

A stylized graphic of a pine branch with needles, rendered in a light blue color, extending across the upper half of the page. A smaller, more detailed branch with green needles is positioned below the main one, partially overlapping the text.

Kensington Woods
HIGH SCHOOL

FlexTrac
Program Guide

KWHS

P H I L O S O P H Y

A good school is small and personalized;
has passionate, hard working teachers;
is led by strong leaders; engages a diverse community;
and provides real-world learning experiences.

KWHS is a great school that believes in the following principles:

Small Schools

The intimate scale reinforces meaningful, everyday connections with teachers, advisors, and peers.

High Engagement

The curriculum is centered on high engagement activities that require students to be active problem solvers and contributing team members.

High Expectations

We strongly believe that every student can succeed academically and reach our high standards for character, despite students' past academic performance.

Real-World Learning

Learning is centered around real work, in context, with significance outside of school. Adult mentors and advisors connect students to their interests and the world of work.

Character Education

Good character is the cornerstone to success. We define character as values in action and believe that good character needs to be taught and modeled by everyone at KWHS.

Education is Everyone's Business

KWHS breaks down barriers between school and community, serving the community while giving the whole community responsibility for education.

Culture for Continual Improvement

The KWHS philosophy remains flexible, embracing change, and responding to the needs of students and community in the spirit of continual improvement.

Kensington Woods HIGH SCHOOL



Dear Students:

Welcome to the Kensington Woods High School *FlexTrac* Evening School Program. Overall, students enrolled in *FlexTrac* experience great success. Many students find that this type of school setting is a good fit for them academically. *FlexTrac* is primarily computer-based and self-paced. Students who have the most success with this program exhibit good attendance and self motivation.

FlexTrac allows students the flexibility needed to work at an approved job or community resource class during the day and still earn academic credits by attending evening courses. Students earn KWHS academic credits in the evening and their elective credits through Co-op, Community Resource, Cleary University Dual Enrollment, Dual Enrollment at an approved college or university, and KWHS day classes (Graphic Arts, Digital Media, Tae Kwon Do, Global Issues, Teen Law, Spanish 1, Business/School Store, or Advanced Placement).

While some teacher-led, classroom courses will be offered, *FlexTrac* primarily offers computer-based and self-paced courses, composed of highly interactive and graphic-rich PLATO Learning Software. The classes are standards-based with an interactive curriculum and integrated assessment. Individualized instruction offers flexibility for students to work at their own pace with teacher assistance and to take pre-assessments before beginning a class, so they are placed at the appropriate course skill levels.

The unique *FlexTrac* format allows students to test out of course material that they have already mastered, which can potentially shorten the course length. For example, if a student has already taken Algebra I but did not pass Algebra I, he or she can test out of lessons, only taking the time to learn the course material that is new to the student. Being self-paced, students can finish a course before the end of the semester if they master all the lessons in that course.

This Program Guide is designed to give detailed information about the educational choices you have as a *FlexTrac* student. Please use this guide to make informed decisions regarding your personal high school experience. Speak with your parents or guardians to help determine which elective options will best suit your personal interests and needs.

FlexTrac is a popular program, and spaces fill up quickly, so please contact the school at (517)545-0828 to ensure your position. With specific questions please contact me, Cristi Dikeou, at (517)545-0828 ext. 225 or cdikeou@kensingtonwoodshs.com.

We look forward to having you as a Kensington Woods High School *FlexTrac* student and wish you a rewarding high school experience.

Sincerely,

A handwritten signature in cursive script that reads "Cristi Dikeou".

Cristi Dikeou
FlexTrac Director

K

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PROGRAM GUIDE

2007-2008

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KWHS

V I S I O N & M I S S I O N

Mission Statement

To prepare each student for success in college, career, and life through a rigorous, engaging, and challenging educational program that is student centered and promotes character and values.

We are committed to providing an environment where students can:

- Develop intellectual and academic potential to the fullest degree, preparing them for college and for challenges facing them now and in the future;
- Relate education to relevant, real-world experiences, exercising active citizenship and developing individual potential and social responsibility;
- Discover responsibility for their own learning and their own lives as well as empathy for all people;
- Become independent, confident thinkers who regard education as an enriching, life-long ambition; and
- Develop strong character, affirming the worth and dignity of each individual.

The strength of our program comes from dedication on the part of our staff, students, and parents. We understand that high school students need a well-rounded education that consistently encourages them, holds them to a high academic standard, and supports and models a core set of educational values.

