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| TABLE OF CONTENTS |

LETTER 2

VISION & MISSION 3

[RESOURCE PERSONNEL 4](#_TOC_250020)

[ATTENDANCE, HIGH SCHOOL, AND THE FUTURE](#_TOC_250019) 5

[PORTRAIT OF A GRADUATE…](#_TOC_250018) 6

[GRADUATION REQUIREMENTS…](#_TOC_250018) 7

MIDDLE SCHOOL CREDIT 8

[STUDENT SUPPORTS](#_TOC_250017) 11

TRANSFER STUDENTS 12

ACADEMIC ACCELERATION 13

VIRTUAL LEARNING 14

VIRTUAL SCHOOL APPLICATION 15

COLLEGE AND POST-SECONDARY OPTIONS APPLICABLE AT HIGH SCHOOL LEVEL 16-18

[INTERNATIONAL BACCALAUREATE PROGRAM GENERAL INFORMATION 1](#_TOC_250016)9

MISSOURI SEAL OF BILITERACY… 20

[COLLEGE & CAREER READINESS (CCR ASSESSMENTS) 21-22](#_TOC_250015)

[POST SECONDARY OPTIONS… 23-2](#_TOC_250014)4

EARLY GRADUATION… 25

ATHLETICS/POST SECONDARY ATHLETICS 26

[GRADE POINT AVERAGE 2](#_TOC_250013)7

HIGH SCHOOL GRADUATION REQUIREMENTS 28-35

HIGH SCHOOL COURSE LISTINGS 36

AP (ADVANCED PLACEMENT) COURSES 37-42

[CORE PATHWAYS 43-4](#_TOC_250012)4

[ENGLISH LANGUAGE ARTS (ELA) 45-](#_TOC_250012)50

[MATHEMATICS 51-5](#_TOC_250011)5

[SCIENCE… 56-](#_TOC_250010)60

[SOCIAL STUDIES 61-6](#_TOC_250009)5

[ART… 66-](#_TOC_250008)70

[CAREER AND TECHNICAL 71-](#_TOC_250007)93

[ENGLISH LANGUAGE LEARNERS (ELL) COURSES 94-9](#_TOC_250006)7

[INTERNATIONAL BACCALAUREATE PROGRAM 98-](#_TOC_250005)103

[SPECIALIZED COURSES 104-](#_TOC_250004)107

MISCELLANEOUS COURSES 108-109

[MUSIC… 110-](#_TOC_250003)114

[PHYSICAL EDUCATION 115-](#_TOC_250002)118

[SPECIAL EDUCATION MODIFIED ACADEMIC COURSES 119-](#_TOC_250001)121

SPECIAL EDUCATION STEP (STUDENT TO EMPLOYMENT PROGRAM) COURSES 122-125

[WORLD LANGUAGES 126-](#_TOC_250000)131

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Dear SLPS Students, Parents, and Staff,

St. Louis Public Schools provides rigorous curriculum that will guarantee all students a quality education. The curriculum will be aligned to national standards, state standards, and district goals - resulting in improved instructional delivery, student achievement, and staff accountability.

The purpose of the Course Catalog is to provide SLPS Data Processors, Counselors, and Administrators with clarity related to post-secondary preparation for our students. This document includes a course listing, post-secondary opportunities, planning tools, and a wealth of helpful logistical information. Please use the resources within this document to collaboratively develop an individualized plan to address the academic, personal/interpersonal, career exploration, and post-secondary needs of each student in St. Louis Public Schools.

This document is revised annually, and we welcome feedback to [josh.henning@slps.org](mailto:josh.henning@slps.org).

Sincerely,

\*Special thanks to ELA Curriculum Specialist, Judine Keplar for document formatting, review and edits

|  |  |
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| **Dr. Millicent Borishade**  Superintendent of Schools (Interim) | **Dr. Allison Deno**  Chief of Schools |
| **Dr. Tonya Bailey**  HS Network Superintendent | **Dr. Joshua Henning**  Associate Superintendent  College and Career Readiness |
| **Dr. Sheila Sherman**  HS Network Superintendent |  |

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| VISION & MISSION STATEMENTS |

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| **VISION** |

**The St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.**

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| **MISSION** |

**We will provide a quality education for all students and enable them to realize their full intellectual potential.**

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| RESOURCE PERSONNEL |

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| **Associate Superintendent of College and Career Readiness** | Dr. Joshua Henning |
| **Chief of Schools** | Dr. Allison Deno |
| **Network Superintendent – High Schools** | Dr. Sheila Sherman |
| **Network Superintendent – High Schools** | Dr. Tonya Bailey |
| **Math Curriculum Specialist, Elementary** | Rashida Chatman |
| **Math Curriculum Specialist, Grades 6-12** | Dr. Zehra Khan |
| **Visual Arts Curriculum Specialist, PK-12** | John Grapperhaus |
| **Performing Arts Curriculum Specialist, PK-12** | TBD |
| **ELA Curriculum Specialist, Elementary** | Dr. Esther Gehrett |
| **ELA Curriculum Specialist, Grades 6-12** | Judine Keplar, Ed.S. |
| **Science Curriculum Specialist, Elementary** | TBD |
| **Science Curriculum Specialist, Grades 6-12** | Dr. Julie Elking |
| **Social Studies Curriculum Specialist, PK-12** | Dr. Glenn Barnes |
| **Director, Healthy Schools Initiatives** | M. Leanne White, Ed.S. |
| **Director, Special Education** | Candice Boyd, Ed.S. |
| **Director, Professional Development** | Dr. Michael Baird |
| **Director, Application Development** | Stacey Woolfolk |
| **Director, ESOL Bilingual Migrant Program** | Dr. Gonzalez Del Castillo |
| **Counselor Coordinator** | Desiree Speed |

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| ATTENDANCE, HIGH SCHOOL, AND THE FUTURE |

Attendance in high school is crucial for many reasons. Attendance not only allows a student to take full advantage of the instruction and learning environment; it is also often an indicator of future opportunities and success.

Key reasons for being at school daily:

* Student does not miss any instruction, lessons, or assignments.
* Attending every day shows a commitment that instruction and learning is important.
* Attending every day helps a student build a better relationship with the teacher and classmates.
* Students are more likely to pass a class with a higher grade if they are present.
* Failed courses in high school MUST be repeated.
* Students with strong attendance are more likely to go to college and more likely to succeed in college.
* Being present is an indicator to prospective employers that a student understands commitment.
* Attendance requirements are in place in some schools related to activity participation, internship options and other special programs.

When students miss class, they should be encouraged to make up missed work. Instruction does not stop when the student is not in the seat.

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| **PORTRAIT OF A GRADUATE** |



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| GRADUATION REQUIREMENTS |

A planned four-year program of twenty-four units of credit is the minimum requirement for a diploma from a St. Louis Public Schools high school. It is also necessary to demonstrate mastery of state competencies for Personal Finance and pass both the United States and Missouri Constitution which are included in the required Government course.

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| Required Units for Graduation **One semester is equal to .5 units.**  **One year is equal to 1.0 unit.**  English Language Arts - 4 Units   * 9th Grade Level Language Arts * 10th Grade Level Language Arts * 11th Grade Level Language Arts * 12th Grade Level Language Arts   Social Studies – 3 Units   * United States History or AP U.S. History * World History or AP European History or AP World History * United States Government or AP Government   Mathematics – 3 Units (4 strongly recommended)  Science – 3 Units (4 strongly recommended)  Fine Arts – 1 Unit  Physical Education – 1 Unit  Health Education – .5 Units  Personal Finance – .5 Units  Practical Art – 1 Unit  Electives – 7 Units TOTAL 24 UNITS | **Please Note:**   * 4 units of math and science are strongly encouraged for all students. * 2 units of world language are recommended for students planning to attend a four-year college (these should be in the same world language). * Students must pass the United States Constitution Test, the Missouri Constitution Test, the CPR Test, and the United States Citizenship Test (Class of 2021 and beyond). * As part of the state required curriculum, students in Missouri must earn ½ credit in Personal Finance. Students must demonstrate mastery of state competencies for Personal Finance by meeting one of the below criteria:   + Students take and pass an approved stand-alone Personal Finance Course (Ex. MoVIP)     - The online assessment is optional. Completion of the course itself meets the requirements.   + Students may attempt to “test out” once and receive Personal Finance credit toward graduation.   + The online assessment (MoPFA) is required.   + Student must attain a score of 90% or higher to receive Personal Finance credit. |
| **Grade Level Classification in August**  Freshman 0 to 6 credits  Sophomore 7-10 credits  Junior 11-18 credits  Senior 19 + credits  *To qualify as Valedictorian or Salutatorian of the senior class, a student must complete at least six*  *(6) consecutive semesters at the high school from which the student will graduate.* | **Missouri Civics Education Initiative  (Section 170.345, RSMo)**  Any student entering ninth grade after July 1, 2017, (public, charter or private school) must, as a condition of graduation, pass an examination on the provisions and principles of American Civics. CPR Instruction (Section 170.310, RSMo) Beginning with the 2017-18 school year, graduates from any public school or charter school must have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training. |

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| MIDDLE SCHOOL STUDENTSRECEIVING HIGH SCHOOL CREDIT |

Any middle school student enrolled in high school courses will have the high school course recorded with a letter grade and will receive high school credit. The letter grade will not be calculated in the student’s GPA. High school courses taken during middle school will be recorded on a student’s high school transcript after successful completion of the subsequent course in the subject area (completed during high school) with a notation that those courses have been completed prior to 9th grade. The credit(s) will be counted toward meeting the subject-area requirements for graduation. All other SLPS District policies and procedures related to transcription of additional credits will be followed.

If a student enrolls in the subsequent course in the subject area in high school and transfers out of SLPS before successful completion of the course, the middle school course credit will not be included on the high school transcript. The receiving school will determine whether high school credit is awarded for high school courses that were successfully completed in middle school while in SLPS.

A student transferring into SLPS that has not had high school credit recorded for a course(s) taken at the middle school level, will only receive credit based on successful completion of the subsequent course in the subject area completed during high school.

Middle School Course listing

The following courses can be taken in middle school and receive High school credit .

| **CONTENT AREA: Middle school Courses** | | | |
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|  | | | |
| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Algebra 1-1 MS  Algebra 1-2 MS | 1.0 | M1561  M1561 | Algebra 1 will help students acquire an understanding of numbers and increased proficiency in mathematical operations and algebraic notations. Students will study real numbers, operations, exponents, ratios, proportions, patterns, graphs, linear equations, inequalities, systems of linear equations and quadratic equations. The course will also introduce students to factoring, angle relationships, the Pythagorean Theorem, data collection, data plots, sample space, and probability. A portion of the course will also be devoted to a data project, allowing students to demonstrate their understanding of survey design, data collection, and graphical representation of information. |
| Geometry 1-1 MS  Geometry 1-2 MS | 1.0 | M1562  M1563 | Geometry 1 will help students acquire an understanding of geometric and spatial relationships. Students will study real numbers, operations, and patterns. They will investigate angles, parallel and perpendicular lines, circles, two- and three-dimensional objects, surface area, volume, Cartesian coordinates, sample space, probability distribution, constructions, transformations, and symmetries. The course will also introduce students to inductive and deductive reasoning, which they will use to establish the validity of conjectures, prove theorems, and critique the arguments of others. |
| Spanish 1-1 - MS  Spanish 1-2 - MS | 1.0 | M2561  M2562 | A beginning course which emphasizes communication skills. Students are introduced to daily life in Spanish-speaking cultures. In the second semester, students continue to improve communication skills. They learn more about Spanish-speaking peoples, their lives and their countries. |
| Spanish 2-1 - MS  Spanish 2-2 - MS | 1.0 | M2563  M2564 | Students improve the ability to read and speak Spanish learned in the first year. Longer selections in the target language from the literature of the Spanish people and about their culture are included. In the second semester, students’ progress toward the mastery of identified skills. |
| Spanish 3-1 - MS  Spanish 3-2 - MS | 1.0 | M2565  M2566 | Students continue to develop proficiency through speaking, reading, writing and listening activities. Attention is given to the culture of the various Latin American countries and Spain. A wide selection of reading materials in the Spanish language is used. In the second semester, specific attention is given to reading and writing in Spanish. |
| French 1-1 - MS  French 1-2 - MS | 1.0 | M2571  M2572 | This is a beginning course in French which develops communication skills and introduces general information about all cultures where the French language is spoken. In the second semester, the development of skill in reading and writing plays a more prominent role in daily instruction. |
| French 2-1 - MS  French 2-2 - MS | 1.0 | M2573  M2574 | Students develop increased understanding of the language through the introduction of new grammatical structures, vocabulary, and additional practice in conversing, reading and writing. Cultivation of an awareness of Francophone cultures plays a larger role in instruction. In the second semester, students’ progress toward increased proficiency in the language through the introduction of still more challenging grammar concepts and vocabulary. The study of French-speaking cultures continues. |
| French 3-1 - MS  French 3-2 - MS | 1.0 | M2575  M2576 | Students converse about topics covered in French 1-4. They will become aware of individuals prominent in history and the arts in French-speaking cultures. In the second semester, students continue to develop an understanding of the language and the societies in which it is spoken through listening, speaking, reading and writing activities of increased difficulties. |

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| STUDENT SUPPORTS |

**ICAP**

The Individual and Career Academic Plan is the student’s multi-year roadmap detailing academic plans, career exploration and post-secondary planning and opportunities. This document will include high school courses planned/taken, post-secondary options, certifications, and career pathway interests. Counselors are to review ICAP plans with their students at least yearly.

**MO Connections**

Missouri Connections is a free online resource that allows students to examine career interests, explore post-secondary options, create resumes, and research occupations. It is available for students, parents, educators, and job seekers. Visit the website: [www.missouriconnections.org](http://www.missouriconnections.org/). Counselors should be utilizing MO Connections with their students.

**Open The Door to Success (Post Secondary Planning)**

Open The Door to Success is a series of workbooks that contain college preparation lessons. As students complete lessons, they learn about steps that should be taken in high school to prepare for college. Students also learn about finding the right college, how to apply for college admission, and the financial aid process. There is one counselor at each school who coordinates implementation. For questions, please email [Natasha.Gibson-Winston@slps.org](mailto:Natasha.Gibson-Winston@slps.org).

#### Distance Education or Correspondence Courses

Students may elect to take distance education or correspondence courses for credit recovery and/or acceleration. Students must get pre-approval from their school counselor before enrolling in distance education or correspondence courses. Failure to get pre-approval may jeopardize awarding credit.

#### Summer Programs

Many summer programs, including camps, trips, and enrichment studies, are offered. Numerous organizations suggest that school districts may award credit based on the student’s participation in these programs. It is difficult, if not impossible, to assess the validity of such programs. Therefore, St. Louis Public Schools does not award credit for student participation in summer programs that do not officially award credit to their own participants.

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| YEARS IN ATTENDANCE |

A planned program of four (4) years in one or more high schools is required for high school graduation, except for special circumstances. The four-year high school attendance requirement may be modified for a limited number of students, based upon meeting each of the following conditions:

1. Students must have completed the minimum units required by the State Department of Education and any additional units required by the local Board.
2. Students must have a special need to leave high school in less than four (4) years and must have an appropriately planned post-secondary education experience. (No foundation program funds granted for these individuals).
3. Students meeting the above conditions to the satisfaction of school officials, as outlined on Form 2013, may be permitted to leave school before completing four (4) years of attendance, if the school officials feel it is in the best interest of the student, school and community. A transcript shall be given to each student showing the credits earned. (See Board of Education Policy #P5127).
4. Students successfully completing the approved planned educational experience (as outlined above) shall be eligible to receive their high school diploma at the most current graduation period.

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| TRANSFER STUDENTS |

When a student transfers into the SLPS District from an accredited high school, the following procedure will be followed in the awarding of academic credit:

1. The school counselor will do an evaluation of the previous school’s transcript. Credit will be awarded for those courses that are comparable to those offered in SLPS.
2. When a course is in question, a course description will be requested from the previous school.
3. The course description will be evaluated by the Office of Academics.
4. If the course in question matches with the SLPS curricular standards, core credit will be awarded. If the course does not match with the SLPS curricular standards, then elective credit will be awarded.
5. For courses that meet the required units of English and other courses that meet SLPS requirements: the school counselor and/or the Office of Academics will evaluate the course descriptions from the student’s previous school transcript. Based on this evaluation, the student will be given appropriate English credit(s) and placed in the appropriate level Language Arts course. If needed, a proficiency test will be given to the student by the Office of Academics or department chair to help determine the number of English credit(s) to be awarded and placement in the correct level Language Arts course.
6. Courses that are weighted in another school district, but are not weighted in SLPS, will not receive weight in the computation of the SLPS grade point average. Conversely, if a course from another school district is not weighted, and its equivalent in SLPS is weighted, the student will receive a weighted grade in SLPS.
7. For students transferring from an unaccredited public high school or unaccredited nonpublic high school or from home school: The SLPS District will make every attempt to provide proficiency testing for coursework taken. Credit will be awarded based on the successful outcomes of those proficiency tests. Parents/guardians of home-schooled children must provide documentation as required in RSMo 167.031.
8. In order to receive a diploma from St. Louis Public Schools, a transferring student must be in attendance as a full-time student for the entire last semester of his/her senior year. Requests for a variance from this regulation due to special and/or extraordinary circumstances must be approved by the Office of Academics.

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| ACADEMIC ACCELERATION GRADES K-12 |

#### Student Academic Acceleration (Regulation for Board Policy 6171.1)

Acceleration in the SLPS District refers to educational strategies which provide opportunities for students to achieve educational goals more rapidly as described herein. Participation in acceleration often is based on individually identified needs and is designed on a case-by-case basis.

The following provides examples of acceleration strategies that may be considered in making decisions appropriate to the individual student. All student assessment data will be factored into a decision. In each instance, the best interest of the student predominates.

**Curriculum Compacting**

A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace. This procedure includes pre-testing identified learning objectives that may already have been mastered, and if students show mastery of these learning objectives, then students are allowed to “test out” of certain academic exercises and move on to new material.

**Differentiated Instruction**

Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learner readiness, interest, and/or learner profile of academically diverse students.

**Grade Skipping\***

The student is moved ahead of normal grade placement. This may be done during an academic year (e.g., placing a third grader directly into fourth grade, or promoting a third grader to fifth grade).

**Individually Paced Instruction**

The student is presented with materials that allow him/her to proceed at a self-selected pace.

**Subject-Matter Acceleration**

The student is placed for a part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade (e.g., a fourth grader going to fifth grade for science), or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.

\* *In accordance with Missouri Department of Elementary and Secondary Education Regulations Whole-Grade Skipping in kindergarten is not an option.*

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| VIRTUAL LEARNING |

**Virtual Learning**

St. Louis Public Schools offers tuition-free full-time virtual learning for any K- 12 St. Louis City resident. The SLPS Virtual Learning Academy is a fully accredited program that utilizes the platforms to deliver high-quality self-paced instruction. Our highly trained Virtual Learning Facilitators offer comprehensive support including live tutoring, one-on-one intervention, and bi-weekly student progress reports.

**Fulltime Virtual Learning**

Students interested in enrolling in full-time Virtual Learning will be required to apply through the Office of Innovative and Personalized Pathways and be approved on a case-by-case basis.

For more information and to access the enrollment application form, please visit [www.slps.org/virtual](http://www.slps.org/virtual). A member of the Virtual Learning team will contact families to support with enrollment.

For additional enrollment questions, families can contact the Virtual Learning Program Counselor, Antoinette Pabon (antoinette.pabon@slps.org or 314-345-4470).

#### Credit Recovery, Original Credit, and Dropout Prevention

In addition to full-time virtual learning, credit recovery and supplemental original credit enrollment is available for high school students.

* Credit Recovery: Credit recovery courses are fully asynchronous, self-paced courses with computer generated questions and scoring. Teacher graded assignments and discussions will be omitted and not part of the overall grade. For any school seeking to include teacher- graded assignments, a staff member from your school will need to be identified to grade these assignments. (For extenuating circumstances in which performance tasks cannot be omitted, a member of the Virtual Learning Staff will be able to support.)
* Original Credit: For original credit, 100% of the course must be completed and teacher graded assignments and discussions will not be omitted. If your school is interested in utilizing software to supplement the in-person courses offered, reach out to Antoinette Pabon to set up courses and create a plan for your school.
* Dropout Prevention: If any at-risk student is looking for an alternative pathway to graduation, our program offers full access to the course platform at one of our in-person sites. For more information contact Charlie Bean (charlie.bean@slps.org or 314-345-4424).

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**St. Louis Public Schools Virtual Courses**

**(Request to Enroll in Virtual Courses)**

Name of Student Requested Date of Enrollment

|  |  |
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| **Name of Online Course** | **Online Course Provider** |
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| Printed Name of Parent |

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|  |  |  |
| Parent Signature |  | Date |

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| COLLEGE & POST-SECONDARY OPTIONS(APPLICABLE AT THE HIGH SCHOOL LEVEL) |

**Advanced Placement**

The student takes a course in high school that prepares him/her for taking an examination that can confer college credit for satisfactory performance.

**Distance Learning**

An instructional strategy by which technology is used to allow the student to not physically be in the place where the teaching is taking place. Access to the instructor is gained through technology such as the Internet, interactive videoconferencing, and satellite.

**Dual-Enrollment Credit**

The student is enrolled in course work or summer programs that confer advanced instruction and credit for study (e.g., fast-paced language or math courses offered by universities). This credit is taught by college personnel.

**Dual Credit @ UMSL**

Dual credit is available to students where the school site has qualified staff and has placed a course in the school’s master schedule. Dual credit is taught at the school site by qualified SLPS teachers and students earning an A or B grade also receive college credit.

Students should discuss these opportunities with the school site counseling staff. Both staff and students should review the UMSL Advanced Credit Program website for specific information. <http://www.umsl.edu/continuinged/acp>

Signup is online at the start of each semester via the school site counselor. There are costs listed on the website; however, **St. Louis Public Schools covers the cost for our students.**

#### Dual Enrollment (Student Paid)

Occasionally there are students taking college courses outside the system. If the student doesn’t desire those courses to be on the high school transcript, no form is required.

If the student requests the courses be added to the high school transcript, prior approval is required via the student’s high school counselor. (Prior approval is defined as before the college course starts each semester which is typically between mid-August and mid-September.)

The required form is available from the CCR Department. Please contact Brian Kruger, College & Career Readiness Supervisor ([brian.kruger@slps.org](mailto:brian.kruger@slps.org) or 314-345-2363).

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| EARLY COLLEGE ACADEMY(ST. LOUIS COMMUNITY COLLEGE @ FOREST PARK) |

Through STLCC @ Forest Park, the student will be notified at the end of the first semester Sophomore year if he/she is eligible to apply for this program.

**Eligibility and Application Requirements**

* A 3.25 cumulative GPA is required to apply.
* The student must have the following minimum scores on the ACCUPLACER Next Generation assessment:
  + Reading - 250
  + Writing - 250
  + Math: QAS - 264 or Math: AAF – 200
* An essay (at least one page) written by the student must be submitted (the student essay must reflect the effort of the student alone).
* a signed agreement to abide by the expectations of the SLPS Early College Academy
* The student has attended SLPS for both 9th and 10th grades.

Upon acceptance into Early College Academy, the student agrees to the following:

* Transportation must be provided by the student.
* Student will follow the academic calendar of STLCC.
* Student will be on time and attend all classes.
* SLPS behavioral expectation, as well as those of STLCC, must be followed.

*Students enrolled in Early College Academy are still eligible to participate in their high school activities (sports, events, clubs, etc.)*

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| EARLY COLLEGE ACADEMY(HARRIS-STOWE STATE UNIVERSITY) |

This program was born out of collaborative partnership between Harris-Stowe State University and St. Louis Finish Line, For Life! Graduation committee to offer a dual enrollment program targeted specifically to seniors who typically would not believe college to be a viable post-secondary option. The intent of the program model is to bolster and rally district resources around getting all seniors to the proverbial finish line-participate in a high school graduation ceremony in May.

#### Who is eligible?

1. Students interested in pursuing a college education at Harris-Stowe State University after high school graduation.
2. Students who could benefit from college-level support in Writing and Math.
3. Students who would like to get a “jump start” on a college experience by earning 6 units of college credit will attend classes on Harris-Stowe campus.

#### Eligibility Requirements

* Students has expressed interest in attending HSSU upon graduation.
* Student has at least 80% or higher attendance percentage.
* Students has no history of disciplinary issues (no Type 1 infractions).
* High School transcript indicates the student is on-track to graduate.
* Student successfully engages in a panel interview and secures a letter of recommendation.

Students selected to participate in the Finish Line Jump Start Program receive textbooks, tutoring, mentoring support, and access to countless resources on the Harris-Stowe campus to support them in the quest to meet a second critical milestone – a college degree in a career/field of their choice.

Interested seniors should contact their school counselor to complete the enrollment and consultation process.

**Questions? Please contact:**

* JuMah Fennoy ([jumah.fennoy@slps.org](mailto:jumah.fennoy@slps.org) or 314-371- 0394)
* Ryonnel Jackson ([ryonnel.jackson@slps.org](mailto:ryonnel.jackson@slps.org) or 314-934-5455)

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| INTERNATIONAL BACCALAUREATE PROGRAM |

### International Baccalaureate – School Information – Monterey High School

Established in 1968, the International Baccalaureate (IB) Diploma Program (DP) was the first program offered and is taught to students aged 16-19. As of February 2018, there are 3,182 schools offering the DP, in 153 different countries worldwide.

The aim of the program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world. Informed by these values, an IB education:

* centers on learners
* develops effective approaches to teaching and learning
* works within global contexts
* explores significant content

Working together, these four characteristics define an IB education.

**You can obtain information about IB on the following website:**<https://www.ibo.org/programmes/diploma-programme/>

#### Why take an IB Course?

The IB Diploma Program (DP) is a rigorous, academically challenging and balanced program of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP students develop skills from five ATL categories: thinking, research, social, self- management and communication.

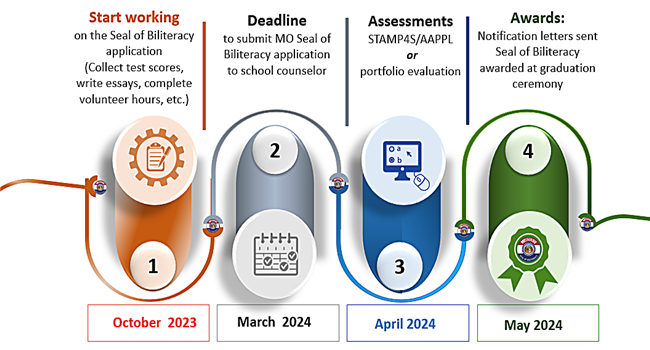


The Seal of Biliteracy is an award earned by graduating seniors who demonstrate proficiency in English and any of the world’s languages.

* Native English speakers studying a foreign language
* English language learners acquiring English and maintaining their native language

The award becomes part of the student’s transcript.

* Beneficial when applying to certain Missouri universities
* Beneficial when applying for jobs at certain Missouri businesses



**Seal of Biliteracy Application Packet:**

* [Seal of Biliteracy Criteria](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Seal%20of%20Biliteracy%20Criteria.pdf)
* [Seal of Biliteracy Timeline](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Seal%20of%20Biliteracy%20Timeline.pdf)
* [Seal of Biliteracy Application](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Seal%20of%20Biliteracy%20Application.pdf)
* [Seal of Biliteracy Assessment Options](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Seal%20of%20Biliteracy%20Assessment%20Options.pdf)
* [Seal of Biliteracy Portfolio Guidelines](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Seal%20of%20Biliteracy%20Portfolio%20Guidelines.pdf)
* [Seal of Biliteracy Sociocultural Competency Activity Log](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Sociocultural%20Competency%20Activity%20Log.pdf)
* [Seal of Biliteracy Sociocultural Competency Essay](https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/5082/Seal%20of%20Biliteracy%20Sociocultural%20Competency%20Essay.pdf)

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| COLLEGE & CAREER READINESS ASSESSMENTS |

#### College & Career Readiness (CCR) Assessments:

1. ACCUPLACER
2. ACT
3. ACT WorkKeys
4. Armed Services Vocational Aptitude Battery (ASVAB)
5. SAT

All students are expected to complete at least one CCR assessment prior to their high school graduation. Typically, all students will have the option to take the ACT in March/April of their junior year. They are also encouraged to take the ACT again during their senior year to obtain the highest score possible. In addition, all students are able to take the ACCUPLACER assessment provided through the counseling department at each high school.

Earning the highest scores possible on the ACCUPLACER, ACT and SAT enable our students to:

* gain admission into selective colleges and universities
* gain admission into selective admissions programs within colleges and universities (i.e., dental hygiene, nursing, veterinary technology, etc.)
* gain immediate placement into college-level courses, thus avoiding the need to take remedial courses (i.e., required math and English courses where students earn no college credits)
* earn academic or merit-based scholarships from public and private institutions

The ACT WorkKeys is a skilled assessment to test for those who are interested in or are currently working for employers that place an emphasis on the National Career Readiness Certificate (NCRC), which is the credential achieved by those who successfully complete the exam.

Any student who expresses an interest in enlistment into the United States Armed Forces (Air Force, Army, Coast Guard, Marine Corps, or Navy) should take the Armed Services Vocational Aptitude Battery (ASVAB).

Remember, the ASVAB does not obligate students to anything. It is a test used by the military to determine if students are qualified to join and in which areas they would likely excel. However, even if a student currently has no desire to join the military, the ASVAB is still a great career assessment tool that can help students identify which career areas best suit them. Because this is an aptitude test, it does not just tell students what they are currently good at; it will also tell them what they may be good at learning. (For example, they may know nothing about electronics but their scores may say they have the ability to learn electronics.)

Assessment scores are also a critical component of the Missouri School Improvement Plan (MSIP) – a system of accountability used by the State of Missouri that holds districts accountable for student achievement. The assessment scores play a key role in ensuring that the St. Louis Public School district remains a fully accredited school district.

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| END-OF-COURSE ASSESSMENTS |

The Missouri Assessment Program assesses students’ progress toward mastery of the Missouri Learning Standards. End-of-Course assessments (EOC) are taken when a student has received instruction on the Missouri Learning Standards for an assessment in Algebra 1, English 2, Biology, and American Government **regardless of grade level**. For students who complete the Algebra 1 assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes. All EOC assessments are available only online, unless a student’s IEP indicates that a Braille, Large Print, or Paper/Pencil form is needed. All students, including Missouri Option students, are required to participate in EOC assessments designated as “required” for accountability purposes prior to graduation. A few groups of students are exempt from EOC assessments required for accountability purposes.

**Exempt student groups include:**

* Students whose IEP teams have determined that they are eligible to participate in the Missouri Assessment Program-Alternate (MAP-A)
* English Language Learners (ELL) who have been in the United States 12 cumulative months or fewer at the time of administration may be exempted from taking the English II and/or English I assessments.
* Foreign exchange students (not required to participate, but may do so at the district’s discretion)
* Home schooled students (not required to participate, but may do so at the local district’s discretion)

**Performance Levels**   
(Please refer to DESE Scoring Descriptors for specific test areas scoring).

* Advanced  
  Students performing at the Advanced level on the Missouri EOC Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards.
* Proficient  
  Students performing at the Proficient level on the Missouri EOC Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards.
* Basic  
  Students performing at the Basic level on the Missouri EOC Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards.
* Below Basic  
    
  Students performing at the Below Basic level on the Missouri EOC Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards.

