



# High School Course Registration Guide

***2011-2012***

In accordance with the provisions of The Americans With Disabilities Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Regulations thereunder, and P.L. 93-112: Rehabilitation Act of 1973 and Section 504 thereunder, it shall be the policy of the Hazelwood School District that no person shall, on the basis of age, sex, race, handicap, national origin, political or religious beliefs, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity conducted by the District, including the employment of professional and non-professional personnel.

Inquiries by persons concerning protection against discrimination assured them by The Americans With Disabilities Act, Title VI, Title IX and Section 504 of the Rehabilitation Act, and the Regulations may be directed by letter or telephone to:

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of Student Services  
Hazelwood School District  
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# **HAZELWOOD SCHOOL DISTRICT REGULATIONS AND PROCEDURES FOR HIGH SCHOOL GRADUATION**



## **I. POINTS TO CONSIDER WHEN PLANNING YOUR HIGH SCHOOL CURRICULUM**

- A. A student's program of studies should be cooperatively planned by the student and parent with the assistance of the school to meet the individual needs of the student.
- B. To meet high school graduation requirements, all students will complete a four-year plan consisting of the required units of credit during grades 09, 10, 11 and 12.
- C. Some courses may not be available at your school because of enrollment numbers.
- D. All courses available in the Hazelwood School District are approved by the Board of Education.

## **II. COMMUNITY SERVICE REQUIREMENTS**

Every student must have at least 50 hours of community service to graduate. Transfer students into the Hazelwood School District will be required to complete twelve and one-half hours of community service for each complete or partial year of enrollment in the district.

Community service hours must be pre-approved. The Assistant Principal in charge of Community Service at the high school will provide students with the approval and evaluation forms and will record the service hours upon successful completion of each project.

### III. GRADUATION REQUIREMENTS

Students should be aware that when courses are taken resulting in more or less than the required units of credit, the cumulative grade point average (GPA) may be affected. This includes summer school, night school, correspondence courses, and other courses.

#### A. MISSOURI COLLEGE PREPARATORY STUDIES CERTIFICATE

The certificate is issued by the Missouri Department of Elementary and Secondary Education and has the following criteria:

1. At the end of the seventh semester, a student must have a grade point average of 3.0 on a 4.0 scale in the combined subject areas of English, mathematics, science, and social studies
2. A student's composite score on the ACT or SAT combined scores must be above the national average
3. A student must earn 25 high school credits as indicated below:

Communication Skills (Beginning with English 1)	4.0 credits
Mathematics (Beginning with Algebra 1)	4.0 credits
Science	3.0 credits
Social Studies	3.0 credits
Fine Arts	1.0 credit
Practical Arts	1.0 credit
Personal Finance	0.5 credit
Health	0.5 credit
Physical Education	1.0 credit
Electives *	7.0 credits
<b>Total</b>	<b>25 credits</b>

\* At least three additional credits selected from English, Mathematics, Social Studies, Science, or from a foreign language (two credits of one foreign language are strongly recommended).

#### B. HAZELWOOD SCHOOL DISTRICT HIGH SCHOOL GRADUATION REQUIREMENTS

The following is a program that meets the minimum Missouri requirements for high school graduation.

	<b>2011-2012</b>
Communication Skills	4.0 credits
Mathematics	4.0 credits
Science	3.0 credits
Social Studies	3.0 credits
Fine Arts	1.0 credit
Practical Arts	1.0 credit
Personal Finance	0.5 credit
Health Education	0.5 credit
Physical Education	1.0 credits
Electives	6.0 credit
<b>Total</b>	<b>24 credits</b>

#### IV. COURSES REQUIRED FOR GRADUATION BY DEPARTMENT

Communication Skills 4 credits	Mathematics 4 credits *	Social Studies 3 credits	Science 3 credits
English 1	Algebra 1	US History or Pre-AP US History (H)	Physics First or Pre-AP Physics
English 2	Geometry	World History	Chemistry or Pre-AP Chemistry
English 3	Algebra 2	Government or AP Government	Biology or Pre-AP Biology
1 Credit of English Electives	1 Credit of Math Electives	1/2 Credit of Social Studies Electives	

\*Students placed in Foundations of Algebra may earn .5 -1 math credits and may complete math requirements after completing Algebra 2.

#### V. COLLEGE ADMISSION REQUIREMENTS

The Missouri Coordinating Board of Higher Education has approved a minimum recommended 16-credit core curriculum requirements for admission to most public Missouri four-year colleges and universities. The recommended core curriculum affects all first-time, full-time, degree-seeking college students who graduate from high school.

##### A. Missouri colleges and universities which use the following criteria when considering students for admission are:

<b>The University of Central Missouri</b>	<b>Missouri Western State College</b>
<b>Harris-Stowe State College</b>	<b>Northwest Missouri State University</b>
<b>Lincoln University</b>	<b>Southeast Missouri State University*</b>
<b>Missouri Southern State College</b>	<b>Missouri State University*</b>
	<b>Truman State University*</b>

\* Additional Science Requirements

##### *Core Curriculum for the previously listed schools*

<b>English</b>	<b>4 credits</b>	One of which may be speech or debate
<b>Mathematics</b>	<b>3 credits</b>	Beginning with algebra
<b>Social Studies</b>	<b>3 credits</b>	Including one credit of U.S. History and one semester of Government
<b>Science</b>	<b>3 credits</b>	Not including general science, one of which must be a laboratory course (check specific college requirements)
<b>Visual/Performing Arts</b>	<b>1 credit</b>	Selected from courses in visual arts, music, dance, or theater
<b>Electives</b>	<b>3 credits</b>	Selected from foreign language (two credits of one foreign language are strongly recommended) and/or additional courses from English, mathematics, social studies, science, and fine arts

**B. The University of Missouri System includes:**

University of Missouri-Columbia  
University of Missouri-Kansas City  
Missouri University of Science and Technology-Rolla  
University of Missouri-St. Louis

◆ *In order for a student to be considered for admission to a university listed above, the following criteria must be met:*

<b>English</b>	<b>4 credits</b>	One of which may be speech or debate
<b>Mathematics</b>	<b>4 credits</b>	Beginning with algebra
<b>Social Studies</b>	<b>3 credits</b>	Including one credit of U.S. History and one semester of Government
<b>Science</b>	<b>3 credits</b>	Not including general science, one of which must be a laboratory course
<b>Visual/Performing Arts</b>	<b>1 credit</b>	Selected from courses in visual arts, music, dance, or theater
<b>Foreign Language</b>	<b>2 credits</b>	Of foreign language are required

**C. The guidance office has information about Missouri vocational and technical schools, community colleges, four-year colleges, and universities. ACT and SAT admission test registration information and forms are also available. Admission representatives schedule meetings at each high school throughout the school year and meet with prospective students at the District's College and Career Night held each fall.**

## **VI. NCAA COLLEGE FRESHMAN ELIGIBILITY REQUIREMENTS**

In addition to the college's entrance requirements, a student planning to participate in Division I or II sports must be granted certification by the NCAA Initial Eligibility Clearinghouse. Students should begin the certification process near the end of the junior year in high school. A list of NCAA approved courses is distributed at registration and is available in the guidance department to assist students with course selection. ([www.eligibilitycenter.org](http://www.eligibilitycenter.org))

### **Grade Point Average**

- Only core courses are used in the calculation of the grade point average.
- **Be sure** to look at your high school's list of NCAA approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- **Division I** grade point average is based on a sliding scale of core grade-point average and test score. (See page 6)
- **The Division II** grade point average requirement is a minimum of 2.000.

**DIVISION I**  
**16 Core Course Rule**

**16 Core Courses:**

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

**DIVISION II**  
**14 Core Course Rule**

**14 Core Courses:**

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

**PLEASE NOTE:** Beginning **August 1, 2013**, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

**OTHER IMPORTANT INFORMATION**

- Division II has no sliding entry scale. The minimum core grade-point average is 2.000. The minimum ACT sum score is 68 and the minimum SAT score is 820 (verbal and math sections only).
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- ACT and SAT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web Site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to [www.NCAA.org](http://www.NCAA.org). Click on “Academics and Athletes”, then “Eligibility and Recruiting”. Or visit the Eligibility Center Web Site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Please call the NCAA Eligibility Center if you have any questions.

Toll-free number: 877-262-1492

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

## VII. EDUCATIONAL OPTIONS

The Hazelwood School District realizes that an effective educational program is one that provides opportunities for students to learn both within and beyond the traditional classroom. These expanded opportunities are viewed as educational options designed to supplement the regular educational program.

### A. STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

#### 1. MODIFIED CURRICULUM

A student may only be enrolled in a modified class if that service is specified in his/her Individualized Education Plan (IEP).

**a. Course Title (“Modified” followed by the standard course title)**

**b. Modified Credit: A student may earn credit for a modified course when the following guidelines are met:**

- i. The student meets state standards as expressed in the grade level or course level expectations.
- ii. The student will have modifications and/or adaptations in 50% or more of the class work in a regular education class, in the areas and settings specified by the IEP team. The preference is always for the student to receive instruction in a regular education class.

**OR**

- iii. The student may receive instruction in a separate modified class in which 50% or more of the instruction is modified or adapted, in the areas and settings specified by the IEP team. The preference is always for the student to receive instruction in a regular education class.

**c. Content**

- i. Course content meets state standards as expressed in the grade level or course level expectations.
- ii. Instructional strategies, assessment strategies, and learning and assessment time may be adapted or modified, but not the grade level expectations.

**d. Performance and Assessment**

- i. Student will complete at least one performance activity each quarter. Project work will be assessed and averaged as a performance evaluation grade.
- ii. Student will complete self-reflection activities that will be assessed and averaged as a learning activity or performance evaluation grade.
- iii. Any assessment may be modified or adapted, including the amount of time allotted for the assessment, but the student must be assessed on the appropriate grade level expectations.

**e. Materials**

- i. Regular education course materials will be used, but may be supplemented, modified, or adapted.
- ii. Students will use technology for at least part of the coursework to support their learning.

#### 2. FUNCTIONAL CURRICULUM

A student may only be enrolled in a functional class if that service is specified in his/her Individualized Education Plan (IEP).

**a. Course Title (“Functional” followed by the standard course title)**

**b. Functional Credit**

- i. A student may earn credit for a Functional course when he/she meets standards as modified or adapted from the grade level or course level expectations in the areas and settings specified by the IEP team.
- ii. The student will meet the requirements of the functional curriculum written by the Special School District staff.

**c. Content**

- i. Course content meets state standards as modified from the grade level or course level expectations.
- ii. Instructional strategies, assessment strategies, learning and assessment time, and grade level expectations may be adapted or modified.

**d. Performance and Assessment**

- i. Student will complete at least one performance activity each quarter. Project work will be assessed and averaged as a performance evaluation grade.
- ii. Student will complete self-reflection activities that will be assessed and averaged as a learning activity or performance evaluation grade.
- iii. Any assessment and grade level expectation may be modified or adapted, including the amount of time allotted for the assessment, in the areas and settings specified by the IEP team.

**e. Materials**

- i. Course materials will align to modified or adapted grade level expectations.
- ii. Students will use technology for at least part of the coursework to support their learning.

## **B. COLLEGE CREDIT**

Four programs for earning college credit while enrolled in high school are available to juniors and seniors who qualify and receive the approval of the principal. **Before enrolling for college credit, students should verify that the college or university they plan to attend will accept the credit.**

1. **Dual Enrollment.** Seniors who have a minimum of 3.0 cumulative grade point average may enroll in college courses at one of the local colleges or universities for up to one-half of the regular school day.
2. **Saint Louis University 1-8-1-8 College Credit, Missouri Baptist University Credit, Lindenwood University Credit, University of Missouri – St. Louis Credit.** Students who have a minimum of 3.0 cumulative GPA may achieve college credit through a cooperative arrangement with Saint Louis University, Missouri Baptist University, Lindenwood University or University of Missouri – St. Louis. Juniors and seniors may receive both high school and college credit for selected regular high school courses. A tuition fee is charged by the university.
3. **Advanced Placement (AP) Courses.** Students may obtain advanced placement and/or college credit by taking advanced courses and scoring 3 or better on the AP exam. **Students who take Advanced Placement courses are strongly encouraged to take the AP exam.** There are no specific course requirements for a student to be eligible to take the AP exam. However, there are specific advanced courses which will prepare students to be successful on the exam. Advanced Placement courses are available in European History, Government, U.S. History, Senior English, Pre-AP Literature, Spanish, French, German, Statistics, Calculus, Environmental Science, Biology, Chemistry, and Physics, which will assist students in preparing for the AP exam. Each advanced placement course is also an honors course which will be designated with an “H” on the student’s transcript. For each 11th and 12th grade honors course in which a student receives a “C” or better, one point will be added to the total of his/her grades to recognize the rigor of the course. Before taking the exam, students should verify that the college or university they plan to attend will grant the AP credit.
4. **Project Lead The Way (PLTW) College Credit Program.** Students may receive (for a fee) transcribed college credit for the PLTW Engineering and Biomedical Sciences courses from universities such as Missouri University of Science and Technology, Central Missouri State University, Stevenson University, and Rochester Institute of Technology. Students must complete the PLTW course with an 80% or better and score at least 70% on the online End of Course Final Exam provided by PLTW. The cut score for the final exam is determined by each university granting the credit. The PLTW instructor will provide students with information about the universities granting credit and their requirements. Students can also receive articulated credit through St. Louis Community College for four of the Project Lead The Way (PLTW) courses upon completion of the course with an 80% and have registered online using the CATEMA system.

- 5. Articulated Credit with St. Louis Community College.** The Hazelwood School District has completed Articles of Agreement for Articulation with St. Louis Community College for approved course work taken in high school by students who plan to enroll in Career and Technical Education (CTE) programs at St. Louis Community College (STLCC).
- a. For each course the high school student wishes to earn credit(s), the following conditions must be met:
    - i. An articulated credit agreement signed by the high school and STLCC must be current and on file in the Office of the Vice Chancellor for Education at STLCC.
    - ii. Students must receive a B or better (80%) in the secondary-level course. Other achievement levels may be specified in an amendment.
    - iii. Students must enroll at STLCC in a related program and must access the articulated credit within three years of completion of the articulated course.
  - b. Students can receive up to and including 12 hours of transcribed credit for articulated courses successfully completed (with a “B” or better) during high school.
  - c. Credit(s) for articulated courses will be recorded on a student’s St. Louis Community College transcript by course title, and credit hours will be transcribed as a “CR” (credit). No letter grade is designated for the college-level course work, but the credit hours count toward completion of a degree, as stipulated in the agreement.
  - d. Teachers in STLCC articulated courses will provide instructions for students to register online during class for articulated credit using the CATEMA system.
  - e. When students who are approved for STLCC articulated credit enroll at any campus of St. Louis Community College, they should indicate to the admissions counselor that they have earned STLCC articulated credit. The counselor can access the student’s information in the CATEMA system. It is very important that student enter correct information when registering for an articulated course.

