

New Horizons

Program of Studies

2008-2009



School District of Springfield R-12

Springfield, Missouri

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PLANNING A HIGH SCHOOL PROGRAM OF STUDIES

Establishing Goals

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

Career Paths

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

Guidance Help

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

Selection of Studies and Program Plan

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

Graduation Requirements

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

Graduation Requirements	Class of 2009	Classes of 2010 Forward
Communication Arts*	4 Units	4 Units
Social Studies**	3 Units	3 Units
Mathematics	3 Units	3 Units
Science	3 Units	3 Units
Physical Education***	1½ Units	1½ Units
Health	½ Units	½ Units
Practical Arts****	1 Unit	1½ Units
Fine Arts*****	1 Unit	1 Unit
Electives	8 Units	7½ Units
Total	25 Units	25 Units

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

** Students are required to complete three units of Social Studies as follows:

U.S. History/20th Century (Gr. 9).....	1 unit
World History (Gr. 10, 11, 12).....	1 unit
Liberty and the Law (Gr. 11-12)	1/2 unit
Any additional Social Studies	1/2 unit

*** The normal sequence for PE requirements of 1/2 unit each in the freshman, sophomore, and junior year is strongly encouraged.

**** For classes 2010 and forward, students are required to complete 1½ units of Practical Arts as follows:

Personal Finance (Gr. 10, 11, 12).....	1/2 unit
Any additional Practical Arts	1 unit

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

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

Diplomas

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

Special Education

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

Classification of Students

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

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

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

Attendance Requirements for Graduation

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

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

Individualized Program of Studies

The Individual Program of Study (IPS) was approved by the Board of Education on November 17, 1998 in order to establish a flexible process for students to meet graduation requirements based on individual needs. The IPS permits the modification of School Board Policy—Graduation Requirements, for academic, medical, social and economic reasons. The process must involve the student, parent(s)/guardian(s), high school counselor, high school principal and other appropriate individuals. A request for an IPS may come from many sources (i.e., teacher, counselor, student,

principal, parent/guardian); however, the process must be endorsed by the student and parent(s)/guardian(s). Students at any grade level may request an IPS. The student and/or parent(s)/guardian(s) must contact his/her counselor to begin the process once the need for an IPS is determined. A student who wishes to graduate prior to seven semesters and be ranked with the new graduating class, must have the IPS on file by **the last day of class of the tenth grade year.** Students who do not have the IPS on file by that date **will not** be ranked.

Duplicate Credit Courses

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

High School Courses Taught in Middle School

Algebra I, Spanish I, and French I are high school level courses offered to students in some middle schools. Algebra I, Spanish I or French I, successfully completed in the middle school, is to replace Algebra I, Spanish I or French I, respectfully, at the high school level and to allow the student to move on to a more advanced math class during the ninth grade year. Students having successfully completed Algebra I, Spanish I, or French I at the middle school level are typically not scheduled for these courses at the high school level. However, a student may repeat the courses for high school credit if he/she desires. The intent of the middle school offering of these courses is to give advanced standing to students who wish to pursue these curriculum areas in greater depth. When taken in middle school, these courses may not meet requirements for scholarships and/or participation in Division I or II Athletics (See NCAA Eligibility Center section). Anytime a middle school student takes a class on the high school campus, the grade is recorded on his/her high school transcript and will be part of his/her high school GPA.

Fifth Quarter Summer School Credits

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

Dropping a Course

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

Correspondence Course Credit

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

Repeated Courses

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

Following completion of the course and within two weeks of the end of the term, if requested, this repeated course will count as an elective non-weighted credit and both grades will be included in the GPA.

Placement, Credit, and Variances for Students Who Transfer into a District From:

- An unaccredited public or nonpublic high school in Missouri or
- another state or
- from a home school

School officials will review reported courses and any available achievement test or other performance data; interview student and parents; administer formal and informal assessments if records are inadequate; and make a tentative placement decision based on available information. If placement is ninth grade, students should be required to meet all state and local graduation requirements. If placement is tenth grade or higher, school staff will develop with student and parents a graduation program of studies that, if completed, will earn a high-school diploma. School staff will review placement and academic progress with student and parents periodically.

NOTE: Parents/guardians of home-schooled children must provide documentation as required in RSMo 167.031.

Honors Program

While regular curriculum courses provide an excellent education, the honors program is designed to provide educational opportunities beyond the regular curriculum for academically talented and highly motivated high school students. In certain subject areas, one or more classes have been designated as honors classes.

A higher quality of student performance, a greater depth of understanding and instruction, and a research and investigation emphasis will be evident in honors classes. All honor students are expected to read extensively, think critically and write lucidly.

Criteria for Honors Classes

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

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

Advanced Placement

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

Dual Enrollment Credit Earned on the College Campus

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

Dual Enrollment Guidelines:

1. Dual enrollment will generally be limited (except with special permission) to seniors only.
2. Students must be enrolled in at least two (2) units of credit per semester in their local high school.
3. Courses taken at the college level will only count as elective credit toward the total twenty-five unit requirement for graduation.
4. Students are responsible for providing college transcripts or other official notification to the high school counselor for courses taken on a college campus. When the college grade is verified, the student may request that the grade be added to the high school transcript. The college credit earned will be converted to high school credit and added to the transcript. The student earns both high school and college credit for dual enrollment courses.
5. The calculation of the high school GPA will include all dual enrollment credit on the high school transcript. Credit is Three (3) semester hours=1/2 unit; Two (2) semester hours=1/4 unit.
6. A student who is taking a college course and drops that course may become ineligible for high school athletics and other activities if he/she is no longer enrolled for 2 1/2 units of credit in 7 unit schools and 3 units in 8 unit schools or 70% of total possible credits. (See Athletic/Activities Eligibility).
7. Course cost and fees are the responsibility of the student and/or parent.

Dual Credit Earned on the High School Campus

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

International Baccalaureate

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

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

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

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

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

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

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

Grade Point Average (GPA) and Weighted GPA

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

Springfield Public Schools encourages students to participate in a rigorous, challenging academic course of study. Honors classes, AP classes, IB classes, and certain other classes are designated to count toward a “**weighted multiplier.**”

Courses designated for the weighted multiplier are signified in the course descriptions section of this booklet with a ♦.

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

Formula for Weighted Multiplier

Formula for Designated Classes Per Year	(Glendale, Kickapoo)			
	9th Grade	10th Grade	11th Grade	12th Grade
1 unit	1.05	1.05	1.05	1.05
2 units	1.125	1.10	1.10	1.125
3 units	1.175	1.15	1.15	1.175
4 units	1.25	1.20	1.20	1.25
5 units	1.25	1.25	1.25	1.25

Formula for Designated Classes Per Year	(Central, Hillcrest, Parkview)	
	9th Grade - 12th Grade	
	Weighted	Multiplier
1 unit		1.05
2 units		1.125
3 units		1.175
4 units		1.25

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

Weighted Multiplier Guidelines/Computation

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

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

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

Recognition of Excellence

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

College Preparatory Studies Certificate

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

Requirements for a college preparatory studies certificate (Class of 2009):

English/Language Arts.....	4 units
(not to include drama, journalism or broadcast journalism)	
Social Studies.....	3 units
Math.....	3 units
(Algebra I & beyond, not to include computer programming)	
Science.....	2 units
Physical Education.....	1 unit
Practical Arts.....	1 unit
Fine Arts (music, visual arts or performing arts)	1 unit
Electives.....	6 units
Specified Core.....	3 units
(must be from English, math, science, social studies, foreign language or fine arts)	

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

Requirements for a college preparatory studies certificate (Class of 2010 Forward):

English/Language Arts.....	4 units
(not to include drama, journalism or broadcast journalism)	
Social Studies.....	3 units
Math.....	4 units
(Algebra I & beyond, not to include computer programming)	
Science.....	3 units
Physical Education.....	1 unit
Practical Arts.....	1 unit
Personal Finance	1/2 unit
Health.....	1/2 unit
Fine Arts (music, visual arts or performing arts)	1 unit
Electives.....	4 units
Specified Core.....	3 units
(must be from English, math, science, social studies, foreign language or fine arts)	

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

Seals of Excellence

The Springfield Public Schools District, in an effort to encourage students to achieve excellence in their studies and to recognize this achievement, has adopted a procedure of awarding departmental Seals of Excellence. Students who demonstrate achievement of the standard of excellence in one or more subject areas will earn Seals of Excellence.

The student is eligible for a Seal of Excellence upon: (1) completion of an application to the appropriate department; (2) verification that all subject area standards of excellence have been completed; and (3) recommendation by the department. Brochures describing standards to be achieved for receiving a Seal of Excellence are available at each site.

Regular Admission From High School For First Time College Students

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

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

The Missouri CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student. Admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling. The CBHE 24-unit high school core curriculum is recommended for full implementation beginning with the Missouri high school graduating class of 2010.

English/Language Arts - 4 units

Social Studies - 3 units

Mathematics - 3 units

Science - 3 units

Fine Arts - 1 unit

Additional Coursework - 3 units *

Electives - 7 units **

* Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2)

** All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

English/Language Arts

English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.

Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Social Studies

Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.

Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

Mathematics

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

Science

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

Fine Arts

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

For more information, go to **Missouri Department of Higher Education website:**

<http://www.dhe.mo.gov/corecurriculum.shtml>

Articulated Credit (Tech Prep)

Articulation offers high school students the opportunity to earn free college credits for approved high school courses via the OTC Tech Prep Program. Students must have an overall high school GPA of 2.0 or higher, a 3.0 or higher in the specific class(es) selected articulate and be recommended by their high school instructor via the Tech Prep registration system, CATEMA. Upon graduation from high school, students must present their CATEMA certificate to an OTC advisor during enrollment. The CATEMA certificate will be mailed to the student from the OTC Tech Prep office. Students must also send an official high school transcript to the OTC Admissions office as soon as graduating from high school. To be eligible for the articulated credits, students must enroll at OTC within two years of high school graduation. There is no fee for articulated credit. For more information, contact the OTC Tech Prep office at 447-8211 or techprep@otc.edu

OTC Career Center

The School District of Springfield R-12 pays the cost of tuition for district high school students who attend OTC Career Center during high school for one-half day. Students who stop attending OTC classes before the end of the semester must reimburse the District for any tuition costs that are not refunded by OTC. Students who are dropped or removed from OTC for disciplinary or attendance reasons must reimburse the District for any tuition costs that are not refunded by OTC. Reimbursement must be paid to the District by the end of the semester in which the student was enrolled in OTC classes. Under no circumstances shall reimbursement remain unpaid after the date of the student's graduation from the District. Students who are unable to attend OTC classes due to illness, injury, or other health condition will not be required to reimburse the District for OTC tuition costs. Students who are prohibited from attending classes due to suspension, expulsion or other disciplinary measures imposed by the District or the administration at the student's school will not be required to reimburse the District for OTC tuition costs. The current tuition cost (determined annually by OTC) is \$975 per semester. OTC will refund 100% if the drop occurs during the first 2 days of the OTC class. A refund is prorated until the 35th day of class, after which there is no refund.

A+ Schools Program

The A+ Schools Program* is a school-improvement initiative established by the Outstanding Schools Act of 1993. The program is raising academic standards, opening new doors to higher education and introducing students to the teaching profession through tutoring and mentoring activities. The program provides incentives for local high schools to:

- Reduce the dropout rate
- Raise academic expectations and eliminate "general track" courses
- Provide better "career pathways" for all students
- Work more closely with business and higher education leaders.

The primary goal of A+ Schools is to assure that all students are well prepared to pursue advanced education and employment. The program also offers state-paid financial assistance to students who graduate from an A+ designated high school and meet specific requirements. Further information is available in the A+ section of this booklet.

***Central, Glendale, and Parkview are fully A+ designated. Hillcrest and Kickapoo are working toward designation for seniors graduating in 2009.**

Community Service

Community Service and Service Learning are unique educational experiences which provide students with the opportunity to understand how their community works by developing an awareness of "volunteerism". Students may volunteer outside the regular school day to an organization from a list of nonprofit community agencies and service organizations. Opportunities for community service/service learning may be included within the content of some courses. (See course descriptions for further information).