*Source:* [*https://dese.mo.gov/quality-schools/assessment/end-course*](https://dese.mo.gov/quality-schools/assessment/end-course)

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| POST-SECONDARY OPTIONS |

**“3 E’s” Post-Secondary Options**

Students are encouraged to research and follow through on their post-secondary options related to the 3 E’s:

* Enroll: in a college (2-year, 4-year, or technical school)
* Enlist: in one of the military branches
* Employ: become employed in a specific career field

When you begin the search for your career of choice, it is time to start exploring what type of training, education or skills are needed as well. There are many different options available to students, so let’s begin exploring which route is best for you! Before deciding where and what to apply for, please consider the following:

* identifying your “BEST” college fit based on academic need, financial need, and social and cultural expectations
* selecting the colleges to which you want to apply
* take the ACT/SAT
* setting up your high school academic trajectory so that you can apply to your dream school
* rounding out your extracurricular activities and volunteer experiences
* preparing your application and essays

What are the differences?

* 4 Year University/College
  + A four-year college or university offers a bachelor’s degree. Programs that offer these degrees are called undergraduate schools.
  + A university is a group of schools for studies after high school. At least one of these schools is a college where students receive a bachelor’s degree. The other schools in a university are graduate, also known as postgraduate schools, where students receive advanced degrees. Therefore, a university offers both the bachelor’s degree and graduate degrees such as the master’s (M.A.) and doctorate (Ph.D.).
* 2 Year College/Community College/Junior College
  + A two-year college offers an associate’s degree, certificates, or general transfer credits towards a 4 year college or university. It is advised that you check with your transfer school to make sure that all of your credits will transfer to them.
* Trade/Industrial/Vocational School
  + A trade school focuses on a single skill-based vocation. Their curriculum is focused on a specific technical job and the skill set it requires. Trade schools can equip you with the tools you need to go after a job that lets you use your hands to make a noticeable impact in the world. In fact, the skilled trades represent some of the smartest and most fulfilling job choices available today. If you enjoy building stuff, fixing problems, and doing work that is truly useful, then learning a trade is one of the best ways to get closer to a life you can really be proud of. Trade schools offer programs that typically last between two and four years.
* Military/Armed Forces

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| United States Army - Wikipedia | **Army** – is the main ground force for the United States. Its primary function is to protect and defend the country and its interests with ground troops, armor (such as tanks), artillery, attack helicopters, tactical nuclear weapons, and other weapons. <https://www.army.mil/> |
| United States Navy - Wikipedia | **Navy** – maintains the freedom of the seas. In times of conflict, the Navy helps to supplement the Air Force. Navy ships can attack targets from miles away with heavy guns and cruise missiles. Navy submarines allow stealth attacks on our enemies from right off their shores. <https://www.navy.mil/> |
| US Air Force Logo and symbol, meaning, history, PNG, brand | **Air Force** – defends the U.S. and its interests via air and space. It operates fighter aircraft, tanker aircraft, light and heavy bomber aircraft, transport aircraft, and helicopters. The Air Force is also responsible for all military satellites and controls strategic nuclear ballistic missiles. <https://www.af.mil/> |
| Marine Corps Emblem | **Marines** – specialize in sea and land operations. Their primary specialty is to assault, capture, and control beachheads, which then provide a route to attack the enemy from almost any direction. Marines implement their own infantry, artillery, aerial, and special operations forces. <https://www.marines.mil/> |
| U.S. Coast Guard Emblem Magnet (12", 2 Pack) | **Coast Guard** – consists of ships, boats, aircraft, and shore stations that conduct a variety of missions. In peacetime, the Coast Guard is primarily concerned with law enforcement, boating safety, sea rescue, and illegal immigration control. It is also supported by the Coast Guard Reserves, and a volunteer Coast Guard Auxiliary in times of need. <https://www.uscg.mil/> |

* Reserves/National Guard

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|  | Most military branches are supported by both the Reserves and the National Guard which can be tapped for trained personnel and equipment during times of need. Both the U.S. Army Reserve and the Army National Guard allow you to pursue a civilian (non-military) career or attend college full-time and still serve your country or community. The primary difference between the two is that the Reserves are owned and managed by the federal government, and each state owns its own National Guard. Most branches of both the Reserves and the National Guard offer educational reimbursement for secondary educational opportunities. <https://www.usar.army.mil/> <https://www.nationalguard.com/> |

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| EARLY GRADUATION |

**Early Graduation Policy**

Students seeking early graduation must meet the requirements listed below and request approval from the high school principal and network superintendent. This policy update is an addendum to Board Policy 5123 from 2012. All requests will be handled on an individual basis in close collaboration with the Office of College and Career Readiness.

A minimum of 24 units of credits in the following core requirements:\*

* Four (4) Units of credit in English Language Arts
* Three (3) units of credit in Mathematics
* Three (3) units of credit in Science
* Three (3) units of credit in Social Studies
* One (1) unit of credit in Fine Arts
* One (1) unit of credit in Practical Arts
* One (1) unit of credit in Physical Education
* One-half (1/2) unit of credit in Personal Finance
* One-half (1/2) unit of credit in Health

In addition to the 24 minimum units of credit, the following must also be completed:

* State of Missouri CPR requirement
* State of Missouri Civics requirement
* All EOC assessments have been completed
* Student has taken the ACT, ASVAB, or ACCUPLACER
* Graduation Survey has been completed
* A passing score on the Missouri and the U.S. Constitution Exams
* A post-secondary plan has been approved by school administrators

\*Metro Academic and Classical High School (Metro) and Collegiate School of Medicine and Bioscience (CSMB) have different credit requirements; Metro requires 26 credits and CSMB requires 30 credits.

\*\*Though a student may meet the basic requirements set forth in the policy, this does not guarantee that a student will be approved for Early Graduation. Final approval depends upon authorization from school and district administration.

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| HIGH SCHOOL ATHLETICS |

Students who want to play sports in high school must be deemed eligible by MSHSAA (Missouri State High School Athletic Association). This is facilitated by the high school athletic director.

* Students must meet MSHSAA criteria and school/district eligibility.

Students transferring in from another high school are not automatically eligible. Student athletes must complete MSHSAA transfer paperwork. MSHSAA deems eligibility.

**College Athletics**

Students who want to play sports in college/university must complete either NAIA or NCAA Clearinghouse depending upon which college division level they are interested in. It is best to start this process early with student athletes (9th or 10th grade year) as this will help them understand expectations for eligibility.

**National Association of Intercollegiate Association**

The National Association of Intercollegiate Association (NAIA) is an organization which governs a number of smaller collegiate athletic programs across the country. Students who are considering participating in one of these colleges after graduation must submit an application at the NAIA eligibility center ([www.naia.org](http://www.naia.org/)). This process evaluates students based on academic and athletic ability.

**NCAA Clearinghouse**

The NCAA Clearinghouse is the organization within the NCAA that determines academic eligibility for all NCAA Division I and Division II athletes. Students planning to participate in college athletics at one of these institutions must complete the process during high school. The student’s academic record, ACT or SAT scores and amateur status will be evaluated and must meet their standards. ([www.eligibilitycenter.org](http://www.eligibilitycenter.org/))

**National Junior College Athletic Association**

The NJCAA is the governing association of athletics for community colleges and junior colleges. Student planning to participate in college athletics at a junior college must work through the anticipated college of their choice to see if they meet NJCAA eligibility. ([www.njcaa.org](http://www.njcaa.org/))

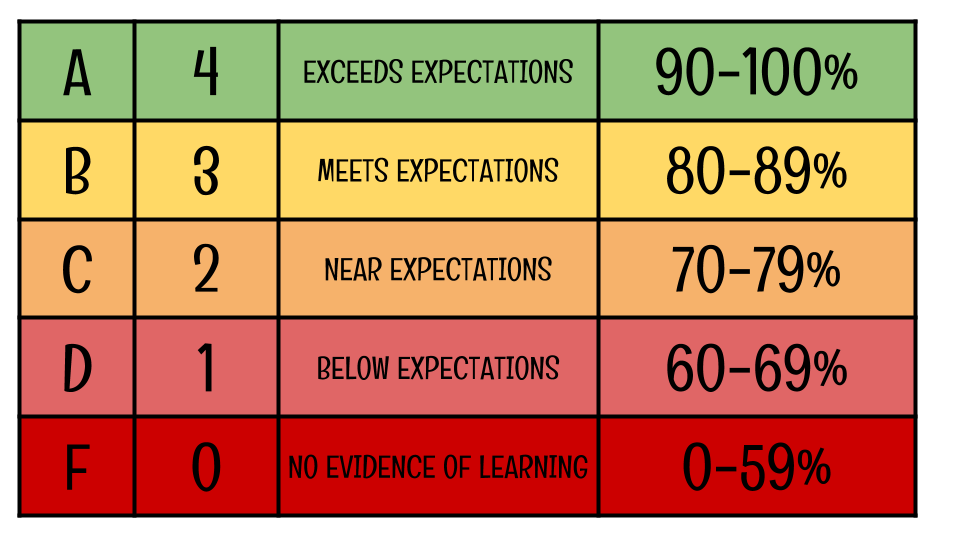
For questions pertaining to high school athletics, please contact Teron Sharp, District Athletic Director ([teron.sharp@slps.org](mailto:teron.sharp@slps.org) or 314-345-4418).

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| GRADE POINT AVERAGE |

Grade Point Average (GPA) is used to measure academic achievement.

For each class passed with “D” or above, students earn .5 credit for a total of up to 4.0 units/credits per semester or up to 8.0 units/credits per school year. Grade point averages are used to determine class rank at the end of each semester.

The current grading scale in St. Louis Public Schools is as follows:



#### A screenshot of a computer Description automatically generated

#### To figure out a current semester GPA, assign the correct points to each grade. For example, if you received an “A” in a class, it equals 4 points, “B” equals 3 points, “C” equals 2 points, “D” equals 1 and “F” equals 0. Add the total grade points earned in all of the classes together and divide by the total number of classes to get your GPA.

#### Share this Wiki How article with students to help them calculate their own GPAs!

#### <https://www.wikihow.com/Calculate-GPA>

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| HIGH SCHOOL GRADUATION REQUIREMENTS |

### High School Graduation Requirements Set by State Board of Education

The State Board of Education establishes **minimum** graduation requirements that are designed to ensure that graduates have taken courses in several different subject areas and that should result in students having mastered essential knowledge, skills, and competencies.

Local boards of education must adopt and disseminate written policies concerning graduation. The policies must clearly set forth all requirements and all allowable variations. Local graduation policies must include at least the state minimum requirements and may exceed the state minimums by requiring more total units of credit, requiring more units within a particular subject, or establishing additional requirements.

#### The state minimum high school graduation requirements comprise of credit that must be earned prior to graduation. The requirements are stated in terms of the number of units of credit that must be earned in each of several subject areas. To earn one unit of credit, a student must meet all the course requirements and earn a passing grade in a course that meets for at least 7,830 minutes a year. Half- and quarter-units of credit may be earned for courses meeting proportionately fewer minutes.

Following are the requirements by subject area and, in some cases, specific courses.

Interpretative notations for each content area may be found in Appendix A.

**Graduation Requirements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal Finance as Elective** | | **Personal Finance as Social Studies** | | **Personal Finance as Practical Arts** | |
| Subject Area | **Units of Credit** | **Subject Area** | **Units of Credit** | **Subject Area** | **Units of Credit** |
| English Language Arts | 4.0 | English Language Arts | 4.0 | English Language Arts | 4.0 |
| Social Studies | 3.0 | Social Studies\*  (Personal Finance .5) | 3.0 | Social Studies | 3.0 |
| Mathematics | 3.0 | Mathematics | 3.0 | Mathematics | 3.0 |
| Science | 3.0 | Science | 3.0 | Science | 3.0 |
| Fine Arts | 1.0 | Fine Arts | 1.0 | Fine Arts | 1.0 |
| Practical Arts | 1.0 | Practical Arts | 1.0 | Practical Arts\*  (Personal Finance .5) | 1.0 |
| Physical Education | 1.0 | Physical Education | 1.0 | Physical Education | 1.0 |
| Health Education | .5 | Health Education | .5 | Health Education | .5 |
| Personal Finance \*\* | .5 | Electives | 7.5 | Electives | 7.5 |
| Electives | 7.0 |
| **Total Credits** | **24.0** | **Total Credits** | **24.0** | **Total Credits** | **24.0** |

\* *Indicates that the personal finance course may count one half unit of credit towards meeting this requirement*.

\*\**Counts based on teacher certification and can only be used in one category.*

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| COLLEGE POST-SECONDARY REQUIREMENTS & RECOMMENDATIONS |

Recommendations for course selection depend on the student's ability, interests, and career plans. This chart merely suggests the variables that can exist. Use this as a guide only. Since admission requirements periodically change, parents and students should check individual institutions and specific programs within those institutions for exact requirements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **High School Diploma**  *Minimum Requirements*  *State of Missouri* | **Community College** | **Missouri CBHE Core Requirements of Regional Colleges and Universities** | **University of MO System** | **Highly Selective** |
| **Requirements (Class of 2010 +)**   * 4 English * 3 Social Studies * 3 Mathematics * 3 Science * 1 Fine Arts * 1 Practical Arts * 1 PE * 7 Electives * .5 Personal Finance * .5 Health | **Requirements:**   * High school diploma or GED or attainment of a GED during the student's first year. * Entering students must have a composite score of 21 on the ACT, an SAT verbal score of at least 500 or a 77 on the Accuplacer reading placement test or take a remedial reading course. | **Requirements:**   * 4 English * 3 Mathematics (Algebra 1 and higher) * 3 Social Studies * 3 Science * (SEMO State requires 3) * 1 Fine Art * 3 Electives selected from World Language and/or combinations of the above | **Requirements:**   * 4 English * 3 Social Studies * 4 Mathematics  (Algebra 1 or higher) * 3 Science  (must include a lab science and cannot include Physical Science) * 1 Fine Art * 2 World Language  (same language) * Adequate ACT/SAT score | Often the college will state that there are no prescription or minimum requirements. They want to talk in terms of averages regarding test scores, high school class rank and course preparation. |
| **24 Total** |
|  | | | | |
| *Core coursework is defined as English Language Arts, Math, Science, and Social Studies course offerings.* | **Recommendations:**  Core coursework all four years in high school in preparation for college level work is preferred. | **Recommendations:**  Core coursework all four years in high school in preparation for college level work is preferred. | **Recommendations:**  Core coursework all four years in high school in preparation for college level work is preferred. | **Recommendations:**   * 4 English * 4+ Mathematics  (Algebra 1 and higher) * 4 Science * 4 Social Studies * 4 World Language * Takes most challenging courses offered and demonstrates a high level of performance. * Exemplary ACT and SAT scores * Extracurricular activities demonstrate eagerness and include accomplishments both inside and outside of school. * Supplementary parts of the application must be solidly supportive of the total picture. |

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| **ESOL COURSE SEQUENCE FOR GRADUATION** |

|  |  |  |
| --- | --- | --- |
| **Courses** | **Newcomer Program** | **All Other ESOL Centers** |
| **English/ESOL** | ESOL 1  ESOL 2  English 1E | ESOL 2  ESOL 3  ESOL 4  English 1E  English 2E |
| **English/ESOL Elective Courses** | Newcomer ESOL  Fundamentals of Literacy Fundamentals of ELA  ESOL 1 Read/Write  ESOL 2 Read/Write  ESOL Language Development (summer only) | ESOL 2 Read/Write  ESOL 3 Read Write  ESOL 4 Read/Write  ESOL Academic Language Support  ESOL Language Development (summer only) |
| **Mathematics** | Algebra 150 E | Algebra 150 E |
| **Mathematics Elective Courses** | Fundamentals of Math  Fundamentals of Algebra |  |
| **Science** | Physical Science E  Introduction To Physics E | Introduction to Physics E |
| **Science Elective Courses** | Fundamentals of Science | Elective – Course Options Vary by School |
| **Social Studies** | American History E  World History E | American History E  World History E  American Government E |
| **Social Studies Elective Courses** | Fundamentals of Social Studies | Elective – Course Options Vary by School |

*\*Student courses and 4-year graduation plans will vary based on English proficiency levels*

*\*\*All other courses required towards graduation should be taken as mainstream courses with co-teaching as needed.*

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| **ESOL COURSE MATRIX** |

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| --- | --- | --- | --- | --- | --- | --- |
| **ESOL Placement** | **ESOL Courses** | | **ELA** | **Social Studies** | **Science** | **Math** |
| **Newcomer Program** | Newcomer ESOL | | Fundamentals of  ELA | Fundamentals of Social Studies | Fundamentals of Science | Fundamentals of  Math |
| ESOL 1\* | ESOL 1  Read/Write | Fundamentals of Literacy | American History E\* | Physical Science E\* | Fundamentals of Algebra |
| ESOL 2\* | ESOL 2  Read/Write | English 1 E\* | World History E\* | Introduction to  Physics E\* | Algebra 150 E\* |
| **All Other ESOL Centers** | ESOL 2\* | ESOL 2  Read/Write | English 1 E\* | American History E\* | Introduction to  Physics E\* | Algebra 150 E\* |
| ESOL 3\* | ESOL 3  Read/Write | English 2 E\* | World History E\* |  |  |
| ESOL 4\* | ESOL 4  Read/Write |  | American Gov’t E\* |  |  |
| ESOL Academic Language Support | | Co-Teaching Within Core Academic Courses | | | |

***\*****Core**Content Course Credit*

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| SPECIAL EDUCATION MODIFIED ACADEMIC COURSES |

Special Education is a service provided to eligible students who have an identified need for specially designed instruction in one of the following areas: Reading, writing, math, study/organization, adaptive skills, social/emotional skills, behavior, motor coordination, communication and transition. The faculty and staff of the Special Education Department are dedicated to providing instruction based on Individual Education Plans (IEP). Teachers maintain high expectations for all students, anticipating they are preparing for rigorous, individualized post-secondary goals. Instruction is aligned with individual student goals and addresses strategies for learning.

The modified academic courses listed below are available to students who meet state eligibility criteria for special education. Classes are assigned based on each student’s IEP. Teachers deliver specially designed instruction that is determined by a student’s individual IEP goals in the areas that apply: reading, writing, math, study/organization, social/emotional, or behavior.

Contacts:

Candice Boyd, Director

St. Louis Public Schools- Office of Special Education [candice.boyd@slps.org](mailto:candice.boyd@slps.org)

#### Special Education STEP (Student to Employment Program) Academic Courses:

Special Education is a service provided to eligible students with moderate to severe developmental disabilities who receive intensive instruction focusing on functional academics, life skills, work-related social skills and behaviors, in-school and community vocational experiences.

The STEP (Student to Employment Program) courses listed below are available to students who meet state eligibility criteria for special education and are designed to support practical application. The goal for the program is independent living and meaningful employment. Students participate in school-wide activities, general education electives and academic classes as appropriate.

Each program is individualized according to the student’s interests, preferences, and abilities. Students who participate in this program will be instructed in activities which develop social, behavior, adaptive, and academic skills.

**Contacts:**

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Marlene Glover

Assistant Director of Special Education

St. Louis Public Schools – Office of Special Education

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| SPECIAL EDUCATION – STEP COURSES FOR GRADUATION |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St. Louis Public Schools: Class of 2010 and Beyond** | | | | | | |
| **Content Area** | **Minimum** | **College Bound** | **9th** | **10th** | **11th** | **12th** |
| **English** | **4** | **4** | Introduction to Study Skills & Grammar | Life Skills English | English for the World of Work | Practical English |
| **Mathematics** | **4** | **4** | Fundamentals of Mathematics | Essentials of Mathematics | Consumer Related Mathematics | Practical Mathematics |
| **Science** | **4** | **4** | The Human Body & Health Factors | Environment of the Earth | Physical Science | Life Science |
| **Social Studies** | **3** | **3** | Government/Civics | World History | American History | Consumer Economics |
| World Geography |  | | Job Ahead |
| **Fine Arts** | **1** | **1** | Any Site-Specific Offering | | | |
| **World Language** | **0** | **2** | Any World Language Courses | | | |
| **Practical Arts** | **1** | **1** | Any Business Education or Technology Education Course | | | |
| **Physical Education** | **1** | **1** | Basic Physical Education 1 & 2 | | | |
| **Electives** | **6** | **4** | Any Elective Courses, Including Basic Study Skills 100 \*\* | | | |
| **TOTAL** | **24** | **24** |  | | | |

***\**** *Successful completion of these courses is required for a diploma from St. Louis Public Schools*

*\*\* STEP students may take Basic Study Skills as an elective as well as any other elective offered.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ANNUAL 4-YEAR PLAN & TRANSCRIPT REVIEW** | | | | | | | | | | | |
| **Subject Area** | | **Units of Credit** | **Year 1**  **Total Credits Earned** | | **Year 2**  **Total Credits Earned** | | **Year 3**  **Total Credits Earned** | | **Year 4**  **Total Credits Earned** | | **Year 5**  **Total Credits Earned** |
| **English** | | **4.0** |  | |  | |  | |  | |  |
| **Social Studies** | | **3.0** |  | |  | |  | |  | |  |
| **Mathematics** | | **3.0** |  | |  | |  | |  | |  |
| **Science** | | **3.0** |  | |  | |  | |  | |  |
| **Fine Arts** | | **1.0** |  | |  | |  | |  | |  |
| **Practical Arts** | | **1.0** |  | |  | |  | |  | |  |
| **Physical Ed** | | **1.0** |  | |  | |  | |  | |  |
| **Health Ed** | | **.5** |  | |  | |  | |  | |  |
| **Personal Finance** | | **.5** |  | |  | |  | |  | |  |
| **Electives** | | **7.0** |  | |  | |  | |  | |  |
| **Total Credits** | | **24** | **Grade Level Classification** | | | | | | | | |
|  | | | **9th** | | | **10th** | | **11th** | | **12th** | |
| 0.0 - 6.5 credits | | | ≥ 7 credits | | ≥ 13 credits | | ≥ 19 credits | |
| **GRADE** | **STUDENT SIGNATURE & DATE** | | | **PARENT SIGNATURE & DATE** | | | | | **COUNSELOR SIGNATURE & DATE** | | |
| **9th** |  | | |  | | | | |  | | |
|  | | |  | | | | |  | | |
| **10th** |  | | |  | | | | |  | | |
|  | | |  | | | | |  | | |
| **11th** |  | | |  | | | | |  | | |
|  | | |  | | | | |  | | |
| **12th** |  | | |  | | | | |  | | |
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| MISSOURI DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION WEBSITES |

**DESE Graduation Handbook**<http://dese.mo.gov/sites/default/files/Graduation_Requirements_September_2019.pdf>

**Recommended Minutes of Instruction and Credits**  
[http://dese.mo.gov/divimprove/sia/msip/faq&answers.html](http://dese.mo.gov/divimprove/sia/msip/faq%26answers.html)

**SLPS Core Data**  
<http://dese.mo.gov/planing/profile/115115.html>

**School Laws, DESE Regulations and Legislation**  
<http://www.dese.mo.gov/schoollaw/>

**School District Monthly Financial Reports**  
<http://www.dese.mo.gov/divadm/finance/schfinance.html>

**Missouri Public School Directory**  
<http://www.dese.mo.gov/directory/>

**DESE School Counseling Curriculum**  
<https://dese.mo.gov/college-career-readiness/school-counseling/curriculum>

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| ADVANCED PLACEMENT |

| **CONTENT AREA: ADVANCED PLACEMENT COURSES** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| AP ART HISTORY 1-1  AP ART HISTORY 1-2  Content Area: Art | 1.0 | 35303s1  35303s2 | AP Art History is a course designed to prepare students for future college work and the AP examination. Students will understand art in its historical context. Contextual issues such as politics, religion, patronage, gender, function, ethnicity, as well as formal stylistic observations will contribute to understanding the meaning of a work of art for any given historical period. The periods covered will be ancient times up to the Renaissance with cultures beyond European tradition like Africa, the Americas, Asia, and Oceania. |
| AP STUDIO ART DRAWING 1-1  AP STUDIO ART DRAWING 1-2  Content Area: Art | 1.0 | 35401s1  35401s2 | AP Studio Art Drawing is a course designed to prepare students for college work and the AP examination. The course is designed to promote a sustained investigation of all three aspects of portfolio development -- quality, concentration, and breadth. The course will also give students an analytical perspective on what constitutes good drawing as well as developing mastery in concept, composition, and execution of drawing. |
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| AP STUDIO ART 3D DESIGN 1-1  AP STUDIO ART 3D DESIGN 1-2  Content Area: Art | 1.0 | 35403s1  35403s2 | AP Studio Art 3D Design is a course designed to prepare students for college work and the AP examination. The course is designed to promote a sustained investigation of all three aspects of portfolio development -- quality, concentration, and breadth. The course will also give students an analytical perspective on what constitutes good design as well as developing mastery in concept, composition, and execution of drawing and design. |
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| AP STUDIO ART 2D DESIGN 1-1  AP STUDIO ART 2D DESIGN 1-2  Content Area: Art | 1.0 | 35405s1  35405s2 | AP Studio Art 2D Design is a course designed to prepare students for college work and the AP examination. The course is designed to promote a sustained investigation of all three aspects of portfolio development -- quality, concentration, and breadth. The course will also give students an analytical perspective on what constitutes good design as well as developing mastery in concept, composition, and execution of drawing and design. |
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| AP COMPUTER SCIENCE PRINCIPLES 1-1  AP COMPUTER SCIENCE PRINCIPLES 1-2  Content Area: Math | 1.0 | 15561s1  15561s2 | AP Computer Science Principals offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. |
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| AP COMPUTER SCIENCE A 1-1  AP COMPUTER SCIENCE A-1-2  Content Area: Math | 1.0 | 15564s1  15564s2 | AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data algorithms), analysis of potential solutions and the ethical and social implications of computing. The course emphasized both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. |
| AP ENGLISH LANGUAGE AND COMPOSITION 1-1  AP ENGLISH LANGUAGE AND COMPOSITION 1-2  Content Area: English | 1.0 | 05331s1  05331s2 | AP English Language and Composition is a course designed to prepare students for college work and the AP examination. Students will use a variety of American literary selections to demonstrate their awareness of the authors' audience and purpose. The course will emphasize the expository, analytical, and argumentative forms of writing as well as the personal and reflective writing that fosters the development of writing flexibility in any context. |
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| AP ENGLISH LITERATURE AND COMPOSITION 1-1  AP ENGLISH LITERATURE AND COMPOSITION 1-2  Content Area: English | 1.0 | 05431s1  05431s2 | AP English Literature and Composition is a course designed to prepare students for future college work and the AP Eng Lit & Comp examination. By examining challenging English literature and applying literary analysis skills, students will develop their self-confidence and ability to do critical reading, writing, and thinking that is necessary for college work. |
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| AP PRECALCULUS 1-1  AP PRECALCULUS 1-2  Content Area: Math | 1.0 | 15451s1 15451s2 | AP Pre-Calculus is designed to be the equivalent of a first semester college Pre-Calculus course. AP Pre-Calculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. |
| AP CALCULUS AB 1-1  AP CALCULUS AB 1-2  Content Area: Math | 1.0 | 15455s1 15455s2 | AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions  **Prerequisite: Trigonometry/Analytical Geometry 450** |
| AP CALCULUS BC 1-1  AP CALCULUS BC 1-2  Content Area: Math | 1.0 | 15457s1 15457s2 | AP Calculus BC is a course designed to prepare students for college work and the AP examination. The course introduces the nature of and the use of the derivative and the indefinite and definite integral. Continuous functions and logarithmic and exponential functions are presented. Students will be able to work with functions represented in a variety of ways: graphical, numerical, and/or verbal.  **Prerequisite: Trigonometry/Analytical Geometry 450** |
| AP STATISTICS 1-1  AP STATISTICS 1-2  Content Area: Math | 1.0 | 15503s1  15503s2 | AP Statistics is a course designed to prepare students for college work and the AP examination. Students will use technology, projects and laboratories, cooperative group problem solving, and writing as a part of concept-oriented instruction and assessment. Students will use technology to do the interactive, investigative aspects of data analysis. Students will build interdisciplinary connections with other subjects and with their world outside of school. |
| AP MUSIC THEORY 1-1  AP MUSIC THEORY 1-2  Content Area: Music | 1.0 | 40334s1  40334s2 | AP Music Theory is a course designed to prepare students for college work and the AP examination. The course will integrate melody, harmony, texture, rhythm, form, musical analysis, composition, history, and style. Musicianship skills such as dictation and listening skills, sight-singing, and keyboard harmony are an integral part of the course. Students will read and write fundamental musical notation. |
| AP BIOLOGY 1-1  AP BIOLOGY 1-2  Content Area: Science | 1.0 | 20331s1  20331s2 | AP Biology is a course designed to prepare students for college work and the AP examination. Students will learn the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The major content areas covered are molecules and cells, heredity and evolution, and organisms and populations. |
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| AP CHEMISTRY 1-1  AP CHEMISTRY 1-2  Content Area: Science | 1.0 | 20231s1  20231s2 | AP Chemistry is a course designed to prepare students for college work and the AP examination. Lab experience is a critical part of the course. Students will focus on practical chemical problems and develop the ability to investigate, analyze and present oral and written findings with clarity and logic. Less time will be spent on numerical calculations and more emphasis will be placed on the understanding and application of fundamental chemical principles and concepts. |
| AP ENVIRONMENTAL SCIENCE 1-1  AP ENVIRONMENTAL SCIENCE 1-2  Content Area: Science | 1.0 | 20451s1  20451s2 | AP Environmental Science is a course designed to prepare students for college work and the AP examination. Students will use the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. |
| AP PHYSICS B 1-1  AP PHYSICS B 1-2  Content Area: Science | 1.0 | 20471s1  20471s2 | AP Physics B is a course designed to prepare students for college work and the AP examination. The course will include phenomenology, theories and techniques, concepts, and generalizations. Physics students will develop the ability to ask physical questions and to obtain solutions by using qualitative and quantitative reasoning and by experimental investigation. Students will be proficient in problem-solving and in the application of fundamental principles to a wide variety of situations. |
| AP AFRICAN AMERICAN STUDIES 1-1  AP AFRICAN AMERICAN STUDIES 1-2  Content Area: Social Studies | 1.0 | 10431s1  10431s2 | This interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. |
| AP COMPARATIVE GOVERNMENT & POLITICS 1-1  AP COMPARATIVE GOVERNMENT & POLITICS 1-2  Content Area: Social Studies | 1.0 | 10331s1  10331s2 | AP Comparative Government and Politics is a course designed to provide students the fundamental concepts used by political scientists to study the process and outcomes of politics in a setting of global, political and economic changes. Students will be expected to read and interpret relative political data and write their findings in analytical and interpretive essays. |
| AP EUROPEAN HISTORY 1-1  AP EUROPEAN HISTORY 1-2  Content Area: Social Studies | 1.0 | 10601s1  10601s2 | AP European History is a course designed to prepare students for college work and the AP examination. Students will explore the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we now live. Students will also develop the understanding of some of the principal themes in European history, ability to analyze historical evidence and historical interpretation, and the ability to express |
| AP US GOVERNMENT AND POLITICS 1-1  AP US GOVERNMENT AND POLITICS 1-2  Content Area: Social Studies | 1.0 | 10335s1  10335s2 | Advanced level course that may be taken in place of #10403. AP United States Government and Politics is a course designed to prepare students for college work and the AP examination. The course is designed to give students an analytical perspective on government and politics in the United States, including the study of general concepts used to interpret U.S. politics and the analysis of various institutions, groups, beliefs, and ideas that constitute U.S. Politics. |
| AP US HISTORY 1-1  AP US HISTORY 1-2  Content Area: Social Studies | 1.0 | 10333s1  10333s2 | AP United States History is a course designed to prepare students for college work and the AP examination. Students will survey the historical events from the pre-Columbian period through the Civil War and Reconstruction. Extensive readings outside the text will be used to strengthen the analytical skills of students. Written culminating activities will be used to show mastery of the historical content. |
| AP WORLD HISTORY 1-1  AP WORLD HISTORY 1-2  Content Area: Social Studies | 1.0 | 10231s1  10231s2 | AP World History is a course designed to prepare students for college work and the AP examination. The course will highlight the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Periodization from circa 8000 B.C.E. to around 1750 forms the organizing principle. The interaction of themes and periodization will encourage students to formalize cross-period questions and find analytical solutions that will be expressed orally and in writing. |
| AP HUMAN GEOGRAPHY 1-1  AP HUMAN GEOGRAPHY 1-2  Content Area: Social Studies | 1.0 | 10801s1  10801s2 | The AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human population on Earth. This class will use lecture/discussion, geographic models and applications, and case studies from around the world to explore the course topics. |
| AP PSYCHOLOGY 1-1  AP PSYCHOLOGY 1-2  Content Area: Social Studies | 1.0 | 10611s1  10611s2 | AP Psychology is a course designed to prepare students for college work and the AP examination. Students will be asked to define, compare, and apply concepts and research findings of the 14 key topics and fields of study in Psychology. Students will be expected to employ psychological research methods, demonstrate ethical consideration, use scientific methods, analyze bias, evaluate claims and evidence, and effectively demonstrate the ability to write clearly organized and factually supported ideas using grammatically correct sentences. |
| AP CHINESE LANGUAGE & CULTURE 1-1  AP CHINESE LANGUAGE & CULTURE 1-2  Content Area: World Languages | 1.0 | 25511s1  25511s2 | AP Chinese Language and culture is a course designed to prepare students for college work and the AP examination. Students will develop awareness and appreciation of the elements of the Chinese culture. The course will broaden students' world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. Students will hone their language skills across the three communicative modes: interpretive, interpersonal, and presentational. By do so they will develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. |
| AP FRENCH LANGUAGE 1-1  AP FRENCH LANGUAGE 1-2  Content Area: World Languages | 1.0 | 25211s1  25211s2 | AP French Language is a course designed to prepare students for college work and the AP examination. Students will develop French language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. French pronunciations, vocabulary, idiomatic expressions, grammatical structures, and written language will all be stressed. Extensive training in the organization and writing of language will also be emphasized. |
| AP GERMAN LANGUAGE 1-1  AP GERMAN LANGUAGE 1-2  Content Area: World Languages | 1.0 | 25411s1  25411s2 | AP German Language is a course designed to prepare students for college work and the AP examination. Students will develop German language skills (reading, writing, listening, and speaking) that can be used in formal and informal situations. German pronunciations, vocabulary, idiomatic expressions, grammatical structures, and written language will be stressed. Extensive training in the organization and writing of language will be emphasized. |
| AP LATIN 1-1  AP LATIN 1-2  Content Area: World Languages | 1.0 | 80615s1  80615s2 | AP Latin is a course designed to prepare students for college work and the AP examination. Students will read, translate, understand, analyze, and interpret a portion of Vergil's the Aeneid. Using the Aeneid, students will study the cultural, social, and political context of the piece. Students will also analyze the grammatical structures to enable translation and understanding. |
| AP SPANISH LANGUAGE 1-1  AP SPANISH LANGUAGE 1-2  Content Area: World Languages | 1.0 | 25313s1  25313s2 | AP Spanish Language is a course designed to prepare students for college work and the AP examination. Students will develop Spanish language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. Spanish pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written language will be stressed. Extensive training in the organization and writing of the Spanish language will also be done. |
| AP SEMINAR 1-1  AP SEMINAR 1-2 | 1.0 | 05581s1  05581s2 | Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes. |

