# The City Of St. Charles School District

LEWIS & CLARK CAREER CENTER

# High School Career & Educational Planning Guide 2018-19

# Welcome to the
# City of St. Charles School District

The decisions and choices you make as a student will have a profound and long-lasting effect on your future. You are encouraged to make your own decisions and to be responsible for the consequences of them.

All students should develop a personal plan of study according to the individual interests, abilities, and goals. Each year the student will study and adjust their personal plan of study, using input from classroom success, parents, teachers, counselors, and other resources. During both middle school and high school, counselors work with students showing them career resources to aid in developing their personal plan of study. Information on careers, vocational-technical schools, scholarships, college entrance requirements, and other related data is available from the counselor.

Parent involvement is critical to the success of the student's personal plan of study. It is the responsibility of each student to read carefully all of the registration materials and requirements for graduation, and to be willing to live with the choices made for the year. Parents should be aware of the requirements and recommendations for their student's chosen pathway. Also, parents should support the student and school by providing a proper study atmosphere at home and by maintaining good communication with school officials and teachers.

We challenge you to set high standards for yourself, select courses and organizations which will advance you toward those goals, attend classes daily, and work hard to achieve your goals.

# COUNSELORS' MESSAGE

To Parents and Students:

The program of studies at the high school level is designed to expand the general educational experiences of all students and to prepare students for vocations and/or further education or training after graduation. Your high school program should be planned with your post-secondary objectives in mind. It is strongly recommended that specific graduation requirements be met before your senior year. Requirements for the Coordinating Board for Higher Education's Recommended High School Core Curriculum and the admission standards for Missouri and area colleges are provided.

We encourage parents to check report cards during the high school years and know your son/daughter's progress towards graduation. The graduation requirement to receive a diploma from St. Charles School District is 28 credits. A credit deficiency may require a student to take summer school, repeat a course, or enroll in correspondence classes to makeup for any lost credit. Please check the report card for the total accumulated credits each semester to ensure that your son/daughter is on track to graduate.

The Missouri State High School Activities Association (MSHSAA) states that all first time, first semester freshmen are eligible for competition. All students beginning with the second semester of their freshman year will need to earn 3.5 credits to be eligible for competitive school activities according to MSHSAA guidelines. All students who take 8 credit classes are required to pass 7 credit bearing classes or 3.5 credits each semester to be eligible for competitive school activities the following semester. All students who take 7 credit bearing classes are required to pass 7 credit bearing classes or 3.5 credits each semester to be eligible for competitive school activities the following semester. Student competing in MSHAA sponsored activities must be enrolled in 7 credit bearing classes. Summer school courses MAY count toward maintaining academic eligibility; a maximum of 1 credit of summer school course work can be counted toward maintaining this eligibility. Competitive school activities under MSHSAA guidelines would include sports, speech and debate, choir, band, cheerleading, dance and drill, etc.

We want to make the high school experience a positive one for all students and look forward to working with them.

# City of St. Charles School District

## Mission, Vision, Values, and Goals

### MISSION

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

### VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

### VALUES

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

High quality education for all students which includes:

- Lifelong learning from early childhood through adult education
- Rigorous learning experiences that challenge all students
- Instruction that meets the needs of a diverse community
- Respect for all
- Real world, critical thinking and problem-solving skills to prepare students for the 21st century
- Preparation for an ever-changing, global, technological society
- Developing caring, productive and responsible citizens
- Strong engagement of family and community
- A safe, secure and nurturing school environment

Achievement through:

- Celebration of individual success
- Collaboration with parents and community stakeholders
- Exploration, innovation and creativity

High quality staff by:

- Hiring and retaining highly qualified and invested employees
- Providing professional development and collaboration focused on increasing student achievement
- Empowering staff to use innovative resources and practices

Informed decisions that are:

- Student-centered
- Focused on student achievement
- Data driven
- Considerate of all points of view
- Fiscally responsible

### GOALS

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

**1. Student Performance:** Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals.

**2. Highly Qualified Staff:** Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.

**3. Facilities, Support, and Instructional Resources:** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

**4. Parent and Community Involvement:** Promote, facilitate and enhance parent, student, and community involvement in District educational programs.

**5. Governance:** Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

# MISSION AND VISION STATEMENTS OF ST. CHARLES HIGH SCHOOL

**Mission:**

The Mission of St. Charles High School is to ensure all students learn, grow, and succeed.

**Vision:**

Students will become 21st century learners through a challenging curriculum that incorporates student-centered instruction.

Students will grow socially and emotionally through a supportive, inclusive school that meets individual needs through partnerships with our community.

Students will succeed by developing and implementing a post-graduation plan in order to become productive, well-rounded, lifelong learners in our community.

# COLLECTIVE COMMITMENTS OF ST. CHARLES WEST HIGH SCHOOL

**Mission:** St. Charles West, with courage, commitment, and equity, will ensure learning for all students.

**Vision:** The St. Charles West community will empower all to be lifelong learners in order to positively impact our changing world.

**Collaboration:** We will collaborate and support each other in developing instructional and intervention strategies.

**Diversity/Safety:** We will create a safe, positive environment where relationships and diversity matter.

**Lifelong Learning:** We are committed to high expectations for learning, behavior, and citizenship.

**Communication:** We will continue to support open communication and respectful relationships with our colleagues, students and community.

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# CITY OF ST. CHARLES SCHOOL DISTRICT
# GRADUATION REQUIREMENTS

| Category | Units of Credit |
|---|---|
| Communication | 4 |
| Social Studies | 3 |
| Mathematics | 3 |
| Science | 3 |
| Fine Arts | 1 |
| Practical Arts | 1 |
| Physical Education | 1 |
| Computers | .5 |
| Personal Finance | .5 |
| Health | .5 |
| **Electives** | 10.5 |
| **TOTAL** | **28** |

**Specific Units Include:**

**English:** 1, 2, English elective(s) 2 units

**Social Studies:** 1 Government, 1 World Civilization, 1 U.S. History

**Math:** 3 units

**Science:** 3 units

**Fine Art:** (1) from areas of art, music, or drama

**Practical Art:** (1) from areas of business education, family and consumer science (FACS), Industrial technology, marketing, or Lewis and Clark Career Center

**Computer App. or Intro to Computer Science:** ½ unit

**Personal Finance:** ½ unit

**Health:** ½ unit

**PE:** (1)

**Students must pass the Missouri Constitution Test and U.S. Constitution Test. EOC's are also required for certain classes.**

## Other General Information

1. **Seniors must be responsible for graduation requirements.** If there is any doubt whether graduation requirements are being met, see your counselor.

2. **Students cannot earn credit in any course twice.** Exceptions would include classes in Career College Readiness, Science Research, Music, Debate, Newspaper Production, Yearbook Production, Advanced Leadership Lab, Core Conditioning A and B, Fitness Walking, Strength Training, Team Sports, Recreational Games, Gifted Exploration and Expansion, Actor's Studio, Technical Theater, Broadcast Media, Video Production Technology, Advanced Design & Machine Process, and Advanced Technological Solutions.

3. Course selection should be given careful consideration. Students will not be allowed to change classes unless there is a justifiable reason.

## City of Saint Charles School District

# CUM LAUDE HONORS SYSTEM

### Summa Cum Laude

4.1 Cumulative GPA
10 semesters utilizing any combination of the following:

- **Advanced Placement Courses**
- **College Level Courses**
- **Fourth Year of a World Language**

*(10 semesters = 5 full year courses)*

### Magna Cum Laude

4.0 Cumulative GPA
4 semesters utilizing any combination of the following:

- **Advanced Placement Courses**
- **College Level Courses**
- **Fourth Year of a World Language**

*(4 semesters = 2 full year courses)*

### Cum Laude

3.7 Cumulative GPA

- **NO Advanced Placement Courses**
- **NO College Level Courses**
- **NO Fourth Year of a World Language**

### Magna Cum Laude

3.8 Cumulative GPA
8 semesters utilizing any combination of the following:

- **Advanced Placement Courses**
- **College Level Courses**
- **Fourth Year of a World Language**

*(8 semesters = 4 full year courses)*

### Cum Laude

3.6 Cumulative GPA
6 semesters utilizing any combination of the following:

- **Advanced Placement Courses**
- **College Level Courses**
- **Fourth Year of a World Language**

*(6 semesters = 3 full year courses)*

This chart reflects updates to the Cum Laude Honors System due to the implementation of weighted grades. Please note the following:

1) A student taking the minimum requirement of qualifying courses and earns the same letter grades as in the old criteria… all that has been changed is to alter the numerical GPA to match the new system, which incorporates weighted grades, to the old criteria.
2) With weighted grades more students will have the opportunity to qualify for Cum Laude recognition.
3) The bar for recognition has not been raised, but merely relabeled to reflect weighted grades. The number of B's a student is allowed in order to meet the Cum Laude Honor System requirements did not change.

## STANDARDS BASED GRADING

Further information can be found on the district website http://www.stcharlessd.org

## WEIGHTED GRADES

The Board of Education approved weighted grades at the high school level. Weighted grades are number or letter grades that are assigned a numerical advantage when calculating a grade point average (GPA). Weighted grades give students a numerical advantage for grades earned in higher-level courses. Students taking an advanced placement course, a college level course, and/or the fourth and fifth year of a World Language will receive weighted credit for the courses. The general purpose of weighted grades is to give students taking higher level courses an advantage when determining relative academic performance and related honors or class rank.

## GRADE LEVEL CLASSIFICATIONS

In order for a student to stay on target towards graduation, 7 credits are needed to be a sophomore, 14 credits to be a junior and 21 credits to be senior.

## COURSE LOAD

All students will enroll in 8 full periods or 7 full periods and 1 academic lab unless otherwise planned with your counselor. Required courses for the student's grade level (freshman, sophomore, junior, senior) must be included in the schedule. Elective courses should be chosen to help the student be better prepared for whatever he/she wants to do after graduation. Any student who is receiving Social Security must be enrolled full-time in order to continue receiving benefits.

## CREDIT RECOVERY

Should students find themselves in a situation where they have fallen short on credits, they need to see their counselor immediately to develop a plan to keep them on track for graduation. **Credit recovery is pursued when a student has taken a class and failed the course.** Options for credit recovery include many of the following:

- Retaking the class during an upcoming semester
- Summer school (based upon course availability)
- YES (Youth Experiencing Success) program at the Success Campus (based upon entrance criteria and availability)
- MoVIP (unlimited courses can be taken at the student's expense) Correspondence courses (up to 2 units can be earned for use towards graduation and can be taken at the student's expense)

**Students who are significantly behind their cohort group** for graduation may be eligible for credit recovery options without having to have first failed the class. Being significantly behind their cohort group is defined as sophomores and juniors who are one year or more behind in credits and seniors that are a semester or more behind in credits. Students who are in this situation must work with their counselor to develop a plan of action to appropriately recover credits. This plan must be approved by the counselor and principal. These options can include:

- YES program at the Success Campus (based upon entrance criteria and availability)
- MoVIP (unlimited courses can be taken at the student's expense)
- Correspondence courses (up to 2 units can be earned for use towards graduation and can be taken at the student's expense)
- Missouri Options program (17 years old, one year behind in credits, availability)
- Other alternative options (Seniors or 4th year students only)

# CORRESPONDENCE COURSES

Students interested in taking correspondence courses must have permission from their counselor. Only 2 units (4 classes) of credit through correspondence may be earned, except credit earned through MoVip.

# DUAL ENROLLMENT

Dual enrollment allows seniors to attend certain Missouri institutions complying with the Coordinating Board for Higher Education's Dual Credit Policy and earn college credit while still in high school. To be eligible for dual enrollment, a student must have earned at least 21 credits to participate in the first semester of their senior year. Students must also have earned 24 credits by the second semester and have a cumulative 2.5 GPA. The student is required to submit proof of enrollment for the approved college to the guidance counselor. The student is responsible for applying to the approved college and completing all the steps in the ad- mission process required by the approved college. The student is required to submit final course grades to the guidance office at the end of each semester. Students interested in dual enrollment are advised that dual enrollment may affect MSHSAA eligibility.

# COURSE SELECTION/SCHEDULE CHANGE POLICY

The proper selection of courses is very important for all students and something that should be done with serious deliberation. To help in this process, students will receive course description guides well in advance of the time for which final choices must be made. It is strongly suggested that students confer with their counselors, other staff, parents, and consider college and/or career plans carefully before making selections.

Changes in course selections will not be permitted after the school's master schedule has been entered into the computer due to the:

- need to teach students to assume responsibility, to develop accountability, and to develop perseverance
- extensive preparation the faculty and administration must make in hiring teachers, making assignments, balancing classes, preparing facilities, allocating budgets, ordering books, supplies, and equipment
- efficient use of staff time

The exceptions to this policy are: (1) when a scheduling mistake has been made (enrolled in an advanced course without the prerequisite); (2) when there is a need to balance classes; (3) when classes must be canceled due to insufficient enrollment; or (4) where it is determined by school officials that a circumstance exists whereby the student has little chance to realize success. Students are encouraged to spend ample quality time studying the course descriptions before deciding upon course selections.

Student/Parents requests to withdraw from a class within the first 10 days of each semester must be approved by the teacher and building principal. After the first 10 days of each semester, any withdrawals will result in an "WF" for the course. In an unusual situation (such as prolonged illness) a waiver of the "WF" grade will be considered by the building principal. A "WF" grade does configure into the cumulative grade point average.

**PLEASE NOTE**: There may be occasions when your counselor needs to switch a second semester course selection with a first semester selection in order to have a workable schedule. In order to achieve more flexibility and fewer scheduling conflicts, second semester scheduling may result in students being scheduled for different teachers and/or periods than they had first semester in all-year classes

# High School Courses

| Page # | Title of Course | Grade | Duration | Credit | Prerequisite |
|---|---|---|---|---|---|
| | **Communication Skills** | | | | |
| 28 | English 1 | 9 | Year | 1 | None |
| 28 | Honors English 1 | 9 | Year | 1 | Yes |
| 28 | Gifted English 1 | 9 | Year | 1 | Yes |
| 28 | English 2 | 10 | Year | 1 | None |
| 29 | Honors English 2 | 10 | Year | 1 | Yes |
| 29 | Gifted English 2 | 10 | Year | 1 | Yes |
| 29 | English 3 | 11 | Year | 1 | None |
| 30 | English 4 | 12 | Year | 1 | None |
| 29 | AP Literature and Composition | 11-12 | Year | 1 | None |
| 30 | AP Language and Composition | 11-12 | Year | 1 | None |
| 30 | Advanced College Credit: Composition | 12 | Sem | 0.5 | Yes |
| 31 | Advanced College Credit: Literary Studies | 12 | Sem | 0.5 | Yes |
| 31 | Creative Writing 1 | 10-12 | Sem | 0.5 | None |
| 32 | Creative Writing 2 | 10-12 | Sem | 0.5 | Yes |
| 31 | Speech 1 | 9-12 | Sem | 0.5 | None |
| 31 | Speech 2 | 9-12 | Sem | 0.5 | Yes |
| 31 | Debate | 9-12 | Sem | 0.5 | Yes |
| 32 | Journalism | 9-12 | Sem | 0.5 | None |
| 32 | Newspaper Production | 10-12 | Year | 1 | Yes |
| 32 | Yearbook Production | 10-12 | Year | 1 | Yes |
| 32 | English Career & College Readiness 9-10 | 9-10 | Year | 1 | Yes |
| 32 | English Career & College Readiness 11-12 | 11-12 | Year | 1 | Yes |
| | **World Language** | | | | |
| 33 | French 1 | 9-12 | Year | 1 | None |
| 33 | French 2 | 9-12 | Year | 1 | Yes |
| 33 | French 3 | 10-12 | Year | 1 | Yes |
| 33 | French 4 | 11-12 | Year | 1 | Yes |
| 33 | AP French 5 | 12 | Year | 1 | Yes |
| 33 | German 1 | 9-12 | Year | 1 | None |
| 33 | German 2 | 9-12 | Year | 1 | Yes |
| 33 | German 3 | 10-12 | Year | 1 | Yes |
| 33 | German 4 | 11-12 | Year | 1 | Yes |
| 34 | AP German 5 | 12 | Year | 1 | Yes |
| 34 | Spanish 1 | 9-12 | Year | 1 | None |
| 34 | Spanish 2 | 9-12 | Year | 1 | Yes |
| 34 | Spanish 3 | 10-12 | Year | 1 | Yes |
| 34 | Spanish 4 | 11-12 | Year | 1 | Yes |
| 34 | AP Spanish 5 | 12 | Year | 1 | Yes |
| | **Social Sciences** | | | | |
| 34 | US History | 9 | Year | 1 | None |
| 34 | World Civilization | 10 | Year | 1 | None |
| 35 | Law & You | 11-12 | Sem | 0.5 | Yes |
| 34 | Honors US History | 9 | Year | 1 | None |
| 35 | Sociology | 11-12 | Sem | 0.5 | None |
| 36 | Economics | 11-12 | Sem | 0.5 | None |
| 35 | Cultural Geography | 10-12 | Sem | 0.5 | None |
| 35 | Psychology 1 | 11-12 | Sem | 0.5 | None |

# High School Courses

| Page # | Title of Course | Grade | Duration | Credit | Prerequisite |
|---|---|---|---|---|---|
| | **Social Sciences** | | | | |
| 35 | Psychology 2 | 11-12 | Sem | 0.5 | None |
| 35 | Contemporary Issues | 11-12 | Sem | 0.5 | Yes |
| 36 | College US History I & 2 | 11-12 | Year | 1 | Yes |
| 36 | AP Psychology | 11-12 | Sem | 0.5 | Yes |
| 36 | AP World History | 10-12 | Year | 1 | None |
| 36 | AP United States Government & Politics | 11-12 | Year | 1 | None |
| 36 | AP European History | 10-12 | Year | 1 | None |
| | **Mathematics** | | | | |
| 37 | Algebra 1 | 9-12 | Year | 1 | None |
| 37 | Algebra 1 Math Lab | 9-12 | Sem | 1 | Yes |
| 37 | Geometry | 9-12 | Year | 1 | Yes |
| 37 | Geometry Lab | 9-12 | Year | 1 | Yes |
| 37 | Honors Geometry | 9-12 | Year | 1 | Yes |
| 37 | Algebra 2 | 10-12 | Year | 1 | Yes |
| 37 | Algebra 2 Lab | 10-12 | Year | 1 | Yes |
| 38 | Honors Algebra 2 | 10-12 | Year | 1 | Yes |
| 38 | Problem Solving | 10-12 | Sem | 0.5 | Yes |
| 38 | Probability and Statistics | 10-12 | Sem | 0.5 | Yes |
| 38 | Trigonometry | 10-12 | Sem | 0.5 | Yes |
| 38 | Algebra 3 | 11-12 | Year | 1 | Yes |
| 38 | Pre-Calculus | 11-12 | Year | 1 | Yes |
| 38 | Calculus | 12 | Year | 1 | Yes |
| | **Science** | | | | |
| 39 | Physical Science | 9-12 | Year | 1 | None |
| 39 | Honors Biology 1 | 9-12 | Year | 1 | Yes |
| 40/54 | (PLTW) Principles of Biomedical Science | 9-12 | Year | 1 | None |
| 40/54 | (PLTW) Human Body Systems | 10-12 | Year | 1 | Yes |
| 39 | Biology 1 | 10-12 | Year | 1 | None |
| 39 | Chemistry | 11-12 | Year | 1 | Yes |
| 39 | Honors Chemistry 1 | 10-11 | Year | 1 | Yes |
| 39 | Physics | 11-12 | Year | 1 | Yes |
| 39 | Honors Physics 1 | 11-12 | Year | 1 | Yes |
| 39 | Biology 2– Human Biology | 11-12 | Year | 1 | Yes |
| 39 | Environmental Science | 11-12 | Sem | 0.5 | Yes |
| 40 | AP Biology | 11-12 | Year | 1 | Yes |
| 40 | AP Chemistry/AP Chemistry Lab | 11-12 | Year | 1 | Yes |
| 40 | AP Physics | 12 | Year | 1 | Yes |
| 40 | Applied Science | 11-12 | Year | 1 | Yes |
| 39 | Forensic Science | 11-12 | Sem | 0.5 | Yes |
| 40 | Science Research | 10-11 | Year | 1 | Yes |
| | **Fine Arts** | | | | |
| 41 | Introduction to Art 1 | 9-12 | Sem | 0.5 | None |
| 41 | Introduction to Art 2 | 9-12 | Sem | 0.5 | Yes |
| 41 | Photography | 11-12 | Sem | 0.5 | Yes |
| 41 | Ceramics/Sculpture 1 | 9-12 | Sem | 0,5 | Yes |
| 41 | Ceramics/Sculpture 2 | 9-12 | Sem | 0.5 | Yes |
| 41 | Drawing/Painting 1 | 9-12 | Sem | 0.5 | Yes |
| 41 | Drawing/Painting 2 | 9-12 | Sem | 0.5 | Yes |
| 41 | Creative Graphic Design | 10-12 | Sem | 0.5 | Yes |
| 41 | AP Studio Art | 11-12 | Year | 1 | Yes |

# High School Courses

| Page # | Title of Course | Grade | Duration | Credit | Prerequisite |
|---|---|---|---|---|---|
| | **Fine Arts** | | | | |
| 42 | Marching Band/Concert | 9-12 | Year | 1 | None |
| 42 | Jazz Band | 9-12 | Year | 1 | None |
| 42 | Orchestra | 9-12 | Year | 1 | Yes |
| 42 | Mixed Choir | 9-12 | Year | 1 | Yes |
| 42 | Treble Choir | 9-12 | Year | 1 | Yes |
| 42 | Concert Choir | 9-12 | Year | 1 | Yes |
| 43 | Chamber Choir/Madrigal Choir | 10-12 | Year | 1 | Yes |
| 43 | AP Music Theory | 10-12 | Year | 1 | Yes |
| 43 | Theatre 1 - Basics of Acting | 9-12 | Sem | 0.5 | None |
| 43 | Theatre 2 - Advanced Acting / Stage | 9-12 | Sem | 0.5 | Yes |
| 43 | Actor's Studio | 9-12 | Sem | 0.5 | Yes |
| 43 | Technical Theatre | 9-12 | Sem | 0.5 | Yes |
| | **Family and Consumer Science** | | | | |
| 44 | Clothing & Textiles 1 | 9-12 | Sem | 0.5 | None |
| 44 | Clothing & Textiles 2 | 9-12 | Sem | 0.5 | Yes |
| 44 | Clothing & Textiles 3 | 10-12 | Sem | 0.5 | Yes |
| 44 | Clothing & Textiles 4 | 10-12 | Sem | 0.5 | Yes |
| 44 | Foods and Nutrition 1 | 9-12 | Sem | 0.5 | None |
| 44 | Foods & Nutrition 2 | 9-12 | Sem | 0.5 | Yes |
| 44 | Foods & Nutrition 3 | 11-12 | Sem | 0.5 | Yes |
| 44 | Child Development 1 | 9-12 | Sem | 0.5 | None |
| 45 | Child Development 2 | 9-12 | Sem | 0.5 | Yes |
| 45 | Child Development 3 | 11-12 | Sem or Year | 0.5 or 1 | Yes |
| 45 | Child Development 4 | 11-12 | Sem or Year | 0.5 or 1 | Yes |
| 45 | Human Relations | 11-12 | Sem | 0.5 | None |
| 45 | Housing & Interior Design | 10-12 | Sem | 0.5 | None |
| 45 | Health & Wellness | 9-12 | Sem | 0.5 | None |
| 45 | Consumer Personal Finance | 11-12 | Sem | 0.5 | None |
| | **Business Education** | | | | |
| 46/55 | Computer Applications | 9-12 | Sem | 0.5 | None |
| 46 | Introduction to Business | 9-10 | Sem | 0.5 | None |
| 46 | Word Processing | 9-12 | Sem | 0.5 | None |
| 46 | Advanced Computer Applications | 9-12 | Sem | 0.5 | Yes |
| 46 | Digital Imaging/Graphic Design | 9-12 | Sem | 0.5 | Yes |
| 46 | Digital Video | 10-12 | Sem | 0.5 | Yes |
| 46 | Desktop Publishing | 10-12 | Sem | 0.5 | Yes |
| 47 | Business Law | 10-12 | Sem | 0.5 | None |
| 47 | Business Management | 10-12 | Sem | 0.5 | None |
| 47 | Accounting 1 | 10-12 | Year | 1 | None |
| 47 | Accounting 2 | 11-12 | Year | 1 | Yes |
| 47 | Broadcast Media | 11-12 | Year | 1 | Yes |
| 47 | Web Design | 10-12 | Sem | 0.5 | Yes |
| | **Cooperative Career Education** | | | | |
| 48 | Cooperative Career Education | 12 | Year | 1 | None |
| 48 | Marketing 1 | 10-12 | Year | 1 | None |
| 48 | Marketing 2 | 12 | Year | 1 | Yes |
| 49 | Merchandising Lab | 11-12 | Year | 1 | Yes |