UNIQUE KWHS QUALITIES

Small school and small classes

•

Personal atmosphere

•

Internship credit opportunities

•

Project-based learning

•

Accelerated learning opportunities and college credit

•

Flexibility offered through a combination of traditional courses, online courses, and community based coursework

•

Service learning opportunities

•

College credits through dual enrollment programs

•

Added flexibility of evening courses in addition to traditional day program

COMMITMENT TO CHARACTER

We define character as values in action and believe that good character needs to be taught and modeled by the KWHS staff. Good character is the cornerstone to success. As an institution that prepares young people for successful endeavors after high school, we are fully committed to implementing a character education program that will help instill positive behavior among our students. Included in our character education program will be a requirement from our students and staff to exhibit the following character traits while in school or representing our school during the many occasions for off-campus learning: respect, kindness, responsibility, getting along, good work ethic, and optimism.

KENSINGTON WOODS HIGH SCHOOL CURRICULUM

We stress the following three principles in curriculum design, implementation, and delivery:

- What we want each student to know;
- What we want each student to be able to do; and
- How we want each student to apply their learning.

A unique element of the KWHS curriculum is that practical application is stressed and highlighted at all grade levels. We understand the value of weaving real-world experiences into classroom learning. This approach allows our students to understand the relevancy of the material they are studying and also to understand how we want them to apply their learning in the real-world.

We believe that students who complete a four-year program at KWHS will have the academic background required by Michigan public universities. Co-op and community resource experiences will allow for successful transitions into the high-tech work force. Students who graduate from KWHS will not only leave our program with core knowledge of their courses but also with a deep understanding of why it is important and how to use it effectively.

We believe the school's responsibility in education is to bring curiosity, challenge, satisfaction, and a sense of accomplishment into our students' lives. We believe it is through commitment, self discipline, and determination that students stretch the limits of their minds and realize the enjoyment of education.

We believe certain skills to be essential for all of our graduates: to read well, to write clearly and coherently, to study effectively, to reason thoroughly, to question thoughtfully, and to think creatively.

TECHNOLOGY AT KENSINGTON WOODS HIGH SCHOOL

Technology in education is essential. Technology use in schools must align with the technological advances in society. In this century, technology will be as familiar in a classroom as the chalkboard was in the last century. With the technological advances that have occurred in society during recent years, schools must increase their use of technology to continue to meet their goals. The students of today are independent learners who have grown up using the internet, playing video games, and talking on cell phones. They are accustomed to a society where information is at the tips of the fingers and only a few clicks away. They are motivated by the ability to find information on their own and by the ability to use technology to learn.

Students use of technology at KWHS is integrated into their whole learning experience. Technology rapidly changes and evolves in all industry, and we recognize the value of staying current and anticipating new trends. We place a priority on keeping our technology state-of-the-art, so students can get the best possible training during their time at KWHS.

ADMISSIONS

As a public school, Kensington Woods High School seeks students who have a serious desire to learn and work diligently to prepare for success in post high school endeavors, whether it be a four-year college or university, or placement in the high-tech work force. KWHS is the perfect fit for self-motivated, creative individuals with a high level of personal responsibility, looking for a small, personal setting in which to learn. KWHS is a unique school focused on the integration of academic course work with real-world application through internships, service learning, and community resource programs. KWHS is chartered by Central Michigan University and during open enrollment periods is open for any 9th-12th grade student in Michigan. Because space is limited, students are encouraged to enroll early.

REGISTRATION PROCEDURES

1. Read the course descriptions in this Program Guide carefully and thoroughly before you begin planning your schedule. Ask your parents or guardians to read the booklet and discuss it with them. It is important to view all possibilities before beginning to choose your courses.
2. Be sure to note required courses and credits, as well as prerequisites, grade requirements, and teacher approval.
3. Plan your program in light of your special interests and activities and also with the intention of broadening your interests and enriching your background.
4. Before you reach a final decision on courses, discuss your choices with your parents/guardians and teachers. Students and parents/guardians are encouraged to meet with the counselor or principal to discuss scheduling options.
5. Each student must turn in a registration sheet with current transcript copy to assure priority in scheduling and to assure his or her enrollment status for the next school year.

GRADING SCALE

		<i>Non-Weighted</i>	<i>AP Weighted*</i>
A	=95-100	(4.0)	(5.0)
A-	=90-94	(3.7)	(4.7)
B+	=87-89	(3.3)	(4.3)
B	=83-86	(3.0)	(4.0)
B-	=80-82	(2.7)	(3.7)
C+	=77-79	(2.3)	(3.3)
C	=73-76	(2.0)	(3.0)
C-	=70-72	(1.6)	(2.6)
F	=below 70	(0.0)	

*A student in an AP (Advanced Placement) class earns the weighted grade points only if the student achieves a C- or better in the class and takes the external AP exam.

