

KENMORE WEST HIGH SCHOOL

AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL



2027–2028 CURRICULUM HANDBOOK

KENMORE WEST HIGH SCHOOL

33 Highland Parkway, Buffalo, NY, 14223
Phone: 716-874-8401 FAX: 716-874-8443

Kenmore West High School is one of two comprehensive high schools that serve the Village of Kenmore and the Town of Tonawanda in the Buffalo metropolitan area of Western New York. Ken-Ton is a suburban district serving 90,000 citizens and enrolls over 6,300 students from ethnically, socially and economically diverse neighborhoods. Kenmore West encompasses 98 classrooms, 3 gymnasiums, a library media center and 19 acres of athletic fields. Kenmore West High School is an authorized International Baccalaureate World School.

Kenmore West offers rigorous college and career preparatory programs and curricula in Science, Technology, Engineering, Arts and Mathematics (STEAM) Education, and the Humanities. Our school offers a dynamic student life with a comprehensive athletics program as well as clubs/activities, internships, and community and service opportunities.

SIZE: **1202 STUDENTS IN GRADES 8–12**

SENIOR CLASS: **238**

STAFF: **234 FACULTY MEMBERS**

ACCREDITATION: **NYS BOARD OF REGENTS**

MISSION STATEMENT

Kenmore West High School is committed to developing Knowledgeable, principled, and compassionate young adults, through academic, personal, and occupational experiences, in preparation for an ever-changing global landscape.

SPECIAL COURSES AND PROGRAMS OF STUDY

International Baccalaureate Programme

AP (Advanced Placement) Courses

Pre-Engineering Academy (Project Lead The Way)

Business Management & Entrepreneurship Academy

IAAP: Individual Arts Assessment Pathway in Art & Music

SCHOOL DIRECTORY

ADMINISTRATION

Mr. Shawn Siddall, *Principal*
Dr. Denise Grandits, PhD, *Assistant Principal*
Doug Sangregorio, *Assistant Principal*
Kelly Lambert, *Assistant Principal*

COUNSELING CENTER

Ms. Nicole Zomerfeld

Mrs. Kim Sedita

Mrs. Katie Welnowski

Mr. Zach Pinti

Mrs. Allison Wilson

Mrs. Amy Handley

Mrs. Michele Taberski, *Social Worker*
Ms. Tara Petrozzi, *Psychologist*
Mrs. Kate Polly, *Psychologist*

DISTRICT ADMINISTRATION

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

Mr. Sabatino Cimato, *Superintendent*
Ms. Kelly White, *Assistant Superintendent for Curriculum, Leadership & Instruction*
Mr. Matthew Bystrak, *Assistant Superintendent for Student Services*
Mr. Jeffery Richards, *Assistant Superintendent for Human Resources*
Mr. Geoff Pritchard, *Assistant Superintendent of Finance*
Mrs. Lisa Cross, *Executive Director of Secondary Curriculum*
Mr. Frank Spagnolo, *Director of Data and Accountability*
Mr. Matthew Raines, *Director of Secondary Special.Education*

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

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The KTUFSD 2027–2028 Curriculum Handbook was produced in November 2026. At the time of printing, all information within is accurrate and up to date. Visit www.ktufsd.org for more information.



GRADUATION REQUIREMENTS

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Regents Diploma*	Credits
English	4
Social Studies	4
Math [a]	3
Science [a]	3
World Languages [b]	1
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
TOTAL	**22**

*** Regents Diploma will shift to New York State High School Diploma in Fall of 2027**

REGENTS ENDORSEMENTS AND SEALS

(Subject to Revision in June-August 2027)

ADVANCED DESIGNATION

Students must meet both the credit requirements and the assessment requirements. Diploma requirements in addition to those required by the New York State Education Department may be created.

https://www.nysed.gov/standards-instruction/graduation-requirements

HONORS

Regents diploma or the Regents with advanced designation and also earn a computed average of 90 or above on the Regents Exams applicable to their diploma type.

https://www.nysed.gov/standards-instruction/endorsements-and-seals

MASTERY IN MATHEMATICS AND/OR SCIENCE

Students must demonstrate mastery on the Regents Exams in mathematics and/or science. Mastery is evidenced by earning a score of 85 or above.

https://www.nysed.gov/standards-instruction/endorsements-and-seals

SEAL OF BILITERACY

The New York State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages.

https://www.nysed.gov/standards-instruction/endorsements-and-seals

SEAL OF CIVIC READINESS

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences.

https://www.nysed.gov/standards-instruction/endorsements-and-seals

TECHNICAL ENDORSEMENT

Complete the requirements for any diploma type (local, Regents, or Regents with advanced designation) and also complete a NYSED-Approved Secondary Career and Technical Education (CTE) program that includes passing a minimum of 3.5 CTE credits AND passing each part of a 3-part technical assessment (written, demonstration, project components).

https://www.nysed.gov/standards-**instruction**/endorsements-and-seals

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[a] An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.

[b] All students, with the exception of special education students exempt from World Languages on their IEP, are required to have completed two units of study and earn 1 credit in World Languages by the end of Grade 9.

[c] Students must complete 2 units of credit in a second language resulting in a locally-developed Regents exam (Checkpoint B); or 5 units of credit in career and technical education plus 1 credit in a second language; or 5 units of Art/Music plus 1 credit in a second language.

[d] Students may earn a mastery level notation on their diploma if they score 85 or above on all three state required math exams.

[e] Students may earn a mastery level notation on their diploma if they score 85 or above on three state assessment science exams.

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

CREDENTIAL OPTIONS

Career Development and Occupational Studies Commencement Credential for All Students

www.nysed.gov/curriculum-instruction/cdos-pathway-regents-or-local-diploma

Skills and Achievement Commencement Credential for Students with severe disabilities that are assessed using the NYS Alternate Assessment

www.nysed.gov/special-education/skills-and-achievement-commencement-credential-students-severe-disabilities

NY INSPIRES

NY Inspires is a historic transformation of education in New York State, redefining what a diploma signifies and how students demonstrate readiness for college, careers, civic life, and the world beyond high school.

New York State Education Department
NY INSPIRES
Raising Expectations. Expanding Opportunity. Transforming Education.



PORTRAIT OF A GRADUATE

The New York State Education Department (NYSED) Portrait of a Graduate defines the overarching qualities and skills every student must demonstrate to earn a diploma. The framework centers on six essential attributes

Graduates must be:

ACADEMICALLY PREPARED Demonstrate mastery of state learning standards for success in college, career, civic life, and service.

CREATIVE INNOVATORS Use imagination, curiosity, and flexible thinking to solve problems and adapt to new challenges.

CRITICAL THINKERS Analyze and evaluate information across subjects, identifying connections to address complex issues.

EFFECTIVE COMMUNICATORS Clearly articulate ideas in speech, writing, and various media, engaging with diverse audiences and perspectives.

GLOBAL CITIZENS Act ethically in local and global communities, using civic knowledge and mindsets to advance sustainability and contribute to a diverse society.

REFLECTIVE AND FUTURE-FOCUSED Engage in self-reflection, set goals, maintain relationships, and make responsible decisions, emphasizing social, emotional, and mental well-being.

These attributes are anchored in principles of Culturally Responsive-Sustaining Education, promoting inclusivity and respect for diversity. The framework allows for multiple ways to demonstrate these skills, including research projects, service learning, debates, and planning future goals.

Timeline and Implementation:

July 2025

The Portrait of a Graduate was formally adopted and will guide regulatory and instructional changes over the coming years.

Beginning in Fall 2027

- Diploma assessment requirements will sunset and New York State will move to one diploma. Students graduating beginning in January 2028 and after will not be required to pass Regents exams to graduate high school. They may still take Regents exams to demonstrate learning and apply towards seals or endorsements, which include the Advanced Designation.
- Students will be required to complete a career-connected learning experience to earn a high school diploma.
- Full implementation starts with the Class of 2031

New York State

PORTRAIT OF A GRADUATE



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.

Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.

Creative Innovator

Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.

Critical Thinker

Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.

Effective Communicator

Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.

Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.

Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME WEST ONLY

The International Baccalaureate Diploma Programme (IBDP) is a challenging two-year curriculum for academically motivated college- bound students in the junior and senior year of high school. It leads to a special diploma from the International Baccalaureate Organization in addition to the student's New York State diploma, or to certificates in individual IB subjects. In the Diploma Programme (DP), the curriculum consists of six subject groups and the three elements of the DP core. As one of these core elements, the theory of knowledge (TOK) course encourages students to become more aware of their own perspectives and assumptions through an exploration of the fundamental question of how we know what we know.

IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum. The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them.

IB Learner Profile

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

AP CAPSTONE DIPLOMA PROGRAM EAST ONLY

AP Capstone, is a diploma program representing the pinnacle of the AP discipline. Students who are motivated and prepared for college-level coursework are best suited for the program. The program also benefits those students who may have an interest in or show potential for AP coursework but have not yet enrolled in AP courses. Students should demonstrate curiosity about real-world issues, a willingness to take intellectual risks, and a dedication to acquiring the skills that colleges and universities value—critical inquiry, analysis, and research.

AP Capstone is not a course. It's a two-year program based on two required AP courses—AP Seminar and AP Research—through which **students earn either a Capstone Certificate or Capstone Diploma.** Students at Kenmore East High School take AP Seminar/English 10 first and AP Research as an elective in senior year. In these courses, students focus on developing the skills and traits necessary for success in college and careers including critical thinking, evidence-based argumentation, effective research, collaboration, and presentation skills. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

To earn the **AP Capstone Certificate,** students need to take and earn a score of 3 or higher in AP Seminar/English 10 & AP Research (an elective taken senior year).

To earn the **AP Capstone Diploma,** students need to take and pass any four AP courses of their choice with a score of 3 or higher in addition to AP Seminar and AP Research.

PROGRAM PLANNING

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

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

Program Planning/Scheduling Timeline

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

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

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

**** Students may make changes to course requests until June 15 by meeting with their counselor. After June 15, no requests for a class change will be honored****

June-August: Schedules are finalized by the School Counselors

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

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

Career Counseling

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

MINIMUM SCHEDULE & FULL-TIME STATUS

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

**All students will be scheduled for lunch unless the student requests to take an additional course in place of a lunch.*

Athletic Eligibility

Academic requirements for try-out, practice, & contest participation:

Grade-level credit requirements

Entering 10th grade: Must have earned 4.5 credits
Entering 11th grade: Must have earned 9 credits
Entering 12th grade: Must have earned 13.5 credits

Seasonal requirements

Fall Sports Season: The student must have earned four credits plus physical education during the preceding school year. Credits may be earned through summer school. **If this requirement is not met, the student may try out for the team but will be limited to practice only for the first five weeks of the season and will not be eligible to participate in games or competitions during that period.**

Winter Sport Season: The student must have passed four courses plus physical education during the first 10-week marking period.

Spring Sport Season: The student must have passed four courses plus physical education during the second marking period.

After the first five weeks of each marking period and at the end of each marking period (i.e., interim report and report card), a list will be developed containing the names of students who are not passing the required four academic courses of study plus physical education. This list of students will be distributed to coaches. The Assistant Principal for Athletics will notify these students that they are ineligible to participate in extracurricular activities based upon their current academic status.

Once notified, the student will be given up to seven school days to demonstrate that they are passing four academic courses plus physical education. After seven school days, the Assistant Principal for Athletics will pull the grades of any student whose eligibility is initially in question. If, upon review, the student is determined to be ineligible-failing to meet the requirement of passing four academic courses plus physical education-they will be removed from the team. The Assistant Principal for Athletics will notify both the student and the coach of the final eligibility determination.

For those students who remain ineligible after this process is completed, further participation in the extracurricular activity/event will be denied.

The building principal at any time may declare a student ineligible for lack of acceptable performance in school or violations of the District's Code of Conduct and/or Athletic Code of Conduct.

COURSE INFORMATION

International Baccalaureate Diploma Programme Courses (IB) WEST ONLY

IB is a comprehensive, creative program for students who are open, curious, and hardworking. This is a program for students who wish to expand their worldview in exciting ways. Students take two-year courses in the six traditional college preparatory areas. In addition, IB students complete a self-directed program of extracurricular activities; an independent research project (with the help of a faculty supervisor), and a course in Theory of Knowledge. Assessments are administered or monitored externally by the International Baccalaureate Organization.

College credits may be earned depending upon the results of the IB examinations and the policy of the college. Many colleges give sophomore standing to students who complete the IB diploma with good grades.