# High School Courses

| Page # | Title of Course | Grade | Duration | Credit | Prerequisite |
|---|---|---|---|---|---|
| | **Work Programs/Internships** | | | | |
| 48 | Cooperative Career Education Internship | 12 | Year | 1 | Yes |
| 49 | Marketing Internship | 12 | Year | 1 | Yes |
| | **Industrial Technology** | | | | |
| 49 | Home Repairs | 9-12 | Sem | 0.5 | None |
| 49 | Design and Machining Process | 9-12 | Year | 1 | None |
| 49 | Adv. Sol. in Design & Mach. Process | 10-12 | Year | 1 | Yes |
| | **Technology Education** | | | | |
| 50 | Graphic & Electronic Media | 9-12 | Sem | 0.5 | None |
| 50 | Video Production Technology | 9-12 | Year | 1 | Yes |
| 50/54 | (PLTW) Intro to Engineering Design | 9-12 | Year | 1 | None |
| 50/54 | (PLTW) Principles of Engineering | 10-12 | Year | 1 | Yes |
| 50/54 | (PLTW) AP Computer Science Principles | 10-12 | Year | 1 | Yes |
| 50 | Robotics | 9-12 | Year | 0.5 | None |
| 50 | Adv. Technological Solutions | 10-12 | Year | 1 | Yes |
| 50 | Architectural Drawing & Design | 10-12 | Year | 1 | None |
| | **Physical Education/ Health** | | | | |
| 51/55 | Physical Education | 9-12 | Sem | 0.5 | None |
| 51/55 | Health | 9-12 | Sem | 0.5 | None |
| 51 | Fitness Walking | 9-12 | Sem | 0.5 | Yes |
| 51 | Strength Training | 9-12 | Sem | 0.5 | Yes |
| 51 | Core Conditioning A | 9-12 | Sem | 0.5 | Yes |
| 51 | Core Conditioning B | 9-12 | Sem | 0.5 | Yes |
| 51 | Recreational Games | 10-12 | Sem | 0.5 | Yes |
| 51 | Team Sports | 10-12 | Sem | 0.5 | Yes |
| 51 | Outdoor Education | 10-12 | Sem | 0.5 | Yes |
| | **General Electives** | | | | |
| 52 | Academic Lab | 9-12 | Sem | 0 | None |
| 52 | Office Aide | 12 | Sem | 0 | None |
| 52 | Teacher Aide | 12 | Sem | 0 | None |
| 52 | Youth Engaged in Leadership and Learning | 9 | Sem | 0.5 or 1 | Yes |
| 52 | Advanced Leadership Lab | 10-12 | Sem | 0.5 or 1 | Yes |
| 52 | Gifted Exploration & Expansion | 9-10 & 11-12 | Sem | 0.5 | Yes |
| 53 | Career Opportunities | 9-11 | Sem | 0.5 | Yes |
| 53 | Students As Mentors | 12 | Sem | 0.5 | Yes |
| 53 | ACT Prep Skills | 10-12 | Sem | 0.5 | Yes |
| 53 | ACT English & Reading | 10-12 | Sem | 0.5 | Yes |
| 53 | ACT Math & Science | 10-12 | Sem | 0.5 | Yes |
| | **CAPS** | | | | |
| 53 | Business and Entrepreneurship | 11-12 | Year | 3 | None |
| | **PROJECT LEAD THE WAY (PLTW)** | | | | |
| 54 | Computer Science Essentials | 9-12 | Year | 1 | None |
| 54 | AP Computer Science Principles | 10-12 | Year | 1 | Yes |
| 54 | Principles of Biomedical Science | 9-12 | Year | 1 | None |
| 54 | Human Body Systems | 10-12 | Year | 1 | Yes |
| 54 | Introduction to Engineering Design | 9-12 | Year | 1 | None |
| 54 | Principles of Engineering | 10-12 | Year | 1 | Yes |

| Page # | Title of Course | Grade | Duration | Credit | Prerequisite |
|---|---|---|---|---|---|
| | **Graduation Requirements** | | | | |
| 55 | Health | 9-12 | Sem | 0.5 | None |
| 55 | Physical Education | 9-12 | Sem | 0.5 | None |
| 55 | Computer App or Computer Science (PLTW) | 9-11 | Sem | 0.5 | None |
| 55 | Personal Finance | 11-12 | Sem | 0.5 | None |
| | **Lewis & Clark Career Center** | | | | |
| 57 | Precision Machine Technology | 11-12 | 2 Year | 3 | Yes |
| 57 | Combination Welding | 11-12 | 2 Year | 3 | Yes |
| 58 | Auto Collision Repair | 11-12 | 2 Year | 3 | Yes |
| 58 | Auto Service Technology | 11-12 | 2 Year | 3 | Yes |
| 58 | Power Equipment Technology | 11-12 | 1 and or 2 Year | 3 | Yes |
| 59 | Computer Maintenance & Networking | 11-12 | 1 Year | 3 | Yes |
| 59 | Software Development 1 | 11-12 | 1 Year | 3 | Yes |
| 59 | Software Development 2 | 11-12 | 1 Year | 3 | Yes |
| 60 | Brick & Stone Masonry | 11-12 | 2 Year | 3 | Yes |
| 60 | Building Trades—Carpentry | 11-12 | 2 Year | 3 | Yes |
| 60 | Electrical Trades | 11-12 | 2 Year | 3 | Yes |
| 60 | Heating, Ventilation & A/C (HVAC) | 11-12 | 2 Year | 3 | Yes |
| 58/ 61 | Early Childhood Careers | 11-12 | 1 Year | 3 | Yes |
| 61 | Health Occupations & Health Related Occupations | 11-12 | 1 year | 3 | Yes |
| 62 | Applied Retail and Business Skills | 11-12 | 1-2 year | 3 | Yes |

# COLLEGE ADMISSIONS

## MISSOURI PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The Coordinating Board for Higher Education has approved the following MINIMUM recommended 16-unit core curriculum requirement for admission to all public four-year colleges and universities. The recommended core curriculum will affect all first-time full-time degree seeking college students who graduate from high school in spring 1997 or later.

- **English:** 4 units, one of which may be speech or debate; 2 units emphasizing composition or writing skills are required.
- **Social Studies:** 3 units
- **Mathematics:** 3 units Algebra I and higher ( i.e.—Algebra 2, Geometry, Trigonometry, Pre-Calculus, Calculus.)
- **Science:** 3 units (not including General Science), one of which must be a lab course.
- **Visual/Performing Arts:** 1 unit (fine art courses in visual arts, music, dance and theater.)
- **Electives:** 3 units, selected from world language and/or combinations of the above courses. (Two units of world language are strongly recommended.)

*** COLLEGES AND UNIVERSITIES ARE FREE TO ADD ADDITIONAL REQUIREMENTS, WHICH MAY BE REVISED ANNUALLY. STUDENTS SHOULD CONTACT INDIVIDUAL COLLEGES TO KEEP INFORMED OF ANY POSSIBLE CHANGES WHICH MAY AFFECT THEIR ADMISSION STATUS. ADDITIONALLY, ADMISSIONS OFFICERS AT INDIVIDUAL SCHOOLS WILL FOCUS ON:**

- **OVERALL GRADE POINT AVERAGE**
- **CLASS RANK**
- **RESULTS OF ACT OR SAT STANDIZED TEST SCORES**

## COMMUNITY COLLEGE AND TECHNICAL SCHOOLS

Students who are preparing to attend a two-year college or technical school after graduation should include classes in communication skills such as speaking, writing, and computer technology. As many classes as possible should be taken to prepare the students for their areas of concentration. It is recommended that you use the Career Pathways booklet to help you prepare.

# UNIVERSITY OF MISSOURI SYSTEM

**UNIVERSITY OF MISSOURI—COLUMBIA**
**UNIVERSITY OF MISSOURI—KANSAS CITY**
**UNIVERSITY OF MISSOURI—ROLLA**
**UNIVERSITY OF MISSOURI—ST LOUIS**

The University of Missouri has a uniform minimum admissions policy for freshman applicants to its four campuses. A student can prepare to enter any one of the campuses by taking the core courses described below. For certain programs, however, the student should take additional courses. Applicants who have completed the required core courses are admitted on the basis of their rank in the high school class and performance on standardized examinations such as the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT).

Effective as of the fall semester, 1997, regular admission of first-time college students (entering freshmen) requires completion of a least 17 units of credit (1 unit = 1 year in class) as follows:

- Four (4) units of English, one of which may be speech or debate. Two units emphasizing composition or writing skills are required.
- Four (4) units of mathematics (Algebra 1 or higher). Engineering and science majors should include at least one semester of trigonometry.
- Three (3) units of science (not including General science), one of which must be a laboratory course. The three science units must include units from at least two of the following areas: physical science, biology, physics, chemistry and earth sciences.
- Three (3) units of social studies.
- One (1) unit of fine arts, to be taken in visual arts, music, dance or theater.
- Two (2) units of a single world language.

# NATIONAL COLLEGIATE ATHLETE ASSOCIATION (NCAA) INFORMATION FOR STUDENT-ATHLETES

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions--Division 1, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

Students who are planning to enroll in college as freshmen and wish to participate in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of initial eligibility requirements for all prospective student athletes at all member institutions.

Students who want to participate in Division 1 or Division II athletics should be aware of the requirements and certification process. For more information go to:

1. For D-1 and D-II eligibility requirements, such as core courses, test scores and core GPA average, go to www.ncaa.org
2. For information on NAIA eligibility requirements go to www.playnia.org
3. For Junior College (NJCAA) eligibility requirements go to www.njaa.org

IMPORTANT: Some courses do not meet NCAA guidelines so contact your counselor for more information.

IMPORTANT: NCAA will NOT accept test scores on an official transcript. To have your scores sent directly to NCAA you need to put 9999 as a score recipient.

# COLLEGE CREDIT AND AP COURSES AVAILABLE FOR STUDENTS OF CITY of ST. CHARLES SCHOOL DISTRICT

## Students may need to travel between schools to take these course selections:

### St. Louis University 1-8-1-8 Program

College Composition 1 & 2 (3 credits each) (St. Charles West only)
College U.S. History 1 & 2 (3 credits each) (Both Schools)

### University of Missouri–St. Louis

Calculus (5 credits) (Both Schools)
College Composition 1 & 2 (3 credits each) (St. Charles High only)

### Advanced Placement Courses

The following Advanced Placement and college credit courses are available to students in our high schools, subject to enrollment numbers.

AP English Language and Composition
AP Literature and Composition
AP World History
AP European History
AP Government and Politics
AP Psychology
AP Calculus
AP Biology
AP Chemistry
AP Physics
AP Spanish 5
AP French 5
AP German 5
AP Studio Art
AP Music Theory
AP Computer Science Principles

- **St. Charles School District highly encourages all Advanced Placement students to take the AP course exams.**
- **College Credit and AP courses are rigorous courses that may entail summer reading requirements.**

# THE ADVANCED PLACEMENT (AP) PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools, colleges and universities. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP Exam. Colleges and universities can then grant credit, placement, or both to students who have done so.

**St. Charles School District highly encourages all Advanced Placement students to take the AP course exams. College credit and AP courses are rigorous courses that may entail summer reading requirements.**

AP exams are governed by the College Board. Exams are generally held at St. Charles High School or St. Charles West High School. The cost of each exam for the 2018-2019 school year is currently $94 but is subject to change.

In 2015, according to the College Board website, “over 4.5 million AP exams were taken by more than 2.5 million students” worldwide took Advanced Placement courses and examinations. Students take AP courses and exams for several reasons, including the challenge, the prestige, the money and time saved, and the opportunities that can unfold as a result. The associated cost savings can be as much as $2,500 per course. The entering college student who has been given AP recognition can take advanced courses, explore different subject areas, enter honors and other special programs, pursue double majors, and even complete undergraduate requirements early.

A student who earns a score of 3 or better on an AP Exam is generally considered qualified to receive credit for an equivalent course at one of the 2,900 colleges and universities that give credit for AP Exams. Unfortunately, college and university policies regarding Advanced Placement grades are not consistent. Students seeking college credit through AP are advised to obtain the college’s AP policy in writing, or to look for it in the institution’s catalog. Questions to ask include: What placement, exemption, and credit are granted for satisfactory performance on an AP Exam? What minimum AP Exam grade qualifies for this treatment? Is there any other requirement to receive credit and/or placement?

# A+ SCHOOLS PROGRAM

Both St. Charles High School and St. Charles West High School have been designated by the Department of Elementary and Secondary Education as A+ Schools. This program provides scholarship funding to eligible high school graduates who meet the A+ criteria and then attend a participating public community college or vocational/technical school, or certain private vocational/technical schools in the state of Missouri. Funding provided by this program can be applied to tuition and some general fees, but is subject to legislative appropriation.

In order to gain eligibility upon graduation, students must attend an A+ designated school for three consecutive years prior to graduation, maintain a 95 percent attendance record, maintain a 2.5 grade point average, exhibit a record of good citizenship, complete 50 hours of unpaid tutoring and/or mentoring, and successfully complete the end of course exam in the area of Algebra or a subsequent mathematics end of course exam or qualifying ACT Math score.

In order to enroll in the A+ program, students must enter into a written agreement with their home school. Enrollment forms can be found in the office at either high school. For questions, please contact the A+ office at either school.

# What's New for 2018-19

## Project Lead the Way

- AP Computer Science—Year long class and Practical Art
- Human Body Systems– Year long and Science credit, can count for 3rd year science requirement
- Principles of Engineering– Year long class and Practical Art

## Social Sciences

- Added Cultural Geography- .5 credit (semester) elective
- Added Honors US History– Year long class– teacher recommendation ONLY

## Communication Arts

- Newspaper Production– changed from 1 unit to .5 and from 10-12 to 9-12

## Fine Arts

- Changed name of Commercial Art to Creative Graphic Design

## Business

- Changed Prerequisites for Digital Image/Graphic Design and Web Design to a semester of a Computer class

## PE

- Team Sports– changed from 10-12 to 9-12

## CAPS

- The Center for Advanced Professional Studies (CAPS)
- Global Business Entrepreneurship strand– 11-12 grade to earn 1.5 practical arts credits per semester
- Technology Solutions strand– 11-12 grade to earn 1.5 practical arts credits per semester
- Healthcare Academy strand- 11-12 grade to earn 1-1.5 science credits per semester

PROJECT LEAD THE WAY
PLTW

Imagine a classroom of students working together to solve real-world problems – students who are disappointed to hear the bell ring because they're so engaged in their work. Imagine a teacher who can focus more time and energy on inspiring students. This is what happens every day in PLTW classrooms.

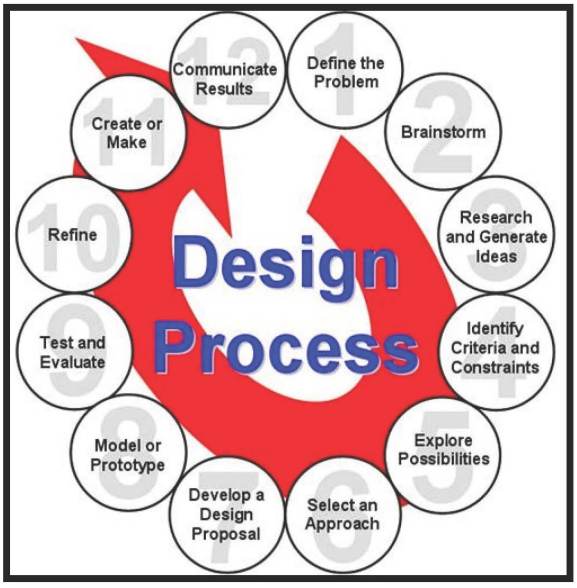
## Computer Science

- Computer Science Essentials
- AP Computer Science Principles
- AP Computer Science A (available 2019-20)
- Cybersecurity - Capstone Course (tentatively available 2020-21)

Computer Science Essentials, Computer Science Principles, and Computer Science A are also integrated into the Lewis and Clark Software Development Courses.

## Engineering

- Introduction to Engineering Design
- Principles of Engineering
- AP Computer Science Principles
- Civil Engineering & Architechture (available 2019-20)
- Engineering Design & Development - Capstone Course (available 2020-21)



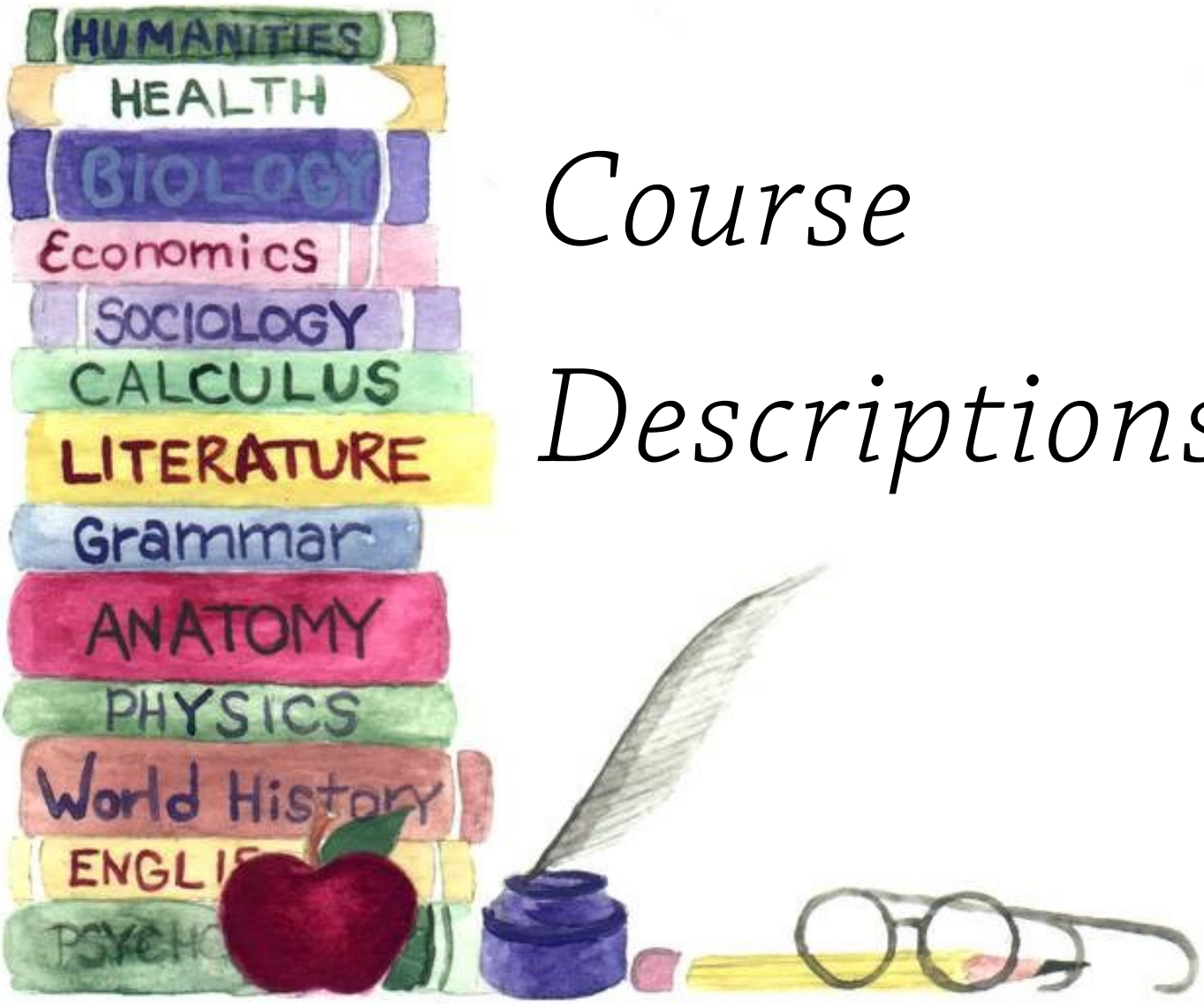

## Biomedical Science

- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions (available 2019-20)
- Biomedical Innovation - Capstone Course (available 2020-21)

PLTW | Computer Science

PLTW | Engineering

PLTW | Biomedical Science




# Course Descriptions

# COMMUNICATION ARTS

## REQUIRED ENGLISH COURSES FOR FRESHMEN

**All ninth grade students will be required to complete one full year (1 credit) of one of the following courses in order to meet graduation requirements: English 1, Honors English 1 or Gifted English 1.**

### ENGLISH 1

**(Communication Arts) 1 unit; 9;**
**Prerequisite: None**

This course is designed to lay the foundation for successful high school reading and writing and satisfies the English graduation requirement. English 1 will further the students' reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, and argumentative techniques. Students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.

### HONORS ENGLISH 1

**(Communication Arts) 1 unit; 9;**
**Prerequisite: Permit to enroll**

This course is designed to lay the foundation for successful high school reading and writing and satisfies the English graduation requirement. Advanced English 1 will further the students' reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, and argumentative techniques. Students will use research to construct a formal essay. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.

*NOTE: This course will exceed the expectations for English1 with a more in depth and rigorous curriculum. The course will prepare students for success in Advancement Placement and college level English courses.*

### GIFTED ENGLISH 1

**(Communication Arts) 1 unit; 9;**
**Prerequisite: Students must be identified as gifted through the district gifted identification protocol and have permit to enroll**

This course will exceed expectations for English 1 while simultaneously meeting the affective needs of the gifted. The course will prepare students for success in Advancement Placement and college level English courses. Gifted English 1 will further the students' reading, writing, language, speaking and listening skills. Reading instruction will utilize literary and informational texts. Writing may include instruction in narrative, informative, or argumentative techniques, and students will use research to construct formal essays. The study of language will encompass vocabulary acquisition and use as well as conventions of standard English. Speaking and listening will include both formal and informal presentations.

