

**PROGRAM OF STUDIES**

**KENNEBUNK HIGH SCHOOL**

GRADES 9 – 12

Kennebunk High School is committed to providing a varied and rigorous academic program. Within a safe and caring environment, each student will realize his/her fullest potential and become a life-long learner, as well as a responsible member of society.

Accredited by the New

England Association of

Schools and Colleges

&

Authorized International Baccalaureate Diploma Programme School

NOTICE

Courses listed in this Program of Studies may be dependent upon the approval of the 2011 - 2012 school budget and course enrollment.

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## MISSION STATEMENT

Kennebunk High School is committed to providing a varied and rigorous academic program. Within a safe and caring environment, each student will be encouraged to realize his/her fullest potential and become a life-long learner, as well as a responsible member of society.

### ACADEMIC EXPECTATIONS:

Students at Kennebunk High School will demonstrate mastery of these academic skills in each of the required content areas:

- \* Reading
- \* Communication
- \* Problem solving
- \* Use of technology
- \* Research

### SOCIAL AND CIVIC EXPECTATIONS:

Students at Kennebunk High School are expected to

- \* Demonstrate a spirit of cooperation and teamwork
- \* Help maintain an atmosphere of respect, dignity and trust.
- \* Demonstrate an open-minded attitude, fairness, and tolerance
- \* Practice honesty, integrity, perseverance and good sportsmanship
- \* Take responsibility for actions and recognize the rights of others
  - \* Participate in service to the school and larger community
  - \* Be informed and concerned citizens, aware of their rights and obligations within a democratic society.
  - \* Value creative expression

## Responsibilities for Academic Expectations in Mission Statement

P = Primary Responsibility

S = Secondary Responsibility

Please consider how you incorporate these expectations into your curriculum, instructional strategies, and assessment.

	Reading	Communication	Problem Solving	Use of Technology	Research
English	P	P	S	S	P
Math	S	S	P	S	S
Science & Health	S	S	P	S	S
Social Studies	P	P	S	S	P
Modern & Classical Languages	P	P	S	S	S
P.E.	S	P	P	S	S
Visual & Performing Arts	S	P	P	S	S
Business Technology	S/P	P	P	P	P
Industrial Technology	S	P	P	P	P
Coop	P	P	S	P	P
Academic Tutor	P	P	P	S	S

## INTRODUCTION

This booklet is designed to assist students in planning an academic program at Kennebunk High School. All courses, as well as academic regulations and graduation requirements, are described. Students will be more successful with their high school program if courses are selected carefully. Thus, we urge you all to read this booklet and consult your parents, teachers and counselors for advice.

## COMPLIANCE WITH EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION LAWS

Kennebunk High School has committed itself to make certain that no person is discriminated against, denied the benefits of, or excluded from participation in any program or activity offered by the school on the basis of sex, color, religion, country of national origin or handicap.

## GUIDANCE AND COUNSELING

Students and parents are urged to turn to the Guidance Office for assistance in academic planning, a major function of the Guidance Department. Students are also reminded that faculty members are an excellent source of advice about selecting courses. Opportunities to consult with faculty members are provided as part of the scheduling process each year. The Guidance Department also offers opportunities for career exploration through group workshops, individual sessions and reference materials. Such exploration can play an important part in the selection of courses.

## GRADUATION REQUIREMENTS

1. Students must accumulate a minimum of 24 credits for graduation.
2. Of these:
  - 4 must be in English
  - 3 ½ must be in Social Studies
  - 2 must be in Mathematics (3- beginning with the Class of 2011)
  - 3 must be in Science
  - 1 must be in Fine Arts (Music, Art or Theater)
  - 1 must be in Physical Education or Dance
  - ½ must be in Health
  - \* 2 in Foreign Language (beginning with the Class of 2011)
3. All credits are counted equally toward graduation including physical education.
4. All students, as a requirement for graduation, must now, according to state law, pass a proficiency test on the operation of the computer.
5. All students must complete 30 hours of community service.
6. In addition, the goal is for all students at Kennebunk High School to meet the expectations/standards of the Maine Learning Results.

## COMMUNITY SERVICE REQUIREMENT

The community service requirement is a thirty-hour requirement to be completed during a student's high school career. A yearly update of this information will be available through the main office. Students are encouraged to develop their own community service projects with local non-profit organizations.

The student, parent and contact person will sign a contract(s) that will be submitted to the main office when the thirty hours of service is completed. These contracts are available in the main office, in the guidance office, and on the school website.

The philosophy behind a community service requirement is that students of all ages shall serve their community. It is also believed that community-school involvement is necessary in order for students to understand the environment and needs of their immediate world.

### FULL-TIME STUDENT STATUS

All students must be on a full-time status unless the Principal grants other status.

All full-time students must be enrolled in six full-time courses each semester or the equivalent thereof. Full time courses meet one block.

**If you are planning to be college, career, and citizenship ready after graduation, you should take a challenging variety of courses in high school. This would include, but not be limited to, the requirements for graduation from KHS.**

### ADVANCED PLACEMENT (AP) PROGRAM

Kennebunk High School offers students a chance to take college level courses and potentially earn college credit while in high school. One of the ways is through the Advanced Placement program, in partnership with the College Board.

Currently, KHS offers AP courses in Art, Computer Science, English Literature and Composition, English Language and Composition, Calculus (Levels AB and BC), U.S. History, European History, Chemistry, and Statistics. Qualified students may access other AP courses via the Virtual High School program. (For more information, see Mrs. Keezer.) These courses reflect the rigor and pace of college courses and are designed to prepare students for the nationally recognized Advanced Placement exams, which are created by the Educational Testing Service (ETS) and administered here in May. In addition, students taking advanced studies in Art, Foreign Language, or Computer Science, for example, may wish to prepare for the AP tests by working with their teachers, the teachers of the gifted/talented, and/or by accessing test preparation materials in the KHS library or from the website of the College Board.

Students who score well on the AP Exam may be eligible for college credit (a tuition savings) and/or advanced standing in that subject area when they go on to college. Information about the program and test registration and fees is available from Ms. Martha Foley, KHS AP Coordinator.

### ALTERNATIVES TO GRADUATION

Students are encouraged to remain in high school at least four years and to participate in as many course offerings and activities as possible. However, other options are available as indicated below, provided that all Kennebunk High School graduation requirements are met in time for graduation.

1. Admission to a Post-Secondary School: This alternative is available to students who are

talented enough to receive admittance to a post- secondary institution while still in high school. Courses taken at the post -secondary institution may be applied for college credits from that institution, and, if needed, for graduation credits at Kennebunk High School.

Students are responsible for their own college admission, expenses, and for providing Kennebunk High School with a transcript of all courses taken at the post -secondary school. Students in this program will graduate with their class. Students wishing to enter this program should consult with their guidance counselor as soon as possible.

2. Students taking this option will not be eligible to participate in interscholastic athletics beginning on the first day of the second semester. (\*See procedure below.) Early Leaving: Students who have completed all graduation requirements by the end of the first semester of their senior year may leave school at the end of January.

3. Early Graduation: Students who have completed all graduation requirements at the end of their junior year are entitled to a diploma and may graduate that June. (\*See procedure below.)

\*Students seeking Early Leaving or Early Graduation must do the following:

- a. Meet with their Guidance Counselor.
- b. Fill out the appropriate forms with Guidance Counselor.
- c. Set up a conference with the Principal, Guidance Counselor, and parents.

NOTE: Parental approval is necessary for either program.

4. Students may elect to meet diploma requirements by remaining at KHS for more than 4 years.

ALL COURSES WILL BE TAUGHT AS SCHEDULED UNLESS THERE IS INSUFFICIENT ENROLLMENT. IN THIS CASE, SOME CLASSES MAY HAVE TO BE COMBINED.

## THE HONORS PROGRAM

The Honors Program provides excellent academic preparation for college work, and, in some areas (through Advanced Placement courses, International Baccalaureate courses, or the College Experience Program), the opportunity to earn college credit at the high school level. In addition, it provides challenging academic experience for our more able students.

Honors level courses are designed for the high-performing, well-motivated student who has an excellent grasp of basic skills and who has demonstrated success in the area of study to be pursued. The decision to accept the challenge of honors classes should be made with input from the student, the counselor, the teacher, and the parents. (Whenever necessary, a meeting will be held for that purpose.) Extra-curricular activities, outside jobs, and other obligations often compete for attention in the life of a busy student. It is essential that the decision to enter an honors course be carefully weighed, with adequate consideration being given to providing the student with the best possible conditions of success.

The courses in this program are available in Art, English, Mathematics, Modern & Classical Languages, Music, Science, and Social Studies.

Recommendations for each course have been established (Please see the course descriptions under specific subject areas in this booklet).

Qualified students may elect one or more honors courses.

The number of honors classes that can be offered each year may be limited. However, every effort will be made to accommodate all qualified applicants if there are sufficient numbers enrolled to justify the class being offered.

A student's transcript will indicate the level of courses taken.

### ADD/DROP POLICY

For students entering grades 9, 10, 11, and 12, student-initiated changing of subjects will be allowed up until two weeks before the school year begins in the fall on a space available basis. Remember, subjects selected with considerable forethought seldom need changing. Students are expected to make realistic choices in their classes. They must be enrolled in at least (6) six courses each semester.

Appointments for adjustments to schedules must be made on the first four days of school. Only students who have the following conflicts in their schedules will be allowed to make necessary adjustments in their schedules:

1. too many classes
2. not enough classes
3. classes scheduled at the same time
4. imbalance
5. summer school makeup

If a student is having academic difficulty with a particular subject after school begins, he/she can, after appropriate discussion with his/her respective teacher and parent, participate in a conference with the parent(s), teacher(s), and counselor to determine the appropriateness of a change. Courses may be changed on a student's schedule each semester for the following reasons:

1. academic improvement
2. inappropriate level placement
3. personal issues via meeting with administrator
4. medical necessity (i.e. injury)
5. financial necessity
6. administrative decision

Students wishing to drop a seventh class for an additional study hall will receive a grade to date of withdrawal pass or fail (WD Pass or Fail) on their report cards. Courses may not be dropped during the last two weeks of any quarter.

### WEIGHTED GPA

Beginning in the fall of the 2002-2003 school year, K.H.S. awarded a weighted value to Advanced Placement and honors level courses in order to calculate a weighted GPA. The International Baccalaureate classes were also weighted beginning in the fall of 2008. This has no bearing on honor roll, grade reporting eligibility, or graduation honors. The guidance department will adjust grades in these courses as follows:

For honors classes and IB SL classes:  $\text{grade earned} \times 80\% + 22 = \text{weighted grade}$

For AP, IB HL classes, and courses taken at local colleges:  $\text{grade earned} \times 80\% + 24 = \text{higher weighted grade}$

The weighted grades will be used to calculate a weighted GPA and grade point averages which will be reported on transcripts. We believe this will assist our students in the college application process.

The unweighted GPA will be used for honor roll and other internal honors and listings.

Students who intend to enroll in honors, AP, IB, or early college courses should pay particular attention to the recommendations for those courses and understand that the level of academic work will be demanding.

## **COURSE DESCRIPTIONS**

NOTE: This book is arranged alphabetically by department. Please be sure to include the complete course title, including the level, on your course selection sheet.

### **ART**

#### ADVANCED ART – 1 Credit

This course is designed as a continuation of Art Foundations. It focuses on a variety of art mediums and techniques. This course helps develop technical skill, creativity and art criticism. Participation in this course will result in building portfolio pieces and require participation in school and community exhibits.

Prerequisite: Completion of Art Foundations.

#### APPRENTICESHIP FOR THE ARTS – ½ Credit

The Apprenticeship for the Arts program is open to seniors who have an intense desire to learn from a master in one of the arts areas of creative writing, dance, theatre, music, and visual arts. In addition, students may explore the area of Arts Education by working with a Visual or Performing Arts Education mentor. If you are interested in the Apprenticeship for the Arts program, you must:

1. Submit the student application to program coordinator.
2. Submit the teacher recommendation form completed by a specialist in one of the arts areas.
3. Submit a portfolio and/or audition.
4. Interview with program coordinator..

The portfolio/audition is very important to this entire process. The auditions and the writing and visual art portfolios have been designed both as learning experiences and as opportunities to show your ability. Underclassmen may apply, but priority will be given to seniors.

#### AP STUDIO ART – 1 Credit

AP Studio Art is for talented and highly motivated students who are serious about understanding and

making art. Students will create art that meets the requirements for the AP Studio Art exam and reflects the vision of IB Visual Arts. Students who take the course for two years will prepare for a solo exhibition in the spring of their second year. This course has two cycles, with one year focusing on drawing and painting and the second year focusing on two-dimensional design. The course of study will be a synthesis of selected topics and concepts interwoven with students' interests and aesthetics. Art history, criticism, research, and internationalism will be integrated into the curriculum. Sixty percent of the course work will be studio based and forty percent of the course work will be dedicated to investigation, planning, sketching, and reflection.

### **Prerequisites**

This college level course is intended for juniors and seniors who have completed a minimum of 2 credits in visual art with exceptional results. An art teacher's recommendation, a personal interview, and a review of students' art portfolio, sketchbook, and writing sample are required for admittance.

### ART FOUNDATIONS - 1 Credit

Art Foundations is a full year course for students in grades 9-12. The key concepts of the elements and principles of art and composition serve as the basis for all lessons including 2D and 3D design, art history and art critiques. Art Foundations offers experiences in a wide variety of techniques including pottery, painting, printmaking, and drawing.

Prerequisite: None

### ART FOUNDATIONS - HONORS - 1 Credit

Art Foundations Honors is a comprehensive course with strong emphasis placed on the development of specific art skills in both 2D and 3D design, as well as the language of the visual arts. Composition and the elements and principles of art will be discussed and analyzed through regular class critiques of student work. In addition, studies will include art history and proper presentation/matting techniques.

Students interested in applying to this class must do the following:

- Prepare a portfolio of original works.
- Submit a teacher recommendation.
- Complete a student application.
- Participate in an interview with portfolio review committee. The committee will include both educators and local artists. Interviews will be conducted at MSK. Students new to the district should contact the high school for information.

### PORTFOLIO REQUIREMENTS

Your portfolio is an essential component of the application process. It is required that all work be original (not copied from another source) and should reflect your best effort. The portfolio must consist of 5 pieces:

- TWO (2) OBSERVATIONAL DRAWING ASSIGNMENTS (Applicants will receive assignments when application paperwork is distributed to MSK)
- THREE (3) ARTWORKS OF YOUR CHOICE

Work may be drawings, paintings, prints, jewelry, computer art\* etc. (\*For computer art, please

be prepared to show and explain evidence of your process.)

You may use any medium such as pen and ink, tempera, watercolor, pastel, etc.

Presentation of artwork is important. Please have your work neatly mounted or matted and labeled with your name and medium. The portfolio itself may be of any type or style but must be large enough to contain all artworks. Clearly label the outside of your portfolio with your name and address.