High School Athletic/Activity Eligibility

The Missouri State High School Activities Association (MSHSAA) establishes eligibility criteria for students. A student in grades 9-12 must have earned, the preceding semester of attendance, a minimum of 2.5 units of credit or have earned credit in 70% of the maximum allowable classes in which a student can be enrolled in the semester, whichever is greater, and shall currently be enrolled in and regularly attending courses that offer 2.5 units of credit or 70% of the maximum allowable credits which may be earned, whichever is greater, **i.e., CHS, HHS, PHS—2.5 units; GHS, KHS—3 units of credit**, or a student must be enrolled in a full course at his or her level in a special education program for the handicapped approved by the Missouri State Department of Education which, though ungraded, enrolls pupils of equivalent age, and that student must have made standard progress for his or her level the preceding semester. A beginning 9th grade student shall have been promoted from the 8th grade to the 9th grade for first semester eligibility. A student who is dually enrolled in college and high school classes but who does not receive high school credit on his or her high school transcript for the college work, may have college hours earned during a regular semester count up to a maximum of one unit of credit toward determining high school eligibility as follows: 1/2 unit of high school credit for a 3-hour college class and 1 unit of high school credit for a 5-hour college class.

NCAA Eligibility Center

The NCAA Eligibility Center (formerly the NCAA Initial-Eligibility Clearinghouse) will certify the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. The NCAA Eligibility Center website provides important information about initial-eligibility at NCAA Division I and II member colleges and universities. If you intend to participate in Division I or II athletics as a college freshman, you must register and be certified. **On-line registration must take place after completion of the student's junior year.** A fee is required. Students can obtain more information and register on-line at: <https://web1.ncaa.org/eligibilitycenter/common/>. The NCAA requires prospects who intend to enroll at NCAA Division I and Division II institutions to supply ACT or SAT scores directly from the testing agencies. **Test scores on an official high school transcript will no longer be usable for NCAA purposes.** ACT and SAT scores should be sent via code "9999" so that a certification decision will not be delayed.

Credit Recovery

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

Missouri Option Program

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

Middle College

A partnership between Springfield Public Schools and Ozarks Technical Community College

Middle College is an academic pathway for *struggling or underserved* students to realize their high potential by attending school on a college campus environment. Selected students will transfer during their junior and senior years from their home high school, to the OTC campus to complete high school requirements. Students will also earn up to 20 college credits in technical education classes and enjoy a reduced day schedule to apply learned job readiness skills to the workplace through internship experiences. The technical education programs offered through Middle College will include early childhood or diesel/automotive technology. Interested and eligible sophomore students should contact their high school counselor for information and an application packet. Additional information about the Middle College model is listed on the SPS website www.springfieldpublicschools.org and OTC website www.otc.edu

Missouri Virtual Instruction Program (MoVIP)

Missouri Virtual Instruction Program (Mo-VIP) was established by the State Board of Education to enable district students the opportunity to complete on-line courses that will meet state and local graduation requirements. There is no cost to the student **IF** there are state-funded seats available **AND** the student is *not* enrolled full-time with a public school in the state of Missouri. The student can be a part-time student with SPS and take state-funded courses with Mo-VIP, not to exceed a full load of courses with his or her home high school. A tuition paid program is also available to take Mo-VIP courses. The number of credits that a student may earn through the tuition paid program is not limited. The cost for 08-09 will be \$357 per semester course. The district will receive notification from Mo-VIP concerning the percentage of work satisfactorily completed by the student for each class. The home high school will assign a grade and course credit. Missouri State High School Activities Association (MSHSAA) requirements for grades 9-12, allow a student to be eligible to represent the school in interscholastic activities, provided the student is taking at least two classes at the home high school. The student would

need to be enrolled in additional classes through Mo-VIP to meet the minimum academic requirement for MSHSAA. MoVIP students are guided through their courses by Missouri certified teachers. Courses will be delivered over the Internet. Students who choose to participate in online courses will need to examine their personal skills and aptitudes for taking a class online. These attributes will contribute to a student's success: Self motivation, independent learning, computer literate, efficient time manager, effective written communication skills, and personal commitment. The student and his or her parent/guardian are encouraged to meet with the school counselor to develop an educational program which best meets the individual needs of the student. Additional information about Mo-VIP may be obtained from the following website www.dese.mo.gov/movip/, or from the school counselor.

Missouri Assessment Program (MAP) End of Course Exams

Under a plan approved in 2007 by the Missouri State Board of Education, the current high school Missouri Assessment Program (MAP) tests in communication arts, math, and science for grades 10 and 11 will be eliminated in 2008-09 and replaced with course-specific tests in algebra I, biology and English II. All students will be required to take these exams when they complete the respective courses. The results will be used to meet state and federal accountability requirements. There are three scheduled testing periods planned each year – winter, spring and summer. State education officials report the new assessments will be ready for operational use during the first semester of 2008-09 for 4-Block schools. A portion of the first three end-of-course tests will consist of open-ended “performance-events,” in which students must write a short essay, for example, or solve a multi-step math problem. These items will be hand-scored by local teachers and then by the state. Therefore, local teachers will use students’ performance on the tests as a factor in awarding final course grades. Additional tests will become available during the 2009-10 school year: algebra II, geometry, integrated math II and III, English I, government and American history.

COURSE DESCRIPTIONS

I. FINE ARTS

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

Visual Arts

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

Art Foundations (1 unit, Gr. 9-12) is offered at each high school. Additional art course offerings are as follows:

CENTRAL

Ceramics/Sculpture I [0018] (1 unit, Gr. 9-12)

Ceramics/Sculpture II [0019] (1 unit, Gr. 9-12)

Drawing I - [0021] (1/2 unit, Gr. 9-12)

Drawing II - [0031] (1/2 unit, Gr. 10-12)

Graphic Design II [0037] (1/2 unit, Gr. 10-12)

Painting I - [0023] (1/2 unit, Gr. 9-12)

Painting II - [0033] (1/2 unit, Gr. 10-12)

Photography I [0028] (1/2 unit, Gr. 9-12)

Photography II [0038] (1/2 unit, Gr. 10-12)

Portfolio Development [0045] (1 unit, Gr. 10-12)

Prerequisite: Successful completion of Art Foundations and prior level I course. Portfolio Development requires teacher recommendation.

GLENDALE

Applied Arts - [0010] (1 unit, Gr. 9-12)

Art II - [0030] (1 unit, Gr. 9-12)

Art III - [0040] - (1 unit, Gr. 10-12)

Drawing I - II [0021-0031] (1 unit, Gr. 10-12)

Portfolio Development [0045] (1 unit, Gr. 11-12)

Sculpture I - II [0025-0035] (1 unit, Gr. 10-12)

Prerequisite: Successful completion of Art Foundations and prior level course. Portfolio Development requires teacher recommendation.

HILLCREST

Ceramics/Sculpture I [0018] (1/2 unit, Gr. 10-12)

Ceramics/Sculpture II [0019] (1/2 unit, Gr. 10-12)

Drawing I [0021] (1/2 unit, Gr. 10-12)

Drawing II [0031] (1/2 unit, Gr. 10-12)

Graphic Design I [0027] (1/2 unit, Gr. 10-12)

Graphic Design II [0037] (1/2 unit, Gr. 10-12)

Painting I [0023] (1/2 unit, Gr. 10-12)

Painting II [0033] (1/2 unit, Gr. 10-12)

Photography I [0028] (1/2 unit, Gr. 10-12)

Photography II [0038] (1/2 unit, Gr. 10-12)

Portfolio Development [0045] (1 unit, Gr. 11-12)

Prerequisite: Successful completion of Art Foundations and prior level course. Portfolio Development requires teacher recommendation

KICKAPOO

Ceramics/Sculpture I [0018] (1 unit, Gr. 10-12)

Ceramics/Sculpture II [0019] (1 unit, Gr. 10-12)

Drawing I [0021] (1/2 unit, Gr. 9-12)

Drawing II [0031] (1/2 unit, Gr. 9-12)

Graphic Design I [0027] (1 unit, Gr. 9-12)

Graphic Design II [0037] (1 unit, Gr. 10-12)

Painting I [0023] (1/2 unit, Gr. 9-12)

Painting II [0033] (1/2 unit, Gr. 9-12)

Portfolio Development [0045] (1 unit, Gr. 11-12)

Prerequisite: Successful completion of Art Foundations and prior level course. Portfolio Development requires teacher recommendation.

PARKVIEW

Ceramics I [0026] (1/2 unit, Gr. 10-12)

Ceramics II [0036] (1/2 unit, Gr. 10-12)

Drawing I [0021] (1/2 unit, Gr. 10-12)

Drawing II [0031] (1/2 unit, Gr. 10-12)

Graphic Design I [0027] (1/2 unit, Gr. 10-12)

Graphic Design II [0037] (1/2 unit, Gr. 10-12)

Metals/Jewelry I [0024] (1/2 unit, Gr. 10-12)

Metals/Jewelry II [0034] (1/2 unit, Gr. 10-12)

Painting I [0023] (1/2 unit, Gr. 10-12)

Painting II [0033] (1/2 unit, Gr. 10-12)

Photography I [0028] (1/2 unit, Gr. 10-12)

Photography II [0038] (1/2 unit, Gr. 10-12)

Sculpture I [0025] (1/2 unit, Gr. 10-12)

Sculpture II [0035] (1/2 unit, Gr. 10-12)

Portfolio Development [0045] (1 unit, Gr. 11-12)

Prerequisites: Successful completion of Art Foundations and prior level course. Portfolio Development requires teacher recommendation.

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

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

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

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

Ceramics I [0026] Ceramics I concentrates on study of three-dimensional materials and concepts including basic techniques of hand-building, throwing and glazing of clay. Prerequisite: Successful completion of Art Foundations. Materials fee.

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

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

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

Drawing I [0021] Drawing I offers an in-depth opportunity to develop skills, explore personal expression, and research possible solutions in a variety of techniques and media. Prerequisite: Successful completion of Art Foundations. Materials fee.

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

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

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

Metals/Jewelry I [0024] Metals/Jewelry I is the art of designing and constructing metal pieces. The students will learn the basic techniques of working with metal and creating original work. Prerequisite: Successful completion of Art Foundations. Materials fee.

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

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

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

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

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

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

Sculpture I [0025] Sculpture I concentrates on the study of three-dimensional materials and concepts. Students will apply the basic concepts of three-dimensional design using clay, plaster, paper and wire. Prerequisite: Successful completion of Art Foundations. Materials fee

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

Music

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

CENTRAL

Advanced Band [0050] (1/2 unit, approval)
Band [0060] (1/2 unit, approval)
Advanced Orchestra [0101] (1 unit, approval)
Choir [0070] (1 unit, Gr. Gr. 10-12)
Chorus I [0080] (1 unit, Gr. 9-12)
Chorus II [0090] (1 unit, Gr. 10-12)
IB Music Perception and Analysis [9050] (1 unit, Gr. 10-12)
Marching Band [0055] (1/2 unit, Gr. 9-12)
Orchestra [0100] (1 unit, Gr. 9-12)

GLENDALE

Advanced Choir [0070] (2 units, Gr. 10-12)
Advanced Orchestra [0101] (2 unit, Gr. 10-12)
AP Music Theory [0115] (1 unit, Gr. 11-12)
Chorus I [0080] (1 unit, Gr. 9-12)
Chorus II [0090] (2 units, Gr. 10-12)
Concert Band [0060] (1.5 units, Gr. 9-12)
Marching Band [0055] (.5 units, Gr. 9-12)
Orchestra [0100] (2 units, Gr. 9)
Symphonic Band [0050] (1.5 units, Gr. 9-12)

HILLCREST

Advanced Band [0050] (1 unit, Gr. 9-12)
Advanced Orchestra [0101] (1 unit, Gr. 10-12)
AP Music Theory [0115] (1 unit, Gr. 11-12)
Choir [0070] (1 unit, Gr. 10-12)
Chorus I [0080] (1 unit, Gr. 9-12)
Chorus II [0090] (1 unit, Gr. 10-12)
Jazz Band [0061] (1 unit, Gr. 9-12)
Junior Choir [0065] (1 unit, Gr. 10-12)
Orchestra [0100] (1 unit, Gr. 9)

KICKAPOO

Advanced Band [0050] (1.5 units, Gr. 10-12)
Advanced Marching Band [0055] (.5 units, Gr. 9-12)
Advanced Orchestra [0101] (2 units, Gr. 9-12)
AP Music Theory [0115] (1 unit, Gr. 11-12)
Choir [0070] (2 units, Gr. 10-12)
Chorus I [0080] (1 unit, Gr. 9-12)
Chorus II [0090] (2 units, Gr. 10-12)
Freshman Band [0060] (1.5 units, Gr. 9)
Intermediate Band [0062] (1.5 units, Gr. 10-12)
Orchestra [0100] (2 units, Gr. 9-12)

PARKVIEW

Advanced Band [0050] (1 unit, Gr. 9-12)
Advanced Orchestra [0101] (1 unit, Gr. 9-12)
AP Music Theory [0115] (1 unit, Gr. 11-12)
Band [0060] (1 unit, Gr. 9-12)
Choir [0070] (1 unit, Gr. Gr. 11-12)
Chorus I [0080] (1 unit, Gr. 9-12)
Chorus II—Female [0090] (1 unit, Gr. 10-12)
Chorus II—Male [0095] (1 unit, Gr. 10-12)
Orchestra [0100] (1 unit, Gr. 9-12)

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

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

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

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

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

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

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

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

Marching Band [0055] (1/2 unit, Gr. 9-12) This musical organization is primarily a performance ensemble integrating the Fine Arts.. It is a class intended for students with prior band experience, and participation must be preceded by approval of the band instructor. Students are expected to not only participate during classroom time, but also at outside-of-school time designated by the instructor. This includes extracurricular performances with the organization. This course may be repeated for credit.