## REQUIRED ENGLISH COURSES FOR SOPHOMORES

**All tenth grade students will be required to complete one full year (1 credit) of one of the following courses in order to meet graduation requirements: English 2, Honors English 2, or Gifted English 2.**

### ENGLISH 2

**(Communication Arts) 1 unit; 10;**
**Prerequisite: None**

This course satisfies the graduation requirement and consists of instruction in world literature, writing, word study, research, and speaking/listening. Literature will include selections of fiction, nonfiction, poetry, drama and mythology. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical, expository, and persuasive essays and a research paper. Students will evaluate various types of media. Students will continue to strengthen their vocabulary. This course will contain formal and informal speaking and listening opportunities. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 2.

### HONORS ENGLISH 2

**(Communication Arts) 1unit:10;**
**Prerequisite: Permit to enroll**

This course satisfies the graduation requirement and consists of instruction in literature, nonfiction, writing, language study, research, and speaking and listening. Literature will include selections of fiction, nonfiction, poetry, and drama. The emphasis will be on the analysis and evaluation of text. Key writing concepts include various modes of discourse and students will produce analytical, expository, research, and persuasive essays. Students will evaluate various types of media, strengthen vocabulary, and participate in informal and formal speaking and listening activities**.** Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 2**.**

*NOTE: This course will exceed the expectations for English2 with a more in depth and rigorous curriculum. The course will prepare students for success in Advancement Placement and college level English courses.*

### GIFTED ENGLISH 2

**(Communication Arts) 1 unit; 10;**
**Prerequisite: Students must be identified as gifted through the district gifted identification protocol and have permit to enroll**

This course will exceed expectations for English 2 while simultaneously meeting the affective needs of the gifted. The course will prepare students for success in Advanced Placement and college level English courses. This course satisfies the graduation requirement and consists of instruction in literature, nonfiction, writing, language study, research, and speaking and listening. Literature will include selections of fiction, nonfiction, poetry, and drama. The emphasis will be on the analysis and evaluation of text. Key writing concepts include various modes of discourse and students will produce analytical, expository, research, and persuasive essays. Students will evaluate various types of media, strengthen vocabulary, and participate in informal and formal speaking and listening activities. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of English 2.

## REQUIRED ENGLISH COURSES FOR JUNIORS

**All eleventh grade students will be required to complete one full year (1 credit) of one of the following courses in order to meet graduation requirements: English 3, Advanced Placement Language and Composition, or Advanced Placement Literature and Composition.**

### ENGLISH 3

**(Communication Arts) 1 unit; 11;**
**Prerequisite: None**

English 3 continues to expand and reinforce the students' skills of analysis and evaluation of literature, writing, word study, research, and speaking and listening. Reading nonfiction, fiction, drama, and poetry the students will examine key concepts including thorough knowledge of the writing process, organizational structure, meaning and aesthetic impact, and grammatical conventions. Students will use multiple interpretations of written works to evaluate each version compared to the primary source. Students will gather and integrate research; develop a variety of written and oral techniques appropriate to task, purpose, and audience; and support claims while using effective evidence.

### AP ENGLISH LITERATURE & COMPOSITION

**(Communications Arts) 1 unit; 11-12;**
**Prerequisite: None**

**NOTE: This class will fulfill the requirement of the 3rd or 4th year of English. Students are expected to take the AP course exam.**

This is a college level course, which prepares the students for the Advanced Placement Literature and Composition exam. Students should be aware of the rigor, intensity, and scope that this course will demand. This course will further develop students' abilities as skilled analysts of a broad range of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will study, analyze, and write from a variety of literary genres. The main emphasis will be writing critical essays under time constraints with emphasis on point of view, imagery, figurative language, syntax, style, structure, and diction. These essays should demonstrate what is expected at the end of a college freshman course in English. Students will enhance vocabulary, grammar, research skills as well as speaking and listening skills.

## AP LANGUAGE AND COMPOSITION

**(Communication Arts) 1 unit; 11-12;**
**Prerequisite: None**

**NOTE: This class will fulfill the requirement of the 3rd or 4th year of English. Students are expected to take the AP course exam.**

This is a college level course, which prepares students for the Advanced Placement Language and Composition exam. Students should be aware of the rigor, intensity, and scope that this course will demand in developing students' abilities as skilled analysts of a broad range of prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasis is on nonfiction literature and students will focus on the writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will compose a variety of modes and for a variety of purposes. Students will also enhance vocabulary, grammar, research skills as well as speaking and listening skills.

# REQUIRED ENGLISH COURSES FOR SENIORS

**All twelfth grade students will be required to complete one full year (1 credit) of one of the following courses in order to meet graduation requirements: English 4, Advanced Placement Language and Composition, Advanced Placement Literature and Composition, Advanced College Credit: Composition, or Advanced College Credit: Literary Studies.**

## ENGLISH 4

**(Communication Arts) 1 unit; 12;**
**Prerequisite: None**

English 4 focuses on senior level writing and reading skills in preparation for a post-secondary setting. Writing skills will include research, argumentation, coherent text development, audience, and purpose. Students will apply formal or informal tone as appropriate for audience, task and purpose through various writing and speaking activities. Reading skills will include comprehension, textual evidence, themes, key ideas and details, as well as multiple interpretations of various works.

## ADVANCED COLLEGE CREDIT: COMPOSITION

**(Communication Arts) 1/2 unit; 12; Prerequisite: None if taken for High School credit only. If taken for 3 credit hours from the University, students must have a 3.0 cumulative GPA as required and permit to enroll. NOTE: Students may earn three hours of college credit by successfully completing this course and remitting a fee to the University for the course.**

This course introduces students to writing for the purposes of the university setting, by focusing on the elements of rhetoric that govern communication (audience, purpose, discourse community, and context). Writing and discussion will focus on rhetorical strategies necessary for writing, and thinking tools that university work will require. Students will also examine how to compose arguments and incorporate research methods into writing.

**St. Charles West High– (St. Louis University Course Description)**
**ENGL 1900 - Advanced Strategies Rhetoric and Research**

This course will ask you to identify, create, research, and design a rhetorical project. This project, which you will pursue throughout the semester, will grow out of the reading and research you do throughout the semester. Your job throughout the course will be to complete the various stages of the project that will allow you to intervene productively into the problem or issue you've identified. By the end of the course, you will be an expert in the particular situation that concerns you, and you'll be able to craft persuasive messages that will allow you to intervene in that situation. This rhetorical project is the key to the course. It is not a standard-issue research paper (which are often written for not audience other than the teacher). This project must be geared toward a particular purpose, audience, and context.

**St. Charles High- (UMSL Course Description)**
**Eng 1100- First Year Writing**

The course integrates critical reading, writing, and thinking skills and studies actual writing practices. Sequenced reading and writing assignments build cumulatively to more complex assignments. Includes formal and informal writing drafting and revising, editing for correctness, synthesizing source material, and documenting sources accurately. Fulfills 3 hours of the General Education requirement for Communicating Skills. Does not count toward the major in English.

## ST. CHARLES WEST ADVANCED COLLEGE CREDIT: LITERATUARE

**(Communication Arts) 1/2 unit; 12; Prerequisite: Advanced College Credit: Composition. If taken for 3 credit hours from the University, students must also have a 3.0 cumulative GPA as required permit to enroll. This course may also be taken for High School credit only. NOTE: Students may earn three hours of college credit by successfully completing this course and remitting a fee to the University for the course.**

Focusing on close reading and literary analysis, the course will offer theme based literary analysis and discuss the role of English as a discipline. Analysis will focus on literature's distinctive and even privileged way of knowing and experiencing the world around us. The course will demonstrate that literature offers a broad window into vital social questions that affect humanity and reveal the powerful role literature and literary study plays in the creation of the whole person.

**St. Charles West High- (St. Louis University Course Description)**
**ENGL 2250 - Conflict, Social Justice, and Literature**

This Saint Louis University course "introduces literary study within the context and theme of Cultural Conflict and Social Justice. Through the reading of a wide variety of genres – including drama, poetry, and fiction—the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing"

**St. Charles High—(UMSL Course Description)**
**English 1950 Topics in Literature**

This UMSL course will introduce the students to selected literary topics and/or genres. Each semester the department will announce topics and course content. Topics such as alienation, justice, and the absurd, and genres such as science fiction and contemporary drama are typically possibilities.

# ELECTIVE ENGLISH COURSES

**The following courses do not fulfill the English Graduation Requirements.**

## SPEECH 1

**(Elective) ½ unit; 9-12;**
**Prerequisite: None**

Speech I is designed to help the student develop better speaking and listening skills. Students will be able to recognize the importance of effective speech communication in everyday life. Developing confidence and improving presentational skills will be explored through speech writing and delivery of a variety of speeches. Students will learn to accept and give constructive criticism. A course in public speaking will better prepare students for required college oral communication courses.

## SPEECH 2

**(Elective) ½ unit; 9-12;**
**Prerequisite: Speech 1**

Speech II students will utilize the public speaking techniques learned in Speech I. In addition, they will practice the art of storytelling for an elementary audience, create and perform an original radio broadcast, debate current issues and perform a variety of specialized public speeches. A full year of public speaking will better prepare students for the rigor of college level communication courses.

## DEBATE

**(Elective) 1/2 unit; 9-12;**
**Prerequisite: Speech 1 or Permit to enroll**

Students will explore the role of debate in depth. Through participation in a variety of debate formats, students will understand the importance of constructing a valid argument, finding appropriate supporting evidence, and evaluating and refuting the arguments of their opponent. Students interested in pursuing a degree in Law, Politics or simply interested in improving their own personal discourse are highly encouraged to enroll in Debate.

## CREATIVE WRITING 1

**(Elective) ½ unit; 10-12**
**Prerequisite: None**

Students will use original ideas and individuality to increase fluency and to develop as writers. Students will experiment with prose and poetry formats to produce a significant body of writing including background research. Students will maintain and update a writer's portfolio; and brainstorm, edit, critique, and conference with teacher and peers. Students will read examples by professional writers and expand their writing abilities with a variety of genres. Since this course requires several major writings, students should have a strong desire to express themselves through the written word.

## CREATIVE WRITING 2

**(Elective) ½ unit; 10-12**
**Prerequisite: Creative Writing 1**

Students will continue to develop original ideas and individuality to advance as writers. Students will enhance their prose and poetry skills to produce and prepare for publication of individual, original writings including background research. Students will continue to maintain a writer's portfolio; and brainstorm, edit, critique, and conference with teacher and peers. Students will read examples by professional writers and expand their writing skills. Since this course requires several major writings, students should have a strong desire to express themselves through the written word. Students will learn the techniques of positive feedback and encouragement as an integral part of the writing process.

## JOURNALISM

**(Elective) ½ unit; 9-12**
**Prerequisite: None**

This semester-long course is designed to provide the student with journalism skills as a pre-requisite necessary for enrollment in Newspaper Production or Yearbook Production. The course emphasizes basic instruction in journalistic writing, photography, and design. Topics covered include journalism law and ethics, news writing, interviewing, photojournalism, publication layout, and desktop publishing software.

## NEWSPAPER PRODUCTION

**(Elective) 1/2 unit; 9-12;**
**Prerequisite: Permit to enroll. Journalism recommended.**
**NOTE: This course may be repeated for credit.**

This full-year course is designed to provide journalism students with advanced training in journalistic writing, photography, design, and advertising as they work to produce a news publication. Students will learn the roles and responsibilities of planning, working within a budget, and meeting deadlines as they coordinate the production of the news publication. Students will sell advertising, conduct interviews, and complete photography assignments, as well as explore journalism career opportunities.

## YEARBOOK PRODUCTION

**(Elective) 1unit: 10-12;**
**Prerequisite: Journalism and/or permit to enroll.**
**NOTE: This course may be repeated for credit.**

This full-year course is designed to provide journalism students with advanced training in journalistic writing, photography, design, and advertising as they work to produce the school's yearbook. Students will learn the roles and responsibilities of planning, working within a budget, and meeting deadlines as they coordinate the production of the yearbook. Students will sell advertising, conduct interviews, and complete photography assignments, as well as explore journalism career opportunities.

## ENGLISH: CAREER COLLEGE READINESS

**9/10 (Elective) 1 unit; 9-10;**
**Prerequisite: Permit to enroll**
**NOTE: This course may be repeated for credit.**

This course is designed for students who are currently enrolled in English 1 and/or English 2 who may need individualized support and instruction. English: College/ Career Readiness is an opportunity to improve the reading, writing and language skills necessary to prepare for future course work in English and success in a post-secondary setting.

## ENGLISH: CAREER COLLEGE READINESS

**11/12 (Elective) 1 unit; 11-12**
**Prerequisite: Permit to enroll**
**NOTE: This course may be repeated for credit.**

This course is designed for students who are currently enrolled in English 3 and/or English 4 who may need individualized support and instruction. English: College/ Career Readiness is an opportunity to improve the reading, writing and language skills necessary to prepare for future course work in English and success in a post-secondary setting.

# WORLD LANGUAGE

### FRENCH 1
**(World Language) 1 unit; 9-12;**
**Prerequisite: None**

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary and oral understanding of the French language. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

### FRENCH 2
**(World Language) 1 unit; 10-12;**
**Prerequisite: French 1**

Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. Students will learn more about descriptions, travel, cuisine, grammar, clothes, illnesses, culture and history. French culture will become a larger focus as students continue to explore the influence that the French have had on the rest of the world.

### FRENCH 3
**(World Language) 1 unit; 10-12;**
**Prerequisite: French 2**

Students will further develop skills learned in the two previous courses. Classes will mostly be spent conversing in French. Emphasis will be on expression-both written and oral. Students will expand their studies in the areas of grammar, clothes, nature/environment, daily routines, as well as other topics. Studies will deepen the knowledge of French cultures, history, and geography with a particular focus on units over the French Revolution, French Impressionism, and French-speaking cultures. Students will read poetry and some literature while furthering their ability to interpret these selections.

### FRENCH 4
**(World Language) 1 unit; 11-12;**
**Prerequisite: French 3**

Students will further develop skills learned in the previous three courses. Classes will be conduct almost exclusively in French. Emphasis will be on French expression-both written and oral. Famous French authors will be studied along with the most advanced forms of French grammar. Students will also explore French politics, as well as those of other French-speaking countries. French cinema and French history will also be topics explored during the year.

### AP FRENCH 5
**(World Language) 1 unit; 12;**
**Prerequisite: French 4**

Students, after an in-depth study of French grammar, will focus on Francophone culture, current events, media, film, theatre, and literature. Students will study classic and contemporary Francophone literature and use their language skills, both oral and written, to analyze each selection. This course will be conducted entirely in French.

### GERMAN 1
**(World Language) 1 unit; 9-12;**
**Prerequisite: None**

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary and oral understanding of the German language. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

### GERMAN 2
**(World Language) 1 unit; 9-12;**
**Prerequisite: German 1**

Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. Students will learn more about descriptions, travel, cuisine, grammar, clothes, illnesses, culture and history. German culture will become a larger focus as students continue to explore the influence that the Germans have had on the rest of the world.

### GERMAN 3
**(World Language) 1 unit; 10-12;**
**prerequisite: German 2**

Students will further develop skills learned in the two previous courses. The goals of this course imply increased competence in the four basic skills and a more systematic manner for understand the history, geography, and culture of the country through the study of modern literature.

### GERMAN 4
**(World Language) 1 unit; 11-12;**
**prerequisite: German 3**

Students will further develop skills learned in the previous three courses. German IV places more places more emphasis on reading and on understanding the spoken language of native speakers. Students will work with selections written by Germans and will increase their ability to use self-expression.

### AP German 5

**(World Language) 1 unit; 12;**
**prerequisite: German 4**

Students will continue their study of the German culture history and society. In this course, students will be expected to read, write ad speak in German while using primary sources such as German literature, radio, and television in an effort to better understand German culture while strengthening communication skills both oral and written, Topics in the course may vary based upon the interests of students enrolled in the course.

### SPANISH 1

**(World Language) 1 unit; 9-12;**
**Prerequisite: None**

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary and oral understanding of the Spanish language. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

### SPANISH 2

**(World Language) 1 unit; 9-12;**
**Prerequisite: Spanish 1**

Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. Students will learn more about descriptions, travel, cuisine, grammar, clothes, illnesses, culture and history. Spanish culture will become a larger focus as students continue to explore the influence that the Spanish have had on the rest of the world.

### SPANISH 3

**(World Language) 1 unit; 10-12;**
**Prerequisite: Spanish 2**

The emphasis shifts more toward reading and writing, while maintaining and increasing oral skills. The student continues to learn new grammar structures and practices using these new skills in a variety of ways.

### SPANISH 4

**(World Language) 1 unit; 11-12;**
**Prerequisite: Spanish 3**

The emphasis of this course continues to be more toward reading and writing with important literature, observation and analysis of media presentations, writing paragraphs, and a review of major grammatical points. Conversational skills continue to be emphasized.

### AP Spanish 5

**(World Language) 1 unit; 12;**
**Prerequisite: Spanish 4**

This course introduces students to the study of Spanish and Latin American literature while continuing to enhance conversational and writing skills using the language. Students will participate in literary analysis for various reading of poems, short stories and dramatic works of well-known Spanish and Latin American authors from different historical periods. Class discussion and assignments for this course will be entirely in Spanish.

# SOCIAL SCIENCES

## REQUIRED SOCIAL SCIENCE COURSES FOR FRESHMAN

### U.S. HISTORY

**(Social Sciences) 1 unit; 9; required;**
**prerequisite: None**

U.S. History is a study of our nation and its social, economic and political development from colonial period to the present time. Emphasis is placed on the democratic advances made by the American people.


### HONORS U.S. HISTORY

**(Social Sciences) 1 unit; 9;**
**Prerequisite: signature of instructor to enroll**

The course is recommended for college bound students who enjoy reading and discussion. The material is covered at an advanced level requiring research, analysis, and participation in class discussions and projects. Honors US History is a study of our nation and its social, economic, and political development from Reconstruction to the present time. Emphasis is placed upon Imperialism, Great War, Great Depression, World War II, Cold War era, 1980's and the 21st century. This course is a continuation of 8th grade American History that covers the Colonial period through the Civil War.

## REQUIRED SOCIAL SCIENCE COURSE FOR SOPHOMORES

### WORLD CIVILIZATION

**(Social Sciences) 1 unit; 10; required;**
**prerequisite: None**

This course is a study of human development from the early world powers (Egyptians, Greeks, Romans, and Persians) to modern day. Special attention is focused on early world influences, political/social/economic revolutions, nationalism, imperialism, and global conflict.
**(Please note: Students may take either A.P. World History or A.P. European History sophomore year in lieu of the World Civilization graduation requirement. Course descriptions are found on page 36.)**

# REQUIRED SOCIAL SCIENCE COURSE FOR JUNIORS

## GOVERNMENT

**(Social Sciences) 1 unit; 11; required; prerequisite: none**

The history, institutions, branches, functions, electoral processes, and citizens' role associated with the governments of the local area, the State of Missouri, and the United States are presented in this course. The course includes an emphasis on the rights and responsibilities of citizenship, as well as a study of the principles and provisions of the Missouri and US Constitutions. The Constitution examinations and the course must be passed according to Missouri law in order for a student to receive a graduation diploma. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of Government.
**(Please note: Students may take A.P. Government in lieu of Government graduation requirement. Course description can be found on page 36.)**

# ELECTIVE SOCIAL SCIENCE COURSES FOR GRADES 10-11-12


## CULTURAL GEOGRAPHY

**(Social Sciences) 1/2 unit; 10-12; prerequisite: none**

This class is designed as a course to expose students to the physical and human geography of the Earth. While the focus will primarily be on human geography, including economics, politics, society, culture, and religion, we will also engage in environmental topics in the regions we study. Throughout the semester, we will study various regions to better understand the complexities of different cultures and nations and how they interact with each other and the greater world. Through the study of distant cultures and countries, students will be challenged to think critically, write effectively, and develop a broader world view.

## LAW & YOU

**(Social Sciences) 1/2 unit; 11-12; prerequisite: Civics & currently enrolled or passed US History**

This course is dedicated to empowering young people through law-related education. Students will learn practical information about law, democracy, and human rights through strategies that promote problem solving, critical thinking, cooperative learning, improved communication and conflict resolution skills, and the ability to participate effectively in society.

## SOCIOLOGY

**(Social Sciences) 1/2 unit; 11-12; prerequisite: None**

Sociology is the study of peoples' relationships and what results from them, such as crime, marriage, cults, etc. The course is helpful to those students entering the working world or preparing for college. It invites students to learn from each other and a variety of other sources.

## PSYCHOLOGY 1

**(Social Sciences) 1/2 unit; 11-12; prerequisite: None**

Psychology 1 is an introduction to the study of human behavior. This semester course begins by looking at the major approaches to studying human behavior.

During this semester the student will examine how humans learn, think, and remember. The physiology of behavior is considered in the study of the nervous system, human states of consciousness (dreams, hypnosis, meditation...) and human awareness. The semester is concluded with the study of human growth and development from infancy through early childhood.

## PSYCHOLOGY 2

**(Social Sciences) 1/2 unit; 11-12; pre- requisite: None; It is not necessary to have had Psychology 1 before taking Psychology 2. The courses are separate and distinct in content.**

Psychology 2 is a study of man's interpersonal relationships and adjustments in society from adolescence to old age. During the semester the student will explore personality types and theories including some individualized personality testing. The course further examines how man adapts to life's conflict/stresses and introduces the student to various aspects of psychological disturbance and mental breakdown - anxiety, phobias, depression, suicide, schizophrenia, chemical dependency and personality disorders, among others.

## CONTEMPORARY ISSUES

**(Social Sciences) 1/2 unit; 11-12; pre-requisite: none**

This course is designed to increase student interest in contemporary problems and issues. Students will use primary and secondary materials to form opinions and propose solutions to problems. Topics will include state and local issues as well as national and world. Students will complete research papers and participate in class discussions and debates.

## ECONOMICS

**(Social Sciences) 1/2 unit; 11-12;**
**prerequisite: None**

This course is a study of our system of production and distribution of goods and services, and the facilities such as money, banking, credit, labor unions, etc., which help up to get the things we want. Economic systems will be compared with emphasis on "free enterprise."

## COLLEGE CREDIT COURSES

## COLLEGE U.S. HISTORY 1 & 2

**HSX-260-46 HISTORY OF THE US UNTIL 1865**
**HSX-261-46 HISTORY OF THE US SINCE 1865**
**St. Louis U. designation (Social Sciences)**
**1 unit;**
**11-12; prerequisite: 3.0 cumulative GPA required; Signature of instructor is required for enrollment**

College U.S. History is designed for the college-bound student and will provide an in-depth study into various aspects of our nation's history. Units to be studied include the Young Democracy, Sectionalism, Civil War and Reconstruction, Western Expansion, Industrial Revolution and Twentieth Century Diplomacy. Stress will be placed on independent readings and class discussions based on the views of historical participants and historians.
Students may earn three hours of college Social Science credit each semester by successfully completing the course and remitting a fee to St. Louis University.