The Portfolio Review Committee will identify students for the Art Foundations Honors program based on the following criteria:

- Technical/perceptive skills
- Creative problem- solving skills
- Art commitment
- Completion of all application requirements

### DRAWING FUNDAMENTALS – ½ Credit

Drawing is offered as a semester course for students in grades 10-12. This course is designed to improve skills in drawing, with an emphasis on Realism and creating works from observation. Some subjects to be explored include (but are not limited to): portraiture, still-life and figure drawing. Elements of art history, criticism and matting/presentation techniques will be explored.

Prerequisite: Completion of Art Foundations.

IB VISUAL ARTS SL – Honors - 2 credits (2 years)

IB VISUAL ARTS HL – Honors - 2 credits (2 years)

IB Visual Arts is for talented and highly motivated students who are serious about understanding and making art. Students will create art that meets the requirements for the AP Studio Art exam and reflects the vision of IB Visual Arts. Students who take the course for two years will prepare for a solo exhibition in the spring of their second year. This course has two cycles, with one year focusing on drawing and painting and the second year focusing on two-dimensional design. The course of study will be a synthesis of selected topics and concepts interwoven with students' interests and aesthetics. Art history, criticism, research, and internationalism will be integrated into the curriculum. Sixty percent of the course work will be studio based and forty percent of the course work will be dedicated to investigation, planning, sketching, and reflection.

### **Prerequisites**

This college level course is intended for juniors and seniors who have completed a minimum of 2 credits in visual art with exceptional results. An art teacher's recommendation, a personal interview, and a review of students' art portfolio, sketchbook, and writing sample are required for admittance.

### METALSMITHING I - ½ Credit

This semester course is designed for those students who have a strong interest in exploring Metalsmithing. Metal jewelry making techniques such as soldering, forging, and setting stones in bezels will be introduced. Other metals and glass design techniques will be explored including enameling on copper, stained glass, lamp-worked beads, metal foil work, glass fusing, mobiles and more. Proper tool use and studio safety will be taught. There will be required projects as well as personalized

individual projects. Materials will be provided for all required work. There will be opportunities to work with silver and semi-precious stones, but those materials will be purchased by students. Materials will be provided for all required work. There will be opportunities to work with silver and semi-precious stones, but those materials must be purchased by students.

### METALSMITHING II – ½ Credit

This semester course continues exploration of working with all the materials and processes learned in Metalsmithing I. Projects are more complex and there will be an emphasis on student initiated and teacher directed individualized projects.

### PAINTING - ½ Credit

This elective class addresses painting techniques and styles. The course will examine composition, color, and principles of design through a multitude of painting materials. A required research project and presentation will be completed over the semester, as well as an opportunity to exhibit work in the school and surrounding community.

Prerequisite: Completion of Art Foundations.

### PHILOSOPHY OF ART AND MUSIC - 1 Credit

“Art flourishes where there is a sense of adventure” (A.N. Whitehead)

This course is an elective for juniors and seniors. This course uses the content within visual art and music to examine the creative process by requiring participants to: actively participate in group discussions; write regular journal entries and culminating papers that support the development of a voice for expressing individual thoughts and ideas; examine the learning process and identify their role as a learner. Student input is used in developing course guidelines including assessment policies, content and deadlines.

### PHOTOGRAPHY I – ½ Credit

This one-semester course addresses the fundamentals of photography, focusing on black and white photography using a 35 mm camera. The history of photography, criticism, aesthetics, and contemporary photography issues are important components of this course.

### PHOTOGRAPHY II – ½ Credit

Photography II builds upon the knowledge and skills learned in Photography I, both technically and aesthetically. Studio lighting, camera formats, types of film and paper, and other new technical skills regarding digital cameras and computer editing will be taught at this level. In addition to addressing the content of photography, the course will cover important photographers and how their work impacted the history of photography. Exploring contemporary photography issues and writing about photography are fundamental parts of the course as well.

### POTTERY – ½ Credit

Pottery is offered as a semester course for students in grades 10-12. Both functional and decorative hand building techniques will be explored with strong emphasis placed on a variety of surface design techniques and glazing. Wheel throwing instruction is available for all interested students enrolled in the class.

Prerequisite: Completion of Art Foundations.

### SCULPTURE – ½ Credit

This course is designed to provide an opportunity to build, create and design 3 dimensional objects. We will be working with a multitude of mediums to create abstract and realistic as well as small and large sculptures. This class will focus on and build skills in the areas of terminology, technique, creativity and problem-solving.

Prerequisite: Completion of Art Foundations.

## **BUSINESS AND TECHNOLOGY DEPARTMENT**

The Kennebunk High School Business and Technologies Department offers a wide variety of courses. It provides all students the opportunity to take introductory, intermediate, and advanced courses in the area of computer technology. It also allows students the opportunity to study a variety of business practices while working with technology.

### Responsibilities for Academic Expectations in Mission Statement

#### Primary Responsibilities

- Reading
- Communication
- Problem Solving
- Use of Technology
- Research

#### Secondary Responsibility

- Reading

### **Sequence of Courses**

<b>Recommended for all students - Computer Technology for an Integrated World</b>			
<b>Electives</b>			
<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
Computer Programming I Computer Programming II Computer Art &	Accounting Computer Animation Computer Art & Graphics Computer	Accounting AP Computer Science Computer Publications (Yearbook) Computer Animation	Accounting AP Computer Science Computer Animation Computer Art & Graphics

Graphics Computer Technology for an Integrated World	Programming I Computer Programming II Computer Technology for an Integrated World Multimedia/Video Production	Computer Art & Graphics Computer Programming I Computer Programming II Computer Technology for an Integrated World Directed Studies IB ITGS (Information Technology in a Global Society) Multimedia/ Video Production IB Film-SL/HL	Computer Programming I Computer Programming II Computer Publications (Yearbook) Computer Technology for an Integrated World Directed Studies IB ITGS (Information Technology in a Global Society) Multimedia/Video Production Virtual High School IB Film-SL/HL
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### ACCOUNTING - 1/2 Credit

Students will cover fundamental principles and procedures of accounting. Students will learn computerized accounting and accounting spreadsheet applications using a hands-on approach. They will learn to enter realistic accounting transactions for a variety of personal and business applications and generate financial statements and spreadsheets and other management information reports. This will include utilizing software application for special journals, a general ledger, accounts payable/accounts receivable ledger, bank reconciliation, plant assets, budgeting, payroll, inventory, and sales order processing.

Grade Placement: 10-12

### AP – COMPUTER SCIENCE- 1 Credit

This course is highly recommended for those students who will be pursuing Math, Science, Engineering or Computer majors in college. AP Computer Science will provide students the equivalent of an introductory level college course in Computer Programming. It will emphasize object-oriented programming using the language, JAVA. It will concentrate on problem solving, algorithm design, and data structures. Students who successfully complete this course will be prepared to take the Computer Science A Exam. This course is designed to cover two semesters, each semester worth ½ credit. It can be taken for one semester as an introduction to JAVA, but a student would not be prepared to take the AP exam with only one semester of AP Computer Science.

Prerequisite: Successfully taking or completed *Algebra II* or *Algebra I* and permission of the instructor.

### COMPUTER ANIMATION – ½ Credit

The primary objective for this course will allow students to enter the creative world of digital animation. Through the use of Macromedia Flash, Adobe After Effects, and/or Animation Master software, you will create animation productions and integrate sounds, music, drawings, text and other sources of imagery in a highly imaginative manner. As the director and producer, students will discover how the principles and concepts of animation are applied to the creation of their own multimedia animation. The Animation:

Master software includes everything you need to create high-end, high-quality 3D rendered graphics and animations on your PC.

Grade Placement: 10-12

Prerequisite: a computer skill level equivalent to that achieved by someone who has successfully completed *Computer Technology for an Integrated World*, *Computer Art & Graphics* or permission of the instructor.

### COMPUTER ART & GRAPHICS – ½ Credit

This course is designed for students interested in learning the fundamentals of computer graphics. Because the focus of this course is different from what students experienced in the Middle School, it is an appropriate selection for all students. The student will work with computer graphics and develop skills in the use of computer art, drawing, and graphics software, including Adobe Photoshop.

Grade Placement: 9-12

Priority is given to upperclassmen.

Prerequisite: a computer skill level equivalent to that achieved by someone who has successfully completed *Computer Technology for an Integrated World* or permission of the instructor.

### COMPUTER PROGRAMMING I – College Preparatory - ½ Credit

This course is designed for students interested in learning the fundamentals of computer programming. It will stress good programming techniques and beginning algorithms. It will be taught using the C++ language.

Grade Placement: 9-12

Prerequisite: C average or higher in *Algebra I* (H or CP)

### COMPUTER PROGRAMMING II – College Preparatory – ½ Credit

This course is designed for students who have successfully completed Computer Programming I and are interested in advancing their knowledge of the fundamentals of computer programming. It will stress higher-level programming techniques and higher-level algorithms. It will be taught using the C++ language.

Grade Placement: 9-12

Prerequisite: *Computer Programming I* (using C++)

### COMPUTER PUBLICATIONS (Yearbook) – 1 Credit

Desktop publishing is one of the most widely used capabilities of technology in the business world today. The students will develop the technological knowledge and skills needed to be proficient in this field. This course will be a full-year course for students who would like to learn more about Desktop Publishing and page construction software. The students in this class will be the major force in designing and composing the Kennebunk High School Yearbook, the *Rambler*. All students who want to work on the yearbook

should take this course. The students will be taught and will use desktop publishing software (including Adobe InDesign which is the major software used in producing the yearbook).

Grade Placement: Grades 10-12

Prerequisite: a computer skill level equivalent to that achieved by someone who has successfully completed *Computer Technology for an Integrated World* **and** the permission of the instructor

### Computer Technology for an Integrated World - ½ Credit

Computer Technology skills are an increasingly important facet of courses offered at Kennebunk High School. This course gives students the computer skills used in these courses which are necessary to function successfully. The class will complete a skills-inventory evaluation to determine the topics to be covered and the sophistication of the assignments.

Core concepts include: Computer basics, Operating Systems, Networks, Internet, Advanced Word Processing, Spreadsheets, Databases, Multimedia, Videos, Graphics, Web Browsers, E-mail, and Desktop Publishing

Grade Placement: Grades 9-12

### DIRECTED STUDIES – ½ or 1 credit

The Business Technologies Department offers a number of independent studies to juniors and seniors. These students need to have taken at least two of the Business Technology courses in order to qualify for a directed study. Students enrolling in Directed Studies must complete a required contract. Directed studies are offered in the following areas:

- Accounting 2
- Advanced Computer Animation
- Advanced Computer Graphics
- Advanced Computer Programming
- Advanced Desktop Publications
- Java

IB FILM SL/HL--1 credit a year  
(this is a two (2) year course for both levels)

IB Film is a course in the group 6 subject with the International Baccalaureate curriculum. It can be studied at either Standard or Higher Level. There are three curriculum areas: textual analysis, film theory and history and creative process.

Through the study and analysis of film texts and exercises in film-making, this film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an

international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course requires that the student be able to study a film and give a textual analysis, understand Film theory and history, and Create and produce a film.

Grades: 11-12

### IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY

(IB Group 3)

One year SL Standard Level (project based) – 1 Credit

Two year HL Higher Level – 2 Credits

Technology plays an increasingly important role in today's global society. In the Information Technology in a Global Society (ITGS) course, students experience first hand what to expect in a 21<sup>st</sup>-century world that will become increasingly interconnected through technology and the sharing of information. Students will learn to think critically about the role technology plays in the United States, as well as about its effect on nations and cultures all over the world.

The one-year SL course will involve a comprehensive look at some of the impact areas with a culminating community-based project.

The two-year HL course is the advanced study and evaluation of the impact of information technology on individuals and society in all areas. Students will look at information technology from a social impact position as well as considering all ethical factors involved.

Both courses are valuable for the student who will further his/her education in the field of technology information.

### MULTIMEDIA/VIDEO PRODUCTION – ½ Credit

This course is designed for the student who has a high level of interest in the area of multimedia applications. This course will be offered to students who have demonstrated skills in or have taken courses in computer applications, Computer Technology for an Integrated World, computer graphics, web page design, etc. The course will combine video editing, digital imagery, animation, sound, and other multimedia technologies to develop three video productions and a final production demonstrating their acquired skills.

Grade Placement: Grades 11-12

Prerequisite: *Computer Art and Graphics* or approval of the instructor

## **CAPTAINS' CLUB**

In this course, students will become familiar with the effects of legal and illegal drugs on the body and brain, the attitudes of society surrounding drug use, and the process of addiction. Students will also read and discuss articles on heroes and will engage in conversation with some authors. Students must be drug free and prepared to give presentations in class and to middle school students. The grade will be based on being drug free, papers, presentations, and participation in class and attendance.

Students must apply for this course which is open to sophomores, juniors, and seniors. Applications will be available in the KHS Guidance Office.

## **COLLEGE EXPERIENCE (EARLY STUDIES) PROGRAM AT UNE, HSA, USM, YCCC, SMCC, or MECA**

In conjunction with the University of New England, Heartwood School of Art, The University of Southern Maine, York County Community College, Southern Maine Community College or The Maine College of Art, we have developed a program that would allow Kennebunk High School seniors to take a part-time or full-time program during their senior year. This offers several advantages as follows:

1. You will be able to experience the rigors of college life while retaining your high school identity.
2. You will get a head start on your college education at the same time you are earning a high school diploma.
3. College credits at these colleges can be transferred to other schools or colleges (in most cases).
4. You will have the advantage of attending a small institution.
5. The cost will be appreciably less than the current full-time charge.
6. You will be able to take advanced courses that KHS is unable to offer.

The College Experience Program will provide early admission of selected Kennebunk High School students to the University of New England, Heartwood School of Art, The University of Southern Maine, York County Community College, Southern Maine Community College, or The Maine College of Art who have agreed to admit as full-time freshman students who are recommended by the KHS faculty and who meet all of the receiving school's requirements.

NOTE: A full-time student is one who carries a course load expected of regular UNE, HSA, USM, YCCC, SMCC, or MECA freshmen.

A part-time student is one who takes one or more courses at UNE, HSA, USM, YCCC, SMCC, or MECA (but less than a full load) and the rest of his/her course requirements at KHS.

### Method of Selection

Students interested in either full-time or part-time status at UNE, HSA, USM, YCCC, SMCC, or MECA for the next school year should meet immediately with their counselor to discuss their eligibility for the program.

1. Students must be full-time seniors at KHS.
2. Students must meet the admissions requirements at UNE, HSA, USM, YCCC, SMCC, or MECA.
3. Students will be recommended by KHS. (A composite view of the student's teachers will be compiled by the guidance counselor who will base his/her recommendation on the results. The

counselor will write the recommendation).

4. Parental written permission is required.
5. Students accepted into the programs will bear the costs of transportation, books, lab fees, and tuition.
6. Students attending a post-secondary program on a full-time/part-time basis will be limited participating in the KHS athletic program for interscholastic sports.
7. Students are responsible for checking the transferability of credits.
8. Students in the programs will receive both college and high school credits.
9. Students are responsible for providing KHS with a final transcript for all course taken at UNE, HAS, USM, YCCC, SMCC or MECA.
10. Students attending UNE, HSA, USM, YCCC, SMCC, or MECA will meet with their KHS guidance counselor on a monthly basis (by pre-arranged appointment) while they are attending these colleges.
11. Students attending UNE, HSA, USM, YCCC, SMCC or MECA must be taking at least one full credit course at KHS per semester in order to participate in interscholastic sports.