See approved STLCC articulated courses.

Approved Courses for STLCC Articulated College Credit HSD Course Title	St. Louis Community College STLCC Articulated Course Title	STLCC Course#	Credit Hours
<b>Information Systems</b>			
Computer Business Applications I	Microcomputer Applications – Word Processing	IS 119	1
	Microcomputer Applications – Presentation Software	IS 137	1
Computer Business Applications II	Microcomputer Applications – Spreadsheet	IS 120	1
	Microcomputer Applications – MS Publisher	IS 150	1
Business Technology	Micro Computer Applications – Intermediate Word Processing	IS 157	1
Web Design	HTML	IS 129	1
<b>Information Technology</b>			
Computer Network Administration I	Cisco Academy - Networking Basics	IT 101	5
Computer Network Administration II	Cisco Academy - Routers & Router Basics	IT 201	5
<b>Accounting</b>			
Accounting I & II	Applied Accounting	ACC 100	3
<b>Early Childhood Education</b>			
Child Development, Care & Guidance	Child Growth and Development	ECE 125	3
Advanced Child Development, Care and Guidance	Intro to Early Care and Education	ECE 101	3
<b>Culinary Arts Program of Study</b>			
Nutrition & Wellness Culinary Arts 1 Culinary Arts 2	Safety & Sanitation (ServSafe Certificate)	CUL 101	1
	Food Preparation Theory	CUL 105	3
	Food Preparation Practical (Credit by Exam – 70%)	CUL 110	3
<b>PLTW – Pathway to Engineering</b>			
Intro to Engineering Design	Intro to Engineering Design	EGR 147	3
Principles of Engineering	Principles of Engineering	GE 121	3
Digital Electronics	Fund of Digital Electronics	EE 121	3
Computer Integrated Manufacturing	Computer Integrated Manufacturing	ME 121	3
Engineering Design & Development	Engineering Design & Development	GE:122	3
<b>PLTW – Biomedical Sciences</b>			
Medical Interventions	Basic Laboratory Methods	BIOM 104	3
<b>Health Occupations</b>			
Health Occupations	Medical Terminology	HIT:101	3

### C. HAZELWOOD HONORS PROGRAM

The purpose of this program is to encourage academically talented students to enroll in honors classes. The course work is more in-depth, intensified, and demanding. Additional work requirements will be expected of students who are approved to take a course for honors credit.

1. The program is open to all students who meet the requirement on the Honors Class Request Form. The student must receive endorsement from the subject area teacher in the given departmental discipline, achieve 3.0 in subject area, **or** submit a student/parent request to the counselor.
2. The Honors Class Request Form may be picked up from the high school Guidance Office.
3. Each honors course will be designated with an “H” on the student’s transcript. For each honors course in which a student receives a “C” or better, one point will be added to the total of his/her grades to recognize the rigor of the course with the exception of Geometry and Algebra 2, which will be designated with an “H” on the transcript, but no honors points will be awarded. The following weighted grade point scale will be used to differentiate between Non-Honors and Honors classes.

<u>Grade</u>	<u>Non-Honors Class</u>	<u>Honors Class</u>
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0

### D. RECOGNITION SYSTEM

Graduating seniors will be recognized with a “cum laude” system, using the following grade point ranges:

4.00 and above:	Summa cum laude
3.75-3.99:	Magna cum laude
3.50-3.749:	Cum laude

“Cum laude,” “magna cum laude” or “summa cum laude” will appear on the diplomas of qualifying students and on their transcripts issued after graduation. Class quartile will also be designated on the transcripts. The purpose of this plan is to encourage more students to take more rigorous courses.

1. **End-of-Course Assessments.** Students will take the Missouri End-Of-Course tests for available courses once they complete the course successfully. Students will take the Hazelwood School District End-of-Course test for any course that does not have a corresponding Missouri End-of-Course test. Both Missouri and HSD End-of-Course tests will be worth 15% of the student’s final grade.

## E. ONLINE COURSES

Students in grades 9-12 may enroll in online courses. The online course must be offered by a school accredited by a state department of education or the North Central Association. Credit may be counted toward high school graduation requirements if the following criteria are met:

1. The credit earned meets the requirements of the Hazelwood School District for high school graduation.
2. The student must receive written approval from the building principal before enrolling in the course.
3. May not exceed two units of credit.

## F. INDEPENDENT STUDY

Credit may be granted to students for *Independent Study* and counted toward the high school graduation requirements. The courses are offered for the advanced student who demonstrates a need to pursue development in a particular curriculum beyond the regular program of studies according to the following guidelines:

1. The program is under the guidance and direction of the school district faculty.
2. The program is carefully planned, supervised, and evaluated in accordance with Board of Education policies and administrative regulations on curriculum development and special programs.
3. The student has demonstrated high academic achievement and the ability to sustain a long-term project.
4. The program meets the criteria specified by the State Department of Education.
5. Parental approval is given in writing.
6. The student and the program have been approved by the principal in advance.
7. Prior to the beginning of the semester, the proposed program of studies must be submitted to the supervising Assistant Superintendent for School Accountability for approval.

## G. CORRESPONDENCE, EXTENSION, AND NIGHT SCHOOL COURSES

Hazelwood School District students who are classified as Juniors or Seniors may enroll in correspondence, extension, or night school courses. Credit may be counted toward high school graduation requirements if the following criteria are met:

1. The University of Missouri Extension Division offers the extension or correspondence course.
2. The night school course is offered by a school accredited by a state department of education or the North Central Association.
3. The credit earned meets the requirements of the Hazelwood School District for high school graduation.
4. The student must receive written approval from the building principal **before** enrolling in the course.
5. The student may not exceed *two units of credit*.

## H. VOCATIONAL-TECHNICAL HIGH SCHOOLS

High school students who wish to prepare for jobs in technical areas may apply for admission to North Technical High School. A one-year exploratory option for sophomores is available with two-year training to follow for qualifying students. Two-year programs for juniors are available on a full-day or half-day basis. For a full-day program, all classes, both technical and academic, will be taken at the technical high school. For a half-day program, technical classes will be taken at the technical high school, and remaining classes will be taken at the home high school.

Automotive Collision Repair Technology	Electronics Engineering & Robotics	Hospitality, Tourism & Event Planning
Automotive Technology	Emergency Medical Technician (Seniors P.M. Program)	Law Enforcement (A.M. Program)
Carpentry	Fashion Design	Motorcycle Mechanics
Commercial Art	Financial Services	Network Administration: Cisco Networking Academy
Cosmetology	Firefighting (A.M. Program)	Plumbing
Culinary Arts	General Construction Trades Geospatial Technology	Precision Machining
Dental Assistant	Graphic Communications: Printing Graphic Design	Turf Management & Landscape Design
Diesel Technology	Health Sciences	Veterinary Assistant
Domestic Preparedness & Security	Heating Ventilation & Air Conditioning	Web and Computer Programming
Early Childhood Careers	Homeland Security & Preparedness	Welding
Electrical Trades		

Technical High School course descriptions are available in the guidance office at each high school or at the Technical High Schools.

**Half-Day Program:** Academic classes are completed at the student's Hazelwood High School and the technical classes are completed at the Technical High School.

**Full-Day Program:** Both academic and technical classes are completed at the technical high school. Graduation occurs from the technical high school.

**When to Apply?** For current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students, interviews begin in March for the following school year and continue through early August. Interviews are held in November and December for mid-year 10<sup>th</sup> and 11<sup>th</sup> grade enrollment.

**How to Apply?** See your high school guidance counselor to get an application or call the Technical High School's admissions Office at 989-8530.

## **VIII. FOUR-YEAR ATTENDANCE REQUIREMENT**

Four years (eight semesters) of attendance after grade eight are required in addition to the minimum credits of required credit in order to graduate from high school.

- A.** A student may graduate in less than four years if the following criteria are met:
  - 1. Completing the required units of credit for graduation.
  - 2. Completing a minimum of three years of attendance in grades 09 and above.
  - 3. Making application to and receiving the approval of the principal before completion of the fifth semester. Appropriate supporting information to indicate that early graduation is in the best interest of the individual student must accompany the application. A 3.0 or above grade-point average is required and must be maintained.
  - 4. Obtaining written parental approval.
  - 5. Presenting a recommendation from the student's counselor to the principal that early graduation is in the best interest of the student.
- B.** Students may leave high school before completing the fourth year of attendance if they can present supporting information to indicate a special need to continue their educational experience in college, vocational school, or apprenticeship training for the remainder of time required to complete the four years.
- C.** Special cases caused by unforeseen or extenuating circumstances, including health reasons, may be presented to a committee for review. The membership of this committee will be the Assistant Superintendent of Accountability, the principal, and the student's counselor.
- D.** The last two credits applied toward graduation shall be earned while the student is enrolled in a high school program of the Hazelwood School District.

## **IX. HIGH SCHOOL CERTIFICATE OF ATTENDANCE – Foreign Exchange Students Only**

When parents, students and school staff agree that the foreign exchange student cannot meet the graduation requirements, the student may be placed in a program leading to a certificate of attendance.

## **X. TRANSFER STUDENTS**

Transfer students will be permitted to graduate if they are unable to meet specific requirements due to conditions beyond their control according to the following:

- A.** They would have graduated from the former school if they had not transferred.
- B.** They continue to do satisfactory work after the day of transfer.
- C.** They have transferred from an accredited school under the supervision of administrators and instruction of teachers who meet other standards of the North Central Association or the regional accrediting association where the former school is located, or the standards of a foreign country in case of transfers from foreign schools.
- D.** The credit transferred is acceptable under Missouri law.

## XI. CAREER/TECHNICAL EDUCATION CAREER PATHS

INFORMATION TECHNOLOGY	BUSINESS MANAGEMENT	BUYING & MERCHANDISING	MARKETING COMMUNICATIONS	RESTAURANTS & FOOD/BEVERAGE SERVICES	TEACHING & TRAINING	MAINTENANCE INSTALLATION, & REPAIR/ PRODUCTION	HEALTH SCIENCE	PROJECT LEAD THE WAY PRE-ENGINEERING	
<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	<i>Computer Business Applications I</i>	
<i>Computer Business Applications II</i>	<i>Business Management/ Leadership</i>	<i>Marketing Fundamentals</i>	<i>Marketing Fundamentals</i>	<i>Nutrition &amp; Wellness</i>	<i>Family Living and Parenthood</i>	<i>Basic Electronics Technology</i>	<i>Nutrition &amp; Wellness</i>	<i>Introduction to Engineering Design</i>	
<i>Web Design &amp; E-Business</i>	<i>Business Law</i>	<i>Advanced Marketing I &amp; II</i>	<i>Advanced Marketing I &amp; II</i>	<i>Culinary Arts I &amp; II</i>	<i>Nutrition &amp; Wellness</i>	<i>Digital Electronics</i>	<i>Health Occupations</i>	<i>Principles of Engineering</i>	
<i>Intro to Graphic Design &amp; Multimedia</i>	<i>Accounting I Accounting II</i>	<i>Housing &amp; Design</i>	<i>Business Management/ Leadership</i>	<i>Cooperative Industrial Education I &amp; II</i>	<i>Child Development, Care &amp; Guidance</i>	<i>Metal Technology</i>	<i>Principles of BioMedical Sciences</i>	<i>Honors Digital Electronics</i>	
<i>Business Technology</i>	<i>Business Technology</i>	<i>Apparel &amp; Textiles</i>	<i>Marketing Education Internship</i>		<i>Advanced Child Development, Care &amp; Guidance</i>	<i>Wood &amp; Construction Technology</i>	<i>Human Body Systems</i>	<i>Honors Civil Engineering &amp; Architecture</i>	
<i>Business Technology Internship</i>	<i>Business Technology Internship</i>	<i>Advanced Apparel &amp; Textiles</i>				<i>Advanced Wood Technology</i>	<i>Medical Interventions (H)</i>	<i>Honors Computer Integrated Manufacturing</i>	
<i>Computer Construction</i>		<i>Fashion Merchandising</i>				<i>Cooperative Industrial Education I</i>	<i>BioMedical Innovation (H)</i>	<i>Honors Aerospace Engineering</i>	
		<i>Fashion Construction &amp; Design</i>				<i>Cooperative Industrial Education II</i>		<i>Honors Engineering Design &amp; Development</i>	
<i>Computer Network Administration</i>		<i>Marketing Education Internship</i>							
<b>Clubs</b>	FBLA	FBLA	FCCLA	DECA	FCCLA	FCCLA	TSA	HOSA	Skills USA
<b>Certifications</b>	Certiprep	Certiprep	National Retail Federation – Customer Service		SERV-SAFE		OSHA 10	Health Care Skills	EOC EXAM

## XII. HIGH SCHOOL 4-YEAR PLAN

This form is a simple way to make sure you are progressing towards graduation and your post-secondary goals. List your grades for each class after you have passed and fill in your classes as necessary to lead you to your post-secondary goals.

Career Path: \_\_\_\_\_ Career Pathway: \_\_\_\_\_

<b>GRADE 9</b>		<b>GRADES</b>		<b>GRADE 10</b>		<b>GRADES</b>		<b>GRADE 11</b>		<b>GRADES</b>		<b>GRADE 12</b>		<b>GRADES</b>	
<b>Required Courses</b>	<b>1st</b>	<b>2nd</b>	<b>Required Courses</b>	<b>1st</b>	<b>2nd</b>	<b>Required Courses</b>	<b>1st</b>	<b>2nd</b>	<b>Required Courses</b>	<b>1st</b>	<b>2nd</b>	<b>Required Courses</b>	<b>1st</b>	<b>2nd</b>	
English 1			English 2			English 3			English Elective						
US History (Class of 2013-14)			World History			US History Government (Class of 2013-14)									
Algebra 1 or Geometry			Geometry or Algebra 2			Algebra 2 or Pre- Calculus or Statistics			Math Elective						
Physics First or Pre-AP Physics			Chemistry or Pre-AP Chemistry			Biology or Pre-AP Biology									
Health/ PE A			PE B												
Career Electives:															

### Electives

1 Unit Fine Art Required for Graduation

.5 unit of Personal Finance Required for Graduation

1 Unit of Practical Art Required for Graduation

2 units of Foreign Language are recommended (required by some schools) for College Admissions (same language) Not required for graduation

### POST-SECONDARY PLANS

Write your career goal under one of these areas using the information in this book. Does your four-year high school plan lead you to this choice?

