarter of a course.

Final Grade

The Final Course grade is determined as follows:

- For courses ending in a Regents exam: The final grade is the average of the four quarterly grades
- For all other courses: The final grade is the average of the four 4 quarterly grades and a locally designed assessment

Report Cards

Report Cards will be available on the Parent Portal at the end of each ten-week marking period. Hard copies of final report cards will be mailed home each year in July.

The High School GPA and Rank in Class

The Official High School Grade Point Average will be computed and available by October 1 of the senior year. Weighting will be applied to the overall final course average according to the values listed below. Weighted Final Grades include all courses (except S/U grades) in 9th, 10th, and 11th grade and 8th grade Algebra, Living Environment and World Language. **The official High School rank and GPA are only calculated once and do not include grades from Senior year.** The second marking period report card will be sent to colleges in February to fulfill the application requirement of the mid-year report. College level courses taken as an extension of the high school program, e.g., Gifted Math Program at SUNY Buffalo, will be weighted the same as comparable courses offered at Kenmore East and West.

The rank in class is established by placing students in descending order from highest to lowest according to their Grade Point Average. Actual numeric rank in class is released individually to each student and is recorded along with High School GPA on the official high school Transcript.

Valedictorian and Salutatorian

Eligibility is based upon attending high school in our district for grades 9–12.

Course Weighting Scale

Code	Designation	Weighting
AP	AP	1.10
H	Honors	1.05
R	Regents	1.00

Rank and Class Averages of Transfer Students

Courses determined to be of a difficulty level equivalent to those offered at Kenmore East and Kenmore West, as determined by the principal or his/her designee will be weighted according to the above scale. In order for honors, AP, and IB transfer credits to be weighted and factored into a student's final GPA and class rank, parents/students must provide an official school transcript and report card that includes the unweighted final course average and final examination grade from the school where the transfer credits were received. These documents will be submitted to the school counselor along with a Weighted Transfer Credit Request Form.

The school counselor will review the information and apply any approved weightings to the specified course(s) for the calculation of final student GPA and class rank.

***Weighted transfer credit review forms will not be considered for students who transfer into Ken-Ton Schools if not received before September 1st of their senior year.**

NCAA Division I Academic Requirements

To study and compete at a Division I and Division II school, you must earn 16 NCAA-approved core-course credits, earn a minimum 2.3 core-course GPA and submit your final transcript with proof of graduation to the Eligibility Center. All students considering this path must meet with their counselor to plan accordingly.

Academic Learning Center

The Academic Learning Center is open from 7:45 a.m. to 3:05 p.m. daily. Students are encouraged to use the Center when they need assistance with any academic subject or project; remediation for course difficulties or to take a test if they require testing accommodations. The Learning Center is staffed every period of the day with teachers and teacher aides to assist any student. Students can attend voluntarily from their study hall or lunch or be assigned to the Center through their counselor or Assistant Principal.

Challenging an Exam

Students will be permitted to challenge a Regents exam in January or June providing that a remediation/academic plan is in place that will prepare the student for the exam to be challenged. The student must meet with the school counselor to begin the process at least 60 days prior to the exam. All final decisions are subject to final approval by the principal.

Summer School

The Kenmore-Town of Tonawanda School District may offer summer sessions for high school students at the discretion of the Board of Education. Summer School may offer courses in repeat or new work. A schedule of courses is published each June. Courses will be offered when there is a sufficient need to warrant offering them. Ten percent of a student's final course grade is included in the final summer school grade. The highest final grade for a course will be used to calculate the class average.

Participation in Commencement

Participation in the graduation ceremony will be determined after evaluation of course completion and credit. Students who have not met all of the requirements for graduation will not be allowed to participate in Commencement.

Driver Education Credit

1/2 credit will be allowed for Driver Education courses given by another New York State certified agency, but the grade will not be used in calculating class placement. Official grade reports must be submitted to the counseling office in order to ensure credit is applied.

REGISTRATION OF NEW STUDENTS

Families new to the district must register their student(s) for school with a desktop or laptop computer at home with our online system at <https://www.ktufsd.org/Page/19345>. If no computer is available, they may use a district computer by appointment only at the Central Registration Office, located at the Administration Building at 1500 Colvin Blvd. Parents/Guardians must bring a copy of the student's birth certificate, immunization records and most recent physical, parent/guardian photo ID, and two (2) valid proofs of residency in the Ken-Ton School District. The student's most recent report card helps expedite program planning at the high school. There is a dental requirement for all 10th graders and new entrants per New York State. Forms are available in the Health Office or on the District website under Health Services. Parents/Guardians are required to complete the registration on a computer at home, or make an appointment by going to <https://koalendar.com/e/meet-with-registrar>.

LIBRARY MEDIA CENTER

The high school Library Media Center is an interactive, collaborative learning space where students access, gather, evaluate and use resources to affect their own learning to become college and career ready.

Our libraries serve as a vital asset to students and staff through their print and digital resources. Librarians, teachers, and the library staff work together to provide research skills, information analysis, access to technology and reading motivation to all students. Instruction focuses on developing research strategies and a lifelong love of reading and learning.

Our programs are designed to provide resources in all formats to meet the diverse informational and instructional needs of all students. The librarians support student learning by planning instruction with teachers to support and enrich the curriculum and by creating and maintaining an atmosphere in which students can learn and are expected to be respectful, responsible and productive.

Our library websites offer 24/7 access to subscription databases, the library catalog and other resources containing full-text articles, newspaper, and magazine sources, video and audio selections, and image galleries. Passwords are sent electronically to student email accounts and are available in paper format in the library.

The high school Library Media Centers are open daily before and after school Monday through Thursday until 3:10 p.m. and on Friday until 2:30 p.m. In addition to scheduled, collaboratively taught classes students may also use the library during study hall and lunches.

USE OF SCHOOL COMPUTERS

Ken-Ton district students are required to sign the following agreement prior to being issued access to school computers. Violation of this agreement will result in suspension or revocation of the privilege. The Ken-Ton School District provides access to various computerized information resources throughout Kenmore West for student use. These include access to electronic mail ("E-Mail") and the Internet. Students and parents will be required to agree and sign this policy prior to receiving a Username and Password for the system. Violations will result in temporary or permanent loss of computer privileges.

1. Access to computer networks makes information available to students that are not controlled by the school district. Students are supervised at all times while in computer labs and the library, but it is impossible for the school to screen or review all of the information students may access.
2. The same standards for student behavior that apply to other student activities will also apply to the use of district computer resources. Students who engage in unacceptable use are subject to school discipline, including losing access privileges to school computers.
3. All student data files will be treated like school lockers; they remain the property of the Ken-Ton Schools. School administrators may look at student folders, data files, and e-mail messages at any time.
4. Students are not permitted to use school computers without a username and password on record with the school.
5. In order to obtain a username and password, each student is required to read and sign a copy of this Acceptable Use Policy.

Examples of behaviors for which students will be disciplined or lose access to school computers are, among others:

- Altering system software or placing unapproved software or files (e.g., viruses) anywhere on the school's network.
- Using the user name or password of another person.
- Using school computers to obtain, view, download, send, print, or display unlawful, obscene, pornographic or abusive materials.
- Using school computers to harass, insult, or attack others.
- Tampering with terminals, hardware, wiring, or other equipment.
- Changing, copying, renaming, deleting or reading files created by another person without permission of a teacher.
- Using school computers for personal or business reasons.
- Violation of copyright laws.
- Any other action that threatens the functioning or security of the school's computer network

Objection to Materials or Content

Parents who object to books, materials, or instructional content on moral, ethical, or religious grounds and wish to have their student excused from such instruction should submit a request in writing to the building principal. Students may be excused on a temporary basis, and will be assigned equivalent, alternative work for their grade.



COURSE OVERVIEW

Instruction in English is developmental in nature. Courses will improve listening, speaking, reading, and writing skills. Special emphasis is placed on the understanding and appreciation of literature and the writing process.

In order to graduate, all students are required to pass the New York State Comprehensive Examination in English, usually given at the end of grade 11.

All potential Honors and AP students must score a 90% or higher on the previous English course and be recommended for Honors or AP by their instructor.

Any applicant who does not score at least a 90 in English will not be admitted into either the Honors or AP program.

ENGLISH CURRICULUM SEQUENCE

1. Four credits of English are required for graduation. These may not include credits from courses in Theater Arts, Journalism, Creative Writing: Film Study, or Yearbook.
2. Students may attain a five-credit sequence in English.
3. Students may attain a 3- or 5-credit major sequence in Theater Arts.

COURSE DESCRIPTIONS

ELA 8

English 8 is based on the Common Core Standards for English Language Arts and Literacy. The standards are organized to emphasize Reading, Writing, Language, and Speaking/Listening. Students will readily undertake the close attentive reading that is at the heart of understanding complex literature, as well as reading critically to comprehend large amounts of informational text in print and digitally.

40 WEEKS
1 CREDIT
EXAM: LOCAL

ELA 8 HONORS

This course is recommended for students that achieved at a level of higher proficiency/mastery in Grade 7 ELA. Students will be challenged with rigorous text, both literary and informational. They will work to improve their critical reading, while examining writing techniques of various authors. Students will

also work on analytic and communication skills as they focus on improving their writing craft.

Prerequisite: Students must have a 90% or higher average in grade 7 ELA.

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 9

English 9 emphasizes the intensive development of reading and writing skills. Students continue to study a variety of both traditional and modern literature, including Greco-Roman mythology and multicultural literature. Instruction is also provided in library research skills.

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 9 HONORS

This course is for advanced students who have mastered the basics. It will foster the development of advanced reading and writing skills. Students will read from a wide variety of

authors and genres. Argument-based essays, literature projects, and research are also components of this class.

Prerequisite: 90% or higher course average

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 10

This course continues the development of language skills—grammar and usage, spelling, vocabulary, reading, and effective library usage. Special emphasis is placed upon refining writing skills. Students will also have the opportunity to develop oral skills in panel discussions, interpretation, and individual reports. Literature includes Shakespeare, plays, novels, biography, poems, essays, and a variety of short stories. Students do research and write a properly documented essay as a major component of their grade.

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 10 HONORS

This will be a rigorous honors-level course designed to students' reading and writing skills. Students enrolled in this class are required to complete a summer reading assignment. Close reading of literary and nonfiction writing will sharpen students' analytical skills, and thesis driven argumentation will be the focus of writing instruction. Inquiry and research skills will be stressed as well. This class will prepare students for college and AP.

Prerequisite: 90% or higher final average

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 11

English 11 completes the preparation of students for the Comprehensive Examination in English. Skills in vocabulary, spelling, grammar, and reading comprehension are reviewed and strengthened. In depth evaluation of literature is also stressed. Literature is chosen from a BOE approved list of culturally inclusive texts, both classic and contemporary. Composition skills such as the organization and development of the multi- paragraph essay are an important part of the year's work. Students do research and write a properly documented essay as a major component of their grade.

40 WEEKS
1 CREDIT
EXAM: REGENTS

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (GRADE 11 AT WEST, GRADE 12 AT EAST)

AP English Language and Composition is essentially a college freshman English composition course. The focus will be on non-fiction writing and rhetoric, although some fictional literature will also be read. The reading in the course will focus on many essays by a variety of writers both contemporary and classic, and the intensive study of how writers create meaning, style, and a persuasive argument. Students will then incorporate these techniques into their own writing. Students will leave the course stronger readers and much better writers—the preparation will help them with the rest of their high school experience and into college. There will be a summer assignment.

Prerequisite: 90% or higher course average

40 WEEKS
1 CREDIT
EXAM: REGENTS EXAM (AT WEST) AND AP ENGLISH LANGUAGE AND COMPOSITION EXAM

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (GRADE 12 AT WEST, GRADE 11 AT EAST)

This is a comprehensive course in reading, writing, and literary analysis for students who like to discuss both the form and content of imaginative literature novels, plays, and poetry. The curriculum is a survey of writers from the 16th to the 20th centuries, and includes a brief survey of literary criticism. The course will require frequent essays, outside readings, and a major paper each quarter, as well as summer reading. There will be a summer assignment.

40 WEEKS
1 CREDIT
EXAM: REGENTS EXAM (AT EAST) AND AP ENGLISH LITERATURE AND COMPOSITION EXAM

ENGLISH 12

Senior English is the culmination of students' language development. An emphasis on literature and analysis is at the core of each offering. Students will explore meaningful themes in a variety of works, ranging from classic to contemporary. Students will improve their critical reading and writing skills through practice of in-depth spoken and written analysis of novels, short stories, drama, poetry, and film. Seniors will also complete a required research paper and work on college entrance essays.

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH DEPARTMENT ELECTIVES

THEATRE 1

This course is a comprehensive introduction to theatre arts, developing the actor's basic skills. Students will perform monologues and scenes and learn the important elements of production styles and dramatic structure. This course will help any student gain poise and confidence before a group, and may be used as a fifth credit of English. **This Course satisfies the graduation requirement for 1 credit of Art/Music.**

40 WEEKS
1 CREDIT
EXAM: LOCAL

THEATRE 2 & THEATRE 3

This is a performance course for the serious student of theatre, with an emphasis on advanced acting techniques, refining the skills introduced in Theatre 1. Students will also perform monologues and scenes in various forms and styles, and work in production teams as directors, designers, dramaturges, and actors. Design portfolios and technical work is also required.

Prerequisite: Theatre 1 (Theatre 2 for Level 3)

40 WEEKS
1 CREDIT
EXAM: LOCAL

CREATIVE WRITING I

Creative Writing I is a hands-on, interactive creative writing workshop. In this class you will work on poems, short stories, as well as creative non-fiction and long form writing. In a workshop framework, you will be sharing your work with your peers for feedback and support. A large part of the class is given to independent work, so you'll be able to pursue your own path in writing, as well as utilizing your creativity in ways you hadn't even imagined.

20 WEEKS
½ CREDIT
FINAL PROJECT REQUIRED (NO EXAM)

CREATIVE WRITING II: FILM STUDY

The goal of this course is to have students learn to read a film as they would a piece of literature. We will discuss how filmmakers use camera, lighting, sound, composition, motion, and editing to create such elements as plot, character, mood, and theme. We will view classic films as well as study genres and directors. Students will demonstrate their knowledge of films by participating in analytical discussions. There will be a variety of quizzes, tests, essays and film projects.

GRADE LEVELS: 10, 11, 12; PREFERENCE IS GIVEN TO JUNIORS & SENIORS
20 WEEKS
½ CREDIT
FINAL PROJECT REQUIRED (NO EXAM)

PUBLIC SPEAKING

This course has a multiple purpose—first, to help the student develop the skills of effective communication and secondly, to improve understanding of the facets of leadership. Students will demonstrate the confidence and competence needed to prepare and deliver original presentations, to inform, inspire, persuade, and entertain. In addition, students will demonstrate the skills needed to debate formally, including teamwork, problem solving, and information management. This course is highly recommended for all students, especially those whose future may be in a field requiring highly developed communication skills such as education, law, broadcasting, and sales.

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL

JOURNALISM

In this course, students focus on real-world journalism in the production of the online school newspaper website. Students will learn and execute the different tasks involved in producing our online school paper, including conducting interviews, filming and photographing for articles and podcasts, public speaking (including podcasts), writing and editing copy, producing banner ads, and basic design and layout of an online newspaper. Students will be expected to complete a certain amount of work outside the classroom, which may include conducting interviews, reviewing theater productions and/or movies, or doing on-site reporting as with sports events. This course will require and develop skills in teamwork and time management (the work is manageable but deadlines **MUST** be met). Students will eventually have flexibility to specialize in some skills (layout, reporting, film work, etc.), but all students should expect to regularly write copy for online reports or blogs. Print and broadcast journalism will also be discussed.

40 WEEKS
1 CREDIT
FINAL PROJECT REQUIRED (NO EXAM)

YEARBOOK

Yearbook is a unique class for those students who want to work in a computer-based design environment. In this class students will be responsible for designing promotional material in various book formats including our yearbook. There is a heavy emphasis on layout skills, digital photography, problem-solving techniques, teamwork, desktop publishing, and creative design. Students are actively challenged in many disciplines ranging from the practical to the creative. This class requires a commitment beyond the confines of the classroom. In order to complete projects all students will be required to spend time outside of class on assignments. Students' work will be subject to staff critiques. Students will work in individual, small-group, and large-group environments. Each student is required to contribute towards personal and group objectives in a successful and productive fashion. A heavy emphasis is on developing skills that help students overcome obstacles, meet deadlines and achieve goals.

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL





COURSE OVERVIEW

English as a New Language (ENL) refers to the study of the English language by students who are non-native speakers of English. In ENL instruction, students develop conceptual content knowledge and gain English proficiency simultaneously. Students engage in subject specific analytical practices and language development in all modalities (listening, speaking, reading and writing).

Instruction in this program emphasizes English language acquisition. In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies. Some content area classes are Integrated ENL classes. In other ENL classes, students receive English language development instruction in order to acquire the English language needed for success in core content areas. The initial New York State Identification Test for English Language Learners (NYSITELL) and yearly New York State English as a Second Language Achievement Test (NYSESLAT) assessment data is used to identify students' language proficiency levels and areas of strength and weakness in the reading, writing, listening and speaking modalities.

COURSE DESCRIPTIONS

INTEGRATED ENL/ELA 8

English 8 for English Language Learners is based on the Common Core Standards for English Language Arts and Literacy. The standards are organized to emphasize Reading, Writing, Language, and Speaking/Listening. Students will readily undertake the close attentive reading that is at the heart of understanding complex literature, as well as reading critically to comprehend large amounts of informational text in print and digitally at the students' linguistic development level.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

INTEGRATED ENL/ELA 9

English 9 English Language Learners emphasizes the intensive development of reading and writing skills. Students continue to study a variety of both traditional and modern literature, including Greco-Roman mythology and multicultural literature. Instruction is also provided in library research skills at their linguistic development level.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

INTEGRATED ENL/ELA 10

This course continues the development of language skills—grammar and usage, spelling, vocabulary, reading, and effective library usage for English Language Learners. Special emphasis is placed upon refining writing skills. Students will also have the opportunity to develop oral skills in panel discussions, interpretation, and individual reports. Literature includes Shakespeare, plays, novels, biographies, poems, essays, and a variety of short stories at the students' linguistic developmental level. Students complete research and learn to write a properly documented essay.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

INTEGRATED ENL/ELA 11

English 11 for English Language Learners completes the preparation of students for the Comprehensive Examination in English. Skills in vocabulary, spelling, grammar, and reading comprehension are reviewed and strengthened. In depth evaluation of literature is also stressed. Literature is chosen from works such as *Macbeth*, *Death of a Salesman*, and *Lord of the Flies*. Composition skills such as the organization and development of the multiparagraph essay are an important part of the year's work at the students' linguistic developmental level. Students do research and write a properly documented essay as a major component of their course grade.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: REGENTS

INTEGRATED ENL/ELA 12

English 12 for English Language Learners is the culmination of students' language development. An emphasis on literature and analysis is at the core of each offering. Students will explore meaningful themes in a variety of works, ranging from classic to contemporary at the students' linguistic developmental level. Students will improve their critical reading and writing skills through practice of in-depth spoken and written analysis of novels, short stories, drama, poetry, and film. Seniors will also complete a required research paper and work on college entrance essays.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

BEGINNER COURSES

ENL 8 BEGINNER

English Language Learners (ELLs) enrolled in this course are relatively new residents of the United States. They are enrolled in this course as their third unit of daily English language instruction. Students focus on developing their Basic Interpersonal Communication Skills within the four modalities, Listening, Speaking, Reading and Writing. Cooperative learning, TPR, realia, demonstrations, song, and sheltered English are also used to provide support within content area instruction.

Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS

ENL 9 BEGINNER

English Language Learners (ELLs) enrolled in this course are relatively new residents of the United States. They are enrolled in this course as their third unit of daily English language instruction. Students focus on developing

their Basic Interpersonal Communication Skills within the four modalities, Listening, Speaking, Reading and Writing. Cooperative learning, TPR, realia, demonstrations, song, and sheltered English are also used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 10 BEGINNER

English Language Learners (ELLs) enrolled in this course are relatively new residents of the United States. They are enrolled in this course as their third unit of daily English language instruction. Students focus on developing their Basic Interpersonal Communication Skills within the four modalities, Listening, Speaking, Reading and Writing. Cooperative learning, TPR, realia, demonstrations, song, and sheltered English are also used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 11 BEGINNER

English Language Learners (ELLs) enrolled in this course are relatively new residents of the United States. They are enrolled in this course as their third unit of daily English language instruction. Students focus on developing their Basic Interpersonal Communication Skills within the four modalities, Listening, Speaking, Reading and Writing. Cooperative learning, TPR, realia, demonstrations, song, and sheltered English are also used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL



ENL 12 BEGINNER

English Language Learners (ELLs) enrolled in this course are relatively new residents of the United States. They are enrolled in this course as their third unit of daily English language instruction. Students focus on developing their Basic Interpersonal Communication Skills within the four modalities, Listening, Speaking, Reading and Writing. Cooperative learning, TPR, realia, demonstrations, song, and sheltered English are also used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 8

English Language Learners (ELLs) enrolled in this course are developing their language skills. They are enrolled in this course as a second unit of daily language instruction. Students focus on developing their Cognitive Academic Language Proficiency within the four modalities, Listening, Speaking, Reading and Writing. Sheltered English is used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS

ENL 9

English Language Learners (ELLs) enrolled in this course are developing their language skills. They are enrolled in this course as a second unit of daily language instruction. Students focus on developing their Cognitive Academic Language Proficiency within the four modalities, Listening, Speaking, Reading and Writing. Sheltered English is used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 10

English Language Learners (ELLs) enrolled in this course are developing their language skills. They are enrolled in this course as a second unit of daily language instruction. Students focus on developing their Cognitive Academic Language Proficiency within the four modalities, Listening, Speaking, Reading and Writing. Sheltered English is used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 11

English Language Learners (ELLs) enrolled in this course are developing their language skills. They are enrolled in this course as a second unit of daily language instruction. Students focus on developing their Cognitive Academic Language Proficiency within the four modalities, Listening, Speaking, Reading and Writing. Sheltered English is used to

provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

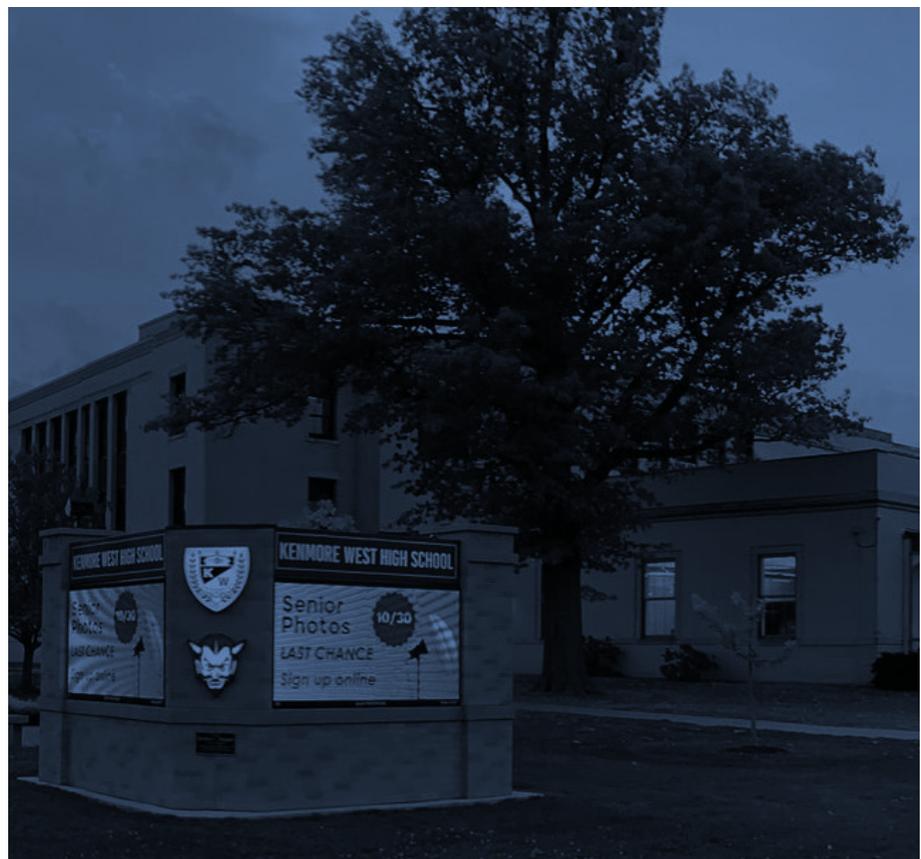
40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 12

English Language Learners (ELLs) enrolled in this course are developing their language skills. They are enrolled in this course as a second unit of daily language instruction. Students focus on developing their Cognitive Academic Language Proficiency within the four modalities, Listening, Speaking, Reading and Writing. Sheltered English is used to provide support within content area instruction. Reading for comprehension, writing for clarity, and communication skills are all emphasized.

Prerequisite: the NYSITELL or the NYSESLAT is used to determine placement in this course based upon language proficiency level

40 WEEKS
1 CREDIT
EXAM: LOCAL



SOCIAL STUDIES

COURSE OVERVIEW

Students are required to earn four credits in social studies to graduate. These include Global History & Geography 9, Global History & Geography 10, U. S. History & Government, Economics, and Participation in Government. Required tests include passing the Regents Exam in Global History & Geography (after 10th grade) and U. S. History & Government.

LEARNING STANDARDS FOR SOCIAL STUDIES

- 1. History of the United States & New York:** Students will use a variety of intellectual skills to demonstrate their understanding of the major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- 2. World History:** Students will use a variety of intellectual skills to demonstrate their understanding of the major ideas, eras, themes, developments and turning points in world history, and examine the broad sweep of history from a variety of perspectives.
- 3. Geography:** Students will use a variety of intellectual skills to demonstrate their understanding of geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.
- 4. Economics:** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanism.
- 5. Civics, Citizenship, & Government:** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



Are you ready to earn and receive the NYS Seal of Civic Readiness? Go to <https://sites.google.com/ktufsd.org/social-studies-education/resources/seal-of-civic-readiness>

NYS SEAL OF CIVIC READINESS Kenmore East and Kenmore West High Schools participate in the New York State Seal of Civic Readiness. This seal is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.

COURSE DESCRIPTIONS

SOCIAL STUDIES 8

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

40 WEEKS
1 CREDIT
EXAM: LOCAL

SOCIAL STUDIES 8 HONORS

This course is designed to meet the requirements of the revised New York State syllabus in Social Studies 8. Students in this class will be prepared to move into World History I next year, which is the prerequisite for AP World in 10th grade. As an Honors course, students will be asked to do more extensive reading and writing and be able to work more independently than a standard Social Studies 8 class. Students will take part in an extensive project and read a non-fiction book in this class. Current affairs and their relationship to historical concepts in US History are included.

40 WEEKS
1 CREDIT
EXAM: LOCAL

GLOBAL HISTORY & GEOGRAPHY 9

Global History and Geography is designed to meet the State syllabus that requires a Regents exam to be passed following completion of Global History and Geography 10. This course is taught in a chronological format and covers ancient times 1750.

GRADE LEVEL: 9
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
READING LEVEL: REGENTS
EXAM: LOCAL

WORLD HISTORY I

World History I is the first year of a two-year college level course designed for students interested in the study of World History. Students who successfully complete the two-year course can earn credit for hundreds of colleges nationwide. Beginning with Pre History, students will cover topics

arranged chronologically through the 15th Century mandated by both the NYS Regents and the College Board. The course has heavy emphasis on critical thinking, lecture, note taking, primary source analysis, and seminar discussion. In addition, students must have a pre-existing high level of reading and writing skills prior to the beginning of class.

Prerequisites: Students are advised to have an 85% or higher in prior Social Studies 8, teacher recommendation, and a summer reading assignment, including a written assignment due upon return in the fall, will be required and will be incorporated in the first marking period grade

GRADE LEVEL: 9
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
EXAM: LOCAL

GLOBAL HISTORY & GEOGRAPHY 10

This course is designed to continue the work begun in Global History & Geography 9. Its emphasis is on the modern era. The course begins at the Age of Revolution and is organized chronologically. The course ends with a discussion of current events.

GRADE LEVEL: 10
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
READING LEVEL: MIXED
EXAM: REGENTS

ADVANCED PLACEMENT WORLD HISTORY II

AP World History II is the second year of a two year college level course designed for students interested in the study of World History. Students who successfully complete the two-year course can earn credit for hundreds of colleges nationwide. Beginning with Pre History, students will cover topics arranged chronologically through the 15th Century mandated by both the NYS Regents and the College Board. The course has heavy emphasis on critical thinking, lecture, note taking, primary source analysis, and seminar discussion. In addition, Students must have a pre-existing high level of reading and writing skills prior to the beginning of class.

Prerequisites: A final grade of 90% or better in World History I or special permission of instructor

GRADE LEVEL: 10
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
EXAM: AP & REGENTS

U.S. HISTORY & GOVERNMENT

This course is designed to meet the requirements of the revised New York State syllabus in U. S. History & Government. A Regents exam in U. S. History & Government will be given following completion of this course. Current affairs and their relationship to concepts in U. S. History are included with an emphasis on sharpening the basic skills of reading comprehension, writing, graph interpretation, and map reading.

Prerequisite: Global Studies 10

GRADE LEVEL: 11
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
READING LEVEL: MIXED
EXAM: REGENTS

ADVANCED PLACEMENT AMERICAN HISTORY

This is a college level course in American History designed to prepare students for the examination given in May for college AP credit. A student who successfully completes this course can earn credit in hundreds of colleges and universities. The course has a heavy emphasis on lecture and note taking, college level reading, and college level papers. Successful completion of this course may release students from their college freshman American History requirements. This course may be taken in place of U. S. History & Government requirement providing the student takes the Regents examination and passes it. If the course is taken in addition to the U. S. History & Government course, it may be used as a fifth credit toward a Social Studies sequence.

Prerequisites: A final grade of 90% or better in Global History 10, AP World, AP Euro or special permission of the instructor. It is strongly recommended that the student's writing skills be on an Honors level for this course. Completion of a summer reading program is also required.

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
EXAM: AP EXAM, REGENTS

ECONOMICS

This course will include the basic economic concepts and understandings which all persons will need to function effectively and intelligently as citizens and participants in the economy of the United States and the world. The course will emphasize a rational decision making process that can be applied to all economic decisions. It will meet the requirements of the New York State syllabus in Economics and Economic Decision Making.

Prerequisites: Social Studies 9, 10, 11

GRADE LEVEL: 12 (REQUIRED)
20 WEEKS/5 MEETINGS PER WEEK
½ CREDIT
EXAM: LOCAL

ADVANCED PLACEMENT MICROECONOMICS

This is a college level course in microeconomics that fulfills two objectives. First, it satisfies the twenty-week economics requirements for all seniors. The local final exam concludes the course. Second, it prepares the students for the AP exam in Economics in May that qualifies the student or college credit at many universities. AP Economics emphasizes basic microeconomic concepts and understandings. Also included are compatible microeconomic and international trade theories as required by New York State.

Prerequisites: Social Studies 9, 10, 11; Demonstrates strong ability to read and analyze data. Students must have at least a 90% average in math and Social Studies 11 Also consistent attendance & above average ability in Social Studies reading, interpretation, writing, research, & reporting & teacher recommendation.

GRADE LEVEL: 12
40 WEEKS/MEETS EVERY OTHER DAY
EXAM: AP & LOCAL EXAM

PARTICIPATION IN GOVERNMENT

This course will emphasize the interaction between citizens and government at all levels—local, state, and federal. It will encourage students to understand and participate in the democratic process. To this end, each student will be required to perform fifteen (15) hours of community service during the semester, attend 3 policy-making meetings, as well as write a research paper focusing on government involvement in a particular issue. It will meet the requirements of the New York State syllabus in Participation in Government.

Prerequisites: Social Studies 9, 10, 11

GRADE LEVEL: 12 (REQUIRED)
20 WEEKS/5 MEETINGS PER WEEK
½ CREDIT
EXAM: LOCAL

ADVANCED PLACEMENT AMERICAN GOVERNMENT & POLITICS

This course is an introductory college level course in American Government that is designed to give students a critical perspective on government and politics in the United States. Major topics include constitutional foundations of government, institutions and the policy making process, citizen participation, the role of political parties, interest groups, and civil rights and liberties. The course is taught on the college level and includes investigations of pervasive governmental and legal issues as well as public policies that have impacted the historical development of the United States. If successful on the nationally administered AP examination for this course, the student may receive college credit. Infused into this course is Economics, a required course for graduation. Economic understandings and economic decision-making are emphasized. Basic concepts and understandings are introduced and reinforced so that all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and the world. This Advanced Placement course may be taken in lieu of the Participation in Government and Economics.

Prerequisites: Demonstrates strong ability to read and write across content areas. Student must have at least an 90% average in US 11.

GRADE LEVEL: 12
40 WEEKS/MEETS EVERY DAY
EXAM: AP & LOCAL

ADVANCED PLACEMENT EUROPEAN HISTORY

Advanced European History is a college-level course designed to explore the development of Western Civilization in the areas of political, economic, social/cultural and intellectual thought. The focus of the course is on European History from 1450 A.D. to the present. Upon successful completion of the course the student may receive advanced college credit from even the best colleges and universities in the country. All 10th grade students, including IB students, taking this course must complete a summer reading assignment, which will be distributed in June and available online over the summer. Students will be required to take a test on this assignment in September.

Prerequisites: Final average of at least 90% in previous Social Studies coursework, consistent attendance & above average ability in Social Studies reading, interpretation, writing, research & reporting & teacher recommendation.

GRADE LEVELS: 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
OFFERING: FULL YEAR
EXAM: AP EXAM IN EUROPEAN HISTORY, REGENTS (10TH GRADE STUDENTS ONLY)



20-WEEK ELECTIVES COURSES

STREET LAW IN AMERICA

We are living in a time when there is great concern about crime, criminals and punishment. This course combines elements of criminology, sociology, criminal law and constitutional law as they pertain to the American criminal justice system. Topics explored in this course include: types of crime, defenses to crime (including insanity), criminal behavior, police, courts, prisons and the death penalty. Throughout the course, an emphasis is placed on the decisions of the U.S. Supreme Court and how they affect the individual and the legal system. A great elective to take with US History as it covers additional material that is tested on the US Regents exam.

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: LOCAL FINAL EXAM,
CLASS INVOLVEMENT, TESTS/QUIZZES

PSYCHOLOGY

Psychology is the study of human behavior and mental processes. This survey course will introduce the student to fundamental aspects of the field of psychology. Topics covered include intelligence, personality development, motivation, perception, learning, and human development. Major psychological experiments and theories are incorporated throughout the course. A required independent study project allows the student to deeply investigate a specific topic.

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: PROJECT & LOCAL EXAM

THE HOLOCAUST

This course is designed to achieve an understanding of one of the major catastrophes of humankind. Through a variety of primary sources including Hitler's *Mein Kampf*, Nazi propaganda films, survivor testimonies, and Nazi documents, we will attempt to understand the forces in play that caused the Holocaust. Topics for the course include: Roots of the Holocaust including a study of racism, prejudice, and other genocides in world history, Judaism and Jewish life, Rise of Fascism and the National Socialists (Nazis), Hitler, formation of Ghettos and Camps, Final Solution, World War II, Nuremberg Trials, and aftermath. A variety of sources, including music, art, photographs, and films (*Uprising*, *Schindler's List*) will be used to discover the situation in Germany and the rest of Europe from 1919–1946.

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: FINAL PROJECT

WOMEN AND GENDER STUDIES

This new elective is a historical and sociological survey of Women in America. Covered are topics about women from colonial times to today.

Included is an examination of the roles, values and attitudes toward women—past as well as present. Emphasis will be placed on the women's rights movements, changing attitudes toward work and family and other gender related important issues. Primary sources, films and guest speakers will supplement the textbook.

Students will be able to develop a perspective both about their past and the opportunities available to develop a secure future. This course is open to both male and female students. There will be several short projects as well as a final exam.

Prerequisites: 9th Grade Global History

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: WRITTEN EXAM,
CLASS WORK, PROJECTS

WORLD WAR II

F.D.R., Hitler, "Ike", McArthur, "Monty", Patton, Stalin, "Tojo", and 'Sir' Winston: Men from the past, born in foreign lands, brought up in different cultures and ideologies, yet fate intervened and brought these men together to participate in the deadliest global conflict ever—World War II. This college style course will begin with the outcome of the First World War and conclude with the seeds of the 'Cold War'. Topics include: Prelude to War, Blitzkrieg, Operations Barbarossa and Sea-lion, the Desert War, the heroes of Stalingrad, Japanese and Nazi rule, Great Secrets of the War, the Pacific Campaign, 'D-Day', the 'Bulge', Island Hopping, and the beginning of the Atomic Age. Using audio, film, models, multimedia, primary sources, and photography, students will learn why World War II forever changed the history of mankind. A great elective to take in 10th grade as it covers additional material that is tested on the Global Regents exam.

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: ACTIVITIES CHOSEN BY
STUDENTS, FINAL INDEPENDENT PROJECT,
PARTICIPATION & JOURNAL.

SOCIOLOGY

Sociology is the study of human group behavior. This course will introduce the student to the basic concepts of sociology. Topics will include: the methods of sociology, the nature, meaning, and effect of culture, the relationship between culture and personality, the process of socialization—self concepts, roles, the nature of social deviation, social class and social mobility, social and cultural change.