EARLY STUDIES PROGRAM AT YORK COUNTY COMMUNITY COLLEGE or SOUTHERN MAINE COMMUNITY COLLEGE

The Early Studies Program at YCCC or SMCC gives qualified juniors and seniors the opportunity to add college level course work to their high school program. Participating in the Early Studies Program allows motivated students to explore a college environment that is close to home, small, supportive, and affordable. Students may take courses to explore a future major, add to their elective credit, or transfer to another college or university. With a guidance counselor's permission, students may earn credit toward high school graduation, as well as college credit. Courses are available in day, evening, Saturday, and on-line options. Students must have a grade point average of a 3.0 or B, permission of a parent and guidance counselor, and pay for associated tuition/fees/textbooks. At the discretion of the Maine State Legislature each year, a 50% tuition waiver may be available for non-technical courses. More at: [www.yccc.edu](http://www.yccc.edu) or [smccME.edu](http://smccME.edu).

## **COOPERATIVE EDUCATION**

### Primary

#### Responsibilities

- Reading
- Communication
- Use of Technology
- Research

### Secondary

#### Responsibility

- Problem Solving

Any student who will be 16 years of age at the start of the school year can sign up for Co-Op I and earn up to three credits over the course of the year. Two credits will be awarded for successfully completing four quarters of work experience, and one credit will be awarded for the classroom experience. Interested students can either see Mrs. Bushnell on blue days in her office before school or during advisory or can go to guidance to begin the Co-Op application process. Advisors, guidance counselors, or Mrs. Bushnell can sign for a student to register for Co-Op I. The student does not need to be employed at the time of course registration, but he/she should be working when he/she starts the school year.

Grade 11	Cooperative Education I
Grade 12	Cooperative Education I Cooperative Education II

CO-OP I (COOPERATIVE EDUCATION) - 3 Credits

This three-credit program provides classroom instruction combined with work experience to enhance job and life skills. It is an excellent class for students to show potential colleges their ability to balance school and work.

In the classroom, instruction is based on the four phases of career development:

1. Self-exploration
2. Career exploration
3. Job placement and implementation
4. Job success

The classroom work is geared toward each individual’s general and specific future goals. Fifty percent of a student’s grade is based on classroom attendance and work.

On the job, the student must average twelve hours of work weekly. Classroom instruction is applied and put to practice at each job. The student’s work is monitored regularly by the employer and the co-op coordinator. Fifty percent of the student’s grade comes directly from the employer.

Requirements:

- Must be at least 16 years of age before the beginning of the next school year.
- Must have parental approval.
- Must have guidance counselor or co-op coordinator’s approval.
- Must be employed in an approved co-op job and work an average of twelve hours per week.

CO-OP II – 2 Credits

This program is offered to any student who has successfully completed Co-op I. The student is monitored on the job and maintains weekly updates to the co-op coordinator. One hundred percent of the student’s grade comes from the employer. The requirements are the same as those for Co-op I.

**ENGLISH**

Responsibilities for Academic Expectations in Mission Statement

Primary Responsibilities

- Reading
- Communication
- Research

Secondary Responsibilities

- Problem Solving
- Use of Technology

Four core English classes must be satisfactorily completed to meet the Kennebunk High School graduation requirements. The core classes represent a sequentially arranged curriculum of reading, writing, thinking, and speaking. Assignments and anchor tasks are closely aligned with the Maine Learning Results; the goal is for all students to meet the expectations/standards of the Maine Learning Results while at KHS.

**Students may enroll in electives during their junior or senior years. However, juniors and seniors must also enroll in and successfully complete one of the full-credit core courses for each year.**

### Sequence of Courses

Grade	Choices for Core Courses	Credits	Electives
<b>Grade 9</b>	English 1 CP English 1 Honors English: Reading/Writing Workshop I	1 credit 1 credit 1 credit	
<b>Grade 10</b>	English 2 CP English 2 Honors English: Reading/Writing Workshop 2	1 credit 1 credit 1 credit	
<b>Grade 11</b>	<b>Select one of the core courses listed below:</b>  English 3 CP AP Language & Composition AP English Literature & Comp. IB English HL 1 English: Reading/Writing Workshop 3	1 credit 1 credit 1 credit 1 credit 1 credit	<b>In addition to taking one of the core courses, you may take ½ or 1 credit electives listed below:</b>  <b>CP Electives(1/2 credit each)</b> Newspaper I  <b>CP Electives (1 credit, year-long)</b> Creative Writing & The Muse Reading, Writing, Thinking in Sports  <b>Honors Elective (1/2 credit)</b> Investigative Seminar,
<b>Grade 12</b>	<b>Select one of the core courses listed below:</b>  English 4 CP AP Language & Comp. AP Literature & Comp. IB English HL II (IB English HL I is a pre-req.) English: Reading/Writing Workshop 4	1 credit 1 credit 1 credit 1 credit  1 credit	<b>In addition to taking one of the core courses, you may take ½ or 1 credit electives listed below:</b>  <b>CP electives (1/2 credit each)</b> Newspaper I Reading, Writing, Thinking in Sports  <b>CP electives (1 credit)</b> Creative Writing and The Muse Newspaper II (Newspaper I is a pre-req.)  <b>Honors Elective (1/2 credit)</b> Investigative Seminar,

#### AP ENGLISH LANGUAGE & COMPOSITION – 1 Credit

AP English Language and Composition is a full-year course that can be taken either junior or senior

year. Designed to be the equivalent of the freshman composition course required by most colleges, students must be ready for its pace and depth of content, which focuses on non-fiction analysis and the rhetoric of argument. This is a writing course that develops the communication skills needed in college. Summer work in both reading and writing is expected.

### AP ENGLISH LITERATURE & COMPOSITION - 1 Credit

AP English Literature and Composition is a full-year course for juniors or seniors ready for the pace, depth, and content of a college course in literature. Using skills of analysis, oral and written communication, students will develop an appreciation of literary genres (novels, short stories, plays, and poetry) from several centuries and cultures. Examining literary devices used to convey themes and philosophical ideas, students will experiment with various approaches to literary criticism and develop their own interpretations. Several assignments will involve creative synthesis of techniques learned. Summer reading and some writing is expected. The AP exam in May offers an opportunity to earn college credit.

### ENGLISH 1 CP – 1 Credit

This class introduces a four-year sequence of English study and enables each incoming freshman to meet or exceed the Maine Learning Results.

Literature by classic and modern authors will form the basis for discussion of literary techniques. The core literature for freshman English includes To Kill a Mockingbird, Lord of the Flies, and The Merchant of Venice; all freshmen will discuss these pieces of literature relative to the essential questions of “What is a leader?” and “What is the nature of prejudice?”

Vocabulary study stresses preparation for literary pieces and the SAT. Writing that focuses on a variety of styles, audiences and purposes includes an introduction to research techniques. Listening, organizational skills, note taking and public speaking techniques are included in English 1 CP.

### ENGLISH 1 HONORS - 1 Credit

English I Honors provides the basis on which rests the work of the next three years of Honors, AP, and IB classes.

The class consists of intensive work in literature and composition. The literature study includes introduction to short story, novel, poetry, drama, and non-fiction, as well as the various elements that comprise these forms. The core literature for freshman year includes Lord of the Flies, To Kill a Mockingbird, and The Merchant of Venice with a focus on the essential questions of “What is a leader?” and “What is the nature of prejudice?”

This fast-paced course will engage students in classroom discussions exhibiting critical, creative, and analytical thinking. Close reading and textual analysis are required with all reading assignments. Writing assignments will demand depth of thinking, fluency and proficiency in the language with an introduction to research and literary criticism.

Students are assigned two books to read during the summer prior to English 1 Honors.

## ENGLISH: READING/WRITING WORKSHOP I– 1 Credit

English: Reading/Writing Workshop 1 is an intensive skills-based course for students whose reading and writing is below grade level. Literacy skills will be taught through the core literature and core assessments required of all freshmen. Students will learn reading comprehension and critical reading strategies as well as paragraph development, sentence structure, and mechanics. The goal of the course is to have the students ready to enroll in a college prep. English class during sophomore year. Enrollment in this course is based on teacher recommendation.

## ENGLISH 2 CP - 1 Credit

This class is a continuation of English 1. Representative writers from a variety of eras will provide multiple opportunities to think, discuss, and write about our changing world. Literature by classic and modern authors will form the basis for discussion of literary techniques. The core literature for sophomores English includes The Kite Runner, The Catcher in the Rye, Macbeth, and A Northern Light with a focus on the essential questions of “Who Am I?” and “What does it mean to be a citizen of the world?”

## ENGLISH 2 – HONORS - 1 Credit

English 2 Honors builds upon the work of the previous year in polishing critical thinking and writing skills. The class is more focused on literary study and criticism, and the work continues in preparation for Advanced Placement and International Baccalaureate English classes.

Literary study focuses mainly on the various aspects of fiction including plot, character, setting, theme, mood, tone, and symbolism. Literature will be studied in depth through core texts, including Macbeth, The Catcher in the Rye, The Kite Runner, and A Northern Light.

Composition will encompass narrative, descriptive, analytical, rhetorical and expository writing. Elements of the research paper will also make up a part of the writing portion of the course.

Students are assigned three books to read during the summer between English 1 Honors and English 2 Honors.

## ENGLISH: READING/WRITING WORKSHOP 2– 1 Credit

English: Reading/Writing Workshop 2 is an intensive skills-based course for students whose reading and writing is below grade level. Literacy skills will be taught through the core literature and core assessments required of all sophomores. Students will learn reading comprehension and critical reading strategies as well as paragraph development, sentence structure, and mechanics. SAT and Accuplacer prep. will be an integral part of English: Reading/Writing Workshop 2. The goal of the course is to have the students ready to enroll in a college prep. English class during junior year. Enrollment in this course is based on teacher recommendation.

## ENGLISH 3 CP – 1 Credit

English 3 CP is a one-year course that is required of all juniors who are not enrolled in an AP or IB

English class. This comprehensive course emphasizes reading, writing, and speaking. The class will focus on a number of college composition skills through a series of essay topics, a college/work portfolio, and several oral presentations. Through the study of a variety of examples of great literature, both classic and contemporary, students will refine and master the skills necessary to read, discuss, and write about literature.

In addition, students may select a full or half-credit elective course.

Note: Advanced Placement English Literature and Advanced Placement English Language may be taken in any sequence. Both are open to juniors and seniors. IB English HL is a two-year course taken during junior and senior years.

#### ENGLISH: READING/WRITING WORKSHOP 3– 1 Credit

English: Reading/Writing Workshop 3 is an intensive skills-based course for students whose reading and writing is below grade level. Literacy skills will be taught through the core literature and core assessments required of all juniors. Students will learn reading comprehension and critical reading strategies as well as paragraph development, sentence structure, and mechanics. SAT and Accuplacer prep. will be an integral part of English: Reading/Writing Workshop 3. The goal of the course is to have the students ready to enroll in a college prep. English class during senior year. Enrollment in this course is based on teacher recommendation.

#### ENGLISH 4 CP – 1 Credit

English 4 CP is a one-year course that is required of all seniors who are not enrolled in an AP or IB English or English 101. This comprehensive course will require critical thinking with a focus on written and oral communication. Career exploration and college essay writing will be incorporated into the curriculum. Through the study of a variety of examples of literature, both classic and contemporary, as well as non-fictional texts, students will refine and master the reading, writing, and discussion skills necessary to succeed in introductory college-level courses in the humanities.

In addition, students may select a full or half-credit elective course.

#### ENGLISH: READING/WRITING WORKSHOP 4– 1 Credit

English: Reading/Writing Workshop 4 is an intensive skills-based course for students whose reading and writing is below grade level. Literacy skills will be taught through the core literature and core assessments required of all seniors. Students will learn reading comprehension and critical reading strategies as well as paragraph development, sentence structure, and mechanics. SAT and Accuplacer prep. will be an integral part of English: Reading/Writing Workshop 4. The goal of the course is to have the students qualify for an English class for graduation credit, as opposed to a remedial English class for no credit, at a two or four-year college. Enrollment in this course is based on teacher recommendation.

#### INTERNATIONAL BACCALAUREATE ENGLISH HL- HONORS – 2 Credits over two years

IB English HL 1 is taken junior year.

IB English HL II is taken senior year.

The study of literature is the main focus of this two-year program leading to the examination in IB English. Through the study of literature, including world literature in translation, the student gains a broadened and international perspective of literature and human thought. Opportunities are provided for practicing and developing oral and written communication in a variety of styles and for understanding literary study through a more critical exploration of texts. Fifteen literary works are selected for examination at the higher level. These works are selected according to a four-part format set by IB, including world literature, texts for detailed study, groups of works, and school's free choices.

IB English may be taken as part of the full IB Diploma Programme or as a certificate course. The internal and external assessments may lead to college credit, depending on the individual student's score. Please go to <http://www.ibo.org/universities/listalluniversities.cfm> to review the policies of individual universities and colleges around the world.

## ENGLISH ELECTIVES

**Students who have completed the first two years of English at KHS may take a ½ or 1 credit elective in addition to one of the one credit core courses. Some classes may not run if the minimum class size of 18 is not reached.**

### CREATIVE WRITING and the MUSE CP- 1 Credit

Students will participate in a writing workshop that includes extensive writing, conferencing, editing, and redrafting of their own creative pieces. They will also read and discuss short published works and excerpts, analyzing the writing style and technique of the authors. A commitment to writing competency and a willingness to revise is required. Students will also plan and produce a literary magazine. The course will include analyses of a variety of magazine styles and formats. Advertising for and eliciting submissions from both within English classes and from individual students, selecting work to be published, and editing and laying out selected work are the activities involved in creating *The Muse*. This is a class for creative, passionate students who have demonstrated proficiency in previous English courses.

### INVESTIGATIVE SEMINAR Honors– ½ Credit

This elective provides an opportunity for students who are accomplished and highly motivated in the Arts or Humanities to explore an area of personal interest. A student may work with the teacher to design an individual or group project, creating a plan for investigation and assessment. Weekly discussion and exchange of ideas will support independent learning. Past topics have ranged from journalism, filmmaking, philosophy, or fiction writing, to art history, art critique or conducting psychological studies. Other ideas might include mystery or play writing, debate, historical research, songwriting or performance art, etc. This option is designed for juniors and seniors who have demonstrated proficiency with the Maine Learning Results and who meet honors level expectations for initiative, depth of thinking and communication skills. All proposals will be considered. Interested applicants should speak to Ms. Foley in Room 103.

### NEWSPAPER I CP – ½ Credit (Pre-requisite for Newspaper II)

### NEWSPAPER II CP – 1 Credit (Senior Editors only)

This publication class will focus on writing, editing, and designing monthly issues of Rampage, the KHS newspaper. The recommendations for this class include a “B” or better in current English class and a

completed and approved staff application from Mrs. Pierce. Selected students will take the class for one semester (Newspaper I). Senior Editors will take the course for an entire year (Newspaper II).