## AP WORLD HISTORY

**(Social Sciences) 1 unit; 10-12;**
**prerequisite: None**

This year long course is for students who enjoy reading and want to learn more about the history of areas other than the United States and Europe. This course covers the time period from 1000 C.E. to the present with emphasis upon cultural technological and institutional change in a global context. The goal is to give students an understanding of the forces that have shaped the world today. The material is covered at a college level requiring research, analysis, and participation in class discussions and projects. At the end of the year, students may select to take the AP Exam for college credit through the College Board. There is a charge for the exam. **Students may take either A.P. World History or AP European History sophomore year in lieu of the World Civilization graduation requirement.**

## AP EUROPEAN HISTORY

**(Social Sciences) 1 unit; 10-12;**
**prerequisite: None**

AP European History is a full year course that investigates questions in European cultural, diplomatic, economic, intellectual, political and social history. This course is recommended for college bound motivated students who enjoy reading and discussion. The material is covered at a college level requiring research, analysis, and participation in class discussions and projects. At the end of the year, students may select to take the AP Exam for college credit through the College Board. There is a charge for this exam. **Students may take either A.P. European History or AP World History sophomore year in lieu of the World Civilization graduation requirement.**

## AP UNITED STATES GOVERNMENT AND POLITICS 1 & 2

**(Social Sciences) 1 unit; 11-12;**
**prerequisite: None**

This course will give students an analytical perspective on the government and politics in the United States. This course involves the study of constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. The course includes a study of the principles and provisions of the Missouri and United States Constitutions. The Constitution examination(s) and the course must be passed according to Missouri law in order for a student to receive a graduation certificate. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of AP United States Government and Politics. Class members taking this class may participate in the national constitutional issues competition We the People. **At the end of the year, students may elect to take the AP Exam for college credit through the College Board. Students may take AP U.S. Government and Politics junior year in lieu of the Government graduation requirement.**

## AP PSYCHOLOGY

**(Social Sciences) 1 unit; 11-12;**
**prerequisite: None**

The AP Psychology course is year-long designed to introduce students to the systematic and scientific study of the behavioral 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. They also learn about the ethics and methods that psychologists use in their science and practice. Students are strongly encouraged to take the AP exam at the end of the course. There is a fee associated with the exam.

# MATHEMATICS

## ALGEBRA 1

**(Math) 1 unit; 9-12**
**Prerequisite: None**

The objectives of Algebra 1 include the development of: a foundation in Algebra to prepare for further mathematics courses, a better understanding of the real number system, an understanding of the elementary notions of relations and inequalities, ability to interpret equations and inequalities geometrically, facility in using precise mathematical language and symbolism and algebraic techniques to solve practical problems. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of Algebra 1.

## ALGEBRA 1 MATH LAB

**(Elective) 1 unit; 9-12;**
**Prerequisite: Students must be enrolled simultaneously in Algebra 1 and have teacher recommendation to enroll NOTE: This unit of credit does not count toward fulfilling the minimum credits required for graduation in mathematics. I does, however, count toward elective credit.**

This course is designed for students who are currently enrolled in Algebra 1 that may need additional time, sup- port, and instruction in order to be successful in mastering the Algebra 1 concepts. The objectives of the Algebra 1 Math Lab include the development of the foundation in Algebra and the remediation of basic skills.

## GEOMETRY

**(Math) 1 unit; 9-12; prerequisite:**
**Algebra 1 and signature of instructor to enroll**

The objectives of Geometry include using precision of language, retaining arithmetic and algebra skills and mastering and maintaining the following concepts that are used in problem solving throughout the course: two-column deductive proof; angle relationships; perpendicular lines; parallel lines and planes; congruent triangles; triangle inequalities; properties of quadrilaterals; similar polygons; circles, arcs and angles; construction and logic, coordinate geometry; transformations; right triangle trigonometry; areas of polygons and circles; and surface areas and volumes of solids. Students may be required to take an "End of Course" exam provided by the State of Missouri at the completion of Geometry.

## GEOMETRY LAB

**(Elective) 1 unit; 9-12;**
**Prerequisite: Students must be enrolled simultaneously in Geometry and have teacher recommendation to enroll. NOTE: This unit of credit does not count toward fulfilling the minimum credits required for graduation in mathematics. I does, however, count toward elective credit.**

This course is designed for students who are currently enrolled in Geometry that may need additional time, support, and instruction in order to be successful in mastering the Geometry concepts. The objectives of the Geometry Math Lab include the development of the foundation in Geometry and the remediation of basic skills.

## HONORS GEOMETRY

**(Math) 1 unit; 9-12; prerequisite:**
**A or B in Algebra I and signature of instructor to enroll**

Honors Geometry is a rigorous proof-based course covering traditional Geometry topics at a deeper level. The course is designed to develop spatial reasoning, logic, and precise mathematical language. All units in this course will tie together geometric and previous advanced algebraic content knowledge such as systems of equations, factoring and solving quadratic equations. The intent of this course is to prepare students for advanced coursework and mathematics study at the college level.

## ALGEBRA 2

**(Math) 1 unit; 10-12; prerequisite: Algebra 1, Geometry and signature of instructor to enroll**

This course includes a more advanced study of the functions introduced in Algebra 1 and Geometry. The number system will be extended to include the complex numbers. The course will include first and second degree equations to be solved over the field of complex numbers, systems of linear and quadratic relations and functions, graphing and curve sketching, matrices, and exponential and logarithmic functions. Students may be required to take an "End of Course" exam provided by the State of Missouri at the completion of Algebra 2.

## ALGEBRA 2 LAB

**(Elective) 1 unit; 10-12; prerequisite: Students must be enrolled simultaneously in Algebra 2 and have teacher recommendation to enroll NOTE: This unit of credit does not count toward fulfilling the minimum credits required for graduation in mathematics. It does, however, count toward elective credit.**

This course is designed for students who are currently enrolled in Algebra 2 that may need additional time, support, and instruction in order to be successful in mastering the Algebra 2 concepts. The objectives of the Algebra 2 Math Lab include the development of the foundation in Algebra 2 and the remediation of basic skills.

## HONORS ALGEBRA 2

**(Math) 1 unit; 10-12; prerequisite:**
**A in Algebra 1, A or B in Geometry and signature of instructor to enroll**

Honors Algebra 2 is a challenging course, which includes a more advanced study of the functions introduced in Algebra 1. Students will also extend their knowledge of functions to include polynomial, rational, radical, exponential, and logarithmic functions. Students will work in depth to model real-world situations, analyze and graph these functions, in addition to solving equations over the set of complex numbers. Emphasis will be placed on the relationships between quadratic, polynomial and rational functions, as well as using more technology to analyze these functions. The intent of this course is to prepare students for advanced coursework and mathematics study at the college level. Purchase of a graphing calculator is strongly recommended. Students may be required to take an "End of Course" exam provided by the State of Missouri at the completion of Honors Algebra 2.

## ALGEBRA 3

**(Math) 1 unit; 11-12;**
**Prerequisites: Algebra 1, Foundations of Geometry or Geometry, Algebra 2, and signature of instructor to enroll. Students enrolled in Algebra 3 may take Trigonometry concurrently.**

This course is designed for 11th and 12th grade students who have successfully completed Algebra II. Algebra III is a year-long course designed to prepare students for college mathematics by continuing with and expanding upon the topics covered in Algebra II. Upon completion of this course, a student should be successful in College Algebra at any college or university.

## PROBLEM SOLVING

**(Math) ½ unit; 10-12; prerequisite: Algebra 1, Geometry, Algebra 2 and signature of instructor to enroll; Exception: Problem Solving may be taken Semester 1 or Semester 2 concurrently with algebra 2**

This course emphasizes the teaching and learning of strategies that people will encounter in higher education and in the work place when solving problems. The student will develop specific problem solving techniques such as systematic lists, matrix logic, looking for a pattern, sub-problems, and Venn diagrams.

## PROBABILITY AND STATISTICS

**(Math) 1/2 unit; 10-12; prerequisite: Algebra 1, Geometry, Algebra 2 and signature of instructor to enroll; Exception; Probability & Statistics may be taken concurrently with Algebra 2 either semester.**

This course is designed to acquaint the student with the basic terminology, concepts and procedures of probability and statistics. It will help the student, college-bound or non-college bound, to be able to more accurately interpret, understand and respond to statistical data encountered in daily life. Class projects and experiments will be conducted to arouse interest.

## TRIGONOMETRY

**(Math) 1/2 unit; 10-12; prerequisite: Algebra 1 & 2, and Geometry. Trigonometry may be taken the second semester concurrently with Algebra 2, the first semester concurrently with Pre-Calculus, or independently; signature of instructor to enroll**

This course provides concepts necessary for the student to continue in the physical sciences, engineering or higher mathematics. The course includes the properties and applications of trigonometric and circular functions, solutions of oblique and right triangles, graphing trigonometric functions, proof of identities, and solution of trigonometric equations.

## PRE-CALCULUS

**(Math) 1 unit; 11-12; prerequisite: Algebra 2 and Trigonometry: Exception, if the student does not have credit in Trigonometry, he/she must enroll in the course during the 1st semester of his/her con current enrollment in Pre-Calculus; signature of instructor to enroll**

This is a pre-calculus course emphasizing a wide variety of functions including polynomials, exponential, logarithmic, rational, inverse, trigonometric, complex and polar, along with an analysis of their properties and applications. Other topics include continuity, sequences, and combinatorics.

# COLLEGE CREDIT COURSE

## CALCULUS 1

MATH 1800—Calculus 1
**(Math) 1 Unit: 12:prerequisite: C in Pre-Calculus and signature of instructor to enroll. If taken for 5 credit hours from the University of Missouri-St. Louis, students must also have a 3.0 GPA as required from UMSL.**
**College Credit: Students may earn five hours of college credit by successfully completing this course with a minimum C average and remitting a fee to the University of Missouri-St. Louis.**
**AP Credit: Students may also take the AP Calculus AP exam in May to receive college credit from their designated school depending on their score on the exam and the accepted score of the college/university.**

This is an intensive full year course in the calculus of a single variable. The study includes functions, limits, continuity, differential and integral calculus, along with their applications. Graphing calculators will be utilized throughout the course. A student may earn college credit for successful completion of this course or by attaining the required score on the advanced placement exam.

# SCIENCE

## PHYSICAL SCIENCE

**(Science) 1 unit 9-12; prerequisite: None**

Physical Science is an introductory science course designed to familiarize the student with concepts of matter, forces, and energy in the universe. Emphasis is on scientific literacy and hands-on investigation.

## HONORS BIOLOGY 1

**(Science) 1 unit 9-12; prerequisite: Signature of an instructor.**

This course is designed to prepare talented student for eventual enrollment in Advanced Placement Science while learning about life processes expressed in both the unity and diversity of life. Emphasis in this course is based on cellular and molecular processes, the relationship between structure and function in living systems, and ecological interactions. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of Biology 1.

## BIOLOGY 1

**(Science) 1 unit 10-12; prerequisite: None**

Biology is the study of living systems and the interactions of organisms with their environment. This course consists of one semester of cellular biology with topics including body systems and cellular reproduction and one semester of ecology topics such as food webs and the interdependence of living organisms. Discussions, field work, research and laboratories will engage students in their learning. Students will be required to take an "End of Course" exam provided by the State of Mis- souri at the completion of Biology 1.

## CHEMISTRY

**(Science) 1 unit 11-12; prerequisite: Completion of Biology and Physical Science**

Chemistry is the study of the composition, properties, and structure of substances. Topics include atomic theory, the periodic table, and chemical reactions. Emphasis is on problem solving and understanding the scientific method.

## HONORS CHEMISTRY 1

**(Science) 1 unit 10-11; prerequisite: Completion of Biology or Honors Biology, concurrent enrollment in Algebra 2 and signature of instructor is required for enrollment**

Honors Chemistry is a challenging course covering traditional Chemistry topics. The intent of this course is to prepare talented students for eventual enrollment in Advanced Placement Science. It is designed for students who will be majoring in Science or Engineering in college.

## PHYSICS

**(Science) 1 unit 11-12; prerequisite: Concurrent enrollment in Chemistry or Honors Chemistry and concurrent enrollment in Algebra 2 or higher math course**

Physics is the study of forces and energy. This course will focus on motion and the causes of motion. There is an emphasis on laboratory activities and problem solving.

## HONORS PHYSICS 1

**(Science) 1 unit 11-12 prerequisite: Chemistry or Honors Chemistry, concurrent enrollment in Pre-calculus and signature of instructor is required for enrollment**

This course is designed to prepare students for AP Physics in their senior year. The first year will cover mechanics, which includes such topics as motion, forces, energy, and momentum. There is an emphasis on laboratory investigations and problem solving.

## BIOLOGY 2—HUMAN BIOLOGY

**(Science) 1 unit 11-12; prerequisite: Completion of Honors Biology or Biology and Chemistry or Honors Chemistry (Students can be concurrently enrolled in Chemistry with instructor approval)**

This course will prepare students entering the medical career path. This course expands on the cellular level, expands on botany, as well as zoology. The human systems are studied extensively and are related to the cat dissection. The curriculum will also cover forensics, ecology, anatomy and physiology as well as microbiology.

## ENVIRONMENTAL SCIENCE

**(Science) 1/2 unit 11-12; prerequisite: Completion of Biology or Honors Biology (Students can be concurrently enrolled in Chemistry with instructor approval)**

Environmental Science is a one semester class. Students will learn about the interactions of humans, animals, and the environment. Topics will include Environmental chemistry and environmental biology.

## FORENSIC SCIENCE

**(Science) 1/2 unit 11-12; prerequisite: Completion of Biology or Honors Biology; concurrent enrollment in Chemistry**

Forensic Science is a one semester class for students interested in careers in criminal justice. Topics include evidence collection, analysis, and evaluation.

## APPLIED SCIENCE

**(Science) 1 unit; 11-12; prerequisite: Students must complete Biology 1 and Physical Science; Signature of instructor is required for enrollment (Note: Course is not NCAA approved)**

Applied Science students will study many of the same topics as General chemistry students with a reduction in the complexity of the mathematics involved. This course provides a survey of basic concepts and applications of chemistry with emphasis on the role of chemistry in the real world. Discussion of these basic chemistry concepts and their application to everyday life will be explored.

## AP CHEMISTRY

**(Science) 1 unit; 11-12; prerequisite: Algebra 2**

## AP CHEMISTRY LAB

**(Science) 1/2 unit; 11-12 Prerequisite: AP Chemistry NOTE: To meet AP requirements students must enroll 2nd semester in AP Chem Lab**

AP Chemistry is a one year course designed to prepare students for the AP Chemistry test. It is taught at the college level and is equivalent to the first two semesters of Chemistry for science majors Topics include reaction kinetics, thermochemistry, and chemical equilibrium.

## AP PHYSICS

**(Science) 1 unit; 12; prerequisite: Concurrent enrollment in Calculus**

This course will prepare students for the AP Physics C exam. Students who pass the exam can earn college credit hours. Students will continue their studies of mechanics, including rotation, as well as adding a calculus component

## AP BIOLOGY

**(Science) 1 unit 11-12; prerequisite: completion of Chemistry; concurrent enrollment in Chemistry**

This course is equivalent to a college level introductory biology course. Student cultivate their understanding through inquiry-based investigations as they explore the following topics; Evolution, cellular processes-energy and communication, genetics, information, ecology and interactions.

## (PLTW) PRINCIPLES OF BIOMEDICAL SCIENCES

**(Science Elective) 1 unit; 9-12; prerequisite: None NOTE: This unit of credit does not count toward fulfilling the minimum credits required for graduation in science. It does, however, count toward an elective credit. (See course description on page 54)**

## (PLTW) HUMAN BODY SYSTEMS

**(Science) 1 unit; 10-12; prerequisite: Principles of Biomedical Sciences. (See course description on page 54)**

## SCIENCE RESEARCH

**(Science Elective) 1 unit; 10-12; prerequisite: Signature of instructor is required for enrollment; NOTE: This unit of credit does not count toward fulfilling the minimum credits required for graduation in science. It does, however, count toward elective credit.**

Each student chooses a topic of personal interest and investigates it in depth. The student may start with library research on the selected subject Then, student will work with an expert mentor in a laboratory or other appropriate institution, to perform an experiment. It is expected that the student will present their findings in written report and an oral presentation. Participation in a science symposium/fair in April is expected. Student must come with an idea for the project and get the permission of a science instructor in that area in order to enroll. This course may be taken for more than one year if the research project can continue or be expanded

# FINE ARTS
# VISUAL ARTS

## INTRODUCTION TO ART 1

**(Fine Arts) 1/2 unit; 9-12; prerequisite: None**

This course is a foundation for the advanced courses in the art department. Its purpose is to expose the student to basic art concepts and processes. Units of study include Introduction to Art and Aesthetics, Line, Shape, Form, Value and Color, Space, and Texture and Movement.

## INTRODUCTION TO ART 2

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Introduction to Art 1**

This course is a continuation of Introduction to Art 1 and includes units of study in Composition and Design, Interpretation, Analysis and Criticism, Two-Dimensional Media and Three Dimensional Media.

## PHOTOGRAPHY

**(Fine Art) 1/2 unit; 11-12; prerequisite: none.**

Students will study digital photography as an art form, as well as photojournalism. They will learn the technical skills necessary to successfully use DSLR cameras. Students will learn to produce photos that have proper exposure and composition.

## CERAMICS/SCULPTURE 1

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Introduction to Art 1 and 2 or signature of instructor with approved portfolio**

This course includes an exploration of basic sculptural and ceramic techniques, with an emphasis on design and sculptural composition. A wide variety of materials and techniques including plaster, wood, metal, clay and mixed media are included in study units relating to sculpture.

## CERAMICS/SCULPTURE 2

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Ceramics/Sculpture 1**

This course is a continuation of Ceramics and Sculpture 1. Students will experience hand building and wheel throwing ceramic forms. There is a continuing emphasis on plaster, wood, metal, clay and mixed media.

## DRAWING/PAINTING 1

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Introduction to Art 1 and 2 or signature of instructor with approved portfolio**

Experiences with various drawing and painting media such as pencil, conte, chalk, pen and ink, watercolor and acrylic are included in this course with an emphasis on technique. Subject matter includes figure, portraits, landscape and still life. Most projects will be realistic in style.

## DRAWING/PAINTING 2

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Drawing/Painting 1**

A continuation of Drawing/Painting 1, the course includes further involvement with various drawing and painting techniques and media. Projects emphasizing creativity and self-expression form major segments of the course work.

## CREATIVE GRAPHIC DESIGN

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Introduction to Art 1**

The field of graphic design ranges from animation to advertising, game design to illustration. Graphic designers produce ideas and experiences with images, text and graphics, and all of these topics will be covered in this course. Students will learn how to use design elements and composition in creating digital artwork with programs and applications. Visual communication will be explored by studying the power of color, the impact of lettering, and the importance of design.

## AP STUDIO ART

**(Fine Art) 1-2 units; 11-12; prerequisite: two semesters of Art or permit to enroll through portfolio work.**

This is an intense one to two-year program taken the junior and senior year for those who are serious in continuing their education in the field of art. The AP course will build a professional portfolio over the course of the program. Enhancing the quality of student work, developing a con- centration based on a visual interest, and increasing the breadth of experiences in visual art are the goals of the class. Class size will be limited to allow the teacher and students to work in close cooperation as college credit for AP Studio Art is based upon submission of a portfolio for evaluation.

# INSTRUMENTAL MUSIC

## MARCHING BAND/CONCERT BAND

**(Fine Arts) 1 unit; 9-12; prerequisite: None; enrollment in both semesters is required; approval of instructor required for enrollment**

The high school band is designed as a performing ensemble and strives to further refine the skills that students learn in middle school band. The emphasis during the first quarter is on marching band techniques. The emphasis during the second, third and fourth quarters is on the development of the concert ensembles.

This class is oriented towards performances, which include formal concerts, participation in civic and school centered events and various sorts of festivals. Students enrolled in this class will extensively explore music fundamentals and development of instrumental music techniques and music as a form of artistic expression. A variety of literature will be studied and performed from different styles and periods of music history including original band music, orchestral transcriptions and well known and varied popular works for band. Students are encouraged to augment their training with private instructions, audition for honors ensembles, and participate in solo and small ensemble festivals. Study of music in this class will benefit the student who wishes to pursue music as a career.

## JAZZ BAND

**(Fine Arts) 1 unit; 9-12; prerequisite: None; signature of instructor required for enrollment**

Students will be taught notation, phrasing, interpretation, and improvisation within the jazz idiom. They will prepare and perform a variety of selections of traditional and con- temporary jazz literature, develop improvisational skills present several public performances, and participate in festivals. Members will attend occasional rehearsals in addition to regular rehearsals and are encouraged to audition for honors jazz ensembles. The recommended instrumentation includes saxophones, trumpets, trombones, piano, guitar, bass guitar, and drum set.

## ORCHESTRA

**(Fine Arts) 1 unit; 9-12; prerequisite: signature of instructor required for enrollment**

Students will rehearse and perform a variety of traditional and contemporary orchestral literature, develop technical skills and musical ability. The orchestra will present several public performances and will also perform at the State Music Festival. The preparation and performance of solos and small ensembles is encouraged. Members of the orchestra are also encouraged to audition for the All-Suburban Orchestra and All-State Orchestra.

# VOCAL MUSIC

The choirs are open to students in grades 9 through 12. All choirs perform in public concerts throughout the year and provide the student with an opportunity to develop proper vocal technique through correct posture, breath control, basic diction principles, and a pleasant singing tone.

## MIXED CHOIR

**(Fine Arts) 1 unit; 9-12; prerequisite: signature of instructor required for enrollment**

Mixed Choir is a non-auditioned ensemble for students who want a choral/vocal experience and are interested in studying choral literature and learning more about the fundamentals of music and beginning vocal techniques. Students will study unison, and 2-3 part choral literature from all historical and cultural periods and learn the fundamentals of reading music. Students will also study vocal technique and practice performance skills, including staging and movement. The course will culminate in a variety of performance-based assessments, some of which may occur outside of the school day.

## TREBLE CHOIR

**(Fine Arts) 1 unit; 9-12; prerequisite: signature of instructor required for enrollment**

Treble Choir is an auditioned ensemble of females voices. Students in this choir need to have some prior choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 3 and 4 part choral literature from all historical periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. This choir enters large ensemble and solo/small ensemble competitions at the district and state levels. The course will culminate in a variety of performance-based assessments, some of which may occur outside of the school day.

## CONCERT CHOIR

**(Fine Arts) 1 unit; 9-12; prerequisite: signature of instructor required for enrollment**

Concert Choir is an auditioned ensemble for students who have some choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study 3-4 part choral literature from all historical periods and learn the fundamentals of reading music. Students will also study vocal technique and practice performance skills, including staging and movement. This choir may participate in choral festivals and enters large ensemble and solo/small ensemble competitions at district and state levels. The course will culminate in a variety of performance-based assessments, some of which may occur outside of the school day.