Community College/Technical School	4-year College or University	Other

## HAZELWOOD HIGH SCHOOLS PROGRAM OF STUDIES

Subject Listing by Areas (Total Offering - 150 credits - 175 courses)

### I. COMMUNICATION SKILLS (37.5 CREDITS OFFERED)

#### A. Language Arts (13.5 credits offered)

<u>Recommended Grade Placement</u>	<u>Subject</u>	<u>Credits Offered</u>
09	*Foundations of English	.5 - 1
09	English 1	1
10	English 2	1
11	English 3	1
09, 10, 11, 12	English for Speakers of Other Languages I	.5
09, 10, 11, 12	English for Speakers of Other Languages II	.5
09, 10, 11, 12	English for Speakers of Other Languages III	.5
10, 11, 12	Speech 1	.5
11, 12	Speech 2	.5
11, 12	Reading/Writing Workshop	.5
11, 12	*Modern Media	.5
11, 12	Pre-AP Literature (H)	1
12	AP Senior English (H)	1
11, 12	College Prep English	.5
11, 12	Creative Writing	.5
10, 11, 12	Journalism 1	.5
10, 11, 12	*Journalism 2	.5 - 1
11, 12	*Journalism 3 and 4	1
11, 12	ACT Prep (Not an English Credit. Elective Credit Only.)	.5

**\*Not accepted by NCAA**

#### Foreign Language (24 credits offered)

<u>Recommended Grade Placement</u>	<u>Subject</u>	<u>Credits Offered</u>
09, 10, 11, 12	Spanish 1	1
09, 10, 11, 12	Spanish 2	1
10, 11, 12	Spanish 3	1
10, 11, 12	Pre-AP Spanish 3 (H)	1
11, 12	Spanish 4	1
11, 12	AP Spanish 4 (H)	1
12	Spanish 5	1
12	AP Spanish 5 (H)	1
09, 10, 11, 12	French 1	1
09, 10, 11, 12	French 2	1
10, 11, 12	French 3	1
10, 11, 12	Pre-AP French 3 (H)	1
11, 12	French 4	1
11, 12	AP French 4 (H)	1
12	French 5	1
12	AP French 5 (H)	1
09, 10, 11, 12	German 1	1
09, 10, 11, 12	German 2	1
10, 11, 12	German 3	1
10, 11, 12	Pre-AP German 3 (H)	1
11, 12	German 4	1
11, 12	AP German 4 (H)	1
12	German 5	1
12	AP German 5 (H)	1

## II. SOCIAL STUDIES (9.5 credits offered)

<u>Recommended Grade Placement</u>	<u>Subject</u>	<u>Credits Offered</u>
09, 10, 11, 12	US History or Pre AP US History (H)	1
10, 11, 12	World History	1
10, 11, 12	Government or AP Government (H)	.5 1
10, 11, 12	International Relations or International Relations (H)	.5 .5
10, 11, 12	Sociology	.5
10, 11, 12	*Personal Finance	.5
11, 12	School and Service	.5
11, 12	General Psychology OR Gen. Psych. (H)	.5
11, 12	Experimental Psychology OR Exp. Psych. (H)	.5
11, 12	AP US History (H)	1
11, 12	AP European History (H)	1
10, 11, 12	Economics	.5

**\*Not accepted by NCAA**

## III. MATHEMATICS (13.5 credits offered)

<u>Recommended Grade Placement</u>	<u>Subject</u>	<u>Credits Offered</u>
09	*Foundations of Algebra	.5 - 1
09, 10, 11	Algebra 1	1
09, 10, 11, 12	Geometry	1
09, 10, 11, 12	Geometry (H)	1
09, 10, 11, 12	Algebra 2	1
09, 10, 11, 12	Algebra 2 (H)	1
10, 11, 12	College Preparatory Math	1
10, 11, 12	Statistics	1
11, 12	AP Statistics (H)	1
10, 11, 12	Pre-Calculus with Trigonometry	1
10, 11, 12	Pre-Calculus with Trigonometry (H)	1
11, 12	Calculus	1
11, 12	AP Calculus (H)	1
11, 12	ACT Prep (Not a Math Credit. Elective Credit Only.)	.5

**\*Not accepted by NCAA**

## IV. SCIENCE (16 credits offered)

<u>Recommended Grade Placement</u>	<u>Subject</u>	<u>Credits Offered</u>
09	Physics First or	1
09, 10, 11, 12	Pre-AP Physics	1
10, 11, 12	Chemistry or	1
10, 11, 12	Pre-AP Chemistry	1
10, 11, 12	Biology or	1
10, 11, 12	Pre-AP Biology	1
10, 11, 12	Astronomy	.5
11, 12	Physiology and Anatomy	1
11, 12	Geology	.5
11, 12	AP Environmental Science (H)	1
11, 12	AP Biology (H)	1
11, 12	AP Chemistry (H)	1
11, 12	AP Physics (H)	1

**Project Lead The Way (PLTW) BioMedical Sciences – College credit can be earned for all 4 courses**

09, 10, 11, 12	Principles of Biomedical Sciences	1
10, 11, 12	Human Body Systems	1
11, 12	Medical Interventions (H)	1
12	BioMedical Innovation (H)	1

**V. FINE ARTS - (20 credits offered)**

**A. Art (6.5 credits offered)**

<u>Recommended</u>		<u>Credits</u>
<u>Grade Placement</u>	<u>Subject</u>	<u>Offered</u>
09, 10, 11, 12	Art & Design	.5
09, 10, 11, 12	Drawing 1	.5
10, 11, 12	Drawing 2	.5
09, 10, 11, 12	Pottery 1	.5
10, 11, 12	Pottery 2	.5
09, 10, 11, 12	Painting 1	.5
10, 11, 12	Painting 2	.5
09, 10, 11, 12	Fibers	.5
09, 10, 11, 12	Crafts	.5
09, 10, 11, 12	Sculpture (Odd Graduation Years Only)	.5
10, 11, 12	Printmaking (Even Graduation Years Only)	.5
09, 10, 11, 12	Computer Graphics	.5
10, 11, 12	Advanced Studio Art	.5

**B. Music (10.5 credits offered)**

<u>Recommended</u>		<u>Credits</u>
<u>Grade Placement</u>	<u>Subject</u>	<u>Offered</u>
09, 10, 11, 12	Popular Music in American History	.5
09, 10, 11, 12	Mixed Choir	.5 - 1
09, 10, 11, 12	Women's Choir	.5 - 1
09, 10, 11, 12	Men's Choir	.5 - 1
09, 10, 11, 12	Concert Choir	.5 - 1
10, 11, 12	Music Theory 1	.5
10, 11, 12	Music Theory 2	.5
09, 10, 11, 12	Cadet Band	.5 - 1
09, 10, 11, 12	Concert Band	.5 - 1
09, 10, 11, 12	Symphonic Band/Wind Ensemble	.5 - 1
09, 10, 11, 12	Concert Orchestra	.5 - 1
09, 10, 11, 12	Symphonic Orchestra	.5 - 1

**C. Drama (3 credits offered)**

<u>Recommended</u>		<u>Credits</u>
<u>Grade Placement</u>	<u>Subject</u>	<u>Offered</u>
09, 10, 11, 12	Acting 1	.5
09, 10, 11, 12	Acting 2	.5
09, 10, 11, 12	Stage Design and Technology	.5
09, 10, 11, 12	Play Production	.5
11, 12	Theatre Practicum (H)	.5
10, 11, 12	Stage Movement	.5

VI. CAREER & TECHNICAL EDUCATION (Practical Arts) (35.5 credits offered)

A. **Business Education** (13.5 credits offered)

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
09, 10, 11, 12	Computer Business Applications I (STLCC)	.5
09, 10, 11, 12	Computer Business Applications II (STLCC)	.5
09, 10, 11, 12	Introduction to Graphic Design and Multimedia	.5
11, 12	Web Design and E-Business (STLCC)	.5
12	Business Technology (STLCC)	1
12	Business Technology Internship (Work) (.5 credit/10-19 hours per week per semester) (1 credit/20+ hours per week per semester)	1-2
10, 11, 12	Computer Construction and Networking	.5
11, 12	Computer Network Administration 1 (STLCC)	.5
11, 12	Computer Network Administration 2 (STLCC)	.5
11, 12	*Personal Finance	.5
10, 11, 12	Accounting 1 (STLCC)	1
11, 12	Accounting 2 (STLCC)	1
10, 11, 12	Business Law	.5
11, 12	Business Management/Leadership	.5
10, 11, 12	Marketing Fundamentals	.5
11, 12	Advanced Marketing 1	.5
11, 12	Advanced Marketing 2	.5
12	Marketing Education Internship (Full year) (.5 credit/10-19 hours per week per semester) (1 credit/20+ hours per week per semester)	1-2

\*Not accepted by NCAA

B. **Family and Consumer Science** (6 credits offered)

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
10, 11, 12	Nutrition & Wellness	.5
11, 12	Culinary Arts 1 (Tech Prep)	.5
11, 12	Culinary Arts 2 (Tech Prep)	.5
09, 10, 11, 12	Apparel & Textiles	.5
09, 10, 11, 12	Advanced Apparel & Textiles	.5
10, 11, 12	Fashion Merchandising	.5
12	Fashion Construction & Design	.5
11, 12	Housing and Design	.5
11, 12	*Personal Finance	.5
10, 11, 12	Family Living & Parenthood (STLCC)	.5
10, 11, 12	Child Development, Care & Guidance (STLCC)	.5
10, 11, 12	Advanced Child Development, Care & Guidance (STLCC)	.5
12	Cooperative Industrial Education (See Section E)	1-2

\*Not accepted by NCAA

C. **Industrial Technology** (2 credits offered)

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
09, 10, 11, 12	Wood and Construction Technology	.5
10, 11, 12	Advanced Wood Technology	.5
09, 10, 11, 12	Metal Technology	.5
09, 10, 11, 12	Home Repair and Maintenance	.5
12	Cooperative Industrial Education (See Section E)	1-2

D. **Project Lead The Way (PLTW) (7 credits offered) – Pathway to Engineering**  
**College Credit can be earned for all 7 courses**

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
09, 10, 11, 12	Introduction to Engineering Design (STLCC)	1
10, 11, 12	Principles of Engineering (STLCC)	1
11, 12	Digital Electronics (H) (STLCC)	1
11, 12	Civil Engineering & Architecture (H) (Odd Graduation Years Only)	1
11, 12	Computer Integrated Manufacturing (H) (STLCC)	1
11, 12	Aerospace Engineering (H) (Even Graduation Years Only)	1
12	Engineering Design & Development (H) (STLCC)	1

E. **Cooperative Industrial Education (2 – 3 credits offered)**

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
12	Cooperative Industrial Education 1 (.5 cr. per semester)	1
12	Cooperative Industrial Education 2 (Internship) (.5 credit/10-19 hours per week per semester) (1 credit/20+ hours per week per semester)	1-2

F. **Health Occupations (4 credits offered)**

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
12	Health Occupations (2 credits per semester) (Meets 3 hours per day)	4

VII. **PHYSICAL EDUCATION, HEALTH AND SAFETY EDUCATION (4.5 credits offered)**

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
09	Physical Education A (required)	.5
10	Physical Education B (required)	.5
11, 12	Physical Education C (elective)	.5
09, 10, 11, 12	Adaptive Physical Education	.5
09	Health	.5
10, 11, 12	Lifeguard Training	.5
10, 11, 12	Officiating	.5
10, 11, 12	Personal Fitness	.5
11, 12	Outdoor Education	.5

VIII. **NON-CREDIT or Credit by Special Arrangement**

<u>Recommended</u> <u>Grade Placement</u>	<u>Subject</u>	<u>Credits</u> <u>Offered</u>
12	Office Assistant	
11, 12	Laboratory Assistant	
12	Independent Study (Credit arranged)	

**HAZELWOOD SCHOOL DISTRICT  
DESCRIPTION OF SUBJECTS**

**I. Communication Skills**

**A. LANGUAGE ARTS**

**FOUNDATIONS OF ENGLISH (.5 – 1 elective credit)**

*Foundations of English*, an elective English credit, is designed to support students who have not mastered reading and writing at a level required for the rigor of high school. Students will be placed into this class before English 1 based on state and District assessment data. Students will improve reading, writing, speaking, and listening skills. The course will help students attain grade-level proficiency in courses that use literacy skills. Students will complete a portfolio of their best writing and evidence of their reading. They will also keep a learning log with daily entries. Students will write everyday and produce nine papers. Students will also give two short speeches. They will read books or other texts every day.

**ENGLISH 1 (Required) (1 credit)**

This is a required class for all students in the Hazelwood School District. Students will explore a variety of literary genres, including fiction, short story, poetry, novel, and nonfiction. There will be shared texts, including multicultural literature, but individual novel study will also be part of the course to ensure that students have choice in their reading selections. This course will emphasize reading strategies and writing for a variety of purposes, focusing on narrative and expository techniques. It will also afford opportunities to analyze and evaluate information through listening, speaking, and viewing. Students will utilize technology in a research component. They will also add required writing samples to their District Writing Portfolios.