### READING, WRITING, AND THINKING IN SPORTS CP– ½ Credit

If you love sports and enjoy reading, writing, thinking about, and discussing them, then this course is for you! Provocative textbooks, meaningful discussions, and relevant writing assignments will help to make those who take this course better able to understand sports and, more importantly, the people who participate in them. Bring an open mind and a strong work ethic, and you will get *at least* as much out of this offering as you put into it!

### RESEARCH SEMINAR – Honors - ½ Credit

This class, required of all IB Diploma Candidates, is also open to all other juniors and seniors interested in scholarly research at the university level. Seminar topics include: annotated bibliographies, abstracts, citations using several style manuals, the formulation of precise research questions, and the evaluation of resources from various media.

## **HEALTH**

The goal at Kennebunk High School is for all students to meet the expectations/standards of the Maine Learning Results.

Responsibilities for Academic Expectations in Mission Statement

Primary Responsibilities

- Problem Solving

Secondary Responsibilities

- Reading
- Communication
- Use of Technology
- Research

### HEALTH I - ½ Credit

Health education requirements, which are state mandated for graduation, follow state and town-approved curricula. This course provides information and opportunities to practice decision making in such a way that will help students take positive action in matters concerning their well being. The course meets for one semester and covers the following topics: personal health and fitness, mental health and family life issues, stress management, nutritional choices and consequences, human reproduction and sexuality, relationship issues, safety and emergency first aid, non-communicable diseases, communicable diseases including sexually transmitted diseases, environmental impacts on health, consumer affairs and addiction issues. This one semester course should be taken during the freshman or sophomore year.

## **INDUSTRIAL TECHNOLOGY EDUCATION**

Come and share the fun. The Kennebunk High School Industrial Technology program offers a variety of educational experiences that are centered on design and build problem-solving tasks that allow students to engage both mind and hands to creatively build solutions to a variety of problems.

## Responsibilities for Academic Expectations in Mission Statement

### Primary Responsibilities

- Communication
- Problem Solving
- Use of Technology
- Research

### Secondary Responsibilities

- Reading

## Course Sequence

Grade 9	Art in Wood Auto CAD 101 Drafting and Architectural Drawing Woodcraft I
Grade 10	Architectural Design Art in Wood Auto CAD 101 Drafting and Architectural Drawing Woodcraft I Woodcraft II Advanced Woodworking
Grade 11	Architectural Design Art in Wood Auto CAD 101 Drafting and Architectural Drawing Woodcraft I Woodcraft II Advanced Woodworking
Grade 12	Architectural Design Art in Wood Auto CAD 101 Drafting and Architectural Drawing Woodcraft I Woodcraft II Advanced Woodworking

### ARCHITECTURAL DESIGN- 1 Credit

This course is designed to apply mathematical concepts to architectural design with a focus on hands-on, real-world application. The fundamentals of architectural design will be featured. Professionals, whose careers are related to the field of architecture, will provide presentations. This course is open to all students who have completed Algebra I and Geometry. Architectural Design counts as one math credit.

### ART IN WOOD – 1 Credit

Art in Wood is a yearlong course open to all students. This course explores the principles of design through experiences such as veneering, scroll sawing, carving, wood burning, turning, inlay work and furniture building. Students will earn one art credit.

### AUTOCAD 101- 1 Credit

Come and explore the areas of architecture and engineering through the use of cutting-edge software called Autodesk Design Academy. Open to all students in grades 9-12, AutoCAD 101 will introduce students to four programs in the Autodesk Academy: AutoCAD 2009 Mechanical, AutoCAD 2009 Architectural, AutoCAD Revit and AutoCAD Inventor. AutoCAD 2009 Mechanical is a two-dimensional drawing program that will help students to learn commands, functions and basic CAD applications. AutoCAD 2009 Architecture will introduce students to the world of two-dimensional residential design. AutoCAD Revit

and Inventor will allow students to work between two and three-dimensional concepts. In Revit, students will be able to do a “walk through” of their floor plans. Inventor will allow students to “virtually” assemble parts into a working mechanism. This course will also lay the foundation for further studies in architecture and engineering both at the high school and post-secondary levels as well as provide school-to-work opportunities for those intending to enter the work force. This course is highly recommended for all levels of students who may have an interest in architecture and engineering or who may be willing to explore new learning experiences. Students wishing to further their exploration of AutoCAD have the option to take this class more than once.

#### DRAFTING AND ARCHITECTURAL DRAWING - 1 Credit

This course is offered to all students. It gives students a foundation for engineering, architectural, vocational or general interests. The course is highly individualized and there are no prerequisites. It is highly recommended for all students planning to study engineering in college. The scope of the course covers CAD (Computer Aided Drafting or Design), basic instruments, lettering, sketching, 3-view drawings, dimensioning, pictorials, blueprint reading, and architectural drawing. Students will concentrate on problem solving by planning, drawing, and actually fabricating devices offering solutions to problems. Students will acquire safety and machine skills in the technology labs. Students wishing to further their exploration in drafting technology have the option to take this class more than once.

#### WOODCRAFT TECHNOLOGY I - 1 Credit

Woodcraft I is an introductory, yearlong course that involves students in four areas of learning: 1) drafting and visualization, 2) woodworking, 3) engineering through design and build, and 4) individual design and build. Students electing this course will gain knowledge and experience in safe woodworking practices, measurement, planning and layout, following directions, drafting, and reading plans. Basic hand, power and machine tool safety and use will be covered. Throughout the course, an emphasis will be placed on self-directed learning and the habits of mind.

#### WOODCRAFT TECHNOLOGY II - 1 Credit

Woodcraft technology II is a yearlong course that follows the sequence of experiences introduced in Woodcraft I. Again, students will be involved in four areas of learning: 1) drafting and visualization, 2) woodworking, 3) design and engineering and 4) individual design and build. Hand, power, and machine tool concepts and skills will be covered in greater depth with more advanced practices being introduced. Students electing this course will begin to think and work more independently with continued emphasis on self-directed learning and the habits of mind.

Prerequisite: Woodcraft I.

#### ADVANCED WOODWORKING – 1 Credit

Advanced Woodworking is a yearlong course that allows students to individualize their woodworking experience. Choosing from the areas of carving, woodturning, veneering, furniture building, wood burning and marquetry, each student will develop an individualized learning plan for each quarter of the year. Students will be evaluated on the quality of their work as well as their adherence to their learning plan. An electronic learning portfolio will be expected for each quarter. Students electing this course will be expected to think and work in an independent fashion. As with all woodworking courses, an emphasis will be placed on self-directed learning and the habits of mind.

Prerequisite: Woodcraft II or Art in Wood

## **INTERNATIONAL BACCALAUREATE (IB) PROGRAMME**

Kennebunk High School offers students a chance to take college level courses and potentially earn college credit while in high school. One of the ways is through the International Baccalaureate Diploma Programme which is available to junior and seniors who are organized and motivated to learn and who demonstrate the qualities of the IB Learner Profile.

Currently, KHS offers the following IB courses: Biology SL and HL, Economics SL, English HL, French SL, History of the Americas HL, Information Technology in a Global Society SL & HL, Math Studies SL, Mathematics SL & HL, Music SL, Physics SL & HL, Spanish SL, Theater SL, Theory of Knowledge, and Visual Arts SL & HL, as well as Extended Essay (EE) and Creativity, Action, and Service (CAS). These courses reflect the rigor and pace of college courses and are designed to prepare students for the internationally recognized International Baccalaureate exams, which are administered here in May. In addition, students taking IB courses will complete internal and external IB assessments during their junior and senior years.

Students who score well on the IB exams may be eligible for college credit (a tuition savings) and/or advanced standing in that subject area when they go on to college. To access details about how individual colleges and universities award credit, please go to <http://www.ibo.org/universities/listalluniversities.cfm>. Information about the program and test registration and fees is available from Mrs. Susan Cressey, KHS IB Coordinator, at [www.ibo.org](http://www.ibo.org), and on the IB links on the KHS website.

### **MATHEMATICS**

The goal at Kennebunk High School is for all students to meet the expectations/standards of the Maine Learning Results.

Responsibilities for Academic Expectations in Mission Statement

Primary Responsibilities

- Problem Solving

Secondary Responsibilities

- Reading
- Communication
- Use of Technology
- Research

In order to be exposed to the Maine Learning Results in mathematics, students need to take Algebra I, Geometry, and Algebra II.

NOTE: College Preparatory Level students - In order to complete 5 years of high school math in four years, two courses must be taken concurrently during one year, unless the student has taken Algebra I in grade 7 or 8. It is the recommendation of the mathematics department that Geometry and Algebra II be taken concurrently under those circumstances.

Course Offerings by Grade

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Algebra I Foundations	Advanced Math	Advanced Math	Advanced Math
Algebra I	Algebra I	Algebra II	Algebra II

Algebra II	Algebra II	AP Calculus AB	AP Calculus AB
Geometry	AP Statistics	AP Statistics	AP Calculus BC
	Geometry	Architectural Design	AP Statistics
		Calculus	Architectural Design
		Geometry	Calculus
		IB Math Studies SL	
		IB Mathematics SL	
		IB Mathematics HL	
			Senior Math
			Senior Math Adv. Topics

**Scheduling Guideline: Course recommendations for scheduling purposes will be made by the current or most recent mathematics instructor.**

ADVANCED MATH – COLLEGE PREPARATORY - 1 Credit

Topics of this course include the derivation and use of trigonometric and circular functions and their properties, identities, linear functions, the nature of graphs, polynomial and rational functions, polar graphs, series and sequences, linear functions, and exponential and logarithmic functions. The graphing calculator will be used as a problem-solving tool where appropriate.

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II

ADVANCED MATH – HONORS - 1 Credit

Topics of this course include the derivation and use of circular and trigonometric functions and their applications, series and sequences, linear functions and limits, exponential and logarithmic functions, and an introduction to calculus (derivatives and integrals). Applications using the graphic calculator will be integrated into many of the topics taught.

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II.

ALGEBRA I FOUNDATIONS – 1 Credit

The goal of Algebra I Foundations is to provide the skills and understanding necessary to be successful in Algebra I. In addition, the curriculum provides the algebra skills necessary to successfully complete Geometry.

This course meets every day for the first half of block 1 and is followed by a study hall during the second half of the block. Algebra I Foundations is designed for 9<sup>th</sup> grade students.

ALGEBRA I - HONORS – 1 Credit

This course explores the language of Algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model patterns and relationships with variables and functions. Applications, connections, and integration in the assessments enable students to apply what they have learned. Topics include, but are not limited to, solving/graphing linear and quadratic equations and inequalities, solving systems of equations, and properties of exponents.

Prerequisite: Student enrollment in this course is based on the MSK teacher recommendation.

### ALGEBRA I – COLLEGE PREPARATORY - 1 Credit

This course explores the language of Algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model patterns and relationships with variables and functions. Applications, connections, and integration in the assessments enable students to apply what they have learned. Topics include, but are not limited to, solving/graphing linear equations and inequalities, solving systems of equations, and properties of exponents.

Prerequisite: Successful completion of Pre-Algebra.

### ALGEBRA I – STANDARD – 1 Credit

This course explores the language of Algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model patterns and relationships with variables and functions. Applications, connections, and integration in the assessments enable students to apply what they have learned. Topics include, but are not limited to, solving/graphing linear equations and inequalities, solving systems of equations, and properties of exponents.

Prerequisite: Successful completion of Pre-Algebra.

### ALGEBRA II – STANDARD - 1 Credit

Topics of instruction include, but are not limited to, the real number system, linear and quadratic equations and inequalities, graphing, systems of equations, and problem solving.

Prerequisite: Successful completion of Algebra I and Geometry unless taking Geometry concurrently.

### ALGEBRA II – COLLEGE PREPARATORY - 1 Credit

This course includes a study of linear and quadratic functions through the complex number system, determinants, graphs of exponential equations, solving logarithmic and exponential equations, systems of equations and inequalities, and radicals.

Prerequisite: Successful completion of Algebra I and Geometry unless taking Geometry concurrently.

### ALGEBRA II – HONORS - 1 Credit

In this course there is equal emphasis on theory and application with stress on computation accuracy and problem solving. Topics covered are properties of a number field, operations on numbers and polynomials, linear, quadratic and cubic relations and functions, systems of equations and inequalities, use of matrices and determinants, radicals, complex numbers, conic sections, and polynomial and rational functions.

Prerequisite: Successful completion of Algebra I and Geometry unless taking Geometry concurrently.

### AP CALCULUS AB - HONORS - 1 Credit

This course is designed to prepare students for the Advanced Placement AB Calculus test given in May. A thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry is essential. AP Calculus covers topics that include, but are not limited to, functions and graphs, limits and continuity, differential calculus, and integral calculus. A TI-89 graphing

calculator plays a key role as a tool of analysis throughout the course and should be purchased prior to the beginning of the year.

Prerequisite: Successful completion of Advanced Math.

### AP CALCULUS BC – HONORS - 1 Credit

This course represents an additional semester of college calculus beyond the material studied in the AB level. Students will review all AB level topics and then go on to study more advanced topics in preparation for the Advanced Placement exam given in May.

Prerequisite: Successful completion of AP Calculus AB level.

### AP STATISTICS – HONORS -1 Credit

This course represents one semester of college-level statistics and includes the topics of data analysis, probability, conducting research, and statistical inference. The class will study all topics required for the Advanced Placement exam given in May.

Prerequisite: A grade of B or higher in Algebra II.

### ARCHITECTURAL DESIGN – 1 Credit

This course is designed to apply mathematical concepts to architectural design with a focus on hands-on, real-world application. The fundamentals of architectural design will be featured. Professionals whose careers are related to the field of architecture will provide presentations.

Prerequisite: Successful completion of Algebra I and Geometry. This course is limited to juniors and seniors.

### CALCULUS - 1 Credit

Calculus begins with a review of skills learned in algebra through advanced math using analytic geometry as the vehicle. It then delves into the two main branches of the subject – differential calculus and integral calculus. Differentiation is the process whereby one finds the rate of change of a function. Integration reverses that process to find the function, or functions, whose rate of change is known. These skills are then applied in problem-solving situations ranging from graphic analysis to finding the volume of irregularly shaped solids.

Prerequisite: Successful completion of Advanced Math.

### GEOMETRY – STANDARD - 1 Credit

Standard geometry takes an inductive approach to the study of geometric topics with an emphasis on the practical applications of those concepts. This course includes an integrated study of both plane (two dimensional) and solid (three dimensional) figures. Problem solving in standard geometry ranges from constructing shapes with a compass and straight edge to applying formulas to determine area and volume.

Prerequisite: Successful completion of Algebra I or Algebra Foundations.

## GEOMETRY – C P- 1 Credit

College Preparatory Geometry is an integrated approach to the study of geometry. It combines algebra skills with geometric concepts.

Prerequisite: Successful completion of Algebra I or Algebra Foundations.