AP Courses

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

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

Regents and Honors Courses

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

Honors classes contain additional content at greater depth than do Regents courses. Honors courses are designed for students with above average ability and motivation to excel. Most honors courses have strict prerequisites for enrolling. In order to qualify for an Honors course, students must earn a grade of 90% or higher in the course prerequisite or receive special permission from the instructor of the prerequisite. **No student will be placed in honor classes if they do not meet the criteria without teacher approval.**

College Level Courses

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

SUNY: French 4 & 5, German 4 & 5, Spanish 4 & 5, College Math 1 & 2, Pre-Calculus, Business Math, Accounting, Colleges, Careers & Finances, Business Ownership & Management, Physics

Niagara University: Forensic Science

RIT: PLTW Design & Drawing for Production(DDP), PLTW Computer Integrated Manufacturing(CIM), PLTW Digital Electronics, PLTW Principles of Engineering, PLTW Capstone

Independent Study

Students enrolled in the District may earn a maximum of three units of elective credit toward a Regents diploma through independent study. The student's participation in independent study will be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent credit is sought, and a school counselor.

The panel will approve the student's participation based on the following criteria:

1) The student has demonstrated readiness and has a high likelihood of success. This may be indicated by a given grade point average in the given subject or in general for each subject in which the student seeks to undertake independent study;

2) The student has accumulated the expected number of units of credit for his or her grade level;

3) The student has passed the appropriate number of Regents examinations or other assessments required for graduation for the student's grade level.

The principal, after consultation with relevant faculty, will award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes of the subject.

Independent study will be:

1) Academically rigorous and aligned to the New York State commencement-level learning standards

2) Overseen by a teacher knowledgeable and experienced in the subject area of the independent Study

3) Based on a syllabus on file for each independent study

4) Of comparable scope and quality to classroom work that would have been expected by the District.

Credit for independent study may be awarded for elective courses only and will not be awarded for courses required for the Regents diploma as specified in Commissioner's regulations.

Dropping and Adding Courses

Many factors are considered when designing a master schedule for a comprehensive high school. Because of the complications to scheduling and the important decisions predicated on the schedule, changes will not be considered after June 15.

Repeating a Course or Exam

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

Cancellation of Courses

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

Academic Intervention Services

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

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

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

EXAMS AND GRADING

AP Exams

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

International Baccalaureate (IB) Exams and Assessments

IB assessments are administered throughout the two-year courses, and most IB courses include formal examinations in May of the senior year. Exam and diploma results are returned to the school by the International Baccalaureate Organization in July, after graduation. Depending on college policies, students may receive up to a full year of college credit for the full diploma if earned, or for individual IB courses. IB examinations are graded on a 7-point scale. Fees for IB examinations will be paid by the student—approximately $119.00 per exam—and will be due on October 15 of the senior year. Students will receive assessment fee information in August of senior year, and payment will be made to the Business Office at the Administration Building.

Regents and Local Examinations

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

Course Grades

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

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

Incomplete ("I") Grades

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

Final Grade

The Final Course grade is determined as follows:

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

Report Cards

Report Cards will be available on the Parent Portal at the end of each ten-week marking period.

The High School GPA and Rank in Class

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

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

Valedictorian and Salutatorian

Eligibility is based upon attending high school in our district for grades 9–12, and high school courses taken in the 8th grade.

Course Weighting Scale

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

Rank and Class Averages of Transfer Students

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

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

NCAA Division I and II Academic Requirements

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

Academic Achievement/Learning Center

The Academic/Achievement Learning Center is open during each school day. Students are encouraged to use the Center when they need assistance with any academic subject or project; remediation for course difficulties or to take a test if they require testing accommodations. The Learning Center is staffed every period of the day with teachers and teacher aides to assist any student. Students can attend voluntarily from their study hall or lunch or be assigned to the Center through their counselor or building Administrator.

Challenging an Exam

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

Summer School

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

Participation in Commencement

Participation in the graduation ceremony will be determined after evaluation of course completion and credit. Students who have not met all of the requirements for graduation will not be allowed to participate in Commencement. Graduation ceremonies are held in June and August of each year.

Driver Education Credit

½ credit will be allowed for Driver Education courses given by another New York State certified agency, but the grade will not be used in calculating class placement. Official grade reports must be submitted to the counseling office in order to ensure credit is applied.

REGISTRATION OF NEW STUDENTS

Families new to the district must register their student(s) for school with a desktop or laptop computer at home with our online system at **https://www.ktufsd.org/Page/19345**. If no computer is available, they may use a district computer by appointment only at the Central Registration Office, located at Hamilton Elementary School, 44 Westfall Drive, Door #14, Tonawanda, NY, 14150. Parents/Guardians must bring a copy of the student's birth certificate, immunization records and most recent physical, parent/guardian photo ID, and two (2) valid proofs of residency in the Ken-Ton School District. The student's most recent report card helps expedite program planning at the high school. There is a dental requirement for all 10th graders and new entrants per New York State. Forms are available in the Health Office or on the District website under Health Services. Parents/Guardians are required to complete the registration on a computer at home, or make an appointment by going to **https://koalendar.com/e/meet-with-registrar**.

LIBRARY MEDIA CENTER

The high school Library Media Center is a vibrant, shared space designed for collaborative inquiry, innovation, and connection. The goal of the library program is for students to actively engage with print and digital resources to develop the essential skills for college and career. Our students leverage the library's resources to solve real-world problems and prepare for an evolving global society where they need to be critical thinkers, effective communicators, and responsive citizens.

The library media center is the intellectual hub of our school. It serves as a bridge between classrooms and disciplines. Our certified librarians work in partnership with teachers and staff to co-design instruction that builds research skills, media literacy, and a lifelong joy for reading.

Our physical and digital collections are intentionally curated to be responsive to the instructional and personal needs of all learners. Beyond the school day, our library website provides 24/7 access to premium subscription databases, ebooks and audiobooks, research management systems, current events, and a robust online catalog, ensuring learning never stops.

Open throughout the school day, the Library Media Center welcomes students during scheduled classes, collaborative projects, study periods, and lunch. It is a shared environment where all students are empowered to be respectful, responsible, empathetic, and productive leaders.

USE OF SCHOOL COMPUTERS

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

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

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

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

Objection to Materials or Content

Please reference policies 8330 & 8361 located in our District Policy Manual found at https://www.ktufsd.org/board-of-education.



ENGLISH

COURSE OVERVIEW

Instruction in English is developmental in nature. Courses will improve listening, speaking, reading, and writing skills. Special emphasis is placed on the understanding and appreciation of literature and the writing process. English instruction also aims to foster lifelong readers and writers who think critically, communicate effectively, and engage with the world through a variety of texts and perspectives.

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

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

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

ENGLISH CURRICULUM SEQUENCE

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

COURSE DESCRIPTIONS

ELA 8

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ELA 8 HONORS

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 9

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 9 HONORS

This course is for advanced students who have mastered the basics. It will foster the development of advanced reading and writing skills. Students will read from a wide variety of authors and genres. Argument-based essays, literature projects, and research are also components of this class.

Prerequisite: 90% or higher course average

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 10

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 10 HONORS WEST ONLY

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

Prerequisite: 90% or higher final average

40 WEEKS
1 CREDIT
EXAM: LOCAL

AP SEMINAR/ENGLISH 10 EAST ONLY

AP Seminar, required in the AP Capstone™ diploma program, is a foundational course in which students explore the complexities of academic and real-world issues as they analyze divergent perspectives, synthesize information from multiple sources, develop their own perspectives, and design and deliver presentations, both individually and as part of a team. Students will learn to identify credible sources, evaluate strengths and weaknesses of arguments, make logical, evidence-based recommendations, and investigate a variety of topics. During the course, you'll complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. AP Seminar is a prerequisite for AP Research.

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENGLISH 11

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

40 WEEKS
1 CREDIT
EXAM: REGENTS

AP ENGLISH LANGUAGE AND COMPOSITION

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

Prerequisite: 90% or higher course average

40 WEEKS
1 CREDIT
EXAM: AP ENGLISH LANGUAGE AND COMPOSITION EXAM, REGENTS ENGLISH EXAM

ENGLISH 12

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

AP ENGLISH LITERATURE AND COMPOSITION

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

Prerequisite: 90% or higher course average

40 WEEKS
1 CREDIT
EXAM: AP ENGLISH LITERATURE AND COMPOSITION EXAM



IB ENGLISH LITERATURE WEST ONLY

IB English is required of all IB Diploma candidates. Courses are designed to promote an appreciation of language and literature and to develop students' powers of expression, both in oral and written communication. Students read several texts grouped by themes or genres chosen by the teacher from a broad list of prescribed authors and works representing different styles and genres in English, as well as literature from other languages and cultures read in translation. There will be a summer assignment.

Prerequisite: English 10 Honors

80 WEEKS
IB EXAM AND ASSESSMENTS

AP RESEARCH EAST ONLY

AP Research, required in the AP Capstone™ diploma program, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest as they design, plan, and implement a yearlong investigation. Through this inquiry, they focus on research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information, and students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work in a portfolio. **The course culminates in an academic paper of 4,000–5,000 words and a presentation with an oral defense; there is no end-of-course exam.**

Prerequisites: Students must pass AP Seminar before taking AP Research; 90% or higher final average or teacher recommendation

40 WEEKS
1 CREDIT
EXAM: NONE

ENGLISH DEPARTMENT ELECTIVES

INTRODUCTION TO THEATRE

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

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

ADVANCED THEATRE

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

Prerequisite: Introduction to Theatre

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

IB THEATRE WEST ONLY

IB Theatre is a Group 6 option for the International Baccalaureate Diploma Program. This is a course that examines the skills of theatre production, the practices of both historical and modern theatre, and the practical application of the various theatre arts. No prerequisite is required to take IB Theatre, but an interest in exploring the many aspects of this complex art is essential.

Prerequisite: IB students only

80 WEEKS
IB ASSESSMENTS

CREATIVE WRITING & FILM

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

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

PUBLIC SPEAKING

This course has a multiple purpose—first, to help the student develop the skills of effective communication and secondly, to improve understanding of the facets of leadership. Students will demonstrate the confidence and competence needed to prepare and deliver original presentations, to inform, inspire, persuade, and entertain. In addition, students will demonstrate the skills needed to debate formally, including teamwork, problem solving, and information management. This course is highly recommended for all students, especially those whose future may be in a field requiring highly developed communication skills such as education, law, broadcasting, and sales. It is also highly recommended that 9th or 10th graders who wish to pursue IB take Public Speaking to prepare for IB Oral Commentaries and Presentations.

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



JOURNALISM

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

GRADE LEVELS: 10, 11, 12
40 WEEKS/EVERY DAY OR EVERY OTHER DAY
½ TO 1 CREDIT
FINAL PROJECT REQUIRED (NO EXAM)