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: FINAL PROJECT

THE 60'S & 70'S

Journey back to the time of JFK, Martin Luther King, the Vietnam War, Hippies and Watergate. This course is designed to explore the social and political movements of the 1960's and the 1970's, and how they changed the fabric of American society. We will begin our exploration of this tumultuous time period and the events that have shaped us with a brief look at the 1950's post World War II America. The 1960's are characterized as a decade of rebellion and reaction to the social and political conditions of the 1950's. As we explore this time in American history we will connect it to today's cultural movements and political struggles. This fascinating time period was so recent that we have access to films, music and literature. We will use all of these materials during the course. A great elective to take with US History as it covers additional material that is tested on the US Regents exam.

Prerequisites: Students Must Have Passed Regents Global Studies

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

MARKING: JOURNAL ENTRIES, TESTS,
CLASSROOM PARTICIPATION AND
FINAL PROJECT.

THE WORLD TODAY

The purpose of this course is for students to become familiar with local, national and international issues. No formal text will be used in this class. Information will be gathered from newspapers, magazines, various news shows and websites to inform students of the current issues of society. One of the goals of this class is to learn how to analyze the issues. We must be able to understand the reported news, to seek out reliable and verifiable sources, and to be alert to bias and different forms of persuasion. We must constantly question as we investigate in order to make informed decisions. Furthermore, students will learn to communicate and express opinions on issues through civil discourse. Assessments will be varied and authentic in nature. Tests, quizzes, homework and projects are examples.

Prerequisite: 9th Grade Global History

GRADE LEVELS: 10, 11 AND 12

20 WEEKS/5 MEETINGS PER WEEK

½ CREDIT

OFFERING: BOTH SEMESTERS

READING LEVEL: MIXED

EXAM: FINAL PROJECT



MATHEMATICS

COURSE OVERVIEW

RECOMMENDATION FOR COLLEGE BOUND STUDENTS

Students are required to complete at least 3 credits of High School Mathematics in order to graduate. Any student considering a two-year or four-year program in college is strongly encouraged to select a full four-year sequence of high school mathematics appropriate to the student's ability.

CALCULATOR REQUIREMENTS

The TI-84+ or TI-84 Plus CE Graphing Calculator is used regularly in most Math courses. While the math department has sets of these calculators for classroom use, we strongly recommend students purchase their own calculator. In most courses homework assignments will require the use of a graphing calculator. This calculator is also used in science courses and at the college level. Students are required to use this calculator on all Regents and AP math examinations.

COURSE DESCRIPTIONS

MATH 8

This course is for all eighth grade students with the exception of accelerated students. Topics are aligned with the Common Core Learning Standards and include properties of exponents, transformations, linear equations with two variables, functions, nonlinear models and irrational numbers.

ALGEBRA I

This course is for all 9th graders with the exception of accelerated students. Topics include patterns in data, patterns of change, linear, exponential and quadratic function models, graph models, and polynomial work with emphasis on problem solving, reasoning, communicating and multiple representation of the mathematics. (Passing a score of 65% or higher on the Algebra I exam satisfies the graduation requirement.)

Prerequisites: None

40 WEEKS
1 CREDIT

EXAM: ALGEBRA I REGENTS

ALGEBRA A

This is the first course in a 2-year sequence leading to the Algebra I exam.

Prerequisites: Teacher recommendation

40 WEEKS
1 CREDIT

EXAM: ALGEBRA A LOCAL

ALGEBRA B

This is the second course in the 2-year sequence leading to the Algebra I exam.

Prerequisites: Successful completion of Algebra A

40 WEEKS
1 CREDIT

EXAM: ALGEBRA I REGENTS

APPLIED MATH (KENMORE WEST ONLY)

This course can be used as a student's 3rd math credit. This course will help students keep their algebra skills strong while solving math problems that they will use in real life. Course content will cover such topics as consumer purchases, work related math skills, geometry concepts such as perimeter, area, and volume, basic probability, measurement,

and many other consumer topics. Emphasis will be placed on connections to real-world situations. We will also work on listening, teamwork, and communication skills. Everything learned in this class will be put to good use immediately.

Prerequisites: Successful completion of Algebra A and Algebra B

40 WEEKS
1 CREDIT
EXAM: LOCAL FINAL

PRACTICAL GEOMETRY

This is a one-year credit-bearing elective math course that counts towards a student's mathematical commencement requirements and meets New York State's mathematics requirements towards earning a Regents Diploma. This Geometry course eases the language and the rigor of explanation required in preparing students for the Regents Geometry examination. It includes topics in geometry needed for ACT/SAT test success and college and career readiness and is intended to be an alternative second or third-year math course. The course includes extensions of 8th grade

mathematics (transformations) and Algebra strands (linear and quadratic functions). New topics include circles, three-dimensional geometry, geometric constructions and an introduction to trigonometry and proofs.

Prerequisites: Successful completion of Algebra I or Algebra A and Algebra B

40 WEEKS

1 CREDIT

EXAM: LOCAL SEMESTER EXAMS IN JANUARY AND JUNE

GEOMETRY

This course includes extensions of strands from Algebra I such as graphing linear functions and three dimensional geometric shapes. New topics include circles, three-dimensional geometry, transformational geometry, geometric constructions, and proofs of coordinate (Euclidean) or analytical (deductive) nature. A passing grade on the Geometry Regents examination is needed to earn an Advanced Regents diploma.

Prerequisites: Teacher recommendation and successful completion of Algebra A and B or Algebra R.

40 WEEKS

1 CREDIT

EXAM: GEOMETRY REGENTS

GEOMETRY HONORS

This honors course covers all of the material found in Geometry but the topics are studied in greater depth. Additional topics may be included.

Prerequisites: Teacher recommendation.

40 WEEKS

1 CREDIT

EXAM: GEOMETRY REGENTS

ALGEBRA 2

Students taking this course should have a strong background in previous mathematics courses to be successful. This course will continue to build upon topics studied in Algebra I in order to prepare students for the Algebra II Regents exam. Topics in this course include logarithms, trigonometry, exponents, complex and real numbers, rational expressions, and functions. A passing grade on the Algebra II Regents examination is needed to earn an Advanced Regents diploma.

Prerequisites: Teacher recommendation, 80% or higher final average in Algebra I and a passing score on BOTH the Algebra I and Geometry Regents exams. Summer work must be successfully completed by the first day of school.

40 WEEKS

1 CREDIT

EXAM: ALGEBRA II REGENTS

ALGEBRA 2 HONORS

This honors course will include a study of all of the topics listed for Algebra II, but in greater depth. Many of the thinking skills required, and problems presented, will be beyond the scope of the average student at this grade level. Additional topics may be included.

Prerequisites: Teacher recommendation 90% or higher final average in Algebra I and 75% or higher on BOTH the Algebra I and Geometry Regents exam. Summer work must be successfully completed by the first day of school.

40 WEEKS

1 CREDIT

EXAM: ALGEBRA II REGENTS

ALGEBRA 2A

This course is recommended for students who plan on attending college. It is the first year of a two-year sequence leading to the Algebra II exam. Topics include transformations of functions, sequences and series, logarithmic and exponential functions, quadratics, systems of equations and set theory.

Prerequisites: Successful completion of Algebra and Geometry.

40 WEEKS

1 CREDIT

EXAM: LOCAL

ALGEBRA 2B

This course is recommended for students who plan on attending college. It is a second year of a two-year sequence, designed for students pursuing an Advanced Regents Diploma. The first semester focuses on trigonometric and statistical topics to prepare the students for the Algebra II Exam in January. The second semester will focus on advanced topics to prepare students for math in college.

Prerequisites: Algebra 2A or College Math I

40 WEEKS

1 CREDIT

EXAM: ALGEBRA II REGENTS IN JANUARY AND LOCAL IN JUNE

INTERMEDIATE ALGEBRA

This is a one-year credit-bearing elective math course that counts towards a student's mathematical commencement requirements and meets New York State's mathematics requirements towards earning a Regents Diploma. It is aligned to the Common Core Learning Standards and is intended to be an alternative third- or fourth-year math course. Intermediate Algebra applies, connects, and extends the math skills learned in Algebra I and Geometry to real-world applications through the use of technology and hands-on activities.

Students who take Intermediate Algebra may go on to take Algebra II as their fourth year of Math with the Algebra II Regents exam for Advanced Regents credit. Students who take Intermediate Algebra may also go on to take Algebra 2A.

Topics in Intermediate Algebra include: advanced algebra, trigonometry and normal distributions.

Prerequisites: Successful completion of two math department courses

40 WEEKS

1 CREDIT

EXAM: SEMESTER EXAMS IN JANUARY AND JUNE

PRE-CALCULUS

The emphasis in this course is on preparing students to study Calculus. All material is covered at a demanding level which will provide the rigorous background needed for a study of Calculus. Topics include the study of polynomial and rational functions, modeling motion with vectors, and extensions of logarithmic and trigonometric functions, as well as an introduction to calculus. SUNY Erie credit is awarded upon successful completion.

Prerequisites: successful completion of Algebra II

40 WEEKS

1 CREDIT

EXAM: SEMESTER EXAMS IN JANUARY AND JUNE

PRE-CALCULUS HONORS

This Pre-Calculus course also uses a graphing calculator-based approach. All topics covered in Pre-Calculus will be included, but in greater depth. The final examination will include an evaluation of each student's portfolio of problem-solving experiences developed throughout the year and an oral presentation. SUNY Erie credit is awarded upon successful completion.

Prerequisites: Teacher recommendation, 90% or higher final average in Algebra II

40 WEEKS

1 CREDIT

EXAM: SEMESTER EXAMS IN JANUARY AND JUNE

COLLEGE MATH I

This course is recommended for students who plan on attending college. Topics include, quadratic absolute value, radical rational, logarithmic and exponential functions. Equations of the above as well as linear systems of equations and absolute value of inequalities are solved. Related application problems are incorporated throughout. Students can register for SUNY Erie during the first semester and upon successful completion of the course, they may receive credit for MT125-College Mathematics.

40 WEEKS

1 CREDIT

EXAM: LOCAL FINAL IN JUNE

COLLEGE MATH 2

This course is recommended for students who plan on attending college. It builds on the topics discussed in College Math I. Topics include trigonometry, the unit circle, trigonometric equations, complex numbers, quadratics, conics, polynomial and rational functions, probability and statistics. **You may be able to earn four college credits through SUNY Erie by taking this course!** This course does not lead to an advanced Regents Diploma.

Prerequisites: Successful completion of Algebra 2A, College Math 1, or Algebra II

40 WEEKS

1 CREDIT

EXAM: LOCAL FINAL IN JUNE

ADVANCED PLACEMENT STATISTICS

Advanced Placement Statistics is a full-year course designed to prepare students to take the AP Statistics examination and obtain college credit. Nearly as many college students are required to take a statistics course as are required to take a course in calculus. Students interested in fields such as psychology, business, or health medicine should consider enrolling in this course.

Projects are an integral part of the course. The curriculum includes exploring data, planning studies, studying probability, and drawing statistical inferences (recommended course outline of The College Board).

Prerequisites: Teacher recommendation

40 WEEKS

1 CREDIT

EXAM: AP & LOCAL (PROJECT)

ADVANCED PLACEMENT CALCULUS A/B

Advanced Placement Calculus is a full-year mathematics course designed to prepare students to take the AP Calculus examination and obtain college credit. This course is equivalent to approximately 1.5 semesters of college calculus course and covers the theory, techniques, and applications of both differential and integral calculus, emphasizing properties of functions and their graphs (recommended course outline of The College Board). Most colleges require a student to take calculus in order to prepare for a career, not only in mathematics and engineering, but also in the sciences, psychology, economics, and business administration.

Prerequisites: Teacher recommendation, successful completion of Pre-Calc/Pre-Calc H

40 WEEKS

1 CREDIT

EXAM: AP & LOCAL (PROJECT)

TRANSITION TO COLLEGE MATH

This course is designed to prepare students to successfully meet traditional academic benchmarks of college and career readiness. Transition to College Math is not your traditional math course; expect to not only sharpen your mathematics skills, but also to engage in college-and-career-readiness discussions and activities, as well as to continue to practice mindset. Students will take SUNY Erie approved final assessments at the end of each quarter; students who successfully complete the course and pass the final assessments will be exempt from taking the Accuplacer entrance exam typically administered prior to enrollment to SUNY Erie or any SUNY or CUNY college.

Prerequisites: Senior must have passed Algebra exam.

40 WEEKS

1 CREDIT

EXAM: LOCAL FINAL IN JAN AND JUNE



COURSE OVERVIEW

A knowledge of science is essential to all students. As consumers and workers in science-related areas, the courses offered will aid students in their understanding of this ever changing and increasingly complex world. Programs provide basic information to students at their individual levels of understanding. Students can choose courses that stress basic skills and understandings or others that stress college-level material and concepts.

All courses include demonstrations, laboratory work, and classroom discussion. In Regents science classes, students are scheduled to attend a separate laboratory session that meets one day out of a four day cycle. Students in Regents courses must meet specific lab requirements in order to be eligible to take the state Regents examinations.

SCIENCE LABORATORY POLICY

The following policies reflect New York State Regents Examination Policy commensurate with full-year Regents Science Courses which end in New York State Regents Exams: Earth Science, Living Environment, Chemistry, and Physics. These policies do not apply for district (local) courses.

1. Students must successfully complete 1,200 minutes **per year** of laboratory time to sit for a Regents Science examination. A student may take the regents exam at the end of the semester in which he/she completes the 1,200 minutes.
2. Written lab reports must be completed and submitted to the instructor no later than one week prior to the administration of the laboratory PRACTICAL (Part D) of the final exam for Earth Science (presently given **in class**). If no laboratory PRACTICAL is administered, all written reports must be completed and submitted to the instructor no later than one week prior to the administration of the Regents Final Exam.
3. At the conclusion of each academic quarter, the instructor will communicate lab progress through the report card lab grade. Laboratory make-up is at the discretion of the instructor.
4. Students repeating a Regents Science course due to academic failure and/or not having enough lab minutes will be enrolled the following academic year in both the science course and its required lab component.

COURSE DESCRIPTIONS

SCIENCE 8

Students in Science at the Intermediate Level, Grade 8, continue to explore a range of topics in the Living Environment and the Physical Setting. The new standards, NYSSLS, require students to be engaged more deeply in the content of science and also in the processes of science, as they figure out scientific phenomena. Grade 8 Science culminates with the New York State Intermediate

Level Science Test, which is administered at the end of eighth grade.

Eighth Grade Units: Earth and Sky; Forces and Motion; Magnetism; Ecosystems; Natural Selection; Variation and Evolution.

40 WEEKS
1 CREDIT
EXAM: LOCAL

LIVING ENVIRONMENT (OPEN TO ACCELERATED 8TH GRADERS)

Included in this offering are instruction in laboratory techniques, study of the structural, functional, and biochemical aspects of cells; plant and animal physiology with an emphasis on the human body; genetics and brief survey of the plant and animal kingdoms and organic

evolution and ecology. 1,200 minutes of laboratory work with successfully written reports are required which includes four NY State mandated labs. A student not completing the laboratory requirement is ineligible to take the Living Environment examination.

Prerequisites: Completion of 8th grade Science, for 7th graders a 90% or higher average and the recommendation of their 7th grade science teacher.

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
1 CREDIT
EXAM: REGENTS

LIVING ENVIRONMENT HONORS

This course is intended for above-average 9th grade students. Independence and personal responsibility for learning will be stressed.

Students enrolling in Living Environment Honors should be self-directed and capable of handling more rigorous academic responsibilities. Living Environment Honors is a comprehensive course in life science. It will give students a broad yet in-depth background in various biological concepts. In addition to the living environment curriculum, there is an emphasis on the scientific method and enrichment topics in molecular genetics, biotechnology, and bioethics. Special emphasis is placed on developing students' laboratory skills and communication skills in science. Students are required to participate in laboratory activities leading to successful completion of the Regents laboratory requirement by completing at least 1,200 minutes of laboratory work for the course.

Prerequisites: Minimal Final Grade of 90% in Science 8

PHYSICAL SETTING: EARTH SCIENCE

This is an investigation course. It involves the study of the earth, present and past, and the forces that influence changes in it. Following a study of observation and measurement techniques, students concentrate on the study of earth's motion and place in the solar system, atmospheric and energy changes, and a general study of rocks and minerals. Students are required to complete 1,200 minutes of laboratory work with successful written reports. A student not completing the laboratory requirement is ineligible to take the Earth Science Regents examination. The final exam grade is composed of the Lab Practical score and the written exam score.

Prerequisite: Passing Final Grade in Living Environment Regents

40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
1 CREDIT
EXAM: REGENTS

PHYSICAL SETTING: EARTH SCIENCE HONORS

This course is the same as Earth Science Regents. However, topics are investigated in depth and some additional topics are required. Students must maintain a 90% or higher during this course of study in order to remain in honors.

Prerequisite: Students must have scored a 90% or above on their NYS Living Environment Exam and a 90% in the course.

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
1 CREDIT
EXAM: REGENTS

EARTH SCIENCE LABS

- 1,200 minutes of successful lab time must be accumulated one week before the Earth Science Lab Practical.
- Lab Practical scores may not be transferred from one exam attempt to another. Students challenging or retaking the Earth Science Exam must retake the lab practical.

ADVANCED PLACEMENT BIOLOGY

AP Biology is college-level biology course. Students cultivate their understanding of biology through making connections as they explore the following topics: biochemistry, cellular processes, cellular energetics, cellular communication, heredity, genetics, natural selection and ecology. Students will also learn through experimental design, and using statistics to analyze data, so it is encouraged that students considering the course are both strong at math and writing. Students will learn to apply their knowledge to be able to interpret complex diagrams and data to demonstrate what they have learned. The course is recommended for superior biology students who plan to pursue a career in biology, or a biology related field. College policies for granting a credit for taking AP biology vary, but a grade of 3 or higher (on a scale of 1–5) on the AP Examination is usually accepted by colleges in lieu of the introductory course in Biology or counted as an elective course.

Prerequisite: Students are required to complete a NYS Living Environment Course and are required of a 90% or higher on the exam and the course. Chemistry R/H is also highly recommended for success in the course, but not required. In addition, it is recommend 90% or higher on Algebra I. Current science teacher recommendation is also required.

**Complete required summer assignment prior to school year. Check the school website for details.*

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
TWICE PER 4 DAY CYCLE.
1 CREDIT
EXAM: AP

PHYSICAL SETTING: CHEMISTRY

This course presents a modern view of chemistry by emphasizing unifying principles and related facts. These are basic to man's understanding of his environment and will prepare a student to understand better the world around him. A strong mathematical background is essential for the understanding of basic chemical principles. Students are required to complete 1,200 minutes of laboratory work with successful written reports. A student not completing the laboratory requirement will be ineligible to take the Chemistry Regents examination. Can be used for the third year of science credit.