**ENGLISH 2 (Required) (1 credit)**

This is a required class for all students in the Hazelwood School District. Students will explore a variety of literary genres, including fiction, short story, poetry, novel, and nonfiction. There will be shared texts, including multicultural literature, but individual novel study will also be part of the course to ensure that students have choice in their reading selections. The course will emphasize reading strategies and writing for a variety of purposes, focusing on personal narrative and expository techniques. It will also afford opportunities to analyze and evaluate information through listening, speaking, and viewing. Students will utilize technology in a research component, and write a researched argument using a variety of resources. They will also add required writing samples to their District Writing Portfolios. (Prerequisite: English 1)

**ENGLISH 3 (Required) (1 credit)**

This is a required class for all students in the Hazelwood School District. Students will read and study drama, short stories, and biographies in a multicultural survey of American literature. Activities will focus on analysis and critique through writing, listening, and speaking in discussions, tests, projects, and other assignments leading to the achievement of the course performance goals. Students will choose one piece of writing completed in this course for inclusion in their district writing portfolio that began in English 1. (Prerequisite: English 2)

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL 1) (.5 credit)**

This course is for Hazelwood students who come to the district from foreign countries or from homes where English is not spoken and who have very limited proficiency in English. It is designed to assist the student in assimilating into the American public school system. Classroom focus is on the basic vocabulary and cultural information needed for success in our school system. ESOL 1 provides a variety of non-threatening situations where students practice their English language skills in meaningful and purposeful ways even when their knowledge of the language is still quite limited. Comprehension is facilitated through the use of photographs, illustrations, maps, graphs, diagrams, and other graphic organizers such as Venn diagrams, schematic webbing, and timelines. Grammar and vocabulary are taught in meaningful context. In ESOL 1, the textbook is a component of the curriculum, but materials from multiple sources, including authentic sources, are used to meet curricular objectives.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL 2) (.5 credit)**

ESOL 2 is a course designed to assist limited English proficient students in assimilating into the American public school system. Classroom focus is on the extension and continued development of the basic skills and cultural information taught in ESOL 1, with special emphasis given to the area of writing. Students at this level spend an increasing amount of time with academic language, a language that is very different from the language of interpersonal communication. The activities indicate an increasing connection to the subject matter of other disciplines being studied. The vocabulary at this level is increasingly more sophisticated. The strategies used in the Level One classroom continue, but at a more complex and challenging level. As with ESOL 1, the textbook is a component of the second course, but materials from multiple sources, including content area textbooks are used. Reference materials and native language dictionaries are available for student use and lesson enhancement.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL 3) (.5 credit)**

ESOL 3 is a course designed to assist limited English proficient students in assimilating into the American educational system with special emphasis placed on achieving academic independence. Classroom focus is on the continued development of skills and cultural knowledge taught in ESOL 1 and 2. Students at this level receive instruction with an even greater emphasis on the subject matter of the other disciplines being studied. Many of the activities and assessments are student-centered and frequently are a more complex and challenging extension of those previously used at other levels. In ESOL 3, the textbook is still a component of the course, and materials from multiple sources and various disciplines are also used. Resources in technology and media are used to facilitate teaching and learning, and reference materials as well as native language dictionaries are available for student use and lesson enhancement.

**SPEECH 1 (.5 credit)**

Speech 1 introduces the student to public speaking and includes selected activities in discussion and interpersonal communication.

**SPEECH 2 (.5 credit)**

Speech 2 enhances the students' public speaking skills through activities involving parliamentary procedure, debate, oral interpretation, drama, radio, and television. (Prerequisite: Speech 1)

**READING/WRITING WORKSHOP (.5 credit)**

This course is a reading/writing approach to exploring fiction and non-fiction. Reading materials, primarily chosen by students, will be approved by the teacher. Students will read, speak, write, listen, and think about literature and respond through journal entries, group discussions, book talks, and literature circles. Major writing assignments will be in response to literature with one research project involving an investigation of reading and writing in the workplace. Students will add at least one piece of writing to their District-wide writing portfolios. Through these activities, students will explore the elements of fiction and non-fiction and learn to select appropriate reading materials for personal enrichment.

**MODERN MEDIA (.5 credit)**

Modern media is the study of newspapers, magazines, radio, television, film, computer technologies, and the Internet. The course includes analyzing and producing multi-media presentations. Listening, speaking, viewing, reading, writing, and computer skills will be developed through the utilization of the various forms of media. Students will create a media portfolio containing culminating projects, one of which will be included in the district writing portfolio.

**PRE-AP LITERATURE (H) (1 credit)**

The Modern Literature course explores the relationships among individuals, cultures, and literature. Students will enhance reading and writing skills as they discover connections between societal views and literature that reflects those views. Special emphasis will be placed on reading a variety of genres from the modern era (late 1800's to the present). Students will use technology and conduct independent research. They will read college-level material with mature content, respond to AP-style essay prompts, and generate college-level work. Students will create at least two presentations, at least two analytical essays, and two research projects. Presentations will emphasize speaking and listening skills as well as content. In addition, journal writing and culminating writing prompts will require students to reflect on the course material as well as their personal growth as readers, writers, and thinkers.

**AP SENIOR ENGLISH (H) (1 credit)**

Senior Advanced English is a thematic, cross-cultural approach to world literature with emphasis on analytical and critical reading and writing. Students will write formal and informal expository papers, reflective journals, and two research papers. Activities will focus on improvement of writing skills, analytical thinking and reading skills, presentation skills, discussion skills, and listening skills. Students will use technology and conduct independent research. They will read college-level material with mature content, respond to AP-style essay prompts, and overall, be expected to perform at a college level. This course will prepare students for the Advanced Placement English Literature and Composition exam in the spring. Six hours of 1-8-1-8 credit from Saint Louis University may be available pending the successful completion of both semesters. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.** (Prerequisite: English 3)

**COLLEGE PREP ENGLISH (.5 credit) (Formerly English for the College Bound)**

College Prep English is a challenging course that will develop the skills necessary for students to become proficient at college-level reading and writing. The students will do research projects, analyze literature, summarize non-fiction texts, and improve vocabulary. This course will also provide the opportunity for students to research colleges, write a college application essay, and prepare for the ACT.

**CREATIVE WRITING (.5 credit)**

Creative Writing requires writing in such literary forms as poetry, short stories, and one-act plays. This course will challenge students to develop creative thinking skills.

**JOURNALISM 1 (.5 credit)**

Journalism 1 introduces all types of modern journalistic writing with emphasis on news writing, feature writing, editorial writing, and sports writing. Students also study journalism ethics, newspaper design, and editing. This course also will benefit those students who do not plan to pursue a journalistic career. (Prerequisite: semester grade of A or B in English 1)

**JOURNALISM 2 (1 credit)**

Journalism 2 provides a laboratory situation in which the students apply the skills of writing, editing, and design that they learned in Journalism 1. (Prerequisite: Journalism 1)

**JOURNALISM 3 and 4 (1 credit)**

Journalism 3 introduces all facets of modern magazine style journalism with an emphasis on writing and editing. Students also study design, headline and cutline writing, computer graphics, and photography. Journalism 4 provides a laboratory situation in which students apply the knowledge of writing, editing, and design skills that they learned in Journalism 3 (Prerequisite: Journalism 1 or concurrent registration in Journalism 1)

**ACT PREP (.5 elective credit)**

This course will allow students to spend a semester preparing for the ACT exam. Students will learn content and test-taking strategies in English, math, reading, and science. Students will complete exercises, take practice tests and set goal scores. The course will be taught by an English teacher and a math teacher and will count for .5 elective credit (not math or English credit).

**B. FOREIGN LANGUAGE****SPANISH 1 (1 credit)**

Spanish 1 students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connections to other disciplines. By the end of Spanish, students will be able to speak, read, write, and comprehend complete sentences in dialog and composition.

## **SPANISH 2** (1 credit)

The 2nd year Spanish textbook will be the primary resource for Spanish 2. Students will also improve their existing Spanish skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of Spanish speech. They will use increasingly advanced vocabulary and grammar, including past tense. Students will be able to write short paragraphs. During the second semester, students will comprehend and use present and past tenses in speaking, reading, and writing. Students will study thematic units in the Spanish 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in Spanish. (Prerequisite: Spanish 1)

## **SPANISH 3** (1 credit)

Spanish 3 students will improve their existing Spanish skills. They will read, write, and comprehend longer, quicker Spanish exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic Spanish periodicals and publications. The students will critique and analyze materials using their knowledge base of Spanish. Students will spend an increased amount of class time speaking only Spanish. During the second semester, students will expand their foreign language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will build on their existing skills using the Spanish 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency, and speed. (Prerequisite: Spanish 2)

## **PRE-AP SPANISH 3 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than are required in the non-honors curriculum.

## **SPANISH 4** (1 credit)

In Spanish 4, students improve their existing Spanish skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of Spanish-speaking people. The students and teacher will communicate primarily in Spanish. The students will write a paper in Spanish using advanced Spanish grammar and vocabulary, and they will read at least one novel in Spanish. During the second semester, students will refine the use of idioms, vocabulary, and the nuances of grammar through creative and spontaneous communication in Spanish. The students will read more challenging short stories and authentic Spanish periodicals/publications. The students will critique and analyze materials using their knowledge of Spanish, and they will read at least one novel in Spanish. (Prerequisite: Spanish 3)

## **AP SPANISH 4 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than required in the non-honors curriculum. This course will prepare students for the Advanced Placement Spanish Exam in the spring. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

## **SPANISH 5** (1 credit)

Students will use Spanish to discuss, read, and write about current issues in English-speaking and Spanish-speaking communities. This course provides insight into cultural values and contributions of Spanish-speaking people throughout history. The students will critique and analyze these by writing essays and giving oral presentations in Spanish. The students and teacher will communicate primarily in Spanish. During the second semester, students engage in advanced readings, discussions, and explorations of global topics, as well as comparing and contrasting Spanish-speaking and English-speaking cultures. They will critique and analyze these by writing essays and giving oral presentations in Spanish. They will read at least one novel in Spanish. (Prerequisite: Spanish 4)

### **AP SPANISH 5 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than required in the non-honors curriculum. This course will prepare students for the Advanced Placement Spanish Exam in the spring. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

### **FRENCH 1** (1 credit)

French 1 students explore the world of French-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connections to other disciplines. By the end of French 1, students will be able to speak, read, write, and comprehend complete sentences in dialog and composition.

### **FRENCH 2** (1 credit)

The 2<sup>nd</sup> year French textbook will be the primary resource for French 2. Students will also improve their existing French skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of French speech. They will use increasingly advanced vocabulary and grammar, including past tense. Students will be able to write short paragraphs. During the second semester, students will comprehend and use present and past tenses in speaking, reading, and writing. Students will study thematic units in the French 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in French. (Prerequisite: French 1)

### **FRENCH 3** (1 credit)

French 3 students will improve their existing French skills. They will read, write, and comprehend longer, quicker French exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic French periodicals and publications, and they will read at least one novel in French. The students will critique and analyze materials using their knowledge base of French. During the second semester, students will expand the foreign language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will read at least one novel in French. They will build on their existing skills using the French 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency, and speed. Students will spend an increased amount of class time speaking only French. (Prerequisite: French 2)

### **PRE-AP FRENCH 3 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than is required in the non-honors curriculum.

### **FRENCH 4** (1 credit)

In French 4, students improve their existing French skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of French-speaking people. The students will write a paper in French using advanced French grammar and vocabulary.

During the second semester, students will refine the use of idioms, vocabulary, and the nuances of grammar through creative and spontaneous communication in French. The students will read more challenging short stories and authentic French periodicals/publications. The students will critique and analyze materials by writing a paper using their knowledge of French. They will read at least one novel in French. The students and teacher will communicate primarily in French. (Prerequisite: French 3)

#### **AP FRENCH 4 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and comply with more stringent criteria of core objectives. Honors students will also complete an extra performance activity per quarter, which reflects independent research, involves self-reflection activities, demonstrates a depth of knowledge and understanding, utilizes higher order thinking skills, and includes more extensive uses of technology than the non-honors curriculum. This course will prepare students for the Advanced Placement French Exam in the spring. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

#### **FRENCH 5** (1 credit)

Students will use French to discuss, read, and write about current issues in English-speaking and French-speaking communities. This course provides insight into cultural values and contributions of French-speaking people throughout history. The students will critique and analyze these values and contributions by writing essays and giving oral presentations in French, and they will read at least one novel in French. During the second semester, students engage in advanced reading, discussions, and explorations of global topics, as well as comparing and contrasting French-speaking and English-speaking cultures. This course provides insight into cultural values and contributions of French-speaking people throughout history. Students will critique and analyze these values and contributions by writing essays and giving oral presentations in French. They will read at least one novel in French. The students and teacher will communicate primarily in French. (Prerequisite: French 4)

#### **AP FRENCH 5(H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology. This course will prepare students for the Advanced Placement French Exam in the spring. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

#### **GERMAN 1** (1 credit)

German 1 students explore the world of German-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connection to other disciplines. By the end of German 1, students will be able to speak, read, write, and comprehend complete sentences in dialog and composition.

#### **GERMAN 2** (1 credit)

The 2<sup>nd</sup> year German textbook will be the primary resource for German 2. Students will also improve their existing German skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of German speech. They will use increasingly advanced vocabulary and grammar including past tense. Second semester students will comprehend and use present and past tenses in speaking, reading, and writing. Students will study thematic units in the German 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in German. (Prerequisite: German 1)

### **GERMAN 3** (1 credit)

German 3 students will improve their existing German skills. They will read, write, and comprehend longer, quicker German exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic German periodicals and publications, and they will read at least one novel in German. The students will critique and analyze materials using their knowledge base of German. During the second semester students will expand the foreign language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will build on their existing skills using the German 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency, and speed. Students will spend an increased amount of class time speaking only German. (Prerequisite: German 2)

### **PRE-AP GERMAN 3 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than is required in the non-honors curriculum.

### **GERMAN 4** (1 credit)

In German 4, students improve their existing German skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of German-speaking people. The students and teacher will communicate primarily in German. The students will write a paper in German using advanced German grammar and vocabulary, and they will read at least one novel in German. Second semester students will refine the use of idioms, vocabulary, and the nuances of grammar through creative and spontaneous communication in German. The students will read more challenging short stories and authentic German periodicals/publications. The students and teacher will communicate primarily in German. The students will critique and analyze materials using their knowledge of German, and they will read at least one novel in German. (Prerequisite: German 3)

### **AP GERMAN 4 (H)** (1 credit)

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than is required in the non-honors curriculum. This course will prepare students for the Advanced Placement German Exam in the spring. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

### **GERMAN 5** (1 credit) (May be taken for honors credit)

Students will use German to discuss, read, and write about current issues in English-speaking and German-speaking communities. This course provides insight into cultural values and contributions of German-speaking people throughout history. The students will critique and analyze these by writing essays and giving oral presentations in German. During the second semester, students engage in advanced readings, discussions, and explorations of global topics, as well as comparing and contrasting German-speaking and English-speaking cultures. They will critique and analyze these by writing essays and giving oral presentations in German. They will read at least one novel in German. The students and teacher will communicate primarily in German. (Prerequisite: German 4)

### **AP GERMAN 5 (H) (1 credit)**

To receive honors credit, in addition to the above, students will be required to fulfill additional objectives and activities, comply with more stringent criteria of core objectives, and complete quarterly performance objectives. These activities and performance events will involve independent research, involve self-reflection activities, demonstrate depth of knowledge and understanding, utilize higher order thinking skills, and include more extensive uses of technology than is required in the non-honors curriculum. This course will prepare students for the Advanced Placement German Exam in the spring. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

## **II. Social Studies**

### **U. S. HISTORY (Required) (1 credit)**

This course will allow students to examine history from Reconstruction to present day. Students will examine the major events, movements, and issues which have shaped the United States. Included will be evaluation of Reconstruction, Industrial Revolution, Progressive Movement, World War I, The Twenties, Depression Era, World War II, Cold War, Civil Rights Movement, Women's Movement and the philosophical attitudes of the Seventies, Eighties, and Nineties. Students will acquire an understanding of the forces that have shaped the nation in which they live. Students will use reading and writing strategies in the content area, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical events.