YEARBOOK

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

GRADE LEVELS: 9, 10, 11, 12
40 WEEKS EVERY DAY OR EVERY OTHER DAY
½ TO 1 CREDIT
EXAM: LOCAL



ENGLISH AS A NEW LANGUAGE

COURSE OVERVIEW

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

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

COURSE DESCRIPTIONS

INTEGRATED ENL/ELA 8

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

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

40 WEEKS
EXAM: LOCAL

INTEGRATED ENL/ELA 9

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

INTEGRATED ENL/ELA 10

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

INTEGRATED ENL/ELA 11

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

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

40 WEEKS
1 CREDIT
EXAM: REGENTS

INTEGRATED ENL/ELA 12

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 8 BEGINNER

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

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

40 WEEKS

ENL 9 BEGINNER

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

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

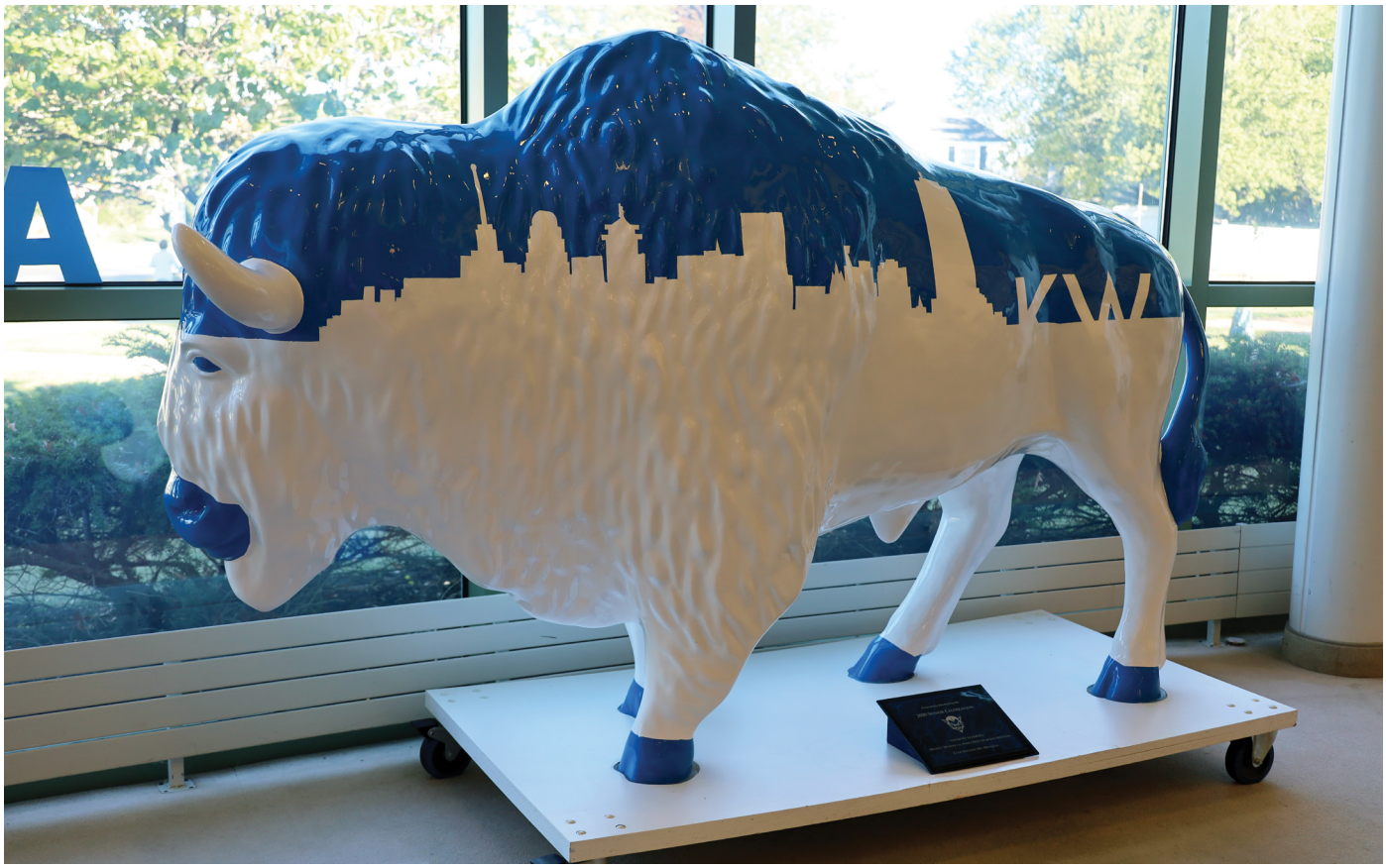
40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 10 BEGINNER

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL



ENL 11 BEGINNER

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 12 BEGINNER

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 8

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

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

40 WEEKS

ENL 9

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 10

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 11

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

ENL 12

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

BIOLOGY: HUMAN DYNAMICS

This course, the first in a two part Biology sequence for English Language Learners, will introduce concepts and vocabulary related to Biology. The material covered will help students to better understand the scientific world around them. The course will strengthen scientific literacy and laboratory skills required to succeed in Biology (the second course in the sequence,) and other higher level science courses.

40 WEEKS
1 CREDIT
EXAM: LOCAL





SOCIAL STUDIES

COURSE OVERVIEW

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

LEARNING STANDARDS FOR SOCIAL STUDIES

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

NYS SEAL OF CIVIC READINESS

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

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

Are you ready to earn and receive the NYS Seal of Civic Readiness? Go to

https://sites.google.com/ktufsd.org/social-studies-education/resources/seal-of-civic-readiness

or scan the QR code below.

COURSE DESCRIPTIONS

SOCIAL STUDIES 8

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

40 WEEKS
EXAM: LOCAL

SOCIAL STUDIES 8 HONORS

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

Prerequisite: A final grade of 90% or better in Social Studies 7

40 WEEKS
EXAM: LOCAL

GLOBAL HISTORY & GEOGRAPHY 9

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

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

WORLD HISTORY I

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

Prerequisites: Students are advised to have an 90% or higher in prior Social Studies 8 and a summer reading assignment (due upon return in the fall) will be required and will be incorporated in the first marking period grade

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

GLOBAL HISTORY & GEOGRAPHY 10

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

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

AP WORLD HISTORY II

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

Prerequisite: A final grade of 90% or better in World History I

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

U.S. HISTORY & GOVERNMENT

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

Prerequisite: Global Studies 10

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

AP AMERICAN HISTORY

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

Prerequisites: A final grade of 90% or better in Global History 10 or AP World; Students must have a pre-existing high level of reading and writing skills prior to the beginning of class; Completion of a summer reading assignment is also required

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



IB HISTORY OF THE AMERICAS (GRADES 11 AND 12) WEST ONLY

The focus of the first year is History of the Americas, focusing not only on the United States, but also Canada, the Caribbean, South America, and parts of Latin America. The IB curriculum offers 22 topics for inclusion in the two-year course. Students study six of these topics in depth through lecture, discussions, original research, and through analysis of a variety of primary and secondary sources. IB 20th Century History is the second year of History (HL). Unlike a typical survey of 20th century history, students study four topics in depth, such as the causes, practices and effects of war; the rise and rule of single party states; and the Cold War, 1945–1995. In addition to these broader topics, subtopics are chosen for document-based study.

Prerequisite: IB candidates only

80 WEEKS
IB EXAM AND ASSESSMENTS

ECONOMICS

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

Prerequisites: Social Studies 9, 10, 11

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

PARTICIPATION IN GOVERNMENT

This course will emphasize the interaction between citizens and government at all levels—local, state, and federal. It will encourage students to understand and participate in the democratic process. All students will be offered the opportunity to work toward the Seal of Civic Participation by demonstrating proficiency in Civic Knowledge and Civic Participation. It will meet the requirements of the New York State framework in Participation in Government.

Prerequisites: Social Studies 9, 10, 11

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

AP AMERICAN GOVERNMENT & POLITICS WITH REGENTS ECONOMICS

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

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

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

20-WEEK ELECTIVES COURSES

STREET LAW IN AMERICA

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

20 WEEKS
½ CREDIT

PSYCHOLOGY

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

20 WEEKS
½ CREDIT

HUMAN RIGHTS AND GENOCIDE

This course examines some of the darkest chapters of human history alongside the ongoing struggle to protect human dignity and justice. Students will explore the historical causes, events, and consequences of genocides, including the Holocaust, the Armenian Genocide, Cambodia, and more recent atrocities. The class will also investigate the development of human rights movements, international laws, and organizations that work to prevent future crimes against humanity. Through primary sources, survivor testimonies, literature, and current events, students will analyze moral and ethical questions about responsibility, justice, and remembrance. The course emphasizes critical thinking, empathy, and civic responsibility, challenging students to consider how individuals and societies can respond to injustice and promote human rights in today's world. A variety of sources will be used in the class, including music, art, photographs, documentaries, and feature films. This is a great class to accompany students who are taking Global or United States History classes, as it covers additional topics that will be tested on the New York State Regents Exams.

20 WEEKS
½ CREDIT

20TH CENTURY CONFLICTS

This course explores the major global and regional conflicts that defined the 20th century, with a focus on World War I, World War II, the Korean War, and the Vietnam War. Students will study the causes, strategies, and outcomes of each conflict, as well as their political, economic, and social effects on nations and individuals. Topics include trench warfare, total war, the rise of Nazi power, the use of nuclear weapons, Cold War tensions, and the lasting legacy of these wars on international relations and modern society. Through primary sources, literature, documentaries, feature film, and class

discussions, students will analyze how these conflicts shaped the world we live in today. Using these sources, we will learn why these conflicts changed the history of mankind and have a lasting impact on the world today. This is a great class to accompany students who are taking Global or United States History classes, as it covers additional topics that will be tested on the New York State Regents Exams.

20 WEEKS
½ CREDIT

SOCIOLOGY

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

20 WEEKS
½ CREDIT

WOMEN AND GENDER STUDIES

This new elective is a historical and sociological survey of Women in America. Covered are topics about women from colonial times to today. Included is an examination of the roles, values and attitudes toward women—past as well as present. Emphasis will be placed on the women's rights movements, changing attitudes toward work and family and other gender related important issues. Primary sources, films and guest speakers will supplement the textbook.

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

Prerequisites: 9th Grade Global History

20 WEEKS/5 MEETINGS PER WEEK
½ CREDIT
MARKING: WRITTEN EXAM, CLASS WORK, PROJECTS

MODERN AMERICAN DECADES

This course explores the social, political, cultural, and economic developments that shaped the United States from the mid-20th century to the end of the century. Students will study key decades—such as the 1950s, 1960s, 1970s, 1980s—examining major events, influential figures, popular culture, and shifting values of each era. Through historical documents, media, literature, music, documentaries, and feature films, students will analyze how each decade reflected and influenced American identity. The course emphasizes connections between past and present, encouraging students to consider how historical trends continue to shape contemporary issues and the future of the nation. We will begin our exploration of post-WWII America and continue to delve into topics from the second half of the century that impact the way that we currently live today. This is a great class to accompany students who are taking Global or United States History classes, as it covers additional topics that will be tested on the New York State Regents Exams.

20 WEEKS
½ CREDIT

THE WORLD TODAY

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

GRADE LEVELS: 10, 11 AND 12
20 WEEKS
½ CREDIT





MATHEMATICS

COURSE OVERVIEW

RECOMMENDATION FOR COLLEGE BOUND STUDENTS

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

CALCULATOR REQUIREMENTS

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

COURSE DESCRIPTIONS

MATH 8

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

ALGEBRA 1

This course is for all 9th graders with the exception of accelerated students. Topics include patterns in data, patterns of change, linear, exponential and quadratic function models, graph models, and polynomial work with emphasis on problem solving, reasoning, communicating and multiple representation of the mathematics.

Prerequisite for 8th graders: 90% or higher final average in Math 7

Prerequisite for 9th graders: None

40 WEEKS
1 CREDIT
EXAM: ALGEBRA 1 REGENTS

ALGEBRA A

Algebra A is recommended for students who are still developing proficiency in the foundational math skills required for success in Algebra.

Prerequisites: Teacher recommendation

40 WEEKS
1 CREDIT
EXAM: LOCAL

ALGEBRA B

This is the second course in the 2-year sequence leading to the Algebra 1 exam.

Prerequisites: Successful completion of Algebra A

40 WEEKS
1 CREDIT
EXAM: ALGEBRA 1 REGENTS

GEOMETRY

This course is a one-year Regents Level course. Topics include rigid motions, congruence, Euclidean triangle geometry, constructions, coordinate geometry, quadrilaterals, dilations, similarity, right triangle trigonometry, circles, and geometric modeling. Students will take the Geometry Regents exam in June. A passing grade on the Geometry Regents exam is one of the requirements needed to earn a Regents Diploma with Advanced Designation.

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

40 WEEKS
1 CREDIT
EXAM: GEOMETRY REGENTS

PRACTICAL GEOMETRY

This is a one-year credit-bearing elective math course that counts towards a student's mathematical commencement requirements and meets New York State's mathematics requirements towards earning a Regents Diploma. It includes topics in geometry needed for ACT/SAT test success and college and career readiness and is intended to be an alternative second or third-year math course. The course includes extensions of 8th grade mathematics (transformations) and Algebra strands (linear and quadratic functions). New topics include circles, three-dimensional geometry, geometric constructions and an introduction to trigonometry and proofs.

Prerequisites: Successful completion of Algebra 1 or Algebra A and Algebra B

40 WEEKS
1 CREDIT
EXAM: LOCAL SEMESTER EXAMS IN JANUARY AND JUNE

SUNY SURVEY OF MATH

SUNY Survey of Math is a college-level mathematics course designed to develop students' mathematical reasoning, problem-solving, and quantitative literacy through the study of mathematics and its real-world applications. The course introduces students to sets and logic, probability, statistics, consumer finance, geometry, mathematical systems, alternative systems of numeration, graph theory, voting systems, and linear programming. Students use mathematical reasoning to analyze real-world situations, organize and interpret data, evaluate probability and risk, solve financial problems, analyze voting systems, explore mathematical systems, and apply systems of equations and inequalities to real-world optimization problems. Students also develop their ability to communicate mathematical reasoning through organized written work and oral presentations. The course emphasizes mathematical literacy, critical thinking, decision-making, precision, and the ability to determine whether mathematical solutions are reasonable. Applications include mortgages and loans, investments, insurance risk, statistical claims, data displays, voting systems, network routing, and resource optimization.