## GEOMETRY – HONORS - 1 Credit

This course relates and applies geometric concepts to algebra. The course incorporates real-world applications, the use of technology, and uses algebraic tools to verify properties of figures presented in Coordinate Geometry. Lessons motivate students to master the content they need to solve application, connection, or integration problems, and assessments enable students to apply what they have learned. Students connect mathematics to other topics such as biology, geography, art, history, and health through problems rich in geometric content.

Prerequisite: Successful completion of Algebra I.

## IB Mathematics HL – High Honors – 2 credits over 2 years

IB Mathematics HL I is taken junior year. IB

Mathematics HL II is taken senior year.

Students taking the International Baccalaureate Mathematical Studies HL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course caters to students who have a strong background in mathematics and a competent range of analytical and technical skills. These students tend to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. Students are required to purchase a graphing calculator (see instructor for recommendations).

Students will sit for the IB exam in May of their senior year. In addition to completing two pieces of work for the portfolio, students will be assessed in the form of tests, quizzes and homework.

Prerequisite: Students entering the Mathematics HL program must have completed up to and including Advanced Mathematics.

## IB Mathematics SL – Honors – 2 Credits over 2 years

IB Mathematics SL I is taken junior year.

IB Mathematics SL II is taken senior year.

Students taking the International Baccalaureate Mathematics SL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course is intended for the student who wishes to pursue a university major which involves but does not focus on higher-level mathematics. The main objective of this course is to introduce students to this level of mathematics through a variety of techniques.

Math SL students will be expected to read, interpret and analyze problems which use international symbols and terminology. Students will also be expected to display answers graphically, algebraically and in written form using the appropriate international symbols and terminology. In both a written and oral manner, students will be expected to comprehend, communicate and justify the significance and the

reasonableness of their answers. Students will be encouraged to learn and employ technology in the form of graphing calculators as a tool for problem-solving, data analysis, and mathematical modeling.

**Students are required to purchase a graphing calculator.** (See instructor for recommendations.)

Students will sit for the IB exam in May of their senior year. In addition to completing two pieces of work for the portfolio, students will be assessed in the form of tests, quizzes and homework.

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II.

IB Math Studies SL – Honors – 2 Credits over 2 years

IB Math Studies SL I is taken junior year.

IB Math Studies SL II is taken senior year.

Students taking the International Baccalaureate Mathematical Studies SL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course is intended for the student who wishes to pursue a university major which does not involve higher level mathematics. The main objective of this course is to introduce students to this level of mathematics through a variety of techniques.

Math Studies SL students will be expected to read, interpret and analyze problems which use international symbols and terminology. Students will also be expected to display answers graphically, algebraically and in written form using the appropriate international symbols and terminology. In both a written and oral manner, students will be expected to comprehend, communicate and justify the significance and reasonableness of their answers. Students will be encouraged to learn and employ technology in the form of graphing calculators as a tool for problem solving, data analysis, and mathematical modeling. **Students are required to purchase a graphing calculator.** (See instructor for recommendations.)

Students will be expected to sit for the Math Studies exam in May of their senior year. In addition to completing a project, students will be assessed in the form of tests, quizzes and homework.

Prerequisite: Successful completion of Algebra I and Geometry.

SENIOR MATH CP – 1 Credit

This course will cover topics from Pre-Algebra, Algebra 1, Geometry, and Algebra 2. The topics covered constitute college readiness for general education mathematics as indicated by mathematics instructors from the seven campuses of the University of Maine System.

This course is designed for those who do not plan to major in technical or scientific fields that require mathematics beyond Algebra II.

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II.

SENIOR MATH CP – Advanced Topics – 1 Credit

This course will review topics covered in Pre-Algebra, Algebra 1, Geometry, and Algebra 2 and will focus on more advanced mathematical topics. The topics covered constitute college readiness for general education mathematics as indicated by mathematics instructors from the seven campuses of the University of Maine System.

This course is designed for those who do not plan to major in technical or scientific fields that require mathematics beyond Algebra II.

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II.

## MODERN AND CLASSICAL LANGUAGES

### Responsibilities for Academic Expectations in Mission Statement

#### Primary Responsibilities

- Reading
- Communication

#### Secondary Responsibilities

- Problem Solving
- Research
- Use of Technology

In planning a foreign language sequence, students should consider the following: while Kennebunk High School requires a minimum of two years of the same language, the more competitive colleges recommend four or five years of one language and two years of another.

We urge students to pursue language studies and encourage them to continue the study of the language they began in middle school. A long sequence of language study is needed to build good listening and speaking proficiency in any language. Students also may elect to begin a second language not previously offered to them.

Knowledge of another language is a highly desirable skill for both the college bound and the student entering the work force. College bound students interested in liberal arts, engineering, and business are advised to annually consult college catalogs for entrance and graduation requirements.

The department offers a five-year sequence in **French** and **Spanish** including International Baccalaureate French and Spanish SL. We also offer two years of **Latin** to provide students with an excellent linguistic foundation for both English and the Romance languages.

Learning to use the language for communication in meaningful ways is the ultimate goal of instruction. Our courses highlight grammar and vocabulary, as well as the social and cultural aspects of the regions where the languages are spoken.

In the modern and classical language courses, we address the following content standards of the Maine Learning Results:

- A. Person-to- Person Communication
- B. Reading, Listening, and Viewing for Understanding
- C. Oral and Written Presentations
- D. Workings of Language
- E. Cultural Practices, Products, Perspectives, and Communities
- F. Cross-Cultural Connections and Comparisons

### FRENCH I - CP- Bonjour! 1 Credit

This course provides an introduction to the French language in all its aspects. Students will learn how to use the basic language skills including reading and writing; we will concentrate on learning to speak, listen and understand, through an audio-visual approach. Exploration of French culture throughout the world will play an active role in the classroom: Paris is the focus.

### FRENCH II CP- Continuons! 1 Credit

This course further develops the student's language skills through audio-visual work, individual and group projects. Culture study through projects and oral reports acquaints students with more aspects of the life and history of the French-speaking world. The emphasis continues to be on speaking, listening, reading and writing.

Prerequisite: Successful completion of French at the middle school along with demonstrated proficiency on the Placement Test and teacher recommendation OR successful completion of French I at the high school and teacher recommendation.

### FRENCH II HONORS- Continuons PlusVite! 1 Credit

This course further develops the student's language skills through audio-visual work, individual and group projects. Culture study through projects and oral reports acquaints students with more aspects of the life and history of the French-speaking world. The emphasis continues to be on speaking, listening, reading and writing. Students are expected to function in a class that is mostly taught in French. The pace is faster and more challenging. Students will cover all grammar and vocabulary in the textbook.

Prerequisite: Successful completion of compacted French I at the Middle School and/or teacher recommendation.

### FRENCH III CP- 1 Credit

This course provides students with continuous opportunities to improve their language skills. French literature is introduced in the form of short stories, short novels and other selections of the student's choice. The student will study the culture of France and its former provinces through research, reports, skits and handouts.

Prerequisite: Successful completion of French II CP and/or teacher recommendation

### FRENCH III HONORS - 1 Credit

This course provides students with continuous opportunities to improve their language skills. French literature is introduced in the form of short stories, mysteries, thrillers and classical French literature. The student will study the culture of France and its former provinces through research, reports, skits, and handouts. Students are expected to function in a class that is conducted entirely in French and to address their teacher only in French during class. A faster pace makes it more challenging.

Prerequisite: Successful completion of French II Honors and/or teacher recommendation

### FRENCH IV CP - 1 Credit

At this level, students will refine their language skills. They will be exposed to many French literary works and will participate in comprehensive oral and written projects. Classes will be conducted entirely in French. The study of culture concentrates on the history of France from its beginning through

group or individual projects. Students learn to write a “dissertation.”

Prerequisite: Successful completion of French III and/or teacher recommendation

### FRENCH V CP - 1 Credit

This course is offered to students who wish to further refine their language skills. Students will have the opportunity to read additional French language authors, including contemporary writers and philosophers from France, Canada, and several African countries. Through a brief survey of French literature from the XIV through XIX centuries, the student will begin to appreciate French humor in its many forms. Classes are conducted entirely in French. Culture study through group and individual projects will examine the impact of French colonialism.

Prerequisite: Successful completion of French IV CP and teacher recommendation

### IB FRENCH SL – HONORS - 2 Credits over two years

IB French SL I is taken junior year.

IB French SL II is taken senior year.

The focus of this course will be the continued acquisition and development of listening, speaking, reading, and writing. Through the use of a variety of authentic material, students will refine and extend their use of the language and culture. Emphasis will be placed on listening and speaking skills with students participating in debates, discussions, interviews as well as individual and/or group oral presentations. Students will extend their reading skills through the use of authentic literary texts. Writing skills will include the perfecting of grammar and structure through varied styles of composition and dissertation.

Prerequisite: Successful completion of French III and/or teacher recommendation.

### LATIN I - CP 1 Credit

This course is designed primarily to acquaint the student with the structure, grammar, and vocabulary of the Latin language. The study of English derivatives as well as Latin abbreviations and phrases helps to increase the student’s English vocabulary. Roman culture is integrated with language learning.

### LATIN II - CP 1 Credit

This course further develops the student’s language skills. Both Latin I grammar and syntax are included. Emphasis is placed upon comparisons between ancient and modern ways of life, upon English vocabulary-building through the study of Latin roots, and upon explanations of the similarities and differences between English and Latin grammar.

Prerequisite: Successful completion of Latin I and teacher recommendation.

### SPANISH I CP -1 Credit

This course provides an introduction to the Spanish language in all of its aspects. Students will learn how to use the basic language skills including reading and writing. We will concentrate on learning to speak, listen and understand. Cultural exploration of the Spanish-speaking world will play an active role in the classroom. Students will utilize their Spanish in individual and group projects. Oral presentations will be required.

### SPANISH II CP - 1 Credit

Spanish II CP presents a review of all grammatical concepts and structures studied in Spanish I. New grammatical concepts are presented along with vocabulary that is geared to real-life situations that enhance student use and retention. Content will be theme based and students will study the Spanish-speaking world with emphasis on the culture and history of Spain. There is a continued emphasis on listening comprehension (understanding the spoken language) and speaking, together with a greater emphasis on the skills of reading and writing at a level appropriate to this level.

Prerequisite: Successful completion of Spanish at the middle school along with demonstrated proficiency on the Placement Test and teacher recommendation OR successful completion of Spanish I at the high school and teacher recommendation.

### SPANISH II HONORS - 1 Credit

Spanish II Honors presents a rapid, comprehensive review of all grammatical concepts and structures studied in Spanish I. The course develops student proficiency in all four communicative areas of language-learning: reading, writing, listening and speaking. More complex grammatical concepts and structures are presented along with vocabulary that is geared to real-life situations. Students will study the culture and history of the Spanish-speaking world. Cultural and literary readings, along with authentic sources, will provide for independent reading on a number of pertinent topics.

Prerequisite: Successful completion of compacted Spanish I at the Middle School along with demonstrated proficiency on the Placement Test and teacher recommendation.

### SPANISH III CP -1 Credit

This course continues to stress the four language skills of speaking, reading, listening, and writing. Students will participate in role-playing activities using the thematic vocabulary and grammar from each chapter of the text. Written compositions and oral presentations are required. Literary selections include short stories from the text, as well as supplemental readers and mysteries. Culture includes the study of Mexico.

Prerequisite: Successful completion of Spanish II CP and/or teacher recommendation.

### SPANISH III HONORS -1 Credit

This course continues to stress the four language skills of speaking, reading, listening and writing. Spanish literature is introduced through authentic short stories, supplemental readers, mysteries, and plays. Students participate in paired activities focusing on the use of thematic vocabulary and grammar. Written compositions, oral presentations, and web-based activities are included. Culture includes the study of Spain and Argentina as well as a unit on the Spanish Masters of Art. The pace is fast and challenging in this course and students are expected to speak in Spanish.

Prerequisite: Successful completion of Spanish II Honors and/or teacher recommendation.

### SPANISH IV CP – 1 Credit

### SPANISH V CP – 1 Credit

Spanish IV/V consists of two curricula presented in alternating years. Classes are conducted entirely in Spanish and advanced grammar concepts are taught. Students in each course will write compositions, prepare oral and written projects, and read poetry, short stories and novels.

Curriculum A: The cultural content emphasizes the history, geography, art, literature and culture of Spain.

Curriculum B: In this course, the culture element includes the history and current political and economical problems of Central and South America. Students will be involved in a year-long study of one Latin American country.

Prerequisite: Successful completion of Spanish III/IV and teacher recommendation.

### IB SPANISH SL –HONORS - 2 Credits over two years

IB Spanish SL I is taken junior year.

IB Spanish SL II is taken senior year.

The focus of this course will be the continued acquisition and development of listening, speaking, reading, and writing. Through the use of a variety of authentic material, students will refine and extend their use of the language and culture. Emphasis will be placed on listening and speaking skills with students participating in debates, discussions, interviews as well as individual and/or group oral presentations. Students will extend their reading skills through the use of authentic literary texts.

Writing skills will include the perfecting of grammar and structure through varied styles of composition.

Prerequisite: Successful completion of Spanish III and/or teacher recommendation

### **MUSIC**

The scheduling of our music program permits us to grant one (1) credit toward graduation for each full year of participation in concert band, wind ensemble, or chorus. This policy will apply only to those individuals who satisfy the following requirements:

1. Enrollment in the program for the entire year.
2. Participation in the music program for one full block of chorus, band, wind ensemble, or chamber choir and participation in all required activities.

### APPRENTICESHIP FOR THE ARTS - ½ Credit

The Apprenticeship for the Arts program is open to seniors who have an intense desire to learn from a master in one of the arts areas of creative writing, dance, theatre, music and visual arts. If a student is interested in the Apprenticeship for the Arts program, he must:

1. Submit the student application to Mr. Lewia
2. Submit the teacher recommendation form completed by a specialist in one of the arts areas
3. Interview with the Selection Committee
4. Submit a portfolio and/or audition.

The portfolio/audition is very important to this entire process. The auditions and the writing and visual art portfolios have been designed both as learning experiences and as opportunities to show a student's ability. Priority will be given to seniors.

### CHAMBER CHOIR - HONORS - 1 Credit

The Chamber Choir is an honors-level, balanced vocal group comprised of the top vocalists at KHS. Admission to the group is by audition. Besides demonstration of advanced vocal skills, other criteria for acceptance include: dedication, attitude, potential for growth, past performance and participation, and/or a recommendation from another vocal instructor. Participation in major performances outside of school (barring illness or emergency) is required for credit. Students are responsible for providing some of the concert attire themselves (Girls: black, floor-length skirt, black shoes, and black nylons/ Boys: black dress pants, black belt, black socks, black dress shoes).