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| PATHWAYS(SCHOOLS MAY VARY BASED ON SITE CONSIDERATIONS) |

|  | **8th** | **9th** | **10th** | **11th** | **12th** |
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| **Mathematics**  *Recommended* | Algebra Concepts and Skills | Algebra 1 | Geometry 1 | Advanced Algebra 1  Mathematics Theories  (or other Elective) | Trigonometry / Analytical Geometry  (or other Elective)  College Algebra & Trigonometry  (or other Elective)  Probability & Statistics  (or other Elective)  Calculus  (or other Elective)  Mathematics Theories  (or other Elective) |
| **Mathematics**  *Advanced Placement* | Algebra 1 | Geometry 1 | Advanced Algebra 1 | AP Statistics  (or other Elective)  AP Calculus  (or other Elective)  Trigonometry / Analytical Geometry (or other Elective)  Calculus  (or other Elective)  College Algebra & Trigonometry  (or other Elective)  Probability & Statistics  (or other Elective)  Mathematics Theories (or other Elective) | AP Statistics  (or other Elective)  AP Calculus  (or other Elective)  Trigonometry / Analytical Geometry (or other Elective)  Calculus  (or other Elective)  College Algebra & Trigonometry  (or other Elective)  Probability & Statistics  (or other Elective)  Mathematics Theories (or other Elective) |
| **English** |  | English I  Honors English 1 | English 2  Honors English 2 | English 3  AP English Language & Composition | English 4  African American Literature  College Composition & Literature  AP English Literature & Composition |
| **Science** |  | Physics First  Honors Biology | Chemistry  Honors Biology | Biology  Chemistry  AP Chemistry  AP Biology | Physics  Botany  Environmental Science  AP Physics  AP Environmental Science  AP Biology |
| **Social Studies** |  | American History | World History  AP World History | American Government  AP Comparative Government & Politics (or other Elective) | AP Comparative Government & Politics (or other Elective) |

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| ENGLISH LANGUAGE ARTS (ELA)[FORMERLY COMMUNICATION ARTS] |

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| Reading, writing, speaking, thinking, and listening are skills needed to succeed in school and in life. Proficiency in each of these areas provides the foundation for all other academic studies as well as for development and enrichment of language. Mastering the skills involved in communication is crucial for all students because they are used in nearly every human interaction. Those skills are so important that four years of successfully completed coursework in English Language Arts are required for graduation from St. Louis Public Schools. |

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| **English Language Arts Courses** | |
| **Grade** | **Courses** |
| **9** | ENGLISH 1 OR HONORS ENGLISH 1 |
| **10** | ENGLISH 2 OR HONORS ENGLISH 2 |
| **11** | ENGLISH 3 |
| AP ENGLISH LANGUAGE & COMPOSITION |
| **12** | ENGLISH 4 |
| COLLEGE COMPOSITION & LITERATURE |
| AP ENGLISH LITERATURE & COMPOSITION |
| AFRICAN AMERICAN LITERATURE |

| **CONTENT AREA: ENGLISH LANGUAGE ARTS** | | | |
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| **CORE ENGLISH COURSES** | | | |
| **Full Title** | **Credits** | **Course #** | **Course Description** |
| AP ENGLISH LANGUAGE AND COMPOSITION 1-1 | 0.5 | 05331s1 | AP English Language and Composition is a course designed to prepare students for college work and the AP examination. Students will use a variety of American Literary selections to demonstrate their awareness of the authors' audience and purpose. The course will emphasize the expository, analytical, and argumentative forms of writing as well as the personal and reflective writing that fosters the development of writing flexibility in any context. |
| AP ENGLISH LANGUAGE AND COMPOSITION 1-2 | 0.5 | 05331s2 | AP English Language and Composition second semester is designed to enable students to read complex American Literature with understanding and be able to write a prose response filled with rich and complex thoughts that move beyond the simple five-paragraph essay. Student writing emphasis will be placed on content, purpose, and audience. |
| AP ENGLISH LITERATURE AND COMPOSITION 1-1 | 0.5 | 05431s1 | AP English Literature and Composition is a course designed to prepare students for future college work and the AP Eng Lit & Comp examination. By examining challenging English literature and applying literary analysis skills students will develop their self-confidence and ability to do critical reading, writing, and thinking that is necessary for college work. |
| AP ENGLISH LITERATURE AND COMPOSITION 1-2 | 0.5 | 05431s2 | AP English Literature and Composition second semester will continue to apply the analytical skills to English poetry, fiction, drama, novels and non- fiction. Students will write extensively to demonstrate their comprehension of literature's purpose and the strategies used to achieve its purpose. |
| AFRICAN AMERICAN LITERATURE 1-1  AFRICAN AMERICAN LITERATURE 1-2 | 1.0 | 05411s1  05411s2 | This senior level course presents a survey of major African American writers through the integration of skills in listening, speaking, reading/literature, vocabulary development, writing, language structure, and study skills. |
| COLLEGE COMPOSITION & LITERATURE 1-1  COLLEGE COMPOSITION & LITERATURE 1-2 | 1.0 | 05421s1  05421s2 | College Composition & Literature is a college preparatory course designed to prepare students for College Composition I. The course develops students’ abilities in writing multiple paragraph texts and will focus on topics such as development, organization, grammar, sentences, paragraphs, and essay structure. Literature study is embedded in this year-long course. This course is open to students in grades 11 and 12. |
| ENGLISH 1-1  ENGLISH 1-2  FORMERLY FR LIT COMP 150 | 1.0 | 05101s1  05101s2 | This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing, and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the program. The course includes studies of various literary genres: short story, poetry, novel, drama, and non-fiction. The development of critical reading and writing skills is a major emphasis of the course. |
| HONORS ENGLISH 1-1  HONORS ENGLISH 1-2 | 1.0 | 05111s1  05111s2 | This course is an honors-level section of English 1. Course content is similar to 05101/05102 but extends deeper and may move at an accelerated pace. This course is also intended to prepare students for Advanced Placement English courses to be considered for study in the junior and senior year. |
| ENGLISH 2-1  ENGLISH 2-2  FORMERLY WORLD LIT / COMP 250 | 1.0 | 05201s1  05201s2 | English 2 builds upon students’ foundation of critical reading and analytical writing skills in preparation for the Missouri End-of-Course (EOC) Assessment. Through texts that range from investigative journalism, essays, articles, and historical documents to short stories, drama, and poetry, students analyze the use of elements in literature and informational texts. As they develop their writing skills and respond to ideas, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. |
| HONORS ENGLISH 2-1  HONORS ENGLISH 2-2 | 1.0 | 05211s1  05211s2 | This course is an honors-level section of English 2. Course content is similar to 05201/05202 but extends deeper and may move at an accelerated pace. This course is also intended to prepare students for Advanced Placement English courses to be considered for study in the junior and senior year. |
| ENGLISH 3-1  ENGLISH 3-2  FORMERLY AM LIT / COMP 350 | 1.0 | 05301s1  05301s2 | In English 3, students engage in an intensive study of the dynamics and structure of the English language, including the essential skills of composition development, writing style, critical reading, writing and analysis, academic vocabulary, grammatical structure and rules, and academic verbal discussion as outlined in the Missouri Learning Standards. |
| ENGLISH 4-1  ENGLISH 4-2  FORMERLY ENGLISH LIT 450 | 1.0 | 05401s1  05401s2 | In English 4, students will engage in an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. |

| **CONTENT AREA: ENGLISH LANGUAGE ARTS** | | | |
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| **ELECTIVE COURSES** | | | |
| **Full Title** | **Credits** | **Course #** | **Course Description** |
| ACTING 1-1  ACTING 1-2 | 1.0 | 80141s1  80141s2 | Plunge into acting--learn how it is done and do it. Get familiar with the stage-- its styles, types, possibilities. Prepare roles in one act plays; perform in class and prepare to audition for parts in school and children's theater touring company plays. Learn about the important role of the director and experience taking direction and growing in effectiveness as you respond to it. Practice serving as a student director; see the dramatic production whole; refine your techniques; audition for actors' workshop; have fun while you work at acting. |
| ADVANCED CREATIVE WRITING SEM - 1 | 0.5 | 80123s | This course is designed for the student with exceptionally good writing skills and the motivation to do serious writing in poetry, drama, short story, or journalistic writing. This course includes critical analysis and considerable independent work. |
| ADVANCED MAJOR JOURNALISM II 1-1  ADVANCED MAJOR JOURNALISM II 1-2 | 1.0 | 81273s1  81273s2 | This level will be individually designed so the student may excel in his/her particular area of specialization. Apprenticeships, workshops and field experiences in journalistic and media careers will be frequent. Students will be expected to complete a professional portfolio at this level and to complete a major, individualized project. Editorships of school publications will also be available to these students. |
| AMERICAN DRAMA | 0.5 | 75125s | Study and analyze plays written by American writers. Play structure, characters and historical settings of the American scene will be examined. Attention will be given to the lifestyle and motivation of the playwrights. Students will act in scenes from American plays and create improvisations involving American themes. |
| CREATIVE WRITING 1-1  CREATIVE WRITING 1-2 | 1.0 | 81737s1  81737s2 | Creative Writing challenges students' ability to think creatively and express themselves in writing. They read from different genres as models for writing and creative thought. Grammar and mechanics are approached as indicators of clear thinking; correction of flaws is emphasized to clarify muddled thoughts. emphasis is placed on economical and vivid writing with a focus on techniques of imagery and figurative language. Students write poetry, fiction, and essays. |
| DRAMA 1-1  DRAMA 1-2 | 1.0 | 05553s1  05553s2 | This elective course explores the interpretation, appreciation, and production of drama through the integration of skills in listening, speaking, reading/literature, vocabulary development, writing, language structure, and study skills. **This course is appropriate for juniors and seniors.** |
| ENGLISH 1 DD 1-1  ENGLISH 1 DD 1-2 | 1.0 | 05103s1  05103s2 | This course is an elective intervention Freshman Literature course which focuses on reading, writing, fluency, vocabulary, and comprehension. It is designed for those students reading below grade level. Writing will be used as an essential tool in developing reading and critical thinking skills. **This course should be taken concurrently with English 1 (05101/05102).** |
| HONORS ADVANCED ACTING 1-1  HONORS ADVANCED ACTING 1-2 | 1.0 | 80595s1  80595s2 | Honors advanced acting is designed for students with professional aspirations in acting. The course focuses intensively on the study of acting and on rehearsal and performance of touring productions. The course considers preparation of a role, voice production, diction, stage movement, and major contemporary theories on acting. it also enables students to perform in different styles, as well as to learn professional audition techniques and to prepare audition monologues. |
| JOURNALISM 1-1  JOURNALISM 1-2 | 1.0 | 05541s1  05541s2 | This elective course emphasizes the processing of current events and issues of public concern through the integration of skills in listening, speaking, reading/literature, vocabulary development, writing, language structure, and study skills. **This course is appropriate for juniors and seniors.** |
| MODERN POETRY | 0.5 | 75120s | Modern Poetry is an elective course designed for students who are passionate about exploring the evolving landscape of contemporary poetic expression. This course delves into the works of modern poets from the 20th century to the present, examining the diverse styles, themes, and cultural influences that define modern poetry. Students will study a wide range of poets and poetic movements, including but not limited to Modernism, the Beat Generation, Confessional Poetry, and Spoken Word. The course will also explore how historical and social contexts have shaped modern poetry, reflecting on issues such as identity, race, gender, and politics. |
| ADVANCED MODERN POETRY | 0.5 | 75121s | Study the design of modern poetry. Become familiar with imagery, symbolism, and theme as aspects of poetry. Students will share poems with others in class. Students will write at least one analysis of poetry and will experiment with writing poems of their own.  Prerequisite Modern Poetry |
| PHOTO JOURNALISM 1-1  PHOTO JOURNALISM 1-2 | 1.0 | 85201s1  85201s2 | Students study the use of photography in journalism and apply photography skills to a variety of journalistic purposes. |
| PLAY DIRECTING 1-1  PLAY DIRECTING 1-2 | 1.0 | 81221s1  81221s2 | Students will study the varied roles and responsibilities of a director which include script breakdown, scene blocking, communication with cast and crew. |
| PLAY READING 1-1  PLAY READING 1-2 | 1.0 | 81211s1  81211s2 | Plunge into acting--learn how it is done and do it. Get familiar with the stage-- its styles, types, possibilities. Prepare roles in one act plays; perform in class and prepare to audition for parts in school and children's theater touring company plays. |
| PRE-AP ENGLISH LANGUAGE AND COMPOSITION | 0.5 | 05993ss | Pre-AP English Language and Composition is a one-semester elective summer school course designed to prepare students for the rigorous academic challenges of AP English Language and Composition. |
| PRE-AP ENGLISH LITERATURE AND COMPOSITION | 0.5 | 80600ss | Pre-AP English Literature and Composition is a one-semester elective summer school course designed to prepare students for the rigorous academic challenges of AP English Literature and Composition. |
| PREPARATION FOR NATIONAL EXAMINATIONS 1-1  PREPARATION FOR NATIONAL EXAMINATIONS 1-2 | 1.0 | 95021s1  95021s2 | This course is a collaborative offering team-taught by mathematics and English departments. Enrollment is limited to 11th grade students who are preparing to take pre-college admissions examinations administered by the American College Testing programs (ACT) and the College Board's Scholastic Aptitude Test (SAT). To enhance proficiencies in tested areas, students will review relevant content, complete practice tests, review skills, and learn to apply appropriate test-taking strategies. |
| PUBLICATIONS 1-1  PUBLICATIONS 1-2 | 1.0 | 85621s1  85621s2 | This lab class involves the study of journalistic principles and procedures for producing a school newspaper and possibly other publications. Students plan content, write articles, stories, headlines and captions, meet deadlines, design layout, edit copy, paste-up pages, print, distribute and sell the product. Basic academic skills in listening, speaking, reading and writing will also be stressed. |
| RESEARCH TECHNIQUES | 0.5 | 75110s | This elective English course is designed to equip students with essential skills for conducting effective and thorough research across various disciplines. This course emphasizes the development of critical thinking, information literacy, and analytical skills necessary for academic and real-world research projects.  Students will learn how to formulate research questions, design research methodologies, and evaluate sources for credibility and relevance. The course will cover a range of research tools and resources, including digital databases, libraries, and scholarly journals. Emphasis will also be placed on understanding and avoiding plagiarism, proper citation practices, and the ethical considerations of research. Throughout the semester, students will engage in hands-on activities and projects that involve gathering, analyzing, and presenting data. |
| SEC READING REMED CTR 1-1  SEC READING REMED CTR 1-2 | 1.0 | 05701s1  05701s2 | The Secondary Reading Remediation course focuses on addressing students’ gaps in grade-level reading proficiency. Instructional strategies informed by the science of reading target the five pillars of literacy. |
| SPEECH AND DEBATE 1-1  SPEECH AND DEBATE 1-2 | 1.0 | 05573s1  05573s2 | This elective course emphasizes the basic principles of speech and debate through the integration of skills in listening, speaking, debating, persuasive and rhetorical dialogue, reading/literature, vocabulary development, writing, language structure, and study skills. **This course is appropriate for juniors and seniors.** |
| ENGLISH 2 DD 1-1  ENGLISH 2 DD 1-2 | 1.0 | 05203s1  05203s2 | This course is an elective intervention course which focuses on reading, writing, fluency, vocabulary, and comprehension. It is designed for those students reading below grade level. Writing will be used as an essential tool in developing reading and critical thinking skills. **This course should be taken concurrently with English 2 (05201/05202).** |

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| MATHEMATICS |

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| The St. Louis Public Schools Mathematics curriculum embraces the vision for mathematics education described in the Principles and Standards for School Mathematics. We envision every student having access to a high-quality, knowledgeable, and enthusiastic teacher who delivers an engaging, challenging mathematics curriculum. The curriculum offers students the opportunities to learn important mathematical concepts and procedures with understanding. Technology is an essential component of the learning environment. Finally, the curriculum prepares our students to function in today's data-rich society. |

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| **Mathematics Courses** | |
| **Grade** | **Courses** |
| **9** | ALGEBRA - 1 |
| **10** | GEOMETRY - 1 |
| **11** | ADVANCED ALGEBRA – 1 |
| MATH THEORIES |
| **12** | TRIGONOMETRY / ANALYTICAL GEOMETRY |
| PROBABILITY AND STATISTICS |
| CALCULUS |
| COLLEGE PREPARATORY ALGEBRA |
| COLLEGE ALGEBRA |
| TRIGONOMETRY |
| MATHEMATICS THEORIES |
| AP CALCULUS BC |
| AP STATISTICS |

| **CONTENT AREA: MATHEMATICS** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| ALGEBRA 1-1  ALGEBRA 1-2 | 1.0 | 15121s1  15121s2 | Algebra 150 will help students acquire an understanding of numbers and increased proficiency in mathematical operations and algebraic notations. Students will study real numbers, operations, exponents, ratios, proportions, patterns, graphs, linear equations, inequalities, systems of linear equations and quadratic equations. The course will also introduce students to factoring, angle relationships, the Pythagorean Theorem, data collection, data plots, sample space, and probability. A portion of the course will also be devoted to a data project, allowing students to demonstrate their understanding of survey design, data collection, and graphical representation of information. |
| ALGEBRA 1-1 DD  ALGEBRA 1-2 DD | 1.0 | 15122s1  15122s2 | Algebra 150 DD provides students support in developing a thorough understanding of the algebraic concepts, thus assuring their success in the Algebra 150 class. **Students receive elective credit only.** |
| Advanced Algebra 1-1  Advanced Algeber 1-2 | 1.0 | 15321s1  15321s1 | Algebra 350 (Algebra II) will help students acquire an understanding of real-world applications of mathematical procedures as they prepare for higher- level mathematic courses. Students will study real numbers, operations, and patterns as they extend their understanding of algebraic concepts. They will work with matrices, complex numbers, logarithms, polynomial functions and their inverse, systems of equations and inequalities, transformations, mathematical models, scatterplots, and statistics. The course will also introduce students to the concept of limits. |
| College Prep Algebra 1-1  College Prep Algebra 1-2 | 1.0 | 15411s1  15411s2 | College Preparatory Algebra is designed to provide the transition from high school Algebra courses to College Algebra. The course format is similar to college-level intermediate Algebra course. This course will help students avoid taking remedial/developmental mathematics courses in college. Topics include operations on polynomials, factoring polynomials, linear equations and their applications, graphing lines and solving equations, operations on rational expressions and radicals, solving polynomial equations and the rectangular coordinate. **Prerequisite: Algebra 2** |
| Ap Calculus AB 1-1  Ap Calculus AB 1-2 | 1.0 | 15455s1  15455s2 | AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. |
| Ap Calculus BC 1-1 | .5 | 15457s1 | AP Calculus BC is a course designed to prepare students for college work and the AP examination. The course introduces the nature of and the use of the derivative and the indefinite and definite integral. Continuous functions and logarithmic and exponential functions are presented. Students will be able to work with functions represented in a variety of ways: graphical, numerical, and/or verbal. **Prerequisite: Trigonometry / Analytical Geometry 450** |
| Ap Calculus BC 1-2 | 0.5 | 15457s2 | AP Calculus BC second semester is designed to emphasize a multi- representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Using unifying themes of derivatives, integrals, limits, approximation, applications, and modeling, the course will be a cohesive whole rather than a collection of unrelated topics. **Pre-requisite: Trigonometry / Analytical Geometry 450.** |
| AP STATISTICS 1-1 | 0.5 | 15503s1 | AP Statistics is a course designed to prepare students for college work and the AP examination. Students will use technology, projects and laboratories, cooperative group problem solving, and writing, as a part of concept-oriented instruction and assessment. Students will use technology to do the interactive, investigative aspects of data analysis. Students will build interdisciplinary connections with other subjects and with their world outside of school. |
| AP STATISTICS 1-2 | 0.5 | 15503s2 | AP Statistics second semester is designed to continue the investigative approach to exploratory analysis, planning and conducting a study, and putting their statistical inferences in a statement of probability language with supporting data. Emphasis of the second semester is on the use and interpretation of the data not on the creating of the data. Students will use analytical, organization, and communication skills to formulate cogent answers that will demonstrate their ability to integrate statistical ideas and  apply them to a new context or in a no routine way. |
| CALCULUS 1-1  CALCULUS 1-2 | 1.0 | 15453s1  15453s2 | This course includes a thorough treatment of elementary functions and an introduction to the fundamental theorems and methods of calculus and the types of problems it can be used to solve. The course introduces the nature of and the use of the derivative and the indefinite and definite integral. Continuous functions and logarithmic and exponential functions are considered. **Prerequisite: Trigonometry / Analytical Geometry 450-1, 2.** |
| College Algebra & Trig 1-1  College Algebra & Trig 1-2 | 1.0 | 15433s1  15433s2 | This course is a detailed study of various functions selected from college algebra and trigonometry and is presented in a way that will prepare students for a study of calculus. The scope includes a study of polynomial, rational, exponential, logarithmic, and trigonometric functions, applications of trigonometric functions, applications of trigonometry, partial fractions, and mathematical induction. **Student must have completed Advanced Algebra.** |
| Fundamentals of Math 1-1  Fundamentals of Math 1-2 | 1.0 | 93311s1  93311s2 | Same course as mainstream only modified/sheltered for non-native English speakers. This freshman course presents an individualized approach to provide the student with an opportunity to gain a firm working knowledge of basic mathematics. The emphasis in this course is on the diagnosis and remediation of each student. Several topics included are operations of whole numbers, fractions, decimals, and measurements. |
| Geometry 1-1  Geometry 1-2 | 1.0 | 15221s1  15221s2 | Geometry 250 will help students acquire an understanding of geometric and spatial relationships. Students will study real numbers, operations, and patterns. They will investigate angles, parallel and perpendicular lines, circles, two- and three-dimensional objects, surface area, volume, Cartesian coordinates, sample space, probability distribution, constructions, transformations, and symmetries. The course will also introduce students to inductive and deductive reasoning, which they will use to establish the validity of conjectures, prove theorems, and critique the arguments of others. |
| New Enrollee Math | 0.5 | 15000s1  15000s2 | Course used for transfer of credit to new enrollees to district |
| Math Theories 1-1  Math Theories 1-2 | 1.0 | 15331s1  15331s2 | Mathematics Theories is a year-long course designed for the student who wishes to pursue a post-secondary education in a non-technical field of study. This course is not for the college-bound student. In this course, the student will refine his/her mathematical knowledge and extend his/her ability to analyze and solve problems by applying the theories of mathematics to a wide variety of problem situations. Topics to be addressed will include set theory; logic; graph theory; numeration systems, groups, and number theory; algebraic modeling; matrix theory; systems of equations and inequalities; Euclidean and non-Euclidean geometry; trigonometric functions; counting methods, permutations, and combinations; probability; statistics and data analysis; consumer economics; and voting and apportionment. Successful completion of Geometry. **This course is offered on a limited basis and with permission of the Mathematics Curriculum Specialist.** |
| Pre-AP Calculus BC | 0.5 | 15456ss | Pre-AP Calculus BC is a one-semester elective summer school course designed to prepare students for the rigorous academic challenges of AP Calculus BC. Students will be introduced to a multi-representational approach to Calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally in preparation for in-depth study. |
| Pre-AP Statistics | 0.5 | 15502ss | Pre-AP Statistics is a one-semester elective summer school course designed to prepare students for the rigorous academic challenges of AP statistics. Students will be introduced to multiple representational approaches to Statistics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally in preparation for in-depth study. |
| Probability/Statistics 1-1  Probability/Statistics 1-2 | 1.0 | 15501s1  15501s2 | Probability and statistics is designed to be an introductory course for students with good arithmetic and algebra skills. The course addresses the analysis and management of data in a variety of real-world situations and academic disciplines. Class activities will focus on the plentiful variety of statistics in the world around us. The course provides a strong background for further study, not only in mathematics, but also in any academic area (business, economics, science, medicine, sociology) that requires the collection and interpretation of data (business, economics, science, medicine, sociology). **Prerequisites are Geometry 250-1, 2. Students may enroll in Probability and Statistics concurrently with Advanced Algebra, Trigonometry/Analytic Geometry, or Calculus.** |
| Trigonometry/Analytical Geometry 1-1  Trigonometry/Analytical Geometry 1-2 | 1.0 | 15421s1  15421s2 | Trigonometry/Analytic Geometry 450 consists of one semester of Trigonometry and one semester of Analytic Geometry. Students will study real and complex number systems, operations, and patterns as they extend their understanding of functions and relations. They will work with matrices, vectors, logarithms, angles in degrees and radians, trigonometric functions and graphs, the Cartesian and Polar coordinate systems, transformations, and limits. The course will also provide students with opportunities to extend their mathematical knowledge through modeling and activities that prepare them for mathematical careers in our technology-oriented society. **Prerequisites: Algebra 150-1, 2; Geometry 250-1, 2; Advanced Algebra 350-1, 2.** |
| AP Computer Science Principals 1-1  AP Computer Science Principals 1-2 | 1.0 | 15561s1  15561s2 | AP Computer Science Principals offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. |
| AP Computer Science A 1-1  AP Computer Science A 1-2 | 1.0 | 15564s1  15564s2 | AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions and the ethical and social implications of computing. The course emphasized both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. |

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| SCIENCE |

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| Science education in the St. Louis Public Schools is a continuous program from kindergarten through secondary school. Through a structured program of science learning experience, the individual will acquire a substantial knowledge-base of science concepts, and process skills. An understanding of scientific knowledge provides insight to a technology-oriented world and enables individuals to interpret their environment. Science education focuses on the utilization of inquiry and critical thinking skills to assist the individual in using an orderly pattern of exploration for answers. The study of science provides an understanding of its role in modern living and civilization's search for new knowledge. Science education should stimulate discovery, curiosity, and creativity. |

