

New Horizons

Program of Studies

2012-2013



**School District of Springfield R-12
Springfield, Missouri**

Notice of Nondiscrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all employee groups, associations or organizations who meet and confer with representatives of the Springfield R-12 School District are hereby notified that this institution does not discriminate on the basis of race, color, religion (belief or non-belief), ancestry, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Springfield R-12 School District's compliance with the regulations implementing Title VI, Title IX, ADA, or Section 504 is directed to contact the Human Resources Director (523-0052). This office has been designated by the Springfield R-12 School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, ADA, and Section 504.

Public Notice—Public Education for Students with Disabilities

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The School District of Springfield R-12 assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a development delay.

The School District of Springfield R-12 assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The School District of Springfield R-12 has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan is available for review during regular school hours in the office of the Director of Special Education. Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/legal guardian's name/address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact this district at 523-7500.

The School District of Springfield R-12 does not discriminate on the basis of disability in admission to its program, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The School District of Springfield R-12 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

For further information, contact the Special Education Office (523-7527).

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PLANNING A HIGH SCHOOL PROGRAM OF STUDIES

Establishing Goals

Students will begin in the eighth grade to determine which high school courses will assist them in their future careers. High school courses should be chosen with a purpose, focused on goals for future education and, ultimately, future careers. Students should discuss and plan their four-year schedule with the help of their parents, counselors, and teachers.

Career Paths

Career paths lead to occupations/careers that are grouped around interests, and include a variety of occupations which require different levels of education and training. A career path focuses the student's studies while still allowing for flexibility and variety. All paths have equal dignity and all prepare students for the future regardless of interests, abilities, or level of education required. The six career paths include: Arts and Communication; Business, Management and Technology; Health Services; Human Services; Industrial and Engineering Technology; and Natural Resources Agriculture. The courses suggested under each career path are designed to provide an education that will enable each student to develop skills, understandings, and attitudes necessary to enter a career and to become an effective citizen in the community.

Guidance

Students should identify and evaluate their own interests, abilities, and ambitions. Parents, counselors, teachers, and principals are ready to assist students with the decisions they must make in planning for high school, college, and career. Counselors and other staff members can help students locate and use extensive information about careers and college programs, as well as materials designed to assist in learning more about themselves. Assessments (i.e., EXPLORE, PLAN, MAP EOC) provide information from which counselors and students plan a program of studies leading to a meaningful career. Career paths are used by counselors and students in selecting appropriate courses for meeting graduation requirements and career preparation. Please refer to **Student Pathways to Success** in the A+ school section for information regarding Career Paths, Career Clusters, and Career Pathways.

Selection of Studies and Personal Plan of Study

Each student is required to complete a *Selection of Studies* and select a career cluster in developing his/her Personal Plan of Study. It is fully understood and expected that interests and desires of students may change from year to year; however, it is highly desirable that each student consider his/her entire high school program when filling out the *Selection of Studies*. **The Personal Plan of Study will be reviewed and can be revised each year when the *Selection of Studies* is completed. Each *Selection of Studies* and each change in schedule requires parental approval. Careful completion of a Selection of Studies and preparation of the proposed personal plan of study should eliminate the necessity of schedule changes.** Students should not seek a schedule change without first consulting with their school administration and/or counselor to determine whether it will affect eligibility (see High School Athletic/Activity Eligibility section).

Diplomas

Diplomas awarded by Springfield's high schools are of two types - an "Honors" diploma and a regular diploma. The regular diploma is awarded to graduating seniors who have satisfactorily completed the requirements for graduation as established by the Missouri Department of Elementary and Secondary Education and the local Board of Education. The "Honors" diploma is awarded to pupils who rank in the upper fifteen percent of their graduating class. The top five percent of each graduating class shall receive the Board of Education Award.

Attendance Requirements for Graduation

Students will be required to attend **eight** semesters in grades nine and above. Permission may be granted to leave after seven semesters under the following conditions:

The student shall have completed a total of twenty-five units of credit in seven semesters of attendance, and have arranged to attend college, university, vocational school, or on-the-job training for the eighth semester. Approval must be given in advance by the principal. Requests for early leaving should be submitted to the principal by the end of the sixth semester. A statement shall be given to each student showing the credits earned and the conditions for which a diploma will be granted in the future. Students successfully completing a planned educational experience shall be eligible to receive their high school diploma with their graduating class. **A semester is defined as being enrolled in a minimum of 3 units of credit.**

Graduation Requirements

Springfield R-XII Board of Education Policy IKF—Graduation Requirements provides for a minimum of 25 units of credit completed during grades nine and above:

Communication Arts 4 Units

The Communication Arts requirement includes a minimum of three units of English
A fourth communication arts unit may be taken in the area of journalism, speech, or drama;
however, courses from these areas may not count toward some college entrance requirements.

Social Studies 3 Units

Students are required to complete three units of Social Studies as follows:
United States History (Gr. 9) 1 unit
World History (Gr. 10, 11, 12)..... 1 unit
Liberty and Law (Gr. 11, 12) ½ unit
and any additional Social Studies ½ unit
or AP US Government & Politics 1 unit

Mathematics 3 Units

Science 3 Units

Physics First or Physics First Honors in 9th grade,
General Biology or General Biology Honors or Introductory Biology,
and one additional science credit during grades 10-12.

Physical Education 1½ Units

The normal sequence for PE requirements of ½ unit each in the
freshman, sophomore, and junior year is strongly encouraged.

Health ½ Units

Practical Arts 1½ Units

Students are required to complete 1½ units of Practical Arts as follows:
Personal Finance (Gr. 10, 11, 12) ½ unit
Any additional Practical Arts 1 unit

Fine Arts 1 Unit

Fine Arts courses include music, visual arts, and performing arts.

Electives 7½ Units

Total 25 Units

Graduation requirements for students who are eligible for special education services may be modified in accordance with determinations made at the meetings held to develop a student’s Individual Education Plan. Please reference School Board of Education Policy IKFB for more specific details.

Classification of Students

Classification of students in the Springfield senior high schools is on an annual basis. Those who have completed satisfactorily and been promoted from the eighth grade in an accredited school will be classified as ninth graders. The classification of students above the ninth grade will be determined by the number of units satisfactorily completed, including required courses at any given time, as follows:

Grade 10	minimum of five units
Grade 11	minimum of eleven units
Grade 12	minimum of seventeen units

The official reclassification of a student who falls behind in the number of credits earned may be delayed if, in the opinion of the principal, there is reason to believe that the student will be eligible to graduate at the appropriate time. In no instance will a student be transferred to another school without proper grade classification.

Special Education

Students who are eligible for Special Education may receive credit for individually designed programs which are implemented in a Special Education classroom. Students also receive credit for regular courses which have been modified to accommodate individual student needs. When a student’s disability prevents him/her from participating in certain activities, special classes may be substituted for otherwise required classes. Substitution of classes and the type of credit which will be awarded for Special Education classes are determined individually and are reflected on the student’s Individual Education Plan (IEP).

Missouri Assessment Program (MAP) End of Course (EOC) Exams

All students are required to take course-specific tests in algebra I, biology, English II and government when they complete the respective courses. The results will be used to meet state and federal accountability requirements. Teachers will use students' performance on the tests as a factor in awarding final course grades. Three scheduled testing periods are planned each year – winter, spring and summer.

Placement, Credit, and Variances for Students Who Transfer into the District

When a student enters from an unaccredited public or nonpublic high school in Missouri or another state or from a home school, school officials will review reported courses and any available achievement test or other performance data; interview student and parents; administer formal and informal assessments if records are inadequate; and make a tentative placement decision based on available information. If placement is ninth grade, students should be required to meet all state and local graduation requirements. If placement is tenth grade or higher, school staff will develop with student and parents a graduation program of studies that, if completed, will earn a high-school diploma. School staff will review placement and academic progress with student and parents periodically. **NOTE: Parents/guardians of home-schooled children must provide documentation as required in RSMo 167.031.**

Dropping a Course

When a student drops a course after the fourth week of a term in a 8 block school (Central, Hillcrest or Parkview) or after the second week of a term in a 4 block school, (Glendale or Kickapoo) the student will receive an "F" on his/her transcript. Please see your guidance counselor for specific information pertaining to your school's practice. Students should not drop courses without first consulting with their school administration and/or counselor to determine whether it will affect eligibility (see High School Athletic/Activity Eligibility section of this booklet).

Fifth Quarter Summer School Credits

Springfield Public Schools summer program is called Fifth Quarter. Grades earned in the summer program will be included in the calculation of the following year's GPA. Credits earned in the summer program will count toward graduation requirements. Information regarding this program is available each spring in the schools and on-line.

Individualized Program of Studies

The Individual Program of Study (IPS) was approved by the Board of Education on November 17, 1998 in order to establish a flexible process for students to meet graduation requirements based on individual needs. The IPS permits the modification of School Board Policy—Graduation Requirements, for academic, medical, social and economic reasons. The process must involve the student, parent(s)/guardian(s), high school counselor, high school principal and other appropriate individuals. A request for an IPS may come from many sources (i.e., teacher, counselor, student, principal, parent/guardian); however, the process must be endorsed by the student and parent(s)/guardian(s). Students at any grade level may request an IPS. The student and/or parent(s)/guardian(s) must contact his/her counselor to begin the process once the need for an IPS is determined. A student who wishes to graduate prior to seven semesters and be ranked with the new graduating class, must have the IPS on file by **the last day of class of the tenth grade year**. Students who do not have the IPS on file by that date **will not** be ranked.

Correspondence Course Credit

A maximum of two units of high school credit from approved correspondence courses may be counted toward graduation.

Duplicate Credit Courses

Some courses in vocal and instrumental music, physical education, Reading, journalism, drama, debate, Oral Interpretation, marketing, visual arts, and family and consumer science may be taken for duplicate credit. (Refer to individual course descriptions and consult your counselor for more information.)

Repeated Courses

High school students who repeat courses for which grades of "F" or "D" were originally earned will have the highest grade earned included in their GPA. The transcript will continue to show the student took the course twice and will show the grade earned on both occasions; however, only the grade for the best attempt will be included in the GPA and credit is only awarded once. Students who have earned a grade of "C" or better will not, under this practice, be allowed to repeat these courses for credit. If a student who earned a grade of "C" or above should choose to repeat a course, the first grade will remain and the second grade will be reflected as no credit on the transcript. In prerequisite courses, because mastery is essential to future success, there is an exception. If a student earns an F, D, or C in a prerequisite course, then he/she may repeat the course and the student may request credit. **Following completion of the course and within two weeks of the end of the term, if requested, this repeated course will count as an elective non-weighted credit and both grades will be included in the GPA.**

OTC Career Center

Through attending one-half day classes at the OTC Career Center on the OTC main campus, qualified high school juniors and seniors can supplement courses available at their high school, develop high tech skills needed in today's global economy and workforce, and prepare for full-time enrollment at a community college or university. Springfield, R-12, pays the cost of tuition for high school students from the District to attend OTC. Students who stop attending OTC classes before the end of the semester must reimburse the District for any tuition costs that are not refunded by OTC. Students who are dropped or removed from OTC for disciplinary reasons must reimburse the District for any tuition costs that are not refunded by OTC. Reimbursement must be paid to the District by the end of the semester in which the student was enrolled in OTC classes. Under no circumstances shall reimbursement remain due and owing after the date of the student's graduation from the District. Students who are unable to attend OTC classes due to illness, injury, or other health conditions will not be required to reimburse the District for OTC tuition costs. Students who are prohibited from attending classes due to suspension, expulsion, or other disciplinary measures imposed by the District or the administration at the student's school will not be required to reimburse the District for OTC tuition costs. The current tuition costs (determined annually by OTC) for a class at OTC is \$1,045 per semester. OTC will refund a portion of the tuition if the drop occurs before the 35th day of class. The amount will be prorated depending on the date the student officially drops.

A+ Schools Program

The A+ Schools Program is a school-improvement initiative established by the Outstanding Schools Act of 1993. The primary goal of the A+ Schools Program is to ensure that all students who graduate from Missouri high schools are well prepared to pursue advanced education and employment. Participating schools are encouraged to:

- Reduce the dropout rate
- Raise academic expectations by eliminating general-track courses
- Provide career guidance for all students
- Work closely with business and higher-education leaders to better prepare students for their lives after graduation

Students who graduate from a designated A+ high school may qualify for a state-paid financial incentive to attend any public community college or career/technical school in Missouri if the student successfully meets state and local requirements

Articulated Credit

Articulation offers high school students the opportunity to earn free college credits for approved high school courses from Ozarks Technical Community College (OTC). Students must have an overall high school GPA of 2.0 or higher, a 3.0 or higher in the specific class(es) selected articulate and be recommended by their high school instructor via the CATEMA registration system. Upon graduation from high school, students must present a CATEMA certificate to an OTC advisor during enrollment. The CATEMA certificate will be mailed to the student from OTC. Students must also send an official high school transcript to the OTC Admissions office as soon as graduating from high school. To be eligible for the articulated credits, students must enroll at OTC within two years of high school graduation. There is no fee for articulated credit. For more information, contact OTC at 447-8121 or techprep@otc.edu

Advanced Placement

Advanced Placement is a nationally recognized program developed by Educational Testing Service which allows academically accelerated high school students to pursue college-level studies and to receive credit or appropriate placement from participating colleges or universities. Students working for Advanced Placement college credit are **REQUIRED** to take an examination. The cost of the testing is to be paid by the student; however, where financial need exists, assistance can be provided. The examination is graded and evaluated on a scale of 1 to 5 and ranked by Educational Testing Service. These ranks are then sent to participating colleges or universities specified by the student. **Not all colleges or universities participate in the AP Program.** Students considering AP should discuss the details and requirements of the program with their counselor and their parents.

Dual Credit Earned on the High School Campus

In some cases, rather than students leaving high school to attend college classes, some colleges recognize credit for courses offered at a high school during the regular school day in which the teachers have been appointed as adjunct college instructors. Dual credit courses are generally available to juniors and seniors who meet the requirements established by the individual colleges offering the dual credit courses. Please check with your counselor for details and requirements of approved dual credit courses available at your high school. **NOTE: Courses taken for college credit will require fees for tuition, books, and/or other expenses. All expenses are the responsibility of the student enrolling in these courses.**

Dual Enrollment Credit Earned on the College Campus

Dual enrollment allows the high school student to be enrolled both as a high school student for a portion of the day and to leave the high school campus to enroll in and attend classes on a college campus. Students interested in pursuing this option are advised to work closely with their counselor prior to their senior year to reduce possible scheduling conflicts.

Dual Enrollment (on the College Campus) Guidelines:

1. Dual enrollment will generally be limited (except with special permission) to seniors only.
2. Students must be enrolled in at least two (2) units of credit per semester in their local high school.
3. Courses taken at the college level will only count as elective credit toward the total twenty-five unit requirement for graduation.
4. Students are responsible for providing college transcripts or other official notification to the high school counselor for courses taken on a college campus. When the college grade is verified, the student may request that the grade be added to the high school transcript. The college credit earned will be converted to high school credit and added to the transcript. The student earns both high school and college credit for dual enrollment courses.
5. The calculation of the high school GPA will include all dual enrollment credit on the high school transcript. Credit is Three (3) semester hours = $\frac{1}{2}$ unit; Two (2) semester hours = $\frac{1}{4}$ unit.
6. A student who is taking a college course and drops that course may become ineligible for high school athletics and other activities if he/she is no longer enrolled for 80% of total possible credits i.e. 3 units of credit in 7 unit schools (CHS and PHS) and 3.5 units in 8 unit schools (GHS, HHS, KHS). (See High School Athletic/Activities Eligibility section of this booklet).
7. Course cost and fees are the responsibility of the student.

Recognition of Excellence

Students may earn a number of awards and/or certificates to recognize excellence in high school. Honors diplomas and certificates of recognition are awarded by the Board of Education to students in the graduating class who qualify. Students may work with their counselors and/or appropriate staff members to receive additional awards.

Seals of Excellence

The Springfield Public Schools District, in an effort to encourage students to achieve excellence in their studies and to recognize this achievement, has adopted a procedure of awarding departmental Seals of Excellence. Students who demonstrate achievement of the standard of excellence in one or more subject areas will earn Seals of Excellence. The student is eligible for a Seal of Excellence upon: (1) completion of an application to the appropriate department; (2) verification that all subject area standards of excellence have been completed; and (3) recommendation by the department. Brochures describing standards to be achieved for receiving a Seal of Excellence are available at each site.

Honors Program

While regular curriculum courses provide an excellent education, the honors program is designed to provide educational opportunities beyond the regular curriculum for academically talented and highly motivated high school students. In certain subject areas, one or more classes have been designated as honors classes. A higher quality of student performance, a greater depth of understanding and instruction, and a research and investigation emphasis will be evident in honors classes. All honor students are expected to read extensively, think critically and write lucidly.

Criteria for Honors Classes

1. Honors classes, when feasible, will cross subject area lines in order to give the student a broad view of the concept under investigation.
2. Students in honors classes will have assignments to complete outside of class time on a regular basis.
3. Two-thirds of the student tasks and Major Instructional Goals (MIGs) in honors classes will be at the analysis, synthesis, and evaluation levels. Instructional materials selected for honors courses will support this criteria.
4. Generally, two thirds of the items on honors class examinations will require analysis, synthesis, and/or have open-ended responses. In some cases, externally prepared final examinations may be utilized.
5. Students in honors classes will complete appropriate projects that will determine a minimum of 10% of the class grade in the semester in which it is completed. Projects must include research, exploration, and evaluation.
6. When feasible, honors classes will provide an opportunity for students to become involved in school and community service/service learning.

Students enrolled in an honors course who do not demonstrate satisfactory honors level performance may be placed in the regular curriculum course. It is understood that this would occur only after the instructor, student, counselor, and parents have been involved in an effort to assist the student to attain an acceptable achievement level. Enrolling in honors courses affects a student's GPA (see Grade Point Average (GPA) and Weighted GPA, and Weighted Multiplier Guidelines/Computation section in this booklet).

Grade Point Average (GPA) and Weighted GPA

A = 4.00	A- = 3.66	B+ = 3.33	B = 3.00	B- = 2.66	C+ = 2.33
C = 2.00	C- = 1.66	D+ = 1.33	D = 1.00	D- = 0.66	F = 0.00

Springfield Public Schools encourages students to participate in a rigorous, challenging academic course of study. Honors classes, AP classes, IB classes, and certain other classes are designated to count toward a **“weighted multiplier.”** **Courses designated for the weighted multiplier are signified in the course descriptions section of this booklet with a ♦.**

There are many student choices which can influence a student’s GPA and class rank. These include, but are not limited to: courses designated for weighted multiplier, summer school, dual enrollment, independent study, community service, correspondence courses, a reduced schedule, early leaving, student assistant, and performance of other students.

Formula for Weighted Multiplier

The number of designated classes a student successfully completes in a school year determines a multiplier as indicated in the following charts.

Formula for Glendale, Hillcrest and Kickapoo

Designated Classes Per Year	9th Grade	10th Grade	11th Grade	12th Grade
	Weighted Multiplier			
1 unit	1.05	1.05	1.05	1.05
2 units	1.125	1.10	1.10	1.125
3 units	1.175	1.15	1.15	1.175
4 units	1.25	1.20	1.20	1.25
5 units	1.25	1.25	1.25	1.25

Formula for Central and Parkview

Designated Classes Per Year	9th Grade through 12th Grade
	Weighted Multiplier
1 unit	1.05
2 units	1.125
3 units	1.175
4 units	1.25

Weighted Multiplier Guidelines/Computation

- All credit bearing, graded courses will count in Grade Point Average (GPA).
- Students not completing a full class load (6/8 classes at GHS, HHS and KHS and 5/7 classes at CHS and PHS) will be lowered one multiplier.
- Base points earned:

A = 4.00 x unit of credit	A- = 3.66 x unit of credit	B+ = 3.33 x unit of credit
B = 3.00 x unit of credit	B- = 2.66 x unit of credit	C+ = 2.33 x unit of credit
C = 2.00 x unit of credit	C- = 1.66 x unit of credit	D+ = 1.33 x unit of credit
D = 1.00 x unit of credit	D- = 0.66 x unit of credit	F = 0.00 x unit of credit

- If a student takes designated courses and earns grades of C- or better, a multiplier is used (see chart).
- The sum of all base points multiplied by the weighted multiplier equals total weighted base points.
- Total weighted base points divided by units of credit attempted equals weighted GPA for the year.
- Cumulative GPA: Add total weighted base points for each year, then divide by total units of credit attempted for all years.
- Official/final GPA/class rank will be computed in June.
- Seniors’ class rank will be computed at the end of the 7th semester and again at the end of the 8th semester.
- Additional credits earned during the regular school semester are included in that semester’s GPA (e.g., correspondence courses, college classes).
- Credits earned during the summer will be included in the following year’s GPA.

Missouri Coordinating Board for Higher Education Recommended High School Core Curriculum (*Updated June 14, 2006*)

Missouri Department of Higher Education website: <http://www.dhe.mo.gov/corecurriculum.shtml>

The Missouri CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student. Admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling.

English/Language Arts - 4 units
 Social Studies - 3 units
 Mathematics - 3 units
 Science - 3 units
 Fine Arts - 1 unit
 Additional Coursework - 3 units *
 Electives - 7 units **

* Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (½), and personal finance (½)

** All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended. For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

English/Language Arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included. Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Mathematics coursework (3 units) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete 3 additional units in grades 9-12. Coursework not acceptable for the high school core curriculum emphasizes pre-algebra, computer math/programming, consumer/basic math, or accounting.

Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course. Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Social Studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor. Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

Fine Arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included. Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.

High School Athletic/Activity Eligibility

The Missouri State High School Activities Association (MSHSAA) establishes eligibility criteria for students. A student in grades 9-12 must have earned, the preceding semester of attendance, a minimum of 3 units of credit or have earned credit in 80% of the maximum allowable classes in which a student can be enrolled in the semester, whichever is greater, and shall currently be enrolled in and regularly attending courses that offer 3 units of credit or 80% of the maximum allowable credits which may be earned, whichever is greater, **i.e., CHS, PHS—3 units; GHS, HHS, KHS—3.5 units of credit**, or a student must be enrolled in a full course at his or her level in a special education program for the handicapped approved by the Missouri State Department of Education which, though ungraded, enrolls pupils of equivalent age, and that student must have made standard progress for his or her level the preceding semester. A beginning 9th grade student shall have been promoted from the 8th grade to the 9th grade for first semester eligibility. A student who is dually enrolled in college and high school classes but who does not receive high school credit on his or her high school transcript for the college work, may have college hours earned during a regular semester count up to a maximum of one unit of credit toward determining high school eligibility as follows: ½ unit of high school credit for a 3-hour college class and 1 unit of high school credit for a 5-hour college class.

College Preparatory Studies Certificate

The Missouri State Board of Education awards the College Preparatory Studies Certificate to Missouri students who successfully complete a rigorous academic program in high school. Eligibility for a College Preparatory Studies Certificate does not ensure admission to a specific college or university. Students should consider admission requirements specific to the college or university to which they may seek to apply as they select high school courses.

Requirements for a college preparatory studies certificate

English/Language Arts 4 units (not to include drama, journalism or broadcast journalism)

Social Studies 3 units

Math 4 units (Algebra I & beyond, not to include computer programming)

Science 3 units

Physical Education 1 unit

Practical Arts 1 unit

Personal Finance ½ unit

Health ½ unit

Fine Arts (music, visual arts or performing arts) 1 unit

Electives 4 units

Specified Core 3 units (must be from English, math, science, social studies, foreign language or fine arts)

In order to receive the College Preparatory Studies Certificate, a student must earn at least a non-weighted 3.0 GPA in the four core subject areas, score above the national average on college entrance examinations such as the ACT or SAT, and maintain a 9-12 attendance rate of at least 95 percent.

Regular Admission From High School For First Time College Students

The admissions requirements for colleges and universities vary. Refer to the specific institution website for entrance requirements for incoming freshmen.

NCAA Eligibility Center

The NCAA Eligibility Center (formerly the NCAA Initial-Eligibility Clearinghouse) will certify the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. The NCAA Eligibility Center website provides important information about initial-eligibility at NCAA Division I and II member colleges and universities. If you intend to participate in Division I or II athletics as a college freshman, you must register and be certified. **On-line registration must take place after completion of the student's junior year.** A fee is required. Students can obtain more information and register on-line at: <https://web1.ncaa.org/eligibilitycenter/common/>. The NCAA requires prospects who intend to enroll at NCAA Division I and Division II institutions to supply ACT or SAT scores directly from the testing agencies using code "9999" so that a certification decision will not be delayed. Test scores that appear on a high school transcript will not be accepted by the NCAA.

Credit Recovery

Credit Recovery is an intervention offered to students who have previously taken a course but failed to earn a passing grade. Credit recovery allows students to go back and *recover* the credit by completing course requirements in the Credit Recovery Program. Enrollment is limited and counselor referral is required. This course may be repeated for credit. This course, as well as the recovered credit, is pass/fail.

Missouri Option Program

Students who have failed to earn enough credits to graduate with their class may qualify for the Missouri Option Program. This program, authorized by the Missouri Department of Elementary and Secondary Education, provides an alternative means of earning a high school diploma. Students must be enrolled full time and must meet eligibility criteria for participation in this program. Students must complete all required activities of the program and earn a passing score on the GED to receive a diploma. Once enrolled in the Missouri Option Program, students no longer earn credits toward graduation and are not eligible for MSHSAA activities. A conference must be held with school personnel, students and parents/guardians to discuss program requirements and limitations and to determine if the student meets the program guidelines. The guidance counselor should be contacted for more information.

Middle College

Middle College is a *partnership between Springfield Public Schools and Ozarks Technical Community College* and provides an academic pathway for *struggling or underserved* students to realize their high potential by attending school on a college campus environment. Selected students will transfer during their junior and senior years from their home high school, to the OTC campus to complete high school requirements. Students will also earn up to 20 college credits in technical education classes and experience a reduced day schedule to apply learned job readiness skills to the workplace through internship experiences. Interested and eligible sophomore students should contact their high school counselor for information and an application packet. Additional information about the Middle College model is available on the SPS website and the OTC website at <http://www.otc.edu/middlecollege/middlecollege.php>

International Baccalaureate

Central High School has been authorized to offer the International Baccalaureate curriculum since 1998. Any Springfield high school student has the opportunity to take part in this internationally recognized college preparatory curriculum by requesting a transfer (if necessary) to Central High School. Content of IB courses is very rigorous. The curriculum for the IB diploma is “balanced” and requires students to study and sit for examinations from six subject area groups:

- Group 1: Language “A” = one’s native language
- Group 2: Language “B” = a modern foreign language
- Group 3: Man and Society—social studies such as History and Psychology
- Group 4: Experimental Sciences—Biology, Chemistry, Environmental Sciences
- Group 5: Mathematics—3 levels
- Group 6: Arts and elective subjects

Students choose three subject areas to study in great depth (“major” subjects), and the other three in less depth (“minor” subjects). Students are allowed to take up to 2 exams, junior year, the remainder are taken senior year. Exams are written and very extensive. Exams are sent to IB examiners around the world to be graded. Classroom teachers determine 25-40% of a student’s grade for each subject area via a prescribed paper, project, portfolio, or a tape-recorded oral conversation specific to each subject. The remainder of the course grade is based on the final written exam. IB students must also meet district graduation requirements and receive standard grade reports each quarter.