Prerequisite: Completion of Algebra 1R or Algebra 1A/B

40 WEEKS
1 CREDIT
EXAM: LOCAL

ALGEBRA 2

Students taking this course should have a strong background in previous mathematics courses to be successful. This course will continue to build upon topics studied in Algebra 1 in order to prepare students for the Algebra 2 Regents exam. Topics in this course include logarithms, trigonometry, exponents, complex and real numbers, rational expressions, and functions. A passing grade on the Algebra 2 Regents examination is needed to earn an Advanced Regents diploma.

Prerequisites: Teacher recommendation; 80% or higher final average in Algebra 1 and a passing score on BOTH the Algebra 1 and Geometry Regents exams

40 WEEKS
1 CREDIT
EXAM: ALGEBRA II REGENTS

SUNY COLLEGE MATH 1

This course is appropriate for students interested in exploring STEM Careers. This course provides instruction in college algebra and trigonometry. Students who complete College Math 1 can go on to take College Math 2. Basic algebra skills are reviewed and extended, such as exponents, complex and real numbers, and rational expressions. Functions, in general, and their inverses are studied along with the properties, graphs, and transformations of linear, quadratic, absolute value, radical, rational, logarithmic, and exponential functions. Equations of the above functions, as well as linear systems of equations and linear and absolute value inequalities are solved. Eligible for transferable Advanced Studies credit through SUNY Erie.

40 WEEKS
1 CREDIT
EXAM: LOCAL FINAL IN JUNE

SUNY COLLEGE MATH 2

This course is recommended for students who plan on attending college. It builds on the topics discussed in College Math 1. Topics include trigonometry, the unit circle, trigonometric equations, complex numbers, quadratics, conics, polynomial and rational functions, probability and statistics. **You may be able to earn four college credits through SUNY Erie by taking this course!** Students have the option of taking the Algebra 2 exam in January if they are working toward an Advanced Designation Diploma.

Prerequisites: Successful completion of College Math 1 or Algebra 2

40 WEEKS
1 CREDIT
EXAM: LOCAL FINAL IN JUNE

APPLIED MATH

This course can be used as a student's 3rd math credit. This course will help students keep their algebra skills strong while solving math problems that they will use in real life. Course content will cover such topics as consumer purchases, work related math skills, geometry concepts such as perimeter, area, and volume, basic probability, measurement, and many other consumer topics. Emphasis will be placed on connections to real-world situations. We will also work on listening, teamwork, and communication skills. Everything learned in this class will be put to good use immediately.

Prerequisite: Teacher recommendation only

40 WEEKS
1 CREDIT
EXAM: LOCAL FINAL

TRANSITION TO COLLEGE MATH

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

Prerequisite: Senior must have three Math credits and passed Algebra exam

40 WEEKS
1 CREDIT
EXAM: LOCAL FINAL IN JAN AND JUNE

SUNY PRE-CALCULUS

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

Prerequisite: successful completion of Algebra 2

40 WEEKS
1 CREDIT
EXAM: SEMESTER EXAMS IN JANUARY AND JUNE



SUNY AP CALCULUS

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

Prerequisites: Teacher recommendation; successful completion of Pre-Calc

40 WEEKS
1 CREDIT
EXAM: AP CALCULUS A/B & LOCAL PROJECT

IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS **WEST ONLY**

IB Math Applications and Interpretation (SL) is a Group 5 course for IB students at grade-level in math. The course emphasizes the application of mathematics to real-life situations. The course has an emphasis on statistics, modeling, and use of technology and is appropriate for those with an interest in the applications of mathematics and how technology can support this. This course is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology and design.

Prerequisite: Geometry

80 WEEKS
2 CREDITS
GRADE 11 EXAM: LOCAL
GRADE 12 EXAM: IB EXAM

IB MATHEMATICS: ANALYSIS AND APPROACHES **WEST ONLY**

IB Mathematics Analysis is a Group 5 course for IB students who are accelerated in math. This course is about analytic methods with an emphasis on calculus—appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses.

Prerequisite: Algebra 2; IB students only

80 WEEKS
2 CREDITS
IB EXAM AND ASSESSMENTS





SCIENCE

COURSE OVERVIEW

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

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

SCIENCE LABORATORY POLICY

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

1. Students must successfully complete 1,200 minutes **per year** of laboratory time to sit for a Regents Science examination. A student may take the regents exam at the end of the semester in which he/she completes the 1,200 minutes.
2. At the conclusion of each academic quarter, the instructor will communicate lab progress through the report card lab grade. Laboratory make-up is at the discretion of the instructor.
3. Students repeating a Regents Science course due to academic failure and/or not having enough lab minutes will be enrolled the following academic year in both the science course and its required lab component.

COURSE DESCRIPTIONS

SCIENCE 8

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

40 WEEKS
EXAM: LOCAL

BIOLOGY

This Regents-level Biology course explores the structures and functions that support life in all organisms. Students will investigate cellular processes, genetics, and the inheritance and variation of traits. The course emphasizes energy flow, matter cycling, and the interdependence of organisms within ecosystems. Students will examine evidence of evolution and natural selection to understand the unity and diversity of life. The course aligns with the New York State P-12 Science Learning Standards. In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam.

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

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

BIOLOGY HONORS

Biology Honors is an advanced version of the New York State Biology curriculum. It emphasizes a deeper understanding of biological concepts and scientific inquiry, preparing students for college-level coursework and the Biology Regents Exam. Honors-level courses typically involve more in-depth analysis, critical thinking, and enrichment opportunities such as independent research, advanced lab work, and inter-disciplinary connections. In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam.

Prerequisite: Minimal Final Grade of 90% in Science 8 or in Science 7 if taking in 8th grade.

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

EARTH & SPACE SCIENCE

This is an investigation course. It involves the study of the earth, present and past, and the forces that influence changes in it. Following a study of observation and measurement techniques, students concentrate on the study of earth's motion and place in the solar system, atmospheric and energy changes, and a general study of rocks and minerals. In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam.

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

EARTH & SPACE SCIENCE HONORS

This course is the same as Earth & Space Science Regents. However, topics are investigated in depth and some additional topics are required. Students must maintain a 90% or higher during this course of study in order to remain in honors. In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam.

Prerequisites: Students must have scored a 90% or above on their NYS Biology Exam and a 90% in the course

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

EARTH & SPACE SCIENCE LABS

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

AP BIOLOGY

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

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

Prerequisites: Students are required to complete a NYS Biology Regents course and are required of a 90% or higher on the exam and the course; Chemistry R/H is also highly recommended for success in the course, but not required; recommended 85% or higher on Algebra 1; Current science teacher recommendation is also required

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

IB BIOLOGY **WEST ONLY**

IB Biology is a Group 4, HL option for the IB Diploma Program. The curriculum explores a holistic approach to learning about biology. It consists of 6 standard level (SL) topics: cell biology, biochemistry, cellular energetics, heredity, molecular genetics, ecology and evolution and human anatomy and physiology. Additional study in HL (higher level) in cellular energetics, plant biology, molecular genetics, human physiology, and IB HL option chosen by instructor. Also strongly incorporate the nature of science: students are required to learn about and be fluent with major biological experiments, discoveries and the scientists involved. In addition to being able to draw several models and diagrams, and become proficient at designing their own experiments and writing formal lab reports as part of their IB assessments. Strong grades in Biology and Chemistry are both recommended for students choosing Biology HL.

NOTE: Summer assignments are required for both Year 1 and Year 2 students.

Prerequisites: Recommended minimum grades of 85% in Regents Biology; 80% in both Chemistry and Algebra Regents exams (or teacher recommendation)

80 WEEKS
IB EXAMS AND ASSESSMENTS

CHEMISTRY

This course presents a modern view of chemistry by emphasizing unifying principles and related facts. These are basic to man's understanding of his environment and will prepare a student to understand better the world around him. A strong mathematical background is essential for the understanding of basic chemical principles. Can be used for the third year of science credit. Chemistry may be taken in lieu of Earth & Space Science with Teacher& Counselor Recommendation and expressed interest in a STEM related career. In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam.

Prerequisites: Earth & Space Science; 85% in Algebra 1 with concurrent enrollment in Geometry

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

CHEMISTRY HONORS

This course is offered to students who have demonstrated high achievement in both Science and Math. It includes all topics covered by Regents Chemistry. In addition, a mathematical approach using the factor-label method will be studied. Topics specific to the Honors level will include VESPR and molecular geometry, periodic trends based on atomic structure, specific heat, the ideal gas equation, experimental methods of molecular mass determination, limiting reactants, phase diagrams, reaction mechanisms, equilibrium and its relationship to pH, nonstandard conditions in electrochemistry, and Gibbs free energy calculations. Students will do supplementary in-class labs to enhance their chemistry background. Can be used for the third year of science credit. In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam.

Prerequisite: 90% or higher final average in Earth & Space Science or Biology if taking Chem as a second science

40 WEEKS
1 CREDIT
EXAM: CHEMISTRY REGENTS EXAM

AP CHEMISTRY

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

Prerequisites: Successful completion of Regents or Honors Chemistry; Concurrent or passing Algebra 2

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

CHEMISTRY IN THE COMMUNITY

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

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

NOTE: Can be used for the third year of science credit.

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

REGENTS/SUNY PHYSICS

This course follows the New York State Regents curriculum which involves a thorough study of the physical forces that affect mankind, including such topics as: mechanics and heat, wave theory, electricity and magnetism, atomic energy, and nuclear physics.In addition to the course, students are required to complete 1200 minutes of Lab and written reports, including 3 mandated New York State Lab Investigations. A student not completing the lab requirement is ineligible to take the Regents exam. Eligible for transferable Advanced Studies credit through SUNY Erie.

Prerequisites: Successful completion of at least 2 years of Regents Science; Concurrent enrollment or completion of Algebra 2 & Trigonometry

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

SUNY/AP PHYSICS-C

This AP course is designed for students who are contemplating science as a major field of study in college, and will prepare students for the AP-C examination (mechanics). Strong emphasis is placed on solving a variety of challenging problems in statics, kinematics, linear and rotational dynamics, gravitation, work, and energy. Some problems require knowledge of calculus, but much of the required calculus is covered in class. Students will have the opportunity to perform virtual simulations of problems and gain hands-on experience with advanced laboratory exercises. This course may be taken the same year as Chemistry. The AP Physics Labs are inquiry-based and comparable to college physics labs. Eligible for transferable Advanced Studies credit through SUNY Erie.

Prerequisites: Successful completion of Regents Physics and Pre-Calculus; concurrent enrollment in AP Calculus is recommended but not required.

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

IB PHYSICS **WEST ONLY**

IB Physics is a 2 year standard level Group 4 option for the IB Diploma Program. It is algebra based and introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Labs are completed during class time and include exciting hands-on application of physics concepts, including fun labs like pumpkin toss, rocket launches, and shoot for your grade. The core of Physics SL consists of study in 5 topics: The Nature of Motion, Nature of energy and matter, Wave behavior, Field Forces, and Nuclear and quantum physics. Note: Physics SL may also be chosen for Group 6 (Arts and Electives) if the student's Group 4 choice is Biology HL.

Prerequisites: Strongly encouraged to enroll in Regents Physics as a 10th grader; Algebra 2; IB students only

80 WEEKS
IB EXAM AND ASSESSMENTS

NUSTEP FORENSIC SCIENCE

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

Prerequisite: Successful completion of 3 credits of Science. Completion of a Chemistry course is highly recommended

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

HUMAN ANATOMY & PHYSIOLOGY

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

Prerequisite: 90% or higher in Biology or science teacher recommendation

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

ASTRONOMY & OCEANOGRAPHY

Beginning with the stars, constellations and the visible sky, students will explore the universe that can be described by a small set of physical laws they can easily comprehend. An in-depth look at our history of rocketry and our latest endeavor, the International Space Station, will be some of the material covered in this class. The course will offer a grand tour from Earth to the center of our Milky Way galaxy to the depth of a black hole. The student will develop a fundamental understanding of how the oceans work. The course will include components of the ocean; the sea floor, physical components, endangered species and life forms, especially the hundreds of new species discovered in the deep ocean realm. This course can be used as a third year of science. This is a Non-Regents course with no Lab requirement.