GRADUATION REQUIREMENTS

Kensington Woods High School recommends a more rigorous course of study in high school to prepare students for success after high school graduation. Studies from the Department of Education show that students who succeeded in challenging high school courses were more likely to go on to college and earn degrees. In addition, it found that the courses students took were a more accurate predictor of their success than grades, test scores, or class rank.

Research shows a strong link between the academic rigor of students' high school course of study and postsecondary degree completion. For example, 40 percent of students who took Algebra 2 in high school earned a bachelor's degree, compared with 23 percent of those who stopped with Geometry. It is our mission to help all students succeed, not just those who want a college bachelor's degree. Today, those who plan to enter career pathway programs at two-year colleges and technical institutions are finding they have to complete rigorous requirements for entry into high-demand programs like nursing, dental hygiene, computer science, and engineering technologies.

Students will engage in a combination of course work and "real-world" application experiences during their time in KWHS *FlexTrac*. The following credits will be required for graduation.

ACADEMIC	
English Language Arts	4 credits required
Mathematics	3 credits required
Science	3 credits required
Social Science	3 credits required
ELECTIVES	9 credits required

Note: Graduation requirements have been revised based on the Michigan Merit Curriculum for incoming freshman of 2007 as follows:

MICHIGAN MERIT CURRICULUM HIGH SCHOOL GRADUATION REQUIREMENTS

ACADEMIC	
English Language Arts	4 credits required
Mathematics <i>Algebra I, Geometry, Algebra 2, and 1 additional math credit</i>	4 credits required
Science <i>Biology, Chemistry or Physics and 1 additional Science credit</i>	3 credits required
Social Science <i>Civics/Government, Economics, U.S. History, World History</i>	3 credits required
HEALTH & PHYSICAL EDUCATION*	1 credit required
VISUAL OR APPLIED ARTS	1 credit required
ADDITIONAL ELECTIVES	6 credits required

*Additional credit in English, Math, Science, or Foreign Language may be substituted for Physical Education.

WITHDRAW GRADES

A *W* is placed on the permanent record of students who are allowed to drop courses after the ten-day period in which changes are permitted. Such drops require the permission of the school principal and are made only in special circumstances.

SCHEDULING

Each semester students will be enrolled in four academic classes, which will be a combination of PLATO computer-based, self-paced classes and classroom, teacher-led classes. Students will also be required to enroll in two elective classes per semester consisting of Co-op, Community Resource, Cleary University Dual Enrollment, Dual Enrollment at an approved college or university, and KWHS day classes (Graphic Arts, Digital Media, Tae Kwon Do, Global Issues, Teen Law, Spanish 1, Business/School Store, or Advanced Placement). This combination will enable each student to be enrolled in a full semester schedule of six classes. Following the completion of his or her computer-based academic classes, students will be permitted to enroll in a 7th class, enabling students to earn a maximum of 3.5 credits per semester. Additional 0.5 credit classes beyond the 7th class are available to students at a rate of \$150 per class, as it is at that point that students are actually more than full-time students.

SCHEDULE CHANGES

After the registration process is complete, a schedule change will take place only in the following cases:

- If the change is recommended by the instructor or department chairperson,
- If the student has a schedule conflict, or
- If the student needs a course for college or graduation.

All schedules are final after the first ten school days of the semester.

Schedule changes will not occur for the following reasons:

- Teacher preferences or conflicts,
- Convenience of meeting time, or
- Difficulty of the course.

In order to add or drop a course, students must obtain written approval from the counselor/course instructor/principal and parents.

ACADEMIC COURSE DESCRIPTIONS

These are core classes in Language Arts, Mathematics, Science, and Social Studies. The classes are primarily computer-based, self-paced classes with PLATO Learning Software, which is a comprehensive online courseware system that delivers a standards-based, interactive curriculum with integrated assessment. This self-paced, individualized, computer-based instruction offers flexibility for students to move at their own pace with the assistance of their teacher and also to take pre-assessments before beginning a class, so they are placed at the appropriate skill level in their courses. In addition to the computer-based classes, some teacher-led classroom classes will be offered. Even in the teacher-led classes, *FlexTrac* students are expected to be self-directed, independent learners. They are in control of their education through the choices they make. *FlexTrac* students, with the assistance of our teachers and their parents/guardians, set their own academic goals. Our teachers guide, encourage, and instruct students while always challenging them to stretch themselves in their learning. Students demonstrate content mastery through the completion of their online mastery tests and from the learning they exhibit by the completion of their classroom assignments.