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| **Science Courses** | |
| **Grade** | **Courses** |
| **9** | INTRODUCTION TO PHYSICS |
| PHYSICAL SCIENCE |
| BIOLOGY |
| HONORS BIOLOGY |
| **10** | BIOLOGY |
| HONORS BIOLOGY |
| CHEMISTRY |
| HONORS CHEMISTRY |
| ANY SCIENCE ELECTIVES WITH SATISFIED PREREQUISITES |
| **11** | CHEMISTRY |
| HONORS CHEMISTRY |
| BIOLOGY |
| HONORS BIOLOGY |
| ANY SCIENCE ELECTIVES WITH SATISFIED PREREQUISITES |
| **12** | PHYSICS - 450 |
| ANY SCIENCE ELECTIVES WITH SATISFIED PREREQUISITES |

| **CONTENT AREA: SCIENCE** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| ANATOMY & PHYSIOLOGY 1-1  ANATOMY & PHYSIOLOGY 1-2 | 1.0 | 20481s1  20481s2 | Anatomy and Physiology is a course that is an in-depth introduction to the anatomy and physiology of the human body. The course will provide students with a foundation of biology regarding the structures and functions of the systems of the human body. The course emphasizes the integration of the various organ systems and the relationships of each to the total organism. Emphasis will be placed on terminology, laboratory experiences, and clinical case studies to illustrate anatomical and physiological concepts. This course is designed for students interested in pursuing medical and/or health-related fields (such as medical doctors, nursing, physical therapy, etc.). **Recommended Prerequisites: Biology - 1 and 2; Chemistry - 1 and 2** |
| AP BIOLOGY 1-1  AP BIOLOGY 1-2 | 1.0 | 20331s1  20331s2 | AP Biology is a course designed to prepare students for college work and the AP examination. Students will learn the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The major content areas covered are molecules and cells, heredity and evolution, and organisms and populations. **Recommended Prerequisites: Biology or Honors Biology 1 & 2** |
| AP CHEMISTRY 1-1  AP CHEMISTRY 1-2 | 1.0 | 20231s1  20231s2 | AP Chemistry is a course designed to prepare students for college work and the AP examination. Lab experience is a critical part of the course. Students will focus on practical chemical problems and will develop the ability to investigate, analyze and present oral and written findings with clarity and logic. Less time will be spent on numerical calculations and more emphasis will be placed on the understanding and application of fundamental chemical principles and concepts. **Recommended Prerequisite: Chemistry I & 2** |
| AP ENVIRONMENTAL SCIENCE 1-1  AP ENVIRONMENTAL SCIENCE 1-2 | 1.0 | 20451s1  20451s2 | AP Environmental Science is designed to the investigative nature of the course. Students will experience a strong laboratory and field investigative process. Students will have opportunities to explore and test concepts and principles introduced in the classroom that deal with real-world problems. The diverse activities should be linked to major concepts in science, have direct experience with an organism or system in the environment, and follow the process of observation, collection of data, analysis, and presentation of their findings (results) both in the oral and written format. |
| AP PHYSICS B 1-1  AP PHYSICS B 1-2 | 1.0 | 20471s1  20471s2 | AP Physics B is a course designed to prepare students for college work and the AP examination. The course will include phenomenology, theories and techniques, concepts, and generalizations. Physics students will develop the ability to ask physical questions and to obtain solutions by using qualitative and quantitative reasoning and by experimental investigation. Students will be proficient in problem-solving and in the application of fundamental principles to a wide variety of situations. |
| BIOLOGY 1-1  BIOLOGY 1-2 | 1.0 | 20311s1  20311s2 | In Biology 250, students will acquire understanding of scientific concepts and build towards the science and engineering practices and crosscutting concepts while engaged in complex, yet rich phenomena, from bacterial resistance case of a sick girl Addie to Dushenne Muscular Dystrophy to ecological disruptions in Serengeti, Africa. The course will include concepts from inorganic and organic chemistry foundational to certain areas of biology, cells, molecular transport, biochemical pathways, and processes involved in the transmission of genetic material (including transcription, translation, mitosis, and meiosis), patterns of inheritance, population genetics, evolution, and ecology. |
| HONORS BIOLOGY 1-1  HONORS BIOLOGY 1-2 | 1.0 | 20321s1  20321s2 | Honors Biology is a two-semester course designed to prepare students for success in college level science courses or science courses to support careers in the life sciences. This laboratory science course will include all of the course work that is required in Biology 250. In addition, the material presented in the honors course is offered at an accelerated pace, covers more depth, and has more application expectations than Biology 250. Instruction will emphasize investigative laboratory experiences, independent research and analysis, and the planning and execution of scientific projects. **Recommended Prerequisites: 9th/10th graders – student grade point average of 3.0 or better and an 8th/9th grade science teacher recommendation.** |
| BOTANY | 0.5 | 82030s1 | This course aims at exposing the students to an introduction to plant biology with emphasis on morphology, anatomy and reproduction of the main plant divisions. In addition to the study of the structure, function relationship, the course also covers plant ecological aspects.  **Recommended Prerequisites: Biology 250 1-2 or Honors Biology** |
| CHEMISTRY 1-1  CHEMISTRY 1-2 | 1.0 | 20211s1  20211s2 | In Chemistry 350, students will acquire understanding of scientific concepts beyond Physical Science Missouri and/ or Next Generation Science Standards. It continues to build towards the science and engineering practices and crosscutting concepts while engaging students in complex, yet rich phenomena, from understanding causes of and solutions for climate change to understanding how structure of molecules affects how they smell to toxicity. The course will include a study of the mathematical relationships behind unit conversions (dimensional analysis) and variables affecting Gas Laws, modeling of energy transfer, how atomic and molecular structures determine atomic behavior and function, trends in the periodic table, and matter cycling in reactions. **Recommended Prerequisites: At least one full year of another core science: Introduction to Physics or Freshman Physics, Physical Science or Biology 250.** |
| HONORS CHEMISTRY 1-1  HONORS CHEMISTRY 1-2 | 1.0 | 20221s1  20221s2 | Honors Chemistry is a two-semester course designed to prepare students for success in college level science courses to support careers in the physical sciences. This laboratory science course will include all of the course work that is required in Chemistry 350. In addition, the material presented in the honors course is offered at an accelerated pace, covers more depth, and has more application expectations than Chemistry 350. Instruction will emphasize investigative laboratory experiences, independent research and analysis, and the planning and execution of scientific projects.  **Recommended Prerequisites: 10/11th graders-student, grade point average of 3.0 or better and a 9/10th grade science teacher recommendation.** |
| EARTH SCIENCE 1-1  EARTH SCIENCE 1-2 | 1.0 | 20401s1  20401s2 | Earth Science is a course that studies the fundamentals of the physical nature of our planet Earth, its lithosphere, hydrosphere, and atmosphere. This course examines the composition, structure, history and mechanisms of change that have cooperatively produced modern Earth. It focuses on concepts involving mineralogy, climatology, geology, oceanography, meteorology, astronomy, and volcanism in explaining the role of the earth in the universe. Activities include mapping, laboratory experiences, and field experiences. **Recommended Prerequisites: Physical Science and Biology. Intended for grade 12. Elective Course; may be taken concurrently with Physics.** |
| ECO-ACT 1-1  ECO-ACT 1-2 | 1.0 | 20508s1  20508s2 | Eco-Act is a course working in conjunction with the Missouri Botanical Garden to introduce ecology to elementary level students and is taught by high school students for community service. |
| ECOLOGY/ENVIRONMENTAL SCIENCE 1-1  ECOLOGY/ENVIRONMENTAL SCIENCE 1-2 | 1.0 | 20411s1  20411s2 | Ecology/Environmental Science is a course designed to enhance the  students’ awareness of their role as member of their local ecosystem. In this course students will gain and apply knowledge about natural resources, conservation, and current environmental problems such as pollution, ozone depletion, deforestation, acid rain, and the human impact on the ecosystem. **Recommended Prerequisites: Biology Elective Course. Intended for grade 12; may be taken concurrently with Physics.** |
| INTRO TO PHYSICS 1-1  INTRO TO PHYSICS 1-2 | 1.0 | 20111s1  20111s2 | This course formerly known as Physics First or Freshman Physics, is an introductory course that provides a strong foundation for further study in the physical and life sciences. Students will build foundations in mathematical relationships in unit conversions, electricity and magnetism, motion, forces, energy storage and transfer, wave properties, interactions with various media, and applications. Students will learn through building scientific models to describe the physical world. The science and engineering practices of mathematical thinking, experimental design, data collection and graphical analysis will be emphasized, allowing students to explain scientific models verbally, diagrammatically, graphically, and algebraically. |
| PHYSICAL SCIENCE 1-1  PHYSICAL SCIENCE 1-2 | 1.0 | 20121s1  20121s2 | This elective course goes in more breadth than Introduction to Physics extending to Chemistry concepts; however, less depth than those two courses, making it still a foundational course in high school science. The course aligns to all Physical Science Missouri Learning Standards and most Next Generation Science Standards, still building towards science and engineering practice and crosscutting concepts. Physical Science is rich in real-world application of science knowledge and models, more on a conceptual level rather than elaborate or detailed mathematical manipulations, research, or complex investigative designs. |
| PHYSICS 1-1  PHYSICS 1-2 | 1.0 | 20461s1  20461s2 | Physics 450 reviews and extends concepts, science and engineering concepts from Introduction to Physics 150 (formerly Physics First or Freshman Physics). Students will build towards and extend beyond foundational concepts in mathematical relationships in unit conversions, electricity and magnetism, motion, forces, energy storage and transfer, wave properties, interactions with various media, and applications, thermodynamics, and nuclear science. Students will learn through building scientific models to describe the physical world. The science and engineering practices of mathematical thinking, experimental design, data collection and graphical analysis will be emphasized, allowing students to explain scientific models verbally, diagrammatically, graphically, and algebraically. **Recommended Prerequisites: Introduction to Physics, Chemistry, and/or Physical Science, as well as Algebra 1&2 (can be taken concurrently with Algebra 2).** |
| ZOOLOGY | 0.5 | 82020s1 | The course aims at illustrating different vertebrate and invertebrate phyla. It focuses on taxonomy, structure & function and morphology of the invertebrates as well as illustrating the diversity of this relatively small but important animal group. Ecological and evolutionary aspects of invertebrates are considered, as well as the effects of certain invertebrate groups on human health. The study of vertebrates includes the structural, functional, and evolutionary features of different classes of vertebrates and relating members of each class.  **Recommended Prerequisites: Biology 250 1-2 or Honors Biology** |
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| SOCIAL STUDIES |

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| The St. Louis Public Schools provide a variety of social studies experiences in areas such as government, history, economics, geography, psychology, and sociology to help students make intelligent decisions as citizens of a culturally diverse and increasingly global society.  The curriculum emphasizes the acquisition and application of knowledge and skills that will allow students to broaden their understanding of an increasingly complex global society. The Social Studies instructors will use texts, internet, primary and secondary sources, films, photographs, maps, graphs, charts, and other materials to assist students to construct knowledge that is meaningful to their daily lives. Students will integrate writing, use data, create and present student projects, and explore strategies such as cause/effect, sequence, comparison/contrast and analogy. Three years of social studies are required during the high school course of study.  American Government, American History, and U.S. Constitution are Missouri State graduation requirements. |

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| **Social Studies Courses** | |
| **Grade** | **Courses** |
| **9** | AMERICAN HISTORY |
| **10** | WORLD HISTORY |
| AP WORLD HISTORY |
| **11** | AMERICAN GOVERNMENT |
| AP COMPARATIVE GOVERNMENT & POLITICS |
| AP US GOVERNMENT AND POLITICS |
| AP US HISTORY |
| **12** | ELECTIVE |
| AP AFRICAN STUDIES (PILOT) |
| AP EUROPEAN HISTORY |

| **CONTENT AREA: SOCIAL STUDIES** | | | |
| --- | --- | --- | --- |
| **Full Title** | **Credits** | **Course #** | **Course Description** |
| AFRICAN AMERICAN HUMANITIES 1-1  AFRICAN AMERICAN HUMANITIES 1-2 | 1.0 | 10193  10194 | This course studies the development of the African American race from its African origins through the oppression of slavery and the struggle for civil rights into present day events, people, and policies. This course will place emphasis on African American resiliency, talent, and social, political, and economic impacts. Students will have the opportunity to develop cultural pride and appreciation while becoming conscious about contemporary issues facing African Americans. This course complements African American Literature. **Open to grade 12 students.** |
| AM GOVERNMENT 1-1  AM GOVERNMENT 1-2 | 1.0 | 10301s1  10301s2 | In American Government 150 students will examine the foundations of government and law in the United States and the State of Missouri, as well as fundamental economic principles and how the U.S economy operates in a global community. The course also examines basic themes of geography and an overview of the geography of the United States and the world. This course will complement Freshman Literature and Composition 150 (English 1) by drawing upon the themes and concepts discussed in the literature related to government and law. |
| HONORS AM GOVERNMENT 1-1  HONORS AM GOVERNMENT 1-2 | 1.0 | 10311s1  10311s2 | In American Government 150 students will examine the foundations of government and law in the United States and the State of Missouri, as well as fundamental economic principles and how the U.S economy operates in a global community. The course also examines basic themes of geography and an overview of the geography of the United States and the world. This course will complement Freshman Literature and Composition 150 (English 1) by drawing upon the themes and concepts discussed in the literature related to government and law.  **Recommended Prerequisites: 9th/10th graders – student grade point average of 3.0 or better and an 8th/9th grade social studies teacher recommendation.** |
| AMERICAN HISTORY 1-1  AMERICAN HISTORY 1-2 | 1.0 | 10101s1  10101s2 | In American History 350 students will examine how the events, individualism and trends in US history are interrelated and influenced by economic, political, religious, and social forces. This course will primarily examine multiple perspectives on historical events, political and legal developments, and relationships among different socioeconomic, racial, cultural, and religious groups. This course will survey American history broadly, providing ample opportunity to examine topics and themes in greater depth. In addition, American History will complement American Literature & Composition 350 (English 3) by drawing upon the themes and concepts discussed in the literature related to American History. |
| HONORS AMERICAN HISTORY 1-1  HONORS AMERICAN HISTORY 1-2 | 1.0 | 10111s1  10111s2 | In American History 350 students will examine how the events, individualism and trends in US history are interrelated and influenced by economic, political, religious, and social forces. This course will primarily examine multiple perspectives on historical events, political and legal developments, and relationships among different socioeconomic, racial, cultural, and religious groups. This course will survey American history broadly, providing ample opportunity to examine topics and themes in greater depth. In addition, American History will complement American Literature & Composition 350 (English 3) by drawing upon the themes and concepts discussed in the literature related to American History.  **Recommended Prerequisites: 9th/10th graders – student grade point average of 3.0 or better** |
| AP AFRICAN AMERICAN STUDIES 1-1  AP AFRICAN AMERICAN STUDIES 1-2 | 1.0 | 10431s1  10431s2 | This interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. |
| AP COMP GOVT & POL 1-1  AP COMP GOVT & POL 1-2 | 1.0 | 10331s1  10331s2 | AP Comparative Government and Politics is a course designed to provide students the fundamental concepts used by political scientists to study the process and outcomes of politics in a setting of global, political, and economic changes. Students will be expected to read and interpret relative political data and write their findings in analytical and interpretive essays. |
| AP EUROPEAN HISTORY 1-1  AP EUROPEAN HISTORY 1-2 | 1.0 | 10601s1  10601s2 | AP European History is a course designed to prepare students for college work and the AP examination. Students will explore the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we now live. Students will also develop an understanding of some of the principal themes in European history, the ability to analyze historical evidence and historical interpretation, and the ability to express historical understanding in writing. |
| AP US GOVERNMENT & POLITICS 1-1  AP US GOVERNMENT & POLITICS 1-2 | 1.0 | 10335s1  10335s2 | Advanced level course that may be taken in place of #10403. 1st semester: AP United States Government and Politics is a course designed to prepare students for college work and the AP examination. The course is designed to give students an analytical perspective on government and politics in the United States, including the study of general concepts used to interpret U.S. politics and the analysis of various institutions, groups, beliefs, and ideas that constitute U.S. Politics. |
| AP US HISTORY 1-1  AP US HISTORY 1-2 | 1.0 | 10333s1  10333s2 | AP United States History is a course designed to prepare students for college work and the AP examination. Students will survey the historical events from the pre-Columbian period through the Civil War and Reconstruction. Extensive readings outside the text will be used to strengthen the analytical skills of students. Written culminating activities will be used to show mastery of the historical content. |
| AP WORLD HISTORY 1-1  AP WORLD HISTORY 1-2 | 1.0 | 10231s1  10231s2 | AP World History is a course designed to prepare students for college work and the AP examination. The course will highlight the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Periodization from circa 8000 B.C.E. to around 1750 forms the organizing principle. The interaction of themes and periodization will encourage students to formalize cross-period questions and find analytical solutions that will be expressed orally and in writing. |
| CONTEMPORARY ISSUES 1-1  CONTEMPORARY ISSUES 1-2 | 1.0 | 10998s1  10998s2 | Contemporary Issues explores current local, state, national and international issues including pluralism and human rights, energy, technology and the environment, social issues, and global interdependence. These areas will be analyzed for their causes and future implications. |
| ETHICS SCIENCE/TECH 1-1 (GATEWAY ONLY)  ETHICS SCIENCE/TECH 1-2 (GATEWAY ONLY) | 1.0 | 82001s1  82001s2 | Ethics Science/Technology develops the historical foundation of ethics, followed by a focus on bioethical issues, preserving life, life maintenance and alteration, ethics and applied science, ethics and the environmental age, environmental issues, human ecology, ethics in the workplace, and personal values. |
| LAW 1-1  LAW 1-2 | 1.0 | 10531s1  10531s2 | Law 410 is designed as a senior elective to help students develop an understanding of the fundamental principles, processes and values underlying our government and legal system. The course will provide students with a practical working knowledge of the law, giving students the capacity to deal productively with legal and political issues as they arise in daily life. **Open to grade 12 students only or with the approval of the Social Studies Department Chairperson. This course can be used to fulfill state graduation requirements.** |
| MO CONSTITUTION TEST | 0.0 | 10001 | Required for graduation. |
| PERSONAL FINANCE | 0.5 | 10003s | Personal Finance is a one-semester course based on the Missouri Personal Finance Competencies. It presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. |
| PSYCHOLOGY | 0.5 | 10510s | Psychology 470 studies theories of human behavior, learning and thinking, including how information is received through sensation and perception. This course develops an understanding of the process of personality development, including analyzing biological and environmental influences upon behavior, studying individual and group motivation and emotional behaviors. Psychology 470 develops an awareness of good individual mental health. This course may be taken for one or two semesters. **Open to students in grade 12 and/or with the permission of Social Studies Chairperson.** |
| AP PSYCHOLOGY 1-1  AP PSYCHOLOGY 1-2 | 1.0 | 10611s1  10611s2 | AP Psychology is a course designed to prepare students for college work and the AP examination. Students will be asked to define, compare, and apply concepts and research findings of the 14 key topics and fields of study in Psychology. Students will be expected to employ psychological research methods, demonstrate ethical consideration, use scientific methods, analyze bias, evaluate claims and evidence, and effectively demonstrate the ability to write clearly organized and factually supported ideas using grammatically correct sentences. |
| SOCIOLOGY | 0.5 | 10540s | Sociology is a one semester senior level course that studies human society and social behavior. Students will study people and the roles they play in society, both as individuals and groups. Students will learn about sociological perspectives, culture, social structures, and social inequality. Topics covered will be culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of the course is to study ourselves and the society that influences our behavior. |
| US CONSTITUTION TEST | 0.0 | 10002 | Required for graduation. |
| WORLD HISTORY 1-1  WORLD HISTORY 1-2 | 1.0 | 10201s1  10201s2 | In World History 250 students will examine the broad scope of world history from the ancient world to the modern era. Although this will be a survey course, students will examine selected topics and themes periodically throughout the course. The course will continue to develop the skills of historical thinking that are introduced in the previous course, as well as the historical geography and geography skills needed to understand world history. The course will complement World Literature & Composition 250 (English 2) by drawing upon themes and concepts discussed in the literature related to world history. |
| HONORS WORLD HISTORY 1-1  HONORS WORLD HISTORY 1-2 | 1.0 | 10221s1  10221s2 | In World History 250 students will examine the broad scope of world history from the ancient world to the modern era. Although this will be a survey course, students will examine selected topics and themes periodically throughout the course. The course will continue to develop the skills of historical thinking that are introduced in the previous course, as well as the historical geography and geography skills needed to understand world history. The course will complement World Literature & Composition 250 (English 2) by drawing upon themes and concepts discussed in the literature related to world history. **Recommended Prerequisites:10th graders – student grade point average of 3.0 or better** |
| AP HUMAN GEOGRAPHY 1-1  AP HUMAN GEOGRAPHY 1-2 | 1.0 | 10801s1  10801s2 | The AP Human Geography is a course that focuses on the distribution, processes, and effects of human population on Earth. This class will use lecture/discussion, geographic models and applications, and case studies from around the world to explore the course topics. |
| GEOGRAPHIC INFORMATION SYSTEMS 1-1  GEOGRAPHIC INFORMATION SYSTEMS 1-2 | 1.0 | 30333s1  10333s2 | This course is an introduction to Geographic Information Systems (GIS). A geographical information system uses computers and software to leverage the fundamental principles of geography. It will examine what GIS is, how it has evolved, basic geographic concepts and themes. **This course is accepted for college athletes as NCAA elective credit only.** |

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| ART |

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| Art education in the St. Louis Public Schools is used to expand aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, critiquing and graduated problem solving. Students in the St. Louis Public Schools have many options in their visual arts education selections.  Art students following the course of studies will develop their artistic and problem-solving skills as they progress through the various grade levels. The elements of art/principles of design are used as the building blocks of the visual arts curriculum in all grade levels. Visual Art is also taught through art production, art history, art criticism and aesthetics. These four disciplines are articulated through various methodologies as the student is introduced to new concepts, new art materials and techniques. |

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| **Art Courses** |
| ADVANCED ART ANIMATION |
| ADVANCED CERAMICS |
| ADVANCED DRAW ING/PAINTING |
| ADVANCED MAJOR VISUAL ARTS II |
| ADVANCED PHOTOGRAPHY |
| ADVANCED PRINTMAKING |
| ADVANCED THREE-DIMENSIONAL DESIGN |
| AP ART HISTORY |
| AP STUDIO ART DRAW ING |
| AP STUDIO ART 3D DESIGN |
| AP STUDIO ART 2D DESIGN |
| ART APPRECIATION |
| ART HISTORY |
| ARTS & CRAFTS OF THE W ORLD |
| CERAMICS |
| DESIGN |
| DRAW ING AND PAINTING |
| FINE ARTS NEW ENROLLEE |
| FOUNDATIONS OF VISUAL ART |
| INTRODUCTION TO ART |
| PHOTOGRAPHY |
| PRE-AP ART HISTORY |
| PRINTMAKING |
| STUDIO |
| THREE-DIMENSIONAL DESIGN |

| **CONTENT AREA: ART** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Advanced Ceramics 1-1  Advanced Ceramics 1-2 | 1.0 | 81709s1  81709s2 | Traditional methods and techniques of ceramics are emphasized, but new, contemporary directions are explored and encouraged. |
| Advanced Drawing/Painting 1-1  Advanced Drawing/Painting 1-2 | 1.0 | 35215S1  35215S2 | This course investigates the relationship between painting and drawing, combining the materials and techniques of each. An emphasis is placed on the student's advancement in drawing from observation and imaginary interpretation. Students will become familiar with expanded art mediums of pencil, pens, markers, brush, charcoal, watercolor and acrylic. Individually designed learning opportunities utilizing a variety of mediums will be stressed. |
| Advanced Photography 1-1  Advanced Photography 1-2 | 1.0 | 81739s1  81739s2 | Traditional methods and techniques of photography are emphasized, but new, contemporary directions are explored and encouraged. |
| Advanced Printmaking 1-1  Advanced Printmaking 1-2 | 1.0 | 81715s1  81715s2 | Traditional methods and techniques of printmaking are emphasized, but new contemporary directions are explored and encouraged. Activities include etching, monoprint, lithography, silkscreen, block printing, woodcut, engraving and aquatint. |
| Advanced Three-Dimensional Design 1-1  Advanced Three-Dimensional Design 1-2 | 1.0 | 81775s1  81775s2 | Traditional three-dimensional design techniques and methods are emphasized, but new, contemporary directions are explored and encouraged in the organization of executing three-dimensional design. Aesthetic value will be further refined. This course will include the historical study of three-dimensional design. |
| AP Art History 1-1 | 0.5 | 35303s1 | AP Art History is a course designed to prepare students for future college work and the AP examination. Students will understand art in its historical context. Contextual issues such as politics, religion, patronage, gender, function, ethnicity, as well as formal stylistic observations will contribute to understanding the meaning of a work of art for any given historical period. The periods covered will be ancient times up to the Renaissance with cultures beyond European tradition like Africa, the Americas, Asia, and Oceania. |
| AP Art History 1-2 | 0.5 | 35303s2 | AP Art History second semester is designed to continue the study of art through the historical context from the Renaissance to the present. Students will examine topics using examples from more than one culture beyond the European tradition. Students will be able to do formal analyses of art beyond the European tradition. This will include the ability to focus on such issues as function of works of art, on patronage, on period styles, on chronology, and on technique. |
| AP Studio Art Drawing 1-1 | 0.5 | 35401s1 | AP Studio Art Drawing is a course designed to prepare students for college work and the AP examination. The course is designed to promote a sustained investigation of all three aspects of portfolio development -- quality, concentration, and breadth. The course will also give students an analytical perspective on what constitutes good drawing as well as developing mastery in concept, composition, and execution of drawing. |
| AP Studio Art Drawing 1-2 | 0.5 | 35401s2 | AP Studio Art Drawing second semester will continue to develop a body of work investigating a strong underlying visual idea in drawing. Students will be exposed to a variety of concepts and approaches in drawing to demonstrate a range of abilities and versatility with technique, problem solving, and ideation (breadth). Students will learn to work collaboratively to analyze and discuss their own artworks and those of their peers. Students must produce a body of work to be submitted in a portfolio that includes art created prior to and outside of AP Studio Art class as well as in class. |
| AP Studio Art 3D Design 1-1 | 0.5 | 35403s1 | AP Studio Art 3D Design is a course designed to prepare students for college work and the AP examination. The course is designed to promote a sustained investigation of all three aspects of portfolio development -- quality, concentration, and breadth. The course will also give students an analytical perspective on what constitutes good design as well as developing mastery in concept, composition, and execution of drawing and design. |
| AP Studio Art 3D Design 1-2 | 0.5 | 35403s2 | AP Studio Art 3D Design second semester will continue to develop a body of work investigating a strong underlying visual idea in drawing and design. Students will be exposed to a variety of concepts and approaches in design to demonstrate a range of abilities and versatility with technique, problem solving, and ideation (breadth). Students will learn to work collaboratively to analyze and discuss their own artworks and those of their peers. Students must produce a body of work to be submitted in a portfolio that includes art created prior to and outside of AP Studio Art class as well as in class. |
| AP Studio Art 2D Design 1-1 | 0.5 | 35405s1 | AP Studio Art 2D Design is a course designed to prepare students for college work and the AP examination. The course is designed to promote a sustained investigation of all three aspects of portfolio development -- quality, concentration, and breadth. The course will also give students an analytical perspective on what constitutes good design as well as developing master in concept, composition, and execution of drawing and design. |
| AP Studio Art 2D Design 1-2 | 0.5 | 35405s2 | AP Studio Art 2D Design second semester will continue to develop a body of work investigating a strong underlying visual idea in drawing and design. Students will be exposed to a variety of concepts and approaches in design to demonstrate a range of abilities and versatility with technique, problem solving, and ideation (breadth). Students will learn to work collaboratively to analyze and discuss their own artworks and those of their peers. Students must produce a body of work to be submitted in a portfolio that includes art created prior to and outside of AP Studio Art class as well as in class. |
| Art Appreciation 1-1  Art Appreciation 1-2 | 1.0 | 35121s1  35121s2 | Art Appreciation 1-2 will study the development of art forms from prehistoric times to the present through text, slides, lectures, and activities. Open to students in grades 9 through 12. |
| Art History | 0.5 | 35130s | Art History will study the development of art in its various forms from man's earliest efforts to express the mind and spirit visually to the works of the present day. Recommended for upper-class students. |
| Ceramics 1-1  Ceramics 1-2 | 1.0 | 35151s1  35151s2 | Ceramics 1-2 students will learn about simple hand building processes, the cultural, chemical and geologic origins of clay and simple glaze decoration. **Prerequisite: Introduction to Art or Foundations of Visual Art.** |
| Ceramics 2-1  Ceramics 2-2 | 1.0 | 35153s1  35153s2 | Ceramics 3-4 is a continuation of ceramics-1, 2, emphasis is on the traditional techniques of the potter’s wheel, along with different methods of hand-building individual ceramic pieces in various styles. **Prerequisite: Ceramics** |
| Design 1-1  Design 1-2 | 1.0 | 35131s1  35131s2 | Students will participate in a series of visual and creative experiences covering the design elements and principles. Develop an awareness of sources of design in the world around us. **Prerequisite: Introduction to Art or Foundations of Visual Art.** |
| Design 2-1  Design 2-2 | 1.0 | 35133s1  35133s2 | Design 3-4 is a continuation of the concepts taught in Design-1, 2. **Prerequisite: Design - 1** |
| Drawing and Painting 1-1  Drawing and Painting 1-2 | 1.0 | 35111s1  35111s2 | Drawing and Painting 1-2 Instruction will be geared to improving skills in drawing and composition before beginning the serious study of painting. Become familiar with various media such as pencil, pen, crayon, brush, ink, charcoal and watercolor used on a variety of paper surfaces. Painting will involve working with the art elements: line, shape, form, texture, color and space relationships. **Prerequisite: Introduction to Art or Foundations of Visual Art.** |
| Drawing and Painting 2-1  Drawing and Painting 2-2 | 1.0 | 35113s1  35113s2 | Drawing and Painting 3-4 investigates the relationship between painting and drawing, combining the materials and techniques of each. An emphasis is placed on the student's advancement in drawing from observation and imaginary interpretation. Students will become familiar with expanded art mediums of pencil, pens, markers, brush, charcoal, watercolor and acrylic. individually designed learning opportunities utilizing a variety of mediums will be stressed. **Prerequisite: Drawing and Painting** |
| New Enrollee Fine Art | 0.5 | 35000s1  35000s2 | Course used for transfer of credit to new enrollees to district |
| Foundation of Visual 1-1  Foundation of Visual 1-2 | 1.0 | 81703s1  81703s2 | Foundations of Visual Art 1-2 is a course designed for the student who is interested in pursuing a career in the visual arts. Students will learn to use color theory, the elements of art, principles of design, and drawing techniques. Students will be introduced to a variety of media within the visual arts including drawing, painting, sculpture, ceramics, collage, and printmaking. Studio courtesy, care of materials and portfolio presentation will be stressed. The various strands of art heritage will be introduced. |
| Foundation of Visual 2-1  Foundation of Visual 2-2 | 1.0 | 81705s1  81705s2 | Foundations of Visual Art 3-4 is a continuation of Foundations of Visual Arts 1-2. **Prerequisite: Successful completion of Foundations of Visual Art - 1 & 2 or permission from the department head.** |
| Introduction to Art 1-1  Introduction to Art 1-2 | 1.0 | 35091s1  35091s2 | Students will engage the elements and principles of design while creating visuals from assorted media. Students will engage in a brief survey of the image man has created in various art forms. This course is the prerequisite to all other art courses except Art Appreciation and Art History. Open to all students. Note: A student may be exempted from this course and be considered for advanced placement. Requirements: recommendation from the middle school art teacher, score a minimum of 80% on an art test provided by the art supervisor and show portfolio of selected works. |
| Photography 1-1  Photography 1-2 | 1.0 | 81727s1  81727s2 | Basic photography uses the 35mm and digital cameras as a means of studying the many techniques in proper camera usage. Students study composition, lighting effects, camera angles and depth of field. All aspects of the uses of the darkroom and digital manipulation will be explored. Students will experience further learning opportunities by oral and written critiques. Advanced level photography students will add to their understanding and knowledge of the uses of the camera. Students will explore the world through the eyes of their cameras. In the 3rd and 4th semester classes, advanced darkroom procedures will be covered. Students will be encouraged to enter competitions and maintain a photo portfolio. **Prerequisite: Introduction to Art or Foundations of Visual Art.** |
| Photography 2-1  Photography 2-2 | 1.0 | 81731s1  81731s2 | Photography 3-4 is a continuation of Photography 1-2. **Prerequisite: Successful completion of Photography 1 - 2 or permission of the Department Head.** |
| Pre-AP Art History | 0.5 | 35304ss | Pre-AP Art History is a one-semester elective summer school course designed to prepare students for the rigorous academic challenges of AP Art History. Students will be introduced to how to develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other art media. |
| Printmaking 1-1  Printmaking 1-2 | 1.0 | 81711s1  81711s2 | Printmaking 1-2 is an introduction to the basic elements and techniques in printmaking. The students will proceed from planographic processes to relief to intaglio processes. idea development and experimentation are stressed. Critical thinking is encompassed in the different techniques. **Prerequisite: Introduction to Art or Foundations of Visual Art.** |
| Printmaking 2-1  Printmaking 2-2 | 1.0 | 81713s1  81713s2 | Printmaking 3-4 is a continuation of Printmaking 1-2. Prerequisite: **Successful completion of Printmaking - 1 & 2 or permission from the Department Head.** |
| Three-Dimensional Design 1-1  Three-Dimensional Design 1-2 | 1.0 | 81771s1  81771s2 | Three-Dimensional Design- 1 is a foundation that the fundamentals and organization of executing three-dimensional design and the processes involved in structuring both illusory and real space. This course is primarily concerned with the visual juxtaposition between form and space and the experimentation during project work which will enhance the development of creative problem-solving skills. Aesthetic values will be refined. A heightened visual sensitivity for three-dimensional composition is the major objective of every project. Some examples of the materials to be employed: wire, cardboard, clay, wood, plaster, etc. **Prerequisite: Introduction to Art or Foundations of Visual Art.** |
| Three-Dimensional Design 2-1  Three-Dimensional Design 2-2 | 1.0 | 81773s1  81773s2 | Three-Dimensional Design -3, 4 is a continuation course that expounds on the fundamentals and organization of executing three-dimensional design and the processes involved in structuring both illusory and real space. This course is primarily concerned with the visual juxtaposition between form and space and the experimentation during project work which will enhance the development of creative problem-solving skills. Aesthetic values will be refined. A heightened visual sensitivity for three-dimensional composition is the major objective of every project. Some examples of the materials to be employed: wire, cardboard, clay, wood, plaster, etc. **Prerequisite: Three-Dimensional Design -1 and - 2.** |