Prerequisite: 2 credits of Science (1 credit must be a Regents Science)

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

ENVIRONMENTAL SCIENCE

This is a course designed to introduce students to major ecological concepts and the environmental challenges facing our world today. It offers a meaningful way for students to explore the active relationship between people and the environment. Focusing on real-world issues, the curriculum fosters awareness and understanding of practical, everyday environmental problems that directly impact students and their communities. Environmental Science helps students understand how their everyday choices affect the environment and encourages them to care about the world around them.This is a Non-Regents course with no Lab requirement.

40 WEEKS
1 CREDIT
EXAM: LOCAL

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES **WEST ONLY**

IB ES&S is a Group 4 option for the IB Diploma Program. It is a transdisciplinary subject designed to provide students with an understanding of the interrelationships between environmental systems and societies, enabling them to adopt an informed response to the wide range of environmental issues. Students examine the significance of choices' and decisions' impact on the environment and society by evaluating the scientific, ethical, and socio-political aspects of those issues. The core of Environmental Systems and Societies consists of study in seven topics: systems and models; human population; carrying capacity and resource use; conservation and biodiversity; pollution management; climate change; and environmental value systems.

NOTE: ES&S may also be chosen for Group 6 (Arts and Electives) if the student's Group 4 choice is Biology HL.

Prerequisite: IB students only

80 WEEKS
IB EXAM AND ASSESSMENTS

WAYS OF THE WILDERNESS **EAST ONLY**

The aim of this course is to encourage broad and thorough exposure to and appreciation for the nature of diverse and complex ecosystems. Personal attributes such as self-reliance, cooperation, self-motivation and perseverance are encouraged. Topics covered include environmental education, wilderness areas in the U.S., contour mapping/orienteering, back country cooking/equipment, wilderness manners, outdoor ethics, outdoor equipment/utilization, outdoor safety/first aid, weather observations, national parks/forests, and readings of the environmental movement. Outdoor components may include weekend field trips, backpacking in various locations, canoeing, kayaking and rafting, mountaineering and rock climbing through the activity of the KE Wilderness Club. This is a Non-Regents course with no Lab requirement.

Prerequisite: Successfully completed 3 years of science

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





WORLD LANGUAGES

COURSE OVERVIEW

EXAM: LOCAL

The study of world languages provides students with the ability to communicate with and understand the ways of people of different cultures. The immediate goals of our program are to encourage students to use the target language at a proficient level in an interpersonal, interpretive and presentational manner. Students are encouraged to take World Language courses in addition to their selected Pathway.

CHECKPOINT A (LEVEL 1) EIGHTH GRADE

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

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

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

CHECKPOINT A-LEVEL 1

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

LEVELS 2 AND 3

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

LEVELS 4 AND 5

Post Regents Study: Intended for those who have previously excelled in the study of language. This level is highly recommended for college-bound students who will most likely have to meet a specific language requirement. Students may earn college credit through SUNY for Level 4 and Level 5 classes.

COURSE DESCRIPTIONS

SPANISH 1

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

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

40 WEEKS
1 CREDIT
EXAM: LOCAL

FRENCH 2, GERMAN 2, SPANISH 2

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

Prerequisite: Level 1

40 WEEKS
1 CREDIT
EXAM: LOCAL KEN-TON DISTRICT

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

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

Prerequisites: Level 2 & Teacher Recommendation

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

SUNY HONORS: FRENCH 4, GERMAN 4, SPANISH 4

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

Prerequisites: Level 3 & Teacher Recommendation

40 WEEKS
1 CREDIT
EXAM: LOCAL

SUNY HONORS: FRENCH 5, GERMAN 5, SPANISH 5

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

Prerequisites: Level 4H & Teacher Recommendation

40 WEEKS
1 CREDIT
EXAM: LOCAL

IB FRENCH, GERMAN, SPANISH (SL1 AND SL2) WEST ONLY

Students will be expected to: 1) communicate and substantiate ideas using a range of commonly used vocabulary, 2) understand and respond to a variety of written and spoken material on the intermediate level, and 3) apply knowledge of the language and culture by demonstrating sensitivity to and awareness of global issues, ideas, and customs. This is a 2 year course of study at the IB Standard Level.

Prerequisite: Level 3H IB students only

80 WEEKS
IB EXAM AND ASSESSMENTS

SEAL OF BILITERACY

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





SPECIAL EDUCATION

COURSE OVERVIEW

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

COURSE DESCRIPTIONS

RESOURCE ROOM

Resource Room is a special education service in which students with disabilities receive specialized supplementary instruction in a small group setting (no more than 5 students). This supplementary instruction is provided in addition to the instruction that the student receives in core classes. It is not provided in place of the student's regular instruction.

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
CREDIT: NONE

STUDY SKILLS

This is an opportunity designated for students with disabilities in Grades 8–12, when recommended by the CSE. This course is designed to provide students with strategies in organization, note taking, test preparation, problem solving, time management, and other skills focused on improving their academic performance across content areas.

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
CREDIT: NONE

INTEGRATED CO-TEACHING

General education classes are co-taught by a General Education Teacher and a Special Education Teacher in the core content area subjects: English, Math, Science and Social Studies. These classes contain general education students and students with IEPs. Students with IEPs receive specially designed instruction within the general education classroom.

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
EXAM: REQUIRED NYS REGENTS AND LOCAL ASSESSMENTS

CONSULTANT TEACHER SERVICES

Direct and/or indirect consultant teacher services are provided to a student with a disability in the student's general education classes and/or to the student's general education teachers. Prerequisites: Recommended by the Committee on Special Education

40 WEEKS
EXAM: REQUIRED NYS REGENTS AND LOCAL ASSESSMENTS

15:1 SPECIAL CLASSES

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

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
1 CREDIT PER YEAR/COURSE
EXAM: REQUIRED NYS REGENTS AND LOCAL ASSESSMENTS

12:1:1 SPECIAL CLASSES

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

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
1 CREDIT PER YEAR/COURSE
EXAM: REQUIRED NYS REGENTS AND LOCAL ASSESSMENTS

12:1 (3+1) SPECIAL CLASSES **EAST ONLY**

Students with disabilities that require a highly structured and supportive learning environment receive specially designed instruction and support throughout the school day. Multi-aged students are grouped by similar needs and abilities. Students in this program are alternatively assessed (NYSAA) and will graduate with a Local Diploma or a SACC (Skills and Achievement Commencement Credential) or a CDOS (Career Development and Occupational Studies). Students in this program participate in internships in the community with a large focus on life skills and workforce readiness and require a high level of adult support for daily living skills, as well as academics.

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
EXAM: ALTERNATIVE ASSESSMENTS

8:1:1 SPECIAL CLASSES

Students with disabilities whose management needs are determined to be intensive and require a significant degree of individualized attention and intervention are grouped together in a special classroom setting. An emphasis is placed on addressing social/emotional skills, as well as providing academic instruction in core content area subjects: English, Math, Science and Social Studies.

Prerequisite: Recommended by the Committee on Special Education

40 WEEKS
1 CREDIT PER YEAR/COURSE
EXAM: REQUIRED NYS REGENTS AND/OR LOCAL ASSESSMENTS





PHYSICAL EDUCATION

COURSE OVERVIEW

The secondary Physical Education program develops physically literate individuals through sequential, standards-based progressions that increase in complexity and independence. Students develop movement competence, apply health-related fitness concepts, demonstrate responsible personal and social behavior, and apply movement concepts and strategies in a variety of individual, partner, team, fitness, and outdoor activities. As students progress, they analyze and improve performance, set personal fitness goals, and develop the knowledge, skills, and confidence to make informed decisions that support lifelong health and physical activity. Instruction is aligned with the New York State Physical Education Learning Standards and SHAPE America National Physical Education Standards. Successful completion of Physical Education each year of high school is required for graduation.

COURSE DESCRIPTIONS

GRADE 8 PHYSICAL EDUCATION

This course establishes the foundation of the secondary program by developing movement competence, health-related fitness, and personal and social responsibility. Students refine fundamental and sport-specific skills while applying movement concepts and strategies in individual, dual, team, fitness, outdoor, and aquatics activities.

40 WEEKS EVERY OTHER DAY

GRADE 9–10 PHYSICAL EDUCATION

Grades 9 and 10 build on the foundation established in Grade 8 by advancing movement competence, tactical decision-making, performance analysis, and health-related fitness.

Students apply movement concepts and strategies while developing and monitoring personal fitness plans through a variety of individual, dual, team, fitness, outdoor, and aquatics activities.

40 WEEKS EVERY OTHER DAY
1/2 CREDIT.

GRADE 11–12 PHYSICAL EDUCATION

Grades 11 and 12 prepare students for lifelong participation in physical activity through advanced application of movement and fitness principles in lifetime, team, fitness, and outdoor activities. Students design and evaluate personal fitness plans, analyze performance, demonstrate leadership, and make informed decisions that promote lifelong health and wellness. Instruction emphasizes independence, goal achievement, self-management, and the transfer of knowledge and skills beyond high school.

40 WEEKS EVERY OTHER DAY
1/2 CREDIT.





HEALTH EDUCATION

HEALTH EDUCATION GRADE 8

Health Education is a NYS-required 20-week-long course. The curriculum is focused on providing students with knowledge and skills of health literacy through the development of decision-making, communication, advocacy, goal-setting, self-management, and relationship management skills. The instruction aligns with New York State and National Health Education standards. The students are learning through classroom discussions and activities. Students are provided with community/school resources to access valid health information, products, and services. Key topics include: Injury and Violence Prevention, Nutrition and Physical Activity, Stress Management, Sexual Risk, and Tobacco and other Drugs.