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

II. HEALTH/PHYSICAL EDUCATION

Students are required to have 1½ units of physical education and ½ unit of health for graduation. All physical education courses will emphasize the knowledge, development and improvement of skills needed for maintenance of a desired level of physical fitness. All classes will participate in student self-assessment by completing a Physical Fitness Assessment battery. Ninth grade students scheduling for physical education will be assigned to Physical Education I. To satisfy the remainder of the physical education requirements, students may select from the following courses: Team Sports, Individual and Dual Sports, Physical Fitness, PE IV, Outdoor Living, or Aerobic Movement.

Aerobic Movement [0145] (1/2 unit, Gr. 10-12) This course is designed for those students who are interested in participating and becoming more knowledgeable in aerobic movement as a method of achieving personal fitness. Also presented will be various types of historic movement that have been included but are not limited to a variety of dance such as folk, jazz, and social as well as: Toning; Walking/Jogging/Running; Circuit Training; Step Aerobics; Physical Fitness Assessment. This course may be repeated for credit.

Health [0160] (1/2 unit, Gr. 9) The purpose of this course is to help students gain the necessary knowledge to make sound health decisions regarding their personal health and wellness. Instruction may include units covering disease prevention and control, family life/sex education, mental health, substance abuse, nutrition, personal health, and consumer health. This course meets the one-half unit health requirement as stated by the Springfield Public Schools.

Individual and Dual Sports [0140] (1/2 unit, Gr. 10-12) Students will develop recreational skills that can carry over to lifetime activities. The student will learn rules, strategies, and proper safety procedures for equipment used in those sports and activities studied. The student will actively participate in and show proficiency in skills and knowledge in individual and dual activities which may include, but are not limited to: Golf; Physical Fitness Assessment; Tumbling; Aerobic Exercise; Racquetball; Archery; Camping Skills; Badminton; Table Tennis; Handball; Track and Field. This course may be repeated for credit.

Outdoor Living [0125] (1/2 unit, Gr. 9-12) Students will develop outdoor living skills that relate to life time activities. The student will explore environmental issues, discover local and national areas available to pursue outdoor activities and learn outdoor etiquette and safety procedures. The student will actively participate and demonstrate proficiency in skills and knowledge in outdoor living activities which may include, but may not be limited to: archery, backpacking, biking, camping, cross country skiing, fishing, fitness, floating, food preparation in the out-of-doors, hiking, hunting, orienteering, plant and wildlife identification, roller blading, scuba diving and trip planning. All students will be required to pass a safety examination prior to participating in most activities. Students should consult their counselor. Students may incur personal expenses on some field trips. This course may be repeated for credit.

Physical Education I [0120] (1/2 unit, Gr. 9) Students in this course will deal primarily with concepts and improvement of physical fitness. It is designed to provide the student with the knowledge and desire to pursue physical fitness throughout life. This course will include a variety of lab experiences, lectures, written tests, and fitness tests. Of particular importance are the health-related aspects of fitness cardiovascular endurance, strength, muscular endurance, flexibility and body fat composition. This course will also include participation in sports activities.

Physical Fitness [0150] (1/2 unit, Gr. 10-12) Students in this class will gain an understanding and appreciation of the lifetime need for physical fitness. Students will participate in group and individual activities to develop all aspects of health-related fitness and the proper components of weight-training principles. The fitness activities may include, but are not limited to the following: Aerobic Exercise; Calisthenics; Physical Fitness Assessment; Weight Training; Walking/Jogging/Running; Circuit Training. This course may be repeated for credit.

Team Sports [0130] (1/2 unit, Gr. 10-12) Students in this course will acquire a respect and understanding for rules and strategies for a variety of team sports. In addition, the student will learn the importance of sportsmanship to facilitate the performance and effectiveness of the team. The student will actively participate in and acquire proficiency, skills, and knowledge in team sports. Activities may include, but are not limited to: Basketball; Speedball; Flag Football; Soccer; Softball; Team Handball; Volleyball; Physical Fitness Assessment. This course may be repeated for credit.

III. COMMUNICATION ARTS

English/Language Arts

Four units of communication arts are required for graduation. Three of the units must be in English courses. It is recommended that all students take English I, II, and III. Students who do not pass English I and English II courses must be rescheduled to repeat these courses.

Electives can be used for earning the fourth unit of Communication Arts. **Communication Arts graduation requirements include a minimum of three units of English. A fourth unit may be taken in the area of journalism, speech, or drama; however, courses from these areas may not count toward college entrance requirements.** Speech and debate may count as a fourth unit of communication arts credit, but not as a fine arts credit.

AP English Literature and Composition ♦ [0216]

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

Composition I: Grammar and Composition [0300]

(1/2 unit, Gr. 11-12) Students who need additional training in writing and a thorough review of grammar and usage should enroll in Grammar and Composition: Composition I. Students will undertake work on punctuation and usage, as well as on logical thinking and various modes of composition. This course is an introduction to college-level writing and is excellent preparation for college. Dual credit may be available.

Composition II: Advanced Composition [0220] (1/2 unit, Gr. 11-12) This course is designed for students who desire intensive training in writing, whether for college or advanced technical purposes. Students taking this course must have a firm grasp of grammar, usage, and punctuation. Both personal writing and expository papers are required. Students should have earned an A or B in previous English courses in order to succeed in Advanced Composition. Dual credit may be available.

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

Creative Writing [0305] (1/2 unit, Gr. 11-12) This is an elective course intended to be taken in addition to a core English course. Creative Writing is an in-depth writing course that gives students the opportunity to further develop their talent in the areas of personal essay, fiction, poetry, and drama. In a collaborative workshop structure, students will explore numerous types of genres as they work through the writing process and will be expected to identify their strengths and weaknesses as a writer. Students will analyze texts of published authors and use their speaking and listening skills to share their writing.

English I [0200] (1 unit, Gr. 9) English I builds on reading, writing, listening and speaking, and information literacy skills begun in middle school. Literature includes thematic units consisting of short stories, plays, poetry, and nonfiction. A unit focused in Greek mythology is optional, as are one or more novels. Writing includes varied composition experiences.

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

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

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

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

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

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

Film as Literature [0315] (1/2 unit, Gr. 11-12) This is an elective course intended to be taken in addition to a core English course. This course explores the connections between literature and film through an in-depth study of film, writing, and film production from a literary perspective. Students will: study history of film; read books which inspire films; and analyze film through discussion and writing. Students will become more knowledgeable and appreciative readers and more perceptive viewers of film through learning basic cinematic techniques that define different genres of film.

Interpersonal and Workplace Communication [0320] (1 unit, Gr. 11-12) This course is for students who want to improve their ability to think clearly and express themselves effectively. The course incorporates instruction in writing, listening and speaking through various modes of participation and classroom activities. Students in this course will review, analyze and practice personal interaction skills and tactics, emphasizing the oral and written communication skills critical to success in the workplace.

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

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

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

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

Technical Communications 3 [0221] (1 unit, Gr. 11-12) Technical Communication 3 is intended for students seeking a direct connection between their high school studies and the language arts skills used regularly in business and industry. Course content and activities, while differing in significant ways from those found in English III, are not less challenging. Students who plan to attend a four year college majoring in a field other than liberal arts, a community college, a technical/trade school, or who intend to go to work immediately after high school should consider Technical Communication 3. Emphasis is on written and verbal communication skills needed in the workplace. Students use computers to write various technical writing; they will also develop graphs and slide show presentations to enhance communication. Literature for this course comes primarily from the American literary heritage. Recommendation: **Successful completion of English II.**

Technical Communications 4 [0219] (1 unit, Gr. 12) Technical Communication 4 builds on Technical Communication 3, intended for students seeking a direct connection between their high school studies and the language arts skills used regularly in business and industry. Course content and activities, while differing in significant ways from those found in English IV, are not less challenging. Students who plan to attend a four year college majoring in a field other than liberal arts, a community college, a technical/trade school, or who intend to go to work immediately after high school should consider Technical Communication 4. Emphasis is on written and verbal communication skills needed in the workplace. Students use computers to write various technical writing. Recommendation: **Successful completion of Technical Communication 3.**

Journalism

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

CENTRAL

Journalism II [0450] (2 units, approval)

GLENDALE

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

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

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

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

HILLCREST

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

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

KICKAPOO

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

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

PARKVIEW

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

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

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

Broadcast Journalism II [0456] (1 unit, Gr. 11-12)

Broadcast Journalism II is designed to expand on skills taught in Broadcast Journalism I, and introduce more in-depth information in mass media and broadcast production. Students will be expected to complete projects showing an emphasis in research, writing, and technical skills. Students should have the goal of sharing student-produced work through in-house productions or via SPS cable access channel. Students are required to be creative, responsible and professional. Students will consistently use critical thinking skills and work to achieve an advanced level of media literacy and proficiency.

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

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

Theatre Arts/Speech

Students interested in developing their leadership abilities, as well as students who want to develop poise in speaking before a group, should consider enrolling in speech and dramatics courses. All students who want to improve their ability to think clearly and express themselves before an audience will benefit from speech. Students interested in competition should consider a four-year program in speech/drama, beginning with Introductory Speech in their freshman year. Competition offers opportunities for travel and achievement as well as college or university scholarships. Students interested in law, business, politics, or teaching should find speech especially valuable.

GLENDALE

Advanced Theatre Arts II-Acting [0473] (1 unit, Gr. 10-12)
Advanced Theatre Arts II-Technical [0474] (1 unit, Gr.10-12)

KICKAPOO

Advanced Theatre Arts II-Acting [0473] (1 unit, Gr. 10-12)
Advanced Theatre Arts II-Technical [0474] (1 unit, Gr.10-12)

PARKVIEW

Advanced Theatre Arts II-Acting [0473] (1 unit, Gr. 11-12)
Advanced Theatre Arts II-Technical [0474] (1 unit, Gr. 11-12)

Advanced Debate ♦[0491] (1 1/2 units, Gr. 10-12)

Advanced Debate is recommended for students who are experienced debaters. Two-thirds of the Major Instructional Goals for this course are written at the evaluation, synthesis, and analysis levels. The instructional materials selected for this course support these MIGs at this level of learning. The course is designed to cross subject area lines when appropriate in order to give the student a broad view of concepts under investigation. Most of the students' work will include the elements of research, exploration, and evaluation. All students in this course are expected to read extensively, think critically, and write lucidly. Debate can be used for a fourth Communication Arts credit for graduation, but may not count as an English credit toward college entrance requirements. This course may be repeated for credit. Prerequisite: Introductory Speech and Debate I. This course is designated to count toward the weighted multiplier.

Advanced Theatre Arts (II & III) [0471](1 unit, Gr. 10-12)

Advanced Theatre (II & III) is an advanced study of drama where students will participate in the areas of acting, interpretation, directing, scene design, light design, and make-up design. Students will be involved in the production of a musical play, straight play, and competition one-act and/or Reader's Theatre. The class is production oriented. Third year drama students are expected to take on a leadership role and have added responsibilities in addition to the public performance activities. Dramatics can be used for a fourth Communication Arts credit or as a Fine Arts credit for graduation, but may not count as an English credit toward college entrance requirements. This course may be repeated for credit.

Debate [0490] (1 1/2 units, Gr. 10-12)

This competitive events course is valuable for those students interested in higher education or in careers in law, business, or politics. It prepares students for interscholastic competition in two-man debate, Lincoln-Douglas, extemporaneous speaking, original oratory, and Student Congress. This course will require considerable research in school, public and college libraries. It will require written compositions in affirmative cases and negative blocks, and other original persuasive speeches. Students will be required to develop and maintain files on the debate resolution. Tournament competition is a requirement of this course. Debate can be used for a fourth Communication Arts credit for graduation; buy may not count for an English credit toward college entrance requirements. Students are admitted to this course by teacher permission only. Course may be repeated for credit. Prerequisite: Introductory Speech. Debate is a prerequisite for Advanced Debate.