PLATO CLASSES

LANGUAGE ARTS

FUNDAMENTAL READING &

WRITING PROCESS & PRACTICE – Language Arts

Grade(s) 9-10

1 credit(s)

This class is designed for students who struggle with reading and writing. The content is that which is commonly taught at levels 5-6. The reading portion of this course is designed to help learners develop useful and effective reading strategies to assist them in becoming proficient readers. Ten distinct reading strategies are taught. The principal teaching device is the *think aloud*, which features a tutor who demonstrates a particular strategy over a range of passages and situation. Along the way, the learner takes more and more responsibility for using the strategy without help. The writing portion of this course teaches strategies used within the writing process and the contextual usage of grammar skills. Writing Strategies provide students with scaffolded instruction to improve their writing. The PLATO Writing Process and Practice series includes *The American Heritage® Student Dictionary* published by Houghton Mifflin Company.

INTERMEDIATE READING &

WRITING PROCESS & PRACTICE – Language Arts

Grade(s) 9-10

1 credit(s)

This class is designed for 9th grade students. The reading portion of this course is designed to help learners develop useful and effective reading strategies to assist them in becoming proficient readers. Ten distinct reading strategies are taught. The principal teaching device is the *think aloud*, which features a tutor who demonstrates a particular strategy over a range of passages and situations. Along the way, the learner takes more and more responsibility for using the strategy without help. The writing portion of this course addresses strategies and grammar skills commonly taught at a 9th grade level. The PLATO Writing Process and Practice Series includes *The American Heritage® Student Dictionary* published by Houghton Mifflin Company.

ADVANCED READING &

WRITING PROCESS & PRACTICE – Language Arts

Grade(s) 11-12

1 credit(s)

Prerequisite: Intermediate Reading & Writing

This class prepares students for highstakes reading and writing tests and college reading and writing. The reading portion of the course has 64 discrete learning objectives for high school and adult learners. The writing portion of this course includes 24 modules for writing strategies and 15 modules for grammar and mechanics. The PLATO Writing Process and Practice Series includes *The American Heritage® Dictionary of the English Language*, Fourth Edition published by Houghton Mifflin Company.

COMMUNICATIONS – Language Arts

Grade(s) 12

1/2 credit(s)

Prerequisite: Advance Reading & Writing

PLATO Communication Skills has 75 discrete learning objectives for high school learners. This class teaches the listening and speaking skills that are essential in effective interpersonal communication and team building, as well as how to listen to and give presentations.

READING FOR INFORMATION – Language Arts

Grade(s) 10-12

1/2 credit(s)

Elective

PLATO Reading for Information has 135 discrete learning objectives. Students will learn the key reading comprehension and critical-thinking skills needed to work with the written resources in a typical workplace. Examples are within an adult work environment.

MATHEMATICS

MATH FUNDAMENTALS – Mathematics Grade(s) 9-10 1 credit(s)

This class is designed for students who struggle with mathematics. PLATO Math Fundamentals is a beginning math curriculum designed to provide instruction in number and operation, and basic geometry and measurement. Problem-solving strategies are also embedded across the curriculum, giving students exposure to real-life problems and solutions.

PRE-ALGEBRA – Mathematics Grade(s) 9 1 credit(s)

This class is designed to strengthen students' math skills and introduce them to concepts that will help them in Algebra I. In PLATO Pre-Algebra students will review addition, subtraction, multiplication, division, fractions, decimals, percents, and probability. They will learn about monomials and binomials and will use variables within mathematical equations. They will also learn how to solve linear equations and inequalities with 1 variable. Students will learn about the coordinate plane and systems of equations.

ALGEBRA I – Mathematics Grade(s) 9-10 1 credit(s)

The PLATO Algebra series is a comprehensive Algebra curriculum that, uses engaging real-world examples as the basis of instruction. In the first semester of Algebra I students' will learn the foundation skills they need to understand and apply basic algebraic concepts. Second semester, students work with sets and numbers, polynomials and factoring, and equations and inequalities.

GEOMETRY – Mathematics Grade(s) 9-10 1 credit(s)

Prerequisite: Algebra I

In the first semester of PLATO Geometry & Measurement, students are introduced to basic geometric and measurement concepts, relationships, and theorems. Second semester covers topics in triangles, lines, polygons, symmetry, area, transformations, circles, and solid and coordinate geometry.

ALGEBRA 2 – Mathematics Grade(s) 10-12 1 credit(s)

Prerequisite: Geometry

The PLATO Algebra series is a comprehensive Algebra curriculum that uses engaging real-world examples as the basis of instruction. In the first semester of Algebra II students will learn about rational expressions, graphs, systems of equations, probability, and vectors. Second semester is designed to extend students' mathematical literacy. It provides students with the background for trigonometry and calculus including coordinates and curves, functions and graphs, and exponential and logarithmic functions.

TRIGONOMETRY – Mathematics Grade(s) 12 1 credit(s)

Prerequisite: Algebra 2

PLATO Trigonometry is an advanced curriculum that covers trigonometric functions, identities, and equations with concepts reinforced graphically.