### CHAMBER CHOIR/MADRIGAL CHOIR (Fine Arts) 1 unit; 10-12; prerequisite: signature of instructor required for enrollment

Madrigal Choir is a small ensemble of auditioned students who have some choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 4 part choral literature from all historical periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. This choir enters large ensemble and solo/small ensemble competitions at the district and state levels. This choir also performs in the community for civic organizations. The course will culminate in a variety of performance-based assessments, some of which may occur outside of the school day.

### AP MUSIC THEORY

**(Fine Arts) 1 unit; 10-12; prerequisite: signature of instructor required for enrollment**

The Advance Placement Music Theory course will take the students through a musical training comparative to that of a collegiate level training in the areas of reading and analyzing notated music and aural training. Students enrolled in AP Music Theory will study the basic elements of music; melody, harmony, and rhythm, in music of the Common Practice period (1600-1900). AP Music Theory will contain aural training, dictation, analysis, and compositional skills thus promoting total musical literacy. At the end of this course students will be prepared to take the AP Music Theory examination and enter a college music program.

## THEATRE

### THEATRE I - INTRODUCTION TO PUBLIC PERFORMANCE

**(Fine Arts) 1/2 unit; 9-12; prerequisite: None**

Theatre One is designed to introduce students to the art of public performance. Students will gain confidence by performing original scenes for an audience of their peers. Through exploring a variety of performance styles such as pantomime, improvisation students will learn how to create scenes and original characters. As beginning performers, they will also learn how to give and receive constructive criticism.

### THEATRE 2 - ACTING AND THEATRE APPRECIATION

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Theatre I**

In Theatre Two students will build upon the performance skills developed in Theatre One. Students will perform a variety of both original and scripted scenes. Dramatic structure and theatre history are also explored through fun and interactive activities and scenes. Through self-reflection and performance evaluation, students will gain an appreciation for the art of public performance and its importance to our culture.

### ACTOR'S STUDIO - ADVANCED PUBLIC PERFORMANCE

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Theatre I/ Theatre II, Permit to Enroll Form/Audition. Students may enroll in this course more than once as class activities will change each semester**

Actor's Studio is an advanced acting class. The emphasis of this class is the creation of original theatrical work. Students will actively participate in playwriting, staging, directing and acting. Through exploring every aspect of theatrical creation, students will produce and perform in an original theatrical performance. Students will also study global theatrical performance styles. This course will culminate in a public performance for an invited audience.

### TECHNICAL THEATRE - ADVANCED STUDY OF TECHNICAL THEATRICAL ELEMENTS

**(Fine Arts) 1/2 unit; 9-12; prerequisite: Theatre I/ Theatre II, Permit to Enroll. Students may enroll in this course more than once as class activities will change each semester**

Technical Theatre students will explore all of the backstage elements of theatrical production. Students will participate in the scenic, lighting and costume design process. Properties, mask and puppetry building will also be explored. Students will understand how each technical element relates to play production. This course will culminate in the creation of a design portfolio containing all of these technical elements.

# PRACTICAL ARTS

## FAMILY AND CONSUMER SCIENCES (FACS)

### CLOTHING & TEXTILES 1

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None; Students are required to purchase supplies for projects**

This course emphasizes fashion for today's students including historical fashion as well as current trends. Students will complete semester garment and/or accessory projects while utilizing construction techniques performed with the use of advanced technological equipment.

### CLOTHING & TEXTILES 2

**(Practical Arts) 1/2 unit; 9-12; prerequisite: Fashion and Clothing 1; Students are required to purchase supplies for projects**

This course is an instructional program designed to extend competencies gained in Clothing and Textiles I. Students will explore fashion, fabric properties and personal fitting techniques. Creative construction techniques will also be applied. Special emphasis will be placed on advanced construction techniques using specialty fabrics and applications. Students will be introduced to the textile production segment of the industry.

### CLOTHING & TEXTILES 3

**(Practical Arts) 1/2 unit; 10-12; prerequisite: Clothing and Textile 1 and 2; signature of instructor is required for enrollment**

The focus of this advanced class is to show the ability to perform skills that require a solid base of competency in the area of clothing and textiles. Students will construct garments that require the use of advanced sewing and tailoring techniques. These techniques will include management of a variety of fabric textures and specific achievement not formally shown. This course is highly recommended for those wanting to explore career opportunities in the textiles, apparel and design industry. Students will be introduced to the Apparel Production segment of the industry.

### CLOTHING & TEXTILES 4

**(Practical Arts) 1/2 unit; 10-12; prerequisite: Clothing & Textile 1, 2, and 3 and signature of instructor is required for enrollment**

This advanced course extends skills acquired in previous Clothing and Textile courses. Students will construct garments that require the usage of these additional advanced sewing techniques. This course is highly recommended for those wanting to explore career opportunities in the textile, apparel and design industries. Students will be introduced to the role of merchandising.

### FOODS AND NUTRITION 1

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None**

This introductory semester course exposes students to the relationship of food science and nutrition principles to health and wellness. Activities include food selection, food preparation as well as the care and storage of food. The main focus of the class is the study of food accomplished through written work and supported by lab experiences, class notes, written assignments and evaluations. This class serves as the foundation for ALL upper level Foods classes.

### FOODS & NUTRITION 2

**(Practical Arts) 1/2 unit; 9-12; prerequisite: Foods and Nutrition 1**

This semester course will continue with the principles introduced in Foods and Nutrition 1 and expand into creative cookery. Units on International Foods will expose students to multicultural themes fostering greater appreciation for social differences. Exploring food choices in our society and the utilization of informed consumer practices will also be examined.

### FOODS & NUTRITION 3

**(Practical Arts) 1/2 unit; 11-12; prerequisite: Foods & Nutrition 1 and 2, and signature of instructor is required for enrollment**

This semester course will continue with the principles introduced in Foods and Nutrition 1 & 2 while expanding skills on a culinary level. Units like Introducing the Foodservice Industry will give a comprehensive look on culinary history and how different cuisines developed. Ingredient Preparation and Presentation will allow for creativity to develop in culinary artistry. Beyond Cooking, focuses on nutrition, analyzing cuisines as well as the contrast between eating and tasting. This course will prepare students to go into the Culinary Industry as well as produce student who will be able to create nutritious global cuisines.

### CHILD DEVELOPMENT 1

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None**

Child Development I is an introduction course that explores human development from conception to age three. The course prepares individuals to understand children's physical, intellectual, emotional, and social growth and development. The students will participate in a variety of hands on activities, and will be albe to observe growth and development of children. Students interested in parenting skills and careers related to children will find the class useful.

## CHILD DEVELOPMENT 2

**(Practical Arts) 1/2 unit; 9-12; prerequisite: Child Development 1**

Child Development 2 is an instructional program that provides advanced study in child development and guidance; including the physical, social, emotional, and intellectual development of preschool age children. The students will operate a preschool lab for one quarter where they will identify, plan, and demonstrate through example best practices and developmentally appropriate activities to use when working with preschool age children. Actual experience in supervising children provides the opportunity to explore careers related to child development and generate employment skills. This course may be eligible for college credit .

## CHILD DEVELOPMENT 3 (Practical Arts)

**1/2—1 unit; 11-12; prerequisite: Child Development 1 and 2 and signature of instructor is required for enrollment**

This advanced course will enable students to experience occupational environments associated with child development and teaching careers involving, the educational instruction of children. It examines qualities and skills necessary for working effectively with young children in early childhood settings. Students will receive practical experience with young children in community preschools, day care centers, and elementary school settings. This course is highly recommended for those wanting to explore careers working with children. This course may be eligible for college credit.

## CHILD DEVELOPMENT 4 (Practical Arts)

**1/2—1 unit; 11-12; prerequisite: Child Development 1, 2 and 3 and signature of instructor is required for enrollment.**

This advanced course extends skills acquired in previous Child Development courses. Historical events that have influenced early childhood education and continue to shape curriculum and programs will be studied. The course will examine a variety of early childhood educational institutions and professional positions available in the community and the students will have the opportunity to work with and observe young children in a chosen area. This course is highly recommended for those planning to pursue a child related career.

## HUMAN RELATIONS

**(Practical Arts) 1/2 unit; 11-12; prerequisite: None**

This course will prepare individuals to understand the function of the family and the importance in strong family values, goals, cultures and traditions. They will investigate family dynamics and how they are ever changing in our global society. Families that spend time together are more equip to handle a crisis, if one arises. It allows the individuals to study how heredity and environment play a crucial role in how they develop into the person they become. They will learn how to have a healthy dating relationship which in turn helps them establish a healthy marital relationship later in life. Learning to balance all of their responsibilities and maintain a healthy life style will ensure they meet their goals and become productive members of society.

## HOUSING AND INTERIOR DESIGN

**(Practical Arts) 1/2 unit; 10-12; prerequisite: None**

This course combines the principles of interior design and the factors related to securing a living environment. The main focus will be to create and design interior spaces that are functional, aesthetically pleasing, safe and secure. Additional influences such as current housing trends and architectural elements will be explored as examining universal design housing features that meet the needs of all people, including those with special needs. This course is recommended for those interested in interior design and the housing industry as well as those interested in having the knowledge to do minor improvements as “Do it yourself” projects on their own.

## HEALTH AND WELLNESS

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None. This class fulfills the Health graduation requirement**

This is an instructional program that prepares individuals to understand the related aspects of health and wellness with special emphasis on: nutrition, emotional health, and physical health; the relationship of the health of an individual to the wellness of the family; the prevention of illness; and the basic care of the ill, including the elderly, the young child, and individuals with disabilities.

## CONSUMER PERSONAL FINANCE

**(Practical Arts) 1/2 unit; 11-12; prerequisite: None. This class fulfills the Personal Finance graduation requirement**

This course is an instructional program that prepares individuals to understand the values, needs, wants, goals and resources that enable consumers to make rational decisions that contribute to family stability and quality of life. The course includes instruction in budgeting and spending plans, use of credit, savings, investments, taxes, consumer buying, and consumer rights and responsibilities.

# BUSINESS EDUCATION

## COMPUTER APPLICATIONS

**(Required) 1/2 Unit; 9-12 (see description on page 55.)**

## INTRODUCTION TO BUSINESS

**(Practical Arts) 1/2 unit; 9-10; prerequisite: None**

This is a study of basic business as applied in everyday living. Some of the units studied are our economic system, operation of businesses, marketing functions, entrepreneurship, using banking services, money management, credit and installment buying, planning careers, letters of application, resumes and interviews.

## WORD PROCESSING

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None**

Word Processing is an introductory course designed to develop basic keyboarding techniques and improve keyboarding speed while learning important components of document formatting. Word Processing students will review the keyboard using Micro Type software. Students will then concentrate on word processing documents such as letters, tables, email, and reports in a Windows environment.

## ADVANCED COMPUTER APPLICATIONS

**(Practical Arts) 1/2 unit; 9-12; prerequisite: Computer Applications OR computer proficiency test AND teacher recommendation. This class can satisfy the Computer Applications graduation requirement.**

Advanced Computer Applications is for those students that have a solid foundation in Microsoft Office®. The course includes advanced features and integration of word processing, spreadsheet analysis, charting, and applications database management. Desktop publishing and creating basic web documents are introduced. The use of integrated software allows the students to combine all their computer knowledge into a variety of projects. This class will offer a variety of simulations to provide the students various opportunities to experience real world situations and applications of technology.

## DIGITAL IMAGING/GRAPHIC DESIGN

**(Practical Arts) 1/2 unit; 9-12; prerequisite: Semester of a Computer class**

This class teaches in-depth concepts starting at the beginner level of Adobe Photoshop®. If you are interested in using the latest in technology to create various print and web documents, this is the course for you. Find out how to manipulate photos, create graphical images, and design documents and files for use in today's technological society. Learn to create Posters, Flyers, Banners, Iron-On transfers, Magazine Covers, 3D Objects, and animations.

**Follow up course(s): Digital Video, Desktop Publishing, Web Design, Broadcast Media**

## DIGITAL VIDEO

**(Practical Arts) 1/2 unit; 10-12; prerequisite: Digital Imaging/Graphic Design**

How do they render the special effects in the latest movies? How are rock videos created? What techniques are used when encoding video onto DVDs? How do companies produce video sales presentations or commercials? Work with cutting edge hardware and software to let your imagination come to life digitally. Use Adobe PhotoShop®, Premiere Pro®, After Effects®, Encore®, and Audition® to produce movie trailers, commercials, short films, marketing campaigns, and more!

**Follow up course(s): Desktop Publishing, Web Design, Broadcast Media**

## DESKTOP PUBLISHING

**(Practical Arts) 1/2 unit; 10-12; prerequisite: Digital Imaging/Graphic Design**

Dare to go beyond the ordinary—prepare to unleash your imagination and delve into graphic design as it relates to print media. If you want to design maga- zines, menus, advertisements, brochures, booklets, newsletters, movie posters, commercial boxes, then this is the class for you. You'll use Adobe InDesign® for page layout and design, and master advanced Adobe PhotoShop® and Adobe Illustrator® techniques. All the programs you will use are required tools in the field of graphic design and desktop publishing.

**Follow up Course(s): Web Design, Advanced Computer Applications, Broadcast Media**

## WEB DESIGN

**(Practical Arts) 1/2 unit; 10-12; prerequisite: Semester of a Computer class**

Students design, create, publish, and maintain web sites. Students will work independently and as a team using various Digital Media tools to complete web projects. Macromedia Dreamweaver®, Macromedia Flash®, and Adobe Photoshop® will be the software used when teaching this class.

**Follow up course(s): Desktop Publishing, Digital Video, Broadcast Media**

## BUSINESS LAW

**(Practical Arts) 1/2 unit; 10-12; prerequisite: None**

Business Law is designed to introduce the student to subject matter including many legal principles, which are expressed in clear and understandable language. The student studies rights and duties of members in society, tort law (civil law), criminal law, and court systems. Students will also study concepts in contract law such as assignor and assignee, breach, bailments, warranties, and sales contracts, employment law including sexual harassment and agencies. Additionally, each student participates in debates, a mock trial, and visits a courthouse to view a trial.

## BUSINESS MANAGEMENT

**(Practical Arts) 1/2 unit; 10-12; prerequisite None**

This course is designed to introduce basic management principles and to acquaint the students with operating a business successfully. The student will study characteristics of business organization, social and ethical responsibilities of business, international environment, basic economic concepts, and various forms of business organization, effective business communication practices, management responsibilities, financial record keeping, and human resource management.

## ACCOUNTING I

**(Practical Arts) 1 unit; 10-12; prerequisite None**

The basic principles of accounting will be studied and a variety of accounting careers will be explored. Accounting is designed to study a wide range of accounting records that are used by businesses; computerized applications will be used along with traditional recording methods to give the student an in- depth understanding of the accounting process. It will help the student, college-bound or non-college bound, to be successful in personal and professional financial affairs.

## ACCOUNTING 2

**(Practical Arts) 1 unit; 11-12; prerequisite Accounting I**

This is a two-semester course emphasizing corporate accounting. Computerized procedures for journals, ledgers, financial statements and tax procedures will be used. The course will integrate accounting practices and related computer skills to prepare advanced students, both college-bound and vocational, for future employment.

## BROADCAST MEDIA

**(Practical Arts) 1 unit; 11-12; prerequisite Digital Imaging and Digital Video or concurrent and signature of instructor in required for enrollment.**

This year-long course focuses on guiding students to use the same digital video technology found in top newsrooms while utilizing the digital-editing computer skills learned in previous computer classes. The students will work in production teams to plan and develop stories, gather footage, edit broadcast quality video, and deliver the news. The students will help create a school/campus newsroom facility for reporting events in their community via the school, Internet, cable TV and DVD/Blu-Ray.

# COOPERATIVE CAREER EDUCATION

Trades & Industry is a one-year program designed to prepare the student, upon graduation, to immediately enter the world of work. Specific career areas include child care, food service, health care, machine trades, manufacturing, and technical occupations. Student can participate in skills USA/VICA.

### COOPERATIVE CAREER EDUCATION

**(Practical Arts) 1-2 unit; grade 12; Prerequisite: None**

Cooperative Career Education is a full year class for seniors who have a career goal or interest. Areas included in the Cooperative Career Education program cover a wide area. Some specific areas include child care, food preparation, health care, dental care, machine trades, manufacturing, technical occupations, and other vocational-related fields. Sample topics included in the class cover how to find a job, how to get along with the boss and co-workers, safety at work, money management, human relations skills, computers in industry, and occupational research.

### COOP. CAREER EDUCATION INTERNSHIP

**Practical Arts; 1-2 units; grade 12; Prerequisite: must be enrolled in Cooperative Career Education class, complete an application, and signature of instructor/counselor is required for enrollment**

Internship allows a student to have the best of all worlds by gaining valuable work experience while getting paid and receiving credit by dividing the school day between the classroom and on-the-job training.

The student receives one unit of credit per year for each hour released from school to participate in the work program
Students are expected to have good attendance records and cannot go to work unless they attend class that day. Primary interest should be to gain experience rather than to earn money. An agreement must be completed between student, parent, coordinator and employer, setting forth policies that will be followed.

Students must be enrolled in Cooperative Career Education in order to participate in the internship program.

# MARKETING EDUCATION

Marketing Education is a program designed to prepare the student, upon graduation, to
immediately enter the world of work or provides instruction for the college-bound student wishing to ma- jor in business management, business administration, or marketing. Students can participate in DECA.

### MARKETING 1

**(Practical Art) 1 unit; 10-12; prerequisite: None**

This class introduces the student to one of the top career areas in the global economy. The class examines the marketing process and its functions, together with the marketing mix (product, price, place, promotion). Students will develop projects in advertising, selling, product planning, public relations and free enterprise. Computer projects and/or simulations will be an important part of this class.

DECA, “An Association of Marketing Students,” is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences and competition on a district, state, and national level.

### MARKETING 2

**(Practical Art) 1 unit; 12; prerequisite: Marketing I**

This problems based course builds on the concepts introduced in Marketing 1 through developing projects in international marketing, marketing research and marketing planning. Computer projects, public presen- tations, and simulations will be an important part of this class.

DECA, “An Association of Marketing Students,” is an integral part of the Marketing Program. It offers students the opportunity for leadership training, com- munity service, travel to conferences and competition on a district, state, and national level.

### MARKETING INTERNSHIP

**(Practical Art) 1-2 units; 12; prerequisite: M u s t be enrolled in a Marketing class, complete an application, and signature of instructor/counselor is required for enrollment**

A supervised part-time training program will provide good work experience for the future; develop self- confidence in the student as he/she learns to deal with the demands of a boss, co-workers, and public; pro- vide self-satisfaction as the student starts to earn part of his/her own income. By dividing the school day between the classroom and on-the-job training, the program allows a student to have the best of all worlds by gaining valuable work experience while getting paid and receiving credit.
This program requires self-discipline, the ability to set priorities, and good time management. Students will receive assistance in finding a job related to their career goals.

Students are expected to have good attendance records and cannot go to work unless they attend class that day. Primary interest should be to gain experience rather than to earn money. An agreement must be completed between student, parent, coordinator and employer, setting forth policies that will be followed.
A student must be enrolled in a marketing class in order to participate in the Marketing Internship program.

### MERCHANDISING LAB (GALLEY)

**(Practical Art) 1 unit; 11-12; prerequisite: Marketing 1, approval of instructor to enroll—offered at St. Charles High**

Students will operate a cash register, set-up display, prepare advertisements, use the computer to keep accurate accounting records, select and order merchandise to sell in the store, as well as meet with the public on a daily basis. Students must be honest, dependable, hardworking and creative. Students should be able to work before school.

# INDUSTRIAL TECHNOLOGY

### HOME REPAIRS

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None; Students are required to purchase supplies for projects**

Home Repairs provides the basic information needed to understand and use hand tools, power tools, fasteners, and assorted building material for the repair and maintenance of your future home. You will gain knowledge of the structure of a home and the skills and techniques used in carpentry, plumbing, electricity, and other building trades. Proper maintenance of all housing systems will be stressed to prevent costly repairs. The lab fee covers a variety of materials for projects done in class.

### DESIGN AND MACHINING PROCESS

**(Practical Arts) 1 unit; 9-12; prerequisite: None Students are required are required to purchase supplies for projects**

Both boys and girls can learn the basic procedures for using common hand tools, portable power tools and industrial grade material processing tools. Each student is required to wear safety glasses in the lab. Problem solving and decision making is a key compo- nent of this class. First semester is reserved for learn- ing safety procedures, materials, and hand and power equipment through bookwork, lecture and producing an instructor designed project. Second semester students will develop and produce a project of their own design.

### ADVANCED SOLUTIONS IN DESIGN AND MACHINE PROCESS

**(Practical Arts) 1 unit; 10-12; prerequisite: Design and Machine Process or Home Repairs and signature of instructor required for enrollment; students are required to purchase supplies for projects**

This is an advanced lab class in which the student chooses from a variety of projects on an individual basis. These include, but are not limited to: woodworking, school improvement projects, maintenance, landscaping, and building. About 95% of the student grade will be based upon the actual construction of a series of projects. There are no specific required projects. Students are to design and construct a project (s) of their own choosing. The total cost for course will depend upon the amount of materials used. Students are required to pay for the materials to complete each project. (Unless it is a school improvement project)

# TECHNOLOGY EDUCATION

## GRAPHIC AND ELECTRONIC MEDIA

**(Practical Arts) 1/2 Unit; 9-12; Prerequisite: None**

Graphic and Electronic Media is an introduction to many different technologies. Fun, interactive learning tools help promote science, technology, engineering, and math. This class offers design, visualization, and simulation capabilities so students can easily transition between 2D and 3D design environments, and fully experience their creative ideas digitally. The possibilities of software applications the students will be introduced to are engineering, architecture, video editing and special effects. For further explanation see the Industrial Technology instructor. The lab fee covers materials for projects done in class. **Credit may transfer toward a certificate or associate's degree at St. Charles Community College.**

## VIDEO PRODUCTION TECHNOLOGY

**(Practical Arts) 1 unit; 9-12; prerequisite: Signature of instructor required for enrollment; students are required to purchase supplies for projects**

This exciting and creative class has different areas of focus. The first is video production with projects ranging from commercials to music videos to film festival quality short films. Students are in charge of projects from concept to completion. They develop storylines, characters and scripts as well as plan shots, film, and edit video, audio, and effects. The second area of focus is studio production. Students work in the studio to pro- duce a talk show showcasing their own video production projects. Students will then be able to expand their knowledge into more advanced projects.

## (PLTW) INTRODUCTION TO ENGINEERING DESIGN

**(Practical Arts) 1 unit; 9-12; prerequisite; None Students may need to purchase materials. (see description on page 54)**

## (PLTW) PRINCIPLES OF ENGINEERING

**(Practical Art) 1 unit; 10-12; prerequisite; Intro to Engineering Design. (see description on page 54)**

## (PLTW) AP COMPUTER SCIENCE PRINCIPLES

**(Practical Art) 1 unit; 10-12 Prerequisite: Computer Science Essentials OR Introduction to Engineering Design. (see description on page 54)**

## ROBOTICS

**(Practical Arts) 1/2 unit; 9-12; prerequisite: None**

This is a beginning course in robotics. We will be utilizing various robotics kits and materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, program loops, decision-making, and timing sequences.