In addition to the six subject areas, all IB students must complete three additional requirement:

- **Theory of Knowledge**—is a senior year seminar class that is the capstone of the IB curriculum.
- **Extended Essay**—4000 word research paper written independently from any specific class.
- **Creativity, Action, and Service (“CAS”)** - Is the extracurricular and community service component of the diploma.

Students who earn the IB diploma have been accepted by colleges and universities in more than 100 countries. North American institutions usually grant recognition in one or more of the following ways:

- (1) They recognize the academic challenge undertaken in high school when making admission decisions ,and /or they grant advanced standing in subject areas where students have demonstrated mastery of the content and skill required for placement in the course, and/or
- (2) They recognize IB course work and examinations as equivalent to university-level work by granting general or specific university credit toward graduation.
- (3) Some universities recognize the diploma as a “whole” and grant a specific number of college hours (or sophomore status) for students holding the diploma

International Baccalaureate Middle Years Program

The International Baccalaureate Middle Years Program (IB-MYP) provides an international education to students in grades 6 through 10 designed to help develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The IB-MYP is located at Pipkin Middle School (grades 6-8) and Central High School (grades 9-10). To receive a MYP certificate, students must successfully complete all of the appropriate MYP courses, including foreign language, and must complete a Personal Project. Students living in the Pipkin attendance area have first priority for enrollment.

COURSE DESCRIPTIONS

I. FINE ARTS

Only music, visual arts or performing arts may be counted toward meeting the graduation requirements in fine arts.

Visual Arts

The secondary visual arts program develops students' understanding of basic design concepts and principles and the use of these principles in their daily lives. Emphasis in the program is directed toward the student's awareness of the unique visual heritage that is part of all cultures. **Many art courses beyond Art Foundations have a materials fee.** Students should consult their counselors.

Art Foundations [0020] (1 unit, Gr. 9-12) is offered at each high school and is a prerequisite for all other visual arts courses. Additional art course offerings are as follows:

CENTRAL

Ceramics/Sculpture I [0018] (½ unit, Gr. 9-12)
Ceramics/Sculpture II [0019] (½ unit, Gr. 9-12)
Drawing I - [0021] (½ unit, Gr. 9-12)
Drawing II - [0031] (½ unit, Gr. 10-12)
Graphic Design I [0027] (½ unit, Gr. 10-12)
Graphic Design II [0037] (½ unit, Gr. 10-12)
Painting I - [0023] (½ unit, Gr. 9-12)
Painting II - [0033] (½ unit, Gr. 10-12)
Photography I [0028] (½ unit, Gr. 9-12)
Photography II [0038] (½ unit, Gr. 10-12)
Portfolio Development [0045] (1 unit Gr. 10-12)

HILLCREST

Ceramics/Sculpture I [0018] (½ unit, Gr. 10-12)
Ceramics/Sculpture II [0019] (½ unit, Gr. 10-12)
Drawing I [0021] (½ unit, Gr. 10-12)
Drawing II [0031] (½ unit Gr. 10-12)
Graphic Design I [0027] (½ unit, Gr. 10-12)
Graphic Design II [0037] (½ unit, Gr. 10-12)
Painting I [0023] (½ unit, Gr. 10-12)
Painting II [0033] (½ unit, Gr. 10-12)
Photography I [0028] (½ unit, Gr. 10-12)
Photography II [0038] (½ unit, Gr. 10-12)
Portfolio Development [0045] (1 unit, Gr. 11-12)

PARKVIEW

Ceramics I [0026] (½ unit, Gr. 10-12)
Ceramics II [0036] (½ unit, Gr. 10-12)
Drawing I [0021] (½ unit, Gr. 10-12)
Drawing II [0031] (½ unit, Gr. 10-12)
Graphic Design I [0027] (½ unit, Gr. 10-12)
Graphic Design II [0037] (½ unit, Gr. 10-12)
Metals/Jewelry I [0024] (½ unit, Gr. 10-12)
Metals/Jewelry II [0034] (½ unit, Gr. 10-12)
Painting I [0023] (½ unit, Gr. 10-12)
Painting II [0033] (½ unit, Gr. 10-12)
Photography I [0028] (½ unit, Gr. 10-12)
Photography II [0038] (½ unit, Gr. 10-12)
Sculpture I [0025] (½ unit, Gr. 10-12)
Sculpture II [0035] (½ unit, Gr. 10-12)
Portfolio Development [0045] (1 unit, Gr. 11-12)

GLENDALE

Applied Arts - [0010] (1 unit, Gr. 9-12)
Art II - [0030] (1 unit, Gr. 9-12)
Art III - [0040] - (1 unit, Gr. 10-12)
Drawing I [0021] (1 unit, Gr. 10-12)
Drawing II [0031] (1 unit, Gr. 10-12)
Sculpture I [0025] (1 unit, Gr. 10-12)
Sculpture II [0035] (1 unit, Gr. 10-12)
Portfolio Development [0045] (1 unit, Gr. 11-12)

KICKAPOO

Ceramics/Sculpture I [0018] (1 unit, Gr. 10-12)
Ceramics/Sculpture II [0019] (1 unit, Gr. 10-12)
Drawing I [0021] (½ unit, Gr. 9-12)
Drawing II [0031] (½ unit, Gr. 9-12)
Graphic Design I [0027] (1 unit, Gr. 9-12)
Graphic Design II [0037] (1 unit, Gr. 10-12)
Painting I [0023] (½ unit, Gr. 9-12)
Painting II [0033] (½ unit, Gr. 9-12)
Portfolio Development [0045] (1 unit, Gr. 11-12)

Art Foundations [0020] (1 unit, Gr. 9-12) This beginning class includes the study of a wide range of fine art, craft and commercial art forms. The course introduces the elements of art, the principles of design and relationship of the visual arts to daily living. The course is designed to explore fundamental art processes, teach basic art skills, develop the student's art vocabulary and survey historical and cultural art concepts. It fulfills the fine arts graduation requirements while providing a foundation for the student who wishes to pursue art in depth. **Successful completion of Art Foundations is a prerequisite for all other visual arts courses.**

Successful completion of Art Foundations is a prerequisite for all other visual arts courses.

Applied Arts [0010] This course provides hands-on experience in the fundamental skill of basic crafts. Applied Art focuses on the design and enhancement of both two- and three-dimensional work. Students learn about the works of craft artists and the relationship of crafts to other cultures. This course is planned for students either considering a career in art or learning about art for leisure time. Materials fee.

Art II [0030] Art II is an elective course focused on further developing the student's problem solving and creative thinking skills. The study of why artists create will be used in Art II to understand how art communicates. Skills in drawing, painting and design will be developed, with a wide range of tools, materials and techniques. Students will learn how to identify and evaluate different styles of art and add to their general knowledge about art elements and principles. The course is for students who are considering a career in art or a related field and/or for students with a strong interest in art. Materials fee. This course may be repeated for credit if Art III is not offered at the site.

Art III [0040] This course offers more advanced and individualized instruction to further develop the student's skills. It includes in-depth studies of two and three dimensional processes through the production of personal art work. Individual problems consist of research of art styles, in-depth studio processes, media exploration and career opportunities. The student will have the experience of participating in exhibits and preparing an art portfolio. The course is for students who are considering a career in art or a related field and/or students with a strong interest in art. Prerequisite: Successful completion of Art II. Materials fee. This course may be repeated for credit.

Ceramics I [0026] This course concentrates on study of three-dimensional materials and concepts including basic techniques of hand-building, throwing and glazing of clay.

Ceramics II [0036] This course continues the development of three-dimensional design in clay. Using historical perspective, this class will place greater emphasis on form and function. Prerequisite: Successful completion of Ceramics I. Materials fee. This class may be repeated for credit.

Ceramics/Sculpture I [0018] This course concentrates on study of three-dimensional materials and concepts including basic techniques of hand-building, throwing and glazing of clay. Students will explore materials such as plaster, papier maché, fibers and found objects. Materials fee.

Ceramics/Sculpture II [0019] This course continues the development of three-dimensional design. Using historical perspective, this class will place greater emphasis on form and function. Pre-requisite: Successful completion of Ceramics/Sculpture I. Materials fee. This course may be repeated for credit.

Drawing I [0021] This course offers an in-depth opportunity to develop skills, explore personal expression, and research possible solutions in a variety of techniques and media. Materials fee.

Drawing II [0031] This course is a continuation of Drawing I providing an opportunity to further refine personal expression and research creative solutions in a variety of media. Pre-requisite: Successful completion of Drawing I. Materials fee. This course may be repeated for credit.

Graphic Design I [0027] This course teaches the basic techniques of graphic design and commercial art. Students will investigate the areas of advertising, layouts, design composition, posters, illustration, package design, logos and symbols. Various media and techniques will be used in the illustrations and may include technology applications. Materials fee.

Graphic Design II [0037] This course is a continuation of Graphic Design I and will expand the study of commercial art design and applications. Advanced techniques and media will be used in illustrations and may include technology applications. Pre-requisite: Successful completion of Graphic Design I. Materials fee. This course may be repeated for credit.

Metals/Jewelry I [0024] This course is the art of designing and constructing metal pieces. The students will learn the basic techniques of working with metal and creating original work. Materials fee.

Metals/Jewelry II [0034] This course gives the experienced student the opportunity to continue and improve metal working skills. Students will be introduced to stone setting, fabricating, enameling and combining metals with other materials. Pre-requisite: Successful completion of Metals/Jewelry I. Materials fee. This course may be repeated for credit.

Painting I [0023] This course is designed to investigate and develop painting skills. Students will explore traditional and contemporary methods of painting and incorporate various media. Painting will be based upon individual expression, historical perspective and current trends as a vehicle of communication. Materials fee.

Painting II [0033] This course is a continuation of Painting I providing an opportunity for more self-directed and in-depth study in the visual arts. Students will further refine personal expression and research creative solutions in a variety of media. Pre-requisite: Successful completion of Painting I. Materials fee. This course may be repeated for credit.

Photography I [0028] This course is a course that introduces students to basic techniques of black and white or digital photography. Introductory assignments will help students apply the basic skills acquired and solve photographic problems. The course will emphasize creative problem solving. Materials fee.

Photography II [0038] This course is a continuation of Photography I with emphasis on creative solutions for assigned problems. Techniques covering advanced photographic processes will be presented. Pre-requisite: Successful completion of Photography I. Materials fee. This course may be repeated for credit.

Portfolio Development [0045] This course provides a more self-directed and in-depth study in visual arts skills, techniques and expression through studio processes. This portfolio preparation class is the culmination of the student's secondary art experience. The student will be required to participate in exhibits and prepare an art portfolio. The student should be a highly motivated risk-taker. Pre-requisite: Successful completion of advanced art courses and teacher recommendation. Materials fee. This course may be repeated for credit.

Sculpture I [0025] This course concentrates on the study of three-dimensional materials and concepts. Students will apply the basic concepts of three-dimensional design using clay, plaster, paper and wire. Materials fee.

Sculpture II [0035] This course concentrates on the study of three-dimensional materials and concepts utilizing mixed media, clay, plaster, paper and wire. Students will expand their knowledge of subject matter, form, media and content in the creation of three-dimensional forms. Prerequisite: Successful completion of Sculpture I. Materials fee. This course may be repeated for credit.

Music

At the high school level, the music program is elective and course offerings tend to be more specialized than at the middle school level. Although band, orchestra and vocal music may emphasize performance, the curricula for each is aligned to national and state standards for the instruction of Music History, Criticism and Analysis, Aesthetics, as well as Performance. Students who enroll in these courses acquire an increased understanding of musical vocabulary and literature, music's role in history and various cultures, the specific elements and techniques used, and the relationship of music to other art forms. Students often enroll in high school performance ensembles for more than one year and the depth of what is learned increases from year to year by studying and performing new and unfamiliar works. Through this process of continued involvement with a performance ensemble a student learns to perform music more easily and accurately, gains greater independence as a performer, is offered more responsibility for musical leadership and solo/small ensemble performance, is provided continuing opportunities to express personal creativity, develops self esteem and acquires a greater understanding of the aesthetic potential of musical communication. Students considering music as a career should plan to enroll in Music Theory during either the junior or senior year in addition to other music classes.

Advanced Band [0050] Students are provided experience with advanced level band literature and performance technique. This class is primarily a performance ensemble, the goal of which is to prepare musical literature for public performance. Students who enroll will also have the opportunity to participate in various extracurricular musical activities. Prior musical training and instructor approval are prerequisites. This course may be repeated for credit.

Advanced Orchestra [0101] Students acquire an increased understanding of orchestral literature and performance representing various historical periods and styles. The prerequisite for Advanced Orchestra is prior enrollment in string instrument instruction and approval of the instructor. Advanced instruction is provided in individual technique and ensemble performance. Additionally, the opportunity is provided on an extracurricular basis for solo and chamber ensemble experience. This course may be repeated for credit.

AP Music Theory ♦[0115] This course provides a program of study which allows academically and musically accelerated high school students the opportunity to pursue college level instruction. This course will provide the highly motivated music student with educational and musical opportunities beyond the regular performance ensembles for a thorough, rigorous, and challenging course of study. The class will require musical analysis, synthesis and evaluation skills, as well as regular outside of class assignments and projects. This course is designed to prepare the students for the Advanced Placement Music Theory Test. This course may be repeated for credit.

Band [0060] This instrumental music class is intended for students with prior musical experience and approval of the instructor. It is offered in schools with sufficient enrollment to offer two separate band classes, Band and Advanced Band. Band members may also participate in extracurricular music activities including jazz ensemble, solo and ensemble contests, and various other performance opportunities. This course may be repeated for credit.

Choir [0070] Choir is primarily a performance ensemble. Membership is available by audition. The prerequisite is Chorus I and/or Chorus II or approval of the instructor. Daily rehearsals are primarily for the purpose of learning a wide variety of choral literature to be performed at community and school concerts. Advanced instruction is provided in individual vocal technique and ensemble performance. Additionally, the opportunity is provided on an extracurricular basis for solo, chamber ensemble, and choral festival experiences. This course may be repeated for credit.

Chorus I [0080] This vocal music class is open without prerequisite to any student. The class will present some public performances, but will be primarily devoted to instruction in basic singing skills and general musical knowledge. This course may be repeated for credit.

Chorus II [0090] This course is open to students who have successfully completed Chorus I and have permission from the instructor. The class is a continuation of Chorus I and is a basic vocal skills and knowledge class with increased opportunities for large choral and small ensemble performance. This course may be repeated for credit.

Jazz Band [0061] (1 unit, Gr. 9-12) This course provides an opportunity to study the art of jazz improvisation and to perform jazz music in an ensemble format. It is a class intended for students with skills in music performance on instruments used in the jazz medium including saxophone, trumpet, trombone, tuba, piano, string bass, electric bass guitar, and drum set. Students are selected for this class by approval of the instructor and are expected to perform at extracurricular times deemed necessary by the teacher. Some high schools do not provide an opportunity for the class to be taught during the school day and is classified as an extracurricular group at these locations. This course may be repeated for credit.

Marching Band [0055] (½ unit, Gr. 9-12) This musical organization is primarily a performance ensemble integrating the Fine Arts and is intended for students with prior band experience. Participation must be preceded by approval of the band instructor. Students are expected to not only participate during classroom time, but also at outside-of-school time designated by the instructor. This includes extracurricular performances with the organization. This course may be repeated for credit.

Orchestra [0100] This course provides an increased understanding of orchestral literature and performance. Instruction is provided in individual technique and ensemble performance style. Additionally, the opportunity is provided on an extracurricular basis for solo and chamber ensemble experience. This course may be repeated for credit.

CENTRAL

Advanced Band [0050] (1 unit, approval)

Band [0060] (1 unit, approval)

Advanced Orchestra [0101] (1 unit, approval)

Choir [0070] (1 unit, Gr. 10-12)

Chorus I [0080] (½ unit, Gr. 9-12)

Chorus II [0090] (1 unit, Gr. 10-12)

IB Music Perception & Analysis [9050] (1 unit, Gr. 10-12)

Marching Band [0055] (½ unit, Gr. 9-12)

Orchestra [0100] (1 unit, Gr. 9-12)

GLENDALE

Advanced Choir [0070] (2 units, Gr. 10-12)

Advanced Orchestra [0101] (2 unit, Gr. 10-12)

AP Music Theory [0115] (1 unit, Gr. 11-12)

Chorus I [0080] (1 unit, Gr. 9-12)

Chorus II [0090] (1 unit, Gr. 10-12)

Concert Band [0060] (1½ units, Gr. 9-12)

Marching Band [0055] (½ unit, Gr. 9-12)

Orchestra [0100] (2 units, Gr. 9)

Symphonic Band [0050] (1½ units, Gr. 9-12)

HILLCREST

Advanced Band [0050] (1 unit, Gr. 9-12)

Advanced Orchestra [0101] (1 unit, Gr. 10-12)

AP Music Theory [0115] (1 unit, Gr. 11-12)

Choir [0070] (1 unit, Gr. 10-12)

Chorus I [0080] (1 unit, Gr. 9-12)

Chorus II [0090] (1 unit, Gr. 10-12)

Jazz Band [0061] (1 unit, Gr. 9-12)

Junior Choir [0065] (1 unit, Gr. 10-12)

Orchestra [0100] (1 unit, Gr. 9)

KICKAPOO

Advanced Band [0050] (1 unit, Gr. 10-12)

Advanced Marching Band [0055] (1 unit, Gr. 9-12)

Advanced Orchestra [0101] (2 units, Gr. 9-12)

AP Music Theory [0115] (1 unit, Gr. 11-12)

Choir [0070] (2 units, Gr. 10-12)

Chorus I [0080] (1 unit, Gr. 9-12)

Chorus II [0090] (2 units, Gr. 10-12)

Freshman Band [0060] (1 unit, Gr. 9)

Intermediate Band [0062] (1 unit, Gr. 10-12)

Orchestra [0100] (2 units, Gr. 9-12)

PARKVIEW

Advanced Band [0050] (1 unit, Gr. 9-12)

Advanced Orchestra [0101] (1 unit, Gr. 9-12)

AP Music Theory [0115] (1 unit, Gr. 11-12)

Band [0060] (1 unit, Gr. 9-12)

Choir [0070] (1 unit, Gr. 11-12)

Chorus I [0080] (1 unit, Gr. 9-12)

Chorus II—Female [0090] (1 unit, Gr. 10-12)

Chorus II—Male [0095] (1 unit, Gr. 10-12)

Orchestra [0100] (1 unit, Gr. 9-12)

II. HEALTH/PHYSICAL EDUCATION

Students are required to have 1½ units of physical education and ½ unit of health for graduation. All physical education courses will emphasize the development and improvement of skills needed for maintenance of a desired level of physical fitness and include a Physical Fitness Assessment battery. Ninth grade students scheduling for physical education will be assigned to Physical Education I.

Aerobic Movement [0145] (½ unit, Gr. 10-12) This course is designed for those students who are interested in participating and becoming more knowledgeable in aerobic movement as a method of achieving personal fitness. Also presented will be various types of historic movements that have been passed down in their country and throughout the world. This course may be repeated for credit.

Health [0160] (½ unit, Gr. 9) The purpose of this course is to help students gain the necessary knowledge to make sound health decisions regarding their personal health and wellness. Instruction may include units covering mental health, heart disease, CPR, cancer and carcinogenic agents, reproduction and sexually transmitted diseases, substance abuse, personal health care, and chronic and infectious diseases. This course meets the one-half unit health requirement for graduation.

Individual and Dual Sports [0140] (½ unit, Gr. 10-12) Students in this course will develop recreational skills that can carry over to lifetime activities. Students will learn rules, strategies, and proper safety procedures for equipment used in those sports and activities studied. This course may be repeated for credit.

Outdoor Living [0125] (½ unit, Gr. 9-12) This course is designed for those students who wish to develop outdoor living skills for recreational pursuits. The student will also explore environmental issues, discover places available to pursue outdoor activities and learn outdoor etiquette and safety procedures. Students may incur personal expenses on some field trips. This course may be repeated for credit.

Physical Education I [0210] (½ unit, Gr. 9) Students in this course will deal primarily with the concepts and improvement of physical fitness. It is designed to provide the student with the knowledge and desire to pursue physical fitness throughout life. The course will include a variety of lab experiences, lectures, written tests and fitness tests. Of particular importance are the health related aspects of fitness – cardiovascular endurance, strength, muscular endurance, flexibility and body fat composition.

Physical Fitness [0150] (½ unit, Gr. 10-12) Students in this course will gain an understanding and appreciation of the lifetime need for physical fitness. Students will participate in group and individual activities to develop all aspects of health related fitness and the proper components of weight training principles. This course may be repeated for credit.

Team Sports [0130] (½ unit, Gr. 10-12) Students in this course will acquire a respect and understanding for rules and strategies for a variety of team sports. In addition, students will learn the importance of sportsmanship to facilitate the performance and effectiveness of the team. This course may be repeated for credit.

III. COMMUNICATION ARTS

Four units of communication arts are required for graduation. **Communication Arts graduation requirements include a minimum of three units of English. A fourth unit may be taken in the area of journalism, speech, or drama; however, courses from these areas may not count toward some college entrance requirements.** It is recommended that all students take English I, II, and III. Students who do not pass English I and English II courses must be rescheduled to repeat these courses.

English/Language Arts

AP English Literature and Composition ♦[0216] (1 unit, Gr. 12) This course is intended to prepare students for the AP English Literature and Composition examination. Students engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As a survey of Western and English Literature, the course will include not only a study of major literary works of each historical period, but also a study of the economic, moral, and social environment that produced the literature. Critical analysis of the structure and genre of literature corresponds to an approach to writing about literary works, including writing to understand, to explain, and to evaluate. Writing genres include expository, analytical, and argumentative essays. Dual credit may be available.

Composition I: Grammar and Composition ♦[0303] (½ unit, Gr. 11-12) This course provides additional training in writing and a thorough review of grammar and usage. Students will undertake work on punctuation and usage, as well as on logical thinking and various modes of composition. This course is an introduction to college-level writing and is excellent preparation for college. Dual credit may be available.

Composition II: Advanced Composition ♦[0304] (1/2 unit, Gr. 11-12) This course is designed for students who desire intensive training in writing, whether for college or advanced technical purposes. Students taking this course must have a firm grasp of grammar, usage, and punctuation. Both personal writing and expository papers are required. Students should have earned an A or B in previous English courses in order to succeed in Advanced Composition. Dual credit may be available.

Contemporary Literature [0310] (1 unit, Gr. 11-12) This course explores major themes in contemporary novels. Students will read, discuss, research, and analyze literary selections. They will examine authors' techniques and will gain awareness of how literature reflects society. Students will read and write about a variety of works including literature from different cultures, authors and societies; young adult literature; and contemporary literature. The course will help students become more culturally literate and globally aware while developing vocabulary, reading comprehension, and composition skills. This course may be conducted in both small group and whole-class format.

Creative Writing [0305] (½ unit, Gr. 11-12) This is an elective course intended to be taken in addition to a core English course. Creative Writing is an in-depth writing course that gives students the opportunity to further develop their talent in the areas of personal essay, fiction, poetry, and drama. In a collaborative workshop structure, students will explore numerous types of genres as they work through the writing process and will be expected to identify their strengths and weaknesses as a writer. Students will analyze texts of published authors and use their speaking and listening skills to share their writing.

English I [0200] (1 unit, Gr. 9) English I builds on reading, writing, listening and speaking, and information literacy skills begun in middle school. Literature includes thematic units consisting of short stories, plays, poetry, and nonfiction. Writing includes varied composition experiences.

English I H ♦[0202] (1 unit, Gr. 9) This course is designed for students who are prepared to read and write extensively and to effectively use listening, speaking, and information literacy skills. In both literature and composition, students are required to analyze and synthesize as they work through assignments. Challenging novels and other complete works are read, discussed, and analyzed in writing.

English II [0210] (1 unit, Gr. 10) Students engage in writing, reading, speaking and listening, building on skills learned in earlier grades. Students learn to analyze literature, identifying ideas, themes, and literary elements; but they also are encouraged to respond personally to works. Students read and respond to a variety of nonfiction texts. Students produce personal and nonfiction writing, at times based on research. Recommendation: **Successful completion of English I.**

English II H ♦[0212] (1 unit, Gr. 10) This course is structured around complete works of literature and requires extensive literary analysis, in reading, discussion, research, and writing. Students apply reading strategies from earlier grades to collaboratively and individually interpret important works of literature. In addition, students read and respond to a variety of nonfiction texts. Recommendation: Successful completion of English IH.

English III [0213] (1 unit, Gr. 11-12) This course enlarges the students' understanding of their heritage through an integrated study of American literature. Through responding to fiction, nonfiction, drama, and poetry, both formally and informally, students examine the literature of the American experience. Although students entering the class should have basic writing skills, further development of composition modes and media are integrated into an extensive reading and language study. Recommendation: Successful completion of English II.

English III H ♦[0214] (1 unit, Gr. 11-12) This course is a chronological survey of American literature that requires students to analyze, synthesize, and evaluate the literature read, often in writing but also through rich discussion. Major papers include opinion, exposition, and research related compositions. Reading will include novels and dramas that illuminate and supplement chronological units. Recommendation: Successful completion of English IIIH.

English IIIC [0223] (1 unit, grade 11) This course is designed to meet the rapidly changing needs of twenty-first century learners by emphasizing communication skills of the information age. While students will read and analyze some literature from an American literary heritage, an emphasis will be placed on informational (non-fiction) texts. In addition to academic essays, students will gain experience writing in various formats with real-world applications, at times based on research. All projects and assignments will reinforce communication skills including reading, writing, and information literacy. Important skills such as problem-solving, public speaking, and teamwork will also be addressed.

English IV [0215] (1 unit, Gr. 12) Students compare and evaluate significant writers and their works by exploring recurring themes and ideas. Writing, inspired by the literature studied and personal experience, will be an important part of the course. Students are expected to undertake a research project, either in writing or in an exhibition. Recommendation: Successful completion of English III.