Some of the Chamber Choir concert events are as follows:

December	Prelude KHS Music Department Winter Concert Assorted holiday performances
March	KHS Music Department Spring Concert
May	RSU 21 All Chorus Night
June	Class Night Chamber Choir Senior Send-off Concert

### CONCERT BAND - 1 Credit

To be eligible for high school concert band, the student demonstrates the following skills: “articulation – staccato, legato, and slur; rhythms – dotted quarter and eighth and sixteenth notes; understanding of meter signs; understanding of key signatures up to three sharps and three flats; ability to play a chromatic scale (within the given range for each instrument.)” Band meets one full block. All performance commitments (parade, concerts, pep band) must be met barring illness or emergency. Failure to participate in a performance will be reflected in the student’s grade.

### CONCERT CHORUS - 1 Credit

No prior experience necessary! Come learn to sing in a supportive environment where all abilities and experiences are embraced. Chorus is open to any high school students with a desire to sing adult-level choral music and a desire to become a better singer. A strong emphasis is placed on the development of the voice and ear as well as music literacy. Participation in major performances (barring illness or emergency) is required for credit. Students are responsible for providing some of the concert attire themselves (Girls: black, floor-length skirt, black shoes, and black nylons/Boys: black dress pants, black belt, black socks, black dress shoes).

### GUITAR LAB – ½ Credit

This course will teach the concepts of musical notation and application (including standard notation, tablature, and chord-reading) through the use of the guitar. Individual progress will be monitored with both written and playing quizzes. **Home practice is required!** All styles of music will be studied throughout the duration of the course. No prior musical experience is required. **Students must provide their own nylon or steel string acoustic guitar.**

### INTERNATIONAL BACCALAUREATE MUSIC SL- HONORS- 2 Credits over 2 years

IB Music SL I is taken junior year.  
IB Music SL II is taken senior year.

This course is designed for music students with varied backgrounds in music performance, either solo and/or group performers and students who wish to study composition. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. Students will be expected to demonstrate their understanding of music by performing solo or in a group or through composition, by using appropriate musical language and terminology in

analyzing musical works from many and varied cultures and periods, and by exploring their own composition writing. External assessments of listening and musical investigation will constitute 50% of the grade. Internal assessment will be done by the teacher in the areas of performance and composition to fulfill the remaining 50% of the grade.

Grade 11 or 12

Prerequisite: One year of Music Theory and/or permission of the instructor.

Students must have a good working knowledge of music fundamentals to enroll in the class. They will study music of many cultures and time periods to understand fully its musical construction and societal connections. Students will compose and/or perform significant works. Supplemental private lessons are recommended but not required. This course prepares students for the Standard Level examination in IB Music to be taken at the end of the course of study. A culminating performance or demonstration of the students' compositions is required in addition to the written exam.

### MUSIC THEORY – 1 CREDIT

This is a survey course open to all students in grades 9-12. Through the use of class lecture, written activities, listening activities, and the KHS MIDI Lab, students will explore the musical genres of each major era of Western music, as well as a variety of world music. Furthermore, students will become functional in reading music and will demonstrate this knowledge through regular musical analysis.

### PERCUSSION ENSEMBLE - 1 Credit

All percussionists in Concert Band are enrolled in Percussion Ensemble. This class provides an opportunity to explore percussion music and instruments beyond the Concert Band literature. This class is designed to meet the varying needs of individual students, thus can accommodate a variety of learner levels. Participants in this class are responsible for attending all performances scheduled for the Concert Band as well as any performances that may arise out of the class. All performance commitments (parades, concerts, pep band) must be met barring illness or emergency. Failure to participate in a performance will be reflected in the student's grade.

### PHILOSOPHY OF ART AND MUSIC – 1 Credit

“Art flourishes where there is a sense of adventure.” A. N. Whitehead

This course is an elective for juniors and seniors only. This course uses the content within visual art and music to examine the creative process by requiring participants to: actively participate in group discussions; write regular journal entries and culminating papers that support the development of a voice for expressing individual thoughts and ideas; examine the learning process and identify their role as a learner. Student input is used in developing course guidelines including assessment policies, content and deadlines.

### PIANO LAB I– ½ Credit

No experience required! Learn to read music and play piano through the use of a Piano Keyboarding MIDI Lab. Individual keyboard stations allow students to move at a pace that is appropriate for their learning needs. This is a continuation of the Middle School piano curriculum, and all grades and abilities are welcome.

## PIANO LAB II– ½ Credit

This is a continuation of Piano Lab I. Students will read music and play piano through the use of a Piano Keyboarding MIDI Lab. Individual keyboard stations allow students to move at a pace that is appropriate for their learning needs. Students need the permission of the instructor to enroll.

## VOCAL AUDITIONS PREPARATION – ¼ Credit

This is a directed-study style course, open to all students in grades 9-12 who are enrolled in Concert Choir or Chamber Choir and wish to audition for the District I Music Festival and/or All State Music Festival. The class will meet during the students' lunch blocks on either a blue day or a white day (to be determined). The class will be run as a lab where students will receive instruction on all aspects of the vocal music audition (Solo Italian Art Song, Choral Assessment and Sight Singing). The students will sing the audition pieces and receive criticism and instruction from the instructor and the other students, as well as listen critically to the other students perform in order to provide their own input toward the improvement of each student's performance.

## WIND ENSEMBLE- HONORS - 1 Credit

Wind Ensemble is open to any high school students who demonstrate above average skills on their instruments and motivation toward high standards of performance. Admission to this class is by audition. Auditions may be scheduled at any time with the director. Other criteria include attitude, potential for growth, past performance, and recommendation from a private instructor. Private instruction is recommended but not required. The director will make the final selections for this performing group. All performance commitments (concerts, parades, pep band) must be met barring illness or emergency. Failure to participate in a performance will be reflected in the student's grade.

## OPTIONS

### **(Individualized curriculum and scheduling for self-motivated students in need of credit recovery)**

Both ½ and full credit courses available.

The OPTIONS Program is an alternative high school program designed for students who are not meeting with success in the traditional high school and who are motivated to work at their own pace. Options provides a non-traditional, packet-driven program that allows students the opportunity to recover 1-2 of their required course credits per year.

Courses offered through the Options program include: Algebra, American Government, American Literature, Basic English, Basic Mathematics, Biology, Careers, Earth Science, Economics, English Composition, General Science, Geometry, Health, Independent P.E., Life Science, Physical Science, Practical English, Practical Mathematics for Consumers, Pre-Algebra, Skills for Independent Living, U.S. Geography, U.S. History, World Geography and Cultures, World History, and World Literature. Independent studies and/or directed study programs taken with mainstream teachers are available on a case-by-case basis.

Students may also be involved in mainstream classes, pre-vocational/vocational experiences, school-to-work activities, community service or service learning, and work-study and/or early release. School credit may be offered for work-based experience.

Pre-requisites for the Options program: Junior/Senior status

Process to become involved in the Options Program:

- The student may be identified by a teacher, parent, guidance counselor or administrator as having a need for recovery of core credits.
- Application and referral forms can be found in the main office, the guidance office, and the Options classroom (P-50A).
- Students are then interviewed by Mr. Mitchell and Mr. Sharood.
- Once accepted into the program, students are placed in the course or courses that correspond to their needs.
- Student grades are based on the following four components:
  - Participation – 25%
  - Homework and Notebook – 25%
  - Chapter and Unit tests – 25%
  - Semester Project – 25%

## **PHYSICAL EDUCATION**

The goal at Kennebunk High School is for all students to meet the expectations/standards of the Maine Learning Results.

ALL STUDENTS MUST PASS TWO SEMESTERS of PHYSICAL EDUCATION IN ORDER TO GRADUATE FROM KENNEBUNK HIGH SCHOOL.

After graduation requirements are met, students may elect physical education as a semester course and will earn  $\frac{1}{2}$  credit for each semester they pass. Students may earn up to a maximum of two credits in physical education toward graduation.

### **Uniform:**

Students must wear appropriate clothes while participating in physical education. Students are not to wear street clothes or the clothes worn to school that day. It is required that a shirt, shorts, sneakers and athletic socks be worn during all physical education classes.

### **PHYSICAL EDUCATION BASIC - (FRESHMAN YEAR) - $\frac{1}{2}$ Credit**

The focus of this physical education class is to work on mastery of skill for a wide variety of activity including personal fitness, lifetime, and team and individual sports. This course is set up for students in their freshman year or those students taking physical education for the first time.

### **PHYSICAL EDUCATION - (ELECTIVE PROGRAM) - $\frac{1}{2}$ Credit**

The focus of physical education class is to allow students the opportunity to elect those activities that they would like to continue after basic Physical Education. This course is offered to all sophomores,

juniors and seniors who have successfully completed Basic Physical Education.

**PERSONAL FITNESS** ½ Credit

Personal Fitness is a class open to students in grades 10-12 who have successfully completed at least one semester of Physical Education. This course will emphasize the importance of wellness and seek to develop more effective ways to meet that goal through nutrition and exercise. This course is for the student who is serious about personal fitness and has the endorsement of the teacher. The class list will be created and submitted by the physical education staff.

**RAMS: RECREATIONAL ACTIVITIES MOTIVATING STUDENTS – ½ Credit**  
**ENRICHMENT PROGRAM**

R.A.M.S. is a student-driven physical education elective designed to enhance the present curriculum goals of “fitness for life.” Individual wellness, organized games and recreational activities will be among the options for students to select. The emphasis will be placed upon participation.

This course will be available to all students on an elective basis for ½ credit. The program is designed to be pass/fail grading and will not replace physical education credit. The only requirement is proper footwear.

**SCIENCE**

The goal at Kennebunk High School is for all students to meet the expectations/standards of the Maine Learning Results.

Responsibilities for Academic Expectations in Mission Statement

Primary Responsibilities

- Problem Solving & Critical Thinking Skills

Secondary Responsibilities

- Reading
- Communication
- Use of Technology
- Research

Students must take three (3) years of science. Beginning with Integrated Science I, the courses are designed to ensure that all students will meet the Maine State Learning Results.

Students preparing for college should take at least 2 years (3 years recommended) of a laboratory science. Colleges typically consider Biology, Chemistry, Physics and Anatomy at the CP or higher level to be “lab sciences”. The following table outlines the most common pathways through the sciences at KHS.

Year	Progression 1	Progression 2	Progression 3	Progression 4	Progression 5	Progression 6	Progression 7
Freshman	I/S I	I/S I	I/S I	I/S I	I/S I	I/S I	I/S I
	CP	CP	CP	CP	Standard	Standard	Standard
	Honors	Honors	Honors	Honors	CP	CP	
					Honors		

Sophomore	<b>Biology</b> CP Honors	<b>Chemistry</b> CP Honors	<b>Chemistry</b> CP Honors	<b>Biology</b> Tech Prep CP Honors	<b>Chemistry</b> CP Honors	<b>Biology</b> Tech Prep	<b>Integ. Sci II</b> Non-leveled
	<b>IB Physics</b> SL/HL	<b>IB Bio</b> HL	<b>IB Bio</b> SL	<b>Chemistry</b> CP Honors	<b>Biology</b> CP Honors	<b>Chemistry</b> Tech Prep CP	<b>Biology</b> Tech Prep CP
Junior							
Senior				<b>Physics</b> CP Honors <i>or</i> <b>Anatomy</b>	<b>Physics</b> CP Honors <i>or</i> <b>Anatomy</b>	<b>Physics</b> CP	<b>Chemistry</b> Tech Prep CP

Honors Biology for freshmen permitted *only* with strong science teacher recommendation from MSK.

Notes:

1. Guided science progression is not listed. See Special Ed. Department.
2. Students must confirm that they meet all course prerequisites.
3. Other science electives may be taken. See Program of Studies and Course Offering sheet during registration.
4. Students may consider taking two sciences in a given year.
5. Science credits are also possible through vocational options. See Guidance for details.
6. This table is intended to help in the decision making process. Not all pathways are listed.
7. Current science teacher recommendations shall be heavily considered.
8. Students may *not* register for a course at a higher level than teacher recommendation without principal override.

It is strongly suggested that student course elections in sophomore, junior and senior years include at least one physical science and one biological science course.

#### Biological Science Courses

Biology  
Anatomy & Physiology

#### Physical Science Courses

Chemistry  
Physics

*Note: All IB science offerings are two year courses.*

#### ADVANCED TOPICS SEMINARS – ½ Credit

Co-requisites: Concurrent enrollment in Biology, Chemistry, or Physics.

Enrollment is mandatory for honors-level students in biology, chemistry, and physics. Each seminar is for one semester and will yield ½ credit upon successful completion. A seminar course may be taken either semester of the concurrent Biology, Chemistry, or Physics course.

Seminars are offered for students who wish to pursue advanced study in their selected course. Topics covered and labs completed may parallel some regular course units but will exceed them in scope of study. Seminars are highly recommended for all students wishing to pursue a career in the sciences.

Please note that this course is one semester in length and is worth ½ credit.

### AP CHEMISTRY – 1 Credit

The AP Chemistry course is designed to be the equivalent of a first year college General Chemistry course. Emphasis will be placed on the depth of understanding of chemical concepts, chemical calculations, and the mathematical formulation of principles. A quantitative laboratory program will provide a well-rounded experimental chemistry experience.

The course will prepare the student for the AP Chemistry Exam given at the end of the year. All students who take this course will take the AP Exam.

Recommendations: 1. Successful completion of Honors chemistry & Advanced Math  
2. Teacher recommendation.

### BIOLOGY – CP - 1 Credit

Through a systematic study of plants (botany) and animals (zoology), the course explores the individual characteristics of representative species of the various phyla and their importance in the overall pattern of life. The second half of the year is dedicated to the study of the human body, system by system.

The format of this one credit course is lecture and laboratory experience based. Laboratory experiences are a focus to enhance knowledge of biological processes and techniques. Reading, organizational skills and study skills are integrated into each unit studied.

Prerequisite: Successful completion of Integrated Science I

### BIOLOGY – HONORS – 1 Credit

This course is designed to emphasize evolutionary processes and biochemical principles as a unifier of biological concepts. Labs and dissections are used extensively.

It is expected that each student may complete a minimum of one major research paper or project during the course. Laboratory assignments and projects may require use of the laboratory facilities after regular school hours.

Prerequisites: Successful completion of Integrated Science I and teacher recommendation

### BIOLOGY- TECH PREP - 1 Credit

This course is designed to allow the student to meet the expectations of a 2 year technical college by completing his/her laboratory science requirement. As a survey course, the course will follow the traditional biology sequence. Reading, organization, and study skills will be major themes stressed throughout the year. The purpose of this course is to reinforce these skills as the course progresses. Teacher recommendation is highly encouraged.

Prerequisites: Successful completion of Integrated Science I and teacher recommendation

### CHEMISTRY- TECH PREP - 1 Credit

This course is designed to allow the student to meet the expectations of a 2 year technical college by

completing his/her laboratory science requirement. As a survey course, the course will follow the traditional CP chemistry sequence. Reading, organization, and study skills will be major themes stressed throughout the year. The purpose of this course is to reinforce these skills as the course progresses. Teacher recommendation is highly encouraged.

Prerequisites: Successful completion of Integrated Science I and Biology at the tech-prep or higher level.

### CHEMISTRY – COLLEGE PREPARATORY - 1 Credit

This course presents all the important basic principles and ideas of chemistry. An approach is used which includes extensive laboratory work and mathematical problem solving to investigate matter, energy, stoichiometry, periodicity, bonding, principles of reactions, equilibrium, acid-based reactions, and redox reactions.