Prerequisites: Passing grade on Earth Science and/or Living Environment Exams, & a 75% On Algebra. Recommend enrollment in Geometry

GRADE LEVELS: 10,11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
1 CREDIT
EXAM: REGENTS

CHEMISTRY (HONORS)

This course is offered to students who have demonstrated high achievement in both Science and Math. It includes all topics covered by Regents Chemistry. In addition, a mathematical approach using the factor-label method will be studied. Topics specific to the Honors level will include VESPR and molecular geometry, periodic trends based on atomic structure, specific heat, the ideal gas equation, experimental methods of molecular mass determination, limiting reactants, phase diagrams, reaction mechanisms, equilibrium and its relationship to pH, nonstandard conditions in electrochemistry, and Gibbs free energy calculations. Students will do supplementary in-class labs to enhance their chemistry background. Can be used for the third year of science credit. Students are required to complete 1,200 minutes of laboratory work with successful written reports.

Prerequisites: 90% or higher final average in Earth Science, earn 75% or higher in Algebra I. Teacher recommendation

40 WEEKS
1 CREDIT
EXAM: CHEMISTRY REGENTS EXAM

ADVANCED PLACEMENT CHEMISTRY

This course is offered to students who desire a broad background prior to college chemistry. The course emphasizes modern chemical theory, mathematical problem solving, rational thought, experimental design, and scientific argumentation. The course will prepare the student for the AP Examination which may lead to college credit. This course should be considered by any student interested in pharmacy, veterinarian sciences, Physician Assistant, medicine, dentistry, engineering, or any career in physical, biological or chemical science. Non-science majors can use the AP program to satisfy the science requirement which many colleges demand for graduation. This course has been approved by the State Education Department for use as a fifth-credit of science for the Regents Diploma provided that the student has successfully completed the Regents sciences Earth Science and Living Environment. This course may be taken the same year as Physics. The AP s/b chemistry labs are inquiry-based and comparable to college chemistry labs.

Prerequisite: Successful completion of Regents or Honors Chemistry. Concurrent or passing Algebra II

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS
LAB PLUS TWICE PER 4 DAY CYCLE
1 CREDIT
EXAM: AP

CHEMISTRY IN THE COMMUNITY

This is a course designed to acquaint the student with basic chemical laws without the emphasis on abstract theoretical or mathematics concepts. Units on applied chemistry will show students how chemistry is applied in their lives.

This course is recommended for students who are interested in the following technical careers: automotive, environmental, and health fields such as dental lab, respiratory therapy, and medical lab.

**Can be used for the third year of science credit.*

GRADE LEVELS: 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

PHYSICAL SETTING: PHYSICS

This course involves a thorough study of the physical forces that affect mankind including such topics as: mechanics and heat, wave theory, electricity and magnetism, atomic energy, and nuclear physics, 1,200 minutes of laboratory work with successfully written reports are required. A student not completing the laboratory requirement will be barred from the Physics Regents Examination.

**Can be used for the third year of science credit.*

Prerequisites: Passing grade on Earth Science & Living Environment Exams, a 75% on Algebra or science teacher recommendation.

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
1 CREDIT

ADVANCED PLACEMENT PHYSICS

This course is designed for students who are contemplating science as a major field of study in college, and will prepare students for the AP-C examination (mechanics). Strong emphasis is placed on solving a variety of challenging problems in statics, kinematics, linear and rotational dynamics, gravitation, work, and energy. Some problems require knowledge of calculus, but much of the required calculus is covered in class. Students will have the opportunity to perform virtual simulations of problems and gain hands-on experience with advanced laboratory exercises. This course has been approved by the State Education Department for use as a fifth-credit of science for the Regents Diploma provided that the student has successfully completed the Regents sciences Earth Science and Living Environment. This course may be taken the same year as Chemistry. The AP Physics Labs are inquiry-based and comparable to college physics labs.

**Can be used for the third year of science credit.*

Prerequisite: Successful completion of Regents Physics. Concurrent enrollment in, or successful completion of (final course grade of 90% or better): Algebra II or science teacher recommendation.

GRADE LEVEL: S/B 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS
LAB PLUS TWICE PER 4 DAY CYCLE
1 CREDIT
EXAM: AP-C AND LOCAL

FORENSIC SCIENCE

Forensic Science is a full year college-level elective course that offers students the opportunity to investigate many aspects of Forensic Science. Major topics of study include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, analysis of organic and inorganic evidence, hairs, fibers, blood and blood spatter, DNA profiling, death, forensic toxicology, casts and impressions, tool marks and ballistics. This course is offered through Niagara University (NU), but is taught in Ken-Ton by a certified high school instructor. As a full year course, students who successfully complete the course can earn one high school credit. Students who successfully complete the class and pay the NU tuition (approximately \$285) can earn three college credits.

Prerequisites: Successful completion of three sciences, one of which must be a chemistry course (required to establish necessary science inquiry and lab skills). Students may concurrently enroll in Forensic Science and a third science course. Any student wishing to take the course without these requirements must see the course instructor for permission.

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETING PER WEEK PLUS LAB
1 CREDIT
EXAM: NU EXAM OR LOCAL

HUMAN ANATOMY & PHYSIOLOGY

This rigorous course represents a two-semester study of the topics involved in Human Anatomy and Physiology for highly motivated students. The major emphasis of study is structures and functions. The molecular-cellular approach early in the course serves as the basis for body-system study through the major portion of the year. The lab portion of the course involves dissections (cats, cow eyes, sheep hearts, sheep brains, and animal kidneys), histological slides, and human models of various systems, the skeletal system, and all other organ systems of the human body. Lecture will also include an emphasis on wellness and disease prevention. Students interested in pursuing health or medically related fields (physical therapy, occupational therapy, nursing, premed or pre-dental) in college are encouraged to take this course. This course can be used for the third year of science credit.

Prerequisites: 90% or higher in Living Environment or science teacher recommendation.

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK PLUS LAB
1 CREDIT
EXAM: LOCAL

ASTRONOMY/OCEANOGRAPHY

ASTRONOMY

Beginning with the stars, constellations and the visible sky, students will explore the universe that can be described by a small set of physical laws they can easily comprehend. An in-depth look at our history of rocketry and our latest endeavor, the International Space Station, will be some of the material covered in this class. The course will offer a grand tour from Earth to the center of our Milky Way galaxy to the depth of a black hole. This course can be used as a third year of science.

OCEANOGRAPHY

The student will develop a fundamental understanding of how the oceans work. The course will include components of the ocean; the sea floor, physical components, endangered species and life forms, especially the hundreds of new species discovered in the deep ocean realm. Because humans are impacting ocean systems, it will be important to understand not only how the oceans operate, but also how the oceans interact with the atmosphere, biosphere and hydrosphere. This course can be used as a third year of science.

Prerequisites: One Regents science credit

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

WAYS OF THE WILDERNESS

The aim of this course is to encourage broad and thorough exposure to and appreciation for the nature of diverse and complex ecosystems. Personal attributes such as self-reliance, cooperation, self-motivation and perseverance are encouraged. Topics covered include environmental education, wilderness areas in the U.S., contour mapping/orienteering, back country cooking/equipment, wilderness manners, outdoor ethics, outdoor equipment/utilization, outdoor safety/first aid, weather observations, national parks/forests, and readings of the environmental movement. Outdoor components may include weekend field trips, backpacking in various locations, canoeing, kayaking and rafting, mountaineering and rock climbing through the activity of the KE Wilderness Club.

Prerequisite: Successfully completed 2 or 3 Years of Science

GRADE LEVEL: 12
40 WEEKS/5 MEETING PER WEEK
1 CREDIT
EXAM: LOCAL





WORLD LANGUAGES

COURSE OVERVIEW

The study of world languages provides students with the ability to communicate with and understand the ways of people of different cultures. The immediate goals of our program are to encourage students to use the target language at a proficient level in an interpersonal, interpretive and presentational manner.

CHECKPOINT A (LEVEL 1) EIGHTH GRADE

Eighth graders have language class every day for the entire school year. This is the second half of the high school level course. Students continue the language they studied in 7th grade. Greater emphasis is placed on interpersonal, interpretive and presentational skills in the target language. In June, the students take an equivalent to New York State Second Language Proficiency Exam as their final exam. Success on this exam, a passing grade of 65%, and a passing average will earn the student 1 high school credit toward graduation, and will fulfill the world language requirement for a N.Y.S. Regents Diploma.

World language study may begin at any level. Students with an avid interest in a second language are encouraged to proceed to the highest level offered and to study in more than a single area.

Students are required by New York State to complete two years of world language study by the end of their ninth grade year earning 1 high school credit. Most students continue studying the world language and earn 2 additional credits toward a Regents Diploma with Advanced Designation.

CHECKPOINT A-LEVEL 1

Most students will have completed Checkpoint A in 8th grade by successfully completing 2 units of instruction in World Languages and passing the NYS Regents approved Checkpoint A Exam. Checkpoint A can also be completed in the high school in one year of study in 9th grade.

CHECKPOINT B-LEVELS 2 AND 3

Levels 2 and 3 take students beyond the basic skills learned in Checkpoint A and prepare them for the New York State Regents-approved Examination given at the end of Level 3.

CHECKPOINT C-LEVELS 4 AND 5

Post Regents Study: Intended for those who have previously excelled in the study of language. This level is highly recommended for college-bound students who will most likely have to meet a specific language requirement.

COURSE DESCRIPTIONS

SPANISH 1

Introduction to the target language includes phonology of the language, basic structure necessary for common conversation, and basic vocabulary. Emphasis is placed on comprehension of authentic speech and speaking in an everyday conversational setting. Reading of authentic public announcements and messages, writing of simple sentences pertaining to personal needs and short messages are included. An introduction to culture and customs is included in this course.

**This course is offered to students transferring in to KW with no prior language experience or students who have previously failed the 8th grade checkpoint.*

40 WEEKS
1 CREDIT
EXAM: LOCAL

FRENCH 2, GERMAN 2, SPANISH 2

Level 2 is an expansion of the basic skills learned in Level A. There is an increased emphasis on listening and speaking skills, with comprehension of short conversations a major factor. There will be work to sustain conversations appropriate to this level. Reading for comprehension of narratives and descriptive authentic materials will be reintroduced, as well as the writing of simple notes and letters. Creative projects may be included to strengthen the skills of listening, speaking, reading and writing.

Prerequisite: Level 1

40 WEEKS
1 CREDIT
EXAM: LOCAL KEN-TON DISTRICT

FRENCH 3, GERMAN 3, SPANISH 3

Students continue to refine the four basic skills of language: listening, speaking, reading, and writing. Comprehension of both individual and general topics will be achieved. Students will be able to sustain conversations. Reading will be specific comprehension of selected passages. Writing will show the ability to express ideas comprehensively. Students will prepare for the Regents-approved exam in the target language. Students admitted to this course will continue to expand their skills in preparation for the Regents-approved examination. Some in-depth reading may be done and writing skills will be emphasized.

Prerequisite: Level 2

40 WEEKS
1 CREDIT
EXAM: FRENCH, GERMAN AND
SPANISH REGENTS-APPROVED EXAM

HONORS: FRENCH 3H, GERMAN 3H, SPANISH 3H

Students admitted to this course will continue to expand their skills in preparation for the Regents-approved examination. Classes will be conducted primarily in the target language. More in-depth speaking, some in-depth reading may be done and writing skills will be emphasized. (Pre-IB required course)

Prerequisites: Level 2 & Teacher Recommendation

40 WEEKS
1 CREDIT
EXAM: FRENCH, GERMAN AND
SPANISH REGENTS-APPROVED EXAM

HONORS: FRENCH 4H, GERMAN 4H, SPANISH 4H

Level 4 in the target language is communication oriented. Students learn to control with greater ease and fluency the skills they have previously learned. They are exposed to literature, history and culture, and classroom discussions in the world language. The exact curriculum correlates with the SUNY College System. A final evaluation will be given. Up to 3 SUNY college credits are available.

Prerequisites: Level 3 & Teacher Recommendation

40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

HONORS: FRENCH 5, GERMAN 5, SPANISH 5

The objective of Course 5 is the development and application of an appreciation of the target language and some of its literary expressions. In speech and in writing, students will be able to express mature reactions, opinions and sound critical judgments in correct, contemporary language. A final evaluation will be given. Up to 3 SUNY college credits are available.

Prerequisite: Level 4H & Teacher Recommendation

40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL



SEAL OF BILITERACY Kenmore East and West High Schools participate in the New York State Seal of Biliteracy (NYSSB). This seal recognizes students who have studied and attained a high proficiency in one or more languages, in addition to English. The purpose of the Seal of Biliteracy is to affirm the value of diversity in a multilingual society, encourage the study of languages, identify high school graduates with biliteracy skills for employers, prepare students with 21st century skills, and to recognize the value of world and home language instruction in schools.



COURSE OVERVIEW

The Kenmore Town of Tonawanda School District offers Special Education Services for students with disabilities. Each student identified as having a disability that qualifies for special education services has an Individual Educational Plan (IEP) to address his or her needs in the classroom. Students involved in the continuum of services are working on goals and objectives to become college and/or career ready and to reach the standards of the Kenmore-Tonawanda School District along with the curriculum requirements of New York State. The continuum of services offered through the Special Education department provides the least restrictive educational environment possible for student success.

COURSE DESCRIPTIONS

RESOURCE ROOM

Resource Room is a Special Education service in which students with disabilities receive specialized instruction in an individual or small group setting (no more than 5 students) for a class period of the school day for the purpose of supplementing the general education or special education instruction of students with disabilities (not provided in place of the student's regular academic instruction.) Examples: a resource room program might be recommended for students who need specialized supplementary instruction in organization skills, reading, math, the use of an assistive technology device, the use of braille, or the use of a compensatory strategy. Resource room students must also have access to instruction in all required general education content area learning standards in addition to their resource room supplemental instruction.

Prerequisites: Recommended by the Committee on Special Education

GRADE LEVELS: 8, 9, 10, 11, 12
USUALLY MEETS ONE PERIOD PER DAY OR
ONE PERIOD EVERY OTHER DAY AS
RECOMMENDED BY CSE
CREDIT: NONE

INTEGRATED CO-TEACHING

General education classes are co-taught by a Regular Education Teacher and a Special Education Teacher in the core content area subjects: English, Math, Science and Social Studies. These classes contain general education students and a maximum of twelve students with IEPs.

Prerequisites: Recommended by the Committee on Special Education

GRADE LEVELS: 8, 9, 10, 11
40 WEEKS/5 MEETINGS PER WEEK
EXAM: DEMONSTRATED GROWTH ON
ACHIEVEMENT TESTS, REQUIRED NYS REGENTS

15:1 SPECIAL CLASSES

Students with disabilities whose needs are primarily for specially designed instruction are grouped together in core content area subjects: English, Math, Science and Social Studies. A variety of classroom strategies will be used to ensure that the students learn the high school curriculum as well as meet the goals and objectives of their IEPs. Students participating in these classes also participate in Career Development and Occupational Studies content.

Prerequisites: Recommended by the Committee on Special Education

GRADE LEVELS: 8, 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT PER YEAR
OFFERING: FULL YEAR
EXAM: DEMONSTRATED GROWTH AND
ACHIEVEMENT TESTS, REQUIRED NYS
REGENTS

STUDY SKILLS

This is an opportunity designated for students with disabilities in Grades 8–12 who have been approved for service by the CSE and who have demonstrated, over time, the ability to access resources independently yet still require a moderate level of support and guidance within a smaller group and under the direction of a Special Education teacher. This opportunity should be designed to provide students with the basic study strategies they will need in order to do well in high school. Students will receive support in the areas of organizational skills, note taking, test preparation, problem solving, time management, and other skills focused on increasing their academic performance. Through guided instruction in these areas students will learn to apply these skills in their daily assignments and or complete tests or quizzes from their regular education classes.

8:1:1 SPECIAL CLASSES

Students with disabilities whose management needs are determined to be intensive, and requiring a significant degree of individualized attention and intervention are grouped together in a special classroom setting in which an emphasis is placed on addressing social issues as well as providing academic instruction. Weekly counseling sessions with a school psychologist are provided in this special class which is an important component for our students. Core academics are taught using specially designed instructional methods. These classes are taught by a Special Education Teacher and are aligned with the New York State curriculum requirements. Students in this program take part in general education electives with support where necessary. Students in the 8:1:1 special classes are working toward a Regents or Local diploma.

Prerequisites: Recommended by the Committee on Special Education

GRADE LEVELS: 8, 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
OFFERING: FULL YEAR
1 CREDIT PER YEAR

EXAM: DEMONSTRATED GROWTH ON
ACHIEVEMENT TESTS, REQUIRED NYS
REGENTS

12:1 (3+1)

Students with disabilities with very high needs in most or all areas are grouped together for specially designed instruction in core content area subjects in multi-age rooms. Students in this program are alternatively assessed (NYSAA) and will graduate with Local Diploma or a SACC (Skills and Achievement Commencement Credential) or a CDOS (Career Development and Occupational Studies). Students in this program participate in internships in the community with a large focus on life skills and workforce readiness and require a high level of adult support for daily living skills, as well as academics.

GRADE 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
OFFERING: FULL YEAR





The Physical Education Program provides a variety of activities that encourage the development of athletic ability, interests, skills and knowledge that will enrich the lives of students during and after high school.

Participation in team and individual activities is encouraged, and the development of skills and knowledge related to lifetime leisure sports is emphasized in this program. All units

taught are aligned to NYS and National Physical Education Standards. Satisfactory completion of physical education for four years (the equivalent of ½ credit per year) is required for graduation.

MEDICALS

If a student is excused medically from Physical Education for a period over 2 weeks, the

student will be required to do alternative work in order to earn credit for Physical Education.

Any absences due to medical reasons that last for less than 2 weeks require a make up for credit. Physical Education makeups are offered Tuesday, Wednesday and Thursday before and after schools. AM makeups 7:05-7:30; PM makeups 2:30-2:55.



HEALTH GRADE 8

Health Education is a NYS required 20-week course. The curriculum is focused on attaining health literacy through the development of decision making, communication, advocacy, goal setting self-management and relationship management skills. Areas of study include: Injury & Violence Prevention, Nutrition & Physical Activity, Stress Management, Family Life/Sexual Health, Sexual Risk, HIV/AIDS, Alcohol, Tobacco and other drugs.

The student is expected to participate in classroom discussions and activities (i.e., oral reports, research papers, homework, etc.). Community/school resources are used to acquaint students with the skills in accessing valid health information, products and services.