English IVC [0224] (1 unit, grade 12) This course builds on the skills introduced in English IIIC and is designed to meet the rapidly changing needs of twenty-first century learners by emphasizing communication skills of the information age. Students will read and analyze literature from a global perspective, but an emphasis will be placed on non-fiction texts. In addition to academic essays, students will gain experience writing in various formats with real-world applications, at times based on research. Projects and assignments will reinforce communication skills including reading, writing, and information literacy. Important skills such as problem-solving, public speaking, and teamwork will also be addressed. Recommendation: Successful completion of English III or English IIIC.

Film as Literature [0315] (½ unit, Gr. 11-12) This course is an in-depth study of film writing and film production from a literary perspective. Students will study history of film, read literature that inspires films, and analyze film through discussion and writing. Through questioning and critical thinking, students will become more perceptive viewers of film. Writing is a major expectation of this course.

Literature of the Bible [0370] (1/2 unit, Gr. 11-12) This course is a study of Biblical literature from both the Old and New Testaments. Students study short stories, drama, poetry, novelettes, parables, and epics of the Bible. Doctrine and private interpretations are not parts of the course. Included in the study is the influence of the Bible on art, music, and literature. The basic English skills, including writing, speaking, and listening, plus an individual major project, are vital parts of the course.

Media I [0457] (1 unit, Gr. 9-12) This course is designed to teach students to manage communication skills and become critical consumers of mass media information. This class gives students the opportunity to express themselves through researching, writing, and producing projects. Emphasis is placed on hands-on activities requiring students to work in groups, be creative, responsible and professional.

Media II [0458] (1 unit, Gr. 11-12) This course is designed to expand on skills taught in Media I, and introduce more in-depth information in mass media and broadcast production. Students will be expected to complete projects showing an emphasis in research, writing, and technical skills. Students should have the goal of sharing student-produced work through in-house productions or via SPS cable access channel. Students are required to be creative, responsible and professional. Students will consistently use critical thinking skills and work to achieve an advanced level of media literacy and proficiency. Media II can be used to satisfy the Practical Arts credit requirement for graduation.

Reading [0230] (1 unit, Gr. 9-10) The purpose of this course is to provide a reading intervention program with appropriately differentiated and research-based instruction for students struggling with grade level texts. This course is designed for students who read one or two years below grade level on the most recent district assessment in reading. This course may be repeated for credit with permission. Using direct and explicit instruction, skills and strategies are taught using texts appropriate to the student's reading level and content appropriate for high school students.

Journalism

Students use the basics of journalism: gathering information, writing, broadcasting, printing, selling, and graphics. Working in an area where time is vital, journalists learn the importance of planning and meeting deadlines, and of disciplining themselves to complete jobs on time. Projects include working on the school newspaper, selling advertising, promotions, planning and editing the yearbook, and taking pictures.

CENTRAL

Journalism II [0450] (2 units, approval)

GLENDALE

Journalism II-Newspaper [0450] (2 units, Gr. 11-12)

Journalism II-Yearbook [0451] (2 units, Gr. 11-12)

Journalism II-Media [0452] (2 units, Gr. 11-12)

Journalism II-Literary Magazine [0453] (1 unit, Gr. 11-12)

HILLCREST and KICKAPOO

Journalism II-Newspaper [0450] (2 units, Gr. 11-12)

Journalism II-Yearbook [0451] (2 units, Gr. 11-12)

PARKVIEW

Journalism II-Yearbook [0450] (1 unit, Gr. 11-12)

Journalism II-Newspaper [0451] (1 unit, Gr. 11-12)

Broadcast Journalism I [0455] (1 unit, Gr. 9-12) This course is designed to teach students to manage communication skills and become critical consumers of mass media information. This class gives students the opportunity to express themselves through researching, writing, and producing projects. Emphasis is placed on hands-on activities requiring students to work in groups, be creative, responsible and professional.

Broadcast Journalism II [0456] (1 unit, Gr. 11-12) This course is designed to expand on skills taught in Broadcast Journalism I, and introduce more in-depth information in mass media and broadcast production. Students will be expected to complete projects showing an emphasis in research, writing, and technical skills. Students should have the goal of sharing student-produced work through in-house productions. Students are required to be creative, responsible and professional. Students will consistently use critical thinking skills and work to achieve an advanced level of media literacy and proficiency. This course can be used to satisfy the Practical Arts credit requirement for graduation.

Journalism I [0440] (1 unit, Gr. 10-12) Students who like to read, write, and ask questions are apt to like Journalism I. Students learn how newspapers, magazines, books, radio and television programs, advertisements, photographs, and graphics are produced. They also learn about the importance of journalism in modern life. In this course, students can determine their own talents and interests in journalism. Prerequisite: All students who enroll in Journalism I should have an A-B average in other Communication Arts classes. Seniors may enroll into Journalism I only with the journalism teacher's permission. Completion of Journalism I with at least a "B" average is a prerequisite for Journalism II, the newspaper and yearbook production course.

Journalism II [0450] (2 units, Gr. 11-12) In Journalism II, students apply the basic skills and information learned in Journalism I to actual production of the school yearbook, the school newspaper, and special media-oriented projects throughout the school year. In the Journalism II class, students work in a laboratory setting. Each student has a specific title and job description with emphasis placed on individual as well as staff work. Students have an opportunity to develop qualities of leadership, judgment and responsibility that will help them to prepare for careers in any field. Journalism II students learn to improve their writing, reporting, and editing; computer and desktop publishing skills; and their ability to obtain and evaluate information. Keyboarding skills are necessary in this course. This course may be repeated for credit. Journalism II can be used to satisfy the Practical Arts credit requirement for graduation.

Speech

Students interested in developing their leadership abilities, as well as students who want to develop poise in speaking before a group, should consider enrolling in speech courses. Students who want to improve their ability to think clearly and express themselves before an audience will benefit from speech. Students interested in law, business, politics, or teaching should find speech especially valuable.

Introductory Speech [0480] (1 unit, Gr. 9-12) This course is for students who want to learn to think clearly and express themselves effectively before an audience and prepares students for college and their careers. Students are provided opportunities to increase their fluency as a speaker and develop self-confidence. The course covers multiple aspects of public speaking and gives the student practical experience through participation. Students are introduced to a study of poise, use of body and voice, public speaking, oral interpretation of literature, and beginning argumentation. Dual Credit may be available.

Debate [0490] (1 or 1 1/2 units, Gr. 10-12) This competitive events course is valuable for those students interested in higher education or in careers in law, business, or politics. Debate prepares students for interscholastic competition in two-man debate, Lincoln-Douglas, extemporaneous speaking, original oratory, and Student Congress. This course requires considerable research in school, public and college libraries. It will require written compositions in affirmative cases and negative blocks, and other original persuasive speeches. Students will be required to develop and maintain files on the debate resolution. Tournament competition is a requirement of this course. Debate can be used for a fourth Communication Arts credit for graduation; but may not count as an English credit toward some college entrance requirements. This course may be repeated for credit. Prerequisite: Introductory Speech and teacher permission.

Advanced Debate ♦[0491] (1 or 1 1/2 units, Gr. 10-12) This course is recommended for students who are experienced debaters. Two-thirds of the Major Instructional Goals for this course are written at the evaluation, synthesis, and analysis levels. The course is designed to cross subject area lines when appropriate in order to give the student a broad view of concepts under investigation. Most of the students' work will include the elements of research, exploration, and evaluation. All students in this course are expected to read extensively, think critically, and write lucidly. This course may be repeated for credit. Prerequisite: Introductory Speech and Debate.

Oral Interpretation [0495] (1 or 1 1/2 units, Gr. 10-12) Oral Interpretation is for the student involved in competition in interscholastic interpretation or duet acting. Students will develop skills in analyzing and performing both serious and humorous literature. This course can be used for a fourth Communication Arts credit for graduation; however, it may not count for some college entrance requirements. This course may be repeated for credit. Prerequisite: Introductory Speech.

Theatre Arts

Theatre Arts I [0460] (1 unit, Gr. 9-12) This course is an introductory study of theatre. Students will study voice and diction, improvisation, pantomime, acting, structure of drama, evaluation of drama, theatre history, play production, stage scenery, stage lighting, costuming, make-up, and oral interpretation/performance studies. This course can be used for a fourth Communication Arts credit or as a Fine Arts credit for graduation; however, it may not count as an English credit toward some college entrance requirements.

Advanced Theatre Arts II [0470]

Advanced Theatre Arts II-Acting [0473]

Advanced Theatre Arts II-Technical [0474]

Advanced Theatre Arts III [0471]

(1 unit, Gr. 10-12) This production oriented course offers advanced study of acting, interpretation, directing, scene design, light design, and make-up design. Students will be involved in the production of a musical play, straight play, and competition one-act and/or Reader's Theatre. This course can be used for a fourth Communication Arts credit or as a Fine Arts credit for graduation, but may not count as an English credit toward some college entrance requirements. This course may be repeated for credit. Third year Theatre Arts students are expected to assume leadership roles and responsibilities in addition to public performance activities.

IV. FOREIGN LANGUAGE

Foreign language instruction is increasingly important both in preparation for college and for living in a world where travel to non-English speaking countries is common. Many colleges and universities require a minimum of two units of the same foreign language for entrance. All students, and particularly college-bound students, will benefit from the study of one or more foreign languages and cultures. Students should consider completing 4-5 units of foreign language.

American Sign Language I [0586] (1 unit, Gr. 9-12) This is a course in the fundamentals of American Sign Language. Students will begin to understand and communicate in ASL. Communication skills using practical vocabulary are emphasized. Students also begin to study the culture of the Deaf community.

American Sign Language II [0587] (1 unit, Gr. 10-12) In ASL II the student will further their ability to communicate in American Sign Language. Communication skills using practical vocabulary are emphasized. Students will continue to study the culture of the Deaf community. Prerequisite: Successful completion of ASL I.

American Sign Language III ♦[0588] (1 unit, Gr. 11-12) In ASL III the student will further their ability to communicate in American Sign Language. Communication skills using practical vocabulary are emphasized. Students will continue to study the culture of the Deaf community. The study of American Sign Language enriches the entire educational experience of students by connecting with other disciplines in the school curriculum and encourages students to develop a greater understanding of their own language and cultures. Students will increase their competence and self-confidence for living and working in diverse communities. Students will be expected to consistently demonstrate competencies introduced in ASL I and ASL II as they further their understanding of American Sign Language and Deaf culture. Prerequisite: Successful completion of ASL II.

French I [0520] (1 unit, Gr. 9-12) This is a course in the fundamentals of the French language. As a foundation for other French courses, French I emphasizes oral and written skills, as well as serving as an introduction to the structure of language. The study of French increases the understanding of English vocabulary and structure. Vocabulary is presented in a cultural context to help students learn about France and French culture. Successful completion of French I in eighth grade allows the student to enroll in French II in high school

French II [0530] (1 unit, Gr. 9-12) French II adds to the student's understanding of the structure of the French language and also increases his/her vocabulary. The emphasis on fundamentals continues in this course. Cultural awareness focuses on the 35 French-speaking countries of the world. Prerequisite: Successful completion of French I.

French III ♦[0540] (1 unit, Gr. 9-12) In French III the student continues to develop and apply language skills. Interactive technology is used to broaden the student's cultural awareness. Prerequisite: Successful completion of French II.

French IV ♦[0545] (1 unit, Gr. 10-12) In French IV the student concentrates on more fluent communication in the French language. Intensive work in refining the language skills of speaking, auditory comprehension, and reading comprehension occurs in the classroom as students and teacher communicate in French. Units include longer and more complex readings, grammar, conversation, customs, and traditions. Prerequisite: Successful completion of French III.

French V ♦[0547] (1 unit, Gr. 11-12) This advanced course is conducted in French for students interested in careers in communications or international business and for students who wish to prepare for college placement language exams. Units of study include longer and more complex readings, grammar, conversation, Customs, and traditions. Prerequisite: Successful completion of French IV.

French VI ♦[0548] (1 unit, Gr. 11-12) This advanced course is conducted in French for students interested in careers in communications or international business and for students who wish to prepare for college placement language exams. Units of study include longer and more complex readings, grammar, conversation, Customs, and traditions. Prerequisite: Successful completion of French V.

German I [0500] (1 unit, Gr. 9-12) This is a course in the fundamentals of the German language. The student acquires listening, speaking, reading, and writing skills. German social, cultural, and historical life are explored. This course provides a foundation for advanced courses.

German II [0510] (1 unit, Gr. 9-12) This course continues the development of language skills begun in the first year course. Learning activities stress improved understanding of the language through listening, speaking, reading, writing, and vocabulary development. There is continued emphasis on the social, cultural, and historical life of Germany. Prerequisite: Successful completion of German I.

German III ♦[0515] (1 unit, Gr. 10-12) This course continues to develop basic skills in listening, speaking, reading, and writing. Each of these skills is reinforced through application in meaningful contexts. Special emphasis is placed upon the continued development of oral proficiency. Aspects of cultural activities involving the performing arts and literature will receive added attention and be topics of discussion. Prerequisite: Successful completion of German II.

German IV ♦[0516] (1 unit, Gr. 10-12) This course continues to develop skills in listening, speaking, reading, and writing. Each of these skills is reinforced through application in meaningful contexts. Special emphasis is placed upon the continued development of oral proficiency. Aspects of cultural activities involving the performing arts and literature will receive added attention and be topics of discussion. Prerequisite: Successful completion of German III.

Japanese I [0607] (1 unit, Gr. 9-12) This is a course in the fundamentals of the Japanese language. All four skills: listening, speaking, reading, and writing will be equally emphasized. Instruction in all aspects of the language will be presented within the cultural context. Students will be introduced to two of the three sets of writing systems: *hiragana* and *katakana*, as well as the transitional alphabetized version known as *roomaji*.

Japanese II [0608] (1 unit, Gr. 9-12) This course is a continuation of Japanese I. Students will further their skills in listening, speaking, reading, and writing Japanese within the cultural context. Having already mastered the first two sets of Japanese syllabaries, Japanese II students will be introduced to the third component of the Japanese writing system, Chinese characters called *kanji*. By the end of the course, students will have mastered approximately 50 *kanji*. Prerequisite: Successful completion of Japanese I.

Japanese III ♦[0609] (1 unit, Gr. 10-12) In this course, students continue to build on their four language skills: listening, speaking, reading, and writing Japanese within the cultural context. Having already mastered the *kana* syllabaries and 50 *kanji* for recognition, Japanese III students are required to use these three writing systems exclusively. By the end of the course, the students will have mastered approximately 100 *kanji*. Prerequisite: Successful completion of Japanese II.

Japanese IV ♦[0576] (1 unit, Gr. 10-12) In Japanese IV, students continue to build on the four language skills: listening, speaking, reading, and writing Japanese within the cultural context. Having already mastered the *kana* syllabaries and 100 *kanji* for recognition, Japanese IV students are required to use these three writing systems exclusively. By the end of the course, students will have mastered approximately 150-200 *kanji*. Students are exposed to Japanese literature. Prerequisite: Successful completion of Japanese III.

Japanese V ♦[0577] (1 unit, Gr. 11-12) In Japanese V, students continue to build on the four language skills: listening, speaking, reading, and writing Japanese within the cultural context. Having already mastered the *kana* syllabaries and 150 *kanji* for recognition, Japanese V-VI students are required to use these three writing systems exclusively. By the end of the course, students will have mastered approximately 200+ *kanji*. Emphasis is on independent work. Prerequisite: Successful completion of Japanese IV.

Japanese VI ♦[0578] (1 unit, Gr. 11-12) In Japanese VI, students continue to build on the four language skills: listening, speaking, reading, and writing Japanese within the cultural context. Having already mastered the *kana* syllabaries and 150 *kanji* for recognition, Japanese VI students are required to use these three writing systems exclusively. By the end of the course, students will have mastered approximately 200+ *kanji*. Emphasis is on independent work. Prerequisite: Successful completion of Japanese V.

Latin I [0550] (1 unit, Gr. 9-12) This is a course in the fundamentals of the Latin language. This course emphasizes reading the language, but it also includes listening, speaking, and writing. The structures of the language and the vocabulary as they relate to English are stressed. The culture and politics of the Roman Empire are studied. This course is an excellent base for the study of many other languages.

Latin II [0560] (1 unit, Gr. 9-12) The second course in Latin is a continuation of Latin I. Students continue to gain an appreciation of the Latin language through stories that reflect the art, history, and culture of the ancient Romans. Further emphasis on English grammar and derivative vocabulary study is included in the intensified course. Prerequisite: Successful completion of Latin I.

Latin III ♦[0570] (1 unit, Gr. 10-12) Latin III continues the basic skills learned in the two previous Latin courses. Classical Latin authors are read. Prerequisite: Successful completion of Latin II.

Latin IV ♦[0572] (1 unit, Gr. 10-12) Latin IV continues the skills learned in the previous Latin courses. Students read classical Latin authors. Prerequisite: Successful completion of Latin III.

Latin V ♦[0573] (1 unit, Gr. 10-12) Latin V continues the skills learned in the previous Latin courses. Students read classical Latin authors. Prerequisite: Successful completion of Latin IV.

Spanish I [0580] (1 unit, Gr. 9-12) In Spanish I the student begins to understand, speak, read, and write Spanish. Conversational skills using the present tense and practical vocabulary are emphasized. Students also begin to study the culture of Spanish-speaking peoples. The successful completion of Spanish I in the eighth grade allows the student to enroll in Spanish II in high school.

Spanish II [0590] (1 unit, Gr. 9-12) Spanish II builds on the first-level course. Students increase their vocabulary, are introduced to the past tense, and improve conversational, reading, and writing skills. Students continue to study the culture of Spanish-speaking peoples. Prerequisite: Successful completion of Spanish I.

Spanish III ♦[0600] (1 unit, Gr. 9-12) Students in Spanish III continue to develop skills in speaking, listening, and writing Spanish. At this level there is increased emphasis on vocabulary development, oral proficiency, expression in the past tenses and various other tenses. Students continue to expand knowledge of the culture of Spanish-speaking peoples. Prerequisite: Successful completion of Spanish II.

Spanish IV ♦[0605] (1 unit, Gr. 10-12) In Spanish IV, students concentrate on more proficient communication in the Spanish language. Students and teachers communicate more in Spanish in order to refine the skills of speaking, auditory and reading comprehension, and composition. Students apply previously learned verb tenses and begin to utilize the remaining tenses and moods in the verb system. Units of study include longer and more complete readings, grammar, conversation, customs, and traditions. Prerequisite: Successful completion of Spanish III.

Spanish V ♦[0606] (1 unit, Gr. 10-12) In Spanish V, students continue to acquire the ability for more proficient communication in the Spanish language. Students continue to apply previously learned verb tenses and moods in the verb system. Readings may include Hispanic novels, plays, short stories, and poetry. Discussions and conversations are conducted on subjects that students might encounter in Hispanic society. Prerequisite: Successful completion of Spanish IV

Spanish VI ♦[0602] (1 unit, Gr. 12) Spanish VI is designed for students who are seriously interested in achieving a more advanced level of proficiency. This course is especially useful for students who plan to take college placement tests or the Spanish AP Language Exam in order to continue study at the university level. It is conducted entirely in Spanish and focuses on oral proficiency that prepares students for interaction in business and social situations. Prerequisite: Successful completion of Spanish V or teacher recommendation.

Spanish for Heritage Speakers [0581] (1/2 unit, Gr. 9-12) Central High School Only This course is designed for Hispanic Students who would like to be truly bilingual. This course is conducted entirely in Spanish and focuses on listening, speaking, reading and writing at the professional level. Some of the specific topics discussed may include: history of the Americas, business, careers, literature, art, music, grammar, and vocabulary. This course is designed to count as a foreign language elective. Prerequisite: Students must receive an 80% or above on the heritage speaker entrance exam.

V. INTERNATIONAL BACCALAUREATE

Group 1:

IB English III H ♦[9214] (1 unit, Gr. 11) This course is a chronological survey of American literature which requires students to analyze, synthesize and evaluate the literature read and to often respond in writing. Major papers include opinion, exposition, and research-related compositions. Reading will include novels and drama that illuminate and supplement chronological units. The course assessment also requires an oral component in which students will complete both prepared and impromptu oral presentations.

IB English IV H ♦[9215] (1 unit, Gr. 12) As a survey of Western, English, and other world literature, the course will include not only a study of major literary works of various historical periods, but also a study of the economic, moral and social environments which produced the literature. Critical analysis of the structure and genre of literature will be accompanied by compositions of critical analysis, explication, and persuasion. Library research and extensive reading of complete works are required. This is a writing intensive course. In addition to other writing assignments, two papers analyzing world literature are sent to IB examiners for assessment. The IB assessment also includes an impromptu taped oral analysis of a piece of literature. Prerequisite: IB English III H

Group 2:

French Pre-Diploma I ♦[9520] (1 unit, Gr. 9-10) In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Any student not in Pre-IB must receive teacher recommendation to enroll. Prerequisite: None.

French Pre-Diploma II ♦[9530] (1 unit, Gr. 9-10) In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Non-IB students must receive teacher approval to enroll. Prerequisites: French I, Pre-IB French I, or proficiency at that level with teacher recommendation.

French Pre-Diploma III ♦[9540] (1 unit, Gr. 9-10) In order to prepare for IB examination, this course has a more intensive, broad-based curriculum and faster paced instruction. Non-IB students must receive teacher approval to enroll for this course. Prerequisite: French Pre-IB II or proficiency at that level with teacher recommendation.

IB SL French ♦[9548] (1 unit, Gr. 11-12) In order to prepare for the IB examination, this course has an intensive, broad-based curriculum and faster paced instruction. Students who enroll are expected to sit for the SL IB examination. The course requires both oral and written exams as prescribed by the IB Organization. Pre-requisites: Pre-IB French III or permission by IB French teacher.

IB HL French ♦[9549] (1 unit, Gr. 11-12) In order to prepare for the IB examination, this course has an intensive, broad-based curriculum and faster paced instruction. Students who enroll are expected to sit for the HL examination. The course requires extensive oral and writing skills in the French language. Pre-requisites: IB SL French or proficiency at that level with permission by IB French teacher.

Spanish Pre-Diploma I ♦[9580] (1 unit, Gr. 9 or 10) This course is designed for Pre-IB students who have had no, or limited, prior instruction in Spanish. In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Students not in Pre-IB must receive teacher recommendation to enroll.

Spanish Pre-Diploma II ♦[9590] (1 unit, Gr. 9-10) In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Non-IB students must receive teacher approval to enroll. Prerequisites: Spanish I, Pre-IB Spanish I, or proficiency at that level with teacher approval.

Spanish Pre-Diploma III ♦[9600] (1 unit, Gr. 10-11) This course is designed for students who have completed Spanish Pre-IB II or show proficiency at that level. In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Non-IB students must receive teacher approval to enroll for this class. Prerequisite: Spanish Pre-IB II.

IB SL Spanish ♦[9597] (1 unit, Gr. 11-12) This course is designed for students who have completed Pre-IB Spanish III or show proficiency at that level. In order to prepare for the IB examination, this course has an intensive, broad-based curriculum and faster paced instruction. Students who enroll are expected to sit for the SL IB examination. The course requires both oral and written exams as prescribed by the IB Organization. Prerequisite: Pre-IB Spanish III or permission by IB Spanish teacher.

IB HL Spanish ♦[9598] (1 unit, Gr. 11-12) In order to prepare for the IB examination, this course has an intensive, broad-based curriculum and faster paced instruction. Students who enroll are expected to sit for the HL examination. The course requires extensive oral and writing skills in the Spanish language. Pre-requisites: IB SL Spanish or proficiency at that level with permission by IB Spanish teacher.

Group 3:

IB Twentieth Century World History ♦[9777] (1 unit, Gr. 11) This course is an in-depth study of selected historical events and/or developments that have occurred in the past century. One of the three prescribed subjects listed below must be studied in depth:

1. The USSR under Stalin
2. The emergence and development of the People's Republic of China
3. The Cold War

In addition, two or three of the following topics will be studied in depth:

1. Causes, practices and effects of war
2. Nationalist and independence movements, decolonization and challenges facing new states
3. The rise and rule of single-party states
4. Peace and cooperation: international organizations and multiparty states
5. The Cold War
6. The state and its relationship with religion and with minorities

Prerequisite: World History Honors

IB History of the Americas ♦[9785] (1 unit, Gr. 12) This course is designed to prepare students for the IB higher level exam in history. Course work will cover the history of the United States, Latin America and Canada from the years of European exploration to the present. The approach of study will be chronological and comparisons of the experiences of these three regions will be evaluated. Through this study of the past, contemporary issues and problems in the hemisphere will be illuminated. In order to test at the IB higher level, a student must complete both this course and IB Twentieth Century World History.

IB SL Psychology ♦ [9930] (1 unit, Gr. 11 and 12) This course explores a broad range of scientific explanations of human behavior, taught from various perspectives. The study of the **biological, cognitive, and learning perspectives** are required for the SL exam in addition to the study of one or two optional perspectives: comparative psychology, cultural psychology, the psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. This course requires students to complete a simple psychological experiment that includes knowledge of APA ethics, descriptive statistics, and research methodology. Pre-requisites: Students must have taken or be enrolled in another IB course.

IB HL Psychology ♦ [9931] (1 unit, Gr. 11 and 12) This course covers an additional year of psychological study that prepares students for the more in-depth HL exam. In addition to the three required perspectives covered by the SL syllabus, students will study the Humanistic psychology as a mandatory perspective. They will cover an additional two or three of the options not covered by the SL syllabus: comparative psychology, cultural psychology, the psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. This course requires students to complete a psychological experiment that includes knowledge of APA ethics and research methodology, including inferential statistics. Prerequisite: IB Psychology SL.

IB Liberty and Law H ♦ [9890] (1/2 unit, Gr. 12) This honors course is designed to meet the needs of IB diploma seniors for becoming informed and active adult citizens. The major topics covered include an introduction to the major branches of government at the Federal level: Legislative, Executive, and Judicial, political parties, electoral processes and voting, state and local government, comparative government with a special emphasis on U.S. foreign policy it intersects the required discussion topics of the IB Theory of Knowledge course. Examples of topics include, but are not limited to: the social responsibilities of both citizens and government, ethics in government, the role of government in social issues such as gender, ethnic or racial differences, and the purpose of governmentally directed “misinformation” and/or propaganda. Students will also be required to demonstrate knowledge and understanding of the basic provisions and principles of both the U.S. and the Missouri constitutions as prescribed by state law. Learning activities will emphasize writing, critical thinking, using primary sources, making inferences, generalizing, and drawing conclusions.