### **PRE-AP U.S. HISTORY (1 credit)**

This course will provide more in-depth knowledge and analysis of history from Reconstruction to present day to prepare students for AP US History. Students will examine, compare and analyze the primary events, movements, issues, places, and people who have combined to create US history. Included will be evaluation of Reconstruction, Industrial Revolution, Progressive Movement, World War I, The Twenties, Depression Era, World War II, Cold War, Civil Rights Movement, Women's Movement and the philosophical attitudes of the Seventies, Eighties, and Nineties. Students will acquire an understanding of the forces that have shaped the nation in which they live. Students will use reading and writing strategies in the content area, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical events.

*All students must complete either US History or Pre-AP US History for graduation.*

### **AP U.S. HISTORY (1 credit)**

Students in this course will analyze and interpret United States history from the age of exploration to the present. Emphasis will be placed on critical and evaluative thinking skills, essay writing, interpretation of primary source documents and creation of visual and written projects to synthesize learning. Students will complete independent research projects using primary sources and respond to document-based questions. Students successfully completing this course will be prepared for the AP examination. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

### **WORLD HISTORY (Required) (1 credit)**

This survey course is designed to provide students with a knowledge and understanding of the primary events, movements, issues, places, and people, which have combined to create a world history. The students will examine and compare the world's philosophical, religious, and political traditions as they developed from the 15<sup>th</sup> century to the contemporary world. Students will use reading and writing strategies in the content area, analyze primary and secondary sources, use research and information skills, and actively engage in evaluation and analysis of historical events.

### **GOVERNMENT (Required) (.5 credit)**

Students will study the foundations of American government and examine the three branches of government. They will identify the powers of each branch, critique their roles, analyze types of political views and interpret the Bill of Rights. Students will examine local and state government and community issues. Students will use reading and writing strategies in the content area, use research and information skills, and actively engage in evaluation, analysis and synthesis of government concepts.

All students must complete either Government or AP Government for graduation.

### **AP GOVERNMENT (1 credit)**

Students in the AP Government course will analyze government by studying the concepts used to interpret US politics. The students will evaluate and synthesize the institutions, groups, beliefs, and ideas that constitute US politics including the Constitution, political beliefs and behaviors, institutions of national government, public policy, civil rights and civil liberties. Students will also examine major comparative political concepts, themes, and compare political institutions and processes across countries and the economics of the nations. Emphasis will be placed on critical and evaluative thinking skills, essay writing, interpretation of primary source documents, and creation of visual and written projects synthesizing learning. Students will use technology and conduct independent research using primary and secondary sources and respond to document-based questions. Students successfully completing this course will be prepared for the AP examination. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

### **ECONOMICS (.5 credit)**

Students will study Missouri government as well as local government. They will learn a variety of economic concepts and examine the effects of these economic concepts on citizens. Students will evaluate the American economic system and compare it to other types of economies. They will also identify and analyze how global issues affect the world economy. Students will use reading and writing strategies for the content area, use research and information skills, and actively engage in evaluation, analysis and synthesis of global issues and their impact on the American economy.

### **SOCIOLOGY (.5 credit)**

Students will study the effect of environment and cultural heritage in shaping behavioral patterns. They will investigate the results of human interaction in meeting the challenges of poverty, crime, and racism in our modern urban society. Other topics include group processes, leadership, and group behavior. Students will improve critical and evaluative thinking skills, create case studies and use research and information skills throughout the course.

### **INTERNATIONAL RELATIONS (.5 credit) (May be taken for honors credit)**

This course introduces students to US foreign policy. Students will examine and analyze how US foreign policy is directed by the three branches of US government and its impact on world affairs.

A student may complete this course for honors credit. In addition to the lessons and assessments in this course, a student taking the course for honors credit will be expected to complete an additional honors activity for each unit. Emphasis will be placed on critical and evaluative thinking skills, independent research, essay writing, interpretation of primary and secondary source documents and the creation of a project synthesizing learning.

### **GENERAL PSYCHOLOGY (.5 credit) (May be taken for honors credit)**

Students will examine topics such as functions of the brain, stress, personality types, different learning styles, motivation, emotion, and mental illness. Students will use reading and writing strategies to research and actively engage in the evaluation, analysis and synthesis of psychological issues.

A student may complete this course for honors credit. In addition to the lessons and assessments in this course, a student taking the course for honors credit will be expected to complete an additional honors activity for each unit. Emphasis will be placed on critical and evaluative thinking skills, independent research, essay writing, interpretation of primary and secondary source documents and the creation of a project synthesizing learning.

**EXPERIMENTAL PSYCHOLOGY (.5 credit)** *(May be taken for honors credit)*

This introductory course allows students to examine human and animal behavior through psychological research, experimentation, and analysis of data. By conducting experiments in a laboratory situation, students can relate the basics of psychology to laws of human behavior, to daily life, and to understanding the scientific method. (Successful completion of General Psychology is strongly suggested as a prerequisite.)

A student may complete this course for honors credit. In addition to the lessons and assessments in this course, a student taking the course for honors credit will be expected to complete an additional honors activity for each unit. Emphasis will be placed on critical and evaluative thinking skills, independent research, essay writing, interpretation of primary and secondary source documents and the creation of a project synthesizing learning.

**AP EUROPEAN HISTORY (H)** *(1 credit)*

This course will analyze the political, economic, social, and cultural factors that shaped the modern European experience. Throughout this course, students will learn the background to the modern European heritage and the way a variety of people and events blended together to form the concept known as the Early Modern period of history. The students will gain the ability to analyze historical evidence, as well as the ability to express that understanding and analysis in writing. In addition, there will be a suggested summer reading over which the students will be tested within the first few weeks of school.

During the second semester, students will analyze the political, economic, social, and cultural factors that shaped modern Europe. Students will explore major topics that illustrate the development of Europe from the Congress of Vienna to the present. Throughout this course, students will develop a sense of an emerging democratic nation-state while exploring the factors that contribute to a critical understanding of the present day. The students will gain the ability to analyze historical evidence, as well as the ability to express that understanding and analysis in writing. This course is designed to prepare the students for the Advanced Placement European History test. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

**SCHOOL AND SERVICE** *(.5 credit)*

This is a performance-based course that concentrates on learning skills to be used for maintaining and improving the physical, mental, social, and emotional well-being of students. It is designed to train students to perform school service learning projects. To be successful in this course, a student should be a good school citizen, be honest, and show an interest in helping others. ***Students need to complete a recommendation form prior to enrolling.***

**PERSONAL FINANCE** *(.5 credit)*

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

### III. Mathematics

#### **FOUNDATIONS OF ALGEBRA (.5 – 1 credit)**

*Foundations of Algebra* is designed to prepare students who have not mastered the algebra readiness topics. Students will be placed into this class, before Algebra 1, based on state and district assessment data. Topics include number systems and operations, properties of numbers, proportional thinking, properties and classification of geometric figures, measurement, Pythagorean relationships, data analysis, probability, simplifying and solving algebraic equations, patterns, and functions. One elective credit will be given to students who need extended time to complete Foundations of Algebra.

(Prerequisite: Pre-Algebra 8)

#### **ALGEBRA 1 (1 credit)**

In *Algebra I*, students work with real data, real-life situations, and real-world applications. They learn new materials and skills in hands-on investigations. These investigations introduce concepts that involve data gathering, interpretation and analysis, finding a model, and using the model. Technology is incorporated throughout. Graphing-calculators, Dynamic Mathematics software, and sensor technologies provide opportunities for in-depth explorations. This course integrates algebra with geometry, statistics, data analysis, functions, probability, and trigonometry. It builds mathematical communication skills. Students work in cooperative groups to share ideas and learn from each other. Listening to others and resolving disagreements strengthens mathematical understanding as well as communication skills. Algebraic concepts include proportional reasoning and variation, linear equations, fitting a line to data, systems of equations and inequalities, exponents, functions, transformations, and quadratic models.

(Prerequisite: Pre-Algebra 8)

#### **GEOMETRY (1 credit) (May be taken for honors credit; no honors points will be awarded)**

In *Geometry*, students use the tools of geometry to conduct investigations, compare ideas, and make conjectures about geometric relationships. Through the investigative process, students discover important principles of geometry and develop conceptual understanding. They prepare for formal proof by beginning with paragraph, flowchart, and algebraic proofs. Students experience an active, hands-on approach of investigation and exploration. Algebra is incorporated throughout this course. Technology is integrated throughout this using graphing calculators in algebra applications and *The Geometer's Sketchpad* in geometry investigations. Geometric concepts include geometric design, reasoning, construction, triangle, polygon, and circle properties, transformations, area, volume, similarity, and trigonometry. One elective credit may be earned by students who need extended time to complete Geometry.

To receive honors credit, students are challenged to follow a rigorous pace and additional concepts, research, and problems are required.

(Prerequisite: Algebra 1)

#### **ALGEBRA 2 (1 credit) (May be taken for honors credit; no honors points will be awarded)**

In *Algebra 2*, students work with real data, real-life situations, and real-world applications to realize the value of learning mathematics. This course incorporates investigations, experiments, and cooperative learning. Students approach traditional and contemporary algebra topics from many different perspectives, exploring concepts informally and intuitively before seeing algebra in its abstract, symbolic representations. Students use technology such as graphing calculators and computers, to explore problems, ideas, and concepts from different viewpoints. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understanding. *Algebra 2* integrates algebra with geometry, statistics, data analysis, functions, probability, and trigonometry. This course prepares students for additional study of mathematics, science, and courses rich in data analysis and statistics, in high school and beyond. Algebra concepts include patterns and recursions, linear systems, rational, exponential, quadratic, and logarithmic functions, conic sections, and series.

To receive honors credit, students are challenged to follow a rigorous pace and additional concepts, research, and problems are required.

(Prerequisite: Geometry)

## COLLEGE PREPARATORY MATHEMATICS (1 credit)

*College Preparatory Mathematics* is designed to review and strengthen skills and knowledge of mathematics necessary for success on college placement, ACT, and SAT tests. Topics include those found in a typical college entry-level math course. Course content includes algebraic concepts, geometry, number systems and theory, probability and statistics, trigonometry, and discrete math topics.

(Prerequisite: Algebra 2)

## STATISTICS (1 credit)

*Statistics* introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four conceptual themes: exploring data, planning a study, anticipating patterns from models of probability theory and simulation, and statistical inference. Students will encounter several types of assessment within this course: unit quizzes and exams, comprehensive exams, research projects, and experimental investigations that require collecting and analyzing data using technology. Students wanting to take Statistics for honors credit or the AP Statistics Test should register for AP Statistics.

(Prerequisite: Algebra 2)

## AP STATISTICS (H) (1 credit)

*AP Statistics* will be a rigorous course, preparing students for the Advanced Placement Statistics test. Several advanced concepts will be taught in addition to the objectives listed in the regular statistics curriculum. This course will be taught at a faster pace since students must master all of these objectives before the AP test is administered each May. In addition to the quicker pace, homework assignments will include challenging problems and the suggested exercises. Alternative assessments such as projects or experiments will be more frequent and require more detail and work outside of the classroom. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

(Prerequisite: Algebra 2)

## PRECALCULUS WITH TRIGONOMETRY (1 credit)

(May be taken for honors credit; honors points will be awarded)

*Pre-Calculus* introduces students to the major concepts and tools needed to study calculus: a strong background in functions of all types, an introduction to series and sequences, and an introduction to limits. Students will encounter several types of assessment within this course: unit quizzes and exams, comprehensive exams, research projects, and experimental investigations that require collecting and analyzing data using technology.

To receive honors credit, students are challenged to follow a rigorous pace and additional concepts, research, and problems are required

(Prerequisite: Algebra 2)

## CALCULUS (1 credit)

This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are made through the study of derivatives, integrals, limits, approximation, application, and modeling. Technology will be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions to confirm written work, to implement experimentation, and to assist in interpreting results. Students wanting to take Calculus for honors credit or the AP Calculus Test should take AP Calculus.

(Prerequisite: Pre-Calculus)

## AP CALCULUS (H) (1 credit)

*AP Calculus* will be a rigorous course, preparing all students for the Advanced Placement Calculus test. Several advanced concepts will be taught in addition to the objectives listed in the regular calculus curriculum. This course will be taught at a quicker pace since students must master all of these objectives before the AP test is administered in May. In addition, homework assignments will include AP test preparation problems. Alternative assessments such as projects or experiments will be more frequent and require more detail and work outside the classroom. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

(Prerequisite: Pre-Calculus)

**ACT PREP** (.5 elective credit)

This course will allow students to spend a semester preparing for the ACT exam. Students will learn content and test-taking strategies in English, math, reading, and science. Students will complete exercises, take practice tests and set goal scores. The course will be taught by an English teacher and a math teacher and will count for .5 elective credit. (Not math or English credit)

**IV. Science**

**PHYSICS FIRST** (1 credit)

Physics First emphasizes the science behind real world applications of electricity, motion, forces, and energy. The force and motion units will include velocity, acceleration, and Newton's Laws. Hands-on explorations using math and technology are incorporated to gain well-rounded knowledge of science concepts. Students will build scientific models to describe the physical world. Lab activities are designed to develop skills in experimental design and data analysis. The second semester introduces the study of energy and the universe. The energy concepts include electricity, electromagnetism, light, heat, and waves. The universe unit will explore the general structure of the universe, solar system, stars, and space exploration. A variety of hands-on laboratory activities will be included.

(Students who completed Algebra in 8<sup>th</sup> grade may enroll in Pre-AP Physics)

**All students must complete either Physics First or Pre-AP Physics for graduation requirements.**

**PRE-AP PHYSICS** (1 credit)

Pre-AP Physics students will learn to analyze the physical world and apply general laws of motion, energy, and matter to mechanical systems. Investigations will include constant and accelerated motion, Newton's Laws, gravitation, circular motion, projectiles, conservation of energy, and momentum. This course will provide the students with a foundation of basic principles to allow them to be competitive in today's technological society. Laboratory investigations are included in each unit. During the second semester, students will continue to analyze concepts affecting their physical world including wave motion and electromagnetism. Investigations will include wave characteristics, wave interactions, reflection, refraction, electricity, and magnetism. This course will provide the student an understanding to analyze the benefits and dangers of new technologies. Laboratory investigations are included in each unit.