Prerequisites: None

**20 WEEKS (EVERY DAY FOR 20 WEEKS OR EVERY OTHER DAY FOR 40 WEEKS)
SPECIAL MATERIALS REQUIRED: NOTEBOOK**

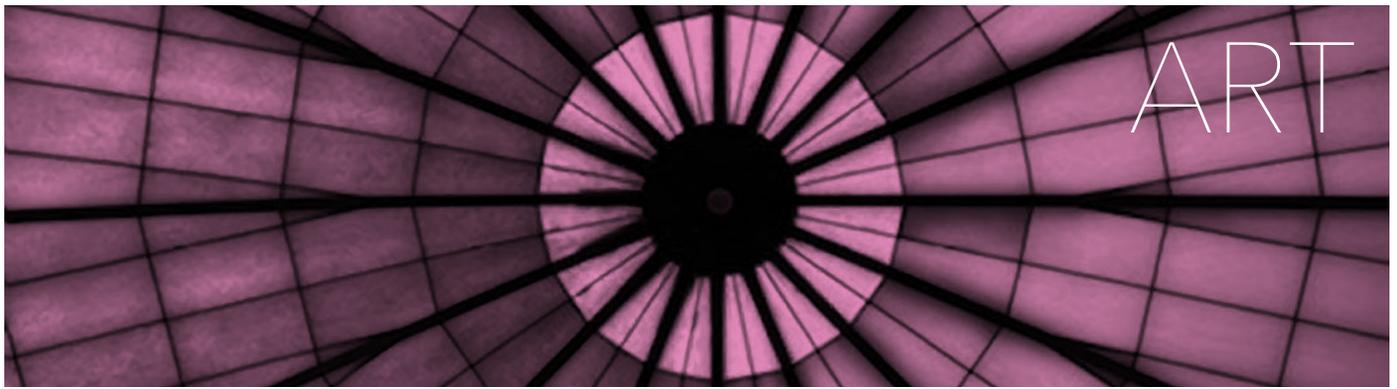
HEALTH GRADES 9, 10, 11 AND 12

Health Education is a NYS required half year course that aims to arm students with essential skills that pertain to self & relationship management in order to optimize their quality of life. Health Education's higher learning objectives include: creating life-like scenarios in which the student may practice those skills, demonstrate their health literacy and promote healthy lifestyles through advocacy. Areas of study include: Risk Behaviors, Bullying/Violence Prevention, Decision Making, Values, Communication, Nutrition, Stress Management, Mental Health, Human Growth & Development, Sexuality & Relationships, Disease Prevention, Social & Community issues related to Alcohol, Tobacco and other drugs. The student is expected to participate in classroom discussions and activities (i.e., oral reports, research papers, homework, etc.). Community/school resources are used to acquaint

students with the skills in accessing valid health information, products and services. Satisfactory completion of a health course is required for graduation.

Prerequisites: None

**20 WEEKS (EVERY DAY FOR 20 WEEKS OR EVERY OTHER DAY FOR 40 WEEKS)
½ CREDIT
SPECIAL MATERIALS REQUIRED: NOTEBOOK & PROJECTS (EXPLAINED BY TEACHER)
EXAM: LOCAL**



COURSE OVERVIEW

If you have found enjoyment in your exploratory art classes and have an interest in developing and improving your skills, there are more courses in art available to you in Ken-Ton. There is a five-course sequence for those who wish to major in art. There are a number of additional courses for students interested in only one or two specific art-related areas. We encourage all students to consider these opportunities when planning their programs. The student considering an art major after high school or a professional career should follow this sequence:

- Studio in Art
- Drawing & Painting
- One or more advanced electives

Some advanced electives may be offered in alternate years depending on registration. Studio in Art or Multimedia Studio in Art may be used to meet the one CREDIT of Fine Arts credit required for graduation.

Incoming 8th graders have the opportunity to accelerate into the art program by taking Studio Art or Multimedia Studio Art with middle school art teacher recommendation.

COURSE DESCRIPTIONS

ART 8

The 8th grade Art experience is one of exploration, self-discovery and expression. Students will learn foundational skills in art techniques, how to use a variety of materials, how to examine works of art and how to give and receive feedback. Students will create art in both 2D and 3D media.

Prerequisite: None

20 WEEKS, EVERY OTHER DAY

STUDIO IN ART

This is a foundation course dealing with a thematic approach that is comprehensive and covers history, aesthetics, criticism and the production of art. A sampling of all media, 2-dimensional and 3-dimensional are offered. Students not only create works but also have the opportunity to reflect orally and in writing about the nature and content of their art.

Prerequisite: None

40 WEEKS
1 CREDIT
EXAM: LOCAL

MULTIMEDIA STUDIO IN ART

Learn the basics of digital imaging, animation, filmmaking and interactive media! Multimedia Studio is an introductory art course that is focused on the use of the computer and digital media as an art form. The course can be used as the required art credit for graduation, as well as, the first course in the Media Arts Career Pathway. Students will develop a high level of skill with programs like: Adobe Photoshop, Adobe Illustrator, Adobe Flash, iMovie and Mudbox. Students who like computers and interactive media are ideal candidates for this course.

Prerequisites: None

40 WEEKS
1 CREDIT
EXAM: ½ WRITTEN, ½ PERFORMANCE; LOCAL

DRAWING & PAINTING

This intermediate art course appeals to students who are interested in improving their art skills, who enjoy working in a variety of media, and who are motivated in building either a personal portfolio or a college-ready portfolio showcasing their work. The curriculum

includes representational drawing, drawing from life, abstract representations, non-representational art, and artwork based on visual storytelling. Artwork will be developed from idea to finished product based on a variety of themes, subject matter, historic and contemporary influences, and approaches to visual problem solving. No matter what a student's current skill level is, he or she will be able to improve in their art making abilities. Both traditional media (pencils, charcoal, paint) and digital (computer generated) media are explored in this course. Although drawing and painting is most often associated with Fine Arts, 3D Animators, game designers, and special effect artists require a well-developed sense of drawing ability. For this reason, the curricula have recently been expanded to better align our Fine Arts and Media Arts pathways to these growing art fields.

Prerequisite: Studio in Art or Multimedia Studio in Art

40 WEEKS
1 CREDIT
EXAM: LOCAL

DRAWING AND PAINTING FOR ANIMATION

This course is designed for digital artists and designers in pursuit of advancing their drawing and painting skills, in both traditional (pencils, charcoal, paint) and digital (computer generated) media. 3D Animators, game designers, and special effect artists require a well-developed sense of drawing skill. Students will learn: 3D rendering, lighting, colors, values, edges, and composition and how it applies to digital art and animation. No matter what your current skill level is, you will be able to improve in your drawing ability. In this project based course, students will do observational drawing, painting, as well as digital drawing and painting using Photoshop. Artwork will be developed from idea to finished product based on a variety of themes, subject matter, and approaches to visual problem solving. This course is highly recommended for those students considering: computer animation, art, design, graphic/advertising design, or multimedia at the college level.

Prerequisite: Photoshop skills recommended

40 WEEKS
1 CREDIT
EXAM: LOCAL

STUDIO IN PHOTOGRAPHY 1

This is an introductory art elective for students who wish to explore the use of the camera. The course emphasis will include use of the camera, film processing, printing, digital applications and presentation of the photograph. The course will be divided between photo assignments and lab work. Students will have access to a 35 mm camera and purchase from their own funds, assorted photographic supplies.

Prerequisite: Studio in Art or Multimedia Studio in Art

20 WEEKS
½ CREDIT
EXAM: LOCAL

STUDIO IN PHOTOGRAPHY 2

The major objective of Studio in Photography is to expose the students to advanced techniques used in photography along with historical styles that allow students to develop their style as a final project. There will be critiques and written assignments as part of the comprehensive span of this course. Approximately half of this course will explore digital technologies and their uses in the contemporary photography world.

Prerequisite: Studio in Photography 1 (R)

20 WEEKS
½ CREDIT
EXAM: LOCAL

STUDIO IN 3 DIMENSIONAL ART (KENMORE WEST ONLY)

This course serves as an introduction to three-dimensional artwork. The course is ideal for the art student interested in diversifying his or her background in the arts, as well as, the student who has an interest in three-dimensional artwork as a profession. The class will focus on sculpture, ceramics or crafts, depending on the needs and desires of the students.

Prerequisite: None

20 WEEKS
½ CREDIT
EXAM: LOCAL

STUDIO IN CERAMICS (KENMORE EAST ONLY)

This studio course emphasizes the traditional hand building methods for work in clay, as well as an introduction to the Potter's Wheel. Students will create functional pottery, abstract sculpture and figurative sculpture. A variety of creative painting and glazing techniques will be introduced. Students will be exposed to artwork from around the world, both Western and Non-Western. Students will be expected to keep journals, participate in group and written critiques, and present their portfolios to the class. Student effort will be evaluated using traditional, authentic, and portfolio assessments.

Prerequisite: Studio in Art

20 WEEKS
½ CREDIT
EXAM: LOCAL

SCULPTURE (KENMORE EAST ONLY)

This course will introduce students to a wide variety of sculptural materials including clay, plaster, wire, wood, cement, papier mache, clay-mation, and possibly more. Students will explore the ideas and concepts behind building three dimensional artworks of all sizes. Technical and conceptual skills will be strengthened, as well as exposure to historical sculpture and contemporary sculpture. Ceramics Studio is required before taking this course and it is recommended that they are taken in sequence (Ceramics in the Fall, Sculpture in the Spring).

Prerequisite: Studio in Art, Ceramics

20 WEEKS
½ CREDIT
EXAM: LOCAL

DIGITAL ILLUSTRATION

This course introduces digital media as a vehicle for artistic expression and professional application. Students will acquire an advanced skill base in the digital arts that will prepare them for artistic communication and expression in the 21st century. Students will learn conceptual and technical skills needed to produce: graphic design and digital art using Adobe Photoshop and Adobe Illustrator.

Prerequisites: Studio in Art or Multimedia Studio in Art

40 WEEKS
1 CREDIT
EXAM: LOCAL

GRAPHIC DESIGN AND ADVERTISING

Advertising/Communication Design is a project-based course designed to develop career, communication, and visual problem solving skills for use in advertising, communication, and graphic design. Students will participate in individual and collaborative activities incorporating type, illustration, and photography in logos, business cards, advertisements, brochures, and more. A portfolio will be developed for college and professional use.

Prerequisites: Studio in Art or Multimedia Studio in Art

40 WEEKS
1 CREDIT
EXAM: LOCAL

2D AND 3D ANIMATION

Students will explore fundamental techniques to create illustrations and animation with a focus on 2D and 3D digital animation. Students will work with the same programs as experts in the field including: Adobe Animate, Adobe Photoshop, Adobe Character Animator, Autodesk Maya, Mudbox, and more. The first half of the year is spent developing familiarity with all of the available programs. In the second half of the year, students develop a focus in one particular area of animation. This class can be taken multiple times to allow for more involved projects.

Prerequisites: Studio in Art or Multimedia Studio in Art

40 WEEKS

1 CREDIT

EXAM: LOCAL, ACA CERTIFICATION

ADVANCED STUDIO IN ART

This course is offered as the culmination of the art student's high-school career. The course is intended for the serious art student who wishes to study art in college or pursue a career in the arts. The program is driven by the New York State Learning Standards with an emphasis on portfolio development. Student learning goals for this course include: creating a breath of artworks, developing a thematic series, growing increasingly more dependent on developing a personal style, and exploring a wide range of materials and techniques. Students entering this course should be motivated by and dedicated to the arts.

Prerequisite: Studio in Art, Drawing & Painting

40 WEEKS

1 CREDIT

EXAM: LOCAL

ADVANCED PLACEMENT ART (2-D OR DRAWING)

This course is designed for the professionally minded student who plans on majoring in art at the college level. This course is extremely intensive and requires the submission of a portfolio of 24 high quality works to the College Board for successful completion. Upon the successful completion of this course the student may be eligible to earn college credit in two-dimensional design or drawing. Prospective AP students must submit a portfolio and a written proposal at the end of the junior year to the art department for approval.

Prerequisite: Studio in Art, Drawing & Painting, designated as a 5-credit art major

40 WEEKS

1 CREDIT

EXAM: AP





COURSE OVERVIEW

The Music Department offers a variety of courses of interest, not only to music majors but also to students majoring in academic areas. Any credit for Music may be used to satisfy the Art/Music Requirement for graduation.

MUSIC CURRICULUM SEQUENCE

Students can take a 3 or 5 credit Sequence in Music. A three (3) credit major sequence in Music is a combination of two performing ensemble credits and one credit in Theory or Music in Our Lives. A five(5) credit major sequence is a combination of at least two knowledge based music classes (Music in Our Lives, Music Theory I and Music Theory II or AP Music Theory) and three performing ensemble credits. The five-credit major sequence in Music can be used as an alternative to the World Language requirement for graduation.

MUSICAL PERFORMANCE

All students enrolled in major performing groups are required to attend weekly pull out lessons and to participate in school programs, assemblies, concerts, commencement, and such special events as are appropriate to their group. Performance students are given the opportunity to audition for NYSSMA music ratings and to compete for participation in County, Sectional, and All-State Music Festivals.

COURSE DESCRIPTIONS

CONCERT BAND

This organization is for students who play woodwind, brass or percussion instruments in 8th–9th grade as well as beginner students. Students will be expected to participate in one pull out lesson each week. The lessons are scheduled on a rotating schedule so that students do not miss the same class each week. After school, evening, or weekend rehearsals or performances are required. Students enrolled in Band may also join the following extra curricular activities: Pep Band, Jazz Ensemble and/or Chamber Ensemble. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Basic Performance Ability, Beginners are welcome.

**8th graders have the opportunity to audition in September to receive HS credit.*

GRADE LEVELS: 8*, 9
40 WEEKS/EVERY DAY
1 CREDIT
EXAM: LOCAL

SYMPHONIC BAND

This organization is for students who play woodwind, brass or percussion instruments in 9th–12th grade. Students will be expected to participate in one pull out lesson each week. The lessons are scheduled on a rotating schedule so that students do not miss the same class each week. After school, evening, or weekend rehearsals or performances are required. Students enrolled in Band may also join the following extra curricular activities: Pep Band, Jazz Ensemble and/or Chamber Ensemble. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Basic Performance Ability, Beginners are welcome

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/EVERY DAY
1 CREDIT
EXAM: LOCAL

WIND ENSEMBLE

This organization is for students who play woodwind, brass or percussion instruments in

9th–12th grade. Students will be placed in this ensemble by teacher recommendation. Students will be expected to participate in one pull out lesson each week. The lessons are scheduled on a rotating schedule so that students do not miss the same class each week. After school, evening, or weekend rehearsals or performances are required. Students enrolled in Band may also join the following extra curricular activities: Pep Band, Jazz Ensemble and/or Chamber Ensemble. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Advanced Performance Ability, Audition

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/EVERY OTHER DAY
1 CREDIT
EXAM: LOCAL

CONCERT ORCHESTRA

This organization is for students who play string instruments: Violin, Viola, Cello and String bass in 8th–9th grade as well as

beginner students. Students will be expected to participate in one pull out lesson each week. The lessons are scheduled on a rotating schedule so that students do not miss the same class each week. After school, evening, or weekend rehearsals or performances are required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Performance Ability, Beginners are welcome

**8th graders have the opportunity to audition in September to receive HS credit.*

GRADE LEVELS: 8*, 9
40 WEEKS/EVERY DAY
1 CREDIT
EXAM: LOCAL

SYMPHONIC ORCHESTRA

This organization is for students who play string instruments: Violin, Viola, Cello and String bass in 10th–12th grade. Students will be expected to participate in one pull out lesson each week. The lessons are scheduled on a rotating schedule so that students do not miss the same class each week. After school, evening, or weekend rehearsals or performances are required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Performance Ability

GRADE LEVELS: 10, 11, 12
40 WEEKS/EVERY DAY
1 CREDIT
EXAM: LOCAL

CONCERT CHOIR (8TH GRADE)

Chorus is open to all students without an audition and offers everyone the opportunity to improve his/her musical ability, singing technique, confidence, and stage presence. The ensemble performs a great variety of choral music including pop, classical, and Broadway selections. After school and evening rehearsals or performances are sometimes required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Interest

GRADE LEVEL: 8
40 WEEKS/EVERY DAY
EXAM: LOCAL

CHAMBER SINGERS

The ensemble is a select, mixed voice (male and female) singing group whose members are chosen by audition. The ensemble performs a great variety of choral music including pop, classical, and Broadway selections in various programs for the schools and community during the year. When it is appropriate, musical numbers are staged to enhance the visual aspects of

performance. After school and evening rehearsals or performances are sometimes required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Selection through audition

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL

CHORALE (9TH–12TH GRADE)

This Chorus is open to all singers in grades 9–12 without an audition and offers everyone the opportunity to improve his/her musical ability, singing technique, confidence, and stage presence. The ensemble performs a great variety of choral music including pop, classical, and Broadway selections. After school and evening rehearsals or performances are sometimes required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Interest

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/EVERY DAY
1 CREDIT
EXAM: LOCAL

TREBLE CHOIR (9TH–12TH GRADE)

This chorus is open to all 9th–12th grade Sopranos/Altos by teacher recommendation and offers everyone the opportunity to improve their musical ability, singing technique, confidence, and stage presence. The ensemble performs a great variety of choral music including pop, classical, and Broadway selections. After school and evening rehearsals or performances are sometimes required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Interest

GRADE LEVELS: 10, 11, 12
40 WEEKS/EVERY DAY
1 CREDIT
EXAM: LOCAL

MUSIC IN OUR LIVES

Music In Our Lives is a general music class suitable for students who need an arts credit as well as current music students. We cover a broad range of topics from history and characteristics of genres of music that are popular today and where they came from, to other styles that may interest students such as jazz or classical. Units of study include learning the basics of playing ukulele, piano keyboard and/or guitar, and learning how to use the Digital Audio Workstation (DAW) Soundtrap. Students do projects based on the music in their lives, including research and making slideshows and learning to mix their own beats. There is a little something for everyone in Music In Our Lives.

Prerequisite: None

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL

MUSIC THEORY 1

The objective of Music Theory 1 is to provide students with a basic understanding of the rudiments of music. These rudiments include ear training (melodic, interval, and rhythmic dictation), and music vocabulary (terms used in published music). Practical application is stressed through the use of keyboard and voice as well as original composition projects. The following students should take this class:

If you are interested in a career in music
If you plan pursuing a degree in music
If you play guitar but can't read music
If you want to write your own music
If you plan on taking AP Theory

Prerequisites: none

GRADE: 9,10,11,12
20 WEEKS EVERY DAY
1/2 CREDIT
EXAM: LOCAL

MUSIC THEORY 2

Music Theory 2 is a half-year course of continued fundamental skills needed for reading and writing music. The subject matter will cover a variety of topics including the language of music, note reading and creating, ear training, the study of scales, chords, chord progressions, and higher level music analysis.