Prerequisites: 1. Successful completion of Integrated Science I & Algebra I  
2. Teacher recommendation

### CHEMISTRY – HONORS - 1 Credit

Techniques of problem solving using mathematics and chemical theory will be emphasized. Principles and ideas will be developed from direct laboratory experiences and application of chemistry to practical situations.

Topics investigated will include matter, stoichiometry, periodicity, structure and bonding, reactions, kinetics, equilibrium, acid-based reactions, redox reactions, thermodynamics, and special topics to be announced.

Formal research papers and/or projects may be required each semester. Laboratory assignments and projects may require use of the laboratory facilities after regular school hours. The computer will be used as a tool for simulation, laboratory data collection, and calculation.

Prerequisites: Successful completion of Integrated Science I and teacher recommendation

### HUMAN ANATOMY AND PHYSIOLOGY – HONORS - 1 Credit

This senior lab science is designed to aid those students who wish to pursue a medically related career/profession with emphasis on the human body and its physiological principles. The main emphasis will be on how the body meets the changing demands while maintaining the internal constancy (homeostasis) necessary for the functioning of cells and organs. Chemical processes of the human body will be integrated with the physical and structural aspects of functioning operation.

Primary emphasis in laboratories will be on the histological and anatomical areas. Microscopic examinations and laboratory dissections constitute the bulk of the laboratory work. Prerequisites:

1. Successful completion of Chemistry and Biology.
2. Teacher recommendation.

### IB BIOLOGY HL – High Honors -1 Credit per year

The HL Biology course will be scheduled for the student's junior and senior years with both internal and external assessment. This course meets the requirement of 240 instructional hours. HL Biology is designed to provide students with an in-depth view of the science of biology, the chemistry of life, the anatomy and physiology of the cell, evolution and genetics, diversity of the six kingdoms, the human body systems and ecology. Through research, laboratory experiences, data collecting and analysis and

scientific investigations, students will become proficient in the use of laboratory equipment and written communication skills. In addition, students will be required to read and analyze current scientific journal articles to raise their awareness of advances in biotechnology and bioengineering

### IB BIOLOGY SL – Honors – 1 Credit per year

The two-year SL Biology course meets the requirements of 150 hours of instructional time. It is designed to provide students with an in-depth view of the science of biology, the chemistry of life, the anatomy and physiology of the cell, evolution and genetics, diversity of the six kingdoms, the human body systems and ecology. Through research, laboratory experiences, data collecting and analysis and scientific investigations, students will become proficient in the use of laboratory equipment and written communication skills. In addition, students will be required to read and analyze current scientific journal articles to raise their awareness of advances in biotechnology and bioengineering.

### IB PHYSICS HL – Honors – 1 Credit per year

The HL Physics course will be scheduled for the student's junior and senior years with both internal and external assessment. This course meets the requirement of 240 instructional hours. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particle to the vast distances between galaxies.

At Kennebunk High School, we are planning to offer physics at the higher level over a two year period. The higher level includes all of the Core topics 1) Physics and physical measurement, 2) Mechanics, 3) Thermal Physics, 4) Oscillations and waves, 5) Electric Currents, 6) Fields and forces, 7) Atomic and nuclear power, 8) Energy, power and climate change; Additional higher level topics 9) Motion in fields, 10) Thermal Physics, 11) Wave phenomena, 12) Electromagnetic Induction, 13) Quantum physics and nuclear particles, and 14) Digital technology. Two additional options will be selected during the second year of the program. These will be selected from E) Astrophysics, F) Communications, G) Electromagnetic Waves, H) Relativity, I) Medical Physics and J) Particle physics.

Students in IB Physics (HL) will experience many lab experiments in their pursuit for an understanding of the physical world. A minimum of 60 hours will be spent on investigations (Labs), ten of which will be spent on their Group 4 Project.

### IB PHYSICS SL – Honors – 1 Credit per year

*Important:* IB Physics will only be offered at the SL level for students starting the course in the 2011 – 2012 school year.

The SL Physics course will be scheduled for the student's junior and senior years with both internal and external assessment. This course meets the requirement of 150 instructional hours.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particle to the vast distances between galaxies.

At Kennebunk High School, we are planning to offer physics over a two year period. The standard level includes all of the Core topics 1) Physics and physical measurement, 2) Mechanics, 3) Thermal Physics, 4) Oscillations and waves, 5) Electric Currents, 6) Fields and forces, 7) Atomic and nuclear power, 8) Energy, power and climate change. Two additional options will be selected during the second year of the program. These will be selected from A) Sight and wave phenomena, B) Quantum Physics and nuclear physics, C) Digital Technology, D) Relativity and particle physics, E) Astrophysics, F) Communications, and G) Electromagnetic Waves.

Students in IB Physics (SL) will experience many lab experiments in their pursuit for an understanding of the physical world. A minimum of 40 hours will be spent on investigations (Labs), ten of which will be spent on their Group 4 Project.

### INTEGRATED SCIENCE

The presentation of concepts is laboratory and activity based. Topics to be studied include the Universe, sustainability of the Earth, Energy, and Motion. Topics that relate to the Kennebunks and everyday life will be used as a common thread through all aspects of the course.

#### INTEGRATED SCIENCE I – STANDARD - 1 Credit

Topics included for study are similar to those in the college preparatory level, but with less emphasis on the technical aspects. This course will provide sufficient background and skill development necessary to complete the science requirements for graduation.

#### INTEGRATED SCIENCE I – CP - 1 Credit

The presentation of concepts is laboratory and activity based. Topics to be studied include the Universe, Sustainability of the Earth, Energy, and Motion. Topics are examined in a systems based approach reaching a deep understanding of how systems, such as the universe work with other systems such as the Earth. Sciences of physics, geology, chemistry, and biology are integrated into the course curriculum.

At the college preparatory level students are expected to develop basic laboratory skills, study skills, and note taking skills. Students will work with the goal of understand the topics through an investigative and critical thinking lens.

#### INTEGRATED SCIENCE I – HONORS – 1 Credit

The topics of study are similar to the college preparatory level, but delve into greater depth. Extensive exploration of academic topics and independent work outside of the class are course expectations.

Recommendations:

1. The student should have 85 or higher on the local percentile of the science subtest of the most recently administered Terra Nova standardized test.
2. The recommendation of the most recent science teacher.

#### INTEGRATED SCIENCE II: LIFE and

#### INTEGRATED SCIENCE CHEM. – Non-leveled – 1/2 Credit each

This course is designed for students who wish to follow a nontraditional sequence in the sciences. As a non-leveled offering, it complements Integrated Science I. The full year course is offered in two semester sections. The first semester emphasizes ecology and cell structure/function. The second semester emphasizes chemistry. When registering, a student must commit to completing both semesters. Completion of both halves permits the student to explore most subjects offered by the science department.

#### PHYSICS-CP - 1 Credit

Important principles, laws, and theories of physics will be explored. Objects in motion, astronomy, Newton's Laws, energy, waves, light, electricity, magnetism, are among the major topics to be covered.

Laboratory work will complement discussions, lectures, and problem solving sessions. NOTE: We will be using mathematics as a primary tool in our investigations to understand the behavior of objects in the physical world. An understanding of trigonometric functions (sin, cos, tan) is necessary.

This course will fulfill college physics preparation requirements. Prerequisites: 1. Successful completion of Integrated Science I and II or

- Biology and Chemistry
- 2. Completion of Algebra II and concurrent enrollment in Advanced Math or Senior Math with teacher recommendation.

### PHYSICS HONORS - 1 Credit

This course follows the basic outline for Physics – College Preparatory but in greater depth and at an accelerated rate and with enhanced, advanced labs using electronic measuring devices and computer interfaces.

- Prerequisites: 1. An average of B or better in Integrated Science I and II or Biology and Chemistry
- 2. Concurrent enrollment or an average of B or better in Advanced Math and/or Calculus.

### SCIENCE I – GUIDED - 1 Credit

This course provides a “hands-on” approach to science that includes experiences in the areas of Life Science and Earth Sciences. The course will focus on the natural environment of Maine and include discussions of local issues and problems. A major goal of the course is to provide the student with a working knowledge of the process by which decisions are made and how they affect the world in which we live. Student application occurs through the IEP process.

### SCIENCE II – GUIDED - 1 Credit

This course is a continuation of activities presented in Science I Guided but in the areas of Physical Science and Ecological Science. These activities and experiences will also address local problems and conditions. Three inquiry approaches – discovering, researching, and problem solving – will be utilized as vehicles for applying our current knowledge of the natural sciences.

Recommendation: Completion of Science I Guided. Student application occurs through the IEP process.

### SCIENCE III – GUIDED - 1 Credit

This course is a continuation of activities presented in Science II Guided. Three inquiry approaches – discovering, researching, and problem solving – will be utilized as vehicles for applying our current knowledge of the natural sciences.

Recommendation: Completion of Science II Guided. Student application occurs through the IEP process.

## **SOCIAL STUDIES**

The goal at Kennebunk High School is for all students to meet the expectations/standards of the Maine Learning Results and select national standards of the National Council for Social Studies.

Academic Expectations

Primary Responsibilities

- Reading

- Communication
  - Research
- Secondary Responsibilities
- Problem Solving
  - Use of Technology

Social Studies class is a place for students to learn about the world and their place in it. Through reading, writing, presentation, and class discussion, students will improve their understanding of the evolution of history, develop an appreciation of their heritage, learn the rights and responsibilities of American citizenship, and develop an awareness of the world and its people. Critical thinking is an emphasis. Students should develop informed opinions based on an understanding of the facts and issues, and be able to communicate their ideas orally and in writing. With these goals in mind, all students will meet objectives by taking the core curriculum of World History to 1920, America to 1920, and U.S. and the World 1920 to the Present. Any additional Social Studies course may be selected to satisfy the final ½ credit requirement, including any grade 12 elective listed below.

### Course Sequence

GRADE	STANDARD	COLLEGE PREP.	HONORS
9	World History to 1920	World History to 1920	World History to 1920
10	America to 1920	America to 1920	America to 1920 AP U.S. History
11	U.S. and the World 1920 to the Present	U.S. and the World 1920 to the Present	IB History of the Americas HL I* AP U.S. History AP European History IB Economics SL I  One semester options: Anthropology Civics and Leadership Intro to Psychology World Geography
12	One semester options: Anthropology Civics and Leadership Intro to Psychology World Geography	One semester options: Anthropology Civics and Leadership Intro to Psychology World Geography	IB History of the Americas HL II* AP European History AP U.S. History IB Economics SL II  One semester options: Anthropology Civics and Leadership Intro to Psychology World Geography

Two Advanced Placement courses are offered in social studies: U.S. History and European History. Three International Baccalaureate courses are offered in social studies: Economics SL, History of the Americas HL, and Integration of Technology in a Global Society (ITGS) SL or HL. Economics and ITGS may be taken to satisfy the IB group 3 requirement and the Social Studies elective requirement.

A limited number of sections of half-credit elective courses will be offered depending on student interest and the availability of staff. These one-semester courses include Anthropology, Civics and Leadership, World Geography, and Psychology. Preference will be given to seniors who enroll to meet graduation requirements. In addition, Investigative Seminar may be used to fulfill the Social Studies elective requirement in cases in which the selected topic has the approval of the department.

The Social Studies Department strongly recommends that students interested in enrolling in AP or Honors level courses meet the following two criteria:

1. Recommendation by the previous year's Social Studies instructor.
2. An average of not less than A in previous Social Studies course.

In certain circumstances it may be appropriate for a student to enroll in an alternative or accelerated course sequence. In these cases, student, parent, classroom instructor, and AP coordinator will work with Guidance to develop a plan.

### AMERICA TO 1920 – STANDARD-1 Credit

This course traces the history of the United States from the colonial period to World War I and its results. Emphasis is placed on helping the student understand the American story and develop an appreciation for our heritage. Social studies skills will be developed and social studies vocabulary will be reinforced.

### AMERICA TO 1920 - CP -1 Credit

This course involves the study of American history from colonization of the Americas through World War I and its results. The great people and events of American history in the 18th, 19th, and early 20th century will be examined. Outside reading and periodic papers are required; writing and research skills will be reinforced. Monthly exams are the norm. Study skills, research, writing, and critical thinking skills will be developed.

### AMERICA TO 1920 – HONORS -1 Credit

This chronological study of the history of the United States, from colonization of the Americas through World War I and its immediate aftermath, includes reading and writing tasks which require critical thinking skills. Students will combine the use of factual data with historical analysis while studying the great people and events that compromise the American story. Special attention will be given to basic American principles, the evolution of democracy, formation of the federal republic, and the workings of constitutional government. Monthly examinations and quarterly papers are the norm. Research and writing skills will be reinforced. Please see recommendations for honors level courses before signing up for this course.

### ANTHROPOLOGY – ½ Credit

This elective course explores the nature of humankind through the study of primitive tribes and how the experiences of those tribes can be associated with life in our technologically advanced society at the beginning of the 21st century. Students are given a wide range of choices to explore independently. The Ice Man, the rain forest, the homeless in America, and the Australian aborigines are part of this diverse exploration into the field of Anthropology. Students will learn about new ideas through special projects, films, and discussion. This course is open to all 11<sup>th</sup> and 12<sup>th</sup> graders, with preference given to seniors.

### AP EUROPEAN HISTORY – 1 Credit

AP European History is a yearlong course that is taught at the college level and is designed to increase students' understanding and appreciation of European history while helping each student succeed on the AP European History Exam. This study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. It is intended to provide the knowledge and context for understanding the development of

contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Students will be expected to take the AP European History Test in May, which offers the potential to earn college credit. Light summer reading is assigned.

Course Goals:

- Provide a basic narrative of events and movements in European history
- Develop an understanding of some of the principal themes in modern European history
- Develop an ability to analyze historical evidence and historical interpretation
- Develop an ability to express historical understanding in writing
- Develop critical thinking skills required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts
- Provide students with numerous moments of intrigue and mystery to pique their interest in further studies

### AP UNITED STATES HISTORY – 1 Credit

AP United States History is a yearlong course that is designed to be equivalent to an introductory college course in U.S. History and will prepare students for intermediate and advanced college courses. It is designed to move beyond mere recall of historical evidence, to an understanding of historical chronology, topical concepts and themes, cause and effect, and major turning points. Students should demonstrate their mastery of historical interpretation and be able to express in writings their analysis and knowledge. They should be able to integrate their learning sufficiently to construct a logical historical argument. Students will be expected to take the AP U.S. History Test in May, which offers the potential to earn college credit. Summer work usually includes readings from the textbook.