Introductory Speech [0480] (1 unit, Gr. 9-12) Introductory Speech is a course for students who want to learn to think clearly and express themselves effectively before an audience. The course prepares students for college and their careers. Students are provided opportunities to increase their fluency as a speaker, and develop their self-confidence. The course covers multiple aspects of public speaking and gives the student practical experience through participation. The course introduces the beginning speech student to a study of poise, use of body and voice, public speaking, oral interpretation of literature, and beginning argumentation. This is not a speech correction class.

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

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

IV. FOREIGN LANGUAGE

Foreign language instruction is increasingly important both in preparation for college entrance and for living in a world where travel to non-English speaking countries is common. Five foreign languages are offered to allow students to choose the language that best fits their interests and future plans. Many colleges and universities require a minimum of two units of the same foreign language for entrance. All students, and particularly college-bound students, will benefit from the study of one or more foreign languages and cultures. Students should consider enrolling in 4-5 units of foreign language study. Scholars are predicting that students who have achieved a high degree of fluency in a foreign language, and who combine that fluency with whatever course of study they choose, will have a career edge in the 21st Century.

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

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

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

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

French V - VI ♦[0547 - 0548] (1 unit, Gr. 11-12) This advanced course is conducted in French for students interested in careers in communications or international business and for students who wish to prepare for college placement language exams. Students from both levels are scheduled into the same class, and units in the curriculum alternate every two years so that students may take both credits. Units of study include longer and more complex readings, grammar, conversation, Customs, and traditions. Prerequisite: Successful completion of French IV.

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

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

German III-IV ♦[0515- 0516] (1 unit, Gr. 10-12) This course continues to develop basic skills in listening, speaking, reading, and writing. Each of these skills is reinforced through application in meaningful contexts. Special emphasis is placed upon the continued development of oral proficiency. Aspects of cultural activities involving the performing arts and literature will receive added attention and be topics of discussion. Prerequisite: Successful completion of German II.

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

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

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

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

Japanese V-VI ♦[0577-0578] (1 unit, Gr. 11-12) In Japanese V-VI, students continue to build on the four language skills: listening, speaking, reading, and writing Japanese within the cultural context. Having already mastered the *kana* syllabaries and 150 *kanji* for recognition, Japanese V-VI students are required to use these three writing systems exclusively. By the end of the course, students will have mastered approximately 200+ *kanji*. Emphasis is on independent work. Prerequisite: Successful completion of Japanese IV-V.

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

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

Latin III-IV ♦[0570-0572] (1 unit, Gr. 10-12) These courses continue the basic skills learned in the two previous Latin courses. In these courses classical Latin authors are read. These courses are open to those who have successfully completed Latin II.

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

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

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

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

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

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

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

V. INTERNATIONAL BACCALAUREATE

Group 1:

IB English III H ♦ [9214] (1 unit, Gr. 11) This course is a chronological survey of American literature which requires students to analyze, synthesize and evaluate the literature read and to often respond in writing. Major papers include opinion, exposition, and research-related compositions. Reading will include novels and drama that illuminate and supplement chronological units. Students enrolled in this class will write the Extended Essay during this course year; 10% of the grade for this course is given for making progress toward completion of the EE. The course assessment also requires an oral component in which students will complete both prepared and impromptu oral presentations.

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

Group 2:

French Pre-Diploma I ♦ [9520] (1 unit, Gr. 9 or 10) This course is designed for Pre-IB students who have had no prior instruction - or limited instruction - in French. In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Any student not in Pre-IB must receive teacher recommendation to enroll. Prerequisite: None.

French Pre-Diploma II ♦ [9530] (1 unit, Gr. 9 or 10) This course is designed for students who have completed French I in eighth grade or Pre-IB French I in ninth grade or who show proficiency at that level. In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Non-IB students must receive teacher approval to enroll. Prerequisites: 8th Grade French I, Pre-IB French I, or teacher recommendation.

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

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

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

Spanish Pre-Diploma I ♦ [9580] (1 unit, Gr. 9 or 10) This course is designed for Pre-IB students who have had no prior instruction - or limited instruction - in Spanish. In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Any student not in Pre-IB must receive teacher recommendation to enroll. Prerequisites: None.

Spanish Pre-Diploma II ♦ [9590] (1 unit, Gr. 9 or 10) This course is designed for students who have completed Spanish I in eighth grade or Pre-IB Spanish in ninth grade or who show proficiency at that level. In order to prepare for IB examinations, this course has a more intensive, broad-based curriculum and faster paced instruction. Non-IB students must receive teacher approval to enroll. Prerequisites: 8th Gr. Spanish I, Pre-IB Spanish I, or teacher approval.

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

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

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

Group 3:

IB Twentieth Century World History ♦[9777]

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

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

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

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

Prerequisite: World History Honors

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

IB SL Psychology ♦[9930] (1 unit, Gr. 11 and 12) This course explores a broad range of scientific explanations of human behavior, taught from various perspectives. The study of the **biological, cognitive, and learning perspectives** are required for the SL exam in addition to the study of one or two optional perspectives:

1. Comparative psychology
2. Cultural psychology
3. The psychology of dysfunctional behavior
4. Health psychology
5. Lifespan psychology
6. Psychodynamic psychology
7. Social psychology

This course requires students to complete a simple psychological experiment that includes knowledge of APA ethics, descriptive statistics, and research methodology. Pre-requisites: Students must have taken or be enrolled in another IB course.

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

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

IB Theory of Knowledge ♦[9000] (1/2 unit, Gr. 12) This is a course designed to guide the student toward reflections on his/her academic experiences among the headings of Language, Logic, Perception, Mathematics, Natural Sciences, Human Sciences, History, Ethics and Aesthetics. Concepts such as Opinion, Belief, and Truth will be examined. The purpose of the course is to stimulate critical reflections upon the knowledge and experiences acquired both inside and outside the classroom, to gain an appreciation of the problems of knowledge, to evaluate the basis of knowledge and experience, and to develop a personal mode of thought based on critical examinations of evidence and argument. Prerequisites: Students must be working toward the IB diploma.

**IB Information Technology in A Global Society (ITGS)
Journalism II ♦[9450] (1 unit, Gr. 11-12)**

**IB Information Technology in A Global Society (ITGS)
Media II ♦[9458] (1 unit, Gr. 11-12)**

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

Group 4:

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

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

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

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

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

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

IB Environmental Systems ♦[9720] (1 unit, GR 11 or 12)

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

Group 5:

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

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

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

IB Computer Science ♦ [9692] (1 unit, Gr. 11 or 12)

Students will be expected to fulfill the following objectives:

- Demonstrate an understanding of terminology, concepts, process, structures, techniques, principles and systems of computing.
- Analyze, discuss and evaluate terminology concepts, processes, structures, techniques, principles, systems and consequences of computing.
- Construct a large project demonstrating computing concepts using the Java programming language.

Students at the SL level will study systems life cycle and software development, program construction in Java, and computing system fundamentals; HL study will cover computer fundamentals and file organization. Prerequisites: advanced computer programming.

Group 6:

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

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

Assessment consists of:

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

Prerequisites: Drama II or teacher permission

IB Portfolio Art ♦ [9045] (1 unit, Gr. 11 or 12)

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

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

This course is designed to be the sixth subject for a student in the IB Program and/or for students preparing to study music at the college level. The course is designed through the study of Music History, Music Theory, Music Composition and Music Performance to help students learn to understand, listen to, perform compose, notate, perceive, and analyze music intelligently using appropriate terminology. Students who choose the SL IB Music exam are required to complete one of the following options and students who choose the HL IB Music exam must complete all three:

- Group Performance
- Solo Performance
- Music Composition

VI. MATHEMATICS

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

Advanced Computer Programming [0694] (1/2 unit, Gr. 11-12)

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

Algebra I [0610] (1 unit, Gr. 9-12)

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

Algebra II ♦ [0620] (1 unit, Gr. 9-12)

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

AP Calculus ♦ [0695/0696] (1 or 1 1/2 units, Gr. 11-12)

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

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

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

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

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

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

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

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

Integrated Algebra II [0625] (1 unit, Gr. 10-12) Students who have successfully completed Algebra I and Geometry or successfully completed Integrated Math 3 may consider taking this course. Integrated Algebra II includes a review of topics from Algebra I and new topics may include matrices, complex numbers, conic sections, polynomial functions, logarithms, data analysis and probability. This course cannot be used as a prerequisite for Mathematics Analysis/Trigonometry and is non-weighted. Possible follow up courses include: Discrete Mathematics I, Discrete Mathematics II, Computer Programming, and College Algebra. Prerequisites: Algebra I and Geometry, or Integrated Math 3.

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

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

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

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

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

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

Introduction to Computer Programming [0692]

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

Mathematical Analysis/Trigonometry ♦ [0690]

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

Mathematical Functions [0655] (1/2 unit, Gr. 10-12)

Students in this course will study, extend upon, and explore real life applications for the concepts of sequence, series matrices, determinants, functions, composition of functions, exponential functions, logarithmic functions, and conic sections. Prerequisite: C or better in Algebra II or Integrated Algebra II.

VII. NATURAL SCIENCES

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

Advanced Biology ♦ [0710] (1 unit, Gr. 11-12) This is an advanced course in life science which includes extensive laboratory work and scientific research. Students will focus on hands-on genetics research, epidemiology, cellular biology and current issues in biological sciences. Students should schedule this course if they are interested in living systems, planning careers such as medicine or biological research and/or pursuing the postsecondary biology major. This course does not include animal dissection. This course is designed for high school Juniors and seniors (sophomores enrolled in the IB program at Central High School may take this course). Prerequisites: Integrated Science or Integrated Science Honors, General Biology or General Biology Honors and General Chemistry. Dual credit may be available.

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

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

AP Physics ♦[0765] (1 unit, Gr. 12) Advanced Placement Physics will serve as a course to further investigate the principles of physics on a more in-depth mathematical level. Topics will include: kinematics, Newton's law of motion, work, energy and power, systems of particles/static, rotational motion, oscillations, and gravitation. These topics are studied at a very intense level, and success in this course would prepare students for the AP Physics C - Mechanics test. Prerequisites: Concurrent enrollment in or completion of Calculus. and successful completion of Physics I with teacher recommendation or successful completion of Physics II. In the event a student drops Calculus, they would also be required to drop AP Physics.

Anatomy and Physiology ♦[0727] (1 unit, Gr. 11-12) This lab course is an in-depth study of the specific functions and structures of the tissues, organs, and systems of the human body. This course demands independent study and extensive preparation outside of class. Rigorous laboratory activities and mammalian dissection is a required component of this course. Exceptions or accommodations to the dissection requirement will be allowed. Prerequisites: Integrated Science or Integrated Science Honors and General Biology or General Biology Honors (General Chemistry is strongly recommended). Dual enrollment credit may be available.

Earth/Space Science [0740] (1 unit, Gr. 10-12) Earth/Space Science a laboratory course that integrates the study of Earth with the characteristics of the solar system and builds upon those concepts introduced in middle school science courses. The study of the Earth will include its history, composition structure, atmosphere and its place in the universe. The characteristics of the solar system include the motion of the universe and its structures. The tools required for space exploration will also be studied. Students attending schools on the 4-block schedule may enroll in Earth/Space Science second semester of ninth grade. Prerequisite: Integrated Science or Integrated Science Honors

Earth/Space Science H ♦[0745] (1 unit, Gr. 10-12) Earth/Space Science Honors is an accelerated laboratory course which integrates an in-depth study of Earth and specific characteristics of the solar system. The study of the Earth will include its history, composition, structure, atmosphere and its place in the universe. The characteristics of the solar system include the motion and structure of the universe, and the tools utilized for space exploration. A research project and presentation will be required in Earth/Space Science Honors. Students attending schools on the 4-block schedule may enroll in Earth/Space Science Honors second semester of ninth grade. An Earth/Space Science Honors district assessment exam will be administered to all students enrolled in this course at the end of the school year. Results will be calculated into the student's final course grade. Prerequisite: Successful completion of Integrated Science or Integrated Science Honors. Dual credit may be available.

Environmental Chemistry [0720] (1 unit, Gr. 10-12) This course provides students an opportunity to discover what chemistry is about without moving into highly theoretical and mathematical studies. Laboratory investigations will encompass a large portion of course work. Many of the basic concepts of chemistry will be investigated, including the structure of matter and the application of chemistry to the environment and to society. This course is less problematic than General Chemistry and may not provide a sufficient preparation for college chemistry courses as does the General Chemistry course. Prerequisite: Integrated Science or Integrated Science Honors.

General Biology [0700] (1 unit, Gr. 10-12) General Biology provides an overview of the processes of living things, from the cellular level to the biosphere. It is a valuable course for any student, especially those requiring a general knowledge of biology for postsecondary study or careers in the fields of health or environmental sciences. Laboratory activities integrating scientific investigation and process skills make up an important component of this course. Students attending schools on the 4-block schedule may enroll in General Biology second semester of ninth grade. Prerequisite: Integrated Science or Integrated Science Honors.