**CHEMISTRY** (1 credit)

Chemistry is the study of properties of matter and the changes it undergoes. The course includes classroom and laboratory instruction including proper use of laboratory equipment, use of appropriate investigation techniques, current theories and established laws, and conceptual and mathematical ideas as related to chemistry topics, such as matter, chemical reactions, molecular bonding, and solutions. Studies within these frameworks are matter, reactions, gases, metals, consumer, water and nuclear chemistry, hazardous waste management, and the study of synthetic materials.

**All students must complete either Chemistry or Pre-AP Chemistry for graduation requirements.**

**PRE-AP CHEMISTRY** (1 credit)

Pre-AP Chemistry is a study of the properties of matter and the changes that matter undergoes. Students will study atomic structure, electron distribution models, the periodic table, and chemical bonding. This course will include a variety of hands-on laboratory activities and prepare students for further science study. The second semester continues the investigation into properties of matter and the changes that matter undergoes. Students will study chemical formulas, chemical reactions, stoichiometry, kinetic molecular theory, physical states of matter, and acid/base chemistry. This course will include a variety of hands-on laboratory activities and prepare students for further science study. It is recommended that students have successfully completed Physics First prior to enrolling in this class and concurrently enrolled in Algebra II.

**BIOLOGY (Required)** (1 credit)

Biology will establish the principles and foundations for the study of living organisms and life functions. Through the application of the scientific method and other research processes, the following topics will be studied: ecological interactions between organisms and the environment; cellular structure, function, and reproductive processes; and a study of genetics and the field of biotechnology. The second semester continues the study of living organisms and life functions by explorations into the diversity of living things. A study of classification and phylogenetic grouping of protists, fungi, bacteria, viruses, plants, and animals presents the diversity and organizational complexity of life to the student. In-depth investigations using the scientific method and other research processes will be used to study life processes such as photosynthesis, respiration, and plant and animal structure, function, and reproduction.

(Prerequisites: Chemistry or Pre-AP Chemistry)

All students must complete either Biology or Pre-AP Biology for graduation requirements.

**PRE-AP BIOLOGY** (1 credit)

This course provides more in-depth knowledge and analysis for students to prepare for the AP Biology course. Biology will establish the principles and foundations for the study of living organisms and life functions. Through the application of the scientific method and other research processes, the following topics will be studied: ecological interactions between organisms and the environment; cellular structure, function, and reproductive processes; and a study of genetics and the field of biotechnology. The second semester continues the study of living organisms and life functions by explorations into the diversity of living things. A study of classification and phylogenetic grouping of protists, fungi, bacteria, viruses, plants, and animals presents the diversity and organizational complexity of life to the student. In-depth investigations using the scientific method and other research processes will be used to study life processes such as photosynthesis, respiration, and plant and animal structure, function, and reproduction.

(Prerequisites: Chemistry or Pre-AP Chemistry)

**ASTRONOMY** (.5 credit)

This course teaches students to understand the basic principles of astronomy, including the motion of objects, relative distances, and the fundamental processes that govern the formation of celestial objects. Students will investigate the characteristics of the universe, solar system, galaxies, stars, and planets. In addition, they will develop an understanding of the basic principles that govern the motion of celestial objects. Laboratory investigations are included in each unit.

**PHYSIOLOGY AND ANATOMY** (1 credit)

Students will study human systems in terms of the essential functions they serve: deriving energy from food, internal coordination, protection against injury, and continuity of life. Laboratory experiences and various case studies will be emphasized for better understanding and preparation toward medically related careers: medical doctor, nursing, medical technicians, physical therapist, etc.

**GEOLOGY** (.5 credit)

Geology is the study of Earth's surface and interior. This course emphasizes the dynamic processes that shape the earth and the results of those processes. Topics include land mass formations, waterways, plate tectonics, volcanoes, earthquakes, and the formation of rocks and minerals. Students will investigate the geology of Missouri through identification of common rocks and minerals, viewing topographical maps of local areas, and laboratory experiences.

**AP ENVIRONMENTAL SCIENCE (H)** (1 credit)

This course will provide students with the scientific principles and concepts required to understand the interrelationships of the natural world. Students will analyze and interpret information and data; identify and analyze environmental problems; evaluate the ecological and human health risks associated with these problems; and critically examine various solutions for resolving or preventing them. This course will include laboratory and field investigation. The course includes the following seven content areas: Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and consumption, Pollution, and Global Change. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.**

### **AP BIOLOGY (H)** (1 credit)

Students will study the scientific method, biochemistry, and cell structure and function from a standpoint of application to scientific research. The scientific method of problem solving, laboratory experience, essay writing, and independent projects will be emphasized. This course is designed to prepare students for the Biology Advanced Placement exam. During the second semester, students will study cell processes, reproduction and development, and heredity from a standpoint of application to scientific research. Methods of problem solving, laboratory experience essay writing, and independent projects will be emphasized. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.** (Prerequisite: Pre-AP Biology or Teacher Recommendation)

### **AP CHEMISTRY (H)** (1 credit)

Students will investigate important areas of chemistry focusing on atomic theory, the periodic table, bonding, molecular structure, gas laws, kinetic molecular theory, and stoichiometry calculations. Laboratory experience is extensive, and the time and effort required of students differs significantly from the usual high school science course. This course is designed to prepare students for the Chemistry Advanced Placement exam. During the second semester, students continue to investigate important areas of chemistry focusing on stoichiometry calculations, electrochemistry, properties of solutions, acids and bases, equilibrium, rates of reaction, thermodynamics, nuclear chemistry, and organic chemistry. Laboratory experience is extensive, and the time and effort required of students differs significantly from the usual high school science course. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.** (Prerequisite: Pre-AP Chemistry or Teacher Recommendation)

### **AP PHYSICS (H)** (1 credit)

This course is the follow-up to Physics. A student who succeeds in this course will be well prepared for any introductory college physics course. This course will expand the concepts of mechanics, light, and sound covered in Physics. This course will expand the concepts of electricity and magnetism covered in Physics. It will additionally cover thermal physics and modern physics. **Students taking Advanced Placement courses are strongly encouraged to take the Advanced Placement exam. Students earning a 3 or better on the Advanced Placement exam will receive college credit at most colleges and universities.** (Prerequisite: Pre-AP Physics or Teacher Recommendation)

## **PROJECT LEAD THE WAY (PLTW) – BIOMEDICAL SCIENCES**

### **PRINCIPLES OF THE BIOMEDICAL SCIENCES** (1 credit)

Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The course is designed to provide an overview of all the courses in the Biomedical Sciences Program and to lay the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles are also incorporated into the curriculum where appropriate. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function.

### **HUMAN BODY SYSTEMS** (1 credit)

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Important concepts covered in the course are communication, transport of substances, locomotion, metabolic processes, defense, and protection.

(Prerequisite: Principles of the Biomedical Sciences)

### **MEDICAL INTERVENTIONS (H)** (1 credit)

Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention. (Prerequisite: Human Body Systems)

### **BIOMEDICAL INNOVATION (H)** (1 credit)

in this capstone course students design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician's office, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local healthcare or business community or the school's PLTW partnership team.

(Prerequisite: Medical Interventions)

## **V. Fine Arts**

### **A. ART**

#### **ART & DESIGN (Formerly ART FUNDAMENTALS)** (.5 credit)

This beginning course is the foundation for all other art courses. The elements and principles of art are explored by creating two dimensional and three dimensional works of art using different materials. In this course the student will obtain the knowledge needed to be successful in the more advanced art classes. It is strongly recommended that Art & Design (Art Fundamentals) be taken prior to any other visual arts class.

#### **DRAWING 1** (.5 credit)

Elements and techniques of drawing including value, contour line, and perspective will be explored in this course focusing on working from direct observation. The students will develop an understanding of expressive drawing and produce works in subject matter such as still life, figurative works, landscapes and portraits. Since students will build upon the basic understanding of line, value, color, shape, and proportion learned in Art & Design (Art Fundamentals), it is strongly recommended that they complete Art & Design (Art Fundamentals) prior to taking this course.

#### **DRAWING 2** (.5 credit)

In this course students will create more challenging drawings involving a variety of subject matter, techniques, and materials. An emphasis will be placed on the student developing a personal style of drawing. Due to the advanced nature of this course, it is strongly recommended that the student complete Art & Design (Art Fundamentals) and demonstrate proficiency in Drawing 1.

(Prerequisite: Drawing I)

#### **POTTERY 1** (.5 credit)

This introductory course encourages students to create original works of art by using pottery construction methods such as pinch, coil, slab, and wheel throwing. Students will become familiar with the cultural, chemical and geological origins of clay. Simple glaze decoration and firing techniques will be explored. Students will learn of various cultures and the artists who have played an important role in the history and evolution of ancient pottery to present day. This interactive class enables the student to discover the process of pottery production from design through firing. Students should have a proficient understanding of the elements and principles of art; therefore, taking Art & Design (Art Fundamentals) is strongly recommended prior to taking this course.

**POTTERY 2** (.5 credit)

This advanced level studio course is developed for the serious ceramic student who has demonstrated the technical proficiency and the creative ability to continue working towards a career in ceramics. Emphasis is placed upon mastering advanced hand-building and wheel throwing techniques, developing a sense of style, achieving unique creativity in design, and striving for perfection in craftsmanship. Students will continue the exploration of ceramic vocabulary, advanced glaze chemistry, and firing techniques. An increased understanding of art criticism and appreciation will also be targeted. Students will be expected to complete portfolio quality work suitable for submission to institutions of post-secondary training and the professional job market. Due to the advanced nature of this course, it is strongly recommended that the student demonstrate proficiency in Pottery 1.

(Prerequisite: Pottery 1)

**PAINTING 1** (.5 credit)

Students will apply color theory, basic skills, and drawing techniques to create two-dimensional works of art through the medium of paint. They will develop artistic criticism skills in examining the works of others. Students should have an understanding of color theory and basic drawing techniques and principles; therefore, taking Art & Design (Art Fundamentals) is strongly recommended prior to taking this course.

**PAINTING 2** (.5 credit)

Students will develop advanced painting techniques by exploring a variety of subject matter including both two and three-dimensional painting and other experimental forms of art. They will examine works of various artists, historic art movements and painting styles. Students will use various media and tools to create painted works of art for portfolio use. Painting I, previous drawing knowledge, and Art & Design (Art Fundamentals) will provide a foundation for students to be successful in this course.

(Prerequisite: Painting 1)

**FIBERS** (.5 credit)

Students will create two and three-dimensional art work using various fibers while applying the elements and principles of design. They will learn about historical and contemporary fiber artists and techniques. Long-term projects may include art work such as: batik, basketry, surface design, papermaking, and bookmaking. Students need an understanding of the elements and principles of art taught in Art & Design (Art Fundamentals).

**CRAFTS** (.5 credit)

Students in this course will produce two and three-dimensional crafts by applying the elements and principles of design learned in Art & Design (Art Fundamentals). They will learn the historical and cultural significance of craft techniques. Projects may include art work such as: metal embossing, basketry, enameling, and mosaics. Students need an understanding of the elements and principles of art taught in Art & Design (Art Fundamentals).

**SCULPTURE** (.5 credit) (*Odd Graduation Years Only*)

Students in this course will apply shape, space, and form to produce three-dimensional art work from media such as: clay, wire, paper in bookmaking, plaster, and found objects. They will also learn about various three-dimensional artists. Students need an understanding of the elements and principles of art taught in Art & Design (Art Fundamentals).

**PRINTMAKING** (.5 credit) (*Even Graduation Years Only*)

Students will produce works of art through the use of printmaking techniques such as relief print, serigraphy, intaglio, and planography. This will be accomplished through transforming drawings, paintings, and experimental techniques into printable surfaces. Strong skills in drawing are needed to be successful in this medium.

(Prerequisite: Art & Design (Art Fundamentals) and Drawing 1)

### **COMPUTER GRAPHICS** (.5 credit)

Students will apply industry standards to create a variety of art work using multiple graphic images, a variety of fonts and letter types, illustrations, and photo enhancements on MAC-based computers and Adobe programs. They will create, plan, and develop computer graphic projects that will provide them with basic skills and knowledge essential to a career in the graphic arts. Basic drawing skills and working knowledge of the elements and principles of art are essential components in translating ideas into images.

(Prerequisite: Art & Design (Art Fundamentals) and Drawing 1)

### **ADVANCED STUDIO ART** (.5 credit)

This advanced course will serve to build and expand the students' previous knowledge and art experiences while exploring and discovering deeper meaning, techniques and other artistic possibilities through their work. This course will also allow the student to concentrate on his/her area(s) of interest while compiling a body of work to be used in their personal portfolio.

(Prerequisite: Art & Design (Art Fundamentals) and successful completion of two consecutive art courses; i.e., Drawing 1 & 2, Painting 1 & 2, Pottery 1 & 2, Crafts and Fibers. Recommendation from art teacher in area of concentration required.)

### **INDEPENDENT STUDY** for Visual Arts (Independent Study guidelines in section F)

The following advanced level courses are for individual students who want to pursue advanced study in a specific area of concentration. At the onset of the course, the student will be provided with a set of goals and a minimum number of projects to be completed during each quarter. The student will be provided space to work independently while another course is being taught. The student will create a portfolio of exemplary work to be used in pursuing a career in visual arts and to apply for college and scholarships.

(Prerequisite: Art & Design (Art Fundamentals), successful completion of courses in area of concentration, and recommendation from art teacher in area of concentration)

- INDEPENDENT STUDY, PAINTING (.5 credit)
- INDEPENDENT STUDY, DRAWING (.5 credit)
- INDEPENDENT STUDY, POTTERY (.5 credit)
- INDEPENDENT STUDY, FIBERS/CRAFTS (.5 credit)
- INDEPENDENT STUDY, SCULPTURE (.5 credit)
- INDEPENDENT STUDY, PRINTMAKING (.5 credit)

## **B. MUSIC**

### **POPULAR MUSIC IN AMERICAN HISTORY** (.5 credit)

This course will help students understand American History through their knowledge of song and to help them understand American song through their knowledge of history. Popular songs not only reflect moments in social, political, and military history, but at times help to shape those moments. This course will show the lyrical link between American historical events and the music they inspired.