Prerequisites: Music Theory 1

GRADE: 9, 10, 11, 12
20 WEEKS EVERY DAY
1/2 CREDIT
EXAM: LOCAL

ADVANCED PLACEMENT MUSIC THEORY

This course follows the AP curriculum in Music Theory and should be considered by any student who plans to pursue music in college and as a career. More difficult harmonization is introduced along with melody writing and the analysis of more difficult music. Practical application is stressed through the use of keyboard and voice as well as original composition projects.

Students will learn to Identify features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music.

Prerequisite: Theory 1 and Theory 2

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL AND AP

BUSINESS/MARKETING AND COMPUTERS

COURSE OVERVIEW

The Business/Marketing and Computers Department offers a variety of courses for the student in search of valuable life skills. Whether you are seeking higher education or direct placement in the world of work, we have the courses for you.

We are dedicated to continual development of our curriculum in order to stay on top of the ever-changing world of business and computers.

Our department offers classes that can earn students high school credits toward math (Business Math, Accounting). Other courses of ours will teach you valuable skills while making your résumé look great (Keyboarding, Microsoft Office, Internship, and Web Page Design).

Our goal is for every student to realize their potential while enjoying the courses we offer. We want to help you make the best investment for your future. Take a look at how we can!

CLASSES FOR COLLEGE CREDIT

ECC: Accounting 1, Business Math, Personal Finance, Keyboarding, Computers & the Internet, Microsoft Office

Buffalo State: Computer Fundamentals, Web Design 1 & 2, Business Ownership

THIRD YEAR MATH

Business Math may be used as a third year of Mathematics. (Students need to pass a minimum of two Mathematics classes and pass one Mathematics Regents Examination in order to be eligible for Business Mathematics to be applied as the third year Mathematics option.)

Accounting may be used as a third year of Mathematics. (Students need to pass a minimum of two Mathematics classes and pass one Mathematics Regents Examination in order to be eligible for Accounting to be applied as the third year Mathematics option.)

REGENTS WITH ADVANCED DESIGNATION DIPLOMA

5 credits in Business/Marketing and Computers Education may be taken instead of the foreign language requirement.

COURSE DESCRIPTIONS

INTRODUCTION TO BUSINESS

This full year course introduces students to the world of business and sets a solid foundation for high school, college, and careers. The business units help students acquire sound values and strong communication skills to be successful in careers and the workplace. Students will have the opportunity to survey all of the business courses offered in the department. Speakers and field trips are integrated throughout the course.

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

COMPUTERS AND THE INTERNET

Expand your knowledge beyond Facebook and playing games on the Internet. Learn how to type faster so that you can type your papers and projects faster. Learn the new features of Microsoft Office 2010 and how they will benefit you both in high school, college, and the workplace. **Eligible for transferrable Advanced Studies Credit through ECC.**

- Explore the ever changing world of computer technology and various new technologies hitting the market
- Acquire the knowledge necessary to be able to write your papers quickly and in proper format.

- Create documents in Microsoft Word, produce spreadsheets with formulas and graphs using Microsoft Excel
- Develop databases using Microsoft Access and construct presentations using Microsoft PowerPoint

GRADE LEVELS: 8, 9, 10, 11, 12
(REQUIRED FOR BUSINESS, MARKETING AND FINANCE ACADEMY STUDENTS)

40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

KEYBOARDING & PERSONAL DOCUMENTS

Do you spend a lot of time typing your assignments and projects for school? Does your lack of typing speed slow you down from completing work? Learn how to type faster so that you can type your papers and projects faster. **Eligible for transferrable Advanced Studies Credit through ECC.**

- Acquire the knowledge necessary to be able to write your papers quickly and in proper format.
- Develop a resume and cover letter that can be used for college applications or to apply for jobs now or after graduation
- Learn how to format reports
- Develop a life-long skill that will benefit you in school and in the workforce

GRADE LEVELS: 8, 9, 10, 11, 12
40 WEEKS/EVERY OTHER DAY OR
20 WEEKS/5 MEETINGS PER WEEK
OFFERING: BOTH SEMESTERS OR
EVERY OTHER DAY
½ CREDIT
EXAM: LOCAL

MICROSOFT OFFICE

Do you think you know computers? Expand your knowledge beyond Facebook and playing games on the Internet. **Eligible for transferrable Advanced Studies Credit through ECC.**

- Learn the new features of Microsoft Office 2010 and how they will benefit you both in college and the workplace
- Explore the ever-changing world of computer technology and various new technologies hitting the market
- Create documents in Microsoft Word, produce spread-sheets with formulas and graphs using Microsoft Excel
- Develop databases using Microsoft Access and construct presentations using Microsoft PowerPoint

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/EVERY OTHER DAY OR
20 WEEKS/5 MEETINGS PER WEEK
OFFERING: BOTH SEMESTERS OR
EVERY OTHER DAY
½ CREDIT
EXAM: LOCAL

COLLEGES, CAREERS AND FINANCES

Spend time in class with teachers and school counselors preparing yourself for college while exploring career path possibilities:

- Researching admissions requirements for colleges of interest
- Learn to use Naviance for college & career information
- Prepare for the SAT and/or ACT
- Strategically ask teachers to write you a letter of recommendation (the right way)
- Meet with college representatives
- Multiple college campus tour field trip opportunities
- Plan your own college visits
- Research summer opportunities, such as employment, educational programs, college courses for high school students, or volunteer work
- Complete your resume (on paper and on Naviance) and keep it up- to-date
- Learn to organize your post-high school planning
- Work on and submit college applications (Common Application, etc.)
- Research and apply for scholarships
- Apply for financial aid (FAFSA)
- Work on college essays
- Learn how to manage money you earn, including bank accounts, credit cards, and investments
- Where does your paycheck go? Learn about budgeting, taxes, and social security
- Do you plan on getting a new car? Do you want to rent an apartment? What type of insurance will you need once you move out?

GRADE LEVELS: 10, 11, 12
(JUNIORS AND SENIORS WILL BE IN
SEPARATE CLASSES)
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

PERSONAL FINANCIAL LITERACY

Explore what you need to know to succeed in the "real world" after high school. **Eligible for transferrable Advanced Studies Credit through ECC.**

- Learn how to manage money you earn, including bank accounts, credit cards, and investments
- Where does your paycheck go? Learn about budgeting, taxes, and social security
- Do you plan on getting a new car? Do you want to rent an apartment? What type of insurance will you need once you move out?

- How does what you buy, what stores you shop at, and how you spend your money affect the economy?
- Exploring careers and what you want to do after high school

GRADE LEVELS: 9, 10, 11, 12
(REQUIRED FOR BUSINESS, MARKETING AND
FINANCE ACADEMY STUDENTS)
20 WEEKS/5 MEETINGS PER WEEK
1/2 CREDIT
EXAM: LOCAL

WEB DESIGN I & 2

Learn how to create dynamic Web Pages. **Eligible for transferrable Advanced Studies Credit through Buffalo State College.**

- Learn how to create Web Pages using graphic design techniques to wow your audience
- Create Web Design using HTML programming
- Use Dreamweaver to design your Web site
- Explore the world of Adobe with Fireworks and Flash
- Experience state of the art technology equipment to enhance your designs
- Create cartoons and animations using Flash

GRADE LEVELS: 9, 10, 11, 12
(REQUIRED FOR BUSINESS, MARKETING AND
FINANCE ACADEMY STUDENTS)
20 WEEKS/5 MEETINGS PER WEEK: 1/2 CREDIT
OR
40 WEEKS/5 MEETINGS PER WEEK: 1 CREDIT
EXAM: LOCAL

COMPUTER FUNDAMENTALS

Gain a comprehensive understanding of word processing, spreadsheets, presentation software, and databases. **Eligible for transferrable Advanced Studies Credit through Buffalo State College.**

- Students will develop advanced computer skills by creating documents using the advanced functions of Microsoft Word, Excel, Access, and PowerPoint
- Students will compare and contrast Microsoft Office programs with the corresponding Google Apps
- Students will gain a better understanding of the parts of a computer, networking, and managing & protecting data

GRADE LEVELS: 9, 10, 11, 12
(REQUIRED FOR INFORMATION TECHNOLOGY
ACADEMY STUDENTS)
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

PERSONAL LAW—

CRIMINAL JUSTICE AND YOUR RIGHTS

Looking toward a career in law, law enforcement, or as a paralegal? This course is a basic introduction to the law as it applies to the student.

- Buying and Insuring your car
- Renting an apartment
- Buying real estate
- Marriage/divorce
- Credit cards and other loans
- Criminal Law: search & seizure, vandalism, shoplifting, and assault & battery
- Civil Law: law suits (torts) minors' rights under contracts

GRADE LEVELS: 9, 10, 11, 12
20 WEEKS/5 MEETINGS PER WEEK
½ CREDIT
EXAM: LOCAL

BUSINESS LAW

This course is designed to provide a thorough understanding of the basic principles of law that affect the consumer, worker and citizen.

- Rights of minors & Minor's contracts
- Basic Legal Rights/criminal law
- Lawsuits/civil law
- Contracts in Business
- Legal Careers

GRADE LEVELS: 9, 10, 11, 12
(REQUIRED FOR BUSINESS, MARKETING AND FINANCE ACADEMY STUDENTS)
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

SPORTS AND ENTERTAINMENT MARKETING

Are you interested in a career in marketing or management? Do you want to own your own business? This course provides an excellent foundation for students who may pursue advanced business studies at a 2 or 4-year College.

- Basic Marketing Concepts
- Marketing Simulations including product and business development
- Exploring Careers in Marketing
- Business Organization & Finance.
- Forms of Ownership; franchises, partnerships, corporations
- Retail Psychology
- Television, Radio, Internet & Print advertising
- Retail Pricing strategies

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

BUSINESS MATH

This course provides practical day-to-day applications involving mathematics. **Eligible for transferrable Advanced Studies Credit through ECC. Course may be taken as an elective or a 3rd unit of Math.**

Some of the main topics include:

- Basic Math Skills Review
- Paychecks & Taxes
- Checking & Saving Accounts
- Loans, Installment Buying and Credit Cards
- Investments and Insurance
- Purchases, Sales, Mark-ups & Discounts
- Car Loans, Apartment Renting and Mortgages
- Financial Statements, Ratios & Charts
- Management, Partnerships, Business Costs & Inventory
- Current Events, Spreadsheets & Computer Research

Note: Students need to pass a minimum of two Mathematics classes and pass one Mathematics Regents Examination in order to be eligible for Business Math to be applied as the third year Mathematics option.

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

BUSINESS OWNERSHIP & MANAGEMENT

Business Ownership & Management offers students the opportunity to experience a simulated business environment and examine all facets of being an employee of a firm.

Eligible for transferrable Advanced Studies Credit through Buffalo State College.

- Learn how to operate your own business
- Create a business plan for your own business and present it to a panel of business professionals/"potential investors"
- Work as employees in departments including Administration, Accounting, Marketing, Sales, and Personnel
- Perform daily activities and contact other firms to conduct business

GRADE LEVELS: 9, 10, 11, 12
(REQUIRED FOR BUSINESS, MARKETING AND FINANCE ACADEMY STUDENTS)
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT

ACCOUNTING 1

Accounting is often said to be the "language of business." Students will learn the skills necessary to recognize and utilize accounting information and analyze financial data.

Demand for Accountants is extremely high in today's job market! This course is a must for students majoring in Accounting, Business Ownership, Finance, Management and/or Marketing. Course is also said to be useful for those who want to study engineering.

Students will find themselves a semester ahead of other students who did not take this course in high school! **Eligible for transferrable Advanced Studies Credit through ECC. Course may be taken as an elective or a 3rd unit of Math.**

The General Journal, Special Journals, Service & Merchandising Businesses will be explored. Topics may also include:

- Checking Accounts & Bank Reconciliations
- Payroll Records, Payroll Taxes, Basic Tax Returns & Investments
- Accounting Careers, Accounting Ethics & Internal Auditing Procedures
- Computer Accounting Software & Spreadsheets
- Field Trips & Guest Speakers

Note: Students need to pass a minimum of two Mathematics classes and pass one Mathematics Regents Examination in order to be eligible for Accounting to be applied as the third year Mathematics option.

GRADE LEVELS: 10, 11, 12
(REQUIRED FOR BUSINESS, MARKETING AND FINANCE ACADEMY STUDENTS)
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

ADVANCED ACCOUNTING

Have a knack for numbers? Did you do well in Accounting or want more preparation for your college business courses in Accounting? Then consider Advanced Accounting! This course is offered as an extension of the Accounting 1 course. Projects/assignments involving more advanced accounting techniques and current events will be explored. Information from the American Institute of Certified Public Accountants and the NYS-Young CPAs may also be utilized.

Some of the main topics include:

- Review of the basic accounting cycle
- Payroll Records, Payroll Taxes, Basic Tax Returns & Investments
- Accounting for Partnerships & Corporations
- Depreciation & Inventory Methods
- Uncollectible Accounts & Business Discount Methods

- Accounting Careers, Internal Auditing Procedures, Ethics & Scandals
- Automated Accounting Systems
- Field Trips & Guest Speakers

Prerequisites: Accounting 1

GRADE LEVELS: 11, 12
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

**CAREER EXPLORATION
 INTERNSHIP PROGRAM**

The Career Exploration Internship Program provides accepted students with hands-on experiences linking school and the workplace.

- Unpaid Internship in a student-chosen career area
- Class meets 2 days a week and student keeps daily journal
- Student must provide own transportation to their internship site
- Career awareness and research
- Job-seeking skills: Resume, cover letter, follow-up letter, interviewing skills
- Qualities of successful employment
- Workplace safety and health

GRADE LEVELS: 9, 10, 11, 12
 (REQUIRED FOR BUSINESS, MARKETING AND FINANCE ACADEMY STUDENTS)
20 WEEKS/2 MEETINGS PER WEEK + 54 HOURS OF WORK ON-SITE EXPERIENCE
½ CREDIT

**GENERAL EDUCATION
 WORK EXPERIENCE PROGRAM**

Students can work at their part-time jobs and earn high school credit. Jobs are obtained by the students themselves prior to school starting in September. Confirmation from the student’s employer will be required at the start of the course. Course topics include

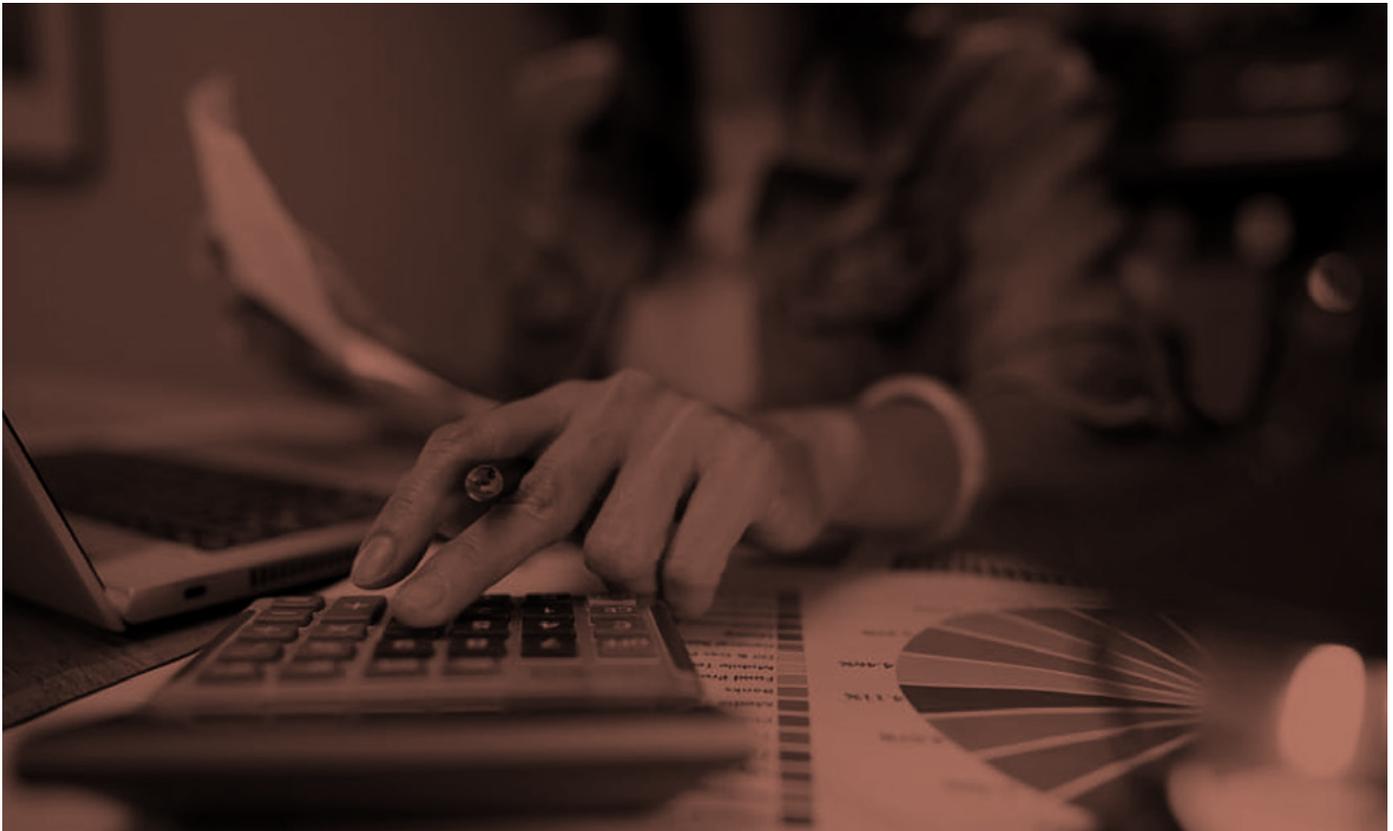
Learning how to manage money you earn, including bank accounts, credit cards, and investments

Career research, interview skills, and résumé writing

Workplace laws

GRADE LEVELS: 11, 12
40 WEEKS/MEETS EVERY OTHER DAY
.5-2 UNITS

CREDIT DEPENDS ON HOURS WORKED:
 0.5 CREDIT = 150-299 HOURS WORKED
 1.0 CREDIT = 300-449 HOURS WORKED
 1.5 CREDITS = 450-599 HOURS WORKED
 2.0 CREDITS = 600+ HOURS WORKED
STUDENTS MUST PASS THE COURSEWORK IN CLASS IN ORDER TO RECEIVE WORK CREDIT
EXAM: LOCAL





COURSE OVERVIEW

Family & Consumer Sciences combines academic, technical, and employability skills with real-life context for learning that maximizes students' present and future academic and career success. Performance based assessments are used in all courses. Courses can be taken in clusters or as individual electives.

LEARNING STANDARDS FOR FAMILY & CONSUMER SCIENCES

1. Personal Health & Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe & Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. Resource Management: Students will understand and be able to manage their personal and community resources.