CALCULUS – Mathematics Grade(s) 12 1 credit(s)

Prerequisite: Trigonometry

PLATO Calculus is an introduction to the fundamentals of differential and integral calculus. The first semester provides definitions, techniques, and applications for derivatives and definite integrals. During the second semester students will learn about properties of various functions, advanced integration techniques, and sequences and series.

MATH PROBLEM SOLVING – Mathematics Grade(s) 10-12 1/2 credit(s)
Elective

PLATO Math Problem Solving offers 19 interactive scenarios that encourage learners to explore and apply mathematical concepts ranging from basic computation to advanced algebra, to solve multi-step problems in a real-life context. Learners select and apply tools such as tables, graph makers, and equation builders, with various levels of assistance to explore and solve the problems.

APPLIED MATH – Mathematics Grade(s) 10-12 1/2 credit(s)
Elective

PLATO Applied Math teaches practical mathematics skills essential for success in the modern workplace, such as using 12-hour and 24-hour clocks, converting between fractions, decimals and percentages, and metric and U.S. standard measurement.

SCIENCE

EARTH & SPACE SCIENCE– Science Grade(s) 9 1/2 credit(s)

PLATO Earth and Space Science is divided into the following six units: Looking at Earth's Features; The Energetic Earth; Rocks and Soil; Water in Our World; Weather and Atmospheric Processes; and Earth, Space, and the Universe. Animated graphics and interactions help illustrate objectives. Lessons, applications, and tests help learners understand concepts and principles that aid them in discovering connections among concepts, and the spiraling curricula helps learners build on what they know and gain confidence in their abilities.

PHYSICAL SCIENCE – Science Grade(s) 9 1/2 credit(s)

PLATO Physical Science is divided into the following four units: Properties and Structure of Matter; Chemical Fundamentals; Energy and Its Applications; and Forces and Motion. Students will learn how to describe and measure matter, explore atomic structure and how elements behave according to physical and chemical properties, and investigate how atoms and the known elements are organized to better understand matter and how to predict behavior. They will also discover why, although matter can be heated, cooled, broken, burned, and transformed, it cannot be destroyed.

LIFE SCIENCE – Science Grade(s) 9 1 credit(s)

PLATO Life Science is divided into the following seven units: Cells–The Basis of Life; Structure and Function in Living Organisms; Classification and Diversity of Life; Genetics and Heredity; Organisms and Their Environment; Human Health and Reproduction; and Change Over Time. The class engages students' interest in scientific inquiry, problem solving, and critical thinking. The lessons provide hands-on problem solving and reinforce science concepts. The courseware includes an interactive glossary with proper pronunciation of terms.

BIOLOGY – Science Grade(s) 9-10 1 credit(s)

PLATO Biology Series provides over 1200 discrete learning objectives including: Biochemistry–The Chemistry of Life; Biology–The Study of Life; DNA–The Molecule of Life; Evolution–The 3-1/2 Billion Year Journey; Food Chains; Genetic Engineering; Heredity; Meiosis and Mitosis; Photosynthesis; and Population Ecology. Animation, narration, and interaction demonstrate biology concepts. An interactive glossary defines terms and models proper pronunciation. The curriculum follows National Science Foundation guidelines. The courseware allows students to complete lessons sequentially or select topics in their desired order. The tutorials are interactive and the instruction is enriched with real life, problem-solving scenarios.

CHEMISTRY – Science Grade(s) 10-12 1 credit(s)
Prerequisite: Biology

PLATO Chemistry Series provides over 650 discrete learning objectives including: An Introduction to Chemistry; Atomic and Electronic Structures; Bonding; Periodic Table and Trends; Naming Chemical Compounds; Formulas, Equations, and Stoichiometry; The Properties of Acids, Bases, and Salts; Chemical Equilibrium; Chemical Reactions; Solubility and Precipitation; Solutions; Reaction Rates; Gases and Their Properties; and States of Matter. Animation, narration, and interaction demonstrate chemistry concepts. An interactive glossary defines terms and models proper pronunciation. The curriculum follows National Science Foundation guidelines. The courseware allows students to complete lessons sequentially or select topics in their desired order. The tutorials are interactive and the instruction is enriched with real-life, problem-solving scenarios.

PHYSICS – Science Grade(s) 11-12 1 credit(s)
Prerequisite: Chemistry

PLATO Physics provides a basic understanding of the fundamental physical laws and is designed to increase the students' abilities to solve problems. In the first semester, students will learn how to state and explain the fundamental concepts, definitions, and relations of mechanics to solve problems in Newtonian mechanics. During the second semester, students will be introduced to classical electricity and magnetism. The series is calculus-based and emphasizes the use of a consistent approach to problem solving.