### **MIXED CHOIR** (.5 – 1 credit)

This course is a non-auditioned group for senior high students wanting to develop basic skills needed to perform within a large ensemble. Students will study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. **Performances are optional unless required at the direction of the teacher.**

### **WOMENS' CHOIR** (.5 – 1 credit)

This course is a select choir for the advanced senior high young lady who exhibits outstanding ensemble technique skills, maturity, and positive learning skills necessary for artistic ensemble performances. Students will study vocal techniques, ensemble skills, theory, and history as related to aesthetic performance practices. **All performances are required and graded.** Placement will be by teacher recommendation only. Enrollment is based upon voice classifications and balance.

### **MENS' CHOIR (.5 – 1 credit)**

This course is a select choir for the advanced senior high young man who exhibits outstanding ensemble technique skills, maturity, and positive learning skills necessary for artistic ensemble performances. Students will study vocal techniques, ensemble skills, theory, and history as related to aesthetic performance practices. **All performances are required and graded.** Placement will be by teacher recommendation only. Enrollment is based upon voice classifications and balance.

### **CONCERT CHOIR (.5 – 1 credit)**

This choir is a highly selective auditioned choir for the advanced senior high student who exhibits outstanding technique skills, maturity, and positive learning skills necessary for artistic solo and ensemble performances. Students will study advanced vocal techniques, ensemble skills, theory, and history as related to aesthetic performance practices. All performances are required and graded. Placement is by teacher recommendation only. Enrollment is based upon voice classification and balance. **Concert choir members will perform in all concert choir performances.**

### **MUSIC THEORY 1 (.5 credit)**

This course is designed for students who desire to learn music theory and notational skills, composition and arranging techniques, and a survey of music history and literature. Enrollment is open to all students regardless of musical background.

### **MUSIC THEORY 2 (.5credit)**

This course is a continuation of Music Theory 1. It is designed for students who desire to learn music theory and notational skills, composition and arranging techniques, and a survey of music history and literature. Enrollment is open to all students regardless of musical background.

(Prerequisite: Music Theory 1 or Teacher Recommendation)

### **CADET BAND (.5 -1 credit)**

This course is a basic techniques class for band students who need to improve their ensemble and solo performance skills. Students will study instrumental techniques, ensemble skills, theory, and history as related to level of appropriate music. Prior experience is required. Limited placement is by instructors' recommendation only. Enrollment is limited to two consecutive semesters (one school year.) This class is a preparatory band and is a non-performing ensemble.

### **CONCERT BAND (.5 – 1 credit)**

This course is an auditioned ensemble for high school students who exhibit skills necessary to perform solos and ensembles at the high school level. Students will study advanced instrumental techniques, ensemble skills, theory, and history as related to high school level music. Prior experience is necessary. Students must exhibit all skills required for successful completion of junior high advanced band. Placement is based upon instructor's recommendation. Enrollment is based upon instrumentation and balance. Concert Band members will perform in all Concert Band concerts, be members in the Marching Band/Pep Band, and will perform in all Marching Band functions. All performances are graded. Other ensemble requirements are at the discretion of the director. **Concert band members will perform in all concert band performances.**

### **SYMPHONIC BAND/WIND ENSEMBLE (.5 – 1 credit)**

This class is a highly selective auditioned band for the advanced high school student who exhibits outstanding ensemble technique skills, maturity, and the positive skills necessary for artistic solo and ensemble performance. Students will study highly-advanced instrumental techniques, ensemble skills, theory, and history as related to aesthetic performance practices. Extensive prior experience is necessary. Placement is by instructor's recommendation only. Enrollment is based upon instrumentation and balance. Symphonic Band/Wind Ensemble members will perform in all Symphonic Band/Wind Ensemble concerts, be members of the Marching Band/Pep Band, and will perform in all Marching Band functions. All performances are graded. Other ensemble requirements are at the discretion of the director. **Symphonic Band/Wind Ensemble Band members will perform in all symphonic band performances, will be members of the marching band, and will perform in all marching band functions.**

**CONCERT ORCHESTRA (.5 – 1 credit)**

This course is an auditioned ensemble for high school students who exhibit skills necessary to perform as a soloist and a large ensemble member. Students will study instrumental techniques, ensemble skills, theory, and history as related to appropriate music. Placement is by instructor's recommendation only. Prior experience is required. **All performances are required and graded. Enrollment is based upon instrumental needs.**

**SYMPHONIC ORCHESTRA (.5 – 1 credit)**

This highly-selective auditioned orchestra is for the advanced high school student who exhibits outstanding ensemble skills, maturity and technique necessary for artistic solo and ensemble performance. Students will study highly-advanced instrumental techniques, ensemble skills, theory, and history as relates to aesthetic performance practices. Extensive prior experience is necessary. Placement by instructor's recommendation only. **All performances are required and graded. Enrollment is based upon instrumentation and balance.** Other ensemble requirements are at the discretion of the instructor.

**C. DRAMA**

**ACTING 1 (.5 credit)**

This beginning course focuses on the basic elements of stage acting. The student will develop skills in concentration, movement, and voice, and will learn stage areas and theatrical stage positions. This course is the prerequisite for Acting 2.

**ACTING 2 (.5 credit)**

This upper level course focuses on the advanced elements of stage acting. Students will perform scenes to develop skills in movement, characterization, and stylization. This course, in addition to permission of the instructor, is a prerequisite for Theatre Practicum. (Prerequisite: Acting 1)

**STAGE DESIGN AND TECHNOLOGY (.5 credit)**

This course emphasizes practical application of and experiences in technical theatre, including scene design, set construction, color and texture, lighting, sound, and the use of stage materials. This course, in addition to permission of the instructor, is a prerequisite for Theatre Practicum.

**PLAY PRODUCTION (.5 credit)**

This course introduces students to a variety of elements and principles used in the process of theatre production and appreciation of theatre arts. The class experience will provide a technical overview of producing a play, including business management. This course, in addition to the permission of the instructor, is a prerequisite for Theatre Practicum.

**STAGE MOVEMENT (.5 credit)**

This basic movement class will provide the student with the beginning basic knowledge of pantomime, ballet, tap, modern, jazz, folk, and ballroom dance. Students will be exposed to the elements of choreography and have an opportunity to choreograph a dance.

**THEATRE PRACTICUM (H) (.5 credit)**

This advanced course provides the student with an opportunity for intensified study in selected areas of theatre such as acting, choreography, playwriting, design, directing, stage management, theatre history, dramatic theory, and criticism.

The student will complete and critique an audition and complete a ten-page scholarly research paper.

(Prerequisites: Acting 1 and 2, Stage Design and Technology, Play Production, Stage Movement, or audition/portfolio. Permission of the instructor is required.)

## **VI. Career & Technical Education (Practical Arts)**

### **A. BUSINESS EDUCATION**

#### **COMPUTER BUSINESS APPLICATIONS I (.5 credit) (\*STLCC Articulated Credit)**

Students will develop and reinforce skills in keyboarding input methods and basic computer operations. They will gain proficiency in using word processing, and presentation software. Students will also demonstrate guidelines on how to use the internet safely, efficiently, and how to evaluate the validity of internet sources. They will learn correct e-mail etiquette and principle usages of email.

#### **COMPUTER BUSINESS APPLICATIONS II (.5 credit) (\*STLCC Articulated Credit)**

Students will develop spreadsheet and desktop publishing skills needed for high school, college, and various technology careers, in addition to building on their word processing and internet skills developed in Computer Business Applications. Students will gain experience in preparing brochures, newsletters, business forms, advertisements, flyers, tables, and charts. The most current software appropriate to the industry will be utilized.  
(Prerequisite: Computer Business Applications I)

#### **INTRODUCTION TO GRAPHIC DESIGN AND MULTIMEDIA (.5 credit)**

Introduction to Graphic Design and Multimedia is an entry-level course in which students will develop graphic design and multimedia skills. Students will develop technical skills including computer animation, the creation of original graphic images, the enhancement of photographic images, and the development of a personal portfolio through the use of computer software such as CorelDraw, Authorware, Flash, and Cool Edit. Web Design could follow this course.

#### **WEB DESIGN AND E-BUSINESS (.5 credit) (\*STLCC Articulated Credit)**

Students will use effective communication skills to gather, analyze, and apply information as they design personal and business web pages, consider ethical dilemmas related to the Internet and web-site security matters, and develop a business plan to market a student-created e-business. As future entrepreneurs, employees, and consumers, all students will benefit from learning to create and evaluate e-business websites in this course. Desktop Publishing and/or Introduction to Graphic Design and Multimedia could follow this course.  
(Prerequisite: Computer Business Applications I)

#### **BUSINESS TECHNOLOGY (1 credit) (\*STLCC Articulated Credit)**

Students will be provided with an opportunity to develop a wide range of business skills necessary for employment and to learn the most popular software used in business today – the Microsoft Office Suite including Word, Excel, Access, and PowerPoint. Internet exploration, telecommunications, international business, filing, desktop publishing, problem solving, human relations, and career exploration are other units of study. Students may participate in Business Technology Internship when enrolled in this class.  
(Prerequisite: Computer Business Applications I)

#### **BUSINESS TECHNOLOGY INTERNSHIP (1 – 2 credit)**

This course is the application of school experiences in a business setting. Students are released from school two hours for supervised on-the-job training. Students also must be enrolled in Business Technology. Criteria for internship will be identified through the application process.  
(Prerequisite: Business Technology class taken concurrently)

#### **COMPUTER CONSTRUCTION AND NETWORKING (.5 credit)**

Computer Construction and Networking is an entry-level course. It is a recommended prep course for Computer Network Administration. The course is an exploration of basic computer hardware, software, and network functions. This course helps build the student's confidence and basic computer literacy. Studies include: basic computer architecture and operation, step-by-step computer hardware assembly, and computer troubleshooting. Computer Network Administration 1 could follow this course.  
(Prerequisite: Computer Business Applications I)

**COMPUTER NETWORK ADMINISTRATION 1** (.5 credit) (\*STLCC Articulated Credit)

This course will provide students with classroom and laboratory experiences with state-of-the-art networking equipment. The course centers on teaching students the theory of network design and maintenance through an online curriculum. Emphasis is given to the use of ethical decision-making and problem-solving techniques in the area of computer networking. Instruction and training are provided in the proper care, maintenance, and use of Cisco networking software, tools, and equipment. Labs include putting an RJ-45 terminator on a CAT 5 cable and pinging computers through IP addresses. Certification as a CCNA technician is available upon completion of Computer Network Administration 1, 2, and 3, and passing the CCNA exam.  
(Prerequisite: Computer Construction and Networking)

**COMPUTER NETWORK ADMINISTRATION 2** (.5 credit) (\*STLCC Articulated Credit)

This course continues instruction with classroom and laboratory experience in designing and installing a scalable computer-based network. The course emphasis is on the installation and programming of network routers. Certification as a CCNA technician is available upon completion of Computer Network Administration 1, 2, and 3, and passing the CCNA exam.

(Prerequisite: Computer Network Administration 1)

**PERSONAL FINANCE** (.5 credit)

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

**ACCOUNTING 1** (1 credit) (\*STLCC Articulated Credit)

This full-year course is an introduction to accounting principles and procedures. Students will learn to maintain financial records for a service and a merchandising business. They will learn to journalize, post, prepare financial statements, and close ledger accounts. Students will use computers to prepare a variety of accounting documents. Spreadsheets, Peachtree Accounting, Excel, and automated accounting programs will be used to complete their assignments.

**ACCOUNTING 2** (1 credit) (\*STLCC Articulated Credit)

This full year course will broaden a student's knowledge of accounting principles and procedures. It will enhance a student's preparation for a college major in accounting. Students will learn new procedures for preparing adjustments, calculating depreciation, and preparing payrolls. Accounting procedures for a manufacturing business, cost accounting, and financial statement analysis will be introduced in this second year. Computerized accounting will be used to assist in the preparation of payrolls, financial statements, and budget analysis. This course may be taken for college credit.  
(Prerequisite: Accounting 1)

**BUSINESS LAW** (.5 credit)

This course includes the study of practical applications of law dealing with the individual's need for protection of his/her personal rights and obligations in everyday business agreements. Students will study contracts, insurance (auto, life, property, and liability), and property rights (renting, owning). Business Management/Leadership could follow this course.

**BUSINESS MANAGEMENT/LEADERSHIP** (.5 credit)

This course provides students with an overview of business administration preparation. Units of study include business ethics, stocks and bonds, business ownership, financial business analysis, international business, and an opportunity for apprenticeship in a local business. Recommended for college-bound business administration, accounting, and finance majors. Business Law could follow this course.

**MARKETING FUNDAMENTALS** (.5 credit)

The course is designed to introduce students to the process of developing personal skills necessary for success on the job. Units of study include marketing, work ethics, labor laws, communications technology, and human relations. This course may be taken by any student, and is a prerequisite for anyone planning to enter the Marketing Education Internship Program as a senior.

**ADVANCED MARKETING 1 (.5 credit)**

Students will learn entry-level competencies related to various markets, and the way that customer service and salesmanship are interrelated to those markets. Units include sales promotion and operations, computer-related functions, and customer service. Concurrent enrollment in Marketing Education Internship is recommended, but not required. Students planning on majoring in marketing in college should enroll in this course.

**ADVANCED MARKETING 2 (.5 credit)**

Students will learn career-sustaining competencies related to marketing occupations. Units of study include advertising, promotion, and retail merchandising. Concurrent enrollment in Marketing Education Internship is recommended, but not required. Recommended for students planning to major in marketing in college.

**MARKETING EDUCATION INTERNSHIP (1 – 2 credits)**

Students will have an opportunity to apply career-sustaining competencies developed in Advanced Marketing 1 or 2. This work experience will be coordinated through an approved cooperative training station. Criteria for internship will be identified through the application process.

(Prerequisites: Marketing Fundamentals and concurrent enrollment in Advanced Marketing)

**B. FAMILY AND CONSUMER SCIENCE****NUTRITION & WELLNESS (.5 credit)**

Nutrition and Wellness students will explore topics related to nutrition, food economics, and ecology. They will develop skills to communicate effectively with family members, consumer groups and providers of food and nutrition products and services. Students will solve problems related to health and wellness, as well as food needs, through the application of mathematics and science principles and make responsible decisions involving family and individual food needs, the use of the food dollar, and the care of food.

**CULINARY ARTS 1 (.5 credit) (\*STLCC Credit by Exam)**

Students will explore the skills and information needed to select and purchase food products to develop a healthy eating lifestyle. They will analyze their personal dietary habits and develop a plan for improvement. Food safety, Serv-Safe skills, sanitation, preparation, and meal service techniques will be practiced in a laboratory setting. Career opportunities in Culinary Arts 1 will be explored. Culinary Arts 1 is the prerequisite for the Culinary Arts 2 Course.