Students pursuing a Regents diploma with Advanced Designation who complete a five-unit sequence in family and consumer sciences, a career and technical education discipline, are not required to complete the additional two units of foreign language required for that diploma. See the FACS instructors for more information.

COURSE DESCRIPTIONS

THE FOOD AND NUTRITION SEQUENCE

FOODS I

Students interested in developing personal cooking skills or food service careers will find this class valuable. Heavy focus is placed on safety and sanitation, knife skills, equipment, ingredient functions, and technique. Classes study the preparation of proteins, dairy, grains, fruits, and vegetables and how they are processed from farm to table. Students apply that knowledge in making a variety of dishes from soups, doughs, cookies, pies, pastas, pizza, and many more. This class has over 20 labs or projects preparing food. Heavy focus is placed on preparation terms and techniques.

Prerequisites: None

GRADE LEVELS: 8, 9, 10, 11, 12
20 WEEKS
½ CREDIT
EXAM: LOCAL/PERFORMANCE ASSESSMENT

FOODS II

Mastering the art of food preparation is the focus as students build upon the concepts learned in Foods 1 such as safety and sanitation, knife skills, preparation terms and techniques. The United States is comprised of 7 distinct Food Regions. This course explores those regions' foods, history, and culture. It answers questions about factors influencing our food choices in each region. This includes our WNY region and making our famed Buffalo Wing sauce and sponge candy, while learning about flavor profiles and a bit of the science. We travel from the New England Region with soups and sauces to the South with seasonings and rubs. The Southwest shows preparation of Tex-Mex specialties while Hawaii has its own distinct culture with a heavy Asian influence. Our dishes follow Daily living applications and the career benefits of culinary skills are emphasized.

Prerequisites: Successful Completion of Foods I

GRADE LEVELS: 8, 9, 10, 11, 12
20 WEEKS
½ CREDIT
EXAM: LOCAL/PERFORMANCE ASSESSMENT

NUTRITION/HEALTH & FITNESS

Interested in careers in fitness, coaching, athletic training, nutrition, or the medical field? Guest speakers in these areas will explain their path to success and what to expect in these fields from education, salary, and day to day activities. Assess both your personal eating habits and best practices for athletes and sustained diets throughout the lifespan. Through this course, the student will assess their personal fitness and eating habits. A personal plan for lifetime fitness will be designed. Explore diet throughout the life cycle and why fad diets never work. This course includes food labs preparing healthy and nutritious foods. We explore alternative diets such as vegan, and types of vegetarians.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12
20 WEEKS
½ CREDIT
EXAM: LOCAL/PERFORMANCE ASSESSMENT

GLOBAL AND GOURMET FOODS

Global and Gourmet allows students to utilize the techniques and skills acquired in Foods I and Foods II to create advanced dishes and participate in food challenges. Students are provided the ability to select and prepare some of their own dishes and menus while learning about food choices and cultures around the globe. Study includes food from Canada, South America and the Caribbean, Europe, Africa, and Asia, including the Middle East. Presentation, food trends, technology, and molecular gastronomy techniques are also explored. Students that enjoy cooking and baking, cultures, or plan on going to BOCES or a career in culinary.

Prerequisites: Successful Completion of Foods I and Foods II

GRADE LEVELS: 9, 10, 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL/PERFORMANCE ASSESSMENT

THE HUMAN SERVICES & FAMILY STUDIES SEQUENCE

HOUSING AND INTERIOR DESIGN

This course is designed to familiarize students with factors to be considered when selecting a home or apartment. Students will learn about elements and principles of design such as color theory. They will be introduced to concepts of interior design such as placement, floor planning, furniture, accessories, and lighting choices. This class also exposes students to a variety of architecture styles and materials. Projects include re-use, preservation, and floor planning. This class is perfect for students interested in careers related to architecture, urban planning, real estate, interior design, and utilizing their artistic flair for personal home design.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL/PERFORMANCE ASSESSMENT

TEEN LIVING

This course focuses on practical problems related to taking responsibility for self and others, building self-esteem, developing positive relationships with family, children and peers, managing stress and conflict. Students will investigate numerous issues facing today's teens and explore careers in the field of Human Services.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL/PERFORMANCE ASSESSMENT

PARENTING

This course is centered upon the vast number of choices individuals make in relation to parenting and covers pre-conception to 3 years of age. The economic, social, educational, cultural, and physical conditions that influence parenting are identified and their implications explored. Problem solving, resource management, character development, teamwork, lifelong learning, communication skills, and flexibility to adapt to changes associated with parenting are examined. Community resources available to parents will also be explored. Students interested in careers in teaching, child development, the medical field, and psychology will benefit from this class. This will exceed the NYS mandate for parenting education.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL/PERFORMANCE ASSESSMENT

CHILD DEVELOPMENT

The physical, emotional, intellectual, and social development of the infant, toddler, preschooler, school age child, and children with special needs will be studied. Daily care, guidance, discipline, other parenting/caregiver, and social concerns will be studied and practiced in a variety of situations. A preschool/play school program is a culminating activity.

Prerequisites: Successful Completion of Parenting

GRADE LEVELS: 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL/PERFORMANCE ASSESSMENT

INDEPENDENT LIVING

Think "Adulting 101." Are you prepared for life after high school? This course is designed to assist students in planning for their futures and is highly focused on the development of an individual. Topics will include anything related to meeting the needs of oneself, planning for the future, and the needs of one's family. During this course, students will learn about prioritizing, decision making, goal setting, advocating for yourself, financing, taxes, college and careers. We will discuss communication, self-esteem, relationships, grief and taking care of home and family.

Prerequisites: None

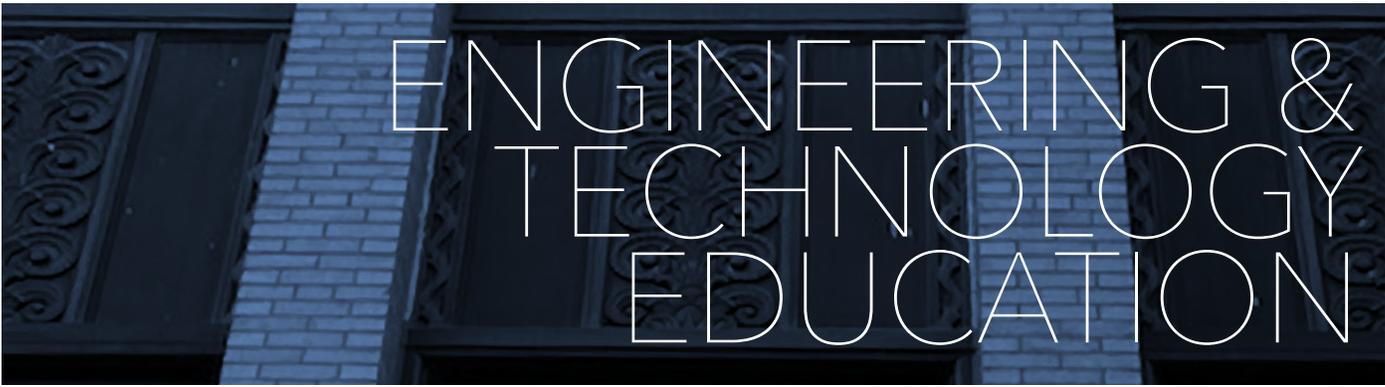
GRADE LEVELS: 10, 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL/PERFORMANCE ASSESSMENT





COURSE OVERVIEW

There is little doubt that rapid changes in technology impact almost every aspect of our lives. Students who learn to design, produce, and market ideas, solutions, and products will become successful in all endeavors. Engineering & Technology Education in Ken-Ton includes action-based programs for all students, including future paths to college, apprenticeships, and on-the-job training. Through the wide range of courses available, all students have the opportunity to explore technology as an elective or choose a sequence of study to prepare for future success.

ART/MUSIC REQUIREMENT

Design and Drawing for Production (DDP) may be used to satisfy the Art/Music graduation requirement. Students not satisfying this requirement may still participate in DDP as an elective.

THIRD YEAR MATHEMATICS

Either PLTW Digital Electronics (PLTW DE) or Networking 1 may substitute for a third unit of mathematics credit.

THIRD YEAR SCIENCE

PLTW Principles of Engineering (PLTW POE) may substitute for a third unit of science credit.

PROJECT LEAD THE WAY (PLTW)

Project Lead the Way courses are part of a nationally recognized pre-engineering curriculum that benefits all students, especially those interested in careers in STEMs (Science-Technology-Engineering-Mathematics). All PLTW courses offer college credit through several postsecondary institutions. Additionally, students interested in PLTW courses may participate in the Pre-Engineering Academy CTE program, earning an additional diploma endorsement indicating career readiness for STEM careers. Students DO NOT have to participate in an Academy to enroll in PLTW courses.

Please note: ALL students may enroll in ANY Technology Education course as an ELECTIVE.

See the Academies section at the beginning of this Curriculum Handbook, your counselor, or any Engineering & Technology Education teacher for further information or visit www.ktufsd.org/academies.

COURSE DESCRIPTIONS

TECHNOLOGY 8

Eighth grade students participate in ten weeks of Technology Education, which is the capstone to the forty-week sequence of hands-on instruction that begins at the middle school level. Students work through the engineering design process, from brainstorming through design to prototyping, learning to use computer technology as well as traditional workshop equipment. The classroom learning activities that take place will prepare all to take high school Technology Education electives or participate in one of the District' Career & Technical Education (CTE) programs.

Prerequisite: None

20 WEEKS, EVERY OTHER DAY

DESIGN AND DRAWING FOR PRODUCTION (IED/DDP)

IED/DDP is open to all students, but is typically taken by 9th and 10th grade students. This design course may be used to satisfy the New York State **Art/Music requirement** for any student. This course follows the NYS-prescribed curriculum for Design & Drawing for Production while preparing students for further study in Engineering & Technology Education. Students have access to modern prototyping laboratories with equipment that ranges from traditional fabrication tools to 3D printers. Throughout the class, a wide variety of open-ended activities are experienced using modern 3D modeling software, modern prototyping equipment (such as 3D printers),

and classroom machinery. This is in addition to traditional sketching, drawing, and presentation techniques. This course is open to all students, but is typically taken by 9th and 10th grade students. It is the first step to your pathway to a CTE diploma endorsement.

Note: May be taken to satisfy Art/Music requirement or as an elective.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12
(8TH GRADERS MUST RECEIVE RECOMMENDATION FROM MIDDLE SCHOOL COUNSELOR OR INSTRUCTOR)

40 WEEKS

1 CREDIT

ASSESSMENT: PROJECT LEAD THE WAY

PLTW COMPUTER INTEGRATED MANUFACTURING (CIM)

Computers and Robots. The major focus of this course is to answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How does an assembly line work? As students find the answers to these and other questions, they learn about the past, present, and future of manufacturing. This course is built around several key topics: computer modeling, Computer Numeric Control (CNC) equipment, computer aided manufacturing (CAM), and robotics. PLTW CIM students build on the skills and knowledge acquired in DDP and move to a higher level of design visualization while creating and troubleshooting robotic systems created using Vex robotics (www.vexrobotics.com).

Prerequisite: DDP

GRADE LEVELS: 10, 11, 12

40 WEEKS

1 CREDIT

ASSESSMENT: PROJECT LEAD THE WAY

READING LEVEL: MIXED

PLTW PRINCIPLES OF ENGINEERING (POE)

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary science, technology, engineering, and mathematics (STEM) courses of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems throughout this course. Additionally, students develop problem-solving skills as each applies his or her knowledge of research and design while creating solutions to various challenges. Hands-on activities will be undertaken including experimentation and design of electronic power packs, solar powered vehicles, powered model vehicles, aerodynamics and aircraft flight, auto safety, and robotics and machine automation. Students interested in technology, engineering, or various STEM careers will benefit from this course.

Please note: PLTW Principles of Engineering (POE) may substitute as a third unit of science credit.

Prerequisites: DDP recommended

GRADE LEVELS: OPEN TO 10;

RECOMMENDED: 11, 12

40 WEEKS

1 CREDIT

ASSESSMENT: PROJECT LEAD THE WAY

AP COMPUTER SCIENCE PRINCIPLES (AP CSP)

This course offers students an introduction to computer science, covering the College Board's Computer Science principles framework. Participants will be introduced to computation tools that foster creativity and build students' awareness of the demand for computer specialists in all professional fields. Topics include app design, graphical user interfaces, internet security protocols for commerce and social media, intelligent machines, and visualizing data. This course may be taken as an elective or as part of a PLTW and/or five-credit sequence.

Prerequisites: DDP recommended

GRADE LEVELS: 10, 11, 12

40 WEEKS

1 CREDIT

ASSESSMENT: PROJECT LEAD THE WAY

PLTW DIGITAL ELECTRONICS (DE)

Are you interested in knowing how all modern electronics work? Students in this course study electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cell phones, computers, communication systems, digital cameras, high-definition televisions, and MP3 players. The major focus of the DE course is to expose students to logic design, teamwork, communication methods, and engineering standards.

Please note: PLTW Digital Electronics (PLTW DE) may substitute as a third unit of mathematics credit.

Prerequisites: DDP recommended

GRADE LEVELS: 11, 12

40 WEEKS

1 CREDIT

ASSESSMENT: PROJECT LEAD THE WAY

PLTW ENGINEERING DESIGN & DEVELOPMENT (EDD)

This course is the final, capstone experience in the Project Lead the Way sequence of learning and a requirement for two of the district's CTE programs. In this unique design course, students work in teams to engineer and develop original solutions to valid open-ended technical problems by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students and select 11th grade students.

Prerequisites: At least two PLTW courses

GRADE LEVELS: 11, 12

40 WEEKS

1 CREDIT

ASSESSMENT: PROJECT LEAD THE WAY

ARCHITECTURE

It is important that houses and other structures are structurally sound. It is also important that houses, buildings, and other structures are designed to be visually appealing. The objective of this course is to provide students with the opportunity to develop and refine architectural abilities related to residential and commercial design. Specialty designs will include floor plans, elevations, electrical plans, foundation plans, plot plans, cost estimates, and more. Various software programs will be taught in conjunction with modeling, and freehand sketching techniques to round out the student's knowledge and abilities. Projects will include the modeling and photographing of various commercial and residential buildings. Anyone who will design, build, or buy a home or commercial building will benefit from this course.

Prerequisite: DDP

GRADE LEVELS: 10, 11, 12

40 WEEKS

1 CREDIT

EXAM: LOCAL

BASIC ELECTRICITY / ELECTRONICS

This first course in electrical science is designed to provide an overview of electricity and electronics. Topics of study include electrical circuits, house wiring, printed circuit theory, energy sources, and magnetism. Manufacturing and related research development will also be studied. Content and objectives are arranged to stress basic information and introductory skills.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12

20 WEEKS

½ CREDIT

EXAM: LOCAL

CONSTRUCTION SYSTEMS

One of the largest and most important industries in our economy is commercial and residential construction. The construction industry is responsible for the building, maintenance, and repair of roads, bridges, dams, airports, homes, schools, offices and hospitals. This one semester course will examine the construction industry, and its materials, technology, and occupations. Students will have an opportunity to gain hands-on experiences in the design and construction of several types of commercial and residential structures. This course provides an important background for anyone who will be employed in some part of the construction industry or living and working in the products of that industry. This course is offered in every-other school year.

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12

20 WEEKS

½ UNIT

EXAM: LOCAL

MEDIA DESIGN & VIDEO PRODUCTION

Our modern world is increasingly reliant on the creation and distribution of various forms of communications. Millions of people are engaged in the creation and maintenance of systems used to communicate audio and video information through the use of a variety of outlets including television and the internet. This course introduces those systems most utilized for mass communication, their impact on society, and related careers. Students will have the opportunity to sample and become familiar with communication technology and related careers through meaningful and practical activities. Students will have opportunities to create projects while engaging in a variety of activities including desktop publishing, audio and video editing, public speaking, and the use of audio and video equipment. This course will provide students with a very broad-based look at the communications industry and with many of the careers available in this field. (Previously known as Communication Systems.)

Prerequisites: None

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL

INDEPENDENT STUDY IN TECHNOLOGY EDUCATION

A limited number of students are eligible to choose this program in any of the technical courses offered in the district's high schools.

Registration is limited to the number of available spaces. Specific details are available through Technology Education faculty and counselors.

Prerequisites: (2) units of Technology Education credit and special recommendation

20 OR 40 WEEKS/5 MEETINGS PER WEEK
½ CREDIT OR 1 CREDIT
EXAM: LOCAL

TOOL TIME (MANUFACTURING SYSTEMS)

This course provides each student with the opportunity to explore the materials and processes used by industry to produce saleable products. During this one-semester course, students will gain hands-on experience with a variety of materials including wood, metals, plastics, ceramics, and with a wide variety of processes to make useful products. Each class will be formed into a manufacturing enterprise that will be designing and manufacturing a product for sale. This activity will provide real-world experience with many of the facets of industry, including finance, management, personnel, production, sales and distribution, safety, materials procurement, and quality assurance. As everyone is touched and affected by the manufacturing sector of our society through our communities, occupations, and as consumers, everyone needs to have an understanding of the workings of manufacturing systems.

Prerequisites: None

GRADE LEVELS: 10, 11, 12
20 WEEKS
1/2 CREDIT
EXAM: LOCAL

COMPUTER NETWORKING

This full-year course is intended to teach students the skills needed to design, build, and maintain small to medium sized computer networks. Students learn different network designs and how to support them. Students also learn the languages that networks use to communicate information and work with networking equipment such as routers, hubs, repeaters, and switches.

Please note: Computer Networking 1 may substitute as a third unit of mathematics credit.

Prerequisite: None

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT

CYBERSECURITY

This full-year course is intended to teach students cybersecurity topics such as software security, digital hygiene, networking, IT infrastructure, system administration and the basics of cryptography and programming.

Prerequisite: None

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT

ENGINEERING & TECHNOLOGY EDUCATION ACADEMIES

► Typical Program Sequences: Pre-Engineering Academy

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Design & Drawing	PLTW CIM	PLTW POE	PLTW DE
Tech Electives (optional) Half or Full year courses	Tech Electives (optional) (optional) Half or Full year courses	Architecture OR AP CSP Electives (optional)	PLTW EDD Electives (optional)

► Typical Program Sequences: Cybersecurity and Networking Academy

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Design & Drawing	PLTW CIM	Computer Networking	Cybersecurity
Tech Electives (optional) Half or Full year courses	Tech Electives (optional) (optional) Half or Full year courses	PLTW DE AP CSP (optional)	PLTW EDD Electives (optional)



COURSE OVERVIEW

PROGRAM OFFERINGS

(Program availability and locations are subject to changes.)