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| CAREER & TECHNICAL EDUCATION (CTE) |

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| Career and Technical Education programs within the St. Louis Public Schools provide the opportunity for high school students to explore and master specific industry skills and to apply academic skills in context. Graduates of career and technical education programs are prepared for employment and college training. Through intensive instruction, well-defined competencies, experienced educators and the guidance from a business advisory committee, students gain skills in academics, leadership, analyzing, organizing, writing, ethical applications, human relations, interpersonal communications and understanding the application of technology.  Career and Technical Education courses are offered in high demand areas that include agricultural technology; business, financial and marketing; trade and industrial technology; health services; human services; engineering; computer-related areas; and information technology. The goals for all graduates in career and technical education are based on the Missouri Show-Me Standards in both knowledge and performance. |

| **CONTENT AREA: CAREER & TECHNICAL** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| College and Career Readiness 1-1  College and Career Readiness 1-2 | 1.0 | 83063s1  83063s2 | This course introduces students to the numerous career paths and clusters from which they can choose an occupation. Content will focus on the vocational occupational areas offered at the Career Academy. The students will analyze and collect data regarding worker traits/characteristics, job tasks and skills/competencies necessary for employment and success. Professional and employability skills will be addressed, as well as job search and the pre- employment process. |
| Intro to Business Semester | 0.5 | 30111s | The course introduces students to the basic concepts of business, business communications, career avenues in business, entrepreneurship, economics, consumer choices, industry, essential business functions and personal finance. Objectives covered include research skills, communication and interpersonal skills, career choices and employability skills, business operations, economic awareness, entrepreneurship, personal finance, and consumer choices. |
| Intro to Business 1-1  Intro to Business 1-2 | 1.0 | 30111s1  30111s2 | The course introduces students to the basic concepts of business, business communications, career avenues in business, entrepreneurship, economics, consumer choices, industry, essential business functions and personal finance. Objectives covered include research skills, communication and interpersonal skills, career choices and employability skills, business operations, economic awareness, entrepreneurship, personal finance, and consumer choices. |
| Business Management 1-1  Business Management 1-2 | 2.0 | 30131s1  30131s2 | This course will familiarize students with business management careers, terminology, tools, and equipment and techniques used in the business place. Students will work collaboratively to investigate, experiment, test and solve problems related to the business place and prepare for entry level positions in business and/or technical, community or four-year colleges. |
| Advanced Business Management 1-1  Advanced Business Management 1-2 | 2.0 | 30133s1  30133s2 | responsibilities, needed communication skills to run a business, interpersonal skills required to effectively communicate and interact with employees, knowledge of marketing, financial issues and human resource relations, and awareness of legal, ethical, and social aspects required in business management along with experiential opportunity to participate in a business internship during the course. |
| Microsoft Application 1-1  Microsoft Application 1-2 | 1.0 | 30141s1  30141s2 | This course provides content for computer skills and applications focused specifically on the use of Microsoft Office Suite, which has become required for both post-secondary education and in the workplace to enable workers to function at or above an accepted industry level of competence. The course covers advanced use of the MS Office Word and Excel and upon completion of each application, students will be required to take a Microsoft Specialist certification exam, which may be used to garner higher level positions or be required in positions of authority or supervision. |
| Entrepreneurship 1-1  Entrepreneurship 1-2 | 1.0 | 30601s1  30601s2 | This course studies entrepreneurship, its impact on to overall strategy of the business, while examining the impact of cultural, political, legal issues and the economic differences in global strategies. Emphasis is placed on developing the marketing mix appropriate to various international global environments, in addition to discovering and working with the impact of global e-business and its effect on both business and entrepreneurship. |
| Intro to Marketing | 0.5 | 30311s | The course provides students with the fundamental concepts, principles, skills and attitudes common to all marketing occupations. Course content deals with the categories of marketing, product or service technology, social skills, basic skills and the economics of marketing and distribution. |
| Intro to Marketing 1-1  Intro to Marketing 1-2 | 1.0 | 30311s1  30311s2 | The course provides students with the fundamental concepts, principles, skills and attitudes common to all marketing occupations. Course content deals with the categories of marketing, product or service technology, social skills, basic skills and the economics of marketing and distribution. |
| Entrepreneurship 1-1  Entrepreneurship 1-2 | 1.0 | 30601s1  30601s2 | This course studies entrepreneurship, its impact on to overall strategy of the business, while examining the impact of cultural, political, legal issues and the economic differences in global strategies. Emphasis is placed on developing the marketing mix appropriate to various international global environments, in addition to discovering and working with the impact of global e-business and its effect on both business and entrepreneurship. |
| Advanced Entrepreneurship 1-1  Advanced Entrepreneurship 1-1 | 1.0 | |  | | --- | | 30603s1 | | 30603s2 | | Advanced Entrepreneurship is a dynamic course designed for high school students who are passionate about turning innovative ideas into successful business ventures. Building on foundational business principles, this course delves into advanced topics such as market analysis, business planning, financing strategies, and strategic management. Students will engage in real-world projects, collaborate with industry professionals, and develop a comprehensive business plan for a startup of their choice. By integrating practical experience with theoretical knowledge, this course aims to equip students with the skills and confidence to launch and sustain their own enterprises, preparing them for further studies or immediate entry into the entrepreneurial world. |
| Social And Digital Medi Marketing 1-1  Social And Digital Medi Marketing 1-2 | 1.0 | 30321s1  30321s2 | Social and Digital Media Marketing is a cutting-edge Career and Technical Education course designed to equip high school students with essential skills for the modern marketing landscape. This course covers the strategies and tools necessary for effective digital marketing, including social media management, content creation, search engine optimization (SEO), and data analytics. Students will learn how to develop and implement digital marketing campaigns, analyze market trends, and use various digital platforms to engage target audiences. Through hands-on projects, real-world case studies, and industry insights, students will gain practical experience and a competitive edge for careers in digital marketing and social media management. |
| Sports/Entertainment Marketing 1-1  Sports/Entertainment Marketing 1-2 | 1.0 | 30321s1  30321s2 | This course provides students with the fundamental principles and concepts identified with marketing in a private enterprise economy and provides opportunities to develop decision making skills through the application of marketing principles in small and large businesses and other institutions that market products, services, ideas, causes or people. |
| Intro to Supply Chain | 1.0 | 30401s | Introduction to Supply Chain is a Career and Technical Education course that provides students with a foundational understanding of the essential components of supply chain management. This course explores key concepts such as logistics, procurement, inventory management, and distribution strategies. Students will learn how to analyze and optimize supply chain processes, enhance operational efficiency, and address challenges within the supply chain. Through interactive lessons, case studies, and practical simulations, students will develop critical skills necessary for managing and improving supply chain operations, preparing them for further studies or entry-level positions in this dynamic field. |
| Supply Chain Management 1-1 | 2.0 | 30413s1 | Supply Chain Management is a course that delves into the complexities of managing and optimizing supply chains in a global economy. Students will explore the entire supply chain process, including procurement, production, distribution, and logistics. The course covers key topics such as inventory control, supplier relationships, demand forecasting, and supply chain strategy. Through case studies, simulations, and real-world scenarios, students will gain hands-on experience in developing and implementing effective supply chain solutions. By the end of the course, students will be equipped with the skills to analyze and enhance supply chain performance, preparing them for careers in logistics, operations, and supply chain management. |
| Supply Chain Management 1-2 | 2.0 | 30413s2 | Supply Chain Management is a course that delves into the complexities of managing and optimizing supply chains in a global economy. Students will explore the entire supply chain process, including procurement, production, distribution, and logistics. The course covers key topics such as inventory control, supplier relationships, demand forecasting, and supply chain strategy. Through case studies, simulations, and real-world scenarios, students will gain hands-on experience in developing and implementing effective supply chain solutions. By the end of the course, students will be equipped with the skills to analyze and enhance supply chain performance, preparing them for careers in logistics, operations, and supply chain management. |
| Advanced Supply Chain Management 1-1 | 2.0 | 30415s1 | Advanced Supply Chain Management is a comprehensive course designed for students seeking an in-depth understanding of sophisticated supply chain strategies and practices. Building on foundational concepts, this course explores advanced topics such as global supply chain networks, risk management, sustainable practices, and technology integration. Students will engage in complex case studies, strategic simulations, and real-world problem-solving to address contemporary challenges in supply chain management. Emphasis will be placed on leveraging data analytics, optimizing end-to-end processes, and implementing innovative solutions. This course prepares students for leadership roles and advanced careers in supply chain management, equipping them with the skills to drive efficiency and effectiveness in dynamic business environments. |
| Advanced Supply Chain Management 1-2 | 2.0 | 30415s2 | Advanced Supply Chain Management is a comprehensive course designed for students seeking an in-depth understanding of sophisticated supply chain strategies and practices. Building on foundational concepts, this course explores advanced topics such as global supply chain networks, risk management, sustainable practices, and technology integration. Students will engage in complex case studies, strategic simulations, and real-world problem-solving to address contemporary challenges in supply chain management. Emphasis will be placed on leveraging data analytics, optimizing end-to-end processes, and implementing innovative solutions. This course prepares students for leadership roles and advanced careers in supply chain management, equipping them with the skills to drive efficiency and effectiveness in dynamic business environments. |
| Carpentry Trades Pre-Apprenticeship-Theory 1-1  Carpentry Trades Pre-Apprenticeship-Theory 1-2  *(FORMERLY CONSTRUCTION TRADES THEORY, PRACTICE & SKILL DEVELOPMENT 1-2)* | 2.0 | 50101s1  50101s2 | The Pre-Apprenticeship in Carpentry Trades Theory and Skill Development enables students to develop their skills in the craft and trade of Carpentry. The course contains skill-based projects including OSHA-10 certification and technical skills attainment assessment. This program is developed by The Carpenters International Training Fund and can lead to advanced elective credit with the Saint Louis Carpenter’s Joint Apprenticeship Program. |
| Carpentry Trades Pre-Apprenticeship-Advanced 1-1  Carpentry Trades Pre-Apprenticeship-Advanced 1-2  *(FORMERLY CONSTRUCTION TRADES ADVANCED TOPICS AND INTERNSHIP (1-2)* | 2.0 | 50103s1  50103s2 | The Pre-Apprenticeship in Carpentry Trades Advanced Topics and Internship enables students to move from simple building projects to completing carpentry projects of intermediate to advanced difficulty. The course contains skill-based projects, a hands-on internship, and successful completion can lead to an Industry Recognized Credential (IRC). This program is developed by The Carpenters International Training Fund and can lead to advanced elective credit with the Saint Louis Carpenter’s joint apprenticeship Program. **(Prerequisite: 50501 / 50502)** |
| Intro to Public Safety | 0.5 | 50401s | Introduction to Public Safety is a foundational course designed to provide students with a broad understanding of the public safety field. This course covers essential topics such as emergency response, crime prevention, fire safety, and disaster management. Students will explore the roles and responsibilities of various public safety professionals, including police officers, firefighters, and emergency medical technicians (EMTs). Through interactive lectures, practical simulations, and real-world scenarios, students will gain insights into the principles and practices that ensure community safety and resilience. This course serves as an excellent starting point for those interested in pursuing careers in public safety and emergency services. |
| Firefighting 1-1  Firefighting 1-2 | 2.0 | 50203s1  50203s2 | Firefighting is a two-year junior/senior level program that spans most aspects of firefighting, hazardous materials/WMD recognition, response, mitigation, and closure and has been designed to prepare students to enter post- secondary training, college or entry level employment. Upon successful completion of the program, students will be certified Fire Fighter/EMTs in the State of Missouri. |
| Firefighting 2-1  Firefighting 2-2 | 2.0 | 50205s1  50205s2 | Firefighting is a junior/senior level program that spans most aspects of firefighting, Hazmat/WMD recognition, response, mitigation and closure and has been designed to prepare students to enter post-secondary training, college or entry level employment. Upon successful completion of the program, students will be certified Firefighter/EMT’s in the state of Missouri Student will be certified in Emergency Dispatch upon successful completion of the course. |
| Intro to Human Services | 0.5 | 62113s | Introduction to Human Services offers students a comprehensive overview of the human services field, focusing on the principles and practices involved in supporting individuals and communities. This course explores key areas such as case management, counseling techniques, social work, and community outreach. Students will learn about the roles of human service professionals, the ethical considerations of the field, and the various programs designed to assist those in need. Through interactive lessons, case studies, and practical applications, students will gain a foundational understanding of how to effectively address and manage human needs, preparing them for further studies or entry-level roles in human services. |
| Human Development 1-1  Human Development 1-2 | 1.0 | 50301s1  50301s2 | The Early Childhood Care & Development program is a three-year program—grades 10, 11 and 12— that’s mission is to nurture the career talents of its students and provide the training and experiences necessary for them to meet the challenges of the workforce and academia. Students will be trained in the proper care of children and especially those things to look for during a child’s early development, proper interaction with and among children in their care and be prepared to sit for the CDA examination. Prerequisite for course: Students must take Human Development prior to Child Development. |
| Child Development 1-1  Child Development 1-2 | 1.0 | 50303s1  50303s2 | The Early Childhood Care & Development program is a three-year program—grades 10, 11 and 12— that’s mission is to nurture the career talents of its students and provide the training and experiences necessary for them to meet the challenges of the workforce and academia. Students will work with stimulated manikins, shadow childcare workers, and complete an internship working with children in a school, agency or business setting. **Prerequisites for course: Students must take Human Development and Child Development prior to Child Care Professional.** |
| Child Care 2-1  Child Care 2-2 | 4.0 | 50305s1  50305s2 | The Child Care course provides students with essential skills and knowledge for fostering the growth and development of young children. This Career and Technical Education course covers key areas such as child development, early childhood education practices, health and safety, and effective communication with children and families. Students will engage in hands-on activities, case studies, and real-world applications to learn how to create supportive and enriching environments for children. Emphasis is placed on developing practical caregiving techniques, understanding developmental milestones, and implementing age-appropriate educational activities. This course prepares students for careers in child care and early childhood education, equipping them with the skills needed to make a positive impact on young lives. |
| Intro to Public Safety | 0.5 | 50401s | Introduction to Public Safety is a foundational course designed to provide students with a broad understanding of the public safety field. This course covers essential topics such as emergency response, crime prevention, fire safety, and disaster management. Students will explore the roles and responsibilities of various public safety professionals, including police officers, firefighters, and emergency medical technicians (EMTs). Through interactive lectures, practical simulations, and real-world scenarios, students will gain insights into the principles and practices that ensure community safety and resilience. This course serves as an excellent starting point for those interested in pursuing careers in public safety and emergency services. |
| Law Enforcement 1-1  Law Enforcement 1-2 | 2.0 | 50405s1  50405s2 | This course introduces the American criminal justice system. Students will learn about the core components of the criminal justice system, including the police, courts, and corrections fields. The overall goals of the criminal justice system will be addressed with particular attention given to the competing goals of the crime control and due process models. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. |
| Law Enforcement 2-1  Law Enforcement 2-2 | 2.0 | 50407s1  50407s2 | This course provides an introduction to the American criminal justice system. Students will learn about the core components of the criminal justice system, including the police, courts, and corrections fields. The overall goals of the criminal justice system will be addressed with particular attention given to the competing goals of the crime control and due process models. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized**.** Students will be certified in emergency Dispatch upon successful completion of the course**.** |
| Intro to Hospitality/Culinary | 0.5 | 63211s | Introduction to Hospitality and Culinary Arts offers students a foundational exploration of the diverse and dynamic field of hospitality. This course covers essential topics such as food preparation, kitchen safety, customer service, and event planning. Students will gain hands-on experience in culinary techniques, learn about the operations of various hospitality settings, and understand the principles of exceptional guest service. Through practical exercises, industry insights, and real-world scenarios, students will develop the skills necessary to succeed in the hospitality and culinary industries. This course serves as a stepping stone for those interested in pursuing careers in culinary arts, restaurant management, or event coordination. |
| Cosmetology 1-1  Cosmetology 1-2 | 1.5 | 50503s1  50503s2 | This is an introduction to the field of Cosmetology. The students will be tested individually on each subject and be required to pass a practical test as well. Ample practice and review are designated for each subject. Students will have successfully passed all of Cosmetology I before beginning Cosmetology II. A final test of the year’s theory and practical skills will prepare the students for state board testing. |
| Cosmetology 2-1  Cosmetology 2-2 | 1.5 | 50505s1  50505s2 | This is an introduction to the field of Cosmetology. The students will be tested individually on each subject and be required to pass a practical test as well. Ample practice and review are designated for each subject. Students will have successfully passed all of Cosmetology I before beginning Cosmetology II. A final test of the year’s theory and practical skills will prepare the students for state board testing. Students explore sanitation, hair styling, manicuring, shampooing and the principles of cutting. This is a two-year program in which students accumulate clock hours towards state licensure. |
| Pltw computer science essentials 1-1  Pltw computer science essentials 1-2 | 1.0 | 60021s1  60021s2 | This course is designed to be a full year course implemented in the 9th grade. This course is entry point for new high school CS learners. Students who have prior experience will find ample opportunity to expand upon those experiences in this course. |
| Pltw computer science principles 2-1  Pltw computer science principles 2-2 | 1.0 | 60023s1  60023s2 | This course is designed to be a full year course. Students will learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. |
| Pltw computer science A 3-1  Pltw computer science A 3-2 | 1.0 | 60025s1  60025s2 | This course is designed for students who have completed Computer Science Principles. Students will be able to use abstraction and algorithmic thinking to solve problems and create value for others. Develop, analyze, implement, and test programs developed for a purpose. Learn to uncover patterns in data, protect data, and explore how the internet connects the world in which we live. |
| Pltw cyber security S1  Pltw cyber security S2 | 1.0 | 60027s1  60027s2 | Cybersecurity is a full- year course designed for 10th grade or above. The design of the course exposes high school students to the ever growing and fa reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. |
| Intro to Networking | 0.5 | 60101s | Introduction to Networking provides students with a foundational understanding of computer networks and their essential components. This course covers key concepts such as network architecture, protocols, IP addressing, and network security. Students will learn about different types of networks, including local area networks (LANs) and wide area networks (WANs), and gain practical skills in configuring and troubleshooting network devices. Through hands-on labs, interactive simulations, and real-world scenarios, students will develop the technical expertise needed to design, implement, and manage basic network systems. This course is ideal for those interested in pursuing careers in IT and network administration |
| Computer Science Network Maintenance 1-1  Computer Science Network Maintenance 1-2 | 2.0 | 60111s1  60111s2 | Computer Science Network Maintenance is a two-year, two periods per day program offered as part of the computer science majors program. It is designed to prepare students for entry level positions and post- secondary training that will eventually lead to a career in a computer related field. |
| Advance Network/Intern 1-1  Advance Network/Intern 1-2 | 2.0 | 60113s1  60113s2 | Computer Network Maintenance is a two-year, two periods per day program offered as part of the computer science majors program. It is designed to prepare students for entry level positions and post- secondary training that will eventually lead to a career in a computer related field. |
| Intro to Health Sciences | 0.5 | 61101s | Introduction to Health Sciences provides students with a comprehensive overview of the health care field and its various disciplines. This course covers fundamental topics such as medical terminology, human anatomy and physiology, health care ethics, and the roles of different health care professionals. Students will explore key areas including patient care, disease prevention, and health promotion. Through lectures, interactive activities, and practical applications, students will gain a foundational understanding of the health sciences and develop skills relevant to careers in medicine, nursing, and allied health professions. This course serves as a stepping stone for further studies in health-related fields and prepares students for entry-level roles or advanced education in health sciences. |
| Patient care practicum 1-1  Patient care practicum 1-2 | 2.0 | 61133s1  61133s2 | This course provides instruction in and practical experience with those clinical skills needed for entry level employment in the patient care area. Students, who qualify, in terms of knowledge, skills and attitude, will be placed in an off-campus internship with one of several cooperative health care institutions. Successful completion of health careers exploration is required. |
| Intro to Health Sciences | 0.5 | 61101s | Introduction to Health Sciences provides students with a comprehensive overview of the health care field and its various disciplines. This course covers fundamental topics such as medical terminology, human anatomy and physiology, health care ethics, and the roles of different health care professionals. Students will explore key areas including patient care, disease prevention, and health promotion. Through lectures, interactive activities, and practical applications, students will gain a foundational understanding of the health sciences and develop skills relevant to careers in medicine, nursing, and allied health professions. This course serves as a stepping stone for further studies in health-related fields and prepares students for entry-level roles or advanced education in health sciences. |
| Athletic Training 1-1  Athletic Training 1-2 | 2.0 | 61141s1  61141s2 | Introduction to Athletic Training offers students a comprehensive overview of the principles and practices involved in the field of athletic training. This course covers essential topics such as injury prevention, evaluation and assessment, rehabilitation techniques, and emergency care. Students will learn about the anatomy and physiology of the musculoskeletal system, as well as techniques for treating and managing sports-related injuries. Through practical exercises, case studies, and hands-on experience, students will develop the skills needed to support athletes in maintaining peak physical condition and recovering from injuries. This course serves as a foundation for those interested in pursuing careers in athletic training, sports medicine, or related health professions. |
| Advance Athletic Training 1-1  Advance Athletic Training 1-2 | 2.0 | 61143s1  61143s2 | Advanced Athletic Training builds upon foundational knowledge to explore complex aspects of athletic injury management and performance optimization. This course delves into advanced topics such as advanced injury assessment techniques, therapeutic modalities, sports rehabilitation protocols, and injury prevention strategies. Students will engage in in-depth case studies, hands-on simulations, and clinical practice to refine their skills in diagnosing, treating, and rehabilitating athletic injuries. Emphasis is placed on evidence-based practices and integrating contemporary research into athletic training routines. This course is designed for those seeking to enhance their expertise in athletic training and pursue advanced roles in sports medicine, athletic performance, and rehabilitation. |
| Intro to Health Sciences | 0.5 | 61101s | Introduction to Health Sciences provides students with a comprehensive overview of the health care field and its various disciplines. This course covers fundamental topics such as medical terminology, human anatomy and physiology, health care ethics, and the roles of different health care professionals. Students will explore key areas including patient care, disease prevention, and health promotion. Through lectures, interactive activities, and practical applications, students will gain a foundational understanding of the health sciences and develop skills relevant to careers in medicine, nursing, and allied health professions. This course serves as a stepping stone for further studies in health-related fields and prepares students for entry-level roles or advanced education in health sciences. |
| Medical Terminolgy 1-1  Medical Terminolgy 1-2 | 1.0 | 61151s1  61151s2 | Medical Terminology is a course designed to provide students with a thorough understanding of the language used in the medical field. This course covers the fundamentals of medical vocabulary, including prefixes, suffixes, root words, and their application in describing human anatomy, diseases, procedures, and treatments. Through interactive lessons and practical exercises, students will learn to accurately interpret and use medical terms, facilitating clear communication within health care settings. This course is essential for those pursuing careers in health care, medical administration, or related fields, and it serves as a critical foundation for further studies in medical sciences. |
| Medical Assistant 1-1  Medical Assistant 1-2 | 2.0 | 61153s1  61153s2 | Provides students with a foundational understanding of the essential duties and responsibilities of a nursing assistant in a medical setting. This course covers core topics such as basic patient care, vital signs monitoring, infection control, and medical terminology. Students will learn fundamental skills in assisting with daily living activities, supporting healthcare professionals, and maintaining patient comfort and safety. Through practical exercises, hands-on labs, and real-world scenarios, students will gain the skills necessary to provide compassionate and effective care in various healthcare environments. This course is ideal for those interested in starting a career as a medical nursing assistant or seeking a solid foundation for further studies in the nursing field. |
| Medical Assistant 2-1  Medical Assistant 2-2 | 2.0 | 61155s1  61155s2 | The course builds on fundamental nursing assistant skills to delve into more complex aspects of patient care. This course covers advanced topics such as complex wound care, medication administration, advanced patient assessment techniques, and the management of chronic conditions. Students will enhance their skills in providing high-quality care, working with interdisciplinary teams, and implementing advanced patient care plans. Through hands-on labs, clinical simulations, and in-depth case studies, students will develop the expertise needed to handle more demanding patient care situations and prepare for leadership roles in medical settings. This course is designed for those seeking to deepen their knowledge and skills as nursing assistants or advance their careers in healthcare. |
| Intro to Pre-Veterinary Science | .5 | 61171s | Introduction to Pre-Veterinary Science offers students a comprehensive overview of the foundational concepts and practices in veterinary science. This course covers key topics such as animal anatomy and physiology, basic veterinary terminology, animal behavior, and the principles of veterinary medicine. Students will explore the roles and responsibilities of veterinary professionals, learn about common animal diseases and treatments, and gain insights into the ethical and practical aspects of animal care. Through lectures, hands-on activities, and case studies, students will develop a solid foundation for pursuing further education and careers in veterinary medicine and animal science. This course is ideal for those interested in veterinary school or careers in animal care and health. |
| Pre-Veterinary science 1-1  Pre-Veterinary science 1-2 | 2.0 | 61173s1  61173s2 | This course introduces students to small animal care, physiology, clinical procedures and care, grooming skills, nutritional/feeding, animal evaluation, careers in the animal care industry, and animal ownership. Students work in a clinical lab setting within the room caring for animals, maintaining a safe work environment, and developing skills needed to begin acquisition of an entry level animal care technician certification. |
| Advanced Pre-Veterinary science 1-1  Advanced Pre-Veterinary science 1-2 | 2.0 | 61175s1  61175s2 | This course continues the pre-requisite course Small Animal Care Theory Practice and Skill Development and develops advanced knowledge of nutrition, breed classification, reproduction, genetics, Lab/office management, record keeping and animal well-being and care. This course requires an internship at a pet care related business. |
| Intro to Public Safety | 0.5 | 50401s | Introduction to Public Safety is a foundational course designed to provide students with a broad understanding of the public safety field. This course covers essential topics such as emergency response, crime prevention, fire safety, and disaster management. Students will explore the roles and responsibilities of various public safety professionals, including police officers, firefighters, and emergency medical technicians (EMTs). Through interactive lectures, practical simulations, and real-world scenarios, students will gain insights into the principles and practices that ensure community safety and resilience. This course serves as an excellent starting point for those interested in pursuing careers in public safety and emergency services. |
| Anatomy & Physiology for Prehospital (EMT 100) | 1.0 | 61241s | Anatomy & Physiology for Prehospital Care provides a focused exploration of human anatomy and physiology specifically tailored for prehospital emergency care settings. This course covers essential topics such as the structure and function of major body systems, trauma and medical emergencies, and the physiological responses to injury and illness. Students will learn how to apply anatomical and physiological knowledge to assess, treat, and manage patients in emergency situations. Through interactive lectures, case studies, and practical exercises, students will develop a thorough understanding of the body's responses to trauma and disease, enhancing their ability to provide effective prehospital care. This course is ideal for those pursuing careers in emergency medical services (EMS), paramedicine, or other prehospital care roles. |
| Intro to EMT (EMT 101) | 1.0 | 61243s | Introduction to Emergency Medical Technician (EMT) offers students a foundational understanding of the principles and practices essential for emergency medical services. This course covers core topics such as patient assessment, basic life support (BLS), emergency care protocols, and the use of medical equipment. Students will learn how to respond effectively to various medical emergencies, perform critical interventions, and work as part of an emergency response team. Through hands-on training, simulations, and case studies, students will develop the skills and knowledge required to provide high-quality care in prehospital settings. This course is ideal for those aspiring to become EMTs or advance their careers in emergency medical services. |
| EMT Skills (EMT 119) | 0.5 | 61245s1 | The EMT Skills course focuses on the practical application of critical skills necessary for effective emergency medical response. This hands-on course covers essential techniques such as patient assessment, airway management, CPR, trauma care, and the use of medical equipment. Students will engage in realistic simulations and skills labs to practice and refine their abilities in various emergency scenarios. Emphasis is placed on developing proficiency in life-saving procedures, teamwork, and decision-making under pressure. This course is designed for those preparing for EMT certification or seeking to enhance their practical skills in emergency medical care |
| Emergency Care, Principles, and Tech (EMT 121) | 1.0 | 61247s1 | Emergency Care: Principles and Techniques provides an in-depth exploration of the fundamental concepts and practical skills required for effective emergency medical response. This course covers essential topics such as patient assessment, advanced life support, trauma management, and emergency medical procedures. Students will learn about the principles of rapid assessment, critical intervention techniques, and the application of technology in emergency care. Through interactive lectures, hands-on practice, and simulation exercises, students will develop the expertise needed to manage various emergency situations confidently and efficiently. This course is ideal for those pursuing careers in emergency medical services, paramedicine, or related health fields. |
| EMT Clinical (EMT 123) | 1.5 | 61249s2 | The EMT Clinical course offers students hands-on, real-world experience in emergency medical settings under the supervision of experienced professionals. This course provides students with the opportunity to apply their theoretical knowledge and practical skills in actual emergency situations, including patient assessment, treatment, and transport. Students will gain experience in various clinical environments, such as emergency departments, ambulances, and urgent care facilities, while working alongside EMTs and paramedics. Emphasis is placed on developing clinical judgment, enhancing patient care skills, and integrating classroom learning with practical application. This course is essential for those completing EMT certification and seeking to bridge the gap between classroom instruction and real-world practice. |
| Intro to Multimedia | 0.5 | 62211s | Introduction to Multimedia provides students with a foundational understanding of multimedia tools and techniques used in digital media creation. This course covers key concepts such as graphic design, audio and video editing, animation, and interactive media. Students will explore various multimedia software applications and learn how to create and integrate visual, auditory, and interactive elements to produce engaging content. Through hands-on projects and practical exercises, students will develop the skills needed to design and produce multimedia presentations, digital media projects, and other creative works. This course is ideal for those interested in digital media, graphic design, or multimedia production. |
| Multimedia Technology 1-1  Multimedia Technology 1-2 | 2.0 | 62213s1  62213s2 | This course is designed for students interested in developing basic skills in computer-based multimedia techniques. It includes an overview of desktop publishing, computer graphics and animation, digital imaging and photography, 3D imaging, audio technology, video technology and html techniques. Students examine the various careers in this area, including entry level requirements, job skill requirements, education, training, career opportunities, administration, and management, etc. Instruction will include classroom instruction as well as field trips, speakers, and job shadowing. |
| Advanced Multimedia Technology 2-1  Advanced Multimedia Technology 2-2 | 2.0 | 62215s1  62215s2 | Advanced Multimedia Technology delves into sophisticated techniques and tools for creating and managing high-quality digital media projects. This course explores advanced topics such as 3D modeling, high-definition video production, interactive media design, and advanced animation techniques. Students will gain in-depth knowledge of professional-grade multimedia software and industry practices through complex projects and collaborative assignments. Emphasis is placed on integrating various multimedia elements to produce polished and innovative digital content. This course is designed for students seeking to enhance their expertise in multimedia technology and prepare for careers in digital media, video production, or interactive design. |
| Intro to Hospitality/Culinary | 0.5 | 63211s | Introduction to Hospitality and Culinary Arts offers students a foundational exploration of the diverse and dynamic field of hospitality. This course covers essential topics such as food preparation, kitchen safety, customer service, and event planning. Students will gain hands-on experience in culinary techniques, learn about the operations of various hospitality settings, and understand the principles of exceptional guest service. Through practical exercises, industry insights, and real-world scenarios, students will develop the skills necessary to succeed in the hospitality and culinary industries. This course serves as a stepping stone for those interested in pursuing careers in culinary arts, restaurant management, or event coordination. |
| Culinary Arts/Chef 1-1  Culinary Arts/Chef 1-2 | 2.0 | 63113s1  63113s2 | This course provides a study of culinary careers, historic background study and its significance, and familiarization with tools, equipment, methods, techniques, and sanitation guidelines used in the food service and hospitality industries. Students will also work collaboratively to investigate, experiment, test and solve culinary related problems and provide students with preparatory skills to enable entry into advanced courses in technical, community and/or four-year colleges. |
| Culinary Arts/Chef 2-1  Culinary Arts/Chef 2-2 | 2.0 | 63115s1  63115s2 | This course provides advanced study of culinary careers, historical background study and its significance, and familiarization with tools, equipment, methods, techniques, and sanitation guidelines used in the food service and hospitality industries. Students will also work collaboratively to investigate, experiment, test and solve culinary related problems and provide students with preparatory skills to enable entry into advanced courses in technical, community and/or four-year colleges. Students will intern at a selected culinary related industry work site infusing learned skills into the workplace. |
| Intro to Hospitality/Culinary | 0.5 | 63211s | Introduction to Hospitality and Culinary Arts offers students a foundational exploration of the diverse and dynamic field of hospitality. This course covers essential topics such as food preparation, kitchen safety, customer service, and event planning. Students will gain hands-on experience in culinary techniques, learn about the operations of various hospitality settings, and understand the principles of exceptional guest service. Through practical exercises, industry insights, and real-world scenarios, students will develop the skills necessary to succeed in the hospitality and culinary industries. This course serves as a stepping stone for those interested in pursuing careers in culinary arts, restaurant management, or event coordination. |
| Hospitality & Food/Beverage Management 1-1  Hospitality & Food/Beverage Management 1-2 | 2.0 | 63223s1  63223s2 | This program is designed for students interested in pursuing careers in the hospitality industry. The content will focus on mastering skills needed for careers in restaurant management, hotel management, itinerary planning the Sabre reservation system used in travel and tourism. On-site, work-based learning will be emphasized through participation in an internship program. |
| Advanced Hospitality & Food/Beverage Man 1-1  Advanced Hospitality & Food/Beverage Man 1-2 | 2.0 | 63225s1  63226s1 | Advanced Hospitality & Food/Beverage Management provides an in-depth exploration of sophisticated management techniques and strategic practices within the hospitality and food service industries. This course covers advanced topics such as revenue management, operational efficiency, menu development, and the integration of food and beverage services with overall hospitality operations. Students will engage in detailed case studies, simulations, and real-world projects to enhance their skills in managing complex hospitality environments, optimizing guest experiences, and driving business success. Emphasis is placed on leadership, financial acumen, and innovative approaches to service delivery. This course is ideal for those seeking to advance their careers in hospitality management or food and beverage leadership. |
| Intro to Unmanned Aircraft Systems 1-1  Intro to Unmanned Aircraft Systems 1-2 | 1.0 | 64001s1  64001s2 | Introduction to Unmanned Aircraft Systems (UAS) provides students with a comprehensive overview of the principles and practices involved in operating drones. This course covers key topics such as UAS components, flight principles, regulatory requirements, and applications in various industries. Students will learn about drone technology, including hardware and software systems, as well as basic flight operations and safety protocols. Through hands-on exercises, simulations, and practical flight training, students will gain the skills needed to operate unmanned aircraft effectively and responsibly. This course is ideal for those interested in pursuing careers in drone operations, aerial photography, or other fields utilizing unmanned systems. |
| Aviation maintenance 1-1  Aviation maintenance 1-2 | 3.0 | 64011s1  64011s2 | This course covers the basic aircraft sciences required to meet federal aviation regulations. Some of the subjects covered are basic electricity, ground handling and operations, and non-destructive testing. |
| Advanced Unmanned Aircraft Systems 1-1  Advanced Unmanned Aircraft Systems 1-2 | 3.0 | 64021s1  64021s2 | Advanced Unmanned Aircraft Systems delves into the sophisticated aspects of drone technology and operations. This course explores advanced topics such as complex flight maneuvers, autonomous flight programming, advanced sensor integration, and data analysis techniques. Students will gain hands-on experience with cutting-edge UAS technology, including high-performance drones and specialized equipment. Emphasis is placed on developing skills in mission planning, system optimization, and compliance with advanced regulatory standards. Through in-depth projects, simulations, and real-world applications, students will enhance their expertise in managing and deploying unmanned aircraft for specialized tasks and professional use. This course is designed for those seeking to advance their skills in drone technology and pursue specialized roles in the UAS industry. |
| Pltw Principle of Biomedical Science 1-1  Pltw Principle of Biomedical Science 1-2 | 1.0 | 67013s1  67013s2 | Introductory course of the PLTW Biomedical Science Program. Students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investing the case, students 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. |
| Pltw Human Body Systems 1-1  Pltw Human Body Systems 1-2 | 1.0 | 67015s1  67015s2 | Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action; and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. **Prerequisite for course: Students must take Principles of Biomedical Science (PBS) prior to Human Body Systems.** |
| Pltw Medical Interventions 1-1  Pltw Medical Interventions 1-2 | 1.0 | 67017s1  67017s2 | Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. |
| Pltw Biomedical Innovation 1-1  Pltw Biomedical Innovation 1-2 | 1.0 | 67019s1  67019s2 | Project Lead The Way (PLTW) Biomedical Innovation is a hands-on course designed to introduce students to the principles and practices of biomedical engineering and innovation. This course explores advanced topics such as designing and developing medical devices, analyzing biomedical data, and solving real-world health problems. Students will work on interdisciplinary projects that integrate concepts from biology, engineering, and technology to create innovative solutions for medical challenges. Through collaborative projects, research, and practical applications, students will gain experience in the biomedical field and develop skills necessary for careers in biomedical engineering, health care technology, and related areas. This course is ideal for those interested in pursuing further studies or careers in biomedical innovation and health sciences |
| PLTW BioMed Intern/Capstone | 0.5 | 64116s | Capstone course. Students build on the knowledge and skills gained from previous coursed to design innovative solutions for the most pressing health challenges of the 21st Century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution. **Prerequisites for course: Students must take Principles of Biomedical Science (PBS) – Human Body Systems (HBS) and Medical Interventions (MI) prior to Biomedical Innovation (BI).** |
| Intro to Manufacturing | 0.5 | 65101S | Introduction to Manufacturing provides students with a foundational understanding of the manufacturing industry and its key processes. This course covers essential topics such as manufacturing technologies, production methods, materials science, and quality control. Students will explore various manufacturing techniques including machining, assembly, and automation, and learn about industry standards and safety practices. Through hands-on activities, demonstrations, and case studies, students will gain practical experience in manufacturing operations and problem-solving. This course is ideal for those interested in careers in manufacturing, engineering, or industrial technology, and serves as a stepping stone for further studies in these fields. |
| Computer Integrated Manufacturing 1-1  Computer Integrated Manufacturing 1-2 | 1.0 | 65103s1  65103s2 | The purpose of this course is to build a strong foundation in the field of automated manufacturing. Students will be provided extensive hands- on experience with Computer Numerically Controlled (CNC) lathes and mills, as well as robots, Computer Integrated Manufacturing (CIM) and welding processes. Prerequisites: Industrial Technology Core I, II and  III. |
| Pltw Computer Integrated Manufacturing 1-1  Pltw Computer Integrated Manufacturing 1-2 | 1.0 | 65111s1  65111s2 | This course is designed to introduce the tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. |
| Manufacturing Theory Practice Skill 1-1  Manufacturing Theory Practice Skill 1-2 | 2.0 | 65115s1  65115s2 | Students will become familiar with terminology, concepts, tools, equipment and techniques used in the manufacturing industry. Students will gain skills in working collaboratively to investigate, experiment, test, solve and utilize manufacturing technology and equipment to meet specifications and industrial specifications. The course will prepare students for entry level positions and/or entry into advanced level courses at community and four-year colleges. |
| Pltw Introduction Engineering Design 1-1  Pltw Introduction Engineering Design 1-2 | 1.0 | 66011s1  66011s2 | Students will learn skills by using a design development process. Models of product solutions are created analyzed and communicated using solid modeling computer design software. The course involves intensive use of CAD software to design, develop, and test designs and allow students to build and develop prototypes from their drawings. |
| Pltw Principles of Engineering 1-1  Pltw Principles of Engineering 1-2 | 1.0 | 66013s1  66013s2 | This course will give students an understanding of the field of engineering technology. It will explore various technology systems and manufacturing processes, helping students to learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people by participating in activities to experience how those components are used to solve everyday problems. The course will also explore the concerns about social and political consequences of technological change. Students will be required to take an end of course exit exam as required by the National PLTW program. |
| Pltw Digital Electronics 1-1  Pltw Digital Electronics 1-2 | 1.0 | 66015s1  66015s2 | Digital electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits, devices, and prototypes. |
| Pltw Civil Engineering and Architecture 1-1  Pltw Civil Engineering and Architecture 1-2 | 1.0 | 66017s1  66017s2 | This course provides an overview of the fields of Civil Engineering and Architecture while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the- art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. **Prerequisites for course: Students must take Principles of Engineering (POE) - Introduction to Engineering Design (IED) and Digital Electronics (DE) prior to or in conjunction with Civil Engineering and Architecture (CEA).** |
| PLTW Engineering Design and Development 1-1  PLTW Engineering Design and Development 1-2 | 1.0 | 66019s1  66019s2 | The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as students identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of practicing engineers. Students apply the professional skills they have developed to document a design process. Capstone Course. |
| Robotics technology 1-1 | 0.5 | 66111s1 | Introduction class for Robotics Technician. Students will gain a basic understanding of coding and robotics. Students will learn key concepts and different types of machines associated with robotics. Students will also complete basic robotics labs as well as take part in Lego Robotics. **Open to students in grade 11.** |
| Robotics technology 1-2 | 0.5 | 66111s2 | Same as above, completing Introduction to Robotics. **Open to students in grade 11.** |
| Robotics technology 2-1 | 0.5 | 66113s1 | Advanced Robotics, development, and utilization. Students will gain a deeper understanding of robotics using the VEX Robotics. Students will be required to have some coding experience. Students will complete a capstone group project to demonstrate the required knowledge gained from this class. **Open to students in grade 12.** |
| Robotics technology 2-2 | 0.5 | 66113s2 | Same as above, completion of Robotics Technical pathway. **Open to students in grade 12.** |
| Accounting 1-1  Accounting 1-2 | 1.0 | 80013s1  80013s2 | This course is devoted to learning accounting terminology, forms, and the accounting cycle. Computer approaches are used to journalize and post transactions as well as to develop financial statements. Emphasis is also placed on related careers, as well as on other business and societal implications. |
| Accounting 2-1  Accounting 2-2 | 1.0 | 80015s1  80015s2 | This course is devoted to learning accounting terminology, forms, and the accounting cycle. Computer approaches are used to journalize and post transactions, as well to develop financial statements. |
| Jobs for American Graduates 1-1  Jobs for American Graduates 1-2 | 1.0 | 83165s1  83165s2 | Introduction to Jobs for America's Graduates (JAG) is a career-focused course designed to equip students with essential skills for success in the workforce. This course covers core topics such as career exploration, job search strategies, resume writing, interview techniques, and workplace communication. Students will engage in practical exercises, career assessments, and real-world simulations to build their professional skills and confidence. Emphasis is placed on developing a strong work ethic, understanding workplace expectations, and setting career goals. This course is ideal for students seeking to enhance their employability and prepare for entry into the workforce or further education and training opportunities. |
| Jobs for American Graduates 2-1  Jobs for American Graduates 2-2 | 1.0 | 83175s1  83175s2 | Jobs for America's Graduates (JAG): Career Skills and Application is a practical course designed to equip students with the foundational skills and real-world applications necessary for career success. This course focuses on key areas such as effective job searching, professional networking, resume and cover letter writing, and interview preparation. Students will participate in hands-on activities, role-playing exercises, and career development workshops to build and apply essential skills. The course also emphasizes the importance of workplace etiquette, career planning, and goal setting. Ideal for students preparing to enter the workforce or pursue further education, this course provides the tools and experience needed to navigate and succeed in the modern job market. |
| Learn and Earn Internship | 0.5 | 30433s | The Learn and Earn Internship course offers students a unique opportunity to gain practical work experience while earning academic credit. This course pairs classroom learning with real-world application by placing students in internships relevant to their career interests. Students will engage in hands-on projects, develop professional skills, and receive mentorship from industry professionals. The course includes reflective assignments, progress assessments, and career development workshops to enhance the internship experience. Ideal for students seeking to bridge the gap between academic knowledge and practical experience, this course provides valuable insights and skills for future career success. |
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| CTE DUAL CREDIT PROGRAM |