(Prerequisite: Nutrition & Wellness)

**CULINARY ARTS 2 (.5 credit) (\*STLCC Credit by Exam)**

Students will complete competencies and skills required of the food and restaurant industry preparing them for an entry-level job as a chef. Students will receive theory and application in the preparation of stocks and sauces, classical vegetable cuts; basic principles for cooking meats; and baking principles and applications. Proper food protection and standards for employee working conditions will be taught through Serv-Safe Requirements.

(Prerequisite: Culinary Arts 1)

**APPAREL & TEXTILES (.5 credit)**

Apparel and Textiles is a skills course where students are introduced to the exciting and rapidly changing field of fashion, clothing construction, and the technology that supports the field. Basic sewing skills are learned through projects. This course develops sewing skills using a serger, a sewing machine, and an embroidery machine. Project supplies are the responsibility of the student.

**ADVANCED APPAREL & TEXTILES (.5 credit)**

Apparel and Textiles, Advanced students investigate and explore fashion as it relates to the clothing and manufacturing industry. Through the study of careers in apparel consumerism, advanced sewing machine and computerized sewing handicraft skills, students develop a background to be used personally and professionally. Students build from skills learned in Fashion Basics using new computerized technology. Project equipment and supplies are the responsibility of the student. (Prerequisite: Apparel & Textiles)

**FASHION MERCHANDISING (.5 credit)**

Fashion Merchandising will allow students to investigate the working of the fashion industry from concept to consumer. They will explore fashion development and movement, current fashion trends, fashion design principles and elements, textile industry, and fashion related careers.

**FASHION CONSTRUCTION & DESIGN (.5 credit)**

Fashion Construction and Design students will demonstrate a practical application of fashion design to basic pattern making, advanced garment construction techniques, finished garment alterations, textiles and career opportunities. Various garment construction and alteration projects will be completed. Assessment will include a college level portfolio related to fashion and selected project work. Project supplies and equipment are the responsibility of the student. (Prerequisites: Apparel and Textiles, Advanced Apparel and Textiles)

**HOUSING AND DESIGN (.5 credit)**

Housing and Design students will investigate concepts in housing development, architectural/furniture styles, products/services, and the elements/principles of design. These concepts will be applied to learning how to plan for, select, and finance housing. An additional focus includes a basic understanding of drafting, architectural design, and interior decorating. Students who are interested in careers such as design, drafting, or architecture would benefit from taking this course.

**FAMILY LIVING & PARENTHOOD (.5 credit)**

Parenting Issues builds parenting skills needed to face parenthood concerns and broadens the understanding of the realities of parenting. Positive parenting, family patterns, considerations before pregnancy, human reproduction, prenatal care and development, labor and birth, infant care, discipline, health and safety, child abuse prevention, media concerns, and child care will be covered. Students will develop an understanding of themselves and their role as a parent through a variety of instruction methods. Tech Prep credit will be provided when this course is taken in conjunction with Child Development, Care & Guidance and a B or better average is maintained in both courses.

**CHILD DEVELOPMENT, CARE & GUIDANCE (.5 credit) (STLCC Articulated Credit)**

This course provides instruction in the care, guidance, understanding, and appreciation of children and their growth and development. Instruction will include all stages and characteristics of development with a focus on ages birth through six years. Units of study also include multiple aspects of health, safety, special needs, selecting appropriate childcare, and careers related to child development. Students who are interested in parenting, early childhood education, elementary education, or any other child-related career should take this course.

**ADVANCED CHILD DEVELOPMENT, CARE & GUIDANCE (.5 credit) (STLCC Articulated Credit)**

This course examines the personal and professional characteristics needed by individuals seeking a career working with children. Students will continue to study the developmental areas of childhood that they learned in Child Development, Care & Guidance. They will explore the field of child development through classroom instruction, guest speakers, field trips, observations and first hand experiences with children. Units include exploring ethics and professionalism in child development careers, analyzing developmental stages, appraising health concerns, providing children's activities, balancing work and family, establishing a quality childcare program, and interacting with children. This class is beneficial for students who are interested in a career related to working with children. Fifteen hours of observation is a required component of this course. (Prerequisite: Child Development, Care & Guidance)

**PERSONAL FINANCE (.5 credit)**

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

## C. INDUSTRIAL TECHNOLOGY

### **WOOD AND CONSTRUCTION TECHNOLOGY** (.5 credit)

Wood and Construction Technology will give students hands on experience using hand tools, power tools and will improve problem-solving skills. Traditional and modern machinery techniques will be applied to develop the knowledge and skills needed for planning and constructing various projects. Student safety and correct machine operation will be stressed.

### **ADVANCED WOOD TECHNOLOGY** (.5 credit)

Advanced Wood Technology will give students more hands on experience focusing on new techniques and a wider range of individual projects. Students will be using traditional as well as modern computer aided machinery to accomplish tasks. Problem -solving skills will be honed as the students develop an understanding of the designing and manufacturing process. Careers in the industry will also be explored. (Prerequisite: Wood and Construction Technology)

### **METAL TECHNOLOGY** (.5 credit)

This course is an introduction to the areas of metals and metalworking. Students will learn the different metal types, the use of hand power tools, and the use of specific processes with the metal. The students will develop a basic understanding of metal shaping, abrading, and cutting operations, as well as how to join metals. Each process will be demonstrated and performed in a lab setting. Opportunities will be explored and post-secondary training will be discussed to assist students in future careers in the field.

### **HOME REPAIR AND MAINTENANCE** (.5 credit)

Home Repair and Maintenance is for those students interested in doing their own home maintenance and repair work. Students will learn the basic information and techniques necessary to use hand tools and various building materials required for routine repair and maintenance of a residential structure and its systems.

## D. PROJECT LEAD THE WAY (PLTW) – Pathway to Engineering

Project Lead The Way (PLTW) is a four year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum. Students can earn college credit for all Project Lead The Way course offerings.

### **FOUNDATION COURSES:**

#### **INTRODUCTION TO ENGINEERING DESIGN** (1 credit) (\*STLCC Articulated Credit)

Introduction to Engineering Design is a foundation course in the Engineering Academy that teaches students problem-solving skills using the design and production process. Hands-on labs and Inventor design software are used as learning tools for students to design and produce projects related to industry. Students should take this as the first course in the sequence of courses offered in the Engineering Academy program. This course articulates for college credit.

(A grade of C or above in Algebra 1 or concurrent enrollment is required.)

#### **PRINCIPLES OF ENGINEERING** (1 credit) (\*STLCC Articulated Credit)

Principles of Engineering is a foundation course in the Engineering Academy that helps students understand the field of engineering by exploring various technology systems and manufacturing processes. Students learn how engineers use math, science, and technology in the engineering problem-solving process. Hands-on labs and Inventor design software are used as learning tools. Students should take this as the second course in the sequence of courses offered in the Engineering Academy program. This course articulates for college credit.

(A grade of C or above in Algebra 1 or concurrent enrollment is required.)

## SPECIALIZATION COURSES:

### **DIGITAL ELECTRONICS (H)** (1 credit) (\*STLCC Articulated Credit)

Digital Electronics is a foundation course in the Engineering Academy that introduces the student to the application of electronic circuits and devices. Computer simulation software is used to design and test circuitry prior to the actual construction of circuits and devices. Students should take this as the third course in the sequence of courses offered in the Engineering Academy program. This course articulates for college credit.

(Prerequisite: Introduction to Engineering Design, Principles of Engineering, or Physics)

### **CIVIL ENGINEERING AND ARCHITECTURE (H)** (1 credit) (Odd Graduation Years Only)

The major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation or to students to model the real-world experiences that civil engineers and architects experience when developing property.

The CEA course is intended to serve as a specialization course within the Engineering Academy sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of both fields. Students work in teams, exploring hands-on projects and activities to learn the characteristics of civil engineering and architecture.

In addition, students use Rivet, which is a state of the art 3-D design software package from AutoDesk, to help them design solutions to solve their major course project. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course can be taken concurrently with Digital Electronics and articulates for college credit.

(Prerequisite: Introduction to Engineering Design and Principles of Engineering)

### **COMPUTER INTEGRATED MANUFACTURING (H)** (1 credit) (\*STLCC Articulated Credit)

Computer Integrated Manufacturing is a specialized course within the Engineering Academy. This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the **Introduction to Engineering Design** Course. Students use 3-D computer software to solve design problems. They assess their solutions through the relationship of design, function and materials, modify their designs, and use prototyping equipment to produce 3-D models. The course includes the use of the following:

- **Computer Modeling:** Students use 3-D software for mass property analysis.
- **Computer Numerical Control (CNC) Equipment:** Students develop an understanding of the operating procedures and programming capabilities of machine tools.
- **Computer-aided Manufacturing (CAM):** Students convert computer-generated geometry into a program to direct the operation of CNC machine tools.
- **Robotics:** Students program robots to handle materials in assembly-line operations.
- **Flexible Manufacturing Systems:** Teams of students design manufacturing work cells and tabletop factories to solve complex problems that arise in integrating multiple pieces of computer-controlled equipment.

This course can be taken concurrently with Digital Electronics and articulates for college credit.

(Prerequisite: Principles of Engineering and Introduction to Engineering Design)

### **AEROSPACE ENGINEERING (H)** (1 credit) (Even Graduation Years Only)

The major focus of this course is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community. (Prerequisite: one of the PLTW Pathway to Engineering courses, or AP Physics, or Calculus)

## CAPSTONE COURSE:

### **ENGINEERING DESIGN & DEVELOPMENT (H)** (1 credit) (\*STLCC Articulated Credit)

Engineering Design & Development is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. This course may also be taken at St. Louis Community College – Florissant Valley and articulates for college credit.

(Prerequisite: 2 foundation courses and 1 specialization course)

## E. COOPERATIVE INDUSTRIAL EDUCATION

### **COOPERATIVE INDUSTRIAL EDUCATION 1** (1 credit)

Students study occupations that relate to technical, child development and care, food production and service management, and construction and manufacturing industries. Related units of study in these areas are introduced, as well as employer-employee relations, human relations, communication skills, labor organizations, and career development. Each student enrolled in the program must have completed an introductory course in one of the related fields of study as a prerequisite. Courses offered in the Family and Consumer Science or Industrial Technology Departments will meet this prerequisite. Criteria for internship will be identified through the application process.

### **COOPERATIVE INDUSTRIAL EDUCATION 2 - INTERNSHIP** (1 – 2 credits)

Students must be enrolled in Cooperative Industrial Education 1 and 2. This course provides supervised on-the-job internship in the technical, service, and construction occupations. Criteria for internship will be identified through the application process.

(Prerequisite: Concurrent enrollment in Cooperative Industrial Education 1)

## F. HEALTH OCCUPATIONS

### **HEALTH OCCUPATIONS** (4 credits) (\*STLCC Articulated Credit)

This course meets three hours per day. Students gain knowledge about health careers along with the opportunity to explore these careers through guest speakers, audio-visual aids, and outside field trips. Physical and health sciences are studied through a variety of classroom laboratory activities. Students receive nurse assistant training during their studies and clinicals. (Recommended: 2.0 or higher.)

During the second semester, students are released part of the school day and are given opportunities to observe and participate in clinical experiences. Clinical areas include Christian Hospital Northeast, DePaul Medical Center, St. John's Mercy Medical Center, dental offices, sports medicine facilities, veterinary offices, and other related areas of student interest.

\*STLCC Articulated Credit: Students may receive college credit through St. Louis Community College.

## VII. Physical Education, Health, and Safety Education

### **PHYSICAL EDUCATION A (Required)** (.5 credit)

This level provides the student the opportunity to review and improve skills introduced in previous levels and to explore some new activities. Included are personal fitness, rhythms/aerobics, swimming, and team sports.

### **PHYSICAL EDUCATION B (Required)** (.5 credit)

This level offers the student a chance to improve upon skills introduced at previous levels and to select activities of leisure time pursuits.

### **PHYSICAL EDUCATION C (Elective) (.5 credit)**

Students may continue to elect to take physical education courses to keep physically, mentally, and socially fit and to enjoy activities which will be valuable as leisure time pursuits. Activities may include:

<u>Team Sports</u>	<u>Recreational Games</u>	<u>Individual Sports</u>	<u>Aquatics</u>
Basketball	Badminton	Archery	Advanced Swimming
Flag or Touch Football	Bocce Ball	Golf	Lifeguard Training
Floor Hockey	Bowling	Handball/Racquetball	Synchronized Swimming
Soccer	Horseshoes	Tennis	Water Aerobics
Softball	Pickleball	Track/Field	Water Polo
Team Handball	Shuffleboard	Wrestling	
Ultimate Frisbee	Table Tennis		
Volleyball			

  

<u>Rhythm</u>	<u>Personal Fitness</u>	<u>Outdoor Education</u>	<u>Officiating</u>
Aerobics	Aerobics	Angling	All Sports
Creative Movement	Body Development	Archery	
Social Dance	Walking for Fitness	Backpacking	
		Orienteering	
		Recreational Games	
		Snorkeling	

### **ADAPTIVE PHYSICAL EDUCATION (.5 credit)**

This course provides physical education for students with physical challenges who are unable to participate in regular physical education. A specific physical form may be obtained from the school nurse.

### **HEALTH (Required) (.5 credit)**

The students will gain knowledge about human growth and development, mental health, emotional health, substance abuse, disease prevention, first aid, CPR, safety, and nutrition.

### **LIFEGUARD TRAINING (.5 credit)**

Prerequisites:

- The candidate must be 15 years of age on or before the start of the pre-course session.
- Swim 300 yards continuously using each of the following strokes for at least 100 yards: crawl and breaststroke.
- Submerge to a minimum depth of 7 feet, retrieve a 10 lb. object and return with it to the side of the pool.
- Student must buy the book if receiving Lifeguard Certification.

The American Red Cross Lifeguard Training Course will be presented, and upon successful completion, the students will receive American Red Cross certification in Lifeguard Training and CPR for the Professional Rescuer.

### **OFFICIATING (.5 credit)**

The purpose of this course is to guide students through a process that trains officials for the classroom and the community. The training process should include the expectations that officials need to be independent, impartial, and responsible to all participants.

### **PERSONAL FITNESS (.5 credit)**

This course includes a basic program composed of flexibility, strength, cardiovascular development, nutrition, training methods, and safety that students can use now and in the future.

### **OUTDOOR EDUCATION (.5 credit)**

Outdoor Education is a course designed to promote an appreciation of lifelong outdoor pursuits. The following activities are included in the course: orienteering, map reading, water and boat safety, fishing, snorkeling, camping basics, hiking, survival skills, and recreational games. Guest speakers, technological experiences, and classroom work will also be included in this course.