IB Theory of Knowledge ♦ [9000] (3/4 unit, Gr. 11-12) This is a course designed to guide the student toward reflections on his/her academic experiences among the headings of Language, Logic, Perception, Mathematics, Natural Sciences, Human Sciences, History, Ethics and Aesthetics. Concepts such as Opinion, Belief, and Truth will be examined. The purpose of the course is to stimulate critical reflections upon the knowledge and experiences acquired both inside and outside the classroom, to gain an appreciation of the problems of knowledge, to evaluate the basis of knowledge and experience, and to develop a personal mode of thought based on critical examinations of evidence and argument. Prerequisites: Students must be working toward the IB diploma.

IB Information Technology in A Global Society (ITGS) Journalism II ♦ [9450] (1 unit, Gr. 11-12) ITGS is the study and evaluation of the impact of information technology on individuals and society. Students will understand and critically examine the global impact of IT developments, demonstrate a knowledge and understanding of the social and ethical implications of IT systems and developments at the local, national and global levels, analyze and evaluate the social and ethical implications of IT developments, analyze and evaluate relevant examples of global impact of IT in a portfolio of individually researched studies, design and apply IT solutions to a problem set in a social context through a major project, and express ideas clearly and coherently with supporting arguments and examples. Prerequisites: Broadcast Journalism I, Media I or Journalism I and teacher permission. ITGS may be used to satisfy Group 3 *or* Group 6 for the IB diploma.

Group 4:

IB Biology I ♦ [9710] (1 unit, Gr. 11-12)

IB Biology II ♦ [9711] (1 unit, Gr. 12)

This course is a rigorous pre-university course that is designed to help students develop a secure knowledge of a limited body of facts and at the same time a broad general understanding of the subject. There are four basic biological concepts that run throughout the course: structure and function, universality versus diversity, equilibrium within systems, and evolution. Students will be assessed through lab reports and examinations. The syllabus requires a major interdisciplinary research unit to be completed with students from the other IB sciences. Prerequisites: Biology I and General Chemistry.

IB Chemistry I ♦ [9725] (1 unit, Gr. 11-12)

IB Chemistry II ♦ [9726] (1 unit, Gr. 12)

This course is a rigorous pre-university course that is designed to help students develop a secure knowledge of a limited body of facts and at the same time a broad general understanding of the subject. Basic chemical concepts that run throughout the course are: Stoichiometry; Atomic Theory; Periodicity; Bonding; States of Matter; Energetics; Kinetics; Equilibrium; Acids and Bases; Oxidation and reduction; and Organic Chemistry. One of the following options must be chosen for in-depth study: Environmental Chemistry; Chemical Industries; or Fuels and Energy. Students will be assessed through lab reports, examinations, and an interdisciplinary project. The syllabus requires a major interdisciplinary research unit to be completed with students from the other IB sciences. Prerequisite: General Chemistry.

IB Environmental Systems and Societies ♦[9720] (1 unit, Gr. 11-12) This course prepares students for a profound understanding of the environment, rooted firmly in the value of empirical, quantitative and objective data in describing and analyzing environmental systems. However, the course also requires moral and political responses from the students by focusing on their own relationship with their environment and the significance of choices and decisions they make in their own lives. Topics covered include: The ecosystem, global cycles and physical systems, human population and carrying capacity, resource exploitation, conservation and biodiversity and pollution management. The syllabus requires a major interdisciplinary research unit to be completed with students from the other IB sciences.

Group 5:

IB Math Studies ♦[9640] (1 unit, Gr. 11 or 12) Math studies is an optional course for students desiring to acquire the International Baccalaureate diploma without Calculus. The course is for students who are interested in the social sciences, art or music and not planning to major in the physical sciences, engineering or mathematics in college. Students should be aware that a large math project is required in Math Studies. Math Studies will contain enough Trigonometry to allow students to take Calculus in college if they desire. Prerequisites: Algebra II - Students should not have previously taken Trigonometry/Math Analysis.

IB HL Mathematics I ♦[9642] (1 unit, Gr. 11 or 12) This is a math course for students who wish to satisfy the math requirements of the IB diploma by studying mathematics in depth. The focus of this course is the introduction of important mathematical concepts through the development of mathematical techniques. The core subjects of SL Math include numbers and algebra; functions and trigonometry; vector geometry; statistics and probability; and calculus. In addition, one of the following options is required for an in-depth study: Statistical Methods; Advanced Calculus; or advanced Geometry. A portfolio assignment will also be required in order to receive credit. This course is a two-year curriculum; students must plan to take both years of IB SL Mathematics.

IB HL Mathematics II ♦[9644] (1 unit, Gr. 11 or 12) This is a course for students who possess a good background in mathematics and who are competent in a range of analytical and technical skills. Most of these students will be expecting to include math as a major component of their university studies. The core subjects of Math Methods HL include numbers and Algebra; Functions and Equations; Circular Functions and Trigonometry; Vector Geometry; Matrices and Transformations; Statistics; Probability; and Calculus. In addition, one of the following options is required for an in-depth study: Statistics, Sets, Relations and Groups; Discrete Mathematics; Analysis and Approximation; Euclidean Geometry and Conic Sections. A portfolio assignment will also be required in order to receive credit. This course is a two year curriculum; students must plan to take both years of IB HL Mathematics.

IB Computer Science ♦[9692] (1 unit, Gr. 11 or 12) Students will be expected to fulfill the following objectives:

- Demonstrate an understanding of terminology, concepts, process, structures, techniques, principles and systems of computing.
- Analyze, discuss and evaluate terminology concepts, processes, structures, techniques, principles, systems and consequences of computing.
- Construct a large project demonstrating computing concepts using the Java programming language. Students at the SL level will study systems life cycle and software development, program construction in Java, and computing system fundamentals; HL study will cover computer fundamentals and file organization. Prerequisites: advanced computer programming.

Group 6:

IB Film (Media II) ♦[9459] (1 unit, Gr. 10-12) This course is designed to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, this course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. This course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. Three components of the course are textural analysis, film theory/history, and film production.

IB Music Perception and Analysis ♦[9050] (1 unit, Gr. 10-12) This course is designed to be the sixth subject for a student in the IB Program and/or for students preparing to study music at the college level. The course is designed through the study of Music History, Music Theory, Music Composition and Music Performance to help students learn to understand, listen to, perform compose, notate, perceive, and analyze music intelligently using appropriate terminology. Students who choose the SL IB Music exam are required to complete one of the following options and students who choose the HL IB Music exam must complete all three: (1) Group Performance, (2) Solo Performance, and (3) Music Composition.

IB Portfolio Art ♦[9045] (1 unit, Gr. 11 or 12) Portfolio Development provides a more self-directed and in-depth study in visual arts skills, techniques and expression through studio processes. This is a portfolio preparation class and is the culmination of the student's secondary art experience. The student will be required to participate in exhibits and preparing an art portfolio. The student in Portfolio Development should be a highly motivated risk-taker. Students who elect this course as preparation for IB Visual Arts assessment will maintain the required IB workbook and will present work for external examination. This course may be repeated for credit

IB Theater Arts ♦[9460] (1 unit, Gr. 11 or 12) The IB Theatre Arts course is a two-year curriculum that prepares students for the HL or the SL exam and is comprised of five areas which are assessed internally and externally. IBTA students must plan to take the course in both grades 11 and 12. All theatrical traditions are approached from a practical production perspective. Prerequisites: Drama II or teacher permission. The five areas are:

1. Performance Skills: an introduction to ensemble work, performance techniques, and acting technique and characterization
2. World Theatre Studies: Studies from an international perspective of selected texts and traditions
3. Practical Play Analysis: Active exploration of extracts and complete play texts as plans for action – from a director's point of view
4. Theatre Production: a practical study of the principles and practices of theatre production. Students must participate in at least two productions.
5. Individual Project: chosen by the candidate in collaboration with the teacher on a specific aspect of Theatre Arts (required for HL only)

Assessment consists of: (1) Portfolio: Approximately 4500 words reflecting on the candidate's personal learning in the development in the subject, (2) Practical Play Analysis Oral Presentation: The candidate will describe how s/he would think and work as the director of a specific play. This discourse (recorded on tape to be assessed by external examiners) focuses on the candidate's ideas and feelings about the play's possibilities on the stage, and (3) Research commission: a 2500-word written assignment.

VI. MATHEMATICS

Students are required to complete three units of math credit. Many students choose four or more. Three units of math credit beyond Algebra I are required by many colleges for admission. For more information regarding mathematics courses, refer to the flow chart at the end of the course description section.

Advanced Computer Programming [0694] (1/2 unit, Gr. 11-12) This course is a continuation of Introduction to Computer Programming. This class will introduce students to text files, sorting/searching, multidimensional arrays, elementary data structures, data-types and strings, recursion, object-oriented programming, and graphics. This course may be taken for Math or Practical Arts credit, check with your counselor to see which credit will apply. Prerequisite: Introduction to Computer Programming.

Algebra I [0610] (1 unit, Gr. 9-12) The first formalized course involving continuation of fundamental math that deals with abstract ideas (letters in place of numbers), use of patterns, generalizations, solving linear and quadratic equations, graphing, simplifying radicals, and solving word problems. Work includes independent study. This course is a prerequisite for Geometry or Geometry Honors. Prerequisite: Teacher recommendation only.

Algebra II [0617] (1 unit, Gr. 10-12) Students who have successfully completed Algebra I and Geometry or successfully completed Integrated Math 3 may consider taking this course. This course includes a review of topics from Algebra I and new topics may include matrices, complex numbers, conic sections, polynomial functions, logarithms, data analysis and probability. This course cannot be used as a prerequisite for Mathematics Analysis/Trigonometry and is non-weighted. Possible follow up courses include: Discrete Mathematics I, Discrete Mathematics II, Computer Programming, and College Algebra. Prerequisites: Algebra I and Geometry, or Integrated Math 3.

Algebra II H ♦[0620] (1 unit, Gr. 9-12) Students who have successfully completed Algebra I and Geometry or Geometry Honors should plan to take Algebra II H. Algebra II H starts with a continuation of concepts studied in Algebra I. Students will be challenged by new concepts that require graphing skills, function analysis, solving higher order equations, investigating complex number systems, and working with matrices, conic sections, logarithms, data analysis and probability. (This course is a prerequisite for Mathematical Analysis/Trigonometry, College Algebra and Mathematical Functions.) Prerequisites: C or better in Algebra I and Geometry or Geometry Honors.

AP Calculus ♦[0695/0696] (1 or 1 1/2 units, Gr. 11-12) The mathematics of calculus is based on the concept of a limit and includes the study of functions and limits; differentiation and instantaneous rates of change; curve sketching; extreme value problems; antidifferentiation; definite integration and areas under curves and the volumes of solids. This course prepares students for the AP Calculus Test. Dual enrollment for college may be available. Inquire at your high school. Prerequisite: C or better in Mathematical Analysis/Trigonometry.

AP Statistics ♦[0638] (1 unit, Gr. 11-12) The AP Statistics course is an excellent option for any student who has successfully completed Algebra II H or Integrated Math 3, regardless of the student's intended college major. This course is not a Calculus based course. The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students may choose to take the AP Exam at the end of the course. Dual Credit for college credit may be available. Inquire at your high school. Graphing calculators will be used in this course. Prerequisite: C or better in Algebra II H, Algebra II or Integrated Math 4.

Business Mathematics [0660] (1 unit, Gr. 11-12) Students interested in business-related careers will find this course useful. Topics will include the mathematics of business operations and record keeping, banking, purchasing, and sales. Situations involving discounts, commissions, interest, taxes, and depreciation will be studied. Topics also include consumer applications. Calculators will be used as problem solving tools. This course is available to juniors and seniors only. Prerequisite: Geometry or Integrated Math 2.

College Algebra ♦[0635] (1 unit, Gr. 11-12) This course is the standard course in college level algebra. Topics include basic concepts of algebra; linear, quadratic, rational, radical, logarithmic, exponential, and absolute value equations; equations reducible to quadratic form; linear, polynomial, rational, and absolute value inequalities; complex number system; graphs of linear, polynomial, exponential, logarithmic, rational, and absolute value functions; conic sections; inverse functions; operations and compositions of functions; systems of equations; sequences and series; binomial theorem. Dual enrollment for college credit may be available. Prerequisite: Algebra II or Algebra II H.

Discrete Mathematics I [0675] (1/2 unit, Gr. 10-12) Discrete Mathematics I is designed for students who are planning a career in computer science, business, education, the biological sciences, the social sciences or liberal arts. Calculators, "hands-on" activities, computer technology and visual media will be used to explore, develop, and solve problems, dealing with management science which includes route networks and application; scheduling and linear programming. This class also deals with social choices which include election theory, fair division and game theory. Optional topics that may be covered are fractal geometry and apportionment. This course will encourage the modeling of real-world situations through finite methods. Prerequisites: Algebra II, Algebra II H or Integrated Math 3.

Discrete Mathematics II [0676] (1/2 unit, Gr. 10-12) Discrete Mathematics II is designed for students who are planning a career in computer science, business, education, the biological sciences, the social sciences, or liberal arts. Calculators, "hands-on" activities, computer technology, and visual media will be used to explore, develop, and solve problems dealing with statistics, probability, coding, geometric growth, informal logic, symmetry, and patterns. Optional topics that may be covered are formal logic and tiling patterns. This course will encourage the modeling of real world situations through finite methods. Prerequisite: Algebra II, Algebra II H or Integrated Math 3.

Geometry [0680] (1 unit, Gr. 9-12) Geometry will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts from the study of two and three dimensional figures. Emphasis is placed on using deductive reasoning in the analysis of topics such as: parallel lines, triangle congruence, similarity, area and volume. Content will include both coordinate and transformational geometry. Prerequisite: C or better in Algebra I.

Geometry H ♦[0685] (1 unit, Gr. 9-12) Geometry Honors will emphasize skills necessary for problem-solving and continued growth in mathematics for those students who desire a more challenging curriculum. Students will apply concepts from the study of two and three dimensional figures. Strong emphasis is placed on using deductive reasoning in the analysis of topics such as parallel lines, triangle congruence, similarity; area, and volume. Content will include both coordinate and transformational geometry. Prerequisite: A or B in Algebra I and teacher recommendation.

Integrated Math 1 [0646] (1 unit, Gr. 9-12) Integrated Math 1 will emphasize skills necessary for problem solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability. Integrated Math 1 concentrates the content of Integrated Math 1A and Integrated Math 1B into one credit of study. Either this course or Integrated Math 1B can serve as a prerequisite to Integrated Math 2. Prerequisite: Teacher recommendation only.

Integrated Math 1A [0647] (1 unit, Gr. 9) Integrated Math 1A will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement and data analysis and probability. This course is a prerequisite to Integrated Math 1B. Prerequisite: Teacher recommendation.

Integrated Math 1B [0648] (1 unit, Gr. 9-10) Integrated Math 1B is a continuation and extension of the concepts studied in Integrated Math 1A. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability. Either this course or Integrated Math 1 can serve as a prerequisite to Integrated Math 2. Prerequisite: Integrated Math 1A.

Integrated Math 2 [0649] (1 unit, Gr. 10-12) Integrated Math 2 continues the development of concepts introduced in Integrated Math 1A and Integrated Math 1B or Integrated Math 1. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement and data analysis and probability. This course is a prerequisite to Integrated Math 3. Prerequisite: Integrated Math 1B or Integrated Math 1.

Integrated Math 3 [0650] (1 unit, Gr. 11-12) Integrated Math 3 continues to build on the development of concepts introduced in the integrated series. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability. This course is a prerequisite to Integrated Math 4. Prerequisite: Integrated Math 2.

Integrated Math 4 [0651] (1 unit, Gr. 12) Integrated Math 4 continues to build on the development of concepts introduced in the integrated series. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurements, and data analysis and probability. This course is designed to prepare students for post-secondary experiences, both academic and workforce related. Prerequisite: Integrated Math 3.

Introduction to Computer Programming [0692] (1/2 unit, Gr. 11-12) This course is intended for the student who is interested in learning to write JAVA computer programs to solve problems in a structural environment. This course is designed for students who have an interest and ability in mathematics, science, or business. It will cover basic terminology, history, input/output control, decision control, repetition, functions, arrays, and elementary strings. This course may be taken for math or practical arts credit, check with your counselor to determine which credit will apply. Prerequisites: Algebra II, Algebra II H or Integrated Math 3, and keyboarding proficiency.

Mathematical Analysis/Trigonometry ♦[0690] (1 unit, Gr. 10-12) This course is designed for students who are planning to take Calculus and are interested in a math or science related career. Students in this course will study functions, graphing, limits, trigonometric relations, analytic geometry and other advanced topics. Prerequisites: C or better in Algebra II H, or Mathematical Functions.

Mathematical Functions [0655] (1/2 unit, Gr. 10-12) Students in this course will study, extend upon, and explore real life applications for sequences, series, matrices, determinants, functions, composition of functions, exponential functions, logarithmic functions, and conic sections. Prerequisite: C or better in Algebra II or Algebra II H.

VII. NATURAL SCIENCES

Students are required to complete three units of science to graduate. Students planning to attend an institution of higher education should take three or more units of college preparatory science courses. For more information regarding science courses, refer to the flow chart at the end of the course description section.

Advanced Biology ♦[0710] (1 unit, Gr. 11-12) This is an advanced course in life science, which includes extensive laboratory work and scientific research. Students will focus on hands-on genetics research, epidemiology, and current issues in biological sciences. Students should schedule this course if they are interested in living systems; planning careers such as medicine or biological research; and/or pursuing a postsecondary biology major. This course does not include animal dissections. . Dual credit may be available. Sophomores enrolled in the IB program may take this course. Prerequisite: Physics First or Physics First Honors, General Biology or General Biology Honors and General Chemistry.

Advanced Chemistry ♦[0725] (1 unit, Gr. 11-12) This is a laboratory-oriented course and the preparatory phase for the AP Chemistry program. This course is equivalent to the first-semester college chemistry offered for majors in chemistry, biology, biomedical science, engineering, geology, biochemistry, and other related science fields. Major topics in this course include: introductory concepts (scientific methods, SI units, computation, and properties of matter); mole concept involving chemical equations and stoichiometry; periodicity, reactivity in aqueous solution, thermochemistry, electronic structures of atoms, chemical bonding and chemical structures; gases, liquids and solids; mixtures, and chemical reactivity. Dual credit may be available. Prerequisites: Physics First or Physics First Honors, General Chemistry, and two or more units of mathematics (Algebra II is strongly recommended).

Advanced Physics ♦[0756] (1 unit, Gr. 11-12) The syllabus for this course is equivalent to introductory physics courses for university students. The emphasis is on understanding the concepts and skills using laboratory investigation and formulae to solve problems. Laboratory work is an integral part of this course. In this course students will investigate rotational motion, torque, angular mechanics, thermodynamics, relativity, quantum theory, nuclear physics, electricity and magnetism. This course is designed for college bound students interested in pursuing a science related field. Dual credit may be available. Students will be qualified to sit for the AP Physics B examination. Prerequisites: Physics First or Physics First Honors, completion of or concurrent enrollment in Algebra II and the evidence of a strong background in math/science skills. Previous or concurrent enrollment in General Chemistry is strongly recommended.

AP Chemistry ♦[0731] (1 unit, Gr. 11-12) This course is designed to be the equivalent of the second semester of college chemistry offered for chemistry majors and emphasizes equation writing, problem solving, and the quantitative aspects of chemistry. General topics will include: reaction rates; equilibrium; kinetics; electrochemistry; thermodynamics; and organic chemistry. This course will serve as preparation for the Advanced Placement test. Dual Credit may be available. Prerequisites: Physics First or Physics First Honors, completion of General Chemistry, teacher recommendation, and mastery of algebraic processes (completion of Algebra II).

AP Physics B: Algebra Based Physics ♦[0757] (1 unit, Gr. 12) This is a national algebra/trigonometry based course in physics. The syllabus for this course is equivalent to introductory physics courses for university students. The emphasis is on understanding the concepts and skills using laboratory investigation and formulae to solve problems. Laboratory work is an integral part of this course. Students will investigate rotational motion, torque, angular mechanics, thermodynamics, relativity, quantum theory, nuclear physics, electricity and magnetism. This course is designed for college bound students interested in pursuing a science related field. Dual credit may be available. Students will be qualified to sit for the AP Physics B examination. Prerequisites: Physics First or Physics First Honors, completion of or concurrent enrollment in Algebra II and the evidence of a strong background in math/science skills. Previous or concurrent enrollment in General Chemistry is strongly recommended.

AP Physics C: Calculus Based Physics ♦[0759] (1 unit, Gr. 12) This is a national calculus based course in physics. The syllabus for this course is equivalent to introductory physics courses for engineering students. The emphasis is on understanding the concepts and skills using laboratory investigation and formulae to solve problems. Laboratory work is an integral part of this course. Students will investigate rotational motion, torque, angular mechanics, quantum theory, nuclear physics, electricity and magnetism. This course is designed for college bound students interested in pursuing a science related field. Dual credit may be available. Students will be qualified to sit for the AP Physics C examination. Prerequisites: Physics First or Physics First Honors, completion of or concurrent enrollment in Calculus and the evidence of a strong background in math/science skills. Previous or concurrent enrollment in General Chemistry is strongly recommended.

Anatomy and Physiology ♦[0727] (1 unit, Gr. 11-12) This course is an in-depth study of the specific functions and structures of the tissues, organs and systems of the human body. This course demands independent study and extensive preparation outside of class. Rigorous laboratory activities and mammalian dissection is a required component of this course. Exceptions or accommodations to the dissection requirement will not be allowed. Dissections will be the capstone lab for the course and will serve as a general review for the lab practical portion of the final exam. Individual organs will be presented for dissection at appropriate times in the curriculum. Substitutions for dissection materials are permitted according to material availability. Dual credit may be available. Prerequisite: Physics First or Physics First Honors and General Biology or General Biology Honors required. General Chemistry is strongly recommended.

Astronomy [0744] (1 unit, Gr. 10-12) This course is a multidisciplinary, laboratory based course which examines the structure and composition of the planets, stars, galaxies, and the universe. The topics will include, but are not limited to, observing the night sky, planetary features, planetary motions, the sun, stars, galaxies, and the universe. Prerequisites: Physics First required. Algebra and Geometry recommended but not required

Earth Science [0740] (1 unit, Gr. 10-12) This is a laboratory course that integrates the study of the earth and our physical world and builds upon those concepts introduced in middle school science courses. The study of the earth will include an introduction to the science of the earth; properties and processes of its surface and interior including plate tectonics, volcanism, earthquakes, glaciation, mountain building, formation of rocks, minerals, and the structural basis of landforms, its history and our place in the universe. A study of atmospheric processes and weather elements will also be a part of this course. Prerequisite: Physics First.

Earth Science H ♦[0745] (1 unit, Gr. 10-12) This is an accelerated laboratory course which integrates an in-depth study of the earth and the physical world. The study of the earth will focus on introduction to the science of the earth; properties and processes of its surface and interior including plate tectonics, volcanism, earthquakes, glaciation, mountain building, formation of rocks, minerals, and the structural basis of landforms, its history, as well as its place in the universe. A study of atmospheric processes and weather elements will also be a part of this course. A research project and presentation is required in Earth Science Honors. Dual Credit may be available for this course. Prerequisite: Successful completion of Physics First (Grade A or B recommended).

Engineering Physics ♦[0758] (1 unit, Gr. 12) The syllabus for this course is equivalent to introductory physics courses for engineering students. The emphasis is on understanding the concepts and skills using laboratory investigation and formulae to solve problems. Laboratory work is an integral part of this course. In this course students will investigate rotational motion, torque, angular mechanics, quantum theory, nuclear physics, electricity and magnetism. This course is designed for college bound students interested in pursuing a science related field. Dual credit may be available. Students will be qualified to sit for the AP Physics C examination. Prerequisites: Physics First or Physics First Honors, completion of or concurrent enrollment in Calculus and the evidence of a strong background in math/science skills. Previous or concurrent enrollment in General Chemistry is strongly recommended.

General Biology [0700] (1 unit, Gr. 10-12) This course provides an overview of the processes of living things, from a cellular level to the biosphere. It is a valuable course for any student, especially those requiring a general knowledge of biology for postsecondary study or careers in the fields of health or environmental sciences. Laboratory activities integrating scientific investigation and process skills make up an important component of this course. Students receiving credit for this course cannot also receive credit for Introductory Biology or General Biology Honors. Prerequisite: Physics First or Physics First Honors.

General Biology H ♦[0705] (1 unit, Gr. 10-12) This is an accelerated investigative laboratory course with in-depth analysis into the various facets of living things and their environment. Laboratory experiences make up a significant component of the course-work. General Biology Honors is recommended for students interested in a postsecondary education science major and/or a professional career related to the life sciences. Students receiving credit for this course cannot also receive credit for Introductory Biology or General Biology. Prerequisite: Successful completion of Physics First or Physics First Honors (Grade A or B is recommended).

General Chemistry ♦[0730] (1 unit, Gr. 10-12) This is an honors level course that involves the analysis of chemical concepts and the application of algebraic skills. This is a college preparatory course for those students planning careers in medicine, chemistry, engineering, or other fields that depend on knowledge of chemistry. Laboratory work is a very important part of this course. Prerequisites: Algebra I and Physics First or Physics First Honors.

Introductory Biology [0715] (1 unit, Gr. 10-12) This course provides an overview of the processes of living things, from a cellular level to the biosphere. It is a valuable course for any student, especially those requiring a general knowledge of biology for postsecondary study or careers in the fields of health or environmental sciences. Laboratory activities integrating scientific investigation and process skills make up an important component of this course. Students receiving credit for this course cannot also receive credit for General Biology or General Biology Honors. Prerequisite: Physics First.

Introductory Chemistry [0728] (1 unit, Gr. 10-12) This course provides students an opportunity to discover what chemistry is about without moving into highly theoretical and mathematical studies. Laboratory investigations will encompass a large portion of course work. Many of the basic concepts of chemistry will be investigated, including the structure of matter and the application of chemistry to the environment and to society. This course is less problematic than General Chemistry and may not provide a sufficient preparation for college chemistry courses as does the General Chemistry course. Prerequisite: Physics First or Physics First Honors.

Marine and Environmental Studies [0713] (1/2 unit, Gr. 10-12) This course is a field expedition course offered in two unique settings. Under teacher supervision, students attend fall evening sessions to study and conduct research on marine environmental topics. Evening sessions also include snorkeling instruction and water safety classes. During spring break, the class travels to an oceanography institute to complete their research in the field. Marine and Environmental Studies is a valuable course for any student especially those requiring a general knowledge of biology and science

Physics First [0723] (1 unit, Gr. 9) This first year course for high school students uses technology, laboratory experiences, problem solving and critical thinking skills to enhance physics understanding for students of all ability levels. Students will investigate specific physics theories and principles by using scientific processes and inquiry. Successful completion of Physics First is a pre-requisite to all other subsequent high school science courses.