The Career and Technical Education’s (CTE) Dual Credit Program is run primarily through St. Louis Community College’s (STLCC) Dual Credit / Enrollment Partnerships Program. Students can benefit by earning college credit while in high school for FREE! The district currently offers 23 courses for dual credit. They are as follows:

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| --- | --- | --- | --- |
| **STLCC Course** | **SLPS Course** | **Credit**  **Hours** | **High School(s)** |
| ART 131: Computer Art Studio \*^ | Computer Connectivity 1/2 | 3 | Clyde C. Miller |
| BIO 104: Basic Laboratory Methods^ | PLTW Medical Interventions | 3 | CSMB, Soldan |
| CUL 101: Safety & Sanitation\*^ | Culinary Arts 1/2 | 1 | Beaumont |
| CUL 110: Food Preparation^ | Culinary Arts 1/2 | 3 | Beaumont |
| CFD 101: Foundations of Child and Family  Development \*^ | Child Development | 3 | Roosevelt |
| CFD 102: Child Growth & Development\*^ | Child Development | 3 | Roosevelt |
| EE 121: Fundamentals of Digital Electronics\* | PLTW Digital Electronics | 3 | Gateway STEM |
| EMT 119: EMT Skills^ | Emergency Medical Tech | 1 | Gateway STEM |
| EMT 121: Emergency Care Principles &  Techniques^ | Emergency Medical Tech | 9 | Gateway STEM |
| IS 116: Computer Science Literacy | PLTW Principles of Computer Science | 1 | Carnahan, Clyde C. Miller |
| ME 121: Computer Integrated MFA | PLTW Computer Integrated Mfg. | 3 | Clyde C. Miller |
| HIT 101: Medical Terminology^ | Health Careers Exploration | 4 | Beaumont, Clyde C. Miller,  Gateway STEM |
| HTM: 100 Professionalism Hospitality  Industry^ | Intro to Human Services 1/2 | 3 | Clyde C. Miller |
| HTM 120: Supervision & Leadership in the  Hospitality Industry^ | Intro to Human Services 1/2 | 3 | Clyde C. Miller |
| IS 130: Hardware & Software Support\*^ | Computer Connectivity 1/2 | 3 | Clyde C. Miller |
| IS 139: Web Publishing^ | Database Management 3/4 | 3 | Clyde C. Miller |
| IS 151: Computer App in Business \*#^ | Advanced MSFT Cert Prep 3/4 | 4 | Carnahan, Gateway STEM, McKinley, Roosevelt,  Soldan, Sumner, Vashon |
| CRJ 122: Introduction to Criminal Justice \*^ | Intro to Criminal Justice | 3 | Gateway STEM |
| CRJ 123: Juvenile Justice\*^ | Juvenile Delinquency | 3 | Gateway STEM |
| ME 121: Computer Integrated  Manufacturing\*^ | CMA Computer Integ MFG 1/2 | 3 | Clyde C. Miller |
| STR 100: Smart Start College Success | Smart Start College Success | 1 | Roosevelt, Vashon |
| *In the works: Computer Science Essentials, Computer Science Principles, Computer Science A, Cybersecurity* | | | |

**Qualifications Criteria Key**

\*10th Grade 3.0; 11th -12th Grade 2.5

^Reading Proficiency on ACT/250 on Accuplacer; If 2.6 + Reading ACT/Accuplacer on file #Credit received in year 2 cohort

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| BEAUMONT TECHNICAL CENTER PATHWAYS |

Career Technical Education (CTE) prepares students for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90%. Here at Beaumont Technical Center, we provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. Here at Beaumont, our Pathways are two-year programs. We service students that are in the 11th and 12th grade. Our team starts recruiting students in the last semester of their 10th grade year. SLPS high schools that we recruit from are the following:

Here at Beaumont Technical Center, we offer four different pathways.

#### Culinary Arts: Chef Gary Lewis

During this two-year program, students will receive professional chef’s training preparing them for the real world. Opportunities include restaurant, resort, dietary and other food service industries. Safety and sanitation, food prep and stylish cooking techniques will be a part of this program/pathway.

The following Certifications for Culinary Arts are offered:

* **Serv Safe Handler Certification** for 11th graders. Certification is good for 3 years.
* **Serv Safe Manager Certification** for 12th graders. Certification is good for 5 years.
* **ACF American Culinary Federation Certification.** This is a written and practical Assessment for both Juniors and Seniors.

#### Building Trades Maintenance/Practice & Skills Development:

Facility maintenance encompasses all maintenance activities that are taken in and outside of commercial buildings to keep the area safe, presentable, and most importantly, functional. It is often used interchangeably with the term building maintenance.

This includes:

* **Maintenance of equipment inside the building** (HVAC, certain office equipment and furniture, building-specific equipment like medical equipment in hospitals, etc.)
* **Maintenance of all building systems** (plumbing, electrical systems, lighting, fire safety systems, elevator systems, etc.)
* **Taking care of the building infrastructure itself** (roofing, windows, doors and door locks, exterior and interior painting, etc.)
* **Taking care of the space around the building** (landscaping and grounds maintenance, pest control, snow removal, etc.)

The following certification for Building Trades Maintenance is offered:

* OSHA 10 – Occupational Safety and Health

#### Cosmetology: Kretia McMillan & Sonya Sanders

Welcome to the world of professional Cosmetology. Our Cosmetology program will provide students with the opportunity to develop skills, knowledge and leadership skills in a hands-on salon atmosphere to successfully become a licensed cosmetologist. Students will explore areas such as infection control, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care and facial makeup.

The following License for Cosmetology is offered:

* Students in the Cosmetology Pathway after completing (2) years and 1220 student hours, can sit for the: Practical and Theory Missouri State Board of Cosmetology assessment and become a **Licensed Cosmetologist**.

#### C.N.A. Patient Care Practicum: Diane Hickmon

This class provides instruction in and practical experience with those clinical skills needed for entry level employment in the patient care area. Students, who qualify, in terms of knowledge, skills and attitude, will be placed in an off-campus internship with one of several cooperative health care institutions.

The following Certification for the CNA Pathway is offered:

* Students after completing (2) years and completing an internship the last semester of their senior

year are eligible to take the State Assessment for CNA’s and be Certified as a **Certified Nurse Assistant.**

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| **ENGLISH LANGUAGE LEARNERS (ELL)** |

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| The ESOL/Bilingual/Migrant program is designed to provide a balanced and age-appropriate instructional program that includes English language instruction and content assistance, and to facilitate cultural awareness for English Language Learners K-12. Courses offered include both ESOL and Sheltered Instruction courses (E). |

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| **English Language Learners (ELL) Courses** |
| NEWCOMER ESOL |
| ESOL 1 |
| ESOL 1 READ/WRITE |
| ESOL 2 |
| ESOL 2 READ/WRITE |
| ESOL 3 |
| ESOL 3 READ/WRITE |
| ESOL 4 |
| ESOL 4 READ/WRITE |
| ESOL ACADEMIC LANGUAGE SUPPORT |
| ESOL LANGUAGE DEVELOPMENT |
| FUNDAMENTS OF ENGLISH LANGUAGE ARTS |
| FUNDAMENTALS OF LITERACY |
| ENGLISH 1 E |
| ENGLISH 2 E |
| FUNDAMENTALS OF SOCIAL STUDIES |
| AMERICAN HISTORY E |
| WORLD HISTORY E |
| AMERICAN GOVERNMENT E |
| FUNDAMENTALS OF SCIENCE |
| PHYSICAL SCIENCE E |
| INTRODUCTION TO PHYSICS E |
| FUNDAMENTALS OF MATH |
| FUNDAMENTALS OF ALGEBRA |
| ALGEBRA 150 E |

| **CONTENT AREA: ESOL** | | | |
| --- | --- | --- | --- |
| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Newcomer ESOL 1-1  Newcomer ESOL 1-2  Content Area: English | 1.0 | 93041s1  93041s2 | This course is designed for non-native English speakers who, based on their language proficiency, are on Entering and Emerging WIDA levels. This course begins the continuum of language development focusing on basic vocabulary. It is aligned to WIDA standards and assessments. **(NCNAA 9-10 Only)** |
| ESOL 1-1  ESOL 1-2  Content Area: English | 1.0 | 93011s1  93011s2 | This course is designed for non-native English speakers who, based on their language proficiency, are on Entering and Emerging WIDA levels. This course begins the continuum of language development focusing on basic language structures and language functions. It is aligned to WIDA standards and assessments. **(NCNAA 9-10 Only)** |
| ESOL Read & Writing 1-1  ESOL Read & Writing 1-2  Content Area: English | 1.0 | 93031s1  93031s2 | This course is a companion course to ESOL 1. It emphasizes language development focusing on literacy. **(NCNAA 9-10 Only)** |
| ESOL 2-1  ESOL 2-2  Content Area: English | 1.0 | 93013s1  93013s2 | This course is designed for non-native English speakers who, based on their language proficiency, are on Emerging and Developing WIDA levels. This course continues the emphasis on students’ language development focusing on academic language. It is aligned to WIDA standards and assessments. |
| ESOL Read & Writing 2-1  ESOL Read & Writing 2-2  Content Area: English | 1.0 | 93033s1  93033s2 | This course is a companion course to ESOL 2. It emphasizes language development focusing on literacy. |
| ESOL 3-1  ESOL 3-2  Content Area: English | 1.0 | 93015s1  93015s2 | This course is designed for non-native English speakers who, based on their language proficiency, are on Developing and Expanding WIDA levels. This course continues the emphasis on students’ language development focusing on academic language. It is aligned to WIDA standards and assessments. |
| ESOL Read & Writing 3-1  ESOL Read & Writing 3-2  Content Area: English | 1.0 | 93035s1  93035s2 | This course is a companion course to ESOL 3. It emphasizes language development focusing on literacy. |
| ESOL 4-1  ESOL 4-2  Content Area: English | 1.0 | 93017s1  93017s2 | This course is designed for non-native English speakers who, based on their language proficiency, are on Expanding and Bridging WIDA levels. This course continues the emphasis on students’ language development focusing on academic language. It is aligned to WIDA standards and assessments. |
| ESOL Read & Writing 4-1  ESOL Read & Writing 4-2  Content Area: English | 1.0 | 93037s1  93037s2 | This course is a companion course to ESOL 4. It emphasizes language development focusing on literacy. |
| ESOL Academic Language Support 1-1  ESOL Academic Language Support 1-2  Content Area: English | 1.0 | 93021s1  93021s2 | This course is designed for additional support in content areas based on students’ language proficiency. **Prerequisites: ESOL 4 and ESOL 4 Reading and Writing.** |
| ESOL Language Development 1-1  ESOL Language Development 1-2  Content Area: English | 1.0 | 93051s1  93051s2 | This course is designed to provide additional language development support to students whose WIDA Literacy level is between 1.0 and 3.0. **This course is offered only in the summer.** |
| Fundamental of English Language Arts 1-1  Fundamental of English Language Arts 1-2  Content Area: English | 1.0 | 93105s1  93105s2 | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to gain skills necessary to access ELA content. It focuses on academic language development and content concepts. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| Fundamentals of Literacy 1-1 E  Fundamentals of Literacy 1-2 E  Content Area: English | 1.0 | 93101s1  93101s2 | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to gain skills necessary to develop literacy in English. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| English 1 E 1-1  English 1 E 1-2  Content Area: English | 1.0 | |  | | --- | | 93111s1 | | 93111s2 | | Same course as mainstream only with ELL modifications determined by students’ language proficiency. |
| English 2 E 1-1  English 2 E 1-2  Content Area: English | 1.0 | |  | | --- | | 93121s1 | | 93121s2 | | Same course as mainstream only with ELL modifications determined by student’s language proficiency. |
| Fundamentals of Social Studies 1-1  Fundamentals of Social Studies 1-2  Content Area: Social Studies | 1.0 | |  | | --- | | 93211s1 | | 93211s2 | | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to gain skills necessary to access Social Sciences content. It focuses on academic language development and content concepts. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| American History E 1-1  American History E 1-2  Content Area: Social Studies | 1.0 | 93215s1  93215s2 | Same course as mainstream only with ELL modifications determined by students’ language proficiency. |
| World History E 1-1  World History E 1-2  Content Area: Social Studies | 1.0 | 93217s1  93217s2 | Same course as mainstream only with ELL modifications determined by students’ language proficiency. |
| American Government E 1-1  American Government E 1-2  Content Area: Social Studies | 1.0 | |  | | --- | | 93221s1 | | 93221s2 | | Same as mainstream only with ELL modifications determined by students’ language proficiency. |
| Fundamentals of Science 1-1  Fundamentals of Science 1-2  Content Area: Science | 1.0 | 93441s1  93441s2 | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to begin developing skills necessary to access Science content. It focuses on academic language development and content concepts. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| Physical Science E 1-1  Physical Science E 1-1  Content Area: Science | 1.0 | 93411s1  93411s2 | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to continue to develop skills necessary to access Science content. It focuses on academic language development and content concepts. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| Introduction to Physics E 1-1  Introduction to Physics E 1-2  Content Area: Science | 1.0 | |  | | --- | | 93421s1 | | 93421s2 | | Same course as mainstream only with ELL modifications determined by students’ proficiency. |
| Fundamentals of Math 1-1  Fundamentals of Math 1-2  Content Area: Math | 1.0 | 93311s1  93311s2 | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to gain skills necessary to access Mathematics content. It focuses on academic language development and content concepts. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| Fundamentals of Algebera 1-1  Fundamentals of Algebera 1-2  Content Area: Math | 1.0 | 93315s1  93315s2 | This course is designed for non-native English speakers. This course provides ELLs with an opportunity to gain pre-Algebra skills necessary to access Algebra content. It focuses on academic language development and content concepts. Students’ language proficiency determines instructional modifications in this course. **(NCNAA 9-10 Only)** |
| Algebra E 1-1  Algebra E 1-2  Content Area: Math | 1.0 | 93321s1  93321s2 | Same course as mainstream only with ELL modifications determined by students’ language proficiency. |

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| INTERNATIONAL BACCALAUREATE (IB) PROGRAM |

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| The International Baccalaureate Organization offers a two-year curriculum culminating with a secondary school diploma known as the International Baccalaureate which is based upon international standards, critical thinking skills, and reflective evaluation. To offer this curriculum and the corresponding examinations, schools need to be authorized by IBO. Metro Academic and Classical High School, one of seven authorized schools in Missouri, offers courses from Groups 1-6. International Baccalaureate (IB) courses are on a 5-point grading scale. |

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| **International Baccalaureate (IB) Courses** |
| IB BIOLOGY |
| IB FILM STUDIES |
| IB FRENCH |
| IB HISTORY OF AMERICAS |
| IB LATIN |
| IB MATHEMATICAL STUDIES |
| IB MUSIC |
| IB PHYSICS |
| IB PSYCHOLOGY |
| IB SPANISH |
| IB THEORY KNOW LEDGE |
| IB VISUAL ARTS |
| IB W ORLD LITERATURE |