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

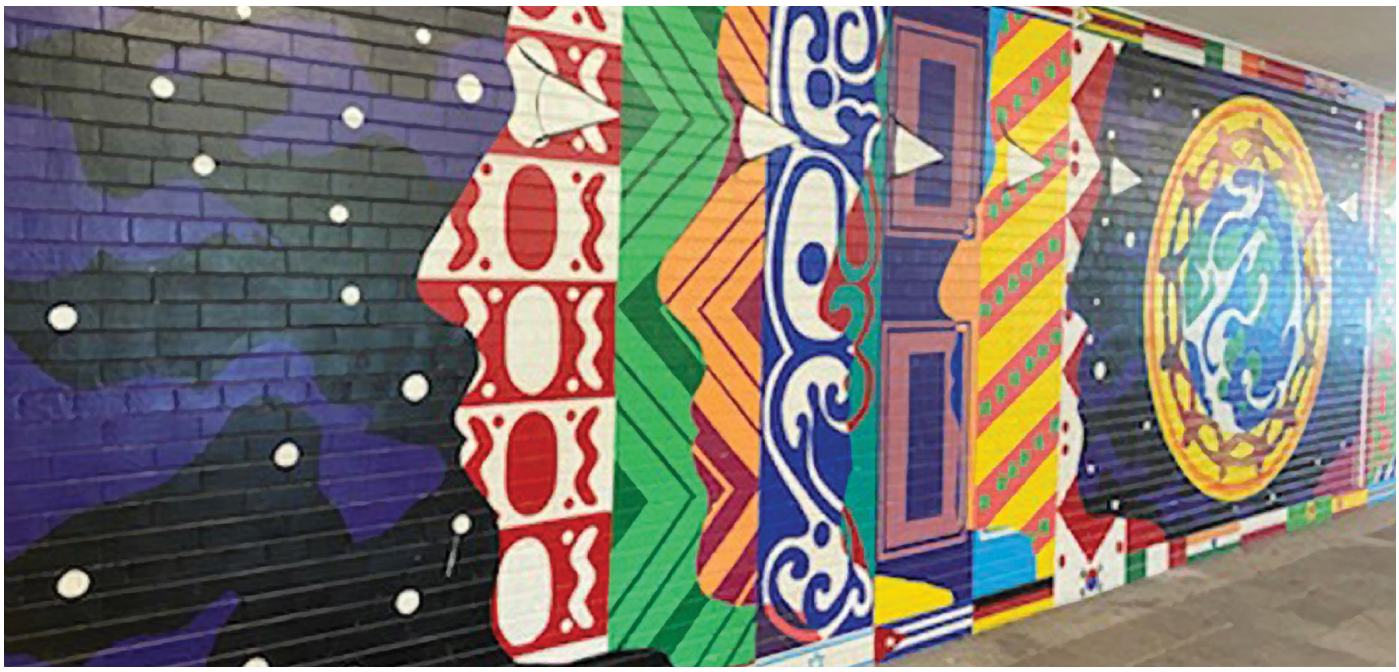
HEALTH EDUCATION GRADES 9–12

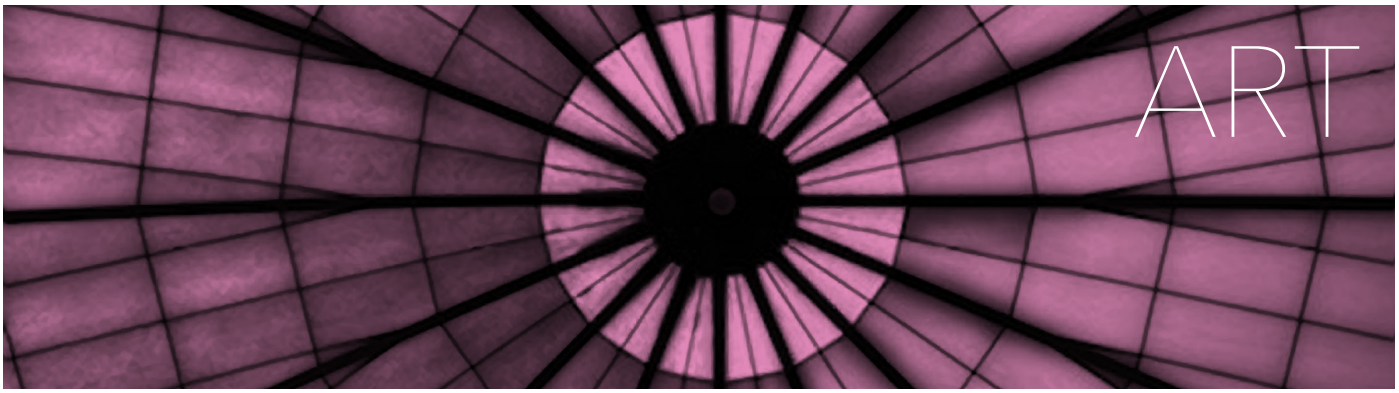
Health Education is a mandatory half-year course designed to provide students with essential knowledge and practical skills to make safe, ethical, and informed decisions that support lifelong health and well-being. The instruction aligns with New York State and National Health Education standards and is medically accurate, age-appropriate, inclusive, and culturally sensitive. Learning occurs through discussions, scenario-based activities, skill demonstrations, and performance tasks, emphasizing understanding and application. Key topics include: Relationships, Human Growth and Sexuality, Risk Reduction and Substance Literacy, Mental Health, and Self Management and Decision Making.

Students are encouraged to participate respectfully in class discussions, simulations, and skill-building activities, including advocacy exercises, research projects, presentations, and applied tasks. To ensure a supportive and psychologically safe environment during sensitive topics, anonymous question protocols and clear confidentiality boundaries are in place.

Successful completion of this course is a requirement for graduation.

40 WEEKS/EVERY OTHER DAY
½ CREDIT
EXAM: ADVOCACY PROJECT





COURSE OVERVIEW

There are many art courses available to students who have found enjoyment in their exploratory foundation art class and have an interest in developing and improving their art & design skills. In addition, there is a four unit sequence (pathway) for those who wish to major in art & design.

Studio in Art or Multimedia Studio in Art may be used to meet the one CREDIT of Fine Arts required for high school graduation in New York State. Incoming 8th graders have the opportunity to accelerate into the art program by taking Studio in Art or Multimedia Studio in Art with middle school art teacher recommendation.

We encourage all students to consider these opportunities when planning their programs.

COURSE DESCRIPTIONS

ART 8

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

Prerequisite: None

20 WEEKS, EVERY OTHER DAY

STUDIO IN ART

This is a foundation course dealing with a thematic approach that is comprehensive and covers history, aesthetics, criticism and the production of art. A sampling of all media, 2-dimensional and 3-dimensional are offered. Students not only create works but also have the opportunity to reflect orally and in writing about the nature and content of their art. This course can be used as the required art credit for graduation, as well as the first course in the Individual Arts Assessment Pathway (IAAP).

Prerequisite: None

40 WEEKS
1 CREDIT
EXAM: LOCAL

MULTIMEDIA STUDIO IN ART

In this introductory art course, students will explore the key concepts of digital art and design using industry-standard programs including Adobe Photoshop, Illustrator, Premiere Pro, as well as mixed media techniques. Students will learn the conceptual and technical skills needed to produce graphic design, digital illustration, computer animation, and video projects. Moreover, students will explore how multimedia is one of the fastest-growing career fields in today's world. Although we welcome students with talent and advanced skills in art, those are not the only qualities necessary to succeed in this course. All students can succeed and thrive with a growth mindset. This course serves as a prerequisite for all digital art electives and fulfills the required art credit students need to graduate.

Prerequisite: None

40 WEEKS
1 CREDIT
EXAM: LOCAL

DRAWING & PAINTING

This intermediate art course appeals to students who are interested in improving their art skills, who enjoy working in a variety of media, and who are motivated in building a portfolio showcasing their work. The curriculum includes representational drawing, drawing from life, abstract representations, non-representational art, and artwork based on visual storytelling.

Artwork will be developed from idea to finished product based on a variety of themes, subject matter, historic and contemporary influences, and approaches to visual problem solving. No matter what a student's current skill level is, they will be able to improve in their art making abilities. Both traditional media (pencils, charcoal, paint, etc) and digital media are explored in this course. Although drawing and painting is most often associated with Fine Arts, 3D Animators, game designers, and special effect artists require a well-developed sense of drawing ability. For this reason, the curriculum has been expanded to better align with these growing art fields. This course is required for students pursuing the Individual Arts Assessment Pathway (IAAP) for Fine Art.

Prerequisite: Studio in Art or Multimedia Studio in Art

40 WEEKS
1 CREDIT
EXAM: LOCAL

STUDIO IN PHOTOGRAPHY 1

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

Prerequisite: Studio in Art or Multimedia Studio in Art

20 WEEKS
½ CREDIT
EXAM: LOCAL

STUDIO IN PHOTOGRAPHY 2

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

Prerequisite: Studio in Photography 1 (R)

20 WEEKS
½ CREDIT
EXAM: LOCAL

3D STUDIO & SCULPTURE WEST ONLY

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

Prerequisite: Studio in Art or Multimedia Studio in Art

20 WEEKS
½ CREDIT
EXAM: LOCAL

STUDIO IN CERAMICS EAST ONLY

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

Prerequisite: Studio in Art or Multimedia Studio in Art

20 WEEKS
½ CREDIT
EXAM: LOCAL

SCULPTURE EAST ONLY

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

Prerequisites: Studio in Art or Multimedia Studio in Art; Ceramics

20 WEEKS
½ CREDIT
EXAM: LOCAL

DIGITAL ILLUSTRATION

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

Prerequisite: Multimedia Studio in Art

40 WEEKS/EVERY OTHER YEAR
1 CREDIT
EXAM: LOCAL



IAAP: INDIVIDUAL ARTS ASSESSMENT PATHWAY

▸Fine Arts

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Studio Art	Drawing & Painting	Advanced Studio	AP Studio

▸Digital Media

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Multimedia Studio Art	Digital Illustration	Animation	AP 2D Art & Design

> > Students may take any of the other art electives after the foundation courses in conjunction with the required courses.

GRAPHIC DESIGN

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

Prerequisites: Multimedia Studio in Art and Digital Illustration

40 WEEKS/EVERY OTHER YEAR AT WEST
1 CREDIT
EXAM: LOCAL

ANIMATION

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

Prerequisites: Multimedia Studio Art and Digital Illustration

40 WEEKS/EVERY OTHER YEAR AT EAST
1 CREDIT
EXAM: LOCAL

ADVANCED STUDIO IN ART

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

Prerequisites: Studio in Art or Multimedia Studio in Art; Drawing & Painting

40 WEEKS
1 CREDIT
EXAM: LOCAL

AP ART (DRAWING)

This course offers students a rigorous, college-level experience in the media of drawing &/or painting. Students develop a portfolio for the AP Drawing Portfolio that demonstrates a sustained investigation, synthesis of materials, processes, and ideas, and advanced skills. Students engage in inquiry-based practice, experimentation, and revision as they work to communicate their ideas visually. Portfolio development emphasizes both creative problem-solving and critical reflection, resulting in original works that show conceptual and technical growth as artists.

Prerequisites: Studio in Art; Drawing & Painting; IAAP Candidate

40 WEEKS
1 CREDIT
EXAM: AP ART

AP 2-D ART AND DESIGN **EAST ONLY** (GRAPHIC DESIGN FOCUS)

This course offers students a rigorous, college-level experience in two-dimensional design through the lens of graphic design. Co-seated with the Graphic Design & Advertising course, students develop a portfolio for the AP 2-D Art and Design Portfolio that demonstrates sustained investigation, synthesis of materials, processes, and ideas, and advanced 2-D skills. Students engage in inquiry-based practice, experimentation, and revision as they apply design principles, digital illustration, layout, and professional graphic design tools to communicate ideas visually. Portfolio development emphasizes both creative problem-solving and critical reflection, resulting in original works that show conceptual and technical growth as designers.

Prerequisites: Multimedia Studio in Art, Digital Illustration, IAAP Candidate

40 WEEKS
1 CREDIT
EXAM: AP

IB VISUAL ARTS (GRADES 11, 12) **WEST ONLY**

IB Visual Arts is a Group 6 option for the International Baccalaureate Diploma Program. This is a two-year college level studio class that unites basic courses taught in college visual art foundation programs. It encourages awareness of the student's cultural heritage, experimentation, risk-taking, personal growth, and the development of one concentration area into several more directions. This class explores different techniques and media together, but the most important ingredient is the student. A deep commitment beyond the classroom is needed in order for the student to grow technically, creatively, and aesthetically.

Prerequisite: Studio in Art or Multimedia Studio in Art

IB STUDENTS ONLY
IB ASSESSMENTS



MUSIC

COURSE OVERVIEW

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

MUSIC CURRICULUM SEQUENCE

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

MUSICAL PERFORMANCE

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

COURSE DESCRIPTIONS

CONCERT BAND

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

Prerequisite: Basic Performance Ability; Beginners are welcome

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

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

SYMPHONIC BAND

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

Prerequisite: Basic Performance Ability; Beginners are welcome

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

WIND ENSEMBLE

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

Prerequisites: Advanced Performance Ability; Audition

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

CONCERT ORCHESTRA

This organization is for students who play string instruments: Violin, Viola, Cello and String bass in 8th–9th grade as well as beginner students. Students will be expected to participate in one pull out lesson each week. The lessons are scheduled on a rotating schedule so that students do not miss the same class each week. After school, evening, or weekend rehearsals or performances are required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Performance Ability; Beginners are welcome

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

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

SYMPHONIC ORCHESTRA

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

Prerequisite: Performance Ability

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

CONCERT CHOIR (8TH GRADE)

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

Prerequisite: Interest

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

CHAMBER SINGERS

The ensemble is a select, mixed voice (male and female) singing group whose members are chosen by audition. The ensemble performs a great variety of choral music including pop, classical, and Broadway selections in various programs for the schools and community during the year. When it is appropriate, musical numbers are staged to enhance the visual aspects of performance. After school and evening rehearsals or performances are sometimes required. Course runs full year, everyday, or every other day with special permission.