Physics First H ♦[0724] (1 unit, Gr. 9) This course is an advanced first year course for high school students. This course is designed to provide students the opportunity to focus on specific physics theories and principles. Students will utilize technology, laboratory activities, problem solving and critical thinking skills to enhance understanding and application of scientific reasoning. Extensive independent preparation will be expected of all students enrolled in this course. Successful completion of Physics First is a pre-requisite to all other subsequent high school science courses. Prerequisites: Teacher recommendation based on grade in 8th grade science and MOY score on the 8th grade math performance series assessment

Physics I ♦[0750] (1 unit, Gr. 10-12) Physics I is a course in which laboratory work is very important. In this course, students will investigate linear motion, momentum energy, waves, light and sound. Physics I will provide a solid content knowledge base required for advanced study in Physics II and/or AP Physics. Students who have completed Physics First should not schedule for Physics I. Prerequisite: Integrated Science or Integrated Science Honors and Geometry or Integrated Math 2.

Scientific Research and Design [0748] (1/2 unit, Gr. 10-12) This innovative course can be either individualized or whole class instruction. Emphasis is placed on critical thinking and problem solving. Students must incorporate the use of content knowledge, technology, and communication skills to conduct and share experimental research.

VIII. SOCIAL STUDIES

A major goal of secondary social studies courses is to provide students with opportunities to broaden their knowledge and to learn skills which will help them to better understand their heritage, the world in which they live, their environment and the other people who share it with them, rights and responsibilities of citizens, and ideas and findings from the social sciences (economics, political science, sociology, and psychology). Students will improve reading, writing, thinking, and decision-making skills.

AP Comparative Government and Politics ♦[0825] (1 unit, Gr. 11-12) This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate the importance of global political and economic changes. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. AP examination is administered for this which is the equivalent of one college semester. Dual credit may be available.

AP Economics ♦[0925] (1 unit, Gr. 11-12) This course includes two parts equivalent to two college semesters. *Microeconomics* gives students a thorough understanding of the principles of economics which apply to the function of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. *Macroeconomics* provides students with a thorough understanding of economics which applies to an economic system as a whole. The course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Dual credit may be available.

AP European History ♦[0945] (1 unit, Gr. 11-12) The AP course in European History is intended to qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history and corresponds to the most recent developments in history curricula at the undergraduate level. In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentations, including visual and statistical materials. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Dual credit may be available.

AP Human Geography ♦[0842] (1 unit, Gr. 11-12) AP Human Geography is a learning experience equivalent to that obtained in most college introductory human geography courses. The purpose is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Dual credit may be available.

AP Psychology ♦[0935] (1 unit, Gr. 11-12) The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology and learn about the ethics and methods psychologist use in the science and practice. This course is equivalent to one college semester. Dual credit may be available.

AP US Government & Politics ♦[0815] (1 unit, Gr. 11-12) This course will give students an analytical perspective on government and politics in the United States which includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It will also reinforce knowledge of various institutions, groups, beliefs, and ideas which constitute U.S. government and politics. Students will be required to become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. AP examination is administered for this course which is the equivalent of one college semester. The students will be expected to demonstrate, through examination, understanding of the basic provisions and principles of The Constitutions of the United States and of the State of Missouri as prescribed by state statute. Dual credit may be available.

AP United States History ♦[0780] (1 unit, Gr. 11-12) The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. Dual credit may be available.

AP World History ♦ [0785] (1 unit, Gr. 11-12) This course is a college freshman-level survey course that covers five broad time periods from approximately 8,000 B.C.E. to the present. This course follows the College Board curriculum for AP World History and is consistent with District Social Studies curriculum goals. This course is equivalent to two college semesters. Dual credit may be available.

American Baseball History – 1839-Present [0774] (1/2 unit, Gr. 10-12) This course surveys and interprets the history of baseball in the United States. Major topics studied: “Origins of Sport”, “Professionalism and the National Pastime”, “Troubles of Big Business”, “Baseball and the Progressive Movement”, “Baseball, the Great Depression, and World War II”, “African Americans in and out of Baseball”, and “Economic changes of Baseball in the 1970’s”. The course deals with both the role and significance of baseball in American society over the past 150 years and the history of the game itself.

American Civil War [0855] (1/2 unit, Gr. 10-12) This course covers the American Civil War era from the earliest seeds of disunion at the Constitutional Convention to the end of Reconstruction. Particular attention will be given to events that unfolded in Missouri, the Ozarks, and the Trans-Mississippi Theater and their subsequent results. Economics, government, geography, multicultural and current perspectives and citizenship will be utilized to understand the period.

American Frontiers [0850] (1/2 unit, Gr. 11-12) This course focuses on the westward movement of population in the United States from the Colonial period to the present. Social, political, and economic changes will be viewed from a variety of perspectives, particularly a Native American view.

Asian Studies [0810] (1/2 unit, Gr. 11-12) This course is an introduction to the major cultures of Asia: Japan, China, and India as well as the cultures of Southeast Asia and Korea. The students will develop an understanding of geography, history, art, architecture, social and political institutions, and agricultural and industrial development. Asian influences, both current and historical, will be actively investigated.

Economics ♦ [0920] (1/2 unit, Gr. 11-12) This course presents the philosophy and principles of economic concepts. It consists of a study of the nature and method of economics; opportunity cost; business organization, supply and demand; the market system and competitive enterprise; money, banking and monetary policy; resource allocation; and international economics. This course is designed to cross subject area lines when appropriate in order to give the student a broad view of concepts under investigation. This is a weighted course. Students will be expected to complete assignments outside of class time on a regular basis. Students will be expected to complete projects that must include the elements of research, exploration and evaluation. All students in this course are expected to read extensively, think critically and write lucidly.

The Holocaust [0779] (1/2 unit, Gr. 11-12) This course will examine, analyze and evaluate the history of the Holocaust. It will include historical, multicultural, social, technological and political strands as it addresses the causes, the means, and the consequences of the Holocaust.

Humanities [0046] (1 unit, Gr. 11-12) This course explores the creative legacy of man referred to collectively as the humanities: literature, the visual arts (including photography and film), music, dance, drama, religion, philosophy, and history (in its literary dimension). While this course assumes a global and multicultural perspective, it will emphasize Western contributions. The student gains a concept of his or her identity and self-worth by surveying the whole of mankind’s creativity rather than unrelated strands.

Liberty and Law [0890] (1/2 unit, Gr. 11-12) This course is designed to be the culminating experience in the student’s required social studies program bringing together and expanding the knowledge from prior study of the following areas: citizenship, current events, multicultural perspectives, history, geography, economics and government. Students will be expected to demonstrate, through examination, understanding of the basic provisions and principles of The Constitutions of the United States and of the State of Missouri as prescribed by state law.

Liberty and Law H ♦ [0900] (1/2 unit, Gr. 11-12) This course is designed to meet the needs of juniors and seniors for becoming informed and active adult citizens. The major topics covered include introduction to government, Federal Legislative Branch, Federal Executive Branch, Federal Judicial Branch, political parties, electoral processes and voting, state and local government, comparative government and U.S. Foreign Policy. There will be considerable emphasis on learning activities requiring writing, critical thinking, using primary sources, making inferences, generalizing, and drawing conclusions. Students will be expected to read extensively beyond the assigned textbook and routinely undertake independent research projects. Students will be expected to demonstrate, through examination, their knowledge and understanding of the basic provisions and principles of the Constitution of the United States and the State of Missouri as prescribed by state law.

Psychology [0930] (1/2 unit, Gr. 11-12) This psychology survey course is designed to help each student gain insight into human behavior. Students will also identify current events and issues in psychology on a regular basis.

Sociology [0940] (1/2 unit, Gr. 11-12) This sociology survey course is designed to provide students with a basic understanding of how societies are formed and how they function. Sociology is a study of people in group relationships and integrates all the disciplines of social movement. This course addresses values, norms, culture, socialization, social stratification and social institutions. It may also include consideration of social problems such as crime, poverty, prejudice and discrimination, collective behavior and social movements.

United States History [0770] (1 unit, Gr. 9) This United States History course, required of all students, is a survey of U.S. history since Reconstruction. This course will examine and evaluate matters relating to the student's role as a citizen in an ever changing, multicultural world and focus on the social, political, economic, and military events which have had a major impact on shaping the United States as it is today.

United States History H ♦[0772] (1 unit, Gr. 9) This United States History course is a survey of U.S. history since Reconstruction. Students will be given the opportunity to become involved in rigorous learning activities requiring critical thinking, library research, writing, making inferences, generalizing, and drawing conclusions. Major social, political, economic, and military events and themes of United States history since Reconstruction will be explored. Students will be expected to read extensively beyond the assigned textbook and routinely undertake independent research projects.

World Geography [0840] (1/2 unit, Gr. 9-12) This course is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations.

World History [0775] (1 unit, Gr. 10) The World History course, required of all students, is a survey of world history and the cultures of the world with an emphasis on the Modern Era from the Renaissance to the present. The course will include historical, multicultural, geographical, economic, technological, social, political, and current events strands. These strands will be taught both independently and integrated with one another throughout the course.

World History H ♦[0777] (1 unit, Gr. 10) This course is a survey of world history and cultures with an emphasis on the Modern Era from Renaissance to the present. The focus of the course is the major ideas, people and events from the eastern and western hemispheres which have shaped our world today. Major unites include renaissance and reformation, non-European civilizations, imperialism and twentieth century topics for research. Students will be given the opportunity to become involved in rigorous learning and writing activities requiring critical thinking activities, research, making inferences, generalizing and drawing conclusions. Students will be expected to read extensively beyond the assigned textbook and routinely undertake independent research projects.

IX. PRACTICAL ARTS/CAREER EDUCATION

Business Education/Marketing

A study of business and marketing education courses provides an opportunity to acquire skills necessary for immediate employment in the business world as well as background for additional training in many areas. Students also acquire knowledge which will be of value to them in their personal lives as they learn how to manage their own business affairs more efficiently. Because of the technological world of today, good computer skills are essential for everyone, regardless of future educational or career plans. Business and marketing skills are useful in any career because they involve understanding business functions on a day-to-day basis, as well as relating and communicating effectively. Business and marketing account for about one in every three jobs in the United States. Business and marketing competencies are also learned through on-the-job training as well as participation in DECA, an international association of marketing students, and FBLA, a national organization of business students.

Accounting I [0960] (1 unit, Gr. 10-12) This course gives students training in fundamental accounting principles. Students will apply basic accounting concepts by creating balance sheets, income statements and capital statements both manually and on a computer. This course will help students explore related business fields in which some accounting knowledge and application is needed. Students will complete an accounting cycle for proprietorships and corporations. A course in accounting is required for all business majors in college. Dual credit may be available. Three hours of free college credit is available for 11/12th graders who complete the course with a "B" or better through OTC articulation agreements.

Accounting II [0965] (1 unit, Gr. 11-12) This course will provide hands-on experience with the computer and an in-depth study of cost accounting, depreciation, bad debts accruals, prepaid expenses, unearned revenue, etc. for corporations. Preparing, interpreting, and analyzing financial statements for corporations and partnerships are an integral part of this course. Prerequisite: Students earning a "C" or higher in Accounting I may enroll in this course. Three hours of free college credit is available for 11/12th graders who complete the course with a "B" or better through OTC articulation agreements.

Business Law [0986] (1/2 unit, Gr. 11-12) This course provides students an opportunity to explore laws that affect businesses, consumers, and young adults on a daily basis. The terminology will help the student understand the legal processes which are discussed in the media as well as those processes which directly affect him/her. The basics of everyday law concerning consumer rights, entering into contracts, criminal and civil law, business crimes, functions of courts, and family law.

Business Principles and Management [0950] (1 unit, Gr. 9-10) This course emphasizes leadership in the workplace, job-seeking skills, consumer decision-making, and economic citizenship. Students will gain knowledge in providing and using goods and services and learn strategies to become more efficient in managing personal business. Areas of study will be business ownership and organization, business ethics, consumerism, E-business, international business, exploration of career opportunities, and the development of research and communication skills. Three hours of free college credit is available for 11/12th graders who complete the course with a “B” or better through OTC articulation agreements.

College Computer Applications [1046] (1/2 unit, Gr. 11-12) This course will help to advance computer skills developed in Computer Applications. With the demand for computer skills in both the workplace and educational arenas, this course offers the advanced techniques expected at the college level. The Microsoft Office Suite will be the framework for the content presented in this course focusing on advanced word processing, spreadsheet, database, and presentation software. Sophomores may enroll only with instructor approval. Three hours of free college credit is available for 11/12th graders who complete the course with a “B” or better through OTC articulation agreements. Dual credit may be available. Prerequisite: Students earning a “C” or higher in Computer Applications may enroll in this course.

Computer Applications [1045] (1/2 unit, Gr. 10-12) Students will be provided with an opportunity to develop and enhance the necessary skills to be successful in the workplace and college environments. This course is an avenue for the advancement of computer knowledge needed in today’s technology driven society. The Microsoft Office Suite will be the framework for the content presented in this course. This course is a prerequisite for advanced computer courses such as: College Computer Applications, Digital Graphic Design, and Web Design. Three hours of free college credit is available for 11th-12th graders who complete the course with a “B” or better through OTC articulation agreements. Dual credit may also be available. Prerequisite: Students earning a C or higher in Digital Communications may enroll in this course.

Digital Communications [1035] (1/2 unit, Gr. 9-12) This course is designed to teach students various digital input and manipulation methods. Emphasis is placed on typing personal and business letters and reports. The students will explore proper keyboarding technique, voice and handwriting recognition. Units on file management email and 10-key will also be covered. A student who anticipates taking further business courses in high school or college or entering the work force upon graduation is encouraged to take Computer Applications. The Technology Literacy Proficiency Exam can be used as a waiver for this course.

Digital Graphic Design [1065] (1 unit, Gr. 11-12) In this course, students will utilize the Adobe Suite to learn the basics of digital graphic design. Students will use Photoshop, Illustrator, and InDesign to apply the fundamentals of layout, typography, color, and digital graphics. This course will provide students with marketable skills used in the areas of advertising, marketing, journalism, and video game design. Sophomores may enroll only with instructor’s approval. *Three hours of free college credit is available for 11th-12th graders who complete the course with a “B” or better through the OTC articulation agreement. Prerequisite: Students earning a “C” or higher in Computer Applications may enroll in this course.

Entrepreneurship [1040] (1/2 unit, Gr. 11-12) Entrepreneurship is designed to allow the students the opportunity to explore the aspects of owning and operating their own business. Course content includes business communications, entrepreneurial characteristics, market analysis, economic effects, legal issues, financial responsibilities, e-commerce, and ethical management. Students will develop an effective business plan. Three hours of free college credit is available for 11th-12th graders who complete the course with a “B” or better through OTC articulation agreements.

International Business [0990] (1/2 unit, Gr. 11-12) International Business focuses on recognizing global differences and applying cultural diversity issues to business relationships. In this course the student will learn the principles and process of global business environment, international business structure, international finance, international trade, international marketing and explore international career opportunities. By the end of this course, the student will develop an understanding of how to manage and operate an international business.

Marketing I [1233] (1 unit, Gr. 11-12) This course of study includes an emphasis on marketing principles and an introduction to marketing careers. Topics covered include the fundamentals of marketing (product development, pricing strategies, promotional systems, and physical distribution); human relations; communications; free enterprise economics; marketing operations; international marketing concepts; e-commerce; management skills and business applications of the microcomputer. Learning activities may include role-playing of sales techniques, advertising layouts, promotional campaigns, team management projects and guest speakers on marketing careers. *Three hours of free college credit is available through the OTC articulation agreement.

Marketing II [1234] (1 unit, Gr. 12) Second year students will receive advanced training in marketing education. The course of study will include highly developed marketing principles and strategies and emphasizes market research; international marketing; e-commerce marketing; selling; sales promotion and advertising; marketing management and business ownership. Learning activities may include role-playing, sports and entertainment marketing, market research projects, sales promotion campaigns, entrepreneurship and international studies. A course in marketing is usually required for all business majors in college. Prerequisite: Students earning a “C” or higher in Marketing I may enroll in this course. Dual credit may be available through Missouri State University for this course.

Personal Finance [0975] (1/2 unit, Gr. 11-12) This course is designed to help students apply decision-making skills to earning and spending an income, establishing and enhancing savings and investments, insurance, using credit, and managing money. Three hours of free college credit is available through the OTC articulation agreement. Dual credit may be available.

Retail Fashion Merchandising [1231] (1/2 unit, Gr. 11-12) This course of study is designed to introduce the student to the retail industry in the United States. The course focuses on concepts and practices of retail business operations, merchandising techniques, retailing skills, and fashion merchandising. Students will analyze the buying and merchandising functions of retailing and will be introduced to the various components of the fashion field. Emphasis may be placed on retailing concepts and practices, the fashion cycle, customer buying behaviors, international markets, fashion promotion campaigns and sales. Instruction will primarily consist of group discussion, role plays, demonstrations, case studies, project presentations, and guest speakers on retail and fashion merchandising careers.

Sports, Recreation and Entertainment Marketing [1225] (1/2 unit, Gr. 11-12) This course provides students the opportunity to apply and expand knowledge acquired in Marketing I. This advanced course provides students with the opportunity to learn and apply marketing principles in the field of Sports, Recreation and Entertainment. The class will research and work with the private sector and community to help market recreation and entertainment programs. Emphasis is placed upon the functions of financing, marketing-information management, pricing, product/service management, promotion, and selling. A significant portion of this program will include hands-on learning through student-developed activities to meet course goals integrating sustainability projects. Instructional strategies will include computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through DECA, and creative marketing projects for a school athletic program, community, or not for profit organization. Prerequisites: Students earning a “C” or higher in Marketing I may enroll in this course.

Supervised Marketing Experience I [1235] (3-4 units, Gr. 11-12) This course of study includes an emphasis on marketing principles and an introduction to marketing careers while completing a paid cooperative training program in a marketing related business under the supervision of the Marketing Education Coordinator and the employer. Topics covered include the fundamentals of marketing (product development, pricing strategies, promotional systems, and physical distribution); human relations; communications; free enterprise economics; marketing operations; international marketing concepts; e-commerce; management skills and business applications of the microcomputer. Learning activities may include role-playing of sales techniques, advertising layouts, promotional campaigns, team management projects and guest speakers on marketing careers. Credit is given if the student works for an average of 10-20 hours per ½ credit and successfully completes work-related assignments. The student is graded by a combined teacher-employer evaluation. *Three hours of free college credit is available through the OTC articulation agreement.

Supervised Marketing Experience II [1236] (3-4 units, Gr. 12) Second year students will receive advanced training in marketing education as students cover the Marketing II coursework and complete a paid cooperative training program in a marketing related business under the supervision of the Marketing Education Coordinator and the employer. The training station must meet all of the same requirements as Supervised Marketing Experience I. The course of study will include highly developed marketing principles and strategies with an emphasis on market research, international marketing, e-commerce marketing, selling; sales promotion and advertising, marketing management and business ownership. Learning activities may include role-playing, sports and entertainment marketing, market research projects, sales promotion campaigns, entrepreneurship and international studies. Credit is given if the student works for an average of 10-20 hours per ½ credit and successfully completes work-related assignments. The student is graded by a combined teacher-employer evaluation. Students must provide their own transportation. Prerequisite: “C” or higher in Marketing I. Dual credit may be available through Missouri State University for this course.

Web Design [1060] (1/2 unit, Gr. 11-12) This course will focus on website planning, basic design, layout, and construction. Other topics include evaluation of websites, image editing, and animation. Students will learn basic HTML structure and formatting and use the Adobe Web Design Premium software suite including Dreamweaver, Fireworks, Photoshop, and Flash. It is highly recommended that students purchase their own 1 gig or greater memory stick for use in this course. Prerequisite: Students earning a “C” or higher in Computer Applications or who have teacher approval may enroll in this course.

Technology Education

The variety of classes and activities offered will help you become a more creative, self-directed person and will provide you with broad experiences to better prepare you for a career or college. If you are planning to take Career and Technical Education courses at OTC Career Center in grades 11 and 12, Technology Education courses can help you get a head start in your selected field. If you plan to go to college, Technology Education, with its many computer-based offerings, can help you be better prepared for success.

3D Design and Modeling [1105] (1/2 unit, Grades 10-12) This course provides opportunities for the student to further develop skills acquired in Introduction to Engineering Design. This course presents basic mechanical drafting principles and techniques. Correct application of CAD techniques and command are also emphasized and integrated throughout the course to provide a solid foundation for future CAD classes. Emphasis is placed on learning visualization, vocabulary and the basic commands of computer aided design software. Career opportunities, principles, and processes of the CAD field will be emphasized utilizing industry accepted computer aided design software. 3D Design and Modeling may be repeated for credit. Students repeating the course will be expected to work at a higher level of difficulty. Prerequisite: PLTW Introduction to Engineering Design and Algebra I or Integrated Math I.

Advanced Wood Technology [1130] (1/2 unit, Gr. 11-12) Advanced Wood Technology is a hands-on laboratory course that encourages the student to achieve a high level of competency in the area of cabinetmaking and design. The student is expected to design and complete a project to specifications. The project engages the student in creating ideas, developing innovations and engineering practical solutions. Technology content, resources and laboratory activities encourage student application of science, mathematics and other academic areas. Prerequisite: Wood Technology.

Architectural Computer Aided Design [1100] (1/2 unit, Grades 10-12) The student will explore the career opportunities, principles, and processes of architectural drafting technology. Emphasis is placed on learning visualization, the vocabulary, and the basic commands of computer aided design software. Architectural Computer Aided Design introduces students to the essential knowledge base of architecture and provides a foundation in design and study skills. Prerequisite: PLTW- Introduction to Engineering Design

Introduction to Construction Technologies [1090] (1/2 unit, Gr. 9-12) This course provides the student with an understanding of how construction impacts their life, both socially and professionally. Students will explore and demonstrate an understanding of the five elements of construction: career opportunities, design, measurements, tools and materials. The student will learn by making repairs on actual structural components of the home using appropriate tools, materials and processes. The course will offer practical advice about when to seek professional help. Prerequisite: none.

Materials and Processes [1125] (1/2 unit, Gr. 9-12) In this course the student will complete hands-on activities using metal, plastic, wood and composite materials. Various processes for manipulating these materials, such as heating, bending, cutting, gluing, sanding, buffing, staining and coating will be explored. Activities will include examination of local and global career opportunities and utilization of team and individually based problem-solving exercises related to the work place. Materials and Processes may be repeated for credit. Students repeating the course will be expected to work at a higher level of difficulty. Prerequisite: none.

Wood Technology [1115] (1/2 unit, Grades 10-12) This hands-on course prepares students to understand and apply cornerstone technological concepts and processes through the use of wood. Individual and group projects engage students in creating ideas, developing innovations and engineering practical solutions. Technology content, resources and laboratory activities encourage student applications of science, mathematics and other academic areas. This course guides students through career orientation and discussions of the economic impact of the wood working industry on the economy. Students develop an appreciation of craftsmanship and goals completion. Prerequisite: Materials and Processes.

Project Lead the Way® (PLTW) Pre-Engineering Program

Project Lead the Way (PLTW) - Digital Electronics [1066] (1 unit, Grades 10-12) This course teaches applied logic and introduces the basics of electronics and digital systems – the building blocks to many products. The course exposes students to engineering design and troubleshooting techniques that are used in the electronics field. Computer simulation software is used to design and test digital circuitry prior to actually constructing them. Projects vary from traditional, such as those found in watches, digital cameras, and calculators to combinational logic using SSI chips to small subsystem implementation in programmable devices. Students will learn a systematic approach employed by engineers to design electronics. This introductory pre-engineering course will develop a student's logical thinking skills by solving problems and designing control systems. In this manner, students gain a better understanding of the digital circuits in microelectronic design, manufacturing, computer technology, and information systems. Prerequisite: Introduction to Engineering Design and Algebra I or Integrated Math I.

Project Lead the Way (PLTW) - Introduction to Engineering Design [1063] (1 unit, Grades 9-12) This course is appropriate for students who are interested in design and engineering. The course exposes students to the design process, engineering standards, research and analysis, technical documentation, global and human impacts, communication methods, and teamwork. Using a powerful Computer Aided Design System, students learn the product design process through creating, analyzing, rendering and producing a model to create solutions to various challenges. Prerequisite: Algebra I or Integrated Math I or concurrent enrollment in Algebra I or Integrated Math I.

Project Lead the Way (PLTW) – Principles of Engineering[1064] (1 unit, Grades 9-12) This project-based course introduces students to the profession of engineering and engineering technology, by exploring various technologies related to manufacturing processes, and engineering systems. Students will use critical thinking skills to analyze, synthesize, and design engineering systems. Students will apply skills and knowledge of math, science, communication, and technology in complex problem solving activities. POE also includes risk analysis and engineering reliability impact on social, political and liable consequences of technological advancements. Prerequisite: Algebra I or Integrated Math I or concurrent enrollment in Algebra I or Integrated Math I.

Project Lead the Way (PLTW) – Aerospace Engineering[1067] (1 unit, Grades 11-12) This course engages students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work individually and in teams utilizing hands-on activities, projects and problems and are exposed to various situations encountered by aerospace engineers. AE is one of the four specialization courses within the PLTW® pre-engineering sequence. Prerequisite: Introduction to Engineering Design, and Principles of Engineering.

Project Lead the Way (PLTW) – Biotechnical Engineering [1068] (1 unit, Grades 10-12) This course will expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics. Students apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems. BE is one of the four specialization courses in the PLTW® pre-engineering sequence, which applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics. Prerequisite: Introduction to Engineering Design, and Principles of Engineering.

Project Lead the Way (PLTW) – Civil Engineering and Architecture [1069] (1 unit, Grades 10-12) This course is the study of the design and construction of residential and commercial building projects and includes an introduction to building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to design solutions to solve major course projects. 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. Students will analyze, design and build electronic and physical models of residential and commercial facilities. Students will continually hone their interpersonal skills, creative abilities and understanding of the design process. Concurrent enrollment in college preparatory mathematics and science courses is required. CEA is one of four specialization courses in the PLTW® pre-engineering sequence. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Prerequisite: Introduction to Engineering Design, and Principles of Engineering.

Project Lead the Way (PLTW) – Computer Integrated Manufacturing [1070] (1 unit, Grades 10-12) This course is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system. This course is designed for students interested in manufacturing and automation. CIM is one of the specialization courses in the PLTW® high school pre-engineering program. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, technology and communication. Prerequisite: Introduction to Engineering Design, and Principles of Engineering.