| **CONTENT AREA: INTERNATIONAL BACCALAUREATE (IB)** | | | |
| --- | --- | --- | --- |
| **Full Title** | **Credits** | **Course #** | **Course Description** |
| IB Biology 1-1  IB Biology 1-2 | 1.0 | |  | | --- | | 97015s1 | | 97015s2 | | This two-year course meets the requirements for the experimental sciences component of the International Baccalaureate Diploma Programmer and leads to a certificate or an IB diploma. Topics listed under Advanced Biology (20120) will be covered in detail, with an emphasis of cell physiology and genetics. Items listed under Environmental Science (20421and 20422) will be explored with the addition of many of the principles of population genetics. A strong emphasis on human physiology, including numerous experiments, will extend on the items covered in Anatomy and Physiology (20160). The Group IV Project included in this course involves a research project like that outlined in Honors Science 1 and 2 (20431and 20432). **Prerequisite: Pre-IB Biology, Chemistry, and administrative approval. Only Grade 11 students may enroll.** |
| IB Biology 2-1  IB Biology 2-2 | 1.0 | |  | | --- | | 97017s1 | | 97017s2 | | A continuation of IB Biology - 1. **Prerequisite: Successful completion of IB Biology - 1 & 2 or permission from the department head.** |
| IB Film Studies SL 1-1  IB Film Studies SL 1-2 | 1.0 | |  | | --- | | 97051s1 | | 97051s2 | | Through the study and analysis of film texts and exercises in filmmaking, the International Baccalaureate Diploma Programmer film course explores film history and theory and enables students to appreciate the multiplicity of cultural and historical perspectives in film. Students will be expected to demonstrate: An understanding of the variety of ways in which film creates meaning; effective use of appropriate film language; the ability to develop an idea through the various stages of film-making, from conception to finished production; technical skills and use of available technology; the ability to draw together knowledge, skills, research and experience, and to apply them analytically to evaluate film texts; a critical understanding of the historical, theoretical, socio-cultural, economic and institutional contexts of film in more than one country; the ability to reflect on and evaluate film production processes and completed film texts. At SL (standard level), the course is taught in one year with students expected to: Construct an original film of 4-5 minutes; provide a commentary of no more than 1,200 words on the production of the film; present a 10-minute oral analysis of an extract from a prescribed film; create an 8-10 page annotated list of sources for a documentary production. The course meets the requirements for IB Group Six and carries the potential for advanced placement at the college level. Students may take the SL course during either junior or senior year. |
| IB Film Studies HL 2-1  IB Film Studies HL 2-2 | 1.0 | |  | | --- | | 97053s1 | | 97053s2 | | Through the study and analysis of film texts and exercises in filmmaking, the International Baccalaureate Diploma Programmer film course explores film history and theory and enables students to appreciate the multiplicity of cultural and historical perspectives in film. Students will be expected to demonstrate: An understanding of the variety of ways in which film creates meaning; effective use of appropriate film language; the ability to develop an idea through the various stages of film-making, from conception to finished production; technical skills and use of available technology; the ability to draw together knowledge, skills, research and experience, and to apply them analytically to evaluate film texts; a critical understanding of the historical, theoretical, socio-cultural, economic and institutional contexts of film in more than one country; the ability to reflect on and evaluate film production processes and completed film texts. At HL (higher level) the course spans two years. Students must: Construct a 6-7 minute original film; provide a commentary of no more than 1,750 words on the production of the film; present a 15-minute oral analysis of an extract from a prescribed film; create a 12-15 page annotated list of sources for a documentary production. The course meets the requirements for IB Group Six and carries the potential for advanced placement at the college level. Students taking the two-year HL course begin in junior year. |
| IB French 1-1  IB French 1-2 | 1.0 | 97007s1  97007s2 | This advanced level French course meets all state and district requirements to correspond to the fourth-year French course published in the Curriculum Catalog of the St. Louis Public School District (25207 and 25208- French 7 and 8). In addition to meeting those requirements, this course is offered for IB credit, as well as college credit through the University of Missouri at St. Louis (corresponding to their five-credit intensive French II course). While further developing their speaking, reading, and writing skills in all tenses and parts of speech, the focus of the course is preparation of students. |
| IB AB Initio French 1-1  IB AB Initio French 1-2 | 3.0 | 25291s1  25291s2 | The IB DP language AB Initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language AB Initio course develops students’ linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. **Prerequisite: French 3/4 (Ab Initio French 1 course #25291/Ab Initio French 2 course #25292)** |
| IB History of Americas 1-1  IB History of Americas 1-2 | 1.0 | 97011s1  97011s2 | History of Americas is a 2-year course of study which links to American History 1 and 2 (10111 and 10112) and therefore, meets all state and district requirements. It is studied from a thematic approach, where applicable, but the chronological development of the chosen theme is of great importance. Thus, in the first year of study, course emphasis is placed on the earliest historical periods of the Americas, the period from about 1650 to the end of the nineteenth century. The second year is then given over to those themes that had an important impact during the 1900’s. |
| IB History of American 2-1  IB History of American 2-2 | 1.0 | 97013s1  97013s2 | A continuation of IB History of Americas - 1. **Prerequisite: Successful completion of IB History of Americas - 1 & 2 or permission from the Department Head.** |
| IB Latin 1-1  IB Latin 1-2 | 1.0 | 97035s1  97035s2 | This advanced Latin course meets all state and district requirements corresponding to the fourth-year Latin course of the SLPS Curriculum Catalog (2544 and 25448), as well as he AP/IB requirements. Students will refine their knowledge skills of the Golden Age of Latin literature (Cicero, Catullus, Horace  and OVID.) |
| IB Mathematical Studies 1-1  IB Mathematical Studies 1-2 | 1.0 | 97021s1  97021s2 | This course is a unified mathematics course that details an inquiry approach to topics from Algebra (15021, 2), Geometry (1031, 2), Trigonometry (15233, 4), Probability and Statistics (15501, 2) and an introduction to Differential Calculus (15431, 2). Students will start with practical investigations where possible, followed by an analysis of results that will lead them to the understanding of a mathematical principle and its formulation into mathematical language that will provide meaningful context for them to synthesize. |
| IB Music 1-1  IB Music 1-2 | 1.0 | 97037S1  97037S2 | Through the IB Music course, students will develop to become well-rounded, modern musicians through a combination of practical work, theoretic and technical training, and the development of creative competencies. |
| IB Music 2-1  IB Music 2-2 | 1.0 | 97039S1  97039S2 | A continuation of IB Music – 1 & 2. **Prerequisite: Successful completion of IB Music - 1 & 2 or permission from the Department Head.** |
| IB Physics 1-1  IB Physics 1-2 | 1.0 | 97041s1  97041s2 | This two-year course meets the requirements for the experimental sciences component of the International Baccalaureate Programme and leads to a certificate or and IB Diploma. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles – currently accepted as quarks, which may be truly fundamental – to the vast distances between galaxies. The Diploma Programme Physics course allows students to develop traditional, practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right. Topics listed under the IB Physics course are: measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, energy production, wave phenomena, fields, electromagnetic induction, and quantum and nuclear physics. The Group IV Project involves research, investigation, analysis, and writing. **Prerequisite: Honors Biology and Chemistry. Only Grade 11 students may enroll.** |
| IB Physics 2-1  IB Physics 2-2 | 1.0 | 97043s1  97043s2 | A continuation of IB Physics – 1-2. **Prerequisite: Successful completion of IB Physics – 1-2 or permission from the Department Head.** |
| IB Psychology ST 1-1  IB Psychology ST 1-2 | 1.0 | 97009s1  97009s2 | Adopting an integrated approach, IB Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior. Students gain a greater understanding of themselves and appreciate the diversity of human behavior through an understanding of how psychological knowledge is generated, developed, and applied. Students will be introduced to experimental research methodology, and the ethical concerns raised by the methodology and application of psychological research will be key considerations. In addition to the core, the teacher will cover any one of the following topics: abnormal psychology, developmental psychology, health psychology, psychology of human relationships, sport psychology. Students will submit to the International Baccalaureate examiner a project in which they plan, undertake and report a replication of a simple experimental study. In addition, they will have two externally assessed examination sessions, one two-hour exam on the core content, and a second one-hour exam covering the optional content. This course may only be taken during the senior year. **Prerequisite: Psychology 470 (Course #10210), to be taken during the junior year.** |
| IB Spanish 1-1  IB Spanish 1-2 | 1.0 | 97005s1  97005s2 | This advanced level Spanish course meets all state and district requirements to correspond to the fourth-year Spanish course published in the Curriculum Catalog (25307 and 25308 – Spanish 7 and 8). In addition to meeting those requirements, this course is offered for IB credit, as well as college credit through St. Louis University. While further developing their speaking, reading, and writing skills in all tenses and parts of speech, the focus of this course is the preparation of the student for the rigorous IB tests. |
| IB AB Initio Spanish 1-1  IB AB Initio Spanish 1-2 | 3.0 | 25391s1  25391s2 | The IB DP language AB Initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language AB Initio course develops students’ linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. **Prerequisite: Placement test or Spanish 1/2 (Ab Initio Spanish 1 course #25391/Ab Initio Spanish 2 course #25392)** |
| IB Theory Knowledge 1-1  IB Theory Knowledge 1-2 | 1.0 | 97031s1  97031s2 | Theory of Knowledge is a course that directs students toward a better understanding of their knowledge base and the interconnections between the different content areas presented in the school’s curriculum. This is a survey course that culminates in a paper based upon the interconnections among the different content areas and a self-realization on the part of the student that knowledge is connected to more than the immediate grade. |
| IB Theory Knowledge 2-1  IB Theory Knowledge 2-2 | 1.0 | 97033s1  97033s2 | A continuation of IB Theory Knowledge - 1. **Prerequisite: Successful completion of IB Theory Knowledge - 1 & 2 or permission from the Department Head.** |
| IB Visual Art 1-1  IB Visual Art 1-2 | 1.0 | 97023s1  97023s2 | IB Visual Arts can be a one year or a two-year course of study, depending on student choice. The course links to Honors Design (35213) for the first year and Honors Drawing and Painting (3215) for the second year. Consequently, the course will meet all state and district requirements. |
| IB Visual Art 2-1  IB Visual Art 2-2 | 1.0 | 97025s1  97025s2 | A continuation of IB Visual Arts - 1. **Prerequisite: Successful completion of IB Visual Arts - 1 & 2 or permission from the Department Head.** |
| IB World Literature 1-1  IB World Literature 1-2 | 1.0 | 97001s1  97001s2 | This two-year course of study links to World Literature 1-2 (05053 and 05054) and meets all state and district requirements. Students are engaged in the careful reading of local, national, and international literary works. Through such study, they sharpen their awareness of language and their understanding of the writer’s craft. They develop critical standards for the independent appreciation of a literary work, and they increase their sensitivity to literature as a shared experience. To achieve these goals, students study the individual works: their language, characters, meaning, action, and themes. They consider their structure, value, and relationship to contemporary experience as well as to the times in which they were written. |
| IB World Literature 2-1  IB World Literature 2-2 | 1.0 | 97003s1  97003s2 | A continuation of IB World Literature - 1. **Prerequisite: Successful completion of IB World Literature - 1 & 2 or permission from the Department Head.** |

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| SPECIALIZED COURSES |

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| While taking a magnet course, you will be challenged to learn, grow, and discover new opportunities. Whether exploring scientific formulas, naval history and heritage, or communication and basic management skills, you will be learning leadership techniques and preparing for your future. |

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| **Specialized Courses** |
| AEROSPACE SCIENCE |
| ARMY ROTC LEADERSHIP |
| LEADERSHIP EDUCATION & TRAINING |
| NAVY LEADERSHIP |
| NJROTC |
| MARINE CORP JR ROTC |

| **CONTENT AREA: SPECIALIZED COURSES** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Aerospace Science 1-1  Aerospace Science 1-2 | 1.0 | |  | | --- | | 80101s1 | | 80101s2 | | This is the recommended first component for all new cadets. This course is an aviation history course focusing on the development of flight throughout the centuries. Leadership hours introduce cadets to the Air Force Junior Reserve Officer Training Corps, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. **(Physical Education Credit @ Gateway STEM)** |
| Aerospace Science 2-1  Aerospace Science 2-2 | 1.0 | |  | | --- | | 80103s1 | | 80103s2 | | The second-year class is a multidisciplinary course that introduces students to various regions of the world from a geographic, historical, and cultural perspective. Leadership hours stress communication skills and cadet corps activities. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. **(Physical Education Credit @ Gateway STEM)** |
| Aerospace Science 3-1  Aerospace Science 3-2 | 1.0 | |  | | --- | | 80105s1 | | 80105s2 | | The third-year course is on The Exploration of Space which examines Earth, the Moon and the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Leadership hours guide cadets to understanding the fundamentals of management managing themselves and others. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. **(Practical Art OR Elective Credit @ Gateway STEM)** |
| Aerospace Science 4-1  Aerospace Science 4-2 | 1.0 | 80107s1  80107s2 | This course provides hands-on experience for the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets, under the supervision of AFJROTC instructors. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. **(Practical Art OR Elective Credit @ Gateway STEM)** |
| Army ROTC Leadership 1-1  Army ROTC Leadership 1-2 | 1.0 | 80571s1  80571s2 | This course is an Introduction to leadership development. Topics include introduction to ROTC and the army; introduction to leadership theory; drill and ceremonies; hygiene and first aid; introduction to maps and map reading; introduction to techniques of oral communications; marksmanship and safety (optional); and selected optional subjects. |
| Army ROTC Leadership 2-1  Army ROTC Leadership 2-2 | 1.0 | 80573s1  80573s2 | This course focuses on an Intermediate level of leadership development. Topics include intermediate leadership, first aid, map reading, techniques of oral communications, and marksmanship and safety (optional); drill and ceremonies; the U.S. Army, people, places and times; service/ROTC opportunities; and selected optional subjects. |
| Army ROTC Leadership 3-1  Army ROTC Leadership 3-2 | 1.0 | 80575s1  80575s2 | This course focuses on applied leadership development. Topics include applied leadership, map reading/land navigation, and techniques of oral communications; marksmanship and safety (optional); service/ROTC opportunities; the role of the army; and selected optional subjects. |
| Army ROTC Leadership 4-1  Army ROTC Leadership 4-2 | 1.0 | 80577s1  80577s2 | This course focuses on applied leadership development. Topics include applied leadership, map reading/land navigation, and techniques of oral communications; marksmanship and safety (optional); service/ROTC opportunities; the role of the army; and selected optional subjects. |
| Leadership Education & Training 1-1  Leadership Education & Training 1-2 | 1.0 | 80579s1  80579s2 | This course focuses on advanced leadership development. Topics include advanced leadership techniques; drill and ceremonies; advanced communications; staff functions and procedures; and selected optional subjects. |
| Navy Leadership 1-1  Navy Leadership 1-2 | 1.0 | |  | | --- | | 80191s1 | | 80191s2 | | This course is a study of human behavior, motivation and learning, individual's reaction to conflict and frustration, personal qualities for effective leadership, leadership techniques, case studies and daily application. **Prerequisite: Cadet Officer rank and instructor approval.** |
| Navy Leadership 2-1  Navy Leadership 2-2 | 1.0 | |  | | --- | | 80193s1 | | 80193s2 | | This course is a continuation of Navy Leadership 1-2. **Prerequisite: Successful completion of Navy Leadership - 1 & 2 or permission from the Department Head.** |
| Navy Leadership 3-1  Navy Leadership 3-2 | 1.0 | |  | | --- | | 80195s1 | | 80195s2 | | This course is a continuation of Navy Leadership 3-4. **Prerequisite: Successful completion of Navy Leadership - 3 & 4 or permission from the Department Head.** |
| Navy JROTC 1-1  Navy JROTC 1-2 | 1.0 | 80881s1  80881s2 | Students will study the Navy people and their missions, Naval history and heritage, drills, commands, and ceremonies. Students will also study naval ships, seamanship, navigation, and maritime geography. |
| Navy JROTC 2-1  Navy JROTC 2-2 | 1.0 | 80883s1  80883s2 | Students will study Navy administration, naval orientation, Navy leadership, naval history, and oceanography. Students will study the fundamentals of navigation and rules of the nautical road. Naval operations and communications, national security, ships and shipboard evolutions, first aid, and health education. |
| Navy JROTC 3-1  Navy JROTC 3-2 | 1.0 | 80885s1  80885s2 | Students will study sea power, naval history, global war at sea, naval leadership and discipline, and the role of the Navy in American democracy. The study of meteorology, astronomy, electricity, naval electronics, and survival training are included in this course. |
| Navy JROTC 4-1  Navy JROTC 4-2 | 1.0 | 80887s1  80887s2 | Students will continue their naval studies with an exploration of naval administration, career planning and education, naval leadership, training, evaluation, naval history in the post-World War II world, and military justice. The study of international law at sea, national strategy and naval tactics, naval weapons, naval and maritime logistics, and naval research and development are also included in the course syllabus. |
| Marine Corp JR Rotc 1-1  Marine Corp JR Rotc 1-2 |  | |  | | --- | | 80201s1 | | 80201s2 | | Introduction to Marine JROTC provides students with a foundational understanding of the principles and values of the Marine Corps Junior Reserve Officer Training Corps (JROTC) program. This course covers key aspects of military discipline, leadership development, physical fitness, and team-building skills. Students will learn about the history, structure, and mission of the Marine Corps, as well as fundamental drill procedures, uniform regulations, and ethical decision-making. Through interactive lessons, practical exercises, and leadership activities, students will develop self-discipline, confidence, and a sense of responsibility. This course is ideal for those interested in exploring military careers or enhancing their leadership and teamwork abilities. |
| Marine Corp JR Rotc 2-1  Marine Corp JR Rotc 2-2 |  | |  | | --- | | 80203s1 | | 80203s2 | | Beginner Marine JROTC introduces students to the core values, customs, and fundamentals of the Marine Corps Junior Reserve Officer Training Corps (JROTC). This course focuses on basic military skills, including drill and ceremonies, uniform wear, and foundational leadership principles. Students will explore the history and mission of the Marine Corps, develop teamwork and discipline through structured activities, and engage in physical fitness training. Emphasis is placed on building character, responsibility, and a strong work ethic. Ideal for students new to JROTC, this course provides a solid foundation for future advancement in the program and fosters essential life skills. |
| Marine Corp JR Rotc 3-1  Marine Corp JR Rotc 3-2 |  | 80205s1  80205s2 | Intermediate Marine JROTC builds on the foundational skills acquired in beginner courses, offering students a deeper exploration of leadership, military tactics, and advanced JROTC principles. This course emphasizes the development of leadership skills, strategic problem-solving, and effective communication. Students will engage in more complex drill and ceremony procedures, participate in advanced physical fitness training, and undertake team-building exercises. The course also includes a study of Marine Corps history, ethics, and the application of military strategies. Through hands-on activities, leadership roles, and collaborative projects, students will enhance their understanding of military operations and prepare for higher levels of responsibility within the JROTC program. This course is ideal for those seeking to advance their leadership capabilities and commitment to the Marine Corps values. |
| Marine Corp JR Rotc 4-1  Marine Corp JR Rotc 4-2 |  | |  | | --- | | 80207s1 | | 80207s2 | | Advanced Marine JROTC provides an in-depth examination of leadership, advanced military tactics, and strategic planning within the Marine Corps Junior Reserve Officer Training Corps (JROTC). This course focuses on enhancing leadership skills, tactical operations, and the application of complex military strategies. Students will participate in high-level drill procedures, leadership development exercises, and advanced physical training. The course also covers intricate aspects of Marine Corps history, ethics, and operational planning. Through leadership roles, simulated missions, and real-world scenarios, students will develop superior leadership qualities, strategic thinking, and problem-solving abilities. Ideal for those aiming for advanced roles within JROTC or pursuing military careers, this course prepares students for leadership challenges and responsibilities. |

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| MISCELLANEOUS |

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| **Miscellaneous Courses** |
| SERVICE LEARNING |
| STUDY HALL |
| SUPERVISED SCHOOL SERVICE |

| **CONTENT AREA: MISCELLANEOUS** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Service Learning 1-1  Service Learning 1-2 | 1.0 | |  | | --- | | 95753s1 | | 95753s2 | | Service Learning is a learning strategy that integrates meaningful community service with reflection that teaches civic responsibility. Students engage in activities such as AVID tutoring, can drives, neighborhood beautification and other opportunities that strengthen the community. |
| Service Learning 2-1  Service Learning 2-2 | 1.0 | |  | | --- | | 95755s1 | | 95755s2 | | Service Learning is a learning strategy that integrates meaningful community service with reflection that teaches civic responsibility. Students engage in activities such as AVID tutoring, canned good drives, neighborhood beautification and other opportunities that strengthen the community. |
| STUDY HALL – 1-2 | 0.0 | 95981  95982 | Study Hall – No Credit |
| STUDY HALL – 3-4 | 0.0 | 95983  95984 | Study Hall – No Credit |
| STUDY HALL – 5-6 | 0.0 | 95985  95986 | Study Hall – No Credit |
| STUDY HALL – 7-8 | 0.0 | 95987  95988 | Study Hall – No Credit |
| Supervised School Service | 0.5 | 95710s | Volunteer service opportunities for high school students are provided throughout the school year. Typical activities or services include working in one of the offices, helping other students as peer counselors or peer tutors, or assisting classroom teachers. Open to students in grade 12 who have good attendance, conduct and scholastic records. |

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| MUSIC |

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| Music education in the district provides a wide range of performance and non-performance courses designed to meet or exceed state fine arts education standards. Instruction synthesizes the sciences, mathematics, history, geography, and cultural influences as they have and continue to impact society. Courses are designed to promote the understanding, appreciation, and connoisseurship of music, which will encourage greater compassion and understanding among individuals and cultures as the student matures. |

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| **Music Courses** |
| ADVANCED MAJOR INSTRUMENT MUSIC II |
| ADVANCED MAJOR VOCAL MUSIC II |
| AP MUSIC THEORY |
| BEGINNING INSTRUMENTS, GUITAR |
| BEGINNING INSTRUMENTS, PERCUSSION |
| BEGINNING INSTRUMENTS, PIANO |
| BEGINNING INSTRUMENTS, W INDS |
| CONCERT BAND |
| CONCERT CHOIR |
| GLEE CLUB |
| INTERMEDIATE BAND |
| INTERMEDIATE GUITAR |
| INTERMEDIATE PERCUSSION |
| INTERMEDIATE PIANO |
| INTERMEDIATE W INDS |
| JAZZ HISTORY |
| JAZZ STUDIES |
| MULTICULTURAL MUSIC |
| MUSIC HISTORY |
| AP MUSIC THEORY |
| STRING ENSEMBLE |
| THEORY OF MUSIC |
| UNDERSTANDING MUSIC |
| VOCAL ENSEMBLE |
| VOCAL JAZZ ENSEMBLE |

| **CONTENT AREA: MUSIC** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Advanced Major Instrument Music II 1-1  Advanced Major Instrument Music II 1-2 | 2.0 | 80785s1  80785s2 | This level will be individually tailored to the very advanced student. Students will be expected to be in leadership roles in ensembles, solos, conducting, arranging, and composing. A solo senior recital will be mandatory for this level. Students will be auditioning for positions in selective music programs. |
| Advanced Major Vocal Music II 1-1  Advanced Major Vocal Music II 1-2 | 2.0 | 81055s1  81055s2 | This level will be individually tailored to the very advanced students. Students will be expected to be in leadership roles in ensembles, solos, conducting, arranging, and composing. A solo senior recital will be mandatory for this level. Students will be auditioning for positions in selective music programs. |
| Ap Music Theory 1-1 | 0.5 | 40334s1 | AP Music Theory is a course designed to prepare students for college work and the AP examination. The course will integrate melody, harmony, texture, rhythm, form, musical analysis, composition, history, and style. Musicianship skills such as dictation and listening skills, sight-singing, and keyboard harmony are an interregnal part of the course. Students will read and write fundamental musical notation. |
| Ap Music Theory 1-2 | 0.5 | 40334s2 | AP Music theory second semester is designed to continue the development of aural skills such as listening, dictation, and sight-singing. Students will be able to recognize, understand, and describe music either heard or presented in a score. Students will be required to read, notate, compose, sign, and listen to music. In addition to musical knowledge and skills, students will be exposed to a wide variety of musical literature and apply their knowledge and skills to it. |
| Beginning Instruments Guitar 1-1  Beginning Instruments Guitar 1-2 | 1.0 | 40403s1  40403s2 | This course is for interested students in grades 9-10 who have had little or no guitar experience. Topics include fundamental techniques of guitar playing, care of instrument, treble clef, chord symbols and tablature, accompaniment styles and vocabulary of the discipline. |
| Beginning Instruments Percussion 1-1  Beginning Instruments Percussion 1-2 | 1.0 | 40407s1  40407s2 | This course is for interested students in grades 9-10 who have had little or no percussion experience. Topics include techniques of pitched and non- pitched percussion, rudiments, treble clef, stance and grips, care of instruments, scoring practices for percussion in a wide range of ensembles. |
| Beginning Instruments Piano 1-1  Beginning Instruments Piano 1-2 | 1.0 | 40405s1  40405s2 | This course is for interested students in grades 9-10 who have had little or no keyboard experience. Keyboard techniques, qualities of acoustic and electronic keyboards, treble and bass clefs, basic piano methods and literature, and vocabulary of the discipline. |
| Beginning Instruments Winds 1-2  Beginning Instruments Winds 1-2 | 1.0 | 40401s1  40401s2 | This course is for interested students in grades 9-10 who have had little or no experience on a wind instrument. Topics include fundamental techniques of embouchure and fingerings, care of instrument, ensemble playing, and vocabulary of the discipline. |
| Concert Band | 1.0 | 40391s1  40391s2 | Recommended for students in grades 9 through 12 and who have attained some proficiency on a wind, brass, or percussion instrument. A performing organization with some performance outside school hours to study and present fine quality literature. An understanding of the wind and percussion sonority, music history and theory and stage decorum. This group may function as the marching band at the appropriate time. This course may be repeated for credit. Teacher approval is required. |
| Concert Choir | 0.5 | 40161s1  40161s2 | Open to students in grades 9 through 12 with permission of the instructor. Concert Choir is the top performing group in the school. Members read music and have workable knowledge of sight singing. Preparation in glee club or mixed chorus is recommended, but students with prior training and/or excellent voices may enroll by auditioning for the school's vocal music teacher. The concert choir performs for the students and the public. This course may be repeated with credit. **Teacher approval is required.** |
| Glee Club | 0.5 | 40131s1  40131s2 | Open to all students who are interested. Students will develop independence in singing a part melodically, rhythmically and develop understanding of interdependence of parts. Students will prepare for the concert choir by learning choral fundamentals or for small ensemble singing by refining musical interpretations. Elementary theory, including sight singing and some music appreciation, are integral parts of glee club experience. The group may perform in public. Course may be repeated for credit. |
| Intermediate Band | 0.5 | 40381s1  40381s2 | This course is for students who have completed one (1) year of beginning instruments or who have had band in the middle school but are not at the achievement level for entrance into Concert Band. This course will be by teacher recommendation and/or audition. Course may be repeated for credit. |
| Intermediate Guitar 1-1  Intermediate Guitar 1-2 | 1.0 | 81751s1  81751s2 | This course is for interested students in grades 9-11 who have playing experience with guitar or bass guitar but are not yet prepared for full ensemble or solo performance participation. Topics include technical studies for facilitation–acoustical and amplified, vocabulary of the instruments, complex rhythmic notation, standard and complex chord changes, and related music theory and music history. |
| Intermediate Percussion 1-1  Intermediate Percussion 1-2 | 1.0 | 81755s1  81755s2 | This course is for interested students in grades 9-12 who have some percussion experience (or considerable experience with non-pitched and minimal experience with pitched) but are not yet prepared for full ensemble or solo performance participation. Topics include advanced rudiments, polyrhythms, orchestral and jazz styles, scoring practices for a wide range of percussion usages–historical and current. |
| Intermediate Piano 1-1  Intermediate Piano 1-2 | 1.0 | 81753s1  81753s2 | For interested students in grades 9-12 who have keyboard experience but are not yet prepared for full ensemble or solo or accompanying performance participation. Advanced keyboard techniques, characteristics of and appropriate circumstances for acoustic or electronic instruments, intermediate piano methods and literature. |
| Intermediate Winds 1-1  Intermediate Winds 1-2 | 1.0 | 81701s1  81701s2 | For interested students in grades 9-11 who have playing experience with wind instruments but are not yet prepared for full performance ensemble participation on a particular wind instrument. Technical studies for facilitation, vocabulary of the instrument, complex rhythmic notation, related music theory and music history. |
| Jazz History 1-1  Jazz History 1-2 | 1.0 | 40453s1  40453s2 | The course will develop chronologically moving from the roots of blues music in 19th century spirituals and traditional West African musical and narrative forms through the 20th century and the advent of recording technology, radio programs, and their representation in print media. The course requires no previous musical experience. |
| Jazz Studies 1-1  Jazz Studies 1-2 | 1.0 | 40451s1  40451s2 | This course is designed to develop musicianship and technique needed to perform in various jazz settings in various styles and with spontaneous improvisation. Students will acquire basic keyboard skills, listening and theory skills, transposition skills, understanding and use of modes and chord progressions leading to improvisational skills. The history and social importance of this American art form will be emphasized. The focus will be solo and ensemble (combo) jazz, not big band jazz. This course is not intended to be a survey course on the topic. |
| Multicultural Music 1-1  Multicultural Music 1-2 | 0.5 | 80771s1  80771s2 | This course is designed for students interested in music and instruments of world cultures and countries. Students will study musical form and musical instruments with an international focus. |
| Music History 1-1  Music History 1-2 | 1.0 | 40111s1  40111s2 | Recommended for students in grades 10 through 12 who may or may not have previous experience in the study of music. A study of the basic elements of music, notation, instruments, careers in music, the history of music of the western world, American musical theater, jazz, ethnic music of the world's peoples and pop music in America. |
| Pre-Ap Music Theory | 0.5 | 40330ss | Pre-AP Music Theory is a one-semester elective course designed to prepare students for the rigorous academic challenges of AP Music Theory. Students will be introduced to recognize, understand, describe, and analyze the basic materials and processes of music heard or presented in a score. |
| String Ensemble 1-1  String Ensemble 1-2 | 1.0 | 80721s1  80721s2 | Violinists, violists, cellists, and bassists will build technique and learn to play in small ensembles. Proficiency in strings at the intermediate level is required. May perform in public. This course may be repeated for credit. **Prerequisite: fundamentals of music or permission of the instructor.** |
| Theory Of Music 1-1  Theory Of Music 1-2 | 1.0 | 40331s1  40331s2 | Open to vocal or instrumental students in grades 11 or 12. This course is a basic study of music notation as it relates to the organization and application of rhythm, melody, and harmony. Some experience in vocal or instrumental music in or out of school is a necessary base for work in this course. Recommended for college music majors. |
| Understanding Music 1-1  Understanding Music 1-2 | 1.0 | 40101s1  40101s2 | Recommended as an arts credit for students to learn basic music fundamentals. Course includes music as an art form, some singing with instrumental accompaniment, musical heritages, and careers in music. |
| Vocal Ensemble 1-1  Vocal Ensemble 1-2 | 1.0 | 81757s1  81757s2 | Course is designed for the student interested in pursuing a career in vocal music. The emphasis will include training in theory, sign singing, ear training and performing technique. Students will be expected to perform with the ensemble as well as to undertake private lessons on their own instrument in the after-school program. Open to all students. Course may be repeated for credit. |
| Vocal Ensemble 2-1  Vocal Ensemble 2-2 | 1.5 | 81759s1  81759s2 | Course is designed for the student interested in pursuing a career in vocal music. The emphasis will include training in theory, sign singing, ear training and performing technique. Students will be expected to perform with the ensemble as well as to undertake private lessons on their own instrument in the after-school program. Open to all students. Course may be repeated for credit. |
| Vocal Jazz Ensemble | 0.5 | 80711s1  80711s2 | This course is similar to 40300, but limited to vocal jazz with appropriate staging, choreography and instrumental accompaniment. A performing organization with particular emphasis on jazz/pop literature and improvisation. Course may be repeated for credit. **Membership is by audition.** |

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| PHYSICAL EDUCATION |

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| The Physical Education program in the St. Louis Public Schools focuses on providing students with experiences in many areas which include, but are not limited to: Health-related fitness, skill-related fitness, developmental games, fitness principles, individual, dual and team sports, etc. The aim of the Physical Education, Health, and Dance programs is to enable all students to enhance their quality of life through a healthy, active lifestyle. |