## ADVANCED TECHNOLOGICAL SOLUTIONS

**(Practical Arts) 1 unit;10-12; prerequisite: Must have Graphic and Electronic Media, or Robotics, or Introduction to Engineering Design, or Architecture, and must have teacher signature. Students are required to purchase supplies for projects**

This is a lab class in which the student chooses from a variety of projects in the technological fields, on an individual basis. These include, but are not limited to: Engineering, Robotics, Architecture, computer editing, graphic illustration-publishing, Landscape Design, 3-Dimensional Design Software and commercial illustration. While in this class students will learn a variety of principles in order to work successfully and establish a quality foundation for college courses in the different technological fields. Students will be required to pay for their projects.

## ARCHITECTURAL DRAWING AND DESIGN

**(Practical Arts) 1 Unit; 10-12; prerequisite; None: Students are required to purchase supplies for projects.**

Following standard building practices each student will apply his/her drafting skills to design and develop a set of working drawings for a residential structure. These drawings will include; floor plans, electrical plans, plumbing plans, plot plans, and elevations. This class is an introduction for those who are considering careers in the fields of architecture, structural engineering, interior design, construction, or the housing industry.

# PHYSICAL EDUCATION

### PHYSICAL EDUCATION
**(Required) 1/2 unit; 9 –12**
**Prerequisite: None (see description on page 55)**

### HEALTH
**(Required) 1/2 Unit; 9-12**
**Prerequisite: None (see description on page 55)**

### FITNESS WALKING
**1/2 unit; 9-12; prerequisite: Physical Education**

This course fulfills the Physical Education .5 credit for graduation. This course is designed for students to improve cardiovascular fitness by walking. This course is completely activity based and suggested for those who are self motivated. Various walking activities and assessments will be used throughout the class. Students will be expected to walk 2-3 miles per class period (8-12 laps on the track). This class is outdoors; therefore students should be prepared to walk in any type of weather.

### STRENGTH TRAINING
**1/2 unit; 9-12; prerequisite: Physical Education**

This course fulfills the Physical Education .5 credit for graduation. Strength training is designed to give the student high levels of strength training, speed and agility, aerobic activities, and stretching skills. The students will be given the opportunity to increase their knowledge on an array of fitness concepts. Students will be graded on the number of workouts completed, attitude and written tests.

### CORE CONDITIONING A (aerobics/dance/ fitness)
**1/2 unit; 9-12; prerequisite: Physical Education**

This course fulfills the Physical Education .5 credit for graduation. The core conditioning class will provide students the opportunity to participate in power walking, step aerobics, yoga, pilates, hip hop, popular modern dances (2015-present) line and social dancing, salsa, along with other lifetime fitness activities. Each student will assess and evaluate their personal fitness levels in order to set personal goals toward developing and monitoring a healthful level of fitness and lifestyle.

### CORE CONDITIONING B (strength training/ personal fitness/bootcamps)
**1/2 unit; 9-12; prerequisite: Physical Education**

This course fulfills the Physical Education .5 credit for graduation. The core conditioning class will provide students the opportunity to participate in power walking, yoga, pilates, plyometrics, resistance training, boot-camps, individual app workouts, kickboxing and other lifetime fitness activities. Each student will assess and evaluate their personal fitness levels in order to set personal goals toward developing and monitoring a healthful level of fitness and lifestyle.

### TEAM SPORTS
**1/2 unit; 9-12; prerequisite: Physical Education**

This course fulfills the Physical Education .5 credit for graduation. Team sports will provide fitness concepts, and an introduction to a variety of sports/activities. This course will include the basic fundamentals of the sports/activities, including skills, rules, and terminology.

## ELECTIVE PHYSICAL EDUCATION COURSES FOR GRADES 10, 11, 12

*The following courses do not fulfill the PE Graduation Requirements.*

### RECREATIONAL GAMES
**(Elective) 1/2 unit; 10-12; prerequisite: Physical Education; Fee $75**

Recreational Games will provide fitness concepts, and an introduction to the following sport activities: golf, bowling, volleyball, and if time permits, other recreational games. This course will include the basic fundamentals of the activities, including rules and terminology.

### OUTDOOR EDUCATION
**(Elective) 1/2 unit; 10-12; prerequisite: Physical Education; may not repeat course. Students must purchase their own fishing license**

Outdoor education will provide basic information on hunting ethics and safety without the use of firearms, fishing skills and ethics, camping and hiking methods that will be taught at area parks, orienteering concepts using maps and compasses, adventure activities, and an awareness of Missouri's outdoors using plant and wildlife identification lessons. Students will participate in some outdoor activities. Students will be able to work with Missouri Conservation Experts.

# GENERAL ELECTIVES

## ACADEMIC LAB 9-12 (NO CREDIT)

Academic Lab is a non credit course for students in grades 10-12. Students use this time to study and work on homework. Students can expect to have a set period during the Academic Lab for sustained silent reading.

## OFFICE AIDE 12 (NO CREDIT)

*All senior students wanting to take either Office Aide or Teacher Aide must fill out an application and attach it to the enrollment form. **(Students may only take one office aide, teacher aide, or academic lab per semester).**

## TEACHER AIDE 12 (NO CREDIT)

*All senior students wanting to take either Office Aide or Teacher Aide must fill out an application and attach it to the enrollment form. **(Students may only take one office aide, teacher aide, or academic lab per semester).**

## YOUTH ENGAGED IN LEADERSHIP AND LEARNING (YELL)

**(Elective) 1/2 or 1 unit; 9; prerequisite: permit to enroll form**

The content of the youth engaged in learning and leadership lab course provides the foundation for students transitioning to high school to be leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability, and the completion of school community service hours. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but the greater community as well.

## ADVANCED LEADERSHIP LAB (ALL)

**(Elective) 1/2 or 1 unit; 10-12; prerequisite: permit to enroll form.**

The content of the advanced leadership lab course provides students the opportunity to become leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability, and the completion of school community service hours. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but the greater community as well.

## GIFTED EXPLORATION & EXPANSION

**(Elective) 1/2 unit; 9-10 and 11-12; prerequisite: students must be identified as gifted through the district gifted identification protocol and have signature of teacher**

This course is an elective designed to provide in-depth exploration of post high school opportunities, research and develop possible solutions to real world challenges, allow expression of their giftedness within and without the school environment, and enter into mentorship programs. Students will explore their strengths/ weaknesses, personality styles, and interests in relationship to post high school. In demonstrating their individuality, they will develop a personal portfolio. After researching real world challenges, they will propose and implement possible solutions. Advocacy skills will be developed and academic/scholarship competitions explored by interested students. Mentorship will be based on student passion. Program expectations will advance commensurate with student growth. The curriculum will be individualized based on student need, interest, and other academic course expectations.

Students are encouraged to enroll both semesters to allow for development of long term projects such as putting into action a solution that correlates with a real world challenge. Students must meet the criteria for identification as gifted as established by the state of Missouri. Students may take this course more than once for elective credit.

## STUDENTS AS MENTORS

**(Elective) 1/2 unit; 12; prerequisite: A+ eligible, permit to enroll form**

Students desiring eligibility for two-year tuition incentive to a community college or technical school, through the A+ Program, must have tutoring/mentoring experience, a minimum of 50 hours. Students are eligible for this tuition incentive if they meet the criteria. This course gives students applying for the tuition incentive the opportunity to obtain tutoring/mentoring skills and to work with identified At-Risk students at district elementary, middle and high schools. Students **must be enrolled in A+ and eligible for A+ scholarship to participate** in the Students as Mentors class. Course credit is pass/fail. To receive passing credit, students must complete at least 50 hours of service and obtain a passing evaluation from a cooperating teacher. Mandatory training will occur before the beginning of each semester

## ACT PREP SKILLS

**(Elective) 1/2 unit; 10-12; prerequisite:** English I and English II (or be currently enrolled in English II), Algebra I and Geometry (or be currently enrolled in Geometry)

The purpose of ACT Prep is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability with various concepts and relationships of the four areas tested by the ACT (Mathematics; Science; English; and Reading). Students will learn how to think systematically and use the precise logic required for solving typical problems found on the ACT exam. Active involvement in and successful completion of the course should lead the student to greater confidence and higher scores on the ACT exam.

## ACT ENGLISH & READING

**Elective) 1/2 unit; 10-12; prerequisite: English I and English II (or be currently enrolled in English II)**

The purpose of ACT Prep is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability of work with various concepts and relationships of English, reading and writing. Students will learn how to think systematically and use the precise logic required for solving typical problems found on the ACT exam. Students enrolled in this class should be at least a sophomore with English I completed and or be enrolled in English II or higher grade level. Active involvement in and successful completion of the course should lead the student to greater confidence and higher scores on the ACT exam.

## ACT MATH & SCIENCE

**Elective) 1/2 unit; 10-12; prerequisite: Algebra I and Geometry (or be enrolled in Geometry)**

The purpose of ACT Prep Math and Science is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability with various concepts and relationships with the Math and Science areas tested by the ACT. Students will learn how to think systematically and use the precise logic required for solving typical problems found on the ACT exam. Course will focus on: algebra, geometry, trig, data representation, research summaries, and conflicting viewpoints. Active involvement in and successful completion of the course should lead the student to greater confidence and higher scores on the Math and Science portions ACT exam.

## CAREER OPPORTUNITIES

**(Elective) 1/2 unit; 9-11; prerequisite: None**

Career Opportunities is an activity-based course designed for college and non-college bound students. Information is given to help students make a more educated decision on their career paths. Students choosing career pathways that lead to a college education will begin exploring college options, scholarship opportunities and other types of college funding. All students will receive an overview of the six areas in the world of work. Additionally, each individual will receive a vocational interest and personality interest inventory to help determine a direction. Audio-visual aids, field trips, hands-on activities, guest speakers, and job shadowing are options to help students explore different careers.

# CENTER FOR ADVANCED PROFESSIONAL STUDIES (CAPS)

St. Charles County CAPS provides high school students in St. Charles County with a pre-professional, innovative and entrepreneurial education through career-oriented experiences that are both hands on and real world. St. Charles County CAPS students are immersed in professional environments engaging in curriculum developed by industry professionals and program instructors - ensuring that what is taught in the classroom is relevant to the workforce. Learning is enhanced by project work direct from industry partners who engage to mentor students and ensure timely, accurate and real project results.

Learning at St. Charles County CAPS is real-time, real-world and hands-on. Emphasis is placed on developing professional skills, such as communication and collaboration, which employers deem highly important to individual success.

Students would attend the CAPS program for half of their school day and the other half would be at their home school. The typical morning CAPS session is from 7:30 AM to 10 AM and the afternoon session is typically from 12 PM - 2:30 PM. Students who participate in St. Charles County CAPS must provide their own transportation to and from their home school and the business site.

A complete application is required to apply. CAPS interviews may occur as well for strand placement purposes.

## TECHNOLOGY SOLUTIONS

**(Practical Art) 1.5 units per semester; 11-12**
**Prerequisite: None, but completion of the CAPS application is required (PLTW Computer Science or related business courses preferred)**
**Course Location(s): Charter Spectrum (Riverport Towers)**

This course is ideal for students who are interested in developing the professional and technical skills required to forge forward in exploring all areas of technology. Discover a vast array of specialty areas available in technology careers where professionals utilize technology to solve business problems and design products. Immerse yourself in a professional environment while you tackle and solve real-world problems. Explore the following areas as they relate to PCs and mobile devices: software engineering, web development, operating systems, hardware technologies, network design/technologies, management information systems and emerging technologies. Students will perform real world projects for clients utilizing the expertise of diverse guest instructors, mentors and business partners. Students interested in design will create a wide array of digital assets in a profession-based learning environment, which provides opportunities to collaborate with mentors and business clients. Students will network with mentors and business partners delivering real products to their clients as well as creating a professional portfolio that illustrates their creative talent. ***Students must provide their own transportation to and from the business site. 95% attendance is expected to remain in the course.***

## HEALTHCARE ACADEMY

**(Science) 1.0-1.5 units per semester; 11-12**

**Prerequisite: None, but completion of the CAPS application is required**

**Course Location(s): Local are hospitals and/or healthcare facilities**

This course is ideal for students who intend to go into a medical field. Students will engage in the team approach of healthcare at hospitals and/or healthcare facilities. The PLTW Biomedical Innovations course can be combined with experiences at hospitals and/or healthcare facilities. Prior PLTW Biomedical coursework is not required. This collaborative effort between local area hospitals and SCC CAPS gives students actual experience with health practitioners. As they work side-by-side with professionals, students will have the opportunity to learn about a variety of careers in the medical field from medical practitioner to hospital administrator. Students will participate in medical training and clinical presentations prior to participating in clinical rotation assignments. In addition, students will have a capstone project. Students will learn about Safety, HIPAA, CPR and Basic First Aid competencies. This course culminates in an instructor-student agreed upon capstone project with an internship showcasing their work in this exciting field of study. ***Students must provide their own transportation to and from the business site. 95% attendance is expected to remain in the course.***

## GLOBAL BUSINESS/ENTREPRENEURSHIP

**(Practical Art) 1.5 units per semester; 11-12**

**Prerequisite: None, but completion of the CAPS application is required**

**Course Location(s): TBD**

This course is about students creating real startup ventures and/or solving real business needs. They will be mentored by real employers and gain marketable professional skills in an off-campus location. This course will provide students a challenging, innovative, authentic, experiential learning environment that allows them to discover personal passions. Students will develop professional skills that are necessary to thrive in collaborative, innovative and fast-paced environments. Their growth mindset and confidence will increase. Students engaging in entrepreneurship will learn startup principles and develop an entrepreneurial mindset. They will turn their ideas into action by validating their ideas, perfecting a pitch, and seeking resources and opportunities for a product or service. Students engaging in global business will work with organizations to work on projects that solve the organization's real needs. Students will have the opportunity to work in an internship setting side by side with peers and business leaders, to create a variety of industry and community solutions. This course culminates in an instructor-student agreed upon capstone project showcasing their work in this exciting field of study. ***Students must provide their own transportation to and from the business site. 95% attendance is expected to remain in the course.***

# PROJECT LEAD THE WAY (PLTW)

### COMPUTER SCIENCE ESSENTIALS

**(Practical Art) 1 unit; 9-12**
**Prerequisite: None**
**Fulfills graduation requirement for computer applications.**

Students will learn the fundamentals of computer programming and build computational-thinking skills, then apply what they know to design solutions such as crowdsourcing apps for mobile devices using MIT App Inventor®. Students will also transfer the understanding of programming gained in App Inventor® to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy. This is the introductory Project Lead the Way (PLTW) course in the Computer Science pathway.

### NEW AP COMPUTER SCIENCE PRINCIPLES

**(Practical Art) 1 unit; 10-12 Prerequisite: Computer Science Essentials OR Introduction to Engineering Design.**

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges. Students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people's lives.

### PRINCIPLES OF BIOMEDICAL SCIENCES

**(Science Elective) 1 unit; 9-12; prerequisite: None. NOTE: This unit of credit does not count toward fulfilling the minimum credits required for graduation in science. It does, however, count toward an elective credit.**

Students will explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students will examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This is the introductory Project Lead the Way (PLTW) course in the Biomedical Science pathway.

### NEW HUMAN BODY SYSTEMS

**(Science) 1 unit; 10-12; prerequisite: Principles of Biomedical Sciences.**

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 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. Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.

### INTRODUCTION TO ENGINEERING DESIGN

**(Practical Arts) 1 unit; 9-12; prerequisite; None Students may need to purchase materials**

Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving on an existing product. They will work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work. This is the introductory Project Lead the Way (PLTW) course in the Engineering pathway.

### NEW PRINCIPLES OF ENGINEERING

**(Practical Art) 1 unit; 10-12; prerequisite; Intro to Engineering Design.**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and motion. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Then, they apply what they know to take on challenges like designing a self-powered car.

# GRADUATION REQUIREMENTS

## HEALTH

**Graduation Requirement**
**1/2 Unit; 9-12**
**Prerequisite: None**

This course is to prepare young people physically, mentally/emotionally and socially to reach and maintain a high quality of life.

## PHYSICAL EDUCATION

**Graduation Requirement**
**1/2 unit; 9 –12**
**Prerequisite: None**

This course fulfills the Physical Education .5 credit for graduation. The Physical Education program is designed to improve the students' 4 elements of fit- ness. Cardiovascular endurance, muscular strength, muscular endurance, flexibility will all be tested. Stu- dents cardiovascular fitness will be improved by doing the couch to 5k program. Personal fitness concepts and a variety of team sports/activities will be introduced.

## PERSONAL FINANCE

**Graduation Requirement**
**1/2 Unit; 11-12**
**Prerequisite: None**

This course is an instructional program that prepares individuals to understand the values, needs, wants, goals, and resources that enable consumers to make rational decisions that contribute to family stability and quality of life. This course includes instruction in budgeting and spending plans, use of credit, saving, investments, taxes, consumer buying, and consumer rights and responsibilities.

## COMPUTER APPLICATIONS

**1/2 Unit; 9-12**
**Fulfills graduation requirement for computers.**

Computer Applications is created to build upon the computer skills established in the elementary and middle school Technology Curriculums. This course will give all students the tools necessary to achieve success in today's technological world.

**OR**

## (PLTW) COMPUTER SCIENCE ESSENTIALS

**(Practical Art) 1 unit; 9-12**
**Prerequisite: None**
**Fulfills graduation requirement for computer applications. (see description on page 54.)**

LEWIS & CLARK
CAREER CENTER

# Course Clusters

## Advanced Manufacturing

- Precision Machining Technology
- Combination Welding

## Construction Trades

- Brick & Stone Masonry
- Building Trades – Carpentry
- Electrical Trades
- Heating, Ventilation & Air Conditioning

## Automotive & Mechanical Technology

- Auto Collision Repair
- Auto Service Technology
- Power Equipment Technology

## Education

**Preschool & Elementary Careers**

- Early Childhood Career (Birth – 3rd Grade)

## Information Technology

- Computer Maintenance & Networking
- Software Development 1
- Software Development 2

## Health Sciences

- Health Occupations
- Health Related Occupations

## Hospitality

- Applied Retail & Business Skills

# LEWIS AND CLARK CAREER CENTER (Practical Arts)

**General information about student selections for Lewis and Clark Career Center.**

Enrollment is a competitive process at each sending school. Students who want to be considered for a technical program need to complete a Lewis & Clark application form and return it to their sending school guidance office.

Student information is compiled regarding grades, attendance, discipline patterns and aptitude testing. Stu- dents who have completed the entire application procedure will be rated. Enrollment is based on the cooperative decision of the enrollment team at each sending school. For priority consideration, students need to complete the application procedure including testing by the enrollment date set annually at each sending school. Applications received after enrollment will be considered on a space available basis.

All classes at Lewis & Clark Career Center meet for three periods each day and earn three units of credit per year. Articulation agreements are in place in certain programs for qualified students who complete their program.

Students who complete the technical program with a minimum of 90% attendance and 75% average over the length of the program will receive a silver certificate of completion. A gold certificate will be awarded to students who maintain 95% attendance and 95% academic average over the length of the program, no discipline resulting in loss of class time, and leadership as determined by the instructor.

Students who attend Lewis & Clark Career Center follow the St. Charles District Code of Conduct and Grading Scale.

GRADING SCALE

| | | | | | |
|---|---|---|---|---|---|
| A | 90-100 | B | 80-89 | C | 70-79 |
| D | 60-69 | F | 0-59 | | |

# ADVANCED MANUFACTURING

## PRECISION MACHINE TECHNOLOGY

**1 or 2 year program; 3 units of credit per year**
**Prerequisite: C or better in Algebra I**

The goal of this program is to supply the industry a highly qualified workforce by graduating exceptional students that are highly motivated and skilled in the needs and requirements expected by the manufacturing community. The students will learn the history of machining, machine safety, blueprint reading, mechanical design, utilization of conventional machine techniques and Computer Numerical Controlled (CNC) programming.

Year one will consist of: Safety and OSHA, Brief History of Machining, Blueprint Reading, Basic Mechanical Design, Machining Safety, Manufacturing Processes, Semi Precision Measurement, Precision Measurement, Layout, Metallurgy and Heat Treat, Manufacturing Processes, Drill Press, Conventional Engine Lathe, Conventional Vertical Mill, Surface Grinder, Brief History of CNC Machining, Introduction to Computer Numerical Control Systems and Programming.

Instructional delivery will be both in the classroom and the shop. Both project-based and problem-based learning methods will be utilized.

## COMBINATION WELDING

**2 year program; 3 units of credit per year**
**Prerequisite: Asthma Free**

Combination welding is open to students interested in welding and metalworking as an occupation. Students are instructed in shop safety and the proper procedures for each welding process. Oxy fuel cutting, arc, mig and tig welding, plasma cutting, and air arc cutting processes are taught in all four weld positions and on the five basic weld joints. Metallurgy, blueprint reading, reading a tape measure, metal fabricating techniques and weld symbols are included in the program.

The lab is setup to simulate the welding industry. Students are evaluated by written tests and by testing their welds as specified by the American Welding Society code.

Students interested in a career in welding should have good eye/hand coordination, mechanical aptitude, and manual dexterity, freedom from asthma, allergies and physical disabilities which prevent bending, stooping, lifting and working in awkward positions.

# AUTOMOVITE & MECHANICAL TECHNOLOGY

## AUTO COLLISON REPAIR

**2 year program; 3 units of credit per year**

This course is open to juniors who have an interest in auto collision repair as a wage earning occupation.

One year of the two year program students will learn non-structural repair methods. These include mig welding, straightening and aligning sheet metal, applying and shaping plastic fillers, plastic panel identification and plastic repair methods.
The other year will concentrate on painting and refinishing. Students will learn proper paint preparation procedures, masking techniques and detailing cars. Primer, sealer and basecoat/clearcoat application will be covered along with paint defect identification and repair. Proper spray gun techniques will be taught and practiced with lots of hands on spraying of primers, paints and clears.

Throughout both years, customer satisfaction, measuring and damage analysis along with writing a damage report will be covered. The course is geared to prepare students for entry level auto collision repair and to help prepare for the ASE (Automotive Service Excellence) certification tests. The curriculum is based on the I-CAR (Inter-Industry Conference on Auto Collision Repair) instruction and is used throughout the course. Students will have the opportunity to earn the I-CAR ProLevel 1 in Non-Structural Repair and Refinishing Certification.

## AUTO SERVICE TECHNOLOGY

**2 year program; 3 units of credit per year**

This course is open to individuals who have an interest in auto service trades in terms of a career goal. It is recommended that students have credit in general shop, general metals course and basic computer skills.

Automotive instruction at Lewis & Clark consists of a two-year program that provides the student with the basic theory and skills needed to become an entry level automotive technician and service today's automobiles. Classroom instruction is followed by shop activities related to the lecture. Customer cars are repaired in the same manner as in the professional shop under the instructor's supervision. Students will gain experience in shop management by writing repair orders, ordering parts, issuing supplies and tools used in the trade.
This course is ASE (Automotive Service Excellence) certified by NATEF (National Automotive Technician Education Foundation). Both NATEF and ASE are nationally recognized and provide certification for shops and technicians across the country.