General Biology H ♦[0705] (1 unit, Gr. 10-12) General Biology Honors is an accelerated investigative laboratory course with in-depth analysis into the various facets of living things and the environment. Laboratory experiences make up a significant component of course-work. General Biology Honors is a recommended for students interested in a postsecondary education science major and/or a professional career related to the life sciences. A research project and presentation will be required in General Biology Honors. Students attending schools on the 4-block schedule may enroll in General Biology Honors second semester of ninth grade. A General Biology Honors district assessment exam will be administered to all students enrolled in this course at the end of the school year. Results will be calculated into the student's final course grade. Prerequisite: Successful completion of Integrated Science or Integrated Science Honors.

General Chemistry ♦ [0730] (1 unit, Gr. 10-12) General Chemistry is an honors level course that involves the analysis of chemical concepts and the application of algebraic skills. This is a college preparatory course for those students planning careers in medicine, chemistry, engineering, or other fields that depend on knowledge of chemistry. Laboratory work is a very important part of this course. Students attending schools on the 4-block schedule may enroll in General Chemistry, second semester of ninth grade. Prerequisites: Successful completion of Integrated Science or Integrated Science Honors and Algebra I.

Integrated Science [0717] (1 unit, Gr. 9) Integrated Science is a required science course That uses technology, laboratory experiences, problem solving and critical thinking skills to enhance science understanding for students of all ability levels. An integrated and thematic approach will be used to investigate basic physics and biological science concepts, scientific processes and inquiry. Successful completion of this course is a prerequisite to all other subsequent high school science courses.

Integrated Science H ♦ [0718] (1 unit, Gr. 9) Integrated Science Honors is an advanced first year course for high school students. This course is designed to provide students the opportunity to focus on specific physical and biological scientific theories and principles. Students will utilize technology, laboratory activities, problem-solving and critical thinking skills to enhance understanding, and application of scientific reasoning. Extensive independent research and class preparation will be expected of all students enrolled in this course. *Students enrolled in Integrated Science Honors will be required to complete a research project or paper for entry into a regional science competition event.* An Integrated Science Honors district assessment exam will be administered to all students enrolled in this course at the end of the school year. Results will be calculated into the student's final course grade. Successful completion of this course is a prerequisite to all other subsequent high school science courses. Prerequisite: Successful completion of eighth grade science.

Introductory Biology [0715] (1 unit, Gr. 10-12) Introductory Biology provides students an opportunity to study introductory biological principles and their relationship to everyday experiences. Investigation of life science concepts through hands-on laboratory activities make up a significant component of this course. Introductory Biology will allow students to develop an understanding and appreciation of living systems and how they interact within their environment. This course meets A+ standards. Students attending schools on the 4-block schedule may enroll in Introductory Biology second semester of ninth grade. Prerequisite: Integrated Science and teacher recommendation.

Marine and Environmental Studies [0713]

(1/2 unit, Gr. 10-12) Marine and Environmental Studies is a field expedition course offered in two unique settings. Under teacher supervision, students attend fall evening sessions to study and conduct research on marine environmental topics. Evening sessions also include snorkeling instruction and water safety classes. During spring break, the class travels to an oceanography institute to complete their research in the field. Marine and Environmental Studies is a valuable course for any student especially those requiring a general knowledge of biology and science. Prerequisite: Integrated Science, teacher recommendation, completion and submission of formal application by deadline date (October) and required travel/lodging fees.

Physics I ♦ [0750] (1 unit, Gr. 10-12) Physics I is a course in which laboratory work is very important. In this course, students will investigate linear motion, momentum energy, waves, light and sound. Physics I will provide a solid content knowledge base required for advanced study in Physics II and/or AP Physics. Students attending schools on the 4-block schedule may enroll in Physics I second semester of ninth grade. Prerequisite: Integrated Science or Integrated Science Honors and Geometry

Physics II ♦ [0760] (1 unit, Gr. 10-12) Physics II is a continuation of Physics I. In this course students will investigate rotational motion, torque, angular mechanics, thermodynamics, relativity, quantum theory, nuclear physics, electricity, and magnetism. This course is designed for college bound students interested in pursuing a science related field. Students will be qualified to sit for the AP Physics B examination. Prerequisites: Physics I, Algebra II or concurrent enrollment and evidence of a strong background in math/science skills. .Dual Credit may be available.

Scientific Research and Design [0748] (1/2 unit, Gr. 10-12)

Scientific Research and Design is an innovative course based on individualized instruction. This course provides the means for students to design and to develop experimental research project(s) under direct teacher supervision. Students will be involved in: writing research proposals, designing research projects based on sample models, application of technological procedures and equipment in experimentation, collecting data, communicating ideas and findings through presentations/papers and preparation for scientific research competitions. The course fosters a cross-disciplinary approach linking basic science concepts, communication and mathematics skills and promotes creativity, self-discipline, problem-solving, research, and critical thinking. Students may repeat this course for an additional 1/2 unit of credit if preparing a research project for submission to the Ozarks Regional Science and Engineering Fair. Prerequisites: Integrated Science, one other science course (not including Research and Design), teacher and proposed research plan approval.

Summer School Science - Fifth Quarter Science enrichment courses are offered in Fifth Quarter Summer School. The following science courses may be offered: Zoo Science (1/2 unit, Gr. 10-12), Aquatic Studies (1/2 unit, Gr. 10-12) and Meteorology (1/2 unit, Gr. 10-12).

VIII. SOCIAL STUDIES

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

Advanced Placement Courses in Social Studies are offered in response to demand at each school. Course titles include: Government and Politics, American and Comparative Government, Economics, European History, United States History, Psychology and Human Geography. All courses include critical analysis of content, research and extensive reading and writing. Each course is designed to prepare students for Advanced Placement tests in the respective subject.

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

AP European History ♦[0945] (1 unit, Gr. 11-12) This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European history from approximately 1450 to the present, that is, from the High Renaissance to the recent past. Study includes intellectual-cultural, political-diplomatic and social-economic history. The course is equivalent to one college semester. Dual credit may be available.

AP US Government & Politics ♦[0815] (1 unit, Gr. 11-12) This course focuses on the government and politics of the United States by analyzing the U.S. Constitution, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of the national government, and civil rights and civil liberties. AP examination is administered for this course which is the equivalent of one college semester. Dual credit may be available.

AP Comparative Government & Politics ♦[0825] (1 unit, Gr. 11-12) This course provides a good basic understanding of the world's diverse political structures and practices by analyzing sources of public authority and political power, the relationship between state and society, the relationships between citizens and states, political and institutional frameworks and political change. Comparisons focus on five core countries. AP examination is administered for this which is the equivalent of one college semester. Dual credit may be available.

AP Human Geography ♦[0842] (1 unit, Gr. 11-12) AP Human Geography emphasizes the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth-century Europe. It shows how the discipline has evolved into the study of diverse peoples and areas organized around a set of concepts. This discussion of the evolution of the discipline helps students understand how human geography is related to the remainder of the field. The course introduces students to the importance of spatial organization - the location of places, people, and events, and the connections among places and landscapes - in the understanding of human life on Earth. Geographic concepts emphasized throughout the course are location, space, scale, pattern, regionalization, and place. A significant outcome of the course is students' awareness of the relevance of academic geography to everyday life and decision making. Dual credit may be available.

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

AP United States History ♦[0780] (1 unit, Gr. 11-12) This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History and is equivalent to two college semesters. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Dual credit may be available.

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

American Civil War [0855] (1/2 unit, Gr. 9-12) This course covers the American Civil War era from the earliest seeds of disunion at the Constitutional Convention to the end of Reconstruction. Particular attention will be given to events that unfolded in Missouri, the Ozarks, and the Trans-Mississippi Theater and the subsequent results in the region. Strands of the Social Studies Curriculum, economics, government, geography, multicultural and current perspectives and citizenship, will be utilized to understand this period of history.

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

Asian Studies [0810] (1/2 unit, Gr. 11-12) This course is an introduction to the major cultures of Asia-Japan, China and India. Under the various headings of geography, history, art, architecture, literature, social and political institutions, agriculture, and industrial development, cultures are examined to give the student a total impression of the contribution the people of these nations have made to the world.

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

Liberty and the Law [0890] (1/2 unit, Gr. 11-12) This course is designed to meet the needs of juniors and seniors for becoming informed and active adult citizens. The major topics covered include introduction to government, Federal Legislative Branch, Federal Executive Branch, Federal Judicial Branch, political parties, electoral processes and voting, state and local government, comparative government and U.S. Foreign Policy. In addition to other requirements to receive a passing grade, students will be expected to demonstrate, through examinations, their knowledge and understanding of the basic provisions and principles of the Constitution of the United States and the State of Missouri as prescribed by state law.

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

Practical Economics [0922] (1/2 unit, Gr. 11-12) In this course, students will study the principles of economics. The students will learn to explore and clarify attitudes towards the American economic system and to acquire the skills necessary to function as informed citizens and consumers in that system. This course will be beneficial to all students with emphasis on the practical life skills applicable to economics. This course is offered in both social studies and practical arts/business education. Please check your local high school Selection of Studies Blank for department offerings.

Psychology [0930] (1/2 unit, Gr. 11-12) This course is designed for students who would like to learn more about human behavior. Among topics which students will explore are how people perceive, think, remember and learn. In addition, personality, psychological development, consciousness, attitudes, intelligence and mental health will be studied.

Sociology [0940] (1/2 unit, Gr. 11-12) This course is designed for students who would like to learn more about how people behave in their group and the effect of behavior on life-styles, personality, the family, social classes, status and role, population changes, prejudices and discrimination, and generation conflicts.

U.S. History in the 20th Century [0770] (1 unit, Gr. 9) This course concentrates on United States history from 1900 to present. Some of the topics studied are the “Twenties and the Depression”, “America’s Emergence as a World Power”, “World Wars I and II”, and the “Fifties, Sixties, Seventies and Eighties”, as well as other social, political, economic, and military events that have had a major impact on shaping the United States as it is today.

U.S. History in the 20th Century H ♦ [0772] (1 unit, Gr. 9) This course focuses on United States History from 1900 to the present. Students will be given the opportunity to become involved in rigorous learning activities requiring critical thinking, library research, writing, making inferences, generalizing, and drawing conclusions. Major social, political, economic and military events and themes of the 20th Century will be explored.

World Geography [0840] (1/2 unit, Gr. 11-12) This course provides a regional view of the world by examining issues of the major regions. Both physical and cultural geography are addressed. Economic, social, and political relationships are investigated through the study of humans interacting with the earth and each other.

World History [0775] (1 unit, Gr. 10) This course is a survey of world history and cultures of the world with an emphasis on the Modern Era from the Renaissance to the present. The focus of the course is the major ideas, people and events from the eastern and western hemispheres that shaped our world today. Major units include renaissance and reformation, non-European civilizations, imperialism, and twentieth century topics for research.

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

IX. PRACTICAL ARTS/CAREER EDUCATION

Business Education

A study of business education courses provides an opportunity to acquire skills necessary for immediate employment in the business world as well as background for additional training in many areas. Students also acquire knowledge which will be of value to them in their personal lives as they learn how to manage their own business affairs more efficiently. Because of the technological world of today, good keyboarding skills are essential for everyone, regardless of future educational or career plans.

Accounting I [0960] (1 unit, Gr. 10-12) This course gives the student training in fundamental accounting principles and QuickBooks software. Students will apply basic accounting concepts by creating balance sheets, income statements and capital statements both manually and on a computer. This course will help students explore related business fields in which some accounting knowledge and application is needed. Students will complete an accounting cycle for proprietorships and corporation. A course in accounting is required for all business majors in college. Two hours of free college credit is available through the OTC articulation agreement.

Accounting II [0965] (1 unit, Gr. 11-12) This course will provide hands-on experience with Peachtree software and an in-depth study of cost accounting, depreciation, bad debts accruals, prepaid expenses, unearned revenue, etc. for corporations and partnerships. Prerequisite: Students earning a “C” or higher in Accounting I may enroll in this course. Four hours of free college credit is available through the OTC articulation agreement.

Business Concepts [0950] (1 unit, Gr. 9-12) Business Concepts stresses job-seeking skills, consumer decision-making, and economic citizenship. Students will gain knowledge in providing and using goods and services and learn strategies to become more efficient in managing personal business. Areas of study will be business ownership and organization, business ethics, banking and investment, credit, insurance, budgeting, government services, international business, exploration of career opportunities, and the development of research and communication skills.