HARKNESS CENTER

99 Aero Drive
Cheektowaga, NY 14225
Phone: 716-961-4070

POTTER CENTER

705 Potter Road
West Seneca, NY 14224
Phone: 716-821-7331

KENTON CENTER

151 Two Mile Creek Road
Tonawanda, NY 14150
Phone: 716-961-4010

The Board of Cooperative Education Services (BOCES) offers students many opportunities not available in Ken-Ton. Skills and knowledge gained in these courses will prepare students for entry into skilled trades and/or to additional post-secondary education. BOCES programs offer challenging opportunities to students of all academic interests and abilities. Students enrolled in BOCES programs spend one-half of the school day at the Kenton, Harkness or Potter Technical Centers and the remaining time at their home school. Students attend classes in the early morning, midday or afternoon.

Preliminary information is given to students at meetings in our building by counselors during the scheduling process. Prospective candidates should seriously consider making a visit to one of the vocational centers prior to their final enrollment. Detailed information and program planning is available as students meet with counselors.

All BOCES CTE credits can be used for Local, Regents, Advanced designated diplomas. BOCES may be used to substitute the 3-credit World Language requirement. Students interested in a BOCES CTE program should begin planning their program in their 10th grade year.

Students must see their counselor to sign up for a BOCES program. Courses fill up quickly; students are advised to register early to avoid being put on a waiting list.

Go to

www.e1b.org/en/k-12-education-programs/high-school-programs.aspx

for more information.

COURSE DESCRIPTIONS

ANIMAL SCIENCE (2 YEAR PROGRAM)

The expanding animal care field offers a variety of career opportunities for students with an interest in animal studies and biology. This two year program teaches basic and advanced skills in areas such as nutrition, health and disease, animal handling and restraint, grooming, pet first aid, and medical terminology. This program provides both classroom instruction and hands-on learning with labs and clinic. Upon completion of this program, students can go on to entry-level employment or pursue further education in the fields of veterinary science, biology, business management, pet grooming, and much more

AUTO TECHNICIAN TRAINING (2 YEAR PROGRAM)

This program is certified through the National Automotive Technician Education Foundation (NATEF). It provides an excellent foundation for students looking to enter an automotive college program or the entry-level workforce. Students are trained on the latest technical equipment by instructors that are Automotive Service Excellence (ASE) certified. Students who successfully complete this program will be eligible to sit for the ASE student certification exam in Auto Maintenance and Light Repair.

AVIATION TECHNOLOGY (2 YEAR PROGRAM)

This course will expose students to the world of aviation. Students will develop the skills, attitude, and flight background required by the aviation industry. Federal Aviation Administration regulations, pilot training, airport security, screening procedures, and ground control will be covered in this exciting program! Erie 1 BOCES has partnered with TAC Air to provide students with simulated flight training and up to 8 hours of actual flight time. Students are required to have completed 2 Regents math and 2 Regents science to enter the program.

BAKING & PASTRY ARTS (2 YEAR PROGRAM)

Baking and Pastry Arts offers students an opportunity to understand what goes into creating beautiful finished pastries, breads, and cakes. Students will not only produce baked goods in both large and small quantities, but understand the science behind them. Baking students have an opportunity to create beautiful show pieces, plated desserts, chocolates, and individual pastries. Students will also have a chance to gain on-the-job experience during their internship program. Students in this program will gain the experience necessary to enter the baking and pastry industry at the entry level or get a jump start on their college career.

BARBERING (2 YEAR PROGRAM)

At the Erie 1 BOCES School of Barbering, students will learn the art of barbering through experienced instructors who will share the latest industry trends. Students will gain the essentials of complete hair and skin services such as steam facials, facial massage, and foam shaves, as well as modern styling, hair cutting, coloring, and blow drying. Barbering is an art form that requires skill and an understanding of the principles behind each cut. Barbering students will practice their art in a live, barbershop setting with clients from the community. As many graduates go on to open their own barber shops, students will also learn about shop ownership and business management. Erie 1 BOCES assists students in preparing for the practical exam in order to obtain a NYS Master Barbering License.

BUILDING TRADES (2 YEAR PROGRAM)

This program offers instruction in carpentry and associated trade areas. Students participate in construction modules of introduction to carpentry, foundation and floor framing, wall framing, ceiling and roof framing, interior and exterior finish, cabinet making and remodeling. Students will also be introduced to the topics of masonry, plumbing and electrical systems. Practical experience through a variety of in shop projects, plus internship opportunities with regional contractors and businesses are provided to all students.

CAREER EXPLORATION (1 YEAR PROGRAM)

Career Exploration gives students a chance to “test drive” the Career and Technical programs of their choosing in their sophomore year of high school. Students will experience a variety of course offerings with the purpose of helping them make decisions concerning their future educational program. They will follow a set of objectives and complete projects designed for them within the various career and technical education classrooms. Students may explore up to eight different occupational programs for five weeks each. At the end of each module, the teacher evaluates basic skills, career awareness, adherence to safety regulations, degree of interest and aptitude. The evaluations are sent to the home school guidance department. This will assist the student in selecting an appropriate occupational course for the junior and senior years.

COLLISION REPAIR (2 YEAR PROGRAM)

The first 10 weeks of this program will consist of a core introduction to the automotive industry. Students will then specialize in collision repair for the remainder of the program. The program will cover the total process of auto body restoration: metal straightening, glass and panel replacement, fiberglass repair and all painting preparation and finishing techniques. Students will also perform repairs on donated vehicles, their own family vehicles, and participate in an internship at a local automotive collision repair facility.

COSMETOLOGY (2 YEAR PROGRAM)

This two-year program prepares students to work in the salon industry. During the active Customer Care Clinic, students put their skills into action by working on actual clients from the community. Local salon owners regularly visit classrooms to share the latest trends in cutting, coloring, and styling. In the second year, students participate in internships by working in the salon of their choice. Upon graduation, Erie 1 BOCES will assist students in completing the 1,000 instructional hours required to obtain a cosmetology license in NYS.

CRIMINAL JUSTICE (2 YEAR PROGRAM)

This exciting course teaches students about various careers in the field of criminal justice. Students will explore the major areas of the system including law enforcement, courts, corrections, investigations/forensics, homeland and private security. Practical skills training includes handcuffing, searching (persons and cars), auto stops, field sobriety tests, radio communications, crime scene investigations, fingerprinting, foot impressions, composite

sketching, jail cell search, and so much more. This program is an excellent choice in preparation for military service, or direct employment in private law enforcement (security), corrections or college. Local state and federal agencies participate in this program as guest speakers, field trip hosts, and internship sponsors.

CULINARY ARTS (2 YEAR PROGRAM)

This program offers students a hands-on approach to the exciting world of culinary arts. Working alongside experts in the field, chefs-in-training develop a variety of sought after culinary skills and techniques through daily work experiences, in-house catering opportunities, and industry related internships. They'll prepare and serve meals that look as good as they taste, while increasing their knowledge of food science, diet, and nutrition.

CYBERSECURITY & NETWORKING (2 YEAR PROGRAM)

Cybersecurity and Networking will examine cybercrime and consider its impact on law enforcement, national security, the corporate world and society. Students will enter the world of designing, building and maintaining networks capable of supporting and protecting national and global organizations in every industry. Students will gain skills needed to design and implement internet connectivity, Wide Area Networks (WANs) and Local Area Networks (LANs). The program is adapted to suit individual needs and features hands-on, project-based training in high-demand job skills. The curriculum is aligned with National Science Education Standards, the American Association for the Advancement of Science Project 2061 Benchmarks, and Dartmouth Engineering Problem-Solving Methodology.

DENTAL LABORATORY TECHNOLOGY (2 YEAR PROGRAM)

The Dental Laboratory Technology Program is intended for students interested in pursuing a career in dental lab technology, dentistry, dental hygiene and dental assisting. The course covers five specialties of dental laboratory technology: complete denture, partial denture, crown and bridge restoration, porcelain and ceramics and orthodontics. A combination of science, art, skill and craftsmanship along with a complete comprehension of basic techniques, materials, anatomy and terminology will enable the students to fabricate an appliance from beginning to end. The program will prepare students for post-secondary education and/or entry level work in the dental field.

DIGITAL MEDIA (2 YEAR PROGRAM)

Digital Media is a two-year course designed to prepare students for entry into the professional world of media production for digital distribution. The main focus of this class is learning how to use software and hardware to create graphics, animation, audio and video, in our computer lab and studios. Throughout the course, students will be able to publish their work on the Web and participate in large scale production projects that would encompass the entire digital media needs of a company or client. Seniors will also participate in a three week internship in the digital media industry, gaining valuable experience while connecting with industry professionals. All students will leave the course with a personal portfolio website of work they have done throughout the two-year course. Students will be able to publish their portfolio online for use in gaining employment or entry into a college program.

EARLY CHILDHOOD EDUCATION (2 YEAR PROGRAM)

The Early Childhood Program provides an in-depth study of early childhood care and education (birth–8 years). Students will participate in and create a variety of activities for infants, toddlers, and preschoolers. Creative activities in the areas of music, art, science, math and storytelling will be investigated and practiced. Students will have a variety of hands-on experiences in both the Erie 1 BOCES playgroup and on-site preschool! Students in this program will also participate in an internship, create a professional portfolio and develop curriculum and lesson writing skills. Students who complete the program are ready to enter the job market as teacher aides, child care providers, or get a head start in college.

ELECTRICAL SYSTEMS (2 YEAR PROGRAM)

This course deals with the application of electrical technologies in all phases of the electrical industry. It prepares students for the planning, installation, maintenance and troubleshooting of wiring systems in residential and light industrial settings according to the standards of the National Electrical Code. Instruction in principles of electricity, reading of blueprints and wiring diagrams, proper use of tools and equipment, and basic principles of motor controls with ladder logic are covered. Installation of solar and wind technology is emphasized.

ELECTRONICS & COMPUTER TECHNOLOGY (2 YEAR PROGRAM)

Students in the Electronics and Computer Technology program will develop the skills and knowledge needed to pursue careers in a wide range of fields including consumer (personal computers, video gaming, radio and television), mobile (car audio & video, navigation, security), medical (biomedical, clinical), Industrial (manufacturing) and telecommunications (cellular, telephony, data). Students are immersed in a comprehensive technical and hands-on training environment where they learn about electronics by constructing real-world projects including personal computers, amplifiers, speakers, digital clocks, computer networks and robots. They also learn to use multimeters, oscilloscopes, logic probes and other test equipment to troubleshoot and repair electronic devices. In addition to electronics and computer skills, other “in demand” skills including the development of a good work ethic, time management, punctuality, interpersonal and communication skills are stressed.

EMERGENCY MEDICAL SERVICES (2 YEAR PROGRAM)

Imagine life in the exciting world of Emergency Medical Services (EMS)! Explore the wide variety of career opportunities available today. Build a foundation in emergency response methods and learn to function as part of a healthcare team including patient assessment, treatment and transportation. Gain knowledge of emergency response methods, dispatch procedures and emergency communication protocols. Gain national certifications essential for work in EMS.

ENGINEERING AND ROBOTICS (2 YEAR PROGRAM)

Through hands-on learning projects and skill based competitions, Engineering and Robotics students are prepared for industry careers or post secondary education by utilizing state-of-the-art computers, software, modeling, prototyping and robotic building components, and robotic development systems. Students will explore many areas of robotic manufacturing and engineering design technologies in order to help them make sound, career oriented decisions. This program offers students insight into how things work and the opportunity to build real mechanisms and components formulated from their own ideas or to fulfill a

need or complete a concept. Our participation in First Robotics, a pumpkin throwing contest, VEX robotic competitions and other technical oriented endeavors bring together class work, your ideas, your concepts, and visions to offer real world solutions to everyday problems.

FASHION DESIGN TECHNOLOGY (2 YEAR PROGRAM)

This two-year program focuses on the exciting world of fashion! Students will study the fashion industry discovering the steps necessary for a design to turn into a garment for sale at a retail store. Students will use state-of-the-art computer software, sewing machines and sergers to create their own designs. The curriculum includes units of study in: fabric, color, design, sewing, computer applications, and retail management. Adobe Photoshop and Illustrator will be used to enhance fashion photos and create design drawings. The Fashion Design and Merchandising program will provide students with the necessary skills and knowledge to gain entry level employment or further their education in the design, manufacturing and merchandising of garments and accessories.

HEALTH CAREERS (2 YEAR PROGRAM)

This program is designed to help students explore and deepen their knowledge of the many careers available to them in the field of health care, so they can make informed college and career choices. Students learn the importance of health and wellness promotion as an integral element of any health related career. The study of medical terminology and the human body in health and disease add insight for the student pursuing any medical / health career. The core curriculum provides basic skills, knowledge, and attitudes common to present and emerging health careers. Units of study in the first year of this program form the basic foundation for more specialized study in basic nursing skills for the second year. “Basic nursing skills” available as a 1-year only option.

HEATING, VENTILATION AND AIR CONDITIONING (2 YEAR PROGRAM)

Plumbing, Heating and Air Conditioning is a lucrative, high demand trade. Students will learn the fundamentals of residential and light commercial plumbing, heating, and air conditioning installation, service and repair.

SPORTS SCIENCE CAREERS (2 YEAR PROGRAM)

Sports Science Careers students turn their love of health and fitness into a career in one of the fastest growing industries in the country with careers in physical therapy, sports medicine and personal training.

VIDEO PRODUCTION & RECORDING ARTS (2 YEAR PROGRAM)

The Video Production program is a two-year hands-on course for creative students who love video, film, sound, and music. While in the program, students learn to create and produce original film and music in our state-of-the-art labs.

WEB TECHNOLOGY AND GAME PROGRAMING (2 YEAR PROGRAM)

Web Technologies and Game Programming is a fun and creative program that teaches students of all skill levels how to create dynamic Web sites. The foundations of programming are also covered as students learn how to plan the logic of game design.

WELDING (2 YEAR PROGRAM)

Welding students know that they hold much of the world together. From buildings and bridges to airplanes and equipment, this career path is full of opportunities.

OCCUPTIONAL EDUCATION

OCCUPATIONAL EDUCATION/OE (2 OR MORE YEAR PROGRAM)

Occupational Education offers career development programs for students with learning or management needs who require small classes and an individually modified curriculum. The OE program is divided into two phases as follows:

OE I EXPLORATORY (1 YEAR PROGRAM)

OE I students explore four different career modules in automotive services, building maintenance, food service and human service. Student performance is evaluated at the end of each five week period. Evaluations from OE I should be used as a guide to help choose an appropriate area of training for OE II.

OE II (2 OR MORE YEAR PROGRAM)

Students will choose one of four strands in which to continue skill development. These include: Automotive services, Building Maintenance, Food Service, and Human Services. Curriculum activities relate to entry level employment skills necessary for successful performance. Internships are available for those students ready to work in the community.



NEW VISIONS

NEW VISIONS: CONNECTIONS HEALTH RELATED CAREERS (1 YEAR PROGRAM)

Veterans and Millard Fillmore Suburban Hospitals, Buffalo General Medical Campus

This exciting program gives honors-level high school seniors the opportunity to observe careers in many allied health areas through a mentor relationship with a practicing professional. This 4 credit program includes Anatomy, Physiology and Disease, Health Core/Internship, English 12 and Social Studies: Participation in Government & Economics. Each of these 1 credit courses is integrated into the curriculum. Students spend three hours each day at a designated hospital site taking course work and observing all aspects of health careers. The program requires an application and interview. Must provide their own transportation.

NEW VISIONS: DIESEL TECHNOLOGY (1 YEAR PROGRAM)

Diesel Technology is a 1-year Tech Prep program that connects qualified, highly-motivated high school seniors with professionals in the workplace. This competitive, off-site program provides unique training with nationally recognized partners Erie 1 BOCES has partnered with Conway Beam to create an innovative classroom space at their Buffalo location on North America Drive in West Seneca.

NEW VISIONS: EDUCATION PATHWAYS ACADEMY (1 YEAR PROGRAM)

Buffalo State College

New Visions Education Pathways Academy is a one-year, senior level, highly academic program that allows students to explore the field of education while earning high school and college credits. This program provides students the opportunity to learn education terminology and frameworks, technology, structure, mandates, and services. Students will participate in rotations in a variety of educational settings including elementary, middle, and high school, as well as specialty areas such as special education, music, and art.

NEW VISIONS: ENTERPRISE & ENTREPRENEURSHIP (1 YEAR PROGRAM)

Students have the opportunity to explore a variety of business professions at local companies while developing competencies useful in a wide range of careers. Enterprise & Entrepreneurship boasts a total of 12 SUNY credits with successful completion of the program. Students will focus on communications, marketing/branding, human resources, and public speaking.

NEW VISIONS: LEGAL ACADEMY (1 YEAR PROGRAM)

Canisius College and the University At Buffalo

The New Visions Legal Academy allows highly motivated, academically strong, college-bound seniors the opportunity to work on site with law-related professionals, while earning 4 hours of high school credit in government, economics, criminal justice and internship field experience. For 20 out of 40 weeks, students work on-site with law-related career professionals from the courts, law enforcement and legal support services. While in class, students work independently and cooperatively on projects grounded in Common Core Learning Standards on topics ranging from community service to free enterprise. Additional projects include the development of a public policy action plan, career portfolio, and a written resume. This program requires an application and interview. Students are responsible for their own transportation.

NEW VISIONS: PLANT SCIENCE (1 YEAR PROGRAM)

Buffalo and Erie County Botanical Gardens

Plant Science at the Botanical Gardens is a 1-year, senior level program that connects qualified, highly-motivated high school seniors with professionals in the workplace. This competitive, off-site program provides unique training with nationally recognized partners, incorporating contemporary knowledge, skills, and practices found in the horticulture, floral, and landscaping industries. Students gain hands-on experience in greenhouse production, floral design, landscaping, retail operations, and customer service. Curriculum highlights include foundations of horticulture, soil science, plant propagation, flowers, and seeds, and landscape design.

NEW VISIONS: ZOO, WILDLIFE AND CONSERVATION CAREERS (1 YEAR PROGRAM)

The Buffalo Zoo

The New Visions Zoo, Wildlife and Conservation Careers program allows highly motivated, honors level seniors the opportunity to explore a career in the many areas related to wildlife conservation and zoo management. Students will have the unique opportunity to study and shadow at the 23 Acre Buffalo Zoo. This unique program includes study in Conservation, Wildlife Research, Animal Care, Veterinary Care and Exhibit Design. Students will also gain experience in Conservation Education and Zoo Marketing and Development as well as Horticulture and Grounds and Life Systems Maintenance. Each semester will culminate with a project in which the students research and design their own animal exhibit with input from the zoo's animal experts. This program requires an application and interview. Students are responsible for their own transportation. Students must have completed 2 academic credits in Regents math and 2 academic credits in Regents science.

KENMORE EAST HIGH SCHOOL

www.ktufsd.org