Areas of instruction include:
Engine Repair, Brakes
Steering and Suspension
Heating / Air Conditioning
Electrical / Electronics
Engine Performance
Manual/Automatic Transmission (Basic)

Instructional time is (approximately) 50% class and 50% lab.

## POWER EQUIPMENT TECHNOLOGY

**1 OR 2 YEAR PROGRAM; 3 units of credit**
**Optional College Credit can be purchased through The University of Central Missouri**

1 or 2 year program; 3 units of credit per year
College credit can be purchased through The University of Central Missouri (optional)

This program prepares juniors and/or seniors to diagnose and repair two- and four-cycle engines on such equipment as lawn mowers, chainsaws, rototillers, edgers and trimmers. Power equipment instruction ranges from home-use equipment to commercial equipment.

Students will learn to adjust, clean, lubricate and when necessary replace worn or defective parts such as spark plugs, ignition parts, valves and carburetors. Other skills taught include wheel alignment, deck repair, blade balancing, blade and chain sharpening, battery testing and electrical repair. Troubleshooting and problem solving on all types of equipment are stressed.

Good reading skills are required, as students will need to be able to refer to service manuals for detailed directions.

# INFORMATION TECHNOLOGY COURSES

## COMPUTER MAINTENANCE & NETWORKING

**1 year program; 3 units of credit**

This program is open to juniors and seniors who have an interest in computers and the Information Technology field. This class learns about computer operating systems, hardware and basic networking. The class prepares you to take the CompTIA A+ exam; an IT technician certification.

Students who successfully complete this program will be able to work as an entry level help desk technician, a computer repair technician, or a computer support technician in all types of business and industry. This class also prepares you for future study in the hardware, operating systems or networking fields.

An interest in technology & computers, keyboarding skills and familiarity with Word & PowerPoint are essential.

The program has an articulation agreement with St. Charles Community College.

*This class may be taken as a 4 hour dual credit class with State Technical College of Missouri. Separate admissions criteria apply. Credit is transferable to many other Missouri colleges and universities including Missouri S&T, SEMO, and Missouri State University. Consult a Lewis & Clark Career Center Counselor for more information.*

## SOFTWARE DEVELOPMENT 1

**1 year program; 3 units of credit**
**Prerequisites: 10th Grade Reading Level**

This program is open to juniors, seniors, and post-secondary students who have in interest in Software Development as a wage earning occupation or post-secondary degree.

Students will learn Linux/Unix Operation and Administration, practice Software Version Control (through Git/ Github), use the Agile software development methodology (mainly SCRUM), and develop software using languages such as MIT's App Inventor, Python, and Java.

This course incorporates the PLTW Computer Science courses CSP and CSA as part of the curriculum, along with Grok Learning (Python curriculum), and the Linux+ and LPIC-1 learning standards.

Students who successfully complete this program will be able to develop software using industry-recognized tools and methodologies. (Agile, Github, Android Studio)

## SOFTWARE DEVELOPMENT 2

**1 Year Program; 3 units of credit**
**Prerequisites: 10th grade reading level, completed Computer Science 1 with 85% or higher, and have instructor approval OR 10th grade reading level, have completed BOTH CSP and CSA with an EOC score of at least 7 or higher, and instructor approval. Student may have to submit examples of work.**

This program is open to juniors, seniors and post-secondary students who have in interest in Software Development as a wage earning occupation or post-secondary degree.

Students will learn Intermediate Linux/Unix Administration, and continue improving software development techniques by studying game development with both Python and C++. Other topics will include Encryption, Web development, and robotics as time allows. Students will also be expected to emulate Industry practices by acting as mentors to first year students.

Students who successfully complete this program will be able to develop more advanced software for PC, Mobile, and Web-based applications.

# CONSTRUCTION TRADES

## BRICK & STONE MASONRY

**2 year program; 3 units of credit per year**

This program is designed to prepare students for apprenticeship or entry-level jobs in masonry construction. Students will learn to lay brick and block in various bond patterns used in commercial and residential construction. Course will include construction techniques for building fireplaces and chimneys, arches, special wall openings, double width and reinforced masonry, wall anchoring systems, flashings and prevention of water penetration and masonry paving. Students will also gain knowledge of various types of stone construction and tuck-pointing.

Units of study will cover safety practices and procedures; tools and equipment used in masonry construction; properties, sizes and uses of clay and concrete masonry units; experience in laying brick, block and stone in various bond patterns; reinforced masonry walls; masonry veneer construction; layout and construction of fireplaces and chimneys; mathematics for masonry and measuring systems; blueprint reading and construction plans.

Students must be able to work at heights on scaffolds, lift and handle heavy materials, work in group situations as a team member, follow instructions and accomplish all tasks in an accurate and safe manner.

## BUILDING TRADES—CARPENTRY

**2 year program; 3 units of credit per year**

This course is open to juniors who show an interest and aptitude in the field of construction as a wage earning occupation. It is recommended that students have one year of industrial arts. Students will have the opportunity for OSHA 10 and ACT WORKKEYS.

Students are familiarized with entry level skills for the major trades involved in residential construction such as carpentry, siding, interior trim, drywall hanging, roofing, concrete work and landscaping.

Most of the program involves the actual building of a house in Lewis & Clark Career Center's own subdivision. Students not only gain experience in home construction, but also will learn about subdivision construction. Houses are sold upon completion. Students will gain experience in building both a single and a two-story dwelling.

## ELECTRICAL TRADES

**2 year program; 3 units of credit per year**
**Prerequisites: Algebra with a 'C' or higher**
**Read at or above Grade Level**

This course will teach students to identify, install, and troubleshoot electrical wiring and associated devices that are commonly used in both residential and commercial environments. Students will participate in the construction of a new house. The program includes switches, receptacles, lighting, low voltage communications wiring, service installation, and other wiring associated with residential electricity. Students will also learn fundamental commercial wiring including Start – Stop Stations, single and 3 phase motors, and transformers.

Students must be physically fit and capable of working under adverse weather conditions including both very hot and freezing cold. We work during all types of weather on the school house. We work with real circuits, so the ability to abide by strict safety rules is extremely important. An aptitude for math in general and algebra in particular is required, as is an aptitude to read and produce technical documents and drawings.

## HEATING, VENTILATION AND AIR CONDITIONING (HVAC)

**2 year program; 3 units of credit per year**
**Prerequisite: Algebra 1 with a "C" or higher**

This course will provide students with training in heating, ventilation, air conditioning, and refrigeration to qualify them for employment as an apprentice or helper assistant to an A/C mechanic in service and/or installation of equipment. We will cover tool selection and use, tubing, piping, brazing, soldering and basics of vapor compression refrigeration, air conditioning & heating systems. Electric circuits and components, troubleshooting, basic sheet metal, customer relations, and preparation for the EPA exam will also be covered.

Applicants should have a good mechanical aptitude and be able to understand both written and verbal instructions. Students should be in good physical condition and free from respiratory problems.

# EDUCATION

## PRESCHOOL & ELEMENTARY CAREERS

### EARLY CHILDHOOD CAREERS

**1 or 2 Year Program (Completion of 2 years for CDA eligibility)**
**3 units of credit per year**
**Prerequisite; Prior Child Development course recommended**

This course will prepare students for entry level employment in the field of early childhood education, while providing the foundations for study in higher education programs that lead to certification in early childhood or elementary education. Students will gain the leadership, employment, and communication skills necessary for success in Early Childhood Careers. Over the course of the program students will explore career opportunities and identify personal traits needed for success in careers working with young children. They will be given opportunities to work directly with children ranging in age from birth to age 8 in various childcare and elementary school settings. Students will earn certification in infant, child, and adult First Aid/CPR. In addition, students will earn a MIssouri state certificate for the Infant Safe Sleep Course. Students completing this program will be able to describe typical child development, demonstrate knowledge of creating safe and healthy learning environments, and be competent in lesson planning and implementation. Students will practice appropriate behavior management techniques, and will learn about nutritional guidelines, state licensing expectations, and the legal and ethical responsibilities of child care workers and/or classroom teachers.

*Students who have met all requirements and attended two years of the program will be eligible to test for the CDA (Child Development Associate) credential upon graduation.*

# HEALTH SCIENCES

### HEALTH OCCUPATIONS & HEALTH RELATED OCCUPATIONS

**( College Credit)**
**1 year program; 3 units of credit**

The Health/Health Related Occupations courses offer learning experiences for juniors and seniors in high school designed to create or further stimulate their interest in the many career opportunities available in the health field. This course is designed to be challenging and meet the needs of all learning styles. The student will learn beginning skills and the basic procedures needed for an entry-level job and a sound basis for continuing their education in the medical field.

The first semester involves classroom theory, demonstrations and practice. During the second semester, students begin to draw upon previously acquired knowledge and basic skills by applying them to various health services through supervised clinical observations and experiences. Students must have an up to date immunization record, a TB test, a urine drug screen, a criminal background check, a flu vaccine, and maintain a 75% average and 90% attendance to remain in the program and be placed in clinical rotations. Students are placed in clinical rotations Monday through Thursday and continue classroom work on Fridays.

This class may be taken as a 4 hour dual credit class with State Technical College of Missouri. Separate admissions criteria apply.

*Credit is transferable to many other Missouri colleges and universities including Lindenwood, Barnes-Jewish College of Nursing, and University of Central Missouri. Consult Lewis & Clark Career Center Counselor for more information.*

# HOSPITALITY

## APPLIED RETAIL AND BUSINESS SKILLS

**1 and/or 2 year program; 3 units of credit per year**

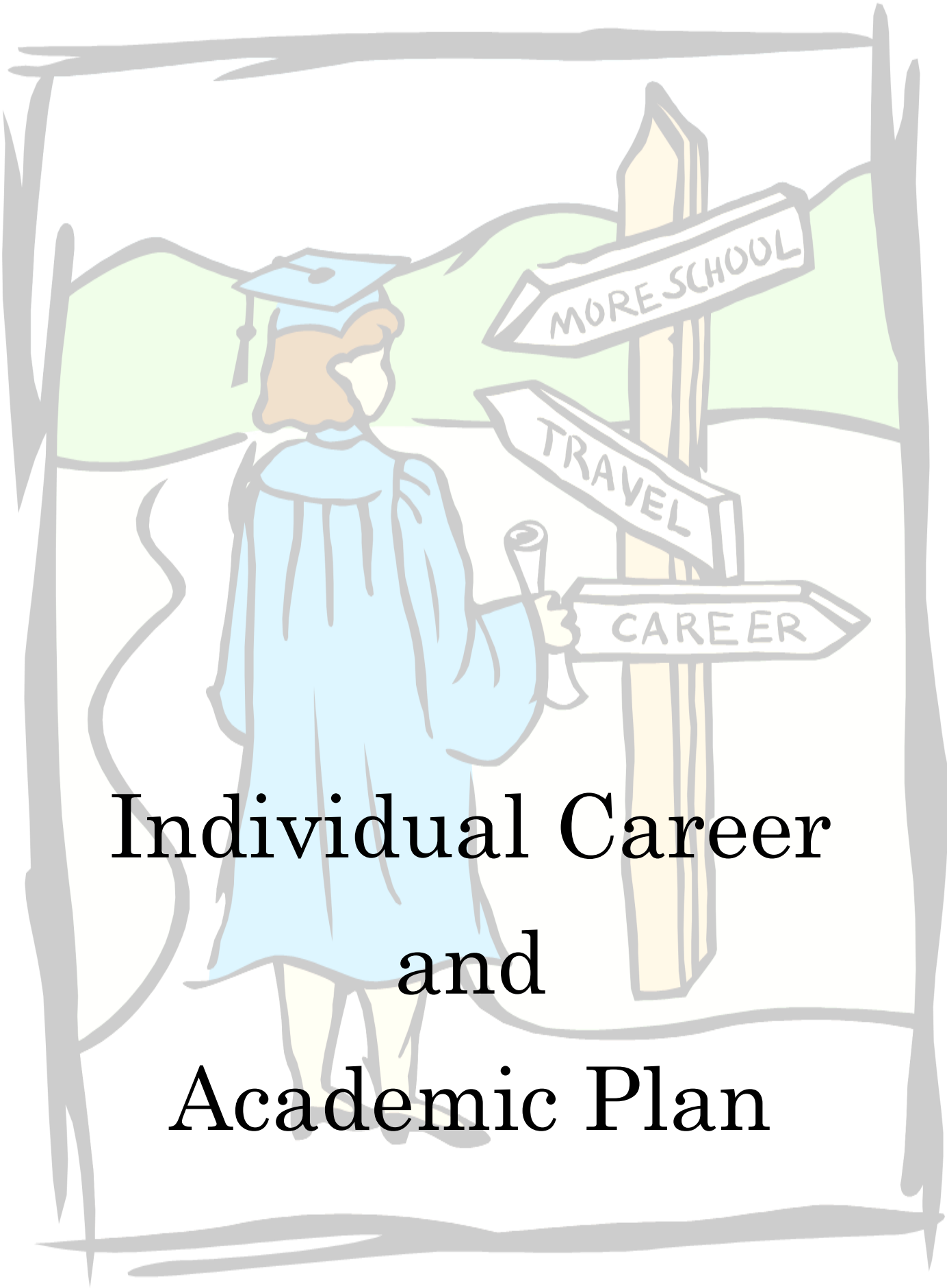
This course is designed for juniors or seniors with special needs who have an interest in the retail industry. A prerequisite for the course is potential ability to work in competitive employment.

The program provides an active, hands-on, multimedia approach that emphasizes instructional strategies that are successful with special needs populations. The students take "ownership" of and operate a fully functional store on the Lewis & Clark campus.

The students in the Applied Retail & Business Skills program rotate through the following stations at JC's, the school store: cashier, inventory control, maintenance, bookkeeper, food preparation, and food manager. The classroom instruction includes lessons to inform and enhance training and skills learned through operations. Also included are lessons on self-awareness, social skills, communication skills, and employability skills.

Skills learned at the Lewis & Clark campus are reinforced through community-based training. Students that qualify for the independent internship will be eligible for placement within the community with minimal supervision. The remaining students will complete their internships at JC's (Lewis & Clark store) with continued supervision; with the emphasis on job readiness and work hardening skills, along with a heavier workload and increased responsibilities.

A separate application needs to be submitted through the student's case manager.




# Individual Career and Academic Plan

# Career Pathways


**What Are Career Paths?**
Career paths are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All paths include a variety of occupations that require different levels of education and training. Selecting a career path provides you with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue.

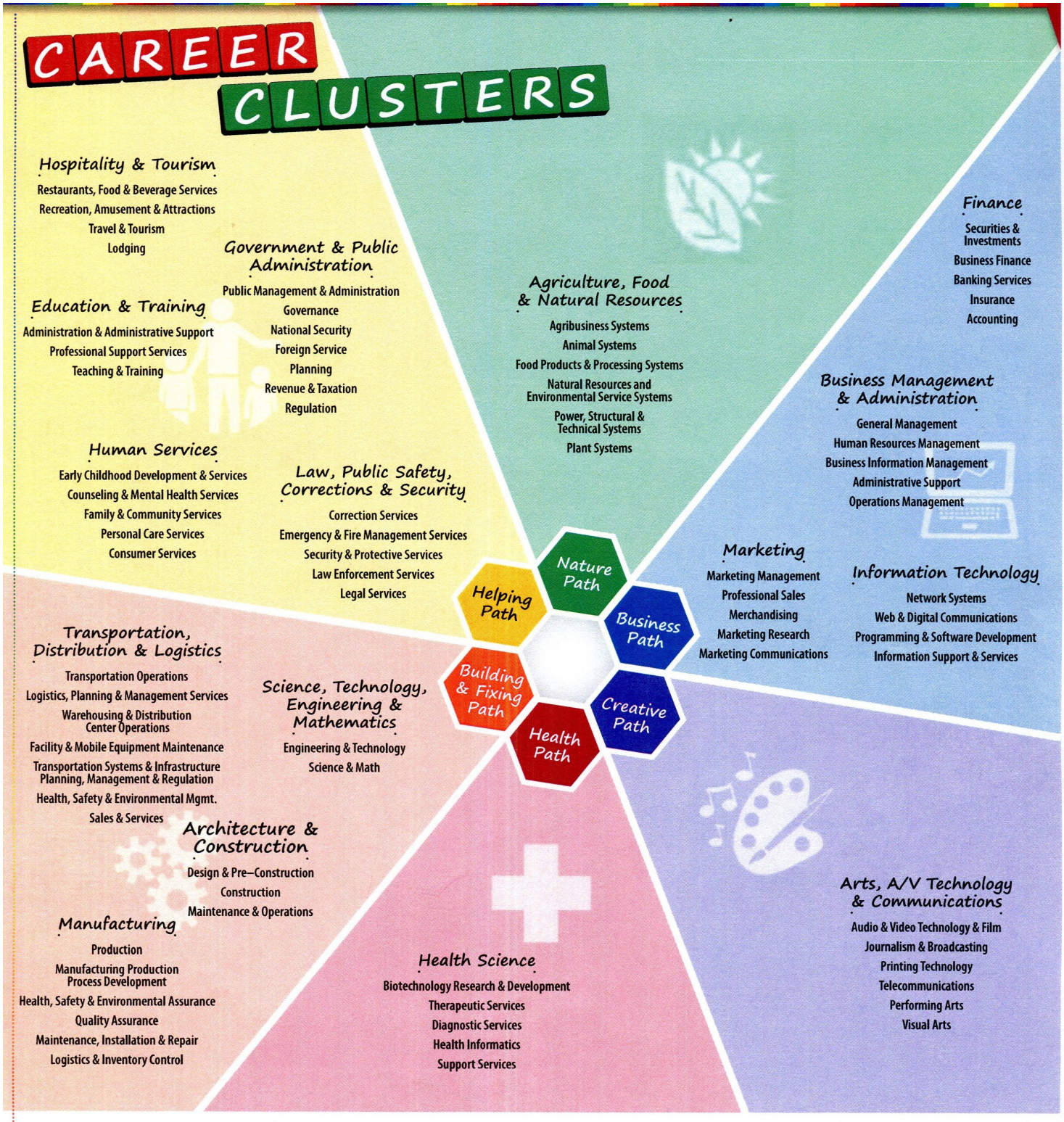
**Are Career Paths Designed For Me? Career Paths Are For ALL STUDENTS.**
By selecting a career path, you can prepare for the future, regardless o your interests, abilities, talents, or desired level of education. All paths have equal dignity.

**How Can Career Paths Help Me?**
Deciding on a career path can help you prepare for your future. The intent is not for you to decide on a specific occupation for the rest of you life, but to select a career path into which you can begin directing you energies. Identifying a career path can help you in selecting schoo courses, activities, and part-time employment. It can also help guide your participation in workplace readiness programs like school- to-work internship, or cooperative education.

**Choosing a Career Path**…
As a part of the A+ Schools program, each student, working with parents and the high school counselors, will develop a course of study centered around one of the six broad career pathways. The course of study may reflect a general area of interest such as health services, or it may con- centrate on a specific occupational goal such as becoming a respiratory therapist or a registered nurse.

St. Charles students have been involved in activities designed to expand awareness of a variety of careers. Activities to explore careers will continue throughout the next several years. By the ninth grade, a student will be able to choose a career path by considering personal interests, personali- ties, and strengths. Then the student can develop a personal plan of study by selecting the courses, which are relevant to the variety of occupations in the career path chosen.

**If Students Change Their Minds**…
A career path choice is not a permanent commitment. As students mature and have new experiences, they will learn new things about themselves and may want to change career paths. If a stu- dent decides on a new career path, it should be discussed with the counselor, so the student's four-year plan may be adjusted according to the new career direction.




## About the Career Clusters

The 16 Career Clusters is an organizing framework for careers based on common knowledge and skills. The clusters assist students and educators in tailoring coursework and experiences that will best prepare them for success in their chosen career areas

The clusters provide depth to Missouri's six Career Paths, which have been used by educators for years with younger students, and the clusters further narrow with pathways that describe a more specific collection of careers.


# Career Clusters Interest Survey

This interest survey is designed to help you identify the career clusters that best match you. Circle each item that matches your personality. Write the number in the white box at the bottom and find your top three career clusters.