Course Goals:

- Provide motivated and curious students with the opportunity to read and evaluate college-level texts and primary-source materials
- Provide students with the opportunity to assess the context in which historians write
- Provide students with ample opportunities to hone critical thinking skills in a writing-intensive environment
- Provide opportunities through class discussions and readings for students to become more skillful in analyzing and debating historical issues
- Provide opportunities for students to develop a feeling for the ambiguities inherent in the study of history which will lead to an increased tolerance for varying viewpoints

To succeed in the course and on the exam, students will be expected to demonstrate the following skills:

- Willingness to work on improving writing skills
- Willingness to develop study habits necessary for tackling rigorous course work
- Willingness to assume the responsibility of reasoning, analyzing, and understanding for yourself
- Ask thoughtful questions about and make sound inferences from factual information
- Recognize the significance of important events
- Assess the relative importance of cause and effect
- Account for the apparent inconsistencies and ambiguity in the materials they examine
- Recognize common themes and thread
- Recognize and explain change or continuity over time
- Categorize information

## CIVICS AND LEADERSHIP – ½ credit

What is the role of citizen in today's America? Who exerts power and influence in American society? What are the qualities of effective leadership? What are the structure and functions of government in the United States? What are American values? Who are the role models we should emulate? What are the paths to success and happiness in modern America? These are some of the essential questions of this contemporary history course which examines 21<sup>st</sup>-century America and the knowledge and skills of effective citizenship. The American Constitution will be studied as it applies to modern life, and the process of government, from citizen participation to implementation of public policy, is examined. This course provides the Kennebunk student with an understanding of the power structure in the society s/he is entering as an adult, the choices open to him/her as an active citizen, and the skills needed to maximize opportunity and achieve personal goals. Reading, writing, discussion, and oral presentation are all essential components of this course. Guest speakers will highlight specific units. This course is open to all 11<sup>th</sup> and 12<sup>th</sup> graders, with preference given to seniors.

## IB ECONOMICS SL – 1 Credit per year

IB Economics is a two-year Standard Level (SL) International Baccalaureate course. Students will be expected to use visual and statistical vocabulary to aid them in their study of economics.

Economic thinking skills will be emphasized in this class. The aforementioned skills will appear on the IB exam at the end of the two-year course. In preparation for the exam, the course follows the IB curriculum which divides economic concepts into the following five units:

- I. Introduction to economics (definition of the subject, basic concepts)
- II. Microeconomics (markets, market failure, behaviors of individual households and firms)
- III. Macroeconomics (nationwide behavior, government policies, unemployment, income distribution)
- IV. International economics (trade, integration, exchange rates)
- V. Development economics (growth and development in developing and transitioning nations)

Students taking the IB exam are expected to demonstrate mastery of vocabulary, models, and economic thinking skills. The exam itself is divided into several different components that add up to a composite grade.

In addition to economics topics and thinking skills, this course is designed to help students build writing, research, document analysis, and media literacy skills. Content will be presented in a variety of formats from teacher-centered lecture to group work and student-centered presentations. A significant portion of content is presented outside of class through extensive readings in primary and secondary sources. Students will be expected to read and synthesize college level readings outside of class and be able to draw their own conclusions based on the complex issues presented in the materials. Students will lead and participate in discussions, debates, and presentations.

## IB HISTORY OF THE AMERICAS HL – HONORS – 1 Credit per year

History of the Americas may be taken as a two-year Higher Level (HL) International Baccalaureate course. In the first year, this course is an in-depth study of North American History from 1895 to 1995. The history of Canada, Mexico and the United States will be studied focusing on this time period. The class is organized in a thematic structure. In the second year, the curriculum will focus on 20th Century topics: mid 19th century to 1995. Additionally this curriculum will be taught to connect the regional study topics for History of the Americas while emphasizing a minimum of two of the 20th Century World History topics.

Comparative history of the Western Hemisphere will be employed.

Presenting historical explanations from an international perspective is an objective of the history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the

chosen region. The study of a country's national history will be in the comparative, regional framework of the appropriate regional option. The countries will include the United Kingdom, Germany, Italy, Russia, United States, Canada, Cuba, Mexico, Argentina, Japan, Korea, China, Vietnam, Nigeria, and South Africa. Reading, writing and critical thinking skills will be emphasized. Students who complete the course will be prepared to sit for the IB History HL exam. This course is taught on a college level and will require daily homework. There are also major writing projects that will be due each term.

Required Prerequisites:

World History to 1920 (9th Grade)

US & The World to 1920 (10th Grade)

### INTRODUCTION TO PSYCHOLOGY - ½ Credit

Introduction to Psychology is a semester elective which provides the student with a broad overview of the field of psychology. The class is based on discussion, and active participation by the students is expected. Major units of study include development, sensation and perception, altered states of consciousness, personality, stress, and conditioning. This course is open to all 11<sup>th</sup> and 12<sup>th</sup> graders, with preference given to seniors.

### INVESTIGATIVE SEMINAR Honors– ½ Credit

Note: this seminar may count as a social studies elective **only** with special permission of the department head and G/T Coordinator.

This elective provides an opportunity for students who are accomplished and highly motivated in the Arts or Humanities to explore an area of personal interest. A student may work with the teacher to design an individual or group project, creating a plan for investigation and assessment. Weekly discussion and exchange of ideas will support independent learning. Past topics have ranged from filmmaking or fiction writing, to conducting psychological studies, learning philosophy through art history, or examining the role of the media in our society. Other ideas might include mystery or play writing, debate, author or culture study, historical research, video journalism, songwriting or performance art, etc. This option is designed for juniors and seniors who have demonstrated proficiency with the Maine Learning Results and who meet honors level expectations for initiative, depth of thinking and communication skills. All proposals will be considered. Interested applicants should speak to Ms. Foley in Room 103.

### U.S. AND THE WORLD: 1920 TO THE PRESENT – STANDARD -1 Credit

This course will be a contemporary world history class with an emphasis on the growing and changing relationships between the United States and the world during the 20th and 21st centuries. From the Treaty of Versailles, to the atomic bomb, to globalization, students will explore various issues and their ramifications both in the United States and abroad.

### U.S. AND THE WORLD: 1920 TO THE PRESENT -CP- 1 Credit

This course will be a contemporary world history class with an emphasis on the growing and changing relationships between the United States and the world during the 20th and 21st centuries. From the Treaty of Versailles, to the atomic bomb, to globalization, students will explore various issues and their ramifications both in the United States and abroad. Outside reading and periodic papers are required; critical thinking, writing and research skills will be reinforced.

## WORLD GEOGRAPHY - ½ Credit

This elective course will focus on the study of physical, economic, and political geography. Students will study how humans impact their environment and how geography has shaped various regions of the world. Students will take weekly pop quizzes over various maps and will work on organization, writing, note-taking, and study skills. Some papers and projects will be assigned. This course is open to all 11<sup>th</sup> and 12<sup>th</sup> graders, with preference given to seniors.

## WORLD HISTORY TO 1920 – STANDARD- 1 Credit

World History to 1920 Standard is a course designed to help students gain a better understanding of humankind from ancient times into the 20th century. An emphasis is placed on geography including physical and cultural knowledge of the world's major regions. Critical thinking skills, map and geography skills, study skills, and writing skills will be introduced and reinforced.

## WORLD HISTORY TO 1920 - CP-1 Credit

World History to 1920 CP is a course of global developments from early civilizations into the 20th century. Students will trace human political, economic, social, and cultural development in major world regions. Critical thinking skills, map and geography skills, study skills, and writing skills will be introduced and reinforced. Tests and periodic projects are required.

## WORLD HISTORY TO 1920 - HONORS- 1 Credit

World History to 1920 Honors is a survey course dedicated to the study of the human race from early civilizations into the 20th century. Much attention will be given to the evolution of democracy, industrialism, nationalism, imperialism, and the introduction of communism. The program combines extensive reading with the development of critical thinking and writing skills. Frequent tests and periodic papers are the norm. Please see recommendations for honors level courses before signing up for this course.

## **THEATRE ARTS**

Note: Theatre Arts courses fulfill the graduation requirement of one credit in fine arts.

### ACTING STYLES – 1 Credit

This class provides performance concentration for the serious minded actors and actresses. Students will explore and improve their own skills and techniques through research and practice. More opportunities to perform and direct are offered through this advanced acting course, and monthly projects will explore an array of theatrical styles.

Prerequisite: Successful completion of All About Theatre.

### ALL ABOUT THEATRE – 1 Credit

This introductory theatre course is a potpourri of theatre basics with the main focus on ACTING. You will be "on stage" from the start --learning by doing. The course begins with movement, theatre games and improvisation and moves into memorized, finished scenes and monologues. Expect to read theatre, watch theatre, and DO THEATRE.

## **THEORY OF KNOWLEDGE (TOK) – 1 credit**

**This course must be taken by IB Diploma students and may be taken by IB certificate students who are enrolled in two or more IB classes.**

*Do not accept what you hear by report, do not accept tradition, do not accept a statement because it is found in your books, nor because it is in accord with your belief, nor because it is the saying of your teacher. Be lamps unto yourselves. Those who, either now or after I am dead, shall rely upon themselves only and not look for assistance to anyone beside themselves, it is they who shall reach the topmost height. - Buddha*

The Theory of Knowledge (TOK) course is the core of the International Baccalaureate (IB) program. In TOK the student and teacher are challenged to explore human knowledge, how we know what we know, and how knowledge plays a role in an evolving global society. Class sessions will include the extensive use of interdisciplinary classroom discussion, debate, Socratic seminars, forums, and both individual and group exploration. Course work completed outside the classroom will include keeping a journal, completing group projects and focused readings. The overall goal for TOK is to foster an appreciation for the quest for knowledge, its importance, its complexities and its human implications (including student bias and interpretation), and to create a foundation for the student's future participation in, and acceptance of, future societal leadership roles. This TOK course is mandatory for IB diploma students and will involve approximately 120 hours of class time divided between the second semester junior year and the first semester of the student's senior year.

*Truth is where the truth is, and it's sometimes in the candy store. - Bob Dylan*

## **VIRTUAL HIGH SCHOOL**

### **VIRTUAL HIGH SCHOOL – ½ or 1 Credit**

The mission of Virtual High School is to develop and deliver standards-based, student-centered online courses to expand students' educational opportunities and 21<sup>st</sup> century skills and to offer professional development to teachers to expand the scope and depth of their instructional skills. Courses are available at <http://www.govhs.org>. Courses are taken according to availability and must be a course not currently offered at KHS.

Priority will be given to seniors.

#### Virtual High School Protocol

1. Schedulers advise counselors of students who have major issues with their schedule requests.
2. Counselor reviews student list.
3. Counselor decides appropriateness of Virtual High School for student. The student must be self-directed, have good time management and organizational skills, and the ability to work independently.
4. Counselor meets with student to suggest possibility of Virtual High School. The course must be:
  - a) a course not offered at Kennebunk High School or b) unavailable to a student due to major scheduling issues.

5. Student requests a course. Counselor submits the request to the principal and the schedulers.
6. The principal approves the course request.
7. Schedulers contact Mrs. Keezer (and counselors) to advise her that student wishes to register for course.
8. Schedulers add Virtual High School to student schedule.
9. Mrs. Keezer registers students and advises schedulers of status--- registered, wait-listed, denied.
10. Student meets with Mrs. Keezer to complete application process.

#### Student's Responsibility

1. Student completes application and Virtual High School contract with Mrs. Keezer.
2. The student who enrolls in a VHS course is expected to complete the course. In the event that a problem arises, the student must meet with the principal, their counselor and the VHS coordinator prior to dropping the course.
3. If student drops the course, the WD will remain on the transcript.
4. If a student enrolls in AP course, he/she must sit for the AP Exam.

## **VOCATIONAL CENTER**

### SATELLITE CAMPUS OFFERINGS

Sending schools must assume responsibility for transportation of students to and from the Vocational Center. ALL STUDENTS WILL BE REQUIRED TO USE TRANSPORTATION PROVIDED BY RSU 21. USE OF PRIVATE VEHICLES IS NOT ALLOWED.

Students intending to enroll in these programs should consult with their guidance counselor. He/she will distribute and collect applications for vocational school and answer questions that students and parents might have.

### **Biddeford Regional Center of Technology**

#### VOCATIONAL PROGRAM DESCRIPTIONS - A.M. & P.M.

If you are a junior or senior wishing to pursue training in a career area, you should consider attending the Biddeford Regional Center of Technology.

Today's jobs require a new kind of worker. Because of constant changes in technology, employers are looking for individuals with a broad range of workplace skills. They need employees not only with technical skills, but who also can think creatively, solve problems, read technical literature, write clearly and concisely and use a computer effectively.

At the Center of Technology, you will practice your skills and demonstrate your knowledge in the field or in a simulated environment. For examples: the students in the childcare program run a nursery school, building trades students build a house, health assisting students work alongside nurses in local nursing homes and at SMMC.

As a regional school, COT programs are open to all area high school students. Class size is small and limited in each course therefore there is an application and acceptance process. Student selection is

based on interest, motivation, past performance, attendance, and recommendation. The application process will be announced in the spring following a presentation of the COT programs. Before your acceptance, you will have the opportunity to visit the Center of Technology and meet the instructor to learn more about the program in which you have an interest.

When you successfully complete your program at COT, you will have the necessary entry-level job skills for that career field. You will also be able to continue your education at the post-secondary level, from certified, technical training programs to 2-year and 4-year college programs.

Some programs are a two-year sequence of study and others are one-year programs. Each program carries 4 credits per year and some award college prep credits. Depending on the program, you attend either the morning session or the afternoon session at COT and attend your high school the other half of the school day. More detailed descriptions of the programs are in the COT brochures available at the Guidance Office or may be viewed on-line at [www.biddschools.org/brcot/cot\\_main.html](http://www.biddschools.org/brcot/cot_main.html)

**BRCOT programs:**

Auto body	Electrical Technology
Auto Mechanics	Health Assistant
Biotechnology	Introduction to Medical Sciences
Building Trades	Legal Studies
Computers in Business	Machine Trades
Cooperative Education	Medical Assisting
Diversity of Science Investigations	Retail /Marketing
Drafting	Welding and Metal Fabrication
Early Childhood Education	

## DENIAL OF CONSENT TO RELEASE STUDENT INFORMATION FOR SECONDARY STUDENTS

Federal law and regulations pertaining to family educational rights and privacy allow schools, without prior consent, to release at their discretion, information from student educational records that has been designated by the school system as "directory information." RSU 21 has designated the following as directory information: student's name, participation in officially recognized activities and sports, weight and height of student athletes, grade level in school of participants in extracurricular activities, date of attendance at local school unit schools, and honors and awards received.

In addition, the "No Child Left Behind Act of 2001" contains provisions that require that the school unit provide student names, addresses and telephone numbers to military recruiters and institutions of higher learning when requested to do so, unless the student's parent/guardian or student 18 years of age or older requests in writing that such information not be released.

If you DO NOT want the information released, please complete the appropriate section of this form and return it to:

Principal, Kennebunk High School  
89 Fletcher Street  
Kennebunk Maine 04043

### FOR STUDENTS 18 YEARS OF AGE OR OLDER:

I request that Kennebunk High School:

NOT release my name, address, or telephone number to any military recruiter or military recruiting organization without my prior written consent.

NOT release my name, address, or telephone number to any institution of higher learning without my prior written consent.

NOT release information of any kind concerning me, including "directory information," without my prior written consent.

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Student Signature

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Date

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