SOCIAL STUDIES

GEOGRAPHY – Social Studies Grade(s) 9 1/2 credit(s)

PLATO Geography explores the geography of the earth with 11 chapters on the Earth, United States, Canada, Europe, Russia/CIS, and Oceania. The interactive study guide is easy to use and includes more than 500 study questions with explanations, more than 1,100 glossary terms with definitions, 33 lessons on special topics, a timeline and annotated chronology, and biographies. The courseware also includes colorful maps, graphs, charts, tables, and art images.

WORLD HISTORY – Social Studies Grade(s) 9-10 1 credit(s)

PLATO World History begins with the impact of nationalism on 19th century Western Europe, China, Japan, Russia, and Africa and proceeds to the present. The class is divided into 23 chapters, each with a comprehensive overview, tutorials and review questions, and graphics. There are chapters on civil war and communism in the Soviet Union; the causes, course, and conclusion of World Wars I and II; the Cold War in Europe; the collapse of the Soviet Union; the transformation of Europe; the fighting in Iraq; and current trends. The resource materials include documents, glossary entries, chronology entries, biographies, and graphics with explanations.

AMERICAN HISTORY – Social Studies Grade(s) 10-11 1 credit(s)

PLATO American History begins with a background to the age of exploration and proceeds to the George W. Bush presidency. The class is divided into 32 chapters, each with a comprehensive overview, tutorials and review questions, and graphics. There are chapters on the age of exploration, the emergence of a unique American culture, the creation of the United States Constitution, the Civil War, America's expansion into the West, industrialization, the Gilded Age, the Progressive Era, the Roaring 20s, the Great Depression, World Wars I and II, the Cold War, Vietnam, Terrorism, and the presidencies in between. The resource materials include documents, glossary entries, chronology entries, biographies, and graphics with explanations.

MATHEMATICS

ALGEBRA I – Mathematics

Grade(s) 9-10

1 credit(s)

Students will be introduced to this chief branch of all mathematics. Topics will include number sense and numeration/numerical and algebraic operations and analytical thinking. There will be an introduction to geometry and measurement as related to analyzing the effects on the graphs of linear functions. Patterns, relationships, and functions will also be explored. This is a year-long course in which the foundation for advanced algebra courses will be established. Patterns in numbers are important in business, engineering, and science. These powerful problem solving tools will be explored and learned by the student.

SCIENCE

BIOLOGY – Science

Grade(s) 9-10

1 credit(s)

Biology is the study of life. This is a broad field with many different aspects and concepts to learn. In this class, several group projects and individual research papers are done throughout the year. Computer activities complement topics covered in class. In this class, students learn many new vocabulary words. The concepts that will be studied include: botany, the five kingdoms, genetics, cells, and evolutionary patterns.

SOCIAL STUDIES

WORLD HISTORY – Social Studies

Grade(s) 10

1 credit(s)

This two-semester course begins in the second half of the 1880's by examining the forces set in place by the Industrial Revolution, which transformed transportation and global communication, causing, or forcing, people to move from one part of the world to another in record numbers. This produced an era of bewildering change for all but a small portion of the globe. The global forces unleashed in the second half of the 18th century continue to play themselves out at the end of the 20th century. Students will understand the "isms" that have absorbed contemporary society—industrialism, capitalism, nationalism, liberalism, socialism, communism, imperialism, colonialism, and so on—by investigating them within the historical context of the 18th and 19th centuries. The history of the United States, in this era, was not self-contained but fully embedded in the context of global change. To understand the role of the United States on the global scene, students must be able to relate it to world history.

ELECTIVE COURSE DESCRIPTIONS

In addition to the students four academic classes per semester, they will be required to enroll in 2 elective classes per semester consisting of Co-op, Community Resource, Cleary University Dual Enrollment, Dual Enrollment at an approved college or university, or KWHS day classes (Graphic Arts, Digital Media, Tae Kwon Do, Global Issues, Teen Law, Spanish 1, Business/School Store, or Advanced Placement).

The Co-op and Community Resource classes are forms of service learning. Service Learning projects are a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

Service Learning helps students build academic skills while strengthening communities through service. A growing body of research recognizes the benefits of Service Learning as an effective strategy to:

Improve Academic Achievement

When explicitly tied to academic standards and learning objectives, Service Learning positively impacts student outcomes on measures of academic achievement, including standardized test scores.

Increase Student Engagement

Service Learning engages students by helping them make critical connections between classroom lessons and real-world applications.

Build Civic Skills

By giving students the responsibility to identify and meet pressing needs, Service Learning builds civic skills and commitment in young people that last a lifetime.

Strengthen Community Partnerships

Service Learning brings students into the community, and the community into schools. In this way, students develop a sense of belonging and responsibility, and communities view youth as valuable assets.