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| **Physical Education Courses** | |
| ADAPTED PHYSICAL EDUCATION | RECREATIONAL ACTIVITIES |
| ADVANCED DANCE | SPECIALIZED ACTIVITY  ADVANCED GYMNASTICS |
| ADVANCED MAJOR DANCE | SPECIALIZED ACTIVITY  ADVANCED SWIMMING |
| AEROBICS | SPECIALIZED ACTIVITY  AQUATICS |
| BASIC PHYSICAL EDUCATION | SPECIALIZED ACTIVITY  BEGINNING GYMNASTICS |
| BEGINNING DANCE | SPECIALIZED ACTIVITY  BEGINNING SWIMMING |
| DANCE | SPECIALIZED ACTIVITY  GYMNASTICS |
| DANCE  CHOREOGRAPHY / LIGHTING / COSTUMING | SPECIALIZED ACTIVITY  INTERMEDIATE GYMNASTICS |
| FIRST RESPONDER TRAINING | SPECIALIZED ACTIVITY  INTERMEDIATE SW IMMING |
| HEALTH & W ELLNESS | SPORTS |
| INDIVIDUAL SPORTS | TEAM SPORTS |
| INTERMEDIATE DANCE | TEAM SPORTS: BASKETBALL |
| LIFE SAVING | TEAM SPORTS: FIELD HOCKEY |
| LIFE-TIME SPORTS | TEAM SPORTS: SOCCER |
| OUTDOOR PURSUITS  RECREATIONAL ACTIVITIES | TEAM SPORTS: SOFTBALL |
| PHYSICAL EDUCATION FOR NEW ENROLLEES | TEAM SPORTS: TEAM HANDBALL |
| PHYSICAL FITNESS | TEAM SPORTS: VOLLEYBALL |
| POW ER LIFTING | WEIGHT TRAINING |

| **CONTENT AREA: PHYSICAL EDUCATION** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Adapted Physical Education 1-1  Adapted Physical Education 1-2 | 1.0 | 90191s1  90191s2 | This course is an alternative to basic physical education for students with special needs. The course consists of individually prescribed development activities that are designed to allow a student to work within the limits of their ability, but to the best of their capacity as specified in the student's IEP. As in basic physical education, emphasis is placed on physical fitness, as well as activities that have a potential for lifetime participation and pleasure. **Prerequisite: Referral by a licensed medical professional.** |
| Advanced Dance 1-1  Advanced Dance 1-2 | 1.0 | 90135s1  90135s2 | This course is designed to give the serious dance student the opportunity to further develop his or her skills and techniques in jazz, tap, and modern and classical dance. Student will also study folk and ethnic dances of other countries. Students will write thorough research papers and participate in actual instruction. Advanced students will also have the opportunity to develop audition skills through participating in school and outside civic performances. **Prerequisite: Intermediate Dance 1 and 2 or permission of instructor. Available where certified staff instructor is on staff.** |
| Advance Major Dance II 1-1  Advance Major Dance II 1-2 | 1.0 | 81185s1  81185s2 | This level will be individually designed for each student depending upon individual needs, interests and competencies. Performing, choreographing and conducting dance related research will be emphasized. **Available where certified instructor is on staff.** |
| AEROBICS – 1-2 | 1.0 | 90111  90112 | Students will design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines). Students will differentiate between how oxygen is utilized aerobically and anaerobically. Emphasis on aerobic conditioning. **Prerequisite: Basic Physical Education - #90001.** |
| Basic Physical Education 1-1  Basic Physical Education 1-2 | 1.0 | 90001s1  90001s2 | This course is required of all students who are taking physical education for the first time at the high school level. The course consists of four instructional units of five weeks each in the following areas: physical fitness, including physical fitness testing and exercise prescription as the main points of focus and three different units selected from the areas of gymnastics, sports, dance, recreational activities, aquatics, and health ramifications of exercise. During the second semester, the four five-week units in which the students participate must be different from those units offered the first semester. |
| Beginning Dance 1-1  Beginning Dance 1-2 | 1.0 | 90221s1  90221s2 | Beginning Dance is an introductory course designed to teach students the fundamentals of various dance styles and techniques. This course covers basic movements, posture, coordination, and rhythm, with an emphasis on building a solid foundation in dance. Students will explore different genres such as ballet, jazz, and contemporary, while learning essential concepts such as body alignment, choreography, and expression. Through warm-ups, drills, and dance routines, students will develop their physical fitness, creativity, and confidence. This course is ideal for those new to dance or looking to improve their basic skills and gain an appreciation for the art of dance. |
| Dance 1-1  Dance 1-2 | 1.0 | 90131s1  90131s2 | This course is a beginning dance course designed to give students opportunities for developing skills and knowledge in diverse dance forms. Emphasis is given to techniques and backgrounds of social, interpretive, ethnic, folk, classical and modern dance. Available where certified instructor is on staff. **Prerequisite: Basic Physical Education 1 and 2.** |
| Dance Choreography/Lighting Costuming 1-1  Dance Choreography/Lighting Costuming 1-2 | 1.0 | 90137s1  90137s2 | This group of students will form the dance/touring and performance company. Areas of focus include choreographic project, dance history, dance, music, theatre, multicultural dance technique, lighting and costuming, and participation in both student and dance department productions. This group performs for both students and the public. The course may be repeated for credit and is open to students in grades 9 through 12 with permission of instructor or by auditions. **Available where certified instructor is on staff.** |
| Health | 0.5 | 90454s | Introduction to Health will be a semester long course that will cover the seven Missouri Health standards. The course will be divided into five major units, each focusing on an important human system. Throughout the semester two essential questions will be investigated: “How does this issue affect my life?” and “How do my actions and choices affect this issue?” Each unit will address three types of learning: key Information, discussions, and presentations. The final presentation portion will allow students to research a topic of personal interest and then present it to the class in the format of an essay, short story, research article, poster board, or oral presentation. |
| Individual Sports 1-1  Individual Sports 1-2 | 0.5 | 90201s1  90201s2 | Students will summarize the history, rules, terminology, scoring and etiquette in a variety of individual sports. Students will identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports. Students will consistently demonstrate skill competency in a variety of individual sports. **Prerequisite: Basic Physical Education - #90001.** |
| Intermediate Dance 1-1  Intermediate Dance 1-2 | 1.0 | 90241s1  90241s2 | This course is designed to give students the opportunity for developing skills and techniques in jazz, classical ballet, tap and modern dance. Students will perform daily bar, center floor work, and across-the-floor work. Students will also be introduced to choreography in each dance form. **Available where certified instructor is on staff. Prerequisite: Basic Physical Education - #90001.** |
| PHYSICAL EDUCATION FOR NEW ENROLLEES | 0.5 | 90700 | Course used for transfer of credit to new enrollees to district. |
| Physical Fitness 1-1  Physical Fitness 1-2 | 1.0 | 90151s1  90151s2 | In addition to participating in a variety of fitness activities, students will gain skilled knowledge of physical fitness assessment, fitness training principles, fitness goal setting, fitness program planning, nutritional considerations for fitness and how to achieve a desired fitness status. Each student will design a personal fitness program based on fitness data and available resources. **Prerequisite: Passing grade in Basic Physical Education is required.** |
| Recreational Activity 1-1  Recreational Activity 1-2 | 1.0 | 90171s1  90171s2 | This is a basic skills course with emphasis on sports, games and activities in which an individual may engage throughout life. Problem solving tasks, initiative games and orienteering serve as the nucleus of this course. in addition, activities such as badminton or pickle ball, table tennis, archery and other sports not included within the sports elective complete the balance of offerings. **Prerequisite: Basic Physical Education - #90001.** |
| Sports 1-1  Sports 1-2 | 1.0 | 90181s1  90181s2 | Students will summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports. Students will identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports. Students will consistently demonstrate skill competency in a variety of individual, dual and team sports. |
| Team Sports 1-1  Team Sports 1-2 | 1.0 | 90141s1  90141s2 | Students will summarize the history, rules, terminology, scoring and etiquette in a variety of team sports. Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports. Consistently demonstrate skill competency in a variety of team sports. **Prerequisite: Basic Physical Education - #90001.** |
| Weight Training 1-1  Weight Training 1-2 | 1.0 | 90411s1  90411s2 | Students will use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness. Students will analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness. Emphasis on weight training. **Prerequisite: Basic Physical Education - #90001.** |

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| SPECIAL EDUCATIONMODIFIED ACADEMIC COURSES |

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| Students receiving special education services access the general education curriculum with adaptations to meet their individual educational goals. |

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| **Special Education Modified Academic Courses** |
| Advanced Algebra R 1-1 & 1-2 |
| Algebra R 1-1 & 1-2 |
| American Government R – 1-1 & 1-2 |
| American History R – 1-1 & 1-2 |
| Basic Study Skills R - 1 & 2 |
| Biology R – 1-1 & 1-2 |
| Computer Applications R - 1 & 2 |
| COOP (Cooperative Work Experience Program) |
| Ecology/Environmental Science R - 1 & 2 |
| English 1 R 1-1 & 1-2 |
| English 2 R – 1-1 & 1-2 |
| English 3 R 1-1 & 1-2 |
| English 4 R – 1-1 & 1-2 |
| Geometry R – 1-1 & 1-2 |
| Law 410 R 1-1 & 1-2 |
| Personal Finance R |
| Physical Science R 1-1 & 1-2 |
| Speech and Debate R 1-1 & 1-2 |
| World History R 1-1 & 1-2 |

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| **Any general education course offering in the catalog can be a Collaborative Teaching (CT) course**. |

| **CONTENT AREA: SPECIAL EDUCATION MODIFIED ACADEMIC COURSES** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| Algebra R 1-1  Algebra R 1-2 | 1.0 | 01321s1  01321s2 | The special education teacher will present the regular algebra curriculum to eligible students with disabilities. The teacher will employ instructional strategies and methodologies especially designed for special education students. |
| Advanced Algebra R 1-1  Advanced Algebra R 1-2 | 1.0 | 01341s1  01341s2 | The special education teacher will present the regular Advanced Algebra curriculum to eligible students with disabilities. The teacher will employ instructional strategies and methodologies especially designed for special education students. |
| American Government R 1-1  American Government R 1-2 | 1.0 | |  | | --- | | 01261s1 | | 01261s2 | | The regular American Government 150 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| American History R 1-1  American History R 1-2 | 1.0 | 01221s1  01221s2 | The regular American History 350 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| Basic Study Skills R 1-1  Basic Study Skills R 1-2 | 1.0 | 01051s1  01051s2 | Eligible students with learning disabilities, emotional disturbance, intellectual disability, hearing impairment, and vision impairment may elect to participate in this credit-generating course which emphasizes general study skill habits, organizational skills, note taking and outlining, test taking, memory techniques, written expression and learning strategies. This is an elective course. |
| Biology R 1-1  Biology R 1-2 | 1.0 | 01461s1  01461s2 | The regular Biology 250 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| Computer Applications R 1-1  Computer Applications R 1-2 | 1.0 | |  | | --- | | 01743s1 | | 01743s2 | | This course is designed to infuse previously learned keyboarding skills with the use of computer applications software. Word processing, database management, electronic spreadsheets, computer graphics, and other computer literacy topics are highlighted. This course will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. |
| Cooperative Work Experience Program | 0.5 | 01903s | COOP is a school-sponsored program designed for individual students to gain paid employment as part of the school course of study. This course may be repeated for credit (.5). |
| English 1 R 1-1  English 1 R 1-2 | 1.0 | 01121s1  01121s2 | The regular Freshman Literature & Composition 150 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| English 2 R 1-1  English 2 R 1-2 | 1.0 | 01141s1  01141s2 | The regular World Literature & Composition 250 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| English 3 R 1-1  English 3 R 1-1 | 1.0 | 01161s1  01161s2 | The regular American Literature & Composition 350 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| English 4 R 1-1  English 4 R 1-2 | 1.0 | |  | | --- | | 01181s1 | | 01181s2 | | The regular English Literature 450 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| Ecology/Environmental Science R 1-1  Ecology/Environmental Science R 1-2 | 1.0 | 01481s1  01481s2 | The regular Ecology / Environmental Science - 1 & 2 curriculum will be presented to eligible students with disabilities by a special education resource teacher. The teacher will employ instructional strategies and methodologies especially designed for students with learning disabilities and emotional disturbance. |
| Geometry R 1-1  Geometry R 1-2 | 1.0 | 01361s1  01361s2 | The regular Geometry 250 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for regular education students. |
| Law R 1-1  Law R 1-2 | 1.0 | 01607s1  01607s2 | The regular Social Studies 410 - 1 & 2 curriculum will be presented to eligible students with disabilities by a special education resource teacher. The teacher will employ instructional strategies and methodologies especially designed for students with learning disabilities and emotional disturbance. This is an elective course. |
| Personal Finance R | 0.5 | 01645s | The regular Personal Finance curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| Physical Science R 1-1  Physical Science R 1-2 | 1.0 | |  | | --- | | 01421s1 | | 01421s2 | | The regular Physical Science 150 - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. This is a required course for general education students. |
| Speech & Debate R 1-1  Speech & Debate R 1-2 | 1.0 | 01625s1  01625s2 | The special education teacher will present the regular Speech and Debate curriculum to eligible students with disabilities. The teacher will employ instructional strategies and methodologies especially designed for special education students. |
| World History R 1-1  World History R 1-2 | 1.0 | 01241s1  01241s2 | The regular World History - 1 & 2 curriculum will be presented to eligible students with disabilities by a Special Education teacher. The teacher will employ instructional strategies and methodologies especially designed for Special Education studies. |

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| SPECIAL EDUCATIONSTEP (STUDENT TO EMPLOYMENT PROGRAM) COURSES |

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| Students receiving special education services access the general education curriculum with adaptations to meet their individual educational goals. The STEP courses at the high school level focus on practical application. |

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| Special Education STEP (Student to Employment Program)Courses | |
| Introduction to Study Skills & Grammar 1-1 | English for the World of Work 1-1 |
| Introduction to Study Skills & Grammar 1-2 | English for the World of Work 1-2 |
| World Geography | American History 1-1 |
| Government/Civics | American History 1-2 |
| Fundamental of Mathematics 1-1 | Consumer Related Mathematics 1-1 |
| Fundamental of Mathematics 1-2 | Consumer Related Mathematics 1-2 |
| The Human Body & Health Factors 1-1 | Physical Science 1-1 |
| The Human Body & Health Factors 1-2 | Physical Science 1-2 |
| Life Skills English 1-1 | Practical English 1-1 |
| Life Skills English 1-2 | Practical English 1-2 |
| World History 1-1 | Consumer Economics |
| World History 1-2 | Job Ahead |
| Essentials of Mathematics 1-1 | Practical Mathematics 1-1 |
| Essentials of Mathematics 1-2 | Practical Mathematics 1-2 |
| Environment of the Earth 1-1 | Life Science 1-1 |
| Environment of the Earth 1-2 | Life Science 1-2 |
| Career Readiness Special Education Transition 1-1 | |
| Career Readiness Special Education Transition 1-1 | |
| Computer Applications R 1-1 | |
| Computer Applications R 1-2 | |

| **CONTENT AREA: SPECIAL EDUCATION STEP COURSES** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| American History 1-1  American History 1-2 | 1.0 | |  | | --- | | 01251s1 | | 01251s2 | | American History is a record of man's struggles and achievements and can serve as a tool for those who wish to understand how things have come to be as they are. This junior course of study records the story of the American past, clearly and intelligibly, but, also with adequate attention to the complexities of this immense subject. It is, however, up-to-date and as accurate, and wide ranging as possible. |
| Career Readiness Special Education Transition 1-1  Career Readiness Special Education Transition 1-2 | 1.0 | |  | | --- | | 01651s1 | | 01651s2 | | This course consists of a series of investigations and experiences in job readiness/career exploration; personal and social skill development; community access, including visitation to important independent living support agencies and facilities; and, on the job training related to the student's career interest. This course may be repeated for credit (.5). |
| Consumer Economics | 0.5 | 01271s1 | This senior course is designed to encourage each student to develop a sense of appreciation and responsibility for his/her role as a wise consumer through an understanding of basic principles of budgeting and consumer credit. Young people need to recognize their rights and responsibilities as consumers in our society, and moreover, make intelligent decisions considering their personal and economic value systems. |
| Consumer Related Mathematics 1-1  Consumer Related Mathematics 1-2 | 1.0 | 01351s1  01351s2 | This junior course presents consumer mathematics skills which are needed for successful daily living. Students will review basic computational skills and apply these to wise consumer decisions. Skill development in the areas of budgeting, banking, purchasing, and paying taxes should enable students to function successfully in the community, at home, and on the job. |
| English for the World of Work 1-1  English for the World of Work 1-2 | 1.0 | |  | | --- | | 01151s1 | | 01151s2 | | This junior English course focuses on the development and improvement of communication skills that are essential to obtaining and keeping a job, and for being prepared for advancement. Some of the areas covered are reading, understanding, and using the want ads, qualifying and applying for a job, and completing various forms. |
| Environment of the Earth 1-1  Environment of the Earth 1-2 | 1.0 | 01431s1  01431s2 | This is a course of study in which sophomore students will develop an awareness of the solar system. This study includes the Earth and its surfaces. There is an emphasis on the natural phenomena of the Earth and conservation of land, water, and air. Practical knowledge about weather and pollution of the environment is also examined. |
| Essentials of Mathematics 1-1  Essentials of Mathematics 1-2 | 1.0 | |  | | --- | | 01331s1 | | 01331s2 | | This sophomore course is designed to enable students to apply the basic mathematical skills needed for everyday living. It reinforces and enhances students' knowledge in the following areas: managing personal finances; using the base ten number system effectively; acquiring and maintaining computational skills; purchasing consumer goods, recognizing basic measurements; understanding and demonstrating the basic concepts of fractions, ratios, proportion and percents and understanding basic geometric shapes and geometric terms. |
| Exploring & Evaluating Media | 0.5 | 01630s | This course is designed to give students experience in the modern media of communication. It will provide opportunities for the student to use exploratory techniques in becoming familiar with the various forms of multi-media. |
| Fundamental of Mathematics 1-1  Fundamental of Mathematics 1-2 | 1.0 | |  | | --- | | 01311s1 | | 01311s2 | | This freshman course presents an individualized approach to provide the student with an opportunity to gain a firm working knowledge of basic mathematics. The emphasis in this course is on the diagnosis and remediation of each student. Several topics included are operations of whole numbers, fractions, decimals, and measurements. |
| Government/Civics | 0.5 | 01211s2 | This freshman course outlines the importance of the democratic form of American government in our daily lives, not only because of all the things it does, but also because of the influence it exerts on our day-to-day relationships with others. In today's complex society, developing a basic understanding of how our system of government works is essential if one is to make appropriate decisions, face and solve real-life problems, and comprehend the needs and concerns of the community. |
| Computer Applications R 1-1  Computer Applications R 1-2 | 1.0 | |  | | --- | | 01743s1 | | 01743s2 | | This course is designed to infuse the development of touch keyboarding skills with the use of computer applications software. Word processing, database management, electronic spreadsheets, computer graphics, and other computer literacy topics are highlighted. It serves as an integral part of both Computer Science and the Business Education curriculum and will contribute to other personal and academic goals as well. |
| Introduction to Study Skills & Grammar 1-1  Introduction to Study Skills & Grammar 1-2 | 1.0 | |  | | --- | | 01111s1 | | 01111s2 | | This freshman course emphasizes the development of vocational / communication skills essential for strengthening life skills. Students are taught skills required for success in the classroom, appropriate school behavior, organizational skills, specific learning strategies, textbook references skills, graphic skills, and use of reference skills. |
| Job Ahead | 0.5 | 01271s2 | This senior course is designed to expand the student's knowledge, reinforce vocabulary, and encourage self-awareness. It emphasizes the importance of evaluating one's aptitudes, interests, and physical endurance in the process of choosing the right job or finding a job that is fulfilling and successful. |
| Life Science 1-1  Life Science 1-2 | 1.0 | |  | | --- | | 01471s1 | | 01471s2 | | Life Science 1-2 is a study of living things. In this senior course students study plant and animal life and learn the products and services they provide for humans. The importance of good practical living skills is also provided. |
| Life Skills English 1-1  Life Skills English 1-2 | 1.0 | 01131s1  01131s2 | This sophomore course emphasizes the development of functional reading skills in daily living. Concentration is on library skills, using the white and yellow pages of the telephone directory, understanding and using the newspaper, completing applications, and catalog ordering. All aspects of this course are geared towards better preparation of the students to fulfill job requirements. |
| Physical Science 1-1  Physical Science 1-2 | 1.0 | |  | | --- | | 01451s1 | | 01451s2 | | This course is a junior level course that focuses on students examining basic concepts of the conservation of energy, the types of energy, and its uses in their daily lives. Students also learn how electricity works, how to use electricity safely, and how to remedy simple and common electrical hazards. Basic physics principles about simple machines and how they are used to make work easier are also provided. |
| Practical English 1-1  Practical English 1-2 | 1.0 | 01171s1  01171s2 | This senior course emphasizes speaking, listening, reading, and writing skills necessary to succeed in the world, especially the world of work. Some of the areas covered are job interviews, job training, managing finances, and ways of developing independent living. |
| Practical Mathematics 1-1  Practical Mathematics 1-2 | 1.0 | |  | | --- | | 01371s1 | | 01371s2 | | This senior course presents an in-depth approach to mathematics concepts, focusing on money management, expenditures, keeping financial records, calculating and paying taxes, and using credit and banking services. The purpose of the course is to provide diagnosis and remediation on the students' remaining deficiencies of mathematics concepts and skills introduced in previous years of mathematics. |
| The Human Body & Health Factors 1-1  The Human Body & Health Factors 1-2 | 1.0 | 01411s1  01411s2 | This freshman course examines humans and the living process. This study includes the five senses, hygiene, body parts and functions, nutrition, diet and first-aid procedures. The health factors influencing the well-being of humans will lead to an investigation of diseases and drugs and alcohol in the human body. |
| World Geography | 0.5 | 01211s1 | The purpose of this freshman course is to strengthen and expand knowledge of human reaction to cultural, physical, and social environment and their effect. |
| World History 1-1  World History 1-2 | 1.0 | 01231s1  01231s2 | This sophomore course is designed to show the connection between past, present, and future events. The history of the world is a record of discovery: better ways of farming, new machines, new ideas, and most of all the story of people. Learning about the past will help to better understand the events of today and meet the challenges of tomorrow. |

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| WORLD LANGUAGES |

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| Our territory is no longer defined by our neighborhoods, or even by the people who look like us and speak like us. More and more in our daily lives we interact and do business with people who are from different societies, different cultures, and speak different languages. We need to learn more about them and learn how to interact with them. Because our society is more global, it is important for all of us to learn at least one or more world language. It is recommended that students take at least two years of one world language in high school. |

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| **World Languages Courses** |
| AP CHINESE LANGUAGE & CULTURE |
| AP FRENCH LANGUAGE |
| AP GERMAN LANGUAGE |
| AP LATIN: VERGIL & LITERATURE |
| AP SPANISH LANGUAGE |
| ARABIC |
| CHINESE |
| FOREIGN LANGUAGE SEM FRENCH |
| FOREIGN LANGUAGE SEM GERMAN |
| FOREIGN LANGUAGE SEM SPANISH |
| GERMAN |
| LATIN |
| RUSSIAN |
| SPANISH |
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| **CONTENT AREA: WORLD LANGUAGES** | | | |
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| **Full Title** | **Credits** | **Course #** | **Course Description** |
| AP Chinese Language & Culture 1-1  AP Chinese Language & Culture 1-2 | 1.0 | 25511s1  25511s2 | AP Chinese Language and Culture -1 and -2 constitute a yearlong course designed to prepare students for college work and the AP examination. In AP Chinese Language and Culture -1, students will develop awareness and appreciation of the elements of the Chinese culture. The course will broaden students' world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. Students will hone their language skills across the three communicative modes: interpretive, interpersonal, and presentational. By do so they will develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. |
| AP French Language 1-1  AP French Language 1-2 | 1.0 | |  | | --- | | 25211s1 | | 25211s2 | | AP French Language -1 and -2 constitute a yearlong course designed to prepare students for college work and the AP examination. In AP French Language -1, students will develop French language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. French pronunciations, vocabulary, idiomatic expressions, grammatical structures, and written language will all be stressed. Extensive training in the organization and writing of language will also be emphasized. |
| Ap German Language 1-1  Ap German Language 1-2 | 1.0 | |  | | --- | | 25411s1 | | 25411s2 | | AP German Language -1 and -2 constitute a yearlong course designed to prepare students for college work and the AP examination. In AP German Language -1, students will develop German language skills (reading, writing, listening, and speaking) that can be used in formal and informal situations. German pronunciations, vocabulary, idiomatic expressions, grammatical structures, and written language will be stressed. Extensive training in the organization and writing of language will be emphasized. |
| AP Latin:Vergil & Literature 1-1  AP Latin:Vergil & Literature 1-2 | 1.0 | 80615s1  80615s2 | AP Latin: Vergil & Literature -1 and -2 constitute a yearlong course designed to prepare students for college work and the AP examination. In AP Latin: Vergil & Literature - 1, students will read, translate, understand, analyze, and interpret a portion of Vergil's *the Aeneid*. Using *the Aeneid*, students will study the cultural, social, and political context of the piece. Students will also analyze the grammatical structures to enable translation and understanding. |
| AP Spanish Language 1-1  AP Spanish Language 1-2 | 1.0 | 25313s1  25313s2 | AP Spanish Language -1 and -2 constitute a yearlong course designed to prepare students for college work and the AP examination. In AP Spanish Language -1, students will develop Spanish language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. Spanish pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written language will be stressed. Extensive training in the organization and writing of the Spanish language will also be emphasized. |
| Arabic 1-1  Arabic 1-2 | 1.0 | 25491s1  25491s2 | This is a beginning course in Arabic, developing simple communication skills, with an emphasis on speaking, reading and writing. The culture of the Arabic speaking world is introduced, and several aspects of it are studied. |
| Arabic 2-1  Arabic 2-2 | 1.0 | |  | | --- | | 25493s1 | | 25493s2 | | Students develop increased understanding of the language and culture through the introduction of simple literary works. Vocabulary and practice in conversing, reading and writing are also developed on a daily basis. **Prerequisite: Arabic 1 and 2.** |
| Arabic 3-1  Arabic 3-2 | 1.0 | |  | | --- | | 25495s1 | | 25495s2 | | This is a third-year Arabic course in which students move from basic recitation and repetition to more complex aspects of the language such as reading Arabic poetry and prose. The literary selections will reflect the culture and the society of the poets and authors. The students will develop writing skills reflecting the use of more complex vocabulary and grammar. **Prerequisite: Arabic 1, 2, 3, and 4.** |
| Arabic 4-1  Arabic 4-2 | 1.0 | |  | | --- | | 25497s1 | | 25497s2 | | This is a fourth year Arabic course. This course will help the students to refine their communication skills by providing them the opportunity to speak only in Arabic. The students will learn more about the Arab world .by continuing their literary studies. **Prerequisite: Arabic 1, 2, 3, 4, 5, and 6.** |
| Chinese 1-1  Chinese 1-2 | 1.0 | |  | | --- | | 25501s1 | | 25501s2 | | This is a beginning course in Chinese, developing simple communication skills, with an emphasis on speaking, reading and writing. The culture of the Chinese speaking countries is introduced, and several aspects of it are studied. |
| Chinese 2-1  Chinese 2-2 | 1.0 | |  | | --- | | 25503s1 | | 25503s2 | | This course is a complete review of the beginning courses in Chinese language and culture, then introducing simple literary and artistic works to help develop vocabulary and practice in reading and writing. |
| Chinese 3-1  Chinese 3-2 | 1.0 | |  | | --- | | 25505s1 | | 25505s2 | | This is the third-year Chinese course. This course will continue to emphasize communication skills of listening, reading, writing and speaking. Students will learn more complex vocabulary and grammatical structures and will participate in more complex conversations. The students will also write short letters and read short stories in Chinese characters and will continue to learn more about Chinese culture and history. |
| Chinese 4-1  Chinese 4-2 | 1.0 | |  | | --- | | 25507s1 | | 25507s2 | | This is the fourth-year Chinese course. The students will continue to enlarge their vocabulary and will study more difficult grammatical structures. Students will engage in spontaneous conversations with native Chinese speakers. The students will also read short stories and write letters in Chinese characters.  They will continue to study Chinese culture and history with an emphasis on Chinese current events. |
| FOREIGN LANGUAGE SEM FRENCH – 1-2 | 1.0 | 80491  80492 | This course is for students who have studied five years of French. Students will compare and contrast French speaking African cultures with American culture based on samplings of literature from those countries. Discussion topics will include dance, music, fashion, religion, witchcraft, poverty, charity, polygamy, role of women, school systems, colonialism, government systems and social values. Students will express themselves by listening actively to others and debating issues after having read about them. Students will follow up on the topics by writing their opinions on each topic. This class will be conducted entirely in French. |
| FOREIGN LANGUAGE SEM GERMAN – 1-2 | 1.0 | 80493  80494 | This course is for students who have studied five years of German. The students will continue to improve their communication skills. They will examine articles taken from various current German media and literary sources. There will be an emphasis on German culture, arts and politics in the selection of study materials. |
| FOREIGN LANGUAGE SEM SPANISH – 1-2 | 1.0 | 80495  80496 | This course is for students who have studied five years of Spanish. The students will continue to improve their communication skills in order to develop proficiency in using Spanish. They will read and discuss contemporary Spanish literature. They will analyze articles from magazines, newspapers and audiovisual materials to identify current issues. |
| French 1-1  French 1-2 | 1.0 | |  | | --- | | 25201s1 | | 25201s2 | | This is a beginning course in French which develops communication skills and introduces general information about all cultures where the French language is spoken. In the second semester, the development of skill in reading and writing plays a more prominent role in daily instruction. |
| French 2-1  French 2-2 | 1.0 | |  | | --- | | 25203s1 | | 25203s2 | | Students develop increased understanding of the language through the introduction of new grammatical structures, vocabulary, and additional practice in conversing, reading and writing. Cultivation of an awareness of Francophone cultures plays a larger role in instruction. In the second semester, students’ progress toward increased proficiency in the language through the introduction of still more challenging grammar concepts and vocabulary. The study of French-speaking cultures continues. |
| French 3-1  French 3-2 | 1.0 | 25205s1  25205s2 | Students converse about topics covered in French 1-4. They will become aware of individuals prominent in history and the arts in French-speaking cultures. In the second semester, students continue to develop an understanding of the language and the societies in which it is spoken through listening, speaking, reading and writing activities of increased difficulties. |
| French 4-1  French 4-2 | 1.0 | 25207s1  25207s2 | Students enlarge their vocabularies by reading in the original selected pieces by French and Francophone writers from previous eras. Students demonstrate mastery of all linguistics skills learned in French 1-6. Optimum opportunities to speak the language are provided. In the second semester,  students refine skills in listening, speaking, reading and writing French. |
| German 1-1  German 1-2 | 1.0 | |  | | --- | | 25401s1 | | 25401s2 | | Basic practice in reading, writing, listening and speaking. The course contains many cultural studies as well as games used with the text to make learning more enjoyable. Several audio-visual items are used to show the  beauty of the German-speaking countries. |
| German 2-1  German 2-2 | 1.0 | 25403s1  25403s2 | Apply German language skills to conversing on current topics, writing letters and reports and reading about German culture, industry, its economy, travel, entertainment and media. Sample excerpts from works of modern German writers are used. |
| German 3-1  German 3-2 | 1.0 | 25405s1  25405s2 | Students are encouraged to speak on any topic of current interest. practice in writing letters and reports continue. Knowledge of German culture, through readings on a variety of topics which deal with industry, economic conditions, travel, entertainment and the media, increases. Excerpts from modern German authors are included. |
| German 4-1  German 4-2 | 1.0 | |  | | --- | | 25407s1 | | 25407s2 | | Work is based chiefly on literary classics. Pupils become well-acquainted with a work of German literature. |
| Latin 1-1  Latin 1-2 | 1.0 | |  | | --- | | 25441s1 | | 25441s2 | | Begins with simple vocabulary concerning home, school and daily living as they were in ancient days. Emphasis is on conversation and oral practice. Formal grammar makes its first appearance and students’ progress rapidly through all five declensions and four conjugations. In the second semester, students will learn grammar by reading stories about famous people, mythology and the military heroes of both Rome and Greece. By the end of Latin-2, the student has a well-rounded vocabulary, knowledge of roman history and life and a fair ability to sight read a simple story. |
| Latin 2-1  Latin 2-2 | 1.0 | |  | | --- | | 25443s1 | | 25443s2 | | Using interesting, but more difficult selections from Caesar and other writers, the student proceeds from a thorough, streamlined review of the basic grammar and usage learned in Latin - 2 through the more complicated syntax and structures of literary Latin. In the second semester, students add to their knowledge of the structure of classical Latin, Latin vocabulary and root words. They begin readings of classical literature that range from Hercules to Hannibal to the Druids and the Gallic gods. |
| Latin 3-1  Latin 3-2 | 1.0 | 25445s1  25445s2 | Students read fluently selected Latin works and develop knowledge of famous Latin literature. They continue developing appreciation of the vast influence of Roman culture, government, military life, architecture, and literature. |
| Latin 4-1  Latin 4-2 | 1.0 | 25447s1  25447s2 | Students develop skill in understanding prose, writing compositions and reading in Latin selections from The Aeneid. Culture, career education and  linguistic objectives will be met. |
| Russian 1-1  Russian 1-2 | 1.0 | 25471s1  25471s2 | Learn the language and study the culture of the Russian peoples. Begin with the alphabet and advance to words, phrases and useful sentences. |
| Russian 2-1  Russian 2-2 | 1.0 | 25473s1  25473s2 | Consider the literature of the Russians in its original form as they continue to build language skills. They converse with classmates in Russian and they begin to write in the language. Students delve deeper in the character and culture of the many peoples of the Soviet Union. |
| Russian 3-1  Russian 3-2 | 1.0 | 25475s1  25475s2 | The students will continue to enlarge their vocabulary and build their language skills. They will read and discuss student adapted versions of Russian literature. The students will write short stories and essays in Russian. in order to develop their understanding skills, the students will watch Russian films with a Russian sound track. **(Soldan Only)** |
| Russian 4-1  Russian 4-2 | 1.0 | 25477s1  25477s2 | The focus of the fourth year of Russian will be predominantly based on reading and discussing the Russian literature in the original works of Chekhov, Dostoevsky, Gogol, Tolstoy, and others. The students will work on perfecting their speech skills through participation in discussions and round table talks with native Russian speakers. **(Soldan Only)** |
| Spanish 1-1  Spanish 1-2 | 1.0 | 25301s1  25301s2 | A beginning course which emphasizes communication skills. Students are introduced to daily life in Spanish-speaking cultures. In the second semester, students continue to improve communication skills. They learn more about Spanish-speaking peoples, their lives and their countries. |
| Spanish 2-1  Spanish 2-2 | 1.0 | 25303s1  25303s2 | Students improve the ability to read and speak Spanish learned in the first year. Longer selections in the target language from the literature of the Spanish people and about their culture are included. In the second semester, students’ progress toward the mastery of identified skills. |
| Spanish 3-1  Spanish 3-2 | 1.0 | 25305s1  25305s2 | Students continue to develop proficiency through speaking, reading, writing and listening activities. Attention is given to the culture of the various Latin American countries and Spain. A wide selection of reading materials in the Spanish language is used. In the second semester, specific attention is given to reading and writing in Spanish. |
| Spanish 4-1  Spanish 4-2 | 1.0 | |  | | --- | | 25307s1 | | 25307s2 | | Features readings in Spanish prose, poetry and contemporary periodicals which review and provide practice in language structure. The second semester stresses fluency and greater proficiency in oral and written |