Project Lead the Way (PLTW) – Engineering Design and Development [1071] (1 unit, Grade 12) This course is to be taken as a capstone course in the 12th grade. This course allows students to apply all the skills and knowledge learned in the three PLTW[®] pre-engineering foundation courses. Students will work to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the student reach a solution to the problem. The student as part of a team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. This course also engages students in time management and teamwork skills, a valuable set for students in the future. Prerequisite: Introduction to Engineering Design, Principles of Engineering, Digital Electronics.

Project Lead the Way[®] (PLTW) Biomedical Sciences Program

Project Lead the Way (PLTW) – Principles of Biomedical Sciences [1075] (1 unit, Grades 9-12) In this course, students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the PLTW[®] high school Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students enrolled in the PLTW Biomedical Sciences courses must also be enrolled in college-preparatory mathematics and science courses. PLTW Biomedical Sciences courses are not designed to replace traditional science courses; they are designed to enhance them and to focus on concepts directly related to biomedical science.

Project Lead the Way (PLTW) – Human Body Systems [1072] (1 unit, Grades 10-12) In this course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Students enrolled in the PLTW Biomedical Sciences courses must also be enrolled in college preparatory mathematics and science courses. PLTW Biomedical Sciences courses are not designed to replace traditional science courses; they are designed to enhance them and to focus on concepts directly related to biomedical science.

Project Lead the Way (PLTW) – Medical Interventions [1073] (1 unit, Grades 11-12) In this course, students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. Students enrolled in the PLTW Biomedical Sciences courses must also be enrolled in college preparatory mathematics and science courses. PLTW Biomedical Sciences courses are not designed to replace traditional science courses; they are designed to enhance them and to focus on concepts directly related to biomedical science.

Project Lead the Way (PLTW) – Biomedical Innovation [1074] (1 unit, Grades 11-12) In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. Students enrolled in the PLTW Biomedical Sciences courses must also be enrolled in college preparatory mathematics and science courses. PLTW Biomedical Sciences courses are not designed to replace traditional science courses; they are designed to enhance them and to focus on concepts directly related to biomedical science.

Family and Consumer Sciences

The complex demands of contemporary society require knowing how to make decisions and take constructive action. The FACS instructional program directly addresses the practical problems of people by identifying and responding to the needs of students and communities. This program prepares individuals for the complex and multiple roles of parent, family member, worker, citizen and leader.

Child Development [1180] (1 unit, Gr. 10-12) Students gain an understanding of the development and care of children in this course. Laboratory observation and actual experiences with children are important parts of the instruction. Attention is given to parenting skills, discipline and guidance that will promote the development of a happy and secure individual. Areas of study include parenting choices; heredity and human reproduction; pregnancy and prenatal care; birth and the newborn; physical, intellectual, emotional and social development of children; children's activities; effective parenting skill; experiences with children; community resources and services for children; and family crises involving children. This course is valuable to both male and females for developing effective parenting skills. Students interested in education, medicine or other child-related careers would benefit from this class.

Child Development II (Career Exploration) [1185] (1 unit, Gr. 11-12) This course provides students the opportunity to apply and expand knowledge acquired in Child Development I. Students will attend classroom instruction periods alternating with internship at local daycare facilities. Students will be responsible for their own transportation to and from the work site. Four hours of free college credit is available through the OTC articulation agreement.

Contemporary Living [1230] (1/2 unit, Gr. 9-12) This course will help students learn the skills needed for personal independence. Introductory experiences in all areas of FACS are designed to help prepare students for multiple roles as individuals, family members, and wage earners in today's society. Students will have laboratory and educational experiences in the practical skills related to consumer economics, fashion design, foods and nutrition, parenting and housing and interior design. As students explore and experience each specialized area of Family and Consumer Sciences, students will investigate careers related to each area.

Culinary Arts and Food Preparation [1150] (1 unit, Gr. 10-12) This is an advanced course in the study of culinary arts and nutrition for those interested in examining the variety of career fields related to this industry. Students will have hands-on experience in planning, preparing, and serving meals in a professional setting. The course will give students the opportunity to practice front-of-the-house duties as well as those in back-of-the-house. An in-depth study of nutrition and wellness will prepare the students to meet the needs of themselves, family members and a variety of clientele. Students will have a basic understanding of a multitude of career options and relevant experience within these career fields.

FACS Internship [1215] (1 unit, Gr. 11-12) Students enrolling in this course will have the opportunity to explore first-hand a career area related to FACS through on-site learning opportunities. This course is designed for students with a particular interest in one of the following areas: human development, fashion merchandising, clothing construction, foods and nutrition, house and interior design. Students will develop an awareness of career related responsibilities and have the opportunity to apply skills gained through high school education as they work on-site with an approved site supervisor. Students must provide their own transportation.. This course may be repeated for additional credit. Prerequisite: Grade of "C" or higher in previous FACS area coursework and teacher recommendation.

Family and Consumer Resource Management [1205] (1/2 unit, Gr. 10-12) Understanding and managing personal finances are keys to one's future financial success. This 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 finance success. The Missouri Department of Elementary and Secondary Education competencies for Personal Finance are embedded in this course.

Family Living and Parenthood [1170] (1/2 unit, Gr. 11-12) This course focuses on preparing students for married or single life. Instruction emphasizes the uniqueness of the family and its individual members and the family's role in our society. Areas of study include: self-understanding; personality development; decision-making; dating, sex, and love; preparation for marriage; marriage adjustment; family and society; stress; crises in the family; communication; and parenting. This class is designed to encourage students to develop and practice behaviors which strengthen individuals and families.

Fashion Design and Merchandising [1160] (1 unit, Gr. 10-12) In this course, students explore the world of fashion. Activities are directed toward garment selection and construction, design and embellishment of fashion, and exploration of career opportunities in the apparel industry. Project selections are based on individual skills from beginning to advanced levels. Areas of study include: selection and coordination of clothing and accessories; construction techniques through a variety of projects; specialty projects (appliqué, creative stitchery, decorative shirts); use and care of modern sewing and serging equipment; fabric selection and care; design aspects of fashion; apparel industry, from production to marketing; and career opportunities in fashion design and marketing. This class provides the students the rare opportunity to combine enhancement of their personal wardrobe with creative expressions and exploration of career opportunities in the apparel industry. Fashion Design and Merchandising may be repeated for credit as an independent study. Students repeating the course will be expected to complete more difficult projects.

Foods and Nutrition [1145] (1/2 unit, Gr. 9-12) This instructional program prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; food economics; optimal use of the food dollar; understanding and promoting food knowledge; and application of related math and science skills.

Interior Design and Housing Trends [1210] (1/2 Unit, Grades 10-12) Students will learn that a home is more than a shelter and must meet their physical, physiological, and social needs. The classroom laboratory provides opportunities for the student to design decorate and furnish a home. Career opportunities in housing and home furnishings will be investigated; areas of study include: trends in housing, choosing a place to live, housing and the economy, rights and responsibilities of housing, design and structure of housing, life styles and designs for the individual, personalizing interiors, application of design principles and theory, home repair, maintenance, furnishings and interior design. This course is recommended for all students as they plan for their homes and for careers in home construction, furnishings, and interior design.

International and Specialty Cuisine [1155] (1/2 unit, Gr. 10-12) An applied product based course in which students will utilize previously acquired knowledge of food principles and preparation in the exploration of challenging new concepts. Emphasis is placed on discovery and implementation of worldwide food preparation and specialty items. This course will also prepare students for continued education or employment in the food service industry. This course is an advanced course in sequence with Culinary Arts and Food Preparation. The course provides the student the option of earning a ProStart certificate, a nationally recognized food service industry certification. Prerequisite: Culinary Arts and Food Preparation.

Relationships [1165] (1/2 unit, Gr. 9-12) This course provides background for developing skills for positive relationships and is designed to help students understand behavior as it relates to the stages of the life cycle. Students learn the responsibilities and benefits that accompany associations with others. Role playing, interviews, case studies, and shared experiences will provide opportunities to explore practical relationship experiences.

X. MISCELLANEOUS

ACT Preparation [1539] (1/2 unit, Gr. 10-12) ACT Preparation is a course designed to give students an opportunity to prepare to take the ACT (American College Test). Students will spend half the course on the verbal (English, Reading and Writing) sections and the other half on the Mathematics and Science Reasoning sections of the test. This class will focus on learning and practicing strategies as well as reviewing content to improve scores. Concepts reviewed include grammar and punctuation rules; algebra, geometry, and trigonometry principles; and reasoning skills for interpreting charts and graphs.

Cabinet [1585] (1 or 2 units, Grades 10-12) This course is designed for the Student Body President, Vice President, Secretary, and all Commissioners of the executive body of Student Council. The primary focus of this course is to develop leadership skills to prepare students to become life-long leaders in the school setting, community, and the world. This course may be repeated for credit. Leadership development will occur through emphasis in these areas:

- Service learning
- Social activities
- Development of school spirit
- Project planning
- Communication
- Fiduciary accountability
- Democratic process
- Promoting respect and an awareness of diversity of individuals within the student body and society as a whole.

Cadet Teaching [1631] (1/2 unit, Gr. 11-12) This program is designed to help high school students who are interested in entering the teaching profession. This course affords students an opportunity to work in a classroom with an experienced teacher in order to gain understanding of problems a teacher faces and how these problems may be resolved. Students must be a member of Future Teachers of America and have at least a 3.0 GPA to enroll. This course may be repeated for credit.

Communication Skills [1596] (1/2 unit, Gr. 9-12) This course introduces students to lifelong communication skills that are important to personal and workplace success. The course explores how people communicate, both individually and in groups, and introduces students to simple strategies that will allow them to express themselves more effectively and confidently. Activities include speeches, classroom simulations, and observations of the effective communication of others.

Community Service [3010] (1/2 unit, Gr. 11-12) This course offers a unique educational experience which provides students with the opportunity to understand how their community works by developing an awareness of “volunteerism”. Students must volunteer 90 hours of unpaid service outside the regular school day to an organization from a list of nonprofit community agencies and service organizations. Students may select a listed agency to meet individual needs or interests. For more information, see your counselor. This course may be repeated one time. This course is pass/fail.

Courts in Motion [1546] (1 unit, Gr. 11-12) This course is for students interested in participating in the legal process in a classroom setting. Students will develop critical thinking, speaking, and role-playing skills while engaging in a variety of mock trial experiences. Practicing attorneys and judges will consult with students as they prepare cases in the following area: family law, tort law and criminal law. Students will also learn mediation skills and will be trained to serve as student lawyers in the Greene County Juvenile Corrections Teen Court program. Students will be encouraged, but not required, to participate in interscholastic mock trial competitions, Teen Court, and Peer Mediation. Prerequisites: B or above in Justice in Action, Business Law, or Introductory Speech.

Directions [1595] (1/2 unit, Gr. 11-12) This course is designed to prepare students with the knowledge and skills necessary for the rigorous environment of college, technical school and/or the workplace. Emphasis will be placed on career awareness, critical thinking/problem solving, teamwork, self-management/organizational expertise, and decision-making. Student will investigate professional opportunities in a chose field of study, research career options and analyze decisions made.

Driver Education [1540] (1/2 unit, Gr. 9-11) This course provides classroom instruction with a focus on the skills, responsible attitudes, and behaviors needed to become a safe driver. Optional behind the wheel instruction is offered that includes six hours of behind the wheel driving and six hours of observation of on-street driving. A fee is required for those students electing to participate in the optional behind the wheel portion of the course.

Employment Internship [1239] (1/2 unit, Gr. 11-12) This course will provide students with the opportunity to intern (work) in different job placements. The length of time spent at each job placement usually lasts three to four weeks for a minimum of 1½ to 2 hours per day. A minimum of 20-30 hours of employment exploration is required from each employer. Days are set aside for contact with the program coordinator to review and discuss career exploration experiences. Students must be 17 and provide their own transportation. Work experience in the internship program is generally on a non-paid basis. The student must maintain medical insurance at his/her parents' expense during this class. Business/organizations will not provide worker's compensation, general liability, or professional liability insurance coverage for the student during the non-paid internship period.

Freshman Orientation [1544] (1/2 unit, Gr. 9) This class is designed to transition freshman students into the high school setting by providing the opportunity to analyze personal interest, aptitudes, and skills. Students explore college options, review individual test data with their counselors, investigate a variety of possible career choices, learn study skills, and improve decision-making skills. These courses were developed at each site and focus on the particular needs of the students at the respective school. Each class reflects the uniqueness of its content through different titles (i.e., CHS's COMPASS and GHS's 9th grade Orientation). Request for waiver available.

Independent Study [3000] (1/2 unit, Gr. 11-12) Teacher initiated Independent Study Research Projects are intended to enhance student creativity, promote self-direction, provide enrichment, and broaden knowledge of a subject or discipline. Students explore new areas which extend beyond the school's prescribed curriculum to allow student self-pacing, provide opportunities for independent reading, critical thinking, problem solving, questioning, and reasoning. These task-oriented projects should expand the student's skills and lead to career opportunities. With teacher approval, the student will submit a written proposal prior to the activity which outlines his/her independent study project. Consult your counselor for more information. This course may be repeated for credit.

JROTC

JROTC courses are adapted to the needs of both the students and the school. Cadets are encouraged to enroll in their Freshman year and to remain in the program through their Senior year. Currently offered only at Hillcrest.

JROTC I [1548] (1 unit, Gr. 9) Introduction to Leadership and Training.

JROTC II [1590] (1 unit, Gr. 9-10) Intermediate Leadership Education and Training.

JROTC III [1591] (1 unit, Gr. 9-11) Applied Leadership Education and Training.

JROTC IV [1592] (1 unit, Gr. 9-12) Advanced Leadership Education and Training.

Justice in Action [1543] (1/2 unit, Gr. 11-12) This course is for students who want to learn how the legal system really works. Students will observe attorneys, judges, police officers, paralegal, stenographers, clerks, secretaries, jailers, probation officers, juvenile workers, social workers, etc. Students will observe courts in session, tour the police station, visit a law firm, and host a wide variety of guest speakers. Students will become aware of a variety of career possibilities and learn how to prepare. Through mock trials, the writing of police reports, and the drafting of contracts, students will learn thinking and communication skills within a realistic and exciting format.

Study Skills [1580] (1/2 unit, Gr. 9-11) This course is designed to empower students to be successful in school and community settings. Students will develop habits related to organization; learning styles; social skills including communication, character and critical thinking; test-taking, note-taking and comprehension strategies.

Teacher Mentoring [3040] (1/2 unit, Gr. 11-12) This course allows the student “mentee” the opportunity to work with a classroom teacher ‘mentor” in an educational setting. Mentees are required to identify and obtain prior permission from a teacher willing to serve as a mentor. Teachers are not required to participate and may decline to take any student. Mentees learn by observing, documenting, and performing many of the duties of a teacher including: setting up labs, lesson planning, tutoring individual students, working with technology and other related tasks. Mentees will not grade or evaluate other student’s work. This course may be repeated for credit.

Tutoring [3020] (1/2 unit, Gr. 11-12) This course provides training and tutoring opportunities for A+ students. Prior to being assigned and released to classrooms to assist other students, tutors will discuss and learn skills that will help them as they complete the class. During training, students will be introduced to a variety of tutoring skills such as learning styles, listening skills, positive reinforcement, and organizational skills. Other topics discussed will include professionalism, appropriate attire, privacy issues, responsibilities, and dependability. Following training, placement is made by A+ Coordinator. Tutors are expected to earn 25+ hours of supervised and documented tutoring in addition to required coursework. To enroll in this class, students **MUST** receive A+ Coordinator approval **AND** meet A+ Schools Program requirements (2.5 GPA, 95% attendance, and good citizenship). This course may be repeated for credit.

XI. Ozarks Technical Community College Career and Technical Education

OTC Career Center

Juniors and seniors have a unique opportunity to jump-start college. Qualified high school juniors and seniors can earn both high school and up to 36 hours of FREE college credits in selected and specialized career and technical programs while earning their high school diploma. Students use state-of-the-art equipment and experience hands-on instruction by the area’s top career and technical educators. Tuition for OTC Career Center students is paid by the local high school district and does not require A+ Scholarship funds. Enrollment at OTC through the Career Center is an excellent way for students to supplement courses available at their high school, learn about careers, develop high tech skills needed in today’s global economy and workforce, and prepare for full-time enrollment at a community college or university.

Preparation for Attending OTC Career Center

Determine your interest, skills and abilities before selecting a program of study. OTC offers FREE career testing and counseling that helps prospective high school students explore their program options. To schedule a career assessment, see your high school counselor or call OTC Career Center Counseling and Assessment at 417-447-6983.

OTC Career Center Success Predictors:

- | | | |
|-------------------------|-------------------------------|-----------------------|
| √ Good attendance | √ Computer skills | √ A desire to learn |
| √ Working independently | √ Success in math and science | √ A “can do” attitude |
| √ A commitment to learn | √ Working as part of a team | |

A College Learning Environment

Students will find the college level curriculum and learning environment challenging and rewarding. Adult and high school aged students are taught by college instructors and work, learn, and study side-by-side. Students are typically enrolled in two or three college classes each semester and enjoy the fast and rigorous pace. Students benefit from support services offered through OTC Career Center Counseling and Assessment, Disability Support Services, Breaking Traditions, Career Employment Services, Tutoring and Learning Center, and the Speech and Writing Center. Career Center students follow the OTC college-wide attendance policy. All students are expected to be present for their scheduled classes and labs. Regular attendance and participation are required. Course syllabi provide the number of absences that can result in administrative withdrawal from a course. Students who attend classes daily outperform students who do not. Career Center students are encouraged to develop leadership and work skills. Students can join SkillsUSA, a national organization. with an applied method of instruction for preparing skilled, high-performance workers who excel in the workforce. SkillsUSA provides quality educational experiences for students in leadership, teamwork, citizenship and character development. Selection to the Career Center Leadership Team is an opportunity for students to develop leadership skills and to represent the OTC Career Center. Each year the Director of the OTC Career Center awards OTC scholarships to outstanding qualified seniors representing each of the career and technical education programs and who are not included in the A+ Scholarship Program. Students who are enrolled at OTC through the Career Center are protected by the Family Educational Rights and Privacy Act of 1974 (FERPA).

Non-Discrimination Statement:

It is the policy of OTC not to discriminate on the basis of race, color, religion, gender, national origin, age or disability in its programs or employment practices as required by the Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. Inquiries related to student programs may be directed to the Assistant Dean of Disability Support Services at (417) 447-8188 or 1001 E Chestnut Expressway, Springfield, MO, 65802.

OTC Career Center classes consist of high school students and college students

College and High School Credit

Students attend one-half day of classes, either mornings or afternoons at their high school as well as college level classes in one of 19 career and technical education programs taught at the OTC main campus. Each year of enrollment, students have the opportunity to earn 3 elective credits from their high school; on average, most students may earn up to 32 - 36 hours of college credit when enrolled in a two-year program at OTC. Enrollment can be in either the junior or senior year, or both. Tuition and transportation are provided by the student's high school. The Career Center loans college textbooks to the student, so the cost for tuition, books, and transportation is FREE! Students are responsible for the cost of supplies, uniforms, health physicals, drug screenings or criminal background checks in some programs. Classes meet Monday through Friday and follow the OTC academic calendar schedule. Students enrolled in the morning sessions begin classes at 8:00 a.m. and end at 10:30 a.m. Afternoon sessions begin at 12:20 p.m. and end at 2:50 p.m.

Career and Technical Education Programs

- Agriculture
- Auto Collision Repair Technology (assessment required for juniors)
- Automotive Technology
- Computer Information Science (one year program)
- Construction Technology
- Culinary Arts (one year program)
- Diesel Technology
- Drafting and Design Technology
- Early Childhood Development
- Electrical Trades (second year- high school credit only)
- Electronic Media Production
- Fire Science Technology (one year program, seniors only)
- Graphic Design Technology
- Health Sciences
- Heating, Refrigeration and Air Conditioning
- Industrial Maintenance Technology
- Networking Technology (one year only)
- Machine Tool Technology
- Welding Technology

Admission and Application Process:

- Students who would like to be considered for admission are encouraged to see their high school counselor to review criteria, receive an OTC Career Center application and review application deadlines.
- It is necessary for a student to have one-half the units required for graduation at the time fall classes begin (or request a waiver for exception), or have eighteen units of credit in the senior year.
- It is recommended the student have maintained a 90% daily attendance rate during the current school year.
- It is recommended the student possess a cumulative 2.50 grade point average.
- Students must have successfully completed at least one mainstreamed class in math, science, social studies, and English at their home school.
- OTC's Disability Support Services provides support to students with disabilities to ensure equal access to college programs and services.

A completed OTC Career Center application should be submitted to the high school counselor. Each application requires a counselor's signature of approval, and the signature of a parent or guardian. Program choices, designated by rank order of preference, are identified on the application by the prospective student. Students who are accepted may be placed on a waitlist if their first program choice is not available or enrolled in a second program choice if indicated on the application. Included with the application are copies of the student's educational record, including grades, attendance, and when applicable, IEP and 504 Plan. The application is then reviewed and considered for admission by a committee of OTC Career Center administration and faculty members. In some programs a career assessment and a personal interview may be requested as part of the admissions process. Current OTC Career Center students who would like to attend a second year must complete paperwork indicating their desire and preferred program choice. Enrollment is not guaranteed and is based upon the student's past performance, attendance, and recommendation of OTC instructors and the high school counselor. Admission at OTC through the Career Center is a selective and competitive process. Students are encouraged to apply before the application deadline, usually in early March. Counselors are notified in mid-May of the applicant's enrollment status. Students are notified shortly thereafter. Applications may be submitted throughout the year. See your high school counselor for the March deadline date. Students who are accepted to OTC through the Career Center must attend an OTC Career Center student orientation. During the orientation, students complete required registration and enrollment materials. The orientation is held in the summer, prior to the start of fall classes. Information concerning date, time, and location of orientation is mailed to the student during the summer months prior to the beginning of fall classes.

OTC Career Center classes consist of high school students and college students

Program Descriptions

See the OTC catalog or visit the college website at www.otc.edu for course descriptions. Courses may be cancelled due to low enrollment or other factors. Curriculum and course sequence are subject to change and may vary.

Agriculture [1525] (3 units, Gr. 11-12) In the Turf and Landscape Management program students learn about basic plant and environmental issues. Students work with real-world examples and projects to prepare for a career as a turf and landscaping professional. Students will prepare for numerous certifications, including the Commercial Pesticide Applicator, Certified Turfgrass Professional, International Society of Arboriculture Certification, and Certified Landscape Technician. Students will be required to wear the proper personal equipment, including work boots. Opportunities for employment with additional training include:

- Certified Arborist or Grounds Manager
- Exterior/ Interior Landscape Professional or Technician
- Nursery Manager or Operator
- Landscape Designer
- Irrigation Installation and Maintenance

Auto Collision Repair Technology [1240] (3 units, Gr. 11-12) This course prepares students for the challenging, ever-changing field of collision repair and related automotive fields. Classrooms and labs featuring state-of-the-art equipment currently found in the industry allow for meaningful hands-on experiences for students. Instructors are ASE- and I-Car-certified and bring years of industry-related experience to the learning environment. Applicants who will be juniors must complete testing with OTC's Career Center Counseling and Assessment as part of the application process. Please see your high school counselor for more information. Opportunities for employment with additional training include:

- Refinish Technician
- Frame Repair
- Auto Body Repairman
- Glass Technician
- Detailing Service
- Insurance or Independent Appraiser

Automotive Technology [1250] (3 units, Gr. 11-12) Students in the Automotive Technology program have the benefit of learning from ASE-certified instructors. In addition, curriculum and in-shop training meet rigid NATEF standards. An on-site, in-ground Dynamometer and transmission dyno gives students an opportunity to learn many aspects of this industry through hands-on training. Courses are presented in two, eight-week blocks per semester. Opportunities for employment with additional training include:

- Brake, Steering, Suspension Service and Repair
- Service Advisor
- Heating, Ventilation and Air Conditioning Technician
- Diagnostic and Automotive Electrical Technician
- Engine and Drivability Technician

Computer Information Science [1270] (3 units, Gr. 11-12) The Information Technology industry is always changing and evolving to meet the needs of business and to stay abreast of technology trends. Both large and small companies will need computer specialists who can keep up with these fast-changing technologies. Students in the CIS program will learn how to create various business-related computer applications using object-oriented programming techniques. They will also be introduced to the key business and technology elements of electronic commerce, learn to develop Web sites using HTML/XHTML, and discover how to employ cascading style sheets (CSS). A successful CIS student will be a good problem solver and goal-oriented individual who pays attention to details. Opportunities for employment with additional training include:

- Software Developer
- Web Developer
- Database Technician/Manager
- Systems Analyst
- Technical Support
- Software Game Developer

Construction Technology [1400] (3 units, Gr. 11-12) This program is designed to provide hands-on instruction, technical knowledge and related information that will prepare students for employment in the field of residential and commercial building construction. Classroom labs feature the latest equipment and tools for all areas of construction. Opportunities for employment with additional training include:

- Residential and Commercial Frame or Finish Carpenter
- Sub-Contractor, Contractor, Job Superintendent Assistant
- Union Carpenter, Self-employed Carpenter, Cabinetmaker

Culinary Arts & Hospitality Management [1430] (3 units, Gr. 11-12) (1 year only) The Culinary Arts program continues to grow and adapt, offering a wide range of educational opportunities. Instructors with extensive industry experience offer insight to this career field. Fully equipped, state-of-the-art kitchens and classrooms allow for excellent hands-on training and taste-testing of foods. The program also gives students an in-depth look into the Hospitality Industry including hotels, restaurants, casinos, private clubs, cruise lines and more. Students will have the opportunity to become Food Safety Certified which is industry recognized. Students must purchase the approved OTC Culinary Arts uniform and black non-skid sole shoes. These program costs are approximately \$80. Opportunities for employment with additional training include:

- Professional Chef
- Restaurant Owner/Manager
- Caterer
- Culinary Instructor

Diesel Technology [1535] (3 units, Gr. 11-12) Students in Diesel Technology gain the skills for the challenging, growing trucking and diesel related areas. Classrooms and labs feature the latest technology in diesel engines and computers, providing many opportunities for hands-on experience and skills development. Courses are presented in two, eight-week blocks per semester and are based on ASE/NATEF standards. Opportunities for employment with additional training include:

- Diesel Technician
- Steering and Brakes Technician
- Agriculture Mechanic

Drafting and Design Technology [1370] (3 units, Gr. 11-12) This program provides a solid foundation for a successful career in Drafting and Design Technology. Step-by-step, students use the most powerful computer design tools available and learn skills needed to advance into engineering, architecture, civil design, 3D design and management. In class, students prepare technical drawings and plans using tools and software currently used in the industry. Opportunities for employment with additional training include:

- Computer-Aided Design Technician
- Architectural Drafter
- Structural Detailing
- Civil Design Technician
- Land Surveyor
- Construction Management
- Project Management
- Industrial Management

Early Childhood Development [1445] (3 units, Gr. 11-12) The Early Childhood Development program prepares students to enter into the field of child care or related areas of study. Students explore various aspects of child development and care including infants and toddlers, exceptional children, and relationships in early childhood. The program is based on the National Association for the Education of Young Children (NAEYC) Standards and the Kansas and Missouri Core Competencies for Early Care and Educational Professionals. Students are to be current on all immunizations, including a tuberculosis (TB) screening, and submit a copy of their immunization record to the Career Center office. Students are also responsible for costs associated with registering with the Family Care Safety Registry (FCSR). Students must provide a valid social security number when registering with the FCSR. Opportunities for employment with additional training include:

- Preschool Teacher or Assistant
- Childcare Facility Director
- Home Childcare Program – Owner/Director
- Public School Substitute Teacher
- Public School Paraprofessional
- Nanny
- Cruise Ship Childcare Coordinator
- Summer Camp Counselor/Activities Instructor
- Hotel/Casino Childcare Coordinator

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Electrical Trades [1260] (3 units, Gr. 11-12) (1 year only) Electrical Trades provides for the development of skills and knowledge necessary for entrance into electrical trades. The National Electrical Code is used extensively and considerable time is devoted to problem solving in AC and DC circuits. A major part of the course is devoted to three phase power and motor controls. Many circuits are designed and wired: including transformers, motors, magnetic starters, timers and relays. This program can be repeated a second year, for high school credit only. Opportunities for employment with additional training include:

- Construction Wiring
- Industrial Maintenance
- Sales
- Electric Utilities

Electronic Media Production [1295] (3 units, Gr. 11-12) The EMP program students prepare for a career in television, radio, and web. Students will learn many aspects of production using state-of-the-art studios, cameras and multi-media software. Students participate in video and audio production, editing and 3D animation. This program provides students the hands-on experience and skills needed to break into the fast moving world of electronic media. Opportunities for employment with additional training include:

- Television or Radio Producer
- Editor or Production Assistant
- On-Air Personality
- Web Animation Artist

Fire Science Technology [1280] (3 units, Gr. 12) This program is for high school grade level seniors only, who meet age requirements. Students will be required to provide their own transportation to the training site, located between Springfield and Strafford. The Fire Science Technology program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention and advancement. This program is designed for the student who would like to prepare for a career in firefighting and provides them with knowledge and basic skills in firefighting and following proper firefighter and safety procedures. Applicants must be seniors who are at least 17 years of age. They must turn 18 years of age within one year of program completion to qualify for certification. Students successfully completing the program will be eligible to take the Fire Fighter I & II and Hazardous Materials State Certification Exams. To take the Fire Fighter I & II, and the Hazardous Materials exam for state level certification, students must meet all requirements for Fire Fighter I & II and Hazardous Materials certification within one year of the course completion date. A student entering the program at the age of 17 would be allowed to take the certification exam after successfully completing the class only if they meet the required age of 18 within one year of the course completion date. Students can test before they turn the age of 18 but would not receive certification until they meet the minimum age requirement. Opportunities for employment with additional training include:

- Firefighter
- Fire Inspector
- Fire Instructor
- Fire Investigator
- Fire Protection Systems Installer

Graphic Design Technology [1360] (3 units, Gr. 11-12) This program prepares students for a wide variety of jobs within the visual communication field. Students develop skills in different design areas such as advertising design, graphic design, 3-D design, web design, digital photography, screen print design, vinyl sign design, and print publishing. Through the study of design concepts, color theory, typography, and digital design and print technology, students will create a graphic design portfolio for both print and web publishing. Opportunities for employment with additional training include:

- Graphic Design
- Advertising Design
- Print Publishing
- Motion Graphics
- Illustrator
- Screen Printer
- Sign Maker
- Animator
- Web Designer

Health Sciences [1330] (3 units, Gr. 11-12) Health Sciences is a program in which the student will have an opportunity to observe and explore many health-related occupations. Demonstrations, laboratory practice, and supervised clinical rotations are utilized in teaching. A first-year student who wishes to enroll in the second year must have maintained a 2.50 grade-point average in all first-year Health Sciences classes. An opportunity is provided for the second-year student to obtain clinical experience within a program-related field. Areas of interest students may choose from during the second year include pharmacy aide, radiology aide, physical therapy aide, dietary aide, administrative medical assistant, dental aide, activity director in a long-term-care facility, animal-care assistant, certified nurse assistant, and respiratory therapy aide. *Second-year students are required to provide their own transportation to clinical sites.* Students must purchase uniforms and shoes, and they are responsible for all fees associated with a criminal background check and drug screening. These program costs are approximately \$275. Students must provide immunization records and be current on all immunizations. A health physical is required. Opportunities for employment with additional training include:

- Athletic Trainer Assistant
- Physical Therapist Assistant
- Cardiac Rehabilitation Technician
- Veterinary Technician
- Laboratory Assistant
- Dental Assistant
- Home Health Aide
- Licensed Practical Nurse
- Athletic Trainer

Heating, Refrigeration and Air Conditioning [1310] (3 units, Gr. 11-12) In this diverse and rapidly growing field there are many opportunities for students to learn a variety of trade skills. Students will gain an understanding of the refrigeration cycle and components, electricity, electrical component functions, residential and industrial heating and air conditioning systems. Opportunities for employment with additional training include:

- Self-Employed Repair Technician
- Installer
- Estimator
- Heating and Air Conditioning Salesperson
- Energy Management Technician
- Heating and Air Technician
- HVAC Maintenance Technician, Residential or Commercial
- Electrical Assistant

Industrial Maintenance Technology [1265] (3 units, Gr. 11-12) This program prepares students for work in the field of industrial maintenance, machinery control systems, and plant automation. Persons employed in this field are responsible for the installation, operation and maintenance of production machinery and other automated systems related to manufacturing and industrial processes within manufacturing facilities, hospitals, hotels, public utilities and schools. Opportunities for employment with additional training include:

- Machinery Maintenance and Repair
- Plant Operations
- Manufacturing Line Installer
- Programmable Logic Controller (PLC) programmer
- Industrial Mechanic
- Robotics Technician

Machine Tool Technology [1375] (3 units, Gr. 11-12) Machine Tool Technology is designed to teach manufacturing processes and methods using both manual and computer-controlled machine tools. Students develop skills on a variety of machines such as lathes, milling machines, and Computer Numerical Control (CNC) machines. Opportunities for employment with additional training include:

- Machine Shop Owner
- Machine Maintenance Specialist
- Mold Maker
- Computer Numeric Control (CNC) Programmer
- Machinist for Industrial, Aircraft or Small Business
- Maintenance Machinist

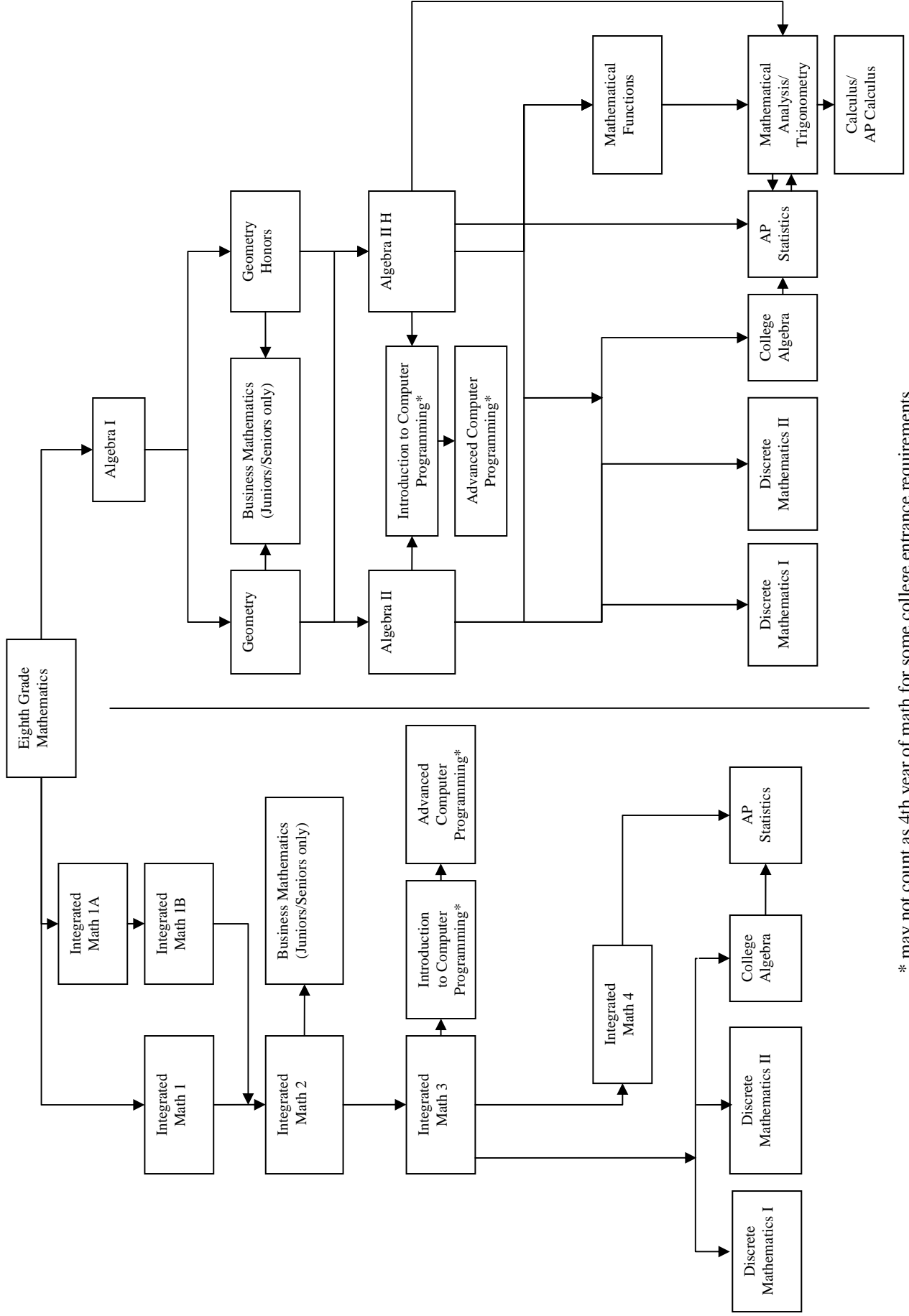
Networking Technology [1275] (3 units, Gr. 11-12) Networking Technology prepares students to enter the challenging, growing field of information technology implementation and support. Students begin with basic computer hardware, software, networking concepts and technology. Classroom labs feature the latest hardware and software, providing ample opportunity for hands-on experience and skills development. A strong emphasis is placed on soft-skills, and on skills in verbal and written communication. Students will receive training to prepare them for successful completion of major IT certifications through Cisco and CompTIA. Certification exam vouchers reduce student costs for testing, and an on-campus test center is available to students. Opportunities for employment with additional training include:

- Systems Administrator
- Network Security Specialist
- Help-Desk / Support Technician
- Transmission Media Specialist

Welding Technology [1390] (3 units, Gr. 11-12) Students learn the basic theories of welding and continue into advanced classes, perfecting their skills in welding carbon steel, aluminum, stainless, and in plasma arc cutting and carbon arc gouging. Classroom instruction includes in-depth study of blueprint reading, welding symbols and practical math. Opportunities for employment with additional training include:

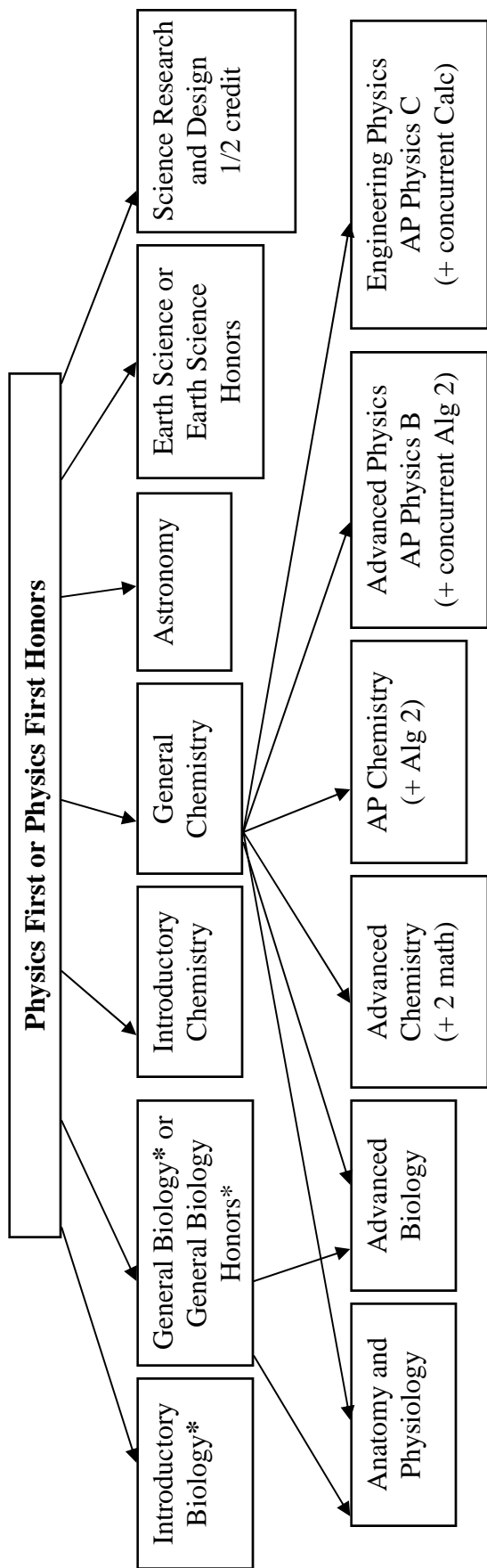
- Industrial Welder
- Welding Inspector
- Welding Equipment Salesperson
- Self-Employed Business Owner

High School Mathematics Program Options



* may not count as 4th year of math for some college entrance requirements

Suggested Sequence for Science Courses



***Note: All students must take Introductory Biology, General Biology, or General Biology Honors to fulfill state requirements.**

Minimum High School Graduation Requirement (3 science credits)

Physics First, 2 courses from middle line (one must be a biology)

Post Secondary — Technical Training (4 science credits)

Physics First, 3 courses from middle line (one must be a biology)

Post Secondary — 4 year College (4 science credits)

Physics First, 2 courses from middle line (one must be a biology), 1 course from last line

Post Secondary — 4 year College (major in science) (5-7 science credits)

Physics First, 2 courses from middle line (one must be a biology), multiple courses from last line

International Baccalaureate Program (4 science credits)

General Biology Honors and General Chemistry then one of the following 3: IB Biology 1 & 2, IB Chemistry 1 & 2, or Environmental systems and Society

A+ Schools Program

The education of all students is important, regardless of their plans following high school. Options available for high schools graduates include:

- Pursuing a one- or two-year career education program or general education credit transfer block at a community college or vocational/technical institute
- Entering the work force
- Enlisting in the military
- Pursuing a degree at a four-year college or university.

The A+ Schools Program is designed to ensure that no matter which option is chosen, all high school students will be provided selections of courses, career counseling, and technology and/or workplace skill development appropriate to chosen career goals.

FINANCIAL INCENTIVES

Students graduating from a designated Missouri A+ School may qualify to receive financial assistance for tuition and general fees to attend any public community college or vocational/technical school in the state of Missouri. Under the program, the financial incentives may be available for eligible students for a period up to 48 months after high school graduation, six terms of attendance, or the completion of an associate's degree, whichever comes first.

Springfield Public School graduates who meet all state-mandated A+ participation requirements may be eligible for these financial incentives, 1) provided state funds are appropriated by the legislature or 2) subject to state funding approval. If a student is a non-citizen, it is up to the post-secondary institution to determine whether they are eligible for A+ Program incentives.

ELIGIBILITY REQUIREMENTS

To qualify for A+ eligibility upon graduation from high school, the student must:

- Sign an A+ Schools Agreement and A+ Schools Citizenship Guideline prior to HS graduation
- Attend an A+ designated school for the last three consecutive years immediately prior to graduation
- Graduate from an A+ designated high school with a cumulative, 4-year 2.5/4.0 non-weighted GPA
- Maintain a cumulative, 4-year attendance record of at least 95%
- Perform 50 hours of unpaid, school-based academic tutoring. Tutoring is usually completed during a student's junior and/or senior year. Tutoring must be academic in nature and completed in the Tutoring class or by prior arrangement with the A+ Coordinator. Only A+ Office approved tutoring will be included in the student's A+ eligibility file
- Maintain a record of good citizenship and avoid the unlawful use of alcohol and/or drugs
- File a Free Application for Federal Student Aid (FAFSA). A+ funding becomes available only after all federal aid has been determined and applied to tuition and fees
- All individuals required to register under the United States Military Selective Service Act must show proof of registration to be eligible for state-supported financial assistance.

POSTGRADUATE RESPONSIBILITIES

To maintain A+ eligibility for post-secondary A+ financial incentives, the student must:

- Attend on a full-time basis a Missouri public community college or vocational/technical school
- Maintain a college grade point average of 2.5
- Apply for federal postsecondary student financial assistance during subsequent college semesters
- Follow the post graduate institution's requirements

Eligible **A+** Postsecondary Schools

Arcadia Valley Career Technical Center
Boonslick Technical Education Center
Brookfield Area Career Center
Cape Girardeau Career & Technical Center
Career & Technical Center at Ft. Osage
Carrollton Area Career Center
Carthage Technical Center
Cass Career Center
Clinton Technical School
Columbia Area Career Center
Crowder College
Current River Career Center
Dallas County Career Center
Davis H. Hart Career Center
East Central College
Eldon Career Center
Excelsior Springs Career Center
Four Rivers Career Center
Franklin Technology Center
Gibson Technical Center
Grand River Technical School
Hannibal Career & Technical Center
Herndon Career Center
Hillyard Technical Center
Kennett Career & Technical Center
Kirksville Area Technical Center
Jefferson College
Lake Career & Technical Center
Lamar Area Vocational-Technical School
Lebanon Technical & Career Center
Lewis & Clark Career Center
Lex La-Ray Technical Center
Linn State Technical College
Macon Area Vocational School
Metropolitan Community College
Mineral Area College
Missouri State University - West Plains
Moberly Area Community College
Moberly Area Technical Center
Nevada Regional Technical Center
New Madrid R-I Technical Skills Center
Nichols Career Center
North Central Career Center
North Central Missouri College
Ozarks Technical Community College

For more information:

<http://www.dhe.mo.gov/ppc/grants/aplusscholarship.php>

Four-Year Colleges and Universities Offering Awards to A+ Graduates

Students may be able to use A+ eligibility at certain 4-year colleges or universities for privately funded financial aid. State funds appropriated to the A+ Schools Program are **not** used to fund these awards. A+ eligibility and other scholarship criteria (GPA, ACT scores, etc.) are determined by each college and may vary. Most scholarships are competitively awarded and are not automatic with A+ eligibility. The list below may be incomplete and/or change occasionally. Please contact individual colleges or universities for current and/or additional information.

Avila College

Kansas City, MO 1-816-942-8400

<http://www.avila.edu/>

Central Methodist University

Fayette, MO 1-888-CMC-1854

<http://www.centralmethodist.edu/>

Columbia College

Columbia, MO 1-573-875-7354

<http://www.ccis.edu/>

Drury University

Springfield, MO 1-417-873-7205

<http://www.drury.edu/>

Kansas City Art Institute

Kansas City, MO 1-800-522-5224

www.kcai.edu/

Missouri Southern State University

Joplin, Mo. 1-866-818-MSSU or 417-781-MSSU

<http://www.mssu.edu/>

Missouri Valley College

Marshall, MO 1-660-831-4171

www.moval.edu/

Missouri Western State University

St. Joseph, MO 1-816-271-4200

<http://www.missouriwestern.edu/>

Northwest Missouri State University

Maryville, MO 1-800-633-1175

<http://www.nwmissouri.edu/>

Park University

Parkville, MO 816-741-2000 X 6294

<http://www.park.edu/>

Rockhurst University

Kansas City, MO 800-842-6776

www.rockhurst.edu

Stephens College

Columbia, MO 1-800-876-7207

<http://www.stephens.edu/>

Truman State University

Kirksville, MO 1-800-892-7792

<http://www.truman.edu>

Webster University

Webster Groves, MO 1-800-753-6765, ext. 7004
or 314-968-7004.

<http://www.webster.edu/>

William Woods College

Fulton, MO 1-573-443-7460

<http://www.wmwoods.edu/>



How Can I Explore Career Preparation Choices?

On-the-Job Training:

Some occupations do not require training prior to employment. You can identify and learn about these occupations by reading books, using computer programs, such as *Missouri Connections*, or talking to your counselor. It may also be beneficial to talk to people in these occupations in order to get a better understanding of the occupations.

Apprenticeship:

Apprenticeship is a three- to four-year training program where you earn money while you learn, working on the job. You receive a license at the end of training. Examples of trades that use apprenticeship are bricklaying, jewelry making, electrical repair, etc. You can get addresses to write for more information about area programs from your counselor or from books and computer programs, such as *Missouri Connections*. You may also want to talk to members of local unions for the areas you are researching.

Articulation:

You may be able to get credit for some pre-approved high school junior and senior level courses at a technical school or college. You can learn about these from your counselor.

Vocational Technical Trade School:

Programs at these schools are generally one month to two years in length. Examples of vocational technical trade school programs include practical nursing, robotics, and business.

Community College:

Community colleges offer one- or two-year programs in career/technical skill education or general education credit transfer blocks. Most community colleges have an open enrollment policy for high school graduates and individuals with a GED. They may offer remedial courses. You can learn about community colleges and the programs they offer by reading resources like the Chronicle Two-Year Data Book and Peterson's Guide to Two-Year Colleges, by looking at college catalogs, and by using computer software, such as *Missouri Connections*. For specific information about colleges that you want to learn more about, contact those schools' admissions offices. For a quick letter to any college of your choice, ask your counselor about software or books that have sample letters that you can customize.

College/ University: (Bachelors or Graduate Degree)

A bachelors degree requires approximately four years of college. A graduate degree usually requires one to two years of college beyond the bachelors degree. A minimum of a bachelors degree is required for about 20 percent of the occupations in the United States. Entrance Requirements depend on the desired program/major. You can learn about college and universities and the programs they offer by reading resources like the College Handbook and the College Data Handbook, by looking at school catalogs, and by using computer software, such as *Missouri Connections*. For specific information about colleges or universities that you want to learn more about, contact those schools' admissions offices. For a quick letter to any college or university of your choice, ask your counselor about software or books that have sample letters that you can customize.

Job Corps:

Vocational/skill training is provided at various locations throughout the nation. Training, room and board, and child care are sometimes provided free to economically disadvantaged youth, male and female, ages 17-20. You can contact your local State Employment Office for more information.

Military:

Training is available for many jobs while you are enlisted. You may also receive financial assistance for college, pay, room and board, and benefits. High school graduation is required. You can learn about career training in each branch of the armed service by using appropriate computer software, such as *Missouri Connections*. Contact the local recruiting office of the branches of the armed service that you want to explore further.

Student Pathways to Success

Each year Springfield Public Schools high school students are asked to determine their career pathways. This process helps students focus on career possibilities and select classes that will help them prepare for their future careers. Pathway choices can be changed as students discover their talents, abilities, and interests. The descriptions below outline the differences between Career Paths, Career Clusters, and Career Pathways.

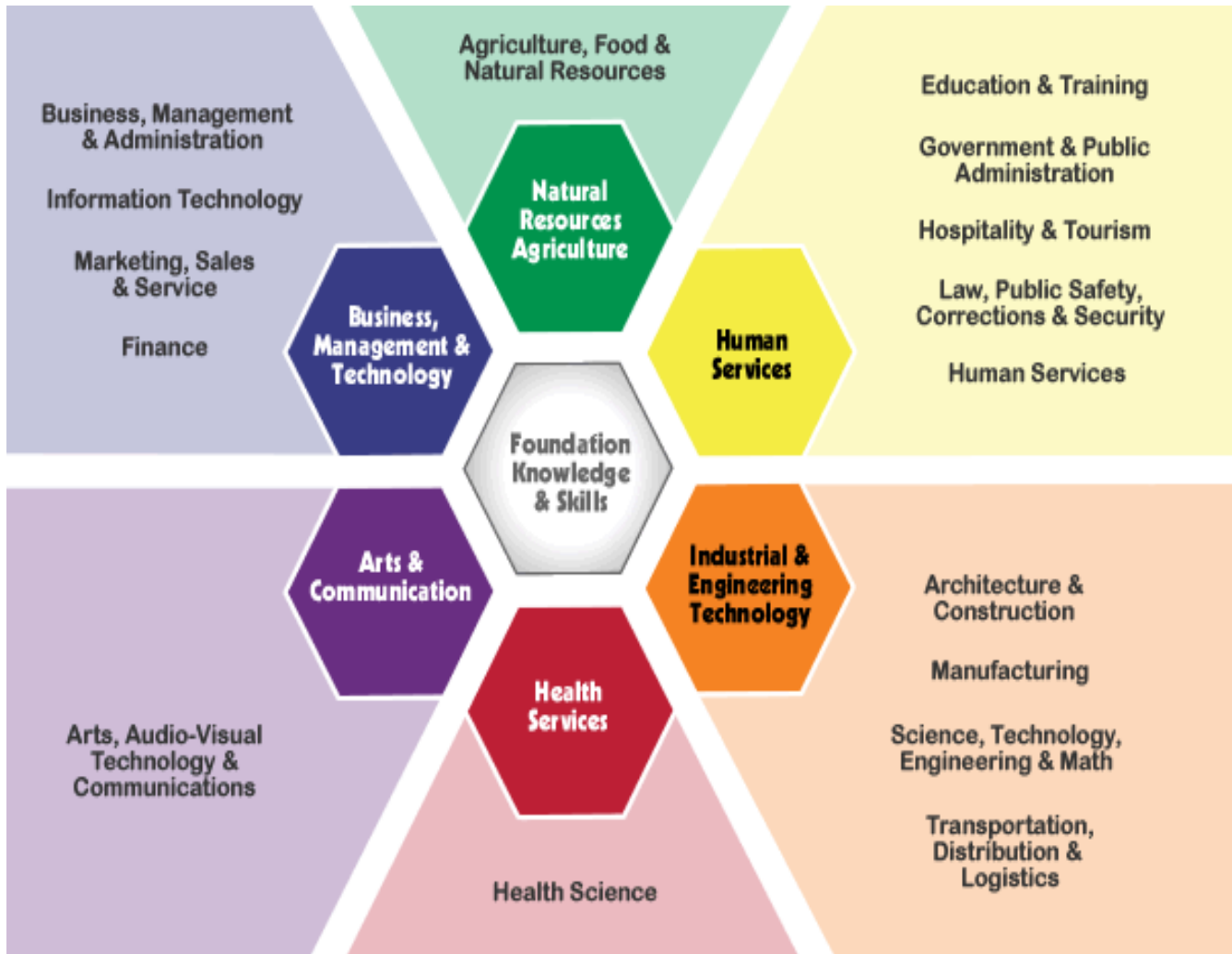
Career Paths are categories of careers. There are six (6) broad Career Paths. Career Paths provide students with an area of focus, along with flexibility among many options and a variety of ideas to pursue.