CO-OP

Work-based Learning Credit through CO-OP is available to students who work during the day and would like to fulfill their elective requirements in this way. Students who opt to earn 2 classes (1 credit) worth of credit per semester are required to work at least 14 hours per week. Prior to students receiving credit for this work-based learning, they and their parents enter into a training agreement with the school and the local employer for which they are employed. Students are employed by a business that provides on-the-job training that correlates with concurrent classroom instruction. This experience allows a student to expand his/her learning beyond the classroom. The school coordinator monitors the student's work performance. Credit is given when all terms of the training agreement are met.

To enroll in CO-OP, the following options must be met:

- Student is currently enrolled in related classes approved by the school coordinator,
- Training site is approved by the school coordinator,
- Training relates to students course of study and career pathway,
- Student averages 14 hours of work per week, and
- Employer/student/parents agree to program policies.

COMMUNITY RESOURCE

Students may earn credit for graduation by working directly with members of the community in a pre-arranged course of study designed by KWHS and a supervisor in the community who is qualified to deliver instruction and oversee the learning of a student. Students who opt to earn 2 classes (1 credit) worth of credit per semester are required to spend at least 14 hours per week at their training site. Student and parents enter into a training agreement with the school and a local community-training site to provide learning opportunities through real-world problem solving. The student's learning experience provides non-paid training that correlates with concurrent classroom instruction and career aspirations. The school coordinator monitors the student's performance.

To enroll in a Community Resource Elective the following conditions must be met:

- The student is currently enrolled in related classes approved by the school coordinator,
- Training site is approved by the school coordinator,
- Training relates to student's course of study and career pathway,
- Student averages 14 hours of on site training per week, and
- Supervisor/student/parents agree to program policies.

DUAL ENROLLMENT at Cleary University

Cleary University, in partnership with Kensington Woods High School, offers a unique opportunity for junior and senior students to take college-level courses while still in high school. Students who successfully complete this program may enter Cleary University with sophomore standing, having completed the entire freshmen year courses while in high school. In addition to obtaining a jump on a college degree one year ahead of the typical graduate, significant college tuition savings are realized because 51 quarter credits have been accumulated. Students receive a Cleary transcript for courses completed. All courses apply toward Cleary University undergraduate degree programs. Courses taken in years one and two of the Early College programs are listed below.

EARLY COLLEGE BUSINESS

Please see separate program description brochure for more specific details.

BAC 101 – ACADEMIC PLANNING AND PREPARATION
 PHL 110 – LOGIC AND PROBLEM SOLVING
 ENG 175 – TECHNICAL WRITING
 GEN 273 – PUBLIC POLICY & BUSINESS
 MTH 180 – INTRODUCTION TO BUSINESS STATISTICS
 BAC 101B – ACADEMIC PLANNING AND PREPARATION
 HUM 218 – CROSS-CULTURAL COMMUNICATION
 FIN 175 – PERSONAL FINANCE
 ENG 170 – BUSINESS WRITING I
 MGT 185 – MANAGING THE SMALL BUSINESS

Year 1 (2006-07)	BAC 101A	(2 credits)	PHL 110	(4 credits)
	ENG 175	(4 credits)	GEN 273	(4 credits)
	MTH 180	(4 credits)		
Year 2 (2007-08)	BAC 101B	(2 credits)	HUM 218	(4 credits)
	FIN 175	(4 credits)	ENG 170	(4 credits)
	MGT 185	(4 credits)		

INFORMATION TECHNOLOGY

Please see separate program description brochure for more specific details.

BAC 101 – ACADEMIC PLANNING AND PREPARATION

CIS 110 – TECHNOLOGY INFRASTRUCTURE I

ENG 175 – TECHNICAL WRITING

CIS 115 – TECHNOLOGY INFRASTRUCTURE II

MTH 180 – INTRODUCTION TO BUSINESS STATISTICS

BAC 101B – ACADEMIC PLANNING AND PREPARATION

CIS 215 – WEB DESIGN FOR APPLICATIONS DEVELOPMENT

FIN 175 – PERSONAL FINANCE

CIS 220 – DEVELOPING WEB APPLICATIONS

CIS 120 – SUPPORTING TECHNOLOGY USERS

Year 1 (2006-07)	BAC 101A	(2 credits)	CIS 110	(4 credits)
	ENG 175	(4 credits)	CIS 115	(4 credits)
	MTH 180	(4 credits)		
Year 2 (2007-08)	BAC 101B	(2 credits)	CIS 215	(4 credits)
	FIN 175	(4 credits)	CIS 220	(4 credits)
	CIS 120	(4 credits)		