Prerequisite: Selection through audition

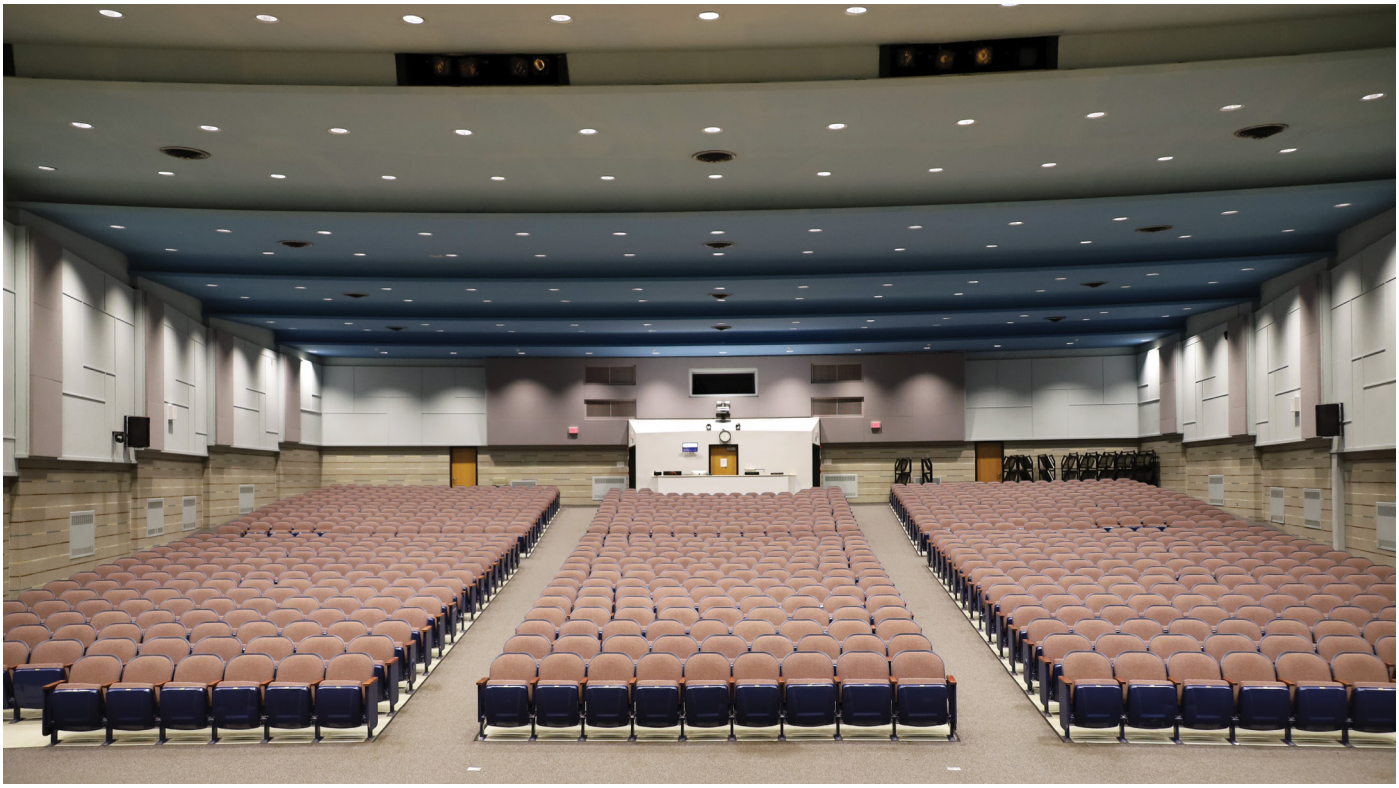
GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT
EXAM: LOCAL

CHORALE (9TH–12TH GRADE)

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

Prerequisite: Interest

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



TREBLE CHOIR (9TH–12TH GRADE)

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

Prerequisite: Interest

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

MUSIC IN OUR LIVES

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

Prerequisite: None

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

MUSIC THEORY

This course introduces the fundamentals of music notation, rhythm, scales, key signatures, intervals, triads, Roman Numeral Analysis, cadences, non-chord tones, melodic organization, and figured bass. Students develop skills in ear training, sight singing, and analysis while applying concepts through composition and dictation activities. The course provides a foundation for further study in music performance, composition, or advanced theory. Ensemble enrollment is encouraged in conjunction with this class.

Prerequisite: Band, Choral, or Orchestra ensemble teacher recommendation, or meet with the Music Theory teacher to ensure sufficient background in music

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

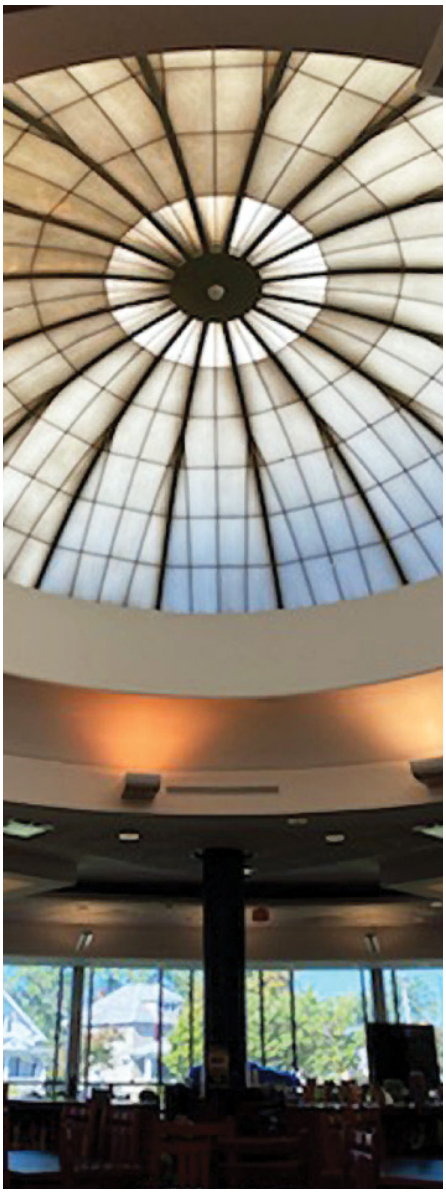
AP MUSIC THEORY

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

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

Prerequisite: Music Theory

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



IAAP: INDIVIDUAL ARTS ASSESSMENT PATHWAY

▸ Music

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Ensemble Course At least 1 credit of any Band, Orchestra, and/or Choral ensemble	Ensemble Course (1.0 credit minimum) At least 1 credit of any Band, Orchestra, and/or Choral ensemble	Ensemble Course (1.0 credit minimum) At least 1 credit of any Band, Orchestra, and/or Choral ensemble	Ensemble Course & Portfolio Completion (1.0 credit minimum) At least 1 credit of any Band, Orchestra, and/or Choral ensemble

[Music Theory (1.0) students must complete 1.0 credit of Music Theory during grades 10–12]



BUSINESS

COURSE OVERVIEW

The Business Department offers a wide variety of engaging courses designed to help students build valuable life and career skills. Whether you plan to continue your education after high school or enter the workforce directly, our programs provide the foundation for success in an ever-changing digital world.

We are committed to continually updating our curriculum to reflect today's business, technology, and marketing trends. Students can explore an Academy in Business, gaining real-world experience and professional skills that set them apart.

Our department offers courses that can earn students math credit toward graduation (such as Business Math and Accounting) and provide opportunities to develop essential workplace skills through hands-on learning experiences, including Internship and our School-Based Enterprise.

Students can also explore forward-thinking topics such as:

Artificial Intelligence

Discover how artificial intelligence and computing power are transforming the modern workplace.

Digital Storytelling & Online Marketing Strategies

Learn how digital storytelling and marketing strategies connect brands with audiences.

OUR VISION

The Ken-Ton Business Department empowers students to be confident communicators, collaborative problem solvers, and creative innovators, preparing them for college, careers, and life. Through engaging instruction, real-world learning, and community partnerships, we develop future-ready leaders for a rapidly changing world.

COURSE DESCRIPTIONS

INTRODUCTION TO BUSINESS & COMPUTING

This full year course introduces students to the world of business and computing. It sets a solid foundation for high school, college, and careers. The business units help students acquire sound values and strong communication skills to be successful in careers and the workplace. Explore the ever-changing world of computer technology and various new technologies hitting the market. Speakers and field trips are integrated throughout the course.

GRADE LEVELS: 8, 9
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

CAREER AND PERSONAL FINANCE FOUNDATIONS

This course provides students with the essential knowledge and skills needed to become financially capable individuals. Through engaging, real-world activities and analysis, students will explore how financial decisions impact their lives now and in the future. Topics include banking, credit, budgeting, investing, taxes, and more.

Learning Outcomes: By the end of this course, students will:

- Demonstrate a strong understanding of personal finance concepts.
- Apply financial literacy skills to real-life decision-making.
- Be prepared to manage personal finances responsibly after graduation.

GRADE LEVEL: 10
FULFILLS THE CAREER AND PERSONAL FINANCE REQUIREMENT FOR THE BUSINESS MANAGEMENT & ENTREPRENEURSHIP ACADEMY
40 WEEKS/EVERY OTHER DAY
½ CREDIT
EXAM: LOCAL

SUNY COLLEGES, CAREERS AND FINANCES

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

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

GRADE LEVELS: 11, 12
CAN BE USED TO FULFILL THE PERSONAL FINANCE REQUIREMENT FOR THE BUSINESS MANAGEMENT & ENTREPRENEURSHIP ACADEMY
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL

BUSINESS LAW

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

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

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

SPORTS AND ENTERTAINMENT MARKETING

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

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

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

SUNY BUSINESS MATH

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

Some of the main topics include:

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

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

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

SUNY BUSINESS OWNERSHIP & MANAGEMENT

Business Ownership & Management offers students the opportunity to experience a simulated business environment and examine all facets of being an employee of a firm. **Eligible for transferrable Advanced Studies Credit through SUNY Buffalo State.**

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

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

BUSINESS MANAGEMENT & ENTREPRENEURSHIP ACADEMY

REQUIRED COURSES (2.5 CREDITS)	ELECTIVES: CHOOSE 1.0 OR MORE CREDITS
• SUNY Business Ownership & Management (1.0) • Career and Personal Finance Foundations (0.5) • School Based Enterprise - Year 1 (1.0)	• Business Law (1.0) • SUNY Accounting (1.0) • Sports and Entertainment Marketing (1.0) • Internship (0.5) • School Based Enterprise - Year 2 (1.0)

SUNY ACCOUNTING 1

Accounting is often said to be the "language of business." Students will learn the skills necessary to recognize and utilize accounting information and analyze financial data. Demand for Accountants is extremely high in today's job market! This course is a must for students majoring in Accounting, Business Ownership, Finance, Management and/or Marketing. Course is also said to be useful for those who want to study engineering. Students will find themselves a semester ahead of other students who did not take this course in high school! **Eligible for transferrable Advanced Studies Credit through SUNY Erie. Course may be taken as an elective or a 3rd unit of Math.**

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

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

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

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

WORK-BASED LEARNING OPPORTUNITIES

>> CAREER EXPLORATION INTERNSHIP PROGRAM

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

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

GRADE LEVELS: 11, 12
20 WEEKS/2 MEETINGS PER WEEK + 54 HOURS OF WORK ON-SITE EXPERIENCE
½ CREDIT

>> WORK EXPERIENCE PROGRAM

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

- Learning how to manage money you earn, including bank accounts, credit cards, and investments
- Career research, interview skills, and résumé writing
- Workplace laws

GRADE LEVELS: 11, 12
40 WEEKS/MEETS EVERY OTHER DAY
½ –2 CREDITS: CREDIT DEPENDS ON HOURS WORKED:
0.5 CREDIT = 150–299 HOURS WORKED
1.0 CREDIT = 300–449 HOURS WORKED
1.5 CREDITS = 450–599 HOURS WORKED
2.0 CREDITS = 600+ HOURS WORKED
STUDENTS MUST PASS THE COURSEWORK IN CLASS IN ORDER TO RECEIVE WORK CREDIT
EXAM: LOCAL

>> SCHOOL BASED ENTERPRISE

This full-year course provides students with hands-on, real-world experience through active participation in the school-based work experience. Students will complete a minimum of 54 hours of work experience as part of the course, applying classroom knowledge to authentic workplace situations while developing professional, leadership, and technical skills.