Career Clusters are groupings of occupations and broad industries based on commonalities. There are sixteen (16) Career Clusters. Career Clusters represent both academic and technical knowledge and skills, that all students within the cluster should achieve regardless of their career field.

A **Career Pathway** represents a grouping of occupations within a cluster based on similar interest.

Career Clusters Framework

The Career Clusters Framework diagram below shows each Career Path and the associated clusters that fit into each. Additional information for each career cluster is available by logging on the Internet address listed below the description of the clusters on the following pages.



CAREER CLUSTERS – FOCUSING EDUCATION ON THE FUTURE

The sixteen career clusters, along with a brief explanation are listed below. The pathways listed for each cluster are grouped by the knowledge and skills required for occupations in the career fields.



These occupations are related to the humanities and the performing, visual, literary and media arts. Students choosing this cluster are verbal, creative, imaginative, innovative and original.

Audio & Video Technology & Film · Journalism & Broadcasting · Performing Arts · Printing Technology · Telecommunications · Visual Arts



These occupations are related to the business environment. Students choosing this cluster usually enjoy leadership roles, organizing and planning activities, and talking with people. They also usually like working with numbers and ideas.

Management · Business Financial Management & Accounting · Human Resources · Business Analysis · Marketing · Administration & Information Support



Information Technology careers involve the design, development, software, multimedia and systems integration services.

Information support & services · Interactive Media · Network Systems · Programming & Software Development



This career cluster prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives.

Management & Entrepreneurship · Professional Sales & Marketing · Buying & Merchandising · Marketing Communications & Promotion · Marketing Information Management & Research · Distribution & Logistics · e – Marketing



The Finance Cluster prepares learners for careers in financial and investment planning, banking, insurance and business financial management.

Financial & Investment Planning · Business Financial Management · Banking & Related Services · Insurance Services



This career cluster prepares learners for careers in the planning, implementation, production, management, processing, and / or marketing of agricultural commodities and services.

Food Products and Processing Systems · Plant Systems · Animal Systems · Power, Structural and Technical Systems · Natural Resource Systems · Environmental Service Systems · Agribusiness Systems



This diverse Career Cluster prepares learners for careers in planning, managing, and providing education and training services and related learning support services.

Administration & Administrative Support · Professional Support Services · Teaching & Training



The Government and Public Administration Career Cluster focuses on those careers that are unique to government and not contained in another Career Cluster. Virtually every occupation can be found within government.

Governance · National Security · Foreign Service · Planning · Revenue & Taxation · Regulation · Public Management & Administration



The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

Restaurant & Food/Beverage Services · Lodging · Travel & Tourism · Recreation, Amusements & Attractions



The Law, Public Safety, Corrections and Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**Correction Services · Emergency & Fire Management Services · Security & Protective Services
Law Enforcement Services · Legal Services**



This diverse Career Cluster prepares individuals for employment in career pathways related to families and human needs including childcare workers, psychologists, cosmetologists, financial planners, community service directors and more.

Early Childhood Development & Services · Counseling & Mental Health Services · Family & Community Services · Personal Care Services · Consumer Services



This diverse Career Cluster prepares learners for careers in designing, planning, managing, building and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.

Design / Pre-Construction · Construction · Maintenance / Operations



This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Production · Manufacturing Production Process Development · Maintenance, Installation & Repair · Quality Assurance · Logistics & Inventory Control · Health, Safety & Environmental Assurance



A career in science, technology, engineering or mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Science and Mathematics · Engineering and Technology



This diverse Career Cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

Transportation Operations · Logistics Planning & Management · Warehousing & Distribution Center Operations · Facility & Mobile Equipment Maintenance · Transportation Systems/Infrastructure Planning, Management & Regulations · Health & Safety Management · Sales & Service



This Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

Therapeutic Services · Diagnostic Services · Health Informatics · Support Services · Biotechnology Research & Development

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RECOMMENDED PERSONAL PLAN OF STUDY

Arts, A/V Technology and Communications CLUSTER DESCRIPTION: Designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts, journalism, and entertainment services.

CAREER EXAMPLES: Animator, Audio or Video Technician, Computer Artist, Editor, Radio Announcer, Station Manager, Desktop Publishing Specialist, Actor/Actress, Choreographer, Musician, Professional Athlete, Singer, Artist Cartoonist, Photographer, Fashion Artist, Fashion Designer, Graphic Illustrator, Interior Designer, Entertainment Equipment Technician.

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> Use my imagination to communicate new information to others Perform in front of others Read, write and/or play a musical instrument Use video and recording technology Design brochures and posters 		<ul style="list-style-type: none"> Creative and imaginative Good communicator/good vocabulary Curious about new technology Relate well to feelings and thoughts of others Determined/tenacious 		<ul style="list-style-type: none"> Art/Graphic Design Music Speech and Drama Journalism/Literature Audio-Visual Technologies 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H, Broadcast Journalism or Media		English III, English III C, English III H, Contemporary Literature, Creative Writing, Film as Literature, Broadcast Journalism or Media		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II, Broadcast Journalism or Media	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
		Theatre Arts		Web Design, Fashion Design and Merchandising		Interior Design and Housing Trends	
<p>*12th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies</p>							
<ul style="list-style-type: none"> What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Business, Management and Administration CLUSTER DESCRIPTION: Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

CAREER EXAMPLES: Human Resources Manager, Personnel Recruiter, Billing Clerk, Buyer, Entrepreneur, Budget Analyst, Receptionist, Administrative Assistant, Data Entry Specialist, Auditor, Sales Manager, Business Consultant, Chief Executive/Financial Officer

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:	
<ul style="list-style-type: none"> Perform routine, organized activities but can be flexible Work with numbers and detailed information Be the leader in a group and plan work with little supervision Make business contact with people Work with computer programs, create reports and communicate ideas 		<ul style="list-style-type: none"> Organized Practical and logical Patient Tactful Responsible 		<ul style="list-style-type: none"> Computer Applications/Business and Information Technology Accounting Math English Economics 	
9th Grade Courses	10th Grade Courses	11th Grade Courses		12th Grade Courses*	
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
	Business Principles and Management	Accounting		International Business	
<p>*12th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies</p>					
<ul style="list-style-type: none"> What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 					

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Information Technology CLUSTER DESCRIPTION: For entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

CAREER EXAMPLES: Computer Programmer, Game Programmer, Software Engineer, Network Architect, Telecommunications Technician, 3-D Animator, A/V Engineer, Web Designer, PC Specialist

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:	
<ul style="list-style-type: none"> • Perform routine, organized activities, but can be flexible • Work with numbers and detailed information • Be the leader in a group • Work with computer programs • Create reports and communicate ideas 		<ul style="list-style-type: none"> • Organized • Practical and logical • Patient • Tactful • Responsible 		<ul style="list-style-type: none"> • Computer Application/Business & Information Technology • Accounting • Math • English • Economics 	
<i>9th Grade Courses</i>	<i>10th Grade Courses</i>	<i>11th Grade Courses</i>		<i>12th Grade Courses*</i>	
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry,		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
		Introduction to Computer Programming, Advanced Computer Programming		Web Design	
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 					

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Marketing, Sales and Service CLUSTER DESCRIPTION: Planning, managing, and performing marketing activities to reach organizational objectives.

CAREER EXAMPLES: Marketing Management, Professional Sales, Merchandising, Marketing Communications, Marketing Research, Customer Service Representative

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:	
<ul style="list-style-type: none"> • Shop and go to the mall • Be in charge • Make displays and promote ideas • Give presentations and enjoy public speaking • Communicate my ideas to other people 		<ul style="list-style-type: none"> • Enthusiastic • Competitive • Creative • Self-motivated • Persuasive 		<ul style="list-style-type: none"> • Language Arts • Math • Business Education/Marketing • Economics • Computer Applications 	
9th Grade Courses	10th Grade Courses	11th Grade Courses	12th Grade Courses*		
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism	English IV, English IVC, AP English Literature and Composition, Composition I, Composition II		
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry	College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus		
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy	Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design		
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History	AP History		
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts	PE, Practical Arts, Fine Arts		
		International Business, Marketing	Retail Fashion Merchandising		
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p>					
<ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 					

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Finance CLUSTER DESCRIPTION: Planning, services for financial and investment planning, banking, insurance, and business financial management.

CAREER EXAMPLES: Accountant, Auditor, Bookkeeping, Financial Manager, Tax Preparer, Investment Advisor, Economist, Bill Collector, Debt Counselor, Loan Officer, Bank Teller, Insurance Appraiser, Insurance Agent, Underwriter, Financial Analyst

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:	
<ul style="list-style-type: none"> • Work with numbers and handle money with accuracy and reliability • Work to meet deadlines • Analyze financial information, make predictions based on facts and interpret it to others • Have a framework of rules by which to operate • Take pride in the way I dress and look 		<ul style="list-style-type: none"> • Trustworthy • Orderly • Self-confident • Logical • Methodical or efficient 		<ul style="list-style-type: none"> • Accounting • Math • Economics • Banking/Financial Services • Business Law 	
9th Grade Courses		10th Grade Courses		11th Grade Courses	
English I or English I H		English II, English II H		English III, English III H, English IIIC, Contemporary Literature, Creative Writing, Film as Literature, Journalism	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts	
		Business Principles and Management		Accounting, Entrepreneurship, International Business, Marketing	
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 					

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Agriculture, Food and Natural Resources CLUSTER DESCRIPTION: The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

CAREER EXAMPLES: Veterinarian, Vet Technician, Landscape Worker, GPS Technician, Biochemist, Bacteriologist, Food and Drug Inspector, Animal Geneticist, Farm or Ranch Manager, Aqua culturist, Botanist, Tree Surgeon, Conservation Scientist, Microbiologist

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> Learn how things grow and stay alive, hunt and/or fish Make the best use of the earth's natural resources Be outdoors in all kinds of weather Plan, budget and keep records Operate machines and keep them in good repair 		<ul style="list-style-type: none"> Self-reliant Nature lover Physically active Planner Creative problem solver 		<ul style="list-style-type: none"> Math Life Sciences Earth Sciences Chemistry Agriculture 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
Project Lead the Way – Biomedical Sciences		Project Lead the Way – Biomedical Sciences		Project Lead the Way – Biomedical Sciences		Project Lead the Way – Biomedical Sciences	
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Education and Training CLUSTER DESCRIPTION: Planning, managing and providing education and training services, and related learning support services

CAREER EXAMPLES: Teacher, Principal, Superintendent, College Professor, Psychologist, Teacher Aide, College Dean, Librarian, Audiologist, Counselor, Social Worker, Career Education Teacher, Speech Pathologist, Preschool Teacher, Parent Educator, Workplace Trainer

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> Communicate with different types of people Help others with their homework or to learn new things Direct and plan activities for others Handle several responsibilities at once Help people overcome their challenges Handle several responsibilities at once 		<ul style="list-style-type: none"> Friendly Decision maker Helpful Innovative/Inquisitive Good listener 		<ul style="list-style-type: none"> Language Arts Social Studies Math Science Psychology 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H or Broadcast Journalism I		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
		Debate		Family Living and Parenthood			
<p>*12th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies</p> <ul style="list-style-type: none"> What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Government and Public Administration CLUSTER DESCRIPTION: Executing governmental functions to include Governance, National Security, Foreign Service, Planning; Revenue and Taxation, Regulation, and Management and Administration at the local, state, and federal levels.

CAREER EXAMPLES: Ambassador, City Administrator, Code Inspector, Legislative Aide, Lobbyist, Tax Examiner, Court Administrator, Court Clerk, Assessor, Internal Revenue Agent, Tax Attorney, Legislator, Policy Advisor, Census Clerk, Aviation Safety Officer, County Clerk

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> • Be involved in politics • Negotiate, defend and debate ideas and topics • Plan activities and cooperate with others • Perform a variety of duties that may change often • Analyze detailed information and interpret it to others • Travel and see things that are new to you 		<ul style="list-style-type: none"> • Good communicator • Competitive • Service-minded • Well-organized • Problem solver 		<ul style="list-style-type: none"> • Government • Language Arts • History • Math • Foreign Language 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
		Debate		Business Law			
<p>*12th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies</p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Hospitality and Tourism CLUSTER DESCRIPTION: Management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

CAREER EXAMPLES: Chef, Event Planner, Food Service Manager, Park Ranger, Recreation Worker, Travel Agent, Baker, Counter Service, Museum Technician, Zoo Developer, Interpreter, Tour Guide, Valet Attendant, Food and Beverage Manager, Hotel Manager

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> • Work with all ages and types of people • Organize activities for other people • Have a flexible schedule • Communicate easily, tactfully and courteously • Learn about other cultures, new places, and activities 		<ul style="list-style-type: none"> • Tactful • Self-motivated • Works well with others • Outgoing • Slow to anger 		<ul style="list-style-type: none"> • Language Arts/Speech • Foreign Language • Social Sciences • Marketing • Food Services 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE/Health or Fine Arts		PE/Health or Fine Arts		Personal Finance, PE, Practical Arts or Fine Arts		PE, Practical Arts or Fine Arts	
		Foods and Nutrition		Marketing, Culinary Arts and Food Preparation		Sports, Recreation and Entertainment Marketing	
<p>*12th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies</p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Law, Public Safety, Corrections and Security CLUSTER DESCRIPTION: Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

CAREER EXAMPLES: Attorney, Correctional Officer, Firefighter, Paralegal, Paramedic, Patrol Officer, Dispatcher, Emergency Medical Technician, Security Guard, Animal Control Officer, Bomb Technician, Criminal Investigator, Parole Officer, Arbitrator, Court Reporter, Law Clerk

ACTIVITIES I LIKE TO DO:	PERSONAL QUALITIES THAT DESCRIBE ME:	SCHOOL SUBJECTS THAT I LIKE:	
<ul style="list-style-type: none"> • Work under pressure or in the face of danger • Make decisions based on my own observations • Interact with other people • Be in positions of authority • Respect rules and regulations • Observe and analyze people's behavior 	<ul style="list-style-type: none"> • Adventurous • Dependable • Community-minded • Decisive • Optimistic 	<ul style="list-style-type: none"> • Language Arts • Psychology/Sociology • Government/History • Law Enforcement • First Aid/ First Responder 	
9th Grade Courses	10th Grade Courses	11th Grade Courses	12th Grade Courses*
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism	English IV, English IVC, AP English Literature and Composition, Composition I, Composition II
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry	College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy	Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History	AP History
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts	PE, Practical Arts, Fine Arts
	Debate	Business Law, Family Living and Parenthood	
<p>*12th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies</p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 			

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Human Services CLUSTER DESCRIPTION: Preparing individuals for employment in career pathways that relate to families and human needs.

CAREER EXAMPLES: Cosmetologist, Hair Dresser, Fitness Trainer, Massage Therapist, Mental Health Counselor, Funeral Director, Childcare Worker, Nanny, Marriage Therapist, Substance Abuse Counselor, Clergy, Consumer Advocate, Skin Care Specialist, Vocational Rehabilitation

<u>ACTIVITIES I LIKE TO DO:</u>	<u>PERSONAL QUALITIES THAT DESCRIBE ME:</u>	<u>SCHOOL SUBJECTS THAT I LIKE:</u>	
<ul style="list-style-type: none"> Care about people, their needs and their problems Participate in community services and/or volunteering Listen to other people's viewpoints Help people be at their best Make friends with different kinds of people 	<ul style="list-style-type: none"> Good communicator/good listener Caring Non-materialistic Intuitive and logical Non-judgmental 	<ul style="list-style-type: none"> Language Arts Psychology/Sociology Family and Consumer Sciences Finance Foreign Language 	
<i>9th Grade Courses</i>	<i>10th Grade Courses</i>	<i>11th Grade Courses</i>	<i>12th Grade Courses*</i>
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism	English IV, English IVC, AP English Literature and Composition, Composition I, Composition II
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry	College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy	Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History	AP History
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts	PE, Practical Arts, Fine Arts
		Family Living and Parenthood	
*12 th grade year should include at least 3 academic courses from the four core areas of Math, Communication Arts, Science, or Social Studies			
<ul style="list-style-type: none"> What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 			

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Architecture and Construction CLUSTER DESCRIPTION: Designing, planning, managing, building and maintaining the built environment.

CAREER EXAMPLES: Architect, Carpenter, Construction Manager, Cost Estimator, HVAC Installer, Plumber, Computer Aided Drafter, Landscape Architect, Surveyor, Electrician, Millwright, Painter, Roofer, Welder, Highway Worker, Mechanical Engineer, Brick Layer

<u>ACTIVITIES I LIKE TO DO:</u>	<u>PERSONAL QUALITIES THAT DESCRIBE ME:</u>	<u>SCHOOL SUBJECTS THAT I LIKE:</u>	
<ul style="list-style-type: none"> • Read and follow blueprints and/or instructions • Picture in my mind what a finished product looks like • Perform work that requires precise results • Solve technical problems • Work with my hands and follow logical step-by-step procedures 	<ul style="list-style-type: none"> • Curious • Good at following directions • Pay attention to detail • Good at visualizing possibilities • Patient and persistent 	<ul style="list-style-type: none"> • Math • Drafting • Physical Sciences • Construction Trades • Electrical Trades, Heat, Air Conditioning and Refrigeration, or Technology Education 	
<i>9th Grade Courses</i>	<i>10th Grade Courses</i>	<i>11th Grade Courses</i>	<i>12th Grade Courses*</i>
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Literature of the Bible, Journalism	English IV, English IVC, AP English Literature and Composition, Composition I, Composition II,
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry	College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy	Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History	AP History
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts	PE, Practical Arts, Fine Arts
Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering
*12 th grade year should include at least 3 academic courses from the four core areas of <u>Math</u> , <u>Communication Arts</u> , <u>Science</u> , or <u>Social Studies</u>			
<ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 			

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Manufacturing CLUSTER DESCRIPTION: Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

CAREER EXAMPLES : Freight Mover, Machine Operator, Tool and Die Maker, Assembler, Process Control Technician, Quality Control Technician, Material Handler, Dispatcher, Power Tool Repairer, Industrial Facilities Manager, Precision Inspector, Engineer, Welder, Machinist

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> • Work with my hands and learn that way • Put things together • Do routine, organized and accurate work • Use hand & power tools and operate equipment and machinery 		<ul style="list-style-type: none"> • Practical • Observant • Physically active • Step-by-step thinker • Coordinated 		<ul style="list-style-type: none"> • Math-Geometry • Chemistry • Trade and Industry courses • Physics • Language Arts 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H or Broadcast Journalism I		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II,		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
Project Lead the Way – Pre-Engineering		Project Lead the Way – Pre-Engineering		Project Lead the Way – Pre-Engineering		Project Lead the Way – Pre-Engineering	
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Science, Technology, Engineering and Mathematics CLUSTER DESCRIPTION: Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

CAREER EXAMPLES: Chemist, Electrical Engineer, Hazardous Waste Technician, Chemical Engineer, Civil Engineer, Mining Engineer, Nuclear Engineer, Math Teacher, CAD Operator, Demographer, Geologist, Science Teacher, Research Technician, Zoologist

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:	
<ul style="list-style-type: none"> • Interpret formulas • Find the answers to questions • Work in a laboratory • Figure out how things work and investigate new things • Explore new technology 		<ul style="list-style-type: none"> • Detail-oriented • Inquisitive • Objective • Methodical • Mechanically inclined 		<ul style="list-style-type: none"> • Math • Science • Drafting/Computer Aided Drafting • Electronics/Computer Networking • Technical classes/Technology Education 	
9th Grade Courses	10th Grade Courses	11th Grade Courses	12th Grade Courses*	9th Grade Courses	10th Grade Courses
English I or English I H	English II, English II H	English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism	English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry	College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H
Physics First or Physics First H	General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H	Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy	Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	US History, US History H	World History, World History H
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History	AP History	PE, Health, Fine Arts	PE, Fine Arts, Practical Arts
PE, Health, Fine Arts	PE, Fine Arts, Practical Arts	Personal Finance, PE, Practical Arts, Fine Arts	PE, Practical Arts, Fine Arts	Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering
Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering	Project Lead the Way – Pre-Engineering	<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 	

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Transportation, Distribution and Logistics CLUSTER DESCRIPTION: Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related services such as infrastructure, logistics services, mobile equipment and facility maintenance.

CAREER EXAMPLES: Air Traffic Controller, Auto Body Repairer, Auto Mechanic, Cargo and Freight Agent, Pilot, Truck Driver, Motor Vehicle Inspector, Urban Planner, Shipping and Receiving Clerk, Environmental Science Technician, Safety Analyst, Flight Engineer

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> • Travel • See well and have quick reflexes • Solve mechanical problems • Design efficient processes • Anticipate needs and prepare to meet them 		<ul style="list-style-type: none"> • Realistic • Mechanical • Coordinated • Observant • Planner 		<ul style="list-style-type: none"> • Math • Trade and Industry courses • Physical Sciences • Economics • Foreign Language 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
Project Lead the Way – Pre-Engineering		Project Lead the Way – Pre-Engineering		Project Lead the Way – Pre-Engineering		Project Lead the Way – Pre-Engineering	
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster



RECOMMENDED PERSONAL PLAN OF STUDY

Health Science CLUSTER DESCRIPTION: Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

CAREER EXAMPLES: Anesthesiologist, Athletic Trainer, Nurse Assistant, Dental Hygienist, Dentist, Dietician, Occupational Therapist, Optometrist, Pharmacist, Physical Therapist, Physician Assistant, Physician, Radiation Therapist, Lab Technician, Records Technician, Nurse

ACTIVITIES I LIKE TO DO:		PERSONAL QUALITIES THAT DESCRIBE ME:		SCHOOL SUBJECTS THAT I LIKE:			
<ul style="list-style-type: none"> Work under pressure, respond quickly and calmly in emergencies Help sick people and animals Make decisions based on logic and information Work as a member of a team Participate in health and science classes 		<ul style="list-style-type: none"> Compassionate and caring Good at following directions Conscientious and careful Patient Good listener 		<ul style="list-style-type: none"> Biological Sciences Chemistry Math Occupational Health Language Arts 			
9th Grade Courses		10th Grade Courses		11th Grade Courses		12th Grade Courses*	
English I or English I H		English II, English II H		English III, English IIIC, English III H, Contemporary Literature, Creative Writing, Film as Literature, Journalism		English IV, English IVC, AP English Literature and Composition, Composition I, Composition II	
Algebra I, Integrated Math I, Geometry, Geometry H		Geometry, Geometry H, Integrated Math II		Algebra II, Algebra II H, Integrated Math III, Math Analysis/Trigonometry		College Algebra, Discrete Mathematics I, Discrete Mathematics II, AP Statistics, Business Math, Integrated Math IV, Calculus	
Physics First or Physics First H		General Biology, General Biology H, Introductory Biology, Earth Science or Earth Science H		Advanced Biology, Introductory Chemistry, General Chemistry, Advanced Physics, Astronomy		Physics, Anatomy and Physiology, Advanced Chemistry, Scientific Research and Design	
US History, US History H		World History, World History H		Liberty and Law, Liberty and Law H, Economics, Psychology, Sociology, World Geography, American Civil War, American Frontiers, Asian Studies, The Holocaust, Humanities, AP History		AP History	
PE, Health, Fine Arts		PE, Fine Arts, Practical Arts		Personal Finance, PE, Practical Arts, Fine Arts		PE, Practical Arts, Fine Arts	
Project Lead the Way – Biomedical Sciences		Project Lead the Way – Biomedical Sciences		Project Lead the Way – Biomedical Sciences, Family Living and Parenthood		Project Lead the Way – Biomedical Sciences	
<p>*12th grade year should include at least 3 academic courses from the four core areas of <u>Math</u>, <u>Communication Arts</u>, <u>Science</u>, or <u>Social Studies</u></p> <ul style="list-style-type: none"> What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 							

Adapted from National Career Cluster

MAPPED PERSONAL PLAN OF STUDY

NAME:

CLUSTER DESCRIPTION:

CAREER EXAMPLES:

<u>ACTIVITIES I LIKE TO DO:</u>	<u>PERSONAL QUALITIES THAT DESCRIBE ME:</u>	<u>SCHOOL SUBJECTS THAT I LIKE:</u>		
• • • • •	• • • • •	• • • •		
<i>9th Grade Courses</i>	<i>10th Grade Courses</i>	<i>11th Grade Courses</i>	<i>12th Grade Courses*</i>	<i>Post Secondary Plans</i>
English I or English I H	English II, English II H	English III, English III C, English III H, Contemporary Literature	Communication Arts Class of Choice	
Algebra I, Integrated Math I, Geometry, Geometry H	Geometry, Geometry H, Integrated Math II	Next Level Math Class of Choice	Next Level Math Class of Choice	
Physics First or Physics First H	Science Class of Choice	Science Class of Choice	Science Class of Choice	
US History, US History H	World History, World History H	Liberty and Law, Liberty and Law H, Elective Social Studies Class of Choice	Elective Social Studies Class of Choice	
PE, Health, Fine Arts, Practical Arts, Elective Class(es) of Choice	PE, Fine Arts, Practical Arts, Elective Class(es) of Choice	Personal Finance, PE, Practical Arts, Fine Arts, Elective Class(es) of Choice	PE, Practical Arts, Fine Art, Elective Class(es) of Choice	
*12 th grade year should include at least 3 academic courses from the four core areas of <u>Math</u> , <u>Communication Arts</u> , <u>Science</u> , or <u>Social Studies</u>				
<ul style="list-style-type: none"> • What POST-SECONDARY EDUCATION is needed for my career choice (area career center, community college, university, specialized training, military, or other)? • In what WORK-BASED LEARNING OPPORTUNITIES should I participate while in high school (clubs, organizations, internship, mentorship, job-shadowing, after school employment)? 				

Adapted from National Career Cluster

Notes