College Computer Applications [1046] (1/2 unit, Gr. 11-12) This class is designed to enhance and advance computer skills which were developed in Computer Applications. Students will use word processing, spreadsheet, database and presentation software to produce advanced spreadsheets, charts, presentation, documents and publications. File management, maintenance, integration, and Internet research skills will be incorporated. Enrollment is limited to juniors and seniors. Sophomores may enroll only with instructor approval. Prerequisite: Computer Applications. Three hours of free college credit is available through the OTC articulation agreement. Students also may enroll for dual credit with MSU.

College Computer Keyboarding [1036] (1/2 unit, Gr. 9-12) In this course emphasis is placed on developing improved computer keyboarding skills as they relate to the business world. Basic elements of the course include the formatting and production of factual information pertaining to typing tabulation problems, outlines, drills, referenced reports, navigating the Internet, and editing typed copy. Emphasis is also placed on composing original documents. Ethical conduct as it relates to software and copyright laws will be emphasized. Prerequisite: Computer Keyboarding. Three hours of free college credit is available through the OTC articulation agreement.

Computer Applications [1045] (1/2 unit, Gr. 10-12) This course is designed to present and incorporate computer skills necessary for success in college and business environments. Emphasis will be placed on using applications software including word processing, database, spreadsheet, and presentation software. This course will also cover Internet navigation, the operation of the computer system, the development of computers, and ethical use of computers. Prerequisite: Computer Keyboarding.

Computer Keyboarding [1035] (1/2 unit, Gr. 9-12) This course is designed to introduce the student to the correct keyboarding techniques, basic word processing skills, and personal applications of typing. Emphasis is placed on typing personal and business letters and one- and two-page reports.

The student will be introduced to the 10-key number pad. A student who anticipates taking further business courses in high school or college or entering the work force upon graduation is encouraged to take a full unit of computer keyboarding.

Desktop Publishing/Multimedia [1065] (1 unit, Gr. 11-12) In this course, students will learn the basics of print and electronic design and creation. Fundamentals of design, use of font, and color and graphics will be presented and used to prepare advertisements, brochures and web pages. This course will also cover multimedia components. This course will provide students with marketable skills in print and web page design. Prerequisite: Computer Applications.

Entrepreneurship [1040] (1/2 unit, Gr. 11-12) Entrepreneurship is designed to allow students the opportunity to explore the diverse aspects of owning and operating their own business. Course content includes business communications, employee/interpersonal relationships, problem-solving techniques, financial records and responsibilities, international business, e-commerce, management skills, and market analysis. Students will develop an effective business plan.

Network Administration [0995] (1 unit, Gr. 11-12) The complex demands of computing in the business world require a working knowledge of networking administration. Students who complete this course will be exposed to the skills necessary to qualify for entry-level positions as network technicians, computer technicians and network cable installers. Students will be instructed on the installation and deployment of network servers, server operating systems, and related problems on the network. Students will gain an understanding of network security policies and will be proficient in the use and administration of network resources including applications and printing.

Personal and Business Law I [0980] (1/2 unit, Gr. 11-12) This course provides students an opportunity to explore laws that affect businesses, consumers, and young adults on a daily basis. The terminology will help the student understand the legal processes which are discussed in the media as well as those processes which directly affect him/her. The basics of everyday law concerning buying and selling, entering into contracts as a consumer, business crimes, computer crimes, torts, functions of courts, and many other areas of life are emphasized.

Personal and Business Law II [0985] (1/2 unit, Gr. 11-12) This course emphasizes the practical application of entering into contracts, implied or expressed. The terminology will help the student understand the legal processes which are discussed in the media as well as those processes which directly affect him/her. Emphasis is placed on advanced concepts of everyday law concerning buying and selling, entering into contracts, business crimes, computer crimes, torts, functions of courts, and many other areas of life. Prerequisite: Personal and Business Law I.

Personal Finance [0975] (1/2 unit, Gr. 10-12) This course is designed to help students apply decision-making skills to earning and spending an income, establishing and enhancing savings and investments, purchasing insurance, using credit and managing money. Students with a basic understanding of finance are more confident and competent in making financial decisions, building their careers and acting as informed citizens.

Practical Economics [1047] (1/2 unit, Gr. 11-12) The study of economics utilizes the scientific method in analyzing the activities of individuals, groups, and governments as they use available resources in the production and the distribution of goods and services. The course will address economics in four broad categories: Foundations, Microeconomics, Macroeconomics, and World Economic Issues. Economics integrates the study of current events, history, geography, government, citizenship and how various groups contribute to economic life.

Technology Education

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

Advanced Woodworking [1130] (1/2 unit, Gr. 11-12) This is a hands-on laboratory course that encourages the student to achieve a high level of competency in the area of cabinet making and design. The student is expected to design and complete a project to specifications. Prerequisite: Wood Technology.

Computer Aided Design-Architecture [1072]

(1 unit, Gr. 11-12) This course provides opportunities for the student to further develop skills acquired in the Integrated Technology Concepts classes. The student will explore the career opportunities, principles, and processes of architectural drafting technology. Emphasis is placed on learning visualization, the vocabulary, and the basic commands of computer aided design software. CAD-Architecture introduces students to the essential knowledge base of architecture and provides a foundation in design and study skills.

Computer Aided Design-Mechanical [1073]

(1 unit, Gr. 11-12) This course provides opportunities for the student to further develop skills acquired in the Integrated Technology classes. This course presents basic mechanical drafting principles and techniques. Correct application of computer aided design techniques and command are also emphasized and integrated throughout the course to provide a solid foundation for future CAD classes. Career opportunities, principles, and processes of the CAD field will be emphasized utilizing industry accepted computer aided design software.

Home Maintenance and Repair [1090] (1/2 unit, Gr. 10-12) This course will give the student a basic understanding of common tools and repair techniques necessary to maintain a home. The student will learn by making repairs on actual structural components of the home using appropriate tools, materials and processes. The course will offer practical advice about when to seek professional help.

Integrated Technology Concepts I [1060]

(1/2 unit, Gr. 9-10) This is a cooperative learning course designed to introduce students to the technologies utilized in communication, construction, manufacturing and the bio-related industrial world. Students will work in a self-directed format to explore technologies that are reinforced by hands-on activities requiring research and critical thinking that culminates in a group project. Students will explore various technology-related career opportunities on a local and global basis.

Integrated Technology Concepts II [1062]

(1/2 unit, Gr. 9-10) This course is a continuation of Integrated Technology Concepts I, which is a cooperative learning course, designed to introduce students to the technologies utilized in communication, construction, manufacturing and the bio-related industrial world. Students will work in a self-directed format to explore technologies that are reinforced by hands-on activities requiring research and critical thinking that culminates in a group project. Students will explore various technology-related career opportunities on a local and global basis. Integrated Technology Concepts II provides opportunities for students to explore technologies in greater depth and variety than in Integrated Technology Concepts I. The student is engaged in a problem-solving process that draws on a variety of knowledge and resources. The focus of Integrated Technology Concepts II is to increase the imagination and problem-solving abilities through structured situations. Prerequisite: Integrated Technology Concepts I.

Materials and Processes [1125] (1/2 unit, Gr. 9-12) In this course the student will complete hands-on activities using metal, plastic, wood and composite materials. Various processes for manipulating these materials, such as heating, bending, cutting, gluing, sanding, buffing, staining and coating will be explored. Activities will include examination of local and global career opportunities and utilization of team and individually based problem-solving exercises related to the work place.

Principles of Engineering [1082] (1/2 unit, Gr. 11-12)

Engineering scope, content, and professional practices are presented through practical applications. Students in engineering teams apply technology, science, and mathematical concepts and skills to create designs and solve engineering design problems. Students research, develop, test and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Prerequisite: Algebra I and one of the following: Integrated Technology Concepts I; Materials and Processes; CAD-Architecture; or CAD-Mechanical.

Project Lead the Way (PLTW) – Introduction to Engineering Design [1063] (1 unit, Grades 9-12) This course is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, engineering standards, research and analysis, technical documentation, global and human impacts, communication methods, and teamwork. Using a powerful Computer Aided Design System, students learn the product design process through creating, analyzing, rendering and producing a model to create solutions to various challenges. IED is one of the PLTW sequence of courses.

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

Wood Technology [1115] (1/2 unit, Gr. 10-12) This is a hands-on course designed to build on skills developed in Materials and Processes. Individual and group problem solving and wood working projects are included. This course will guide the student through career orientation and discussions of the economic impact of the wood working industry on the economy. The student will develop an appreciation of craftsmanship and completion of goals. Prerequisite: Materials and Processes. Hillcrest has no prerequisite.

Family and Consumer Sciences

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

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

Child Development II (Career Exploration) [1185] (1 unit, Gr. 11-12) This course provides students the opportunity to apply and expand knowledge acquired in Child Development and Parenting. During the scheduled class period, students will experience working as an intern at a local childcare facility with classroom instruction. Students will be responsible for their own transportation to and from the work site. Prerequisites: Successful completion of Child Development and parenting and recommendation of Child Development teacher. Those students repeating this internship will be expected to perform extensive teaching activities. Four hours of free college credit is available through the OTC articulation agreement. Course may be repeated for credit.

Contemporary Living [1230] (1/2 unit, Gr. 11-12) This course will help students learn the skills needed for personal independence. Students will have laboratory and educational experiences in practical skills such as comparison shopping, fact finding and purchase analysis. Students will investigate money management practices in the areas of budgeting, investing, borrowing, saving and insuring. Students will learn how they influence our private enterprise market system as consumers, producers and citizens. Areas of study include: economic choices; the consumer and the market place; buying goods and services; the consumer and credit; buying the basics, such as clothing, food and automobiles; the consumer and housing; financial security; and the consumer and the U.S. economy. The class is helpful to all students in their roles as consumers.

Culinary Arts and Food Preparation [1150] (1 unit, Gr. 10-12) This is an advanced course in the study of foods and nutrition for healthful living. Students will learn to purchase, prepare, and serve nutritious meals. Laboratory experiences will provide students the opportunity to prepare foods for holiday meals, formal and informal entertaining, and international cuisine. Areas of study include: food and its effects on your life; sanitation, preservation, and storage of food; selection, use, and care of food preparation equipment; food purchasing for the family; planning, preparing, and serving family meals; holiday and special occasion cookery; preparing ethnic foods (Chinese, Italian, Mexican, etc.); table service and appointments; special diets for healthful living; and career opportunities in nutrition and food service. In this class, students will gain knowledge about food preparation and nutrition that they can use in everyday life, now and in the future.

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

Family and Consumer Resource Management [1205] (1/2 unit, Gr. 10-12) Understanding and managing personal finances are keys to one's future financial success. This course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal finance success. The Missouri Department of Elementary and Secondary Education competencies for Personal Finance are embedded in this course.

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

Fashion Design and Merchandising [1160]

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

Foods and Nutrition [1145] (1/2 unit, Gr. 9-12) This is an introductory course designed to provide students with information about food and nutrition that they can use in everyday life. This course focuses on the latest dietary recommendations to help one make healthy food choices. Guidelines for selecting appliances, establishing a family food budget, and buying and storing foods will assist students in making wise consumer decisions. Laboratory experiences on basic cooking techniques will give the student background needed to prepare a wide variety of foods.

Interior Design and Housing Trends [1210]

(1 unit, Gr. 11-12) Housing is an essential need for everyone. In this course, students will learn that a home is more than a shelter and must meet their physical need for comfort, safety, and health, their physiological need for privacy and security and their social need for interpersonal relationships, self expression, and relaxation. The classroom laboratory provides opportunities for the student to design, decorate, and furnish a home. The many career opportunities in housing and home furnishings will be investigated. Areas of study include: types of trends in housing; choosing a place to live; housing and the economy; rights and responsibilities of housing; design and structure of housing; life styles and designs for the individual; personalizing interiors; application of design principles and theory; home repair, maintenance, furnishings, and interior design. This course is recommended for all students as they plan for their homes and for careers in home construction, home furnishings and decorating in housing, furnishings, and interior design.

International and Specialty Cuisine [1155] (1/2 unit, Gr. 10-12)

An applied product based course in which students will utilize previously acquired knowledge of food principles and preparation in the exploration of challenging new concepts. Emphasis is placed on discovery and implementation of worldwide food preparation and specialty items. This course will also prepare students for continued education or employment in the food service industry. This course is an advanced course in sequence with Culinary Arts and Food Preparation. The course provides the student the option of earning a ProStart certificate, a nationally recognized food service industry certification.