## Arts, A/V Technology and Communications

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Use my imagination to communicate new information to others<br>■ Perform in front of others<br>■ Read and write<br>■ Play a musical instrument<br>■ Perform creative, artistic activities<br>■ Use video and recording technology<br>■ Design brochures and posters | ■ Creative and imaginative<br>■ Good communicator / good vocabulary<br>■ Curious about new technology<br>■ Relate well to feelings and thoughts of others<br>■ Determined / tenacious | ■ Art / Graphic Design<br>■ Music<br>■ Speech and Drama<br>■ Journalism / Literature<br>■ Audio–Visual Technologies |

## Agriculture, Food and Natural Resources

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Learn how things grow and stay alive<br>■ Make the best use of the earth's natural resources<br>■ Hunt and/or fish<br>■ Protect the environment<br>■ Be outdoors in all kinds of weather<br>■ Plan, budget and keep records<br>■ Operate machines & keep them in good repair | ■ Self–reliant<br>■ Nature lover<br>■ Physically active<br>■ Planner<br>■ Creative problem solver | ■ Math<br>■ Life Sciences<br>■ Earth Sciences<br>■ Chemistry<br>■ Agriculture |

## Business Management and Administration

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Perform routine, organized activities but can be flexible<br>■ Work with numbers and detailed information<br>■ Be the leader<br>■ Make business contact with people<br>■ Work with computer programs<br>■ Create reports and communicate ideas<br>■ Plan my work and follow instructions without close supervision | ■ Organized<br>■ Practical and logical<br>■ Patient<br>■ Tactful<br>■ Responsible | ■ Computer Applications /Business and Information Technology<br>■ Accounting<br>■ Math<br>■ English<br>■ Economics |

## Architecture and Construction

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Read and follow blueprints and/or instructions<br>■ Picture in my mind what a finished product looks like<br>■ Work with my hands<br>■ Perform work that requires precise results<br>■ Solve technical problems<br>■ Visit and learn from beautiful, historic or interesting buildings<br>■ Follow logical, step–by–step procedures | ■ Curious<br>■ Good at following directions<br>■ Pay attention to detail<br>■ Good at visualizing possibilities<br>■ Patient and persistent | ■ Math<br>■ Drafting<br>■ Physical Sciences<br>■ Construction Trades<br>■ Electrical Trades, Heat, Air Conditioning and Refrigeration, or Technology Education |

## Education and Training

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Communicate with different types of people<br>■ Help others with their homework or to learn new things<br>■ Go to school<br>■ Direct and plan activities for others<br>■ Handle several responsibilities at once<br>■ Acquire new information<br>■ Help people overcome their challenges | ■ Friendly<br>■ Decision maker<br>■ Helpful<br>■ Innovative / inquisitive<br>■ Good listener | ■ Language Arts<br>■ Social Studies<br>■ Math<br>■ Science<br>■ Psychology |

# CAREER INTEREST SURVEY

## Finance

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Work with numbers<br>■ Work to meet a deadline<br>■ Make predictions based on existing facts<br>■ Have a framework of rules by which to operate<br>■ Analyze financial information and interpret it to others<br>■ Handle money with accuracy and reliability<br>■ Take pride in the way I dress and look | ■ Trustworthy<br>■ Orderly<br>■ Self–confident<br>■ Logical<br>■ Methodical or efficient | ■ Accounting<br>■ Math<br>■ Economics<br>■ Banking / Financial Services<br>■ Business Law |

## Hospitality and Tourism

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Investigate new places and activities<br>■ Work with all ages and types of people<br>■ Organize activities in which other people enjoy themselves<br>■ Have a flexible schedule<br>■ Help people make up their minds<br>■ Communicate easily, tactfully and courteously<br>■ Learn about other cultures | ■ Tactful<br>■ Self–motivated<br>■ Works well with others<br>■ Outgoing<br>■ Slow to anger | ■ Language Arts / Speech<br>■ Foreign Language<br>■ Social Sciences<br>■ Marketing<br>■ Food Services |

## Government and Public Administration

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Be involved in politics<br>■ Negotiate, defend and debate ideas and topics<br>■ Plan activities and cooperate with others<br>■ Work with details<br>■ Perform a variety of duties that may change often<br>■ Analyze information and interpret it to others<br>■ Travel and see things that are new to me | ■ Good communicator<br>■ Competitive<br>■ Service–minded<br>■ Well–organized<br>■ Problem solver | ■ Government<br>■ Language Arts<br>■ History<br>■ Math<br>■ Foreign Language |

## Human Services

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Care about people, their needs and their problems<br>■ Participate in community services and/or volunteering<br>■ Listen to other people's viewpoints<br>■ Help others be at their best<br>■ Work with people from preschool to old age<br>■ Think of new ways to do things<br>■ Make friends with different kinds of people | ■ Good communicator / good listener<br>■ Caring<br>■ Non–materialistic<br>■ Intuitive and logical<br>■ Non–judgmental | ■ Language Arts<br>■ Psychology / Sociology<br>■ Family and Consumer Sciences<br>■ Finance<br>■ Foreign Language |

## Health Sciences

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Work under pressure<br>■ Help sick people and animals<br>■ Make decisions based on logic and information<br>■ Participate in health and science classes<br>■ Respond quickly and calmly in emergencies<br>■ Work as a member of a team<br>■ Follow guidelines precisely and meet strict standards of accuracy | ■ Compassionate and caring<br>■ Good and following directions<br>■ Conscientious and careful<br>■ Patient<br>■ Good listener | ■ Biological Sciences<br>■ Chemistry<br>■ Math<br>■ Occupational Health<br>■ Language Arts |

## Information Technology

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Work with computers<br>■ Reason clearly and logically to solve complex problems<br>■ Use machines, techniques and processes<br>■ Read technical materials and diagrams and solve technical problems<br>■ Adapt to change<br>■ Play games and figure out how they work<br>■ Concentrate for long periods without being distracted | ■ Logical / analytical thinker<br>■ See details in the big picture<br>■ Persistent<br>■ Good concentration skills<br>■ Precise and accurate | ■ Math<br>■ Science<br>■ Computer Technology / Computer Applications<br>■ Communications<br>■ Graphic Design |

# CAREER INTEREST SURVEY

## Law, Public Safety, Corrections and Security

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Communicate with different types of people<br>■ Help others with their homework or to learn new things<br>■ Go to school<br>■ Direct and plan activities for others<br>■ Handle several responsibilities at once<br>■ Acquire new information<br>■ Help people overcome their challenges | ■ Friendly<br>■ Decision maker<br>■ Helpful<br>■ Innovative / inquisitive<br>■ Good listener | ■ Language Arts<br>■ Social Studies<br>■ Math<br>■ Science<br>■ Psychology |

## Science, Technology, Engineering and Math

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Interpret formulas<br>■ Find the answers to questions<br>■ Work in a laboratory<br>■ Figure out how things work and investigate new things<br>■ Explore new technology<br>■ Experiment to find the best way to do something<br>■ Pay attention to details and help things be precise | ■ Detail–oriented<br>■ Inquisitive<br>■ Objective<br>■ Methodical<br>■ Mechanically inclined | ■ Math<br>■ Drafting<br>■ Physical Sciences<br>■ Construction Trades<br>■ Electrical Trades, Heat, Air Conditioning and Refrigeration, or Technology Education |

## Manufacturing

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Work with my hands and learn that way<br>■ Put things together<br>■ Do routine, organized and accurate work<br>■ Perform activities that produce tangible results<br>■ Apply math to work out solutions<br>■ Use tools and operate equipment and machinery<br>■ Visualize objects in three dimensions from flat drawings | ■ Practical<br>■ Observant<br>■ Physically active<br>■ Step–by–step thinker<br>■ Coordinated | ■ Math–Geometry<br>■ Chemistry<br>■ Trade and Industry courses<br>■ Physics<br>■ Language Arts |

## Transportation, Distribution and Logistics

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Travel<br>■ See well and have quick reflexes<br>■ Solve mechanical problems<br>■ Design efficient processes<br>■ Anticipate needs and prepare to meet them<br>■ Drive or ride<br>■ Move things from one place to another | ■ Realistic<br>■ Mechanical<br>■ Coordinated<br>■ Observant<br>■ Planner | ■ Math<br>■ Trade and Industry courses<br>■ Physical Sciences<br>■ Economics<br>■ Foreign Language |

## Marketing

| Activities that I like to do: | Personal qualities that describe me: | Subjects that I like: |
|---|---|---|
| ■ Shop and go to the mall<br>■ Be in charge<br>■ Make displays and promote ideas<br>■ Give presentations and enjoy public speaking<br>■ Persuade people to buy products or to participate in activities<br>■ Communicate my ideas to other people<br>■ Take advantage of opportunities to make extra money | ■ Enthusiastic<br>■ Competitive<br>■ Creative<br>■ Self–motivated<br>■ Persuasive | ■ Language Arts<br>■ Math<br>■ Business Education / Marketing<br>■ Economics<br>■ Computer Applications |

This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose. Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005). The Career Clusters Interest Inventory is being used with permission of:

States' Career Clusters

States' Career Clusters Initiative, 2008, www.careerclusters.org

### Top Matches

**Career Cluster 1**

_____

_____

**Career Cluster 2**

_____

_____

**Career Cluster 3**

_____

_____

*Saint Charles School District*

**Career Path: Arts & Communication**

**Career Clusters: Arts, A/V Technology and Communications** **Name:_____ SCHS / SCW**

| Minimum Graduation Requirements 28 | SUGGESTED COURSE OF HIGH SCHOOL STUDY<br>It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit. |
|---|---|

| | Grade | English<br>4 Credits | Math<br>3 Credits | Science<br>3 Credits | Social Studies<br>3 Credits | Other Required Courses<br>4.5 Credits<br>Practical Arts – 1 credit<br>Fine Arts – 1 credit<br>PE – 1 credit<br>Health – ½ credit<br>Computer Apps – ½ credit<br>Personal Finance – ½ credit | Electives<br>10.5 Credits | Lewis & Clark Career Center |
|---|---|---|---|---|---|---|---|---|
| Secondary | 9 | English 1<br>Honors English 1 | Algebra 1<br>Geometry<br>Honors Geometry | Physical Science<br>Honors Biology 1 | US History<br>Honors US History | PE1<br>PE elective<br>Health<br>Fine Arts (any)<br>Practical Arts (any)<br>Computer Applications | Foreign Language<br>Theatre 1,Theatre 2<br>Clothing & Textiles 1<br>Clothing & Textiles 2<br>Art 1, Art 2<br>Journalism<br>Choir, Band, Orchestra | |
| | 10 | English 2<br>Honors English 2 | Geometry<br>Algebra 2<br>Honors Geometry<br>Honors Algebra 2 | Biology 1<br>Honors Chemistry | World Civilization<br>AP Euro*<br>AP World Civ* | | Foreign Language<br>Digital Imaging<br>Digital Video<br>Desktop Publishing<br>Housing & Interior Design<br>Web/Design<br>Drawing/Painting<br>Ceramics/Sculpture<br>Creative Graphic Design<br>AP Music Theory*<br>Actor's Studio<br>Technical Theatre<br>Yearbook, Newspaper,<br>Creative Writing 1 & 2<br>Choir, Band, Orchestra | |
| | 11 | English 3<br>AP Language and Composition*<br>AP Literature and Composition* | Algebra 2/Trig<br>Algebra3<br>Pre-Calc/Trig<br>College Algebra | Chemistry<br>Honors Physics<br>Biology 2<br>AP Biology*<br>AP Chemistry*<br><br>Applied Science | American Govt<br>AP Govt * | Personal Finance | Foreign Language<br>Broadcast Media<br>Photography<br>AP Studio Art*<br>Creative Writing 1 & 2<br>Choir, Band, Orchestra | Software Development^* |
| | 12 | English 4<br>College Composition* | | | | | Foreign Language<br>Choir, Band, Orchestra | Software Development^* |

↗Articulated Credit Dual Credit

*Saint Charles School District*

**Career Path: Business, Management and Technology**

**Career Clusters: Information Technology, Marketing, Business Management and Administration, Finance Name:_____ SCHS / SCW**

| Minimum Graduation Requirements<br>28 | SUGGESTED COURSE OF HIGH SCHOOL STUDY<br>It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit. |
|---|---|

| | Grade | English<br>4 Credits | Math<br>3 Credits | Science<br>3 Credits | Social Studies<br>3 Credits | Other Required Courses<br>4.5 Credits<br>Practical Arts – 1 credit<br>Fine Arts – 1 credit<br>PE – 1 credit<br>Health – ½ credit<br>Computer Apps – ½ credit<br>Personal Finance – ½ credit | Electives<br>10.5 Credits | Lewis & Clark Career Center & CAPS |
|---|---|---|---|---|---|---|---|---|
| S<br>e<br>c<br>o<br>n<br>d<br>a<br>r<br>y | 9 | English 1<br>Honors English 1 | Algebra 1<br>Geometry<br>Honors Geometry | Physical Science<br>Honors Biology 1 | US History<br>Honors US History | PE<br>PE Elective<br>Health<br>Fine Arts (any)<br>Practical Art (any)<br>Computer Applications | Foreign Language<br>Intro to Business, Adv Computer Apps, Career Opportunities,<br>Computer Science Essentials (PLTW) | |
| | 10 | English 2<br>Honors English 2 | Geometry<br>Algebra 2<br>Honors Geometry<br>Honors Algebra 2 | Biology 1<br>Honors Chemistry | World Civilization<br>AP Euro*<br>AP World Civ* | | Foreign Language, Marketing 1, Accounting 1, Digital Imaging, Digital Video, Desktop Publishing,<br>Computer Science Essentials (PLTW),<br>AP Computer Science Principles (PLTW) | |
| | 11 | English 3<br>AP Language and Composition*<br>AP Literature and Composition* | Algebra 2/Trig<br>Algebra3<br>Pre-Calc/Trig<br>College Algebra | Chemistry<br>Honors Physics<br>Biology 2<br>AP Biology*<br>AP Chemistry*<br><br>Applied Science | American Govt<br>AP Govt* | Personal Finance | Foreign Language, marketing 1, Business Law, Business management, Accounting 2, Economics,<br>Computer Science Essentials (PLTW),<br>AP Computer Science Principles (PLTW),<br>AP Computer Science A (PLTW) | Applied Retail and Business Skills<br>Software Development^*<br>Computer Maintenance Networking^*<br>Global Business<br>Entrepreneurship (CAPS),<br>Technology Solutions (CAPS) |
| | 12 | English 4<br>College Composition* | Algebra 2/trig<br>Algebra 3<br>Pre-Calc<br>Calculus* | Physics<br>AP Physics* | | | Foreign Language, Marketing 2, Cooperative Career Education, Marketing Internship, Cooperative Career Education Internship,<br>Computer Science Essentials (PLTW),<br>AP Computer Science Principles (PLTW),<br>AP Computer Science A (PLTW),<br>Cyber Security (PLTW) | Applied Retail and Business Skills<br>Software Development^*<br>CMN^*<br>Global Business<br>Entrepreneurship (CAPS),<br>Technology Solutions (CAPS) |

↗Articulated Credit  Dual Credit

*Saint Charles School District*

**Career Path: Health Services**

**Career Clusters: Health Sciences** **Name:_____ SCHS / SCW**

| Minimum Graduation Requirements<br>28 | SUGGESTED COURSE OF HIGH SCHOOL STUDY<br>It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit. |
|---|---|

| | Grade | English<br>4 Credits | Math<br>3 Credits | Science<br>3 Credits | Social Studies<br>3 Credits | Other Required Courses<br>4.5 Credits<br>Practical Arts – 1 credit<br>Fine Arts – 1 credit<br>PE – 1 credit<br>Health – ½ credit<br>Computer Apps – ½ credit<br>Personal Finance – ½ credit | Electives<br>10.5 Credits | Lewis & Clark Career Center & CAPS |
|---|---|---|---|---|---|---|---|---|
| **S e c o n d a r y** | 9 | English 1<br>Honors English 1 | Algebra 1<br>Geometry Honors<br>Geometry | Physical Science<br>Honors Biology 1 | US History<br>Honors US History | PE 1<br>PE elective<br>Health<br>Fine Arts (any)<br>Practical Arts (any)<br>Computer Applications | Child Development 1<br>Child Development 2<br>Principles of Biomedical Science (PLTW) | |
| | 10 | English 2<br>Honors English2 | Geometry<br>Algebra 2 Honors<br>Geometry<br>Honors Algebra 2 | Biology 1<br>Honors Chemistry | World Civilization<br>AP Euro*<br>AP World Civ* | | Child Development 1<br>Child Development 2<br>Child Development 3<br>Child Development 4<br>Principles of Biomedical Science (PLTW),<br>Human Body Systems (PLTW), | |
| | 11 | English 3<br>AP Language and Composition*<br>AP Literature and Composition* | Algebra 2/Trig<br>Algebra3<br>Pre-Calc/Trig<br>College Algebra | Chemistry<br>Honors Physics<br>Biology 2<br>AP Biology*<br>AP Chemistry*<br><br>Applied Science | American Govt<br>AP Govt* | Personal Finance | Child Development 1<br>Child Development 2<br>Child Development 3<br>Child Development 4<br>Psychology 1 & 2<br>Sociology<br>Human Relations<br>Principles of Biomedical Science (PLTW),<br>Human Body Systems (PLTW),<br>Medical Interventions (PLTW), | Health Occupations<br>Health Related Occupations<br><br>Health Care Academy (CAPS) |
| | 12 | English 4<br>College Composition* | Algebra 2<br>Algebra 3<br>Pre-Calculus<br>Calculus | Physics<br>AP Physics* | College US History* | | Child Development 1<br>Child Development 2<br>Child Development 3<br>Child Development 4<br>Psychology 1 & 2<br>Sociology<br>Human Relations<br>AP Psychology*<br>Principles of Biomedical Science (PLTW),<br>Human Body Systems (PLTW),<br>Medical Interventions (PLTW),<br>Biomedical Innovation (PLTW) | Health Occupations<br>Health Related Occupations<br><br>Health Care Academy (CAPS) |

↗Articulated Credit Dual Credit

*Saint Charles School District*

**Career Path: Human Services**

**Career Clusters: Human Services, Hospitality and Tourism, Government and Public Administration, Law, Public Safety, Corrections and Security, Education and Training** **Name:_____ SCHS / SCW**

| Minimum Graduation Requirements 28 | SUGGESTED COURSE OF HIGH SCHOOL STUDY<br>It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit. |
|---|---|

| | Grade | English<br>4 Credits | Math<br>3 Credits | Science<br>3 Credits | Social Studies<br>3 Credits | Other Required Courses<br>4.5 Credits<br>Practical Arts – 1 credit<br>Fine Arts – 1 credit<br>PE – 1 credit<br>Health – ½ credit<br>Computer Apps – ½ credit<br>Personal Finance – ½ credit | Electives<br>10.5 Credits | Lewis & Clark Career Center |
|---|---|---|---|---|---|---|---|---|
| Secondary | 9 | English 1<br>Honors English 1 | Algebra 1<br>Geometry<br>Honors Geometry | Physical Science<br>Honors Biology 1 | US History<br>Honors US History | PE<br>PE Elective<br>Health<br>Fine Arts (any)<br>Practical Art (any)<br>Computer Applications | Foreign Language<br>Child Development 1<br>Child Development 2<br>Foods 1, Foods 2 | |
| | 10 | English 2<br>Honors English2 | Geometry<br>Algebra 2<br>Honors Geometry<br>Honors Algebra 2 | Biology 1<br>Honors Chemistry | World Civilization<br>AP Euro*<br>AP World Civ* | | Foreign Language<br>Child Development 1<br>Child Development 2<br>Child Development 3<br>Foods 1, Foods 2<br>Foods 3 | |
| | 11 | English 3<br>AP Language and Composition*<br>AP Literature and Composition* | Algebra 2/Trig<br>Algebra3<br>Pre-Calc/Trig<br>College Algebra | Chemistry<br>Honors Physics<br>Biology 2<br>AP Biology*<br>AP Chemistry*<br><br>Applied Science | American Govt<br>AP Govt* | Personal Finance | Foreign Language<br>Psychology 1 & 2<br>Sociology<br>Human Relations<br>Contemporary Issues<br>Law & You<br>Economics<br>Forensic Science | Early Childhood Careers ^<br>Health Related Occupations ^<br>Health Occupations^<br>Applied Retail and Business Skills |
| | 12 | English 4<br>College Composition* | Algebra2/trig<br>Algebra 3<br>Pre-Calc<br>Calculus* | Physics<br>AP Physics* | | | Foreign Language<br>Psychology 1 & 2<br>Sociology<br>Human Relations<br>Contemporary Issues<br>Law & You<br>Economics<br>Forensic Science<br>AP Psychology* | Early Childhood Careers^<br>Applied Retail and Business Skills |

↗Articulated Credit Dual Credit

*Saint Charles School District*

**Career Path: Industrial and Engineering Technology**

**Career Clusters: Architecture and Construction, Manufacturing, Science, Technology and Mathematics, Transportation, Distribution and Logistics**

**Name:_____ SCHS / SCW**

| Minimum Graduation Requirements 28 | SUGGESTED COURSE OF HIGH SCHOOL STUDY<br>It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit. |
|---|---|

| | Grade | English<br>4 Credits | Math<br>3 Credits | Science<br>3 Credits | Social Studies<br>3 Credits | Other Required Courses<br>4.5 Credits<br>Practical Arts – 1 credit<br>Fine Arts – 1 credit<br>PE – 1 credit<br>Health – ½ credit<br>Computer Apps – ½ credit<br>Personal Finance – ½ credit | Electives<br>10.5 Credits | Lewis & Clark Career Center |
|---|---|---|---|---|---|---|---|---|
| Secondary | 9 | English 1<br>Honors English 1 | Algebra 1<br>Geometry<br>Honors Geometry | Physical Science<br>Honors Biology 1 | US History<br>Honors US History | PE<br>PE elective<br>Health<br>Fine Arts (any)<br>Practical Art (any)<br>Computer Applications | Foreign Language<br>Home Repairs, Graphic Electronic Media, Adv. Comp apps, Design and Machine Processing<br>Introduction to Engineering Design (PLTW) | |
| | 10 | English 2<br>Honors English2 | Geometry<br>Algebra 2<br>Honors Geometry | Biology 1<br>Honors Chemistry | World Civilization<br>AP Euro*<br>AP World Civ* | | Foreign Language, Architectural drawing and design, Mechanical & Computerized Drafting, Adv. Technological Solutions, Introduction to Engineering Design (PLTW), Principles of Engineering (PLTW) | |
| | 11 | English 3<br>AP Language and Composition*<br>AP Literature and Composition* | Algebra 2/Trig<br>Algebra3<br>Pre-Calc/Trig<br>College Algebra | Chemistry<br>Honors Physics<br>Biology 2<br>AP Biology*<br>AP Chemistry*<br><br>Applied Science | American Govt<br>AP Govt* | Personal Finance | Foreign Language,<br>Introduction to Engineering Design (PLTW),<br>Principles of Engineering (PLTW),<br>Civil Engineering and Architecture (PLTW) | Building Trades, Brick & Stone, HVAC, Electrical Trades, Welding, Auto Service, Auto Collision, Software Development,, CMN |
| | 12 | English 4<br>College Composition* | Algebra2/trig<br>Algebra 3<br>Pre-Calc<br>Calculus* | Physics<br>AP Physics* | | | Foreign Language,<br>Introduction to Engineering Design (PLTW),<br>Principles of Engineering (PLTW),<br>Engineering Design and Development (PLTW) | Building Trades, Brick & Stone, HVAC, Electrical Trades, Welding, Auto Service, Auto Collision, Software Development, CMN |

↗Articulated Credit  Dual Credit

*Saint Charles School District*

**Career Path: Natural Resources Agriculture**

**Career Clusters: Agriculture, Food and Natural Resources** **Name:_____ SCHS / SCW**

| Minimum Graduation Requirements 28 | SUGGESTED COURSE OF HIGH SCHOOL STUDY<br>It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit. |
|---|---|

| | Grade | English<br>4 Credits | Math<br>3 Credits | Science<br>3 Credits | Social Studies<br>3 Credits | Other Required Courses<br>4.5 Credits<br>Practical Arts – 1 credit<br>Fine Arts – 1 credit<br>PE – 1 credit<br>Health – ½ credit<br>Computer Apps – ½ credit<br>Personal Finance – ½ credit | Electives<br>10.5 Credits | Lewis & Clark Career Center |
|---|---|---|---|---|---|---|---|---|
| S<br>e<br>c<br>o<br>n<br>d<br>a<br>r<br>y | 9 | English 1<br>Honors English 1 | Algebra 1<br>Geometry<br>Honors Geometry | Physical Science<br>Honors Biology 1 | US History<br>Honors US History | PE 1<br>PE elective<br>Health<br>Fine Art (any)<br>Practical Art (any)<br>Computer Applications | Foreign Language<br>Foods 1, Foods 2<br>Architectural Drawing and Design^ | |
| | 10 | English 2<br>Honors English2 | Geometry<br>Algebra 2<br>Honors Geometry<br>Honors Algebra 2 | Biology 1<br>Honors Chemistry | World Civilization<br>AP Euro*<br>AP World Civ* | | Foreign Language<br>Foods 1, Foods 2<br>Architectural Drawing and Design^<br>Foods 3<br>Adv. Tech Solutions^<br>Outdoor Education | |
| | 11 | English 3<br>AP Language and Composition*<br>AP Literature and Composition* | Algebra 2/Trig<br>Algebra3<br>Pre-Calc/Trig<br>College Algebra | Chemistry<br>Honors Physics<br>Biology 2<br>AP Biology*<br>AP Chemistry*<br><br>Applied Science | American Govt<br>AP Govt* | Personal Finance | Foreign Language<br>Foods 1, Foods 2<br>Architectural Drawing and Design^<br>Foods 3<br>Adv. Tech Solutions^<br>Outdoor Education<br>Environmental Science | Power and Equipment Technology*^<br><br>Welding*^ |
| | 12 | English 4<br>College Composition* | | | | | Foreign Language<br>Foods 1, Foods 2<br>Architectural Drawing and Design^<br>Foods 3<br>Adv. Tech Solutions^<br>Outdoor Education<br>Environmental Science | Power and Equipment Technology*^<br><br>Welding*^ |

↗Articulated Credit Dual Credit