DUAL ENROLLMENT at an Approved College/University

Dual Enrollment (also called Postsecondary Enrollment Options) permits an eligible high school student to take a college class while still enrolled in high school. The college class may be taken for high school credit, college credit, or both. The law that outlines the dual enrollment program provides for a portion of the college cost to be paid by the school district. The amount is based on the per-student state funding received at the district level and the proportion of courses a student takes at the college level. It does not cover fees for books, transportation, parking costs or activity fees. These costs, as well as any portion of the college tuition not covered by Kensington Woods High School, must be paid by the student's family. Eligible classes at college are generally in academic areas where the high school curriculum has been exhausted or the class is not offered by the high school. The director must approve all dual-enrollment courses before the student registers. After the director's approval, the student must then register through the college's admissions. For a list of eligibility requirements, please see Kensington Woods school counselor.

GRAPHIC ARTS

This course is designed as an introduction to the graphic arts. In this class, students will develop knowledge about the world of graphic design, including design principle and elements, techniques for communication of ideas, computer and design program skills, and the historical and contemporary significance of design and message making. Emphasis will be placed on how designers create messages through their work, and also how images, text, fonts, and layout can affect that message. Students will also focus on how we, as visual consumers, are affected by and can affect our visual culture.

DIGITAL MEDIA

Digital Media is designed for the student interested in the creation of music, video, and photography through the digital medium. This class uses the latest digital technology to produce student-centered art. This is also a student-driven class; students decide what they want to produce and the teacher acts as the facilitator. Making creative digital projects is the focus. Students will be required to produce a final project in each of the above mentioned categories. Students will become skilled in using digital 35 mm cameras, digital movie cameras, as well as sound and video editing software.

TAE KWON DO

Students will study the Korean Martial Art and have the opportunity to gain skill and rank according to international standards. Students will be exposed to aspects including physical fitness, traditional heritage, and competitive exercises. The class is taught during the block schedule at a Howell Martial Arts studio under the guidance of a 4th degree black belt. The fee for belt testing is paid by the students when applicable.

GLOBAL ISSUES

Global Issues is a class that explores current events as well as dynamics between countries in the world today. A special unit on *Terrorism: What is It?* explores this international phenomena facing our world today. Students use *US News & World Report* magazine and the *Detroit News/Free Press* as our primary texts. By engaging in classroom discussion and special projects, students learn to analyze the world through the lens of politics, economic trade, and cultures and customs of other countries, while interpreting the role and impact of the United States in world matters.

TEEN LAW

The objective of this course is to introduce students to the structure and workings of the legal system, court systems, and laws they are most likely to come into contact with as citizens of the United States. Students will also explore the different types of laws and how these laws are enforced.

SPANISH 1

Spanish 1 introduces students to the language and culture of Spanish-speaking peoples of the world. Commonly used words, numbers, and phrases are learned, as well as beginning level grammar and pronunciation skills. Students will learn to conjugate present-tense verbs and speak and write in complete sentences. A focus on theme-based vocabulary including family members, the school, and leisure activities will be covered. Students will study and conduct research on the culture and geography of Spanish speakers in Latin America, Spain, and the United States. Students compile daily work and projects in a well-organized portfolio that they may keep.

BUSINESS/SCHOOL STORE

The students will be exposed to areas of marketing, entrepreneurship, accounting, inventory, and bookkeeping. Students will work in and operate the school store. The students will need to take this class very seriously and have good time management skills. There are many outside assignments. It is hoped that through the class work students will find assignments practical and fun. Students will be expected to work the school store during school breaks. This will be done on a rotation basis.

ADVANCED PLACEMENT COURSES

Courses in the Advanced Placement (AP) Program are college-level studies. Students who register for these classes are encouraged to take the AP examination in May. The scores are used as a measurement for placement in college courses, with the possibility of receiving college credit. There is a fee charged for the testing service.

To determine if Advanced Placement courses are the right option for you, please see the school counselor. In general, students should be self-motivated and good independent learners. Good writing skills are important to a student's ability to succeed in an AP course, and essay writing is important to do well on the free-response sections of an AP Exam.

2007/2008 Advanced Placement Course Offerings
(see specific subject area course for more details)

- Advanced Placement English Language and Composition
- Advanced Placement Literature and Composition (fall 07)
- Advanced Placement Biology (online)*
- Advanced Placement Calculus (online)*
- Advanced Placement Chemistry (online)*
- Advanced Placement American Government
- Advanced Placement American History (online)*

*Online AP courses are computer based, therefore students should have basic keyboarding skills and be comfortable with getting online, using email, and using a word processor.



Kensington Woods
HIGH SCHOOL

FlexTrac

517-545-0828

www.kensingtonwoodshs.com

On the Campus of Cleary University

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