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

Marketing Education

The marketing education program provides students with the fundamental concepts, skill, and attitudes common to all marketing occupations. Marketing skills are useful in any career because they involve understanding business functions on a day-to-day basis, as well as relating and communicating effectively. Marketing activities account for about one in every three jobs in the United States. The program also enhances the marketing competencies learned through on-the-job training as well as participation in DECA, the international association of marketing students.

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

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

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

Orientation to Employment [1237] (3-4 units, Gr. 12) This course is designed to prepare students for the rapidly changing nature of the workplace. Emphasis will be placed on life skills such as consumer economics, financial responsibility, banking, credit services, social security/income taxes, real estate/housing, stocks/securities, and insurance basics. Learning activities will place an emphasis on role playing of current business management/workplace situations and may include role playing, PowerPoint presentations, simulated job interviews, guest speakers, portfolio analysis, and computer interactive projects. Students have the option of manufacturing, technical, office, food service, or medical/health occupation. The student must be at least 16 years of age and work a minimum of 15 hours per week to be eligible for on-the-job credit. The Program Coordinator must approve on-the-job placement.

Retail Fashion Merchandising [1231] (1 unit, Gr. 11-12) This course of study is designed to introduce the student to the retail industry and fashion merchandising. The course focuses on store-based retailers and web-based retailers, retail business strategies, consumer behavior, merchandising techniques, advertising and promotion, retail business functions, legal and ethical issues, trends in fashion and retail fashion merchandising and marketing. Students will develop and present a fashion merchandising promotion plan, analyze buying and merchandising strategies, and will be introduced to retail and fashion merchandising careers.

Supervised Marketing Experience I [1235] (3-4 units, Gr. 12) Students will complete the course objectives listed in Marketing I as well as completing a paid cooperative training experience under the supervision of the Marketing Education Coordinator and the employer. Their training station must meet the following requirements.

1. The occupation should match the career objective of the student.
2. The occupation must provide opportunity for definite learning processes.
3. The occupation should provide experiences in marketing, merchandising and business management.
4. The employer is to provide immediate supervision for the student.
5. The employer should schedule the student trainee during the student's release time from school.
6. Occupations involving contract labor, or enumeration based on commissions only will not be authorized.

Credit is awarded if the student works for a minimum of 20 hours per week and successfully completes work-related assignments. The student is graded by a combined teacher-employer evaluation. Students must provide their own transportation to the job. Students earning a "B" or higher in the Marketing course will receive three hours of free college credit through the OTC articulation agreement.

Supervised Marketing Experience II [1236]

(3-4 units, Gr. 12) In addition to the Marketing II course, the student will complete a paid cooperative training experience in a marketing related business under the supervision of the Marketing Education Coordinator and the employer. The training station must meet all of the same requirements as in Supervised Marketing Experience I. Credit is given if the student works for a minimum of 20 hours per week and successfully completes work-related assignments. The student is graded by a combined teacher-employer evaluation. Students must provide their own transportation. Prerequisite: Student earning a "C" or higher in Marketing I may enroll in this course.

X. MISCELLANEOUS

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

Cabinet [1585] (1 unit, Gr. 9-12) This course is designed for the Student Body President, Vice President and all officers of the executive body of Student Council. Students completing this course will receive one unit of elective credit. The primary focus of this course is to develop leadership skills to prepare students to become life long leaders in the school setting, community and the world. Leadership development will occur through emphasis in these areas: service learning, social activities, development of school spirit, project planning and promoting respect and an awareness of diversity of individuals within the student body and society as a whole. This course may be repeated for credit.

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

Communication Skills [1596] (1/2 unit, Gr. 9-12) Communication Skills introduces students to lifelong communication skills that are important to personal and workplace success. Geared toward students planning a tech prep course of study, the course explores how people communicate, both individually and in groups, and introduces students to simple strategies that will allow them to express themselves more effectively and confidently. Activities include speeches, classroom simulations, and observations of the effective communication of others. Taking Communication Skills, Basic Communication, or Introduction to Speech can be helpful in all career pathways.

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

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

Directions [1595] (1/2 unit, Gr. 11-12) This course is designed to prepare the student with the knowledge and skills necessary for the post-high school environment of college, vocational school, and/or the workplace. Students will research colleges and careers and understand how values and aptitudes affect career choices. Throughout this course, emphasis will be placed on career awareness, problem solving, teamwork, diversity, authority/responsibility, self-management/organization, and decision-making. This program is designed for all students.

Driver Education [1540] (1/2 unit, Gr. 9-11) Driver education is recommended for all sophomore students. The course provides one-half unit of credit to be applied toward graduation requirements. Driver Education includes classroom instruction and optional behind the wheel driving and observation. The behind-the-wheel section of the course is provided by the Safety Council of the Ozarks and includes 3 hours of on-street driving and 3 hours of observation of on-street driving. A fee is required for behind-the-wheel instruction. The fee based program has received support from various parts of the R-XII community. Financial support has also been extended with the hope that no student would be deprived of the opportunity to take part in a driver education program due to financial circumstances. If you have a need and would like to explore this opportunity, contact your guidance counselor.

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

Humanities [0046] (1 unit, Gr. 11-12) Humanities is an elective course open to all juniors and seniors, which explores the interrelationships of all academic disciplines. The course is designed to study mankind's history in terms of art, architecture, religion, music, dance, drama, literature and science. The student gains a concept of his/her identity and self-worth by surveying the whole of man's creativity rather than unrelated strands.

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

JROTC

The JROTC courses of study are part of the school's overall curriculum. Its flexibility permits it to be adapted to the needs of both the students and the school. To gain maximum benefit, cadets are encouraged to enroll in JROTC in their Freshman year and to remain in the program through their Senior year. Currently offered only at Hillcrest.

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

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

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

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

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

Teacher Mentoring [3040] (1/2 unit, Gr. 11-12) This course will allow students the opportunity to work with a teacher in an educational setting. Each student "mentee" must find a teacher who is willing to serve as a Teacher Mentor. Teachers are not required to be a Teacher Mentor and may refuse to take any student for any reason. The student will learn by observing, documenting, and performing the many duties of a teacher. These jobs may include: setting up labs, learning about the time and components involved in lesson planning, learning the responsibilities of a teacher, tutoring individual students, working with computers, and other related tasks of a teacher. This course may be repeated for a credit.

Tutoring [3020] (1/2 unit, Gr. 11-12) The intent of this course is to provide training and tutoring opportunities for A+ students. Students will gain skills in order to assist other students academically. During training students will be introduced to a variety of academic tools for use throughout their tutoring experience, such as learning styles, listening skills, positive reinforcement, and organizational skills. Other topics discussed will include professionalism, appropriate attire, privacy issues, responsibilities, and dependability. Once training is completed, placements will be made by the A+ Coordinator. Tutors will earn approximately 25-35 hours of supervised and documented tutoring in addition to required coursework. To enroll in this class, students **MUST** receive A+ coordinator approval **AND** meet the A+ Schools Program state law requirements (2.5 GPA, 95% attendance, and good citizenship). This course may be repeated for credit.

XI. Ozarks Technical Community College Career and Technical Education

(Information is provided by Ozarks Technical Community College.)

Ozarks Technical Community College (OTC) is accredited through the North Central Association of Colleges and Schools, as well as accreditation of many of the college's career and technical education programs by professional accrediting organizations. Eligible high school juniors and seniors have the opportunity to earn free college credit when enrolled in a Career and Technical Education Program through the OTC Career Center.

OTC Career Center

Enrollment at OTC through the Career Center is an excellent way for eligible high school students to get a jumpstart on their college education, engage in career exploration, prepare for a community college or four-year university, and develop skills needed in today's global economy and workforce. It is estimated that over 85 percent of jobs require training or education past high school. Whether a student plans to pursue a certificate, two or four year degree, or perhaps enter the world of work after completion of high school, the Career Center can help students develop skills. Specialized programs of study are available to high school juniors and seniors. Students are instructed by many of the area's top career and technical educators. Students use state-of-the-art equipment and experience hands-on skills learning. Each year the Director of the Career Center awards OTC scholarships to outstanding seniors representing each of the career and technical education programs.

A College Learning Environment

Most students will find the college learning environment challenging and rewarding. Enrollment can be in either the junior or senior year, or both. Students take a college curriculum in a selected career and technical education program, taught by college instructors. Adult and high school aged students work, learn, and study side-by-side. Students are typically enrolled in two or three college classes each semester and most find the pace fast and rigorous. Students are invited to join the SkillsUSA national organization. SkillsUSA is an applied method of instruction for preparing skilled, high performance workers who excel in the workforce and provides quality education experiences for students in leadership, teamwork, citizenship and character development. Scholarship opportunities are available through SkillsUSA. Students who are enrolled at OTC through the Career Center are protected by the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA rights at the college level should be applied to all students "in attendance" (regardless of age). This means no disclosure (written or verbal) can be made about a student's educational record without prior written consent of the student or proof of dependency.

College and High School Credit

Students attend one-half day of classes, either mornings or afternoons at their high school and then college level courses on the OTC main campus the other part of the day. Students continue to participate in their high school's activities including clubs and sports programs. Each year of enrollment, the student has the opportunity to earn three elective credits

from their high school; on average, most students earn up to 32 hours of college credit when enrolled in a two-year program at OTC. Tuition and transportation are provided by the student's high school. The Career Center loans college textbooks to the student at no cost. Classes meet Monday through Friday and follow the OTC academic calendar schedule. Students enrolled in the morning sessions at OTC begin their college classes at 8:00 am and end at 10:30 am. Afternoon sessions at OTC begin at 12:20 pm and end at 2:50 pm. Students participate in lunch at their high school between sessions.

Recommended Preparation Before Attending OTC Career Center

It is recommended that students determine their interests, skills and abilities before selecting a program of study at OTC. OTC's Career Center Counseling and Assessment offers free career testing and counseling that helps prospective high school students explore program options. Students are better prepared to make program choices based upon interests and individual strengths and weaknesses. To schedule a career assessment, see a high school counselor or call Career Center Counseling and Assessment at 447-6983.

The most successful high school students enrolled in college level courses at OTC are those with a background in math and science, good study and time management skills, and a desire and commitment to learn. Basic computer skills and computer access are also necessary. Successful students work independently or as part of a team and follow guidelines established in a course syllabus. Instructors provide students with a course syllabus that outlines specific course objectives, grading requirements and attendance policy.

Good attendance is extremely important to student success. At the college level it is the student's responsibility to communicate with the instructor in regard to missed lectures, labs, homework and other assignments. Students may make up missed work at the discretion of instructors. Students are expected to be present and punctual in attendance for all scheduled classes and labs. If OTC is in session and the sending high school is not, students are required to attend OTC at the regularly scheduled time. The only exception is when the sending high school is closed due to inclement weather.

Admission and Application Process:

Students who would like to be considered for admission during the 2008-2009 academic year are encouraged to see their high school counselor to review criteria for admission.

- It is necessary for a student to have one-half the units required for graduation at the time fall classes begin (or request a waiver for exception), or have eighteen units of credit if in the senior year.
- It is recommended the student have maintained a 90% daily attendance rate during the current school year.
- It is recommended the student possess a cumulative 2.50 grade point average.
- Students with an IEP or 504 Plan must have successfully completed at least one mainstreamed class of math, science, social studies, or English at their home school. OTC's Disability Support Services provides support to students with disabilities to ensure equal access to college programs and services.

OTC Career Center applications are available from high school counselors or at www.otc.edu. First and second program choices are designated on the application by the prospective student. Students may be placed on a waitlist if their first program choice is not available or enrolled in a second program choice if indicated on the application. A first time application requires a counselor's signature of approval and parent(s) or guardian signature.

Current OTC Career Center students who would like to attend a second year must complete paperwork indicating their desire and preferred program choice. Enrollment is not guaranteed and is based upon the student's past performance, attendance, and recommendation of OTC instructors and the high school counselor.

After the application is completed and returned to the counselor, it is sent to the OTC Career Center for enrollment consideration. Included with the application are copies of the student's educational record, including grades, attendance and when applicable, IEP and 504 Plan. The application is then considered for admission by program instructors and OTC Career Center administration. In some programs, career assessment results from OTC are considered in the application process. A career assessment and personal interview with the prospective student may be requested.

Admission at OTC through the Career Center is a selective and competitive process. Students are encouraged to apply early. Students who apply to OTC before an early March deadline date will be notified in mid-May, of their acceptance status. Applications may be submitted throughout the year. See your counselor for the March deadline date. Students who are accepted to OTC through the Career Center must attend a Career Center student orientation. During the orientation, students complete required registration and enrollment materials. The orientation is held in the summer, prior to the start of fall classes. Information concerning date, time, and location of orientation is mailed to the student during the summer months prior to the beginning of fall classes.