All students will collaborate to manage operations, marketing, and technology functions, gaining a comprehensive understanding of how a real business operates. Coursework emphasizes teamwork, communication, professionalism, and ethical decision-making. Students will also maintain a professional portfolio documenting their work experience, reflections, and skill development aligned with NYS Work-Based Learning and CTE standards

Our School Based Enterprises have their own store names:

Royal Blue Designs at West,

D.A.W.G. Designs at East

Prerequisite: Successful completion or concurrent enrollment in SUNY Business Ownership & Management

GRADE LEVELS: 11, 12
FULFILLS THE WORK BASED LEARNING REQUIREMENT FOR THE BUSINESS ACADEMY. STUDENTS MAY TAKE THE COURSE A SECOND TIME AS AN ELECTIVE IN THE BUSINESS MANAGEMENT & ENTREPRENEURSHIP ACADEMY
40 WEEKS/5 MEETINGS PER WEEK
1 CREDIT
EXAM: LOCAL



FAMILY & CONSUMER SCIENCES

COURSE OVERVIEW

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

LEARNING STANDARDS FOR FAMILY & CONSUMER SCIENCES

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

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

COURSE DESCRIPTIONS

THE FOOD AND NUTRITION SEQUENCE

FOODS I

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

Prerequisite: None

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

FOODS II

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

Prerequisite: Successful Completion of Foods I

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

NUTRITION/HEALTH & FITNESS

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

Prerequisite: Foods I

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

GLOBAL AND GOURMET FOODS

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

Prerequisites: Successful Completion of Foods I and Foods II

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

THE HUMAN SERVICES & FAMILY STUDIES SEQUENCE

HOUSING AND INTERIOR DESIGN

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

Prerequisite: None

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

TEEN LIVING

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

Prerequisite: None

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

PARENTING

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

Prerequisite: None

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

CHILD DEVELOPMENT

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

Prerequisite: Successful Completion of Parenting

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

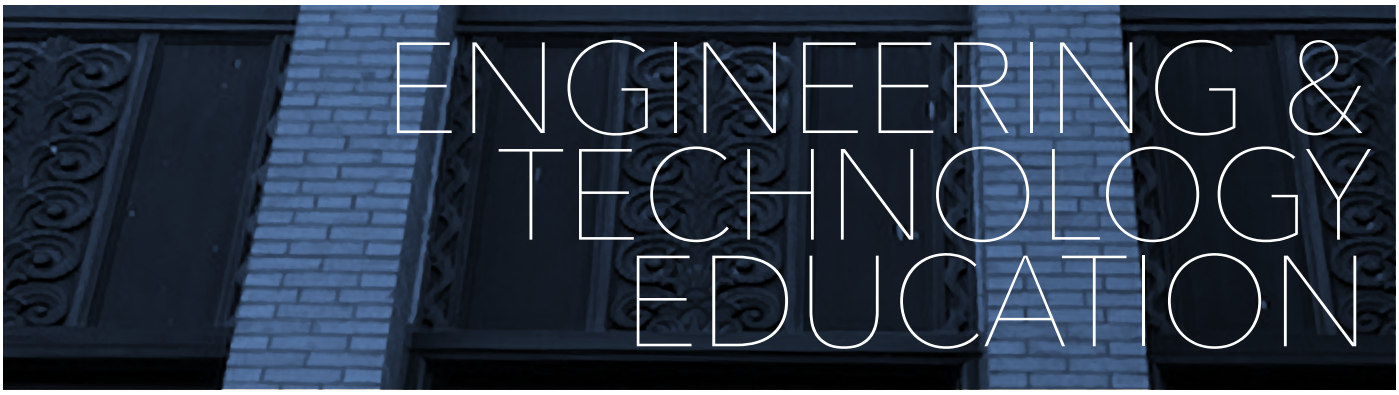
INDEPENDENT LIVING

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

Prerequisite: None

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





ENGINEERING & TECHNOLOGY EDUCATION

COURSE OVERVIEW

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

ART/MUSIC REQUIREMENT

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

See the your counselor for information on Academy requirements.

THIRD YEAR MATHEMATICS

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

THIRD YEAR SCIENCE

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

PROJECT LEAD THE WAY (PLTW)

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

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

COURSE DESCRIPTIONS

TECHNOLOGY 8

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

Prerequisite: None

20 WEEKS, EVERY OTHER DAY

DESIGN AND DRAWING FOR PRODUCTION (IED/DDP)

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

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

Prerequisite: None

GRADE LEVELS: 9, 10, 11, 12
(8TH GRADERS MUST RECEIVE RECOMMENDATION FROM MIDDLE SCHOOL COUNSELOR OR INSTRUCTOR)
40 WEEKS
1 CREDIT
ASSESSMENT: PROJECT LEAD THE WAY

PLTW COMPUTER INTEGRATED MANUFACTURING (CIM) AND ROBOTICS

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

Prerequisite: DDP

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT
ASSESSMENT: PROJECT LEAD THE WAY
READING LEVEL: MIXED

PLTW PRINCIPLES OF ENGINEERING (POE)

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

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

Prerequisite: DDP recommended

GRADE LEVELS: OPEN TO 10;
RECOMMENDED: 11, 12
40 WEEKS
1 CREDIT
ASSESSMENT: PROJECT LEAD THE WAY

AP COMPUTER SCIENCE PRINCIPLES (AP CSP)

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

Prerequisite: DDP recommended

GRADE LEVELS: 10, 11, 12
40 WEEKS
1 CREDIT
ASSESSMENT: AP COMPUTER SCIENCE PRINCIPLES

PLTW DIGITAL ELECTRONICS (DE)

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

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

Prerequisite: DDP recommended

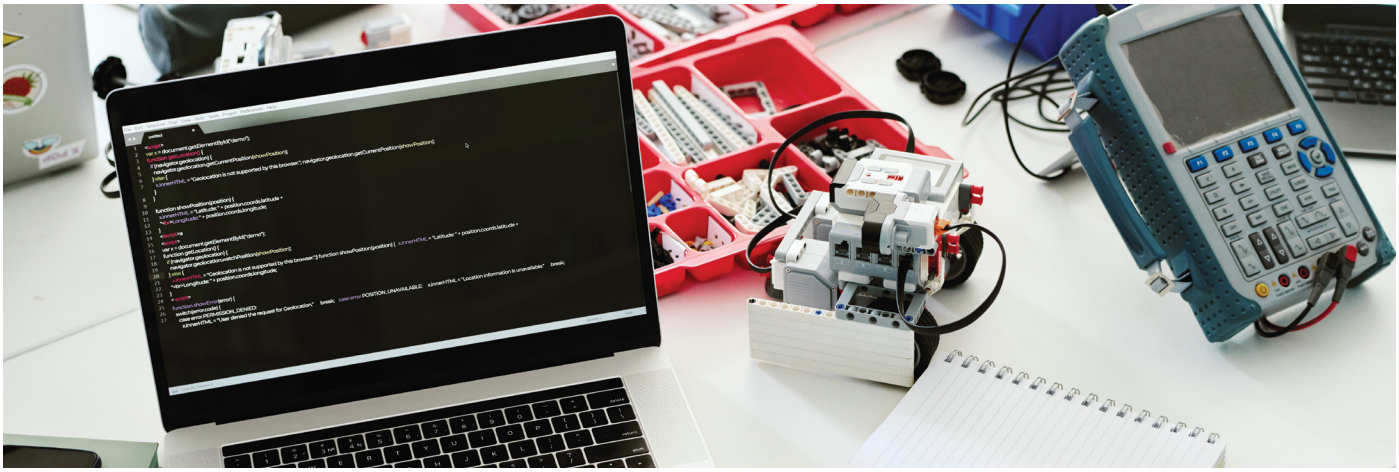
GRADE LEVELS: 11, 12
40 WEEKS
1 CREDIT
ASSESSMENT: PROJECT LEAD THE WAY

PLTW CAPSTONE

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

Prerequisite: At least two PLTW courses

GRADE LEVELS: 11, 12
40 WEEKS
1 CREDIT
ASSESSMENT: PROJECT LEAD THE WAY



ARCHITECTURE

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

Prerequisite: DDP

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

BASIC ELECTRICITY / ELECTRONICS

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

Prerequisite: None

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

CONSTRUCTION SYSTEMS

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

Prerequisite: None

GRADE LEVELS: 9, 10, 11, 12
20 WEEKS
½ UNIT
EXAM: LOCAL

MEDIA DESIGN & VIDEO PRODUCTION

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

Prerequisite: None

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

WOOD & METAL SHOP

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

Prerequisite: None

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

PRE-ENGINEERING ACADEMY (PROJECT LEAD THE WAY)

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Design & Drawing for Production (DDP)	PLTW Computer Integrated Manufacturing (CIM Robotics) *Prerequisite: DDP*	PLTW Principles of Engineering (POE) *Prerequisite: Science Credit* AP Computer Science OR Architecture	PLTW Digital Electronics (DE) *Prerequisite: Math Credit* PLTW Capstone *Prerequisite: TWO other PLTW courses*

ELECTIVES > > Construction Systems, Basic Electricity/Electronics, Wood & Metal Shop, Media Design & Video Production



CAREER & TECHNICAL EDUCATION

COURSE OVERVIEW

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

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

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

Students must see their counselor to sign up for a BOCES program. Students must be in good academic standing to be eligilble. Placement in these programs is not guarenteed.

Go to
https://careerandtech.e1b.org/programs
for more information.

Program Offerings

(Program availability and locations are subject to changes.)

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

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

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

Calspan Cte Center
4411 Genesee Street
Cheektowaga, NY 14225
Phone: 716-558-5565

COURSE DESCRIPTIONS

ANIMAL SCIENCE (2 YEAR PROGRAM)

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

AUTO TECHNICIAN TRAINING (2 YEAR PROGRAM)

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

AVIATION TECHNOLOGY (2 YEAR PROGRAM)

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

BAKING & PASTRY ARTS (2 YEAR PROGRAM)

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

BARBERING (2 YEAR PROGRAM)

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

BUILDING TRADES (2 YEAR PROGRAM)

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

COLLISION REPAIR (2 YEAR PROGRAM)

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

COSMETOLOGY (2 YEAR PROGRAM)

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

CRIMINAL JUSTICE (2 YEAR PROGRAM)

This exciting course teaches students about various careers in the field of criminal justice. Students will explore the major areas of the system including law enforcement, courts, corrections, investigations/forensics, homeland and private security. Practical skills training includes handcuffing, searching (persons and cars), auto stops, field sobriety tests, radio communications, crime scene investigations, fingerprinting, foot impressions, composite sketching, jail cell search, and so much more. This program is an excellent choice in preparation for military service, or direct employment in private law enforcement (security), corrections or college. Local state and federal agencies participate in this program as guest speakers, field trip hosts, and internship sponsors.



CULINARY ARTS (2 YEAR PROGRAM)

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

DENTAL LABORATORY TECHNOLOGY (2 YEAR PROGRAM)

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

EARLY CHILDHOOD EDUCATION (2 YEAR PROGRAM)

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

ELECTRICAL SYSTEMS (2 YEAR PROGRAM)

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

ELECTRONICS & APPLIED TECHNOLOGY (2 YEAR PROGRAM)

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

EMERGENCY MEDICAL AND FIRE SERVICES (2 YEAR PROGRAM)

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

ESPORTS MANAGEMENT & GAME DEVELOPMENT (2 YEAR PROGRAM)

This program blends game development, esports management, and the business behind the gaming industry. Whether designing the next big title or leading championship teams, students will gain the skills to thrive in this fast-growing digital world. Students will dive into the rapidly expanding world of Esports while learning the business and creative skills driving the industry. Areas of study include computer literacy, game industry fundamentals, narrative and visual design, game audio, broadcasting and streaming, branding, game theory and strategy, and marketing techniques.

EXERCISE SCIENCE (2 YEAR PROGRAM)

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

FASHION DESIGN TECHNOLOGY (2 YEAR PROGRAM)

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

HEALTH CAREERS (2 YEAR PROGRAM)

This program is designed to help students explore and deepen their knowledge of the many careers available to them in the field of health care, so they can make informed college and career choices. Students learn the importance of health and wellness promotion as an integral element of any health related career. The study of medical terminology and the human body in health and disease add insight for the student pursuing any medical / health career. The core curriculum provides basic skills, knowledge, and attitudes common to present



and emerging health careers. Units of study in the first year of this program form the basic foundation for more specialized study in basic nursing skills for the second year. "Basic nursing skills" available as a 1-year only option.

HEATING, VENTILATION AND AIR CONDITIONING (2 YEAR PROGRAM)

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

PLUMBING (2 YEAR PROGRAM)

Students get hands-on experience from those in the field, teaching them the expertise to become a plumber or even start their own plumbing business. Students will learn how to cut and install various types of materials that are used within the field. Topics of study include plumbing and professional safety, blue print reading, fixture assembly, codes, pressure, temperature and water heaters, and water supply systems, mains, and wells.

VIDEO PRODUCTION & RECORDING ARTS (2 YEAR PROGRAM)

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

WEB TECHNOLOGIES AND GAME PROGRAMING (2 YEAR PROGRAM)

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

WELDING (2 YEAR PROGRAM)

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

OCCUPTIONAL EDUCATION

OCCUPATIONAL EDUCATION/OE (2 OR MORE YEAR PROGRAM)

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

OE I EXPLORATORY (1 YEAR PROGRAM)

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

OE II (2 OR MORE YEAR PROGRAM)

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

NEW VISIONS (ONE YEAR PROGRAMS)

NEW VISIONS: CONNECTIONS HEALTH RELATED CAREERS

Veterans and Millard Fillmore Suburban Hospitals, Buffalo General Medical Campus

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

NEW VISIONS: DIESEL TECHNOLOGY

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

NEW VISIONS: EDUCATION PATHWAYS ACADEMY

Buffalo State University

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

NEW VISIONS: LEGAL ACADEMY

Canisius University and the University At Buffalo

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

NEW VISIONS: PLANT SCIENCE

Buffalo and Erie County Botanical Gardens

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

NEW VISIONS: ZOO, WILDLIFE AND CONSERVATION CAREERS

The Buffalo Zoo

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


FRIES RD

KENMORE WEST HIGH SCHOOL

www.ktufsd.org