Non-Discrimination Statement:

OTC prohibits discrimination and harassment and provides equal opportunities in its admissions, educational programs, activities, and employment regardless of race, color, religion, gender, national origin, age, marital status, sexual orientation, political affiliation, veteran status and disabilities that include HIV and AIDS, and medical conditions. Bona fide occupational qualifications will be allowed in those instances where age, gender, or physical requirements apply to the appropriate and efficient administration of the position. Any person having inquiries concerning OTC's compliance with these regulations may contact the following: For employment inquiries: Alice Ramey, Title IX & Section 504 Coordinator (417-447-2631) For student inquiries: Julia Bunch, Title IX & Section 504 Coordinator (417-447-8188) Address: 1001 E. Chestnut Expressway Springfield, MO 65802

Career and Technical Education Program Descriptions

Courses may be cancelled due to low enrollment numbers or other factors. Curricula are subject to change. Program changes may occur based upon enrollment/registration trends. Course sequence may vary. Students may be enrolled in related course of study other than those on the Suggested List of College Courses. See the Ozarks Technical Community College catalog or website at www.otc.edu for course descriptions.

Auto Collision Repair Technology [1240] (3 units, Gr. 11-12)

Applicants who will be juniors must complete testing with OTC's Career Center Counseling and Assessment as part of the application process. Please see your high school counselor for information.

The Auto Collision Repair program prepares students for the challenging, ever-changing field of collision repair and related automotive fields. The program is designed for those students who wish to enter the Auto Collision Repair Industry, and is not for the casual enthusiast.

Related Entry-Level Employment Opportunities: Auto body technician, auto refinish technician, frame and unibody repair technician, estimator, and glass installer.

Suggested List of College Courses: ABR 100 Non-Structural Analysis & Repair; ABR 113 Damage Repair Metal Welding & Cutting; ABR 245 Structural Analysis & Dimensioning; ABR 250 Structural Repair; ABR 110 Painting & Refinishing Preparation; ABR 200 Non-Structural Analysis & Damage Repair II; ABR 248 Refinish Color Application; ABR 255 Paint Detail & Defects.

Recommendations: Applicants who will be a junior should complete the required testing through OTC's Career Center Counseling and Assessment as early as possible. An interview may be requested. This program is not recommended for those with allergy problems. Students entering this program must have good skills in math (adding and subtracting fractions, whole numbers, decimals, metrics, and percentages). It is also important to have good reading, note-taking and communication skills. Homework is occasionally required. About 30% of class time is lecture and bookwork and about 70% of class time occurs in the skills lab. Students may earn up to 32 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Auto Collision Repair Technology.

Automotive Technology [1250] (3 units, Gr. 11-12) The courses in this program are presented in two, eight week block sessions per semester. The Automotive Technology program is designed for those students who wish to enter the specialized field of automotive repair, and is not for the casual enthusiast. Students will learn to perform preventive maintenance and repair methods. Instruction includes lecture, demonstration, and practical exercises related to the following ASE subject areas: engine repair, electrical systems, steering and suspension, engine performance, and brake systems. A student must successfully pass first year courses to advance into the second year of the program.

Related Entry-Level Employment Opportunities: Transmission technician, brake specialist, engine machinist, mechanic, parts specialist, service advisor, and engine/lab technician.

Suggested List of College Course: AUM210 Brakes Systems; AUM 215 Steering and Suspension; AUM 171 Electrical I; AUM 175 Electrical II; AUM 135 Manual Drive Train and Axles; AUM 185 Heating and Air Conditioning; AUM 233 Automatic Transmissions and Trans Axle; AUM 110 Engine Repair; AUM 121 Engine Diagnosis and Repair; AUM 221 Engine Performance I; AUM 222 Advanced Engine Performance.

Recommendations: An average level of reading and note taking skills are required. Strong mathematical skills, including algebra are beneficial. Homework may be required. About 40% of classroom time is lecture and bookwork and 60% is lab time. Students who qualify for AYES will have an opportunity for a paid, summer internship with area auto dealership. Upon AYES completion, the student will receive a \$3,000 set of Snap-On tools and have benefited from practical experience at a local auto dealership. Students may earn up to 32 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Automotive Technology.

Computer Information Technology [1270] (3 units, Gr. 11-12) In the first year, students in the CIT program will learn the basic skills, knowledge, and terminology necessary for entering the Computer Information Technology field. Logical problem solving techniques will be covered in-depth. Students will have the opportunity to study game development including technologies commonly employed in developing interactive software. Game design modes and genres will be explored, as well as other applications and markets for this medium. Students will also be given beginning courses in computer programming and introductory level Web development. During the second year, course offering for CIT students will depend on demand and interest and may include additional computer programming, Web development, networking, electronics, or computer repair. Programming languages covered during the 1st and 2nd year may vary depending on the schedule of the student and the current trends in industry. Currently, languages being offered may include one or more of the following: C#.NET, C++, Java, and RPG.

Related Entry-level Employment Opportunities: Computer programming, computer operations, software trainer, pc support specialist, and information technology help desk.

Suggested List of College Courses: CIT 120 Intro to Computer Information Technology; CIT 101 Microcomputer Applications; CIT 125 Introduction to Computer Game

Development; CIT 150 Programming Analysis and Design; IAD 125 Web Site Development I; ELT 165 Computer Hardware; ELT 231 Operating Systems Technology; NET 160 Introduction to Networking.

Recommendations: Typing speed of 20-25 WPM and the ability to reason and think logically are important. Admission may require an aptitude test and interview. A fairly high level of reading and note-taking is required. A good math aptitude usually means good computer problem solving and logical thinking ability. There will be significant out-of-class study time required. There is about a 50/50 split on classroom and lecture to computer lab work. Students in this program may earn up to 29 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Computer Information Technology.

Construction Technology [1400] (3 units, Gr. 11-12) Construction Technology, including both residential and commercial, is geared to keep pace with new technology in the exciting field of construction. The program trains students in becoming skilled craftsmen in the construction industry. Instruction will include a combination of technical-related information and appropriate hands-on experience.

Related Entry-level Employment Opportunities: Framing or finish carpenter, building contractor, cabinet maker, subcontractor, and carpenter's helper.

Suggested List of College Courses: CST 135 Construction Carpentry I; CST139 Construction Trim Carpentry; CST 140 Cabinetmaking and Millwork I; CST 150 Concrete and Forms; CST 170 Masonry I; CST 180 Exterior Finishes; CST 190 Interior Finishes; CST 235 Construction Carpentry II.

Recommendations: Average reading and math skills are required. Some homework is required. About 40% of classroom time is lecture and book work, and 60% of class time is spent in the lab. Students in this program may earn up to 32 college credit hours towards an OTC certificate or an OTC Associate of Applied Science Degree in Construction Technology.

Culinary Arts [1430] (3 units, Gr. 11-12).

This is a one-year program offered to juniors and seniors.

This program provides training for students interested in the hospitality industry including culinary arts, food preparation, restaurant management and hotels. Activities will include cooking, baking, introduction to hospitality, sanitation, basic management, purchasing and the layout and design of restaurants and hospitality facilities. The program offers insight into how restaurants and other hospitality businesses work in front and behind the scenes as well as how they maintain cost and quality with their purchasing practices. Students will learn how the design of the menu and the facility itself come together to make a business successful. Study will include what features can make an operation successful and which ones can easily lead to failure. Students will have classroom work and simulated restaurant and hospitality experiences. Students will be offered real world experience in real world settings in a top class kitchen with outstanding facilities. This is an excellent preparatory program for those interested in continuing their education in OTC's Culinary Arts and or Hospitality Management Programs or for those desiring to obtain additional related degrees such as a business degree.

Related Entry-level Employment Opportunities: Dining room steward, prep cook, cashier, pantry, food-service worker, management trainee, and front desk personnel.

Suggested List of College Courses: HSM 101 Introduction to the Hospitality Industry; HSM 115 Safety and Sanitation; HSM 125 Purchasing and Product Identification; HSM 251 Design Layout.

Recommendations: Basic math and reading skills are required, as well as the ability to work with co-workers and other students and meeting and talking with the public. Basic computer skills are also needed. Note-taking, homework and computer work will be required. Approximately 75% of the time will be spent in the classroom and 25% in the lab. Students may earn as many as 12 college credit hours toward an OTC Associate of Applied Science Degree in Culinary Arts or Hospitality Management upon successful completion of this program.

Diesel Technology [1535] (3 units, Gr. 11-12) This program is presented in two, eight week block sessions per semester. Students in Diesel Technology gain the skills associated with the inspection, diagnosis, and repair of computerized electrical, fuel delivery, and engine control systems, brakes, and transmission. Instruction includes classroom demonstration, and practical hands-on exercises.

Related Entry-level Employment Opportunities: Heavy-duty truck and equipment technician, diesel mechanic, farm and agriculture mechanic, and component re-builder.

Suggested List of College Courses: DSL 115 Diesel Preventive Maintenance; DSL 105 Diesel Engine Repair; DSL 205 Advanced Diesel Engines; DLS 235 Heavy Duty Drives . DSL 171 Electrical I; DSL 175 Electrical II; DSL 112 Diesel Brakes; DSL 215 Steering and Suspension.

Recommendations: Average note-taking, reading and math skills are required. Homework will be required. About 40% of class time is lecture and book work and 60% of time is in the lab. Students in this program may earn up to 32 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Diesel Technology.

Drafting and Design Technology [1370] (3 units, Gr. 11-12)

The outlook for competent drafters is expected to rise faster than the average occupation, since all new products and buildings require drawings and specifications to manufacture, build, and assemble. The Drafting and Design Technology program provides the student with the necessary skills and knowledge to obtain employment as a designer/drafter in a manufacturing, civil, structural, or architectural environment. The application of drafting and design standards and skills will be examined with the study of basic-to-advanced concepts in spatial relationships utilizing a Computer Aided Drafting system to complete projects. This is a program designed to be a pre-engineering step into the future.

Related Entry-level Employment Opportunities: Designer, drafter, aerospace, automotive, general engineering, and civil drafting and design.

Suggested List of College Courses: DDT 100 Fundamentals of Drafting; DDT 110 Geometric Dimension and Tolerancing; (Computer Aided Drafting & Design); DDT 150 Descriptive Geometrics and 2-Dimensional CAD (Computer Aided Drafting); DDT 160 Residential Architectural Drafting. DDT 210 Structural Steel Detailing and Drafting; DDT 200

Production Design & Drafting; DDT 250 Machine Design & Drafting; DDT 260 Commercial Architectural Drafting.

Recommendations: Excellent ability to read from a college text, strong note-taking, math, and algebra skills are required. Homework is required. About 40% of class time is lecture and book work and about 60% of class time is in the CAD lab. Students in this program may earn 28 college credits toward a certificate or an OTC Associate of Applied Science Degree in Drafting and Design Technology.

Early Childhood Development [1445] (3 units, Gr. 11-12)

This program prepares students to enter the childcare and education profession at several levels.

Related Entry-level Employment Opportunities: Graduates will be prepared to teach preschool or be a Director/Assistant Director of an early childhood program and/or own and operate a family home care center. Further education will prepare graduates to enter the work force in areas such as the public school system and Parents as Teachers.

Suggested List of College Courses: ECD 101 Introduction to Early Childhood Programs; ECD 120 Language Acquisition; ECD 150 Cognitive Development; ECD 170 Health, Safety and Nutrition; ECD 105 Family and Community Relationships; ECD 160 Social Development and Play; ECD 210 Infant and Toddler Development; ECD 230 Exceptional Children; ECD 200 Early Childhood Development Capstone.

Recommendations: ECD 101, 120, 150 and 170 require a minimum number of lab hours to be completed (100 hours per the two classes each semester at the OTC preschool). This will be accomplished during the time frame of the class if there are no absences. Students are required to attend lab---and all absences must be made up. A (TB) skin test will be required and a child abuse and neglect screening will be performed. Additionally, a dress code as designated by the department must be followed by all students. Basic computer skills are required. Students will spend approximately 40% in a lecture environment and 60% in a lab setting earning up to 31 college credit hours toward an OTC certificate or toward an OTC Associate of Applied Science Degree in Early Childhood Development.

Electrical Trades [1260] (3 units, Gr. 11-12) This program provides for the development of skills and knowledge necessary for entrance into electrical trades. Considerable time is devoted to solving problems in AC and DC circuits. The National Electrical Code is used extensively. Wiring exercises are performed practicing code rules. A major part of the course is devoted to three-phase power and motor controls. Many circuits are designed and wired; including transformers, motors, magnetic starters, timers, and relays.

Related Entry-level Employment Opportunities: Construction wiring, industrial maintenance, sales, electric utilities, and entry into trade schools/technical colleges/engineering.

Subject Areas Covered: AC and DC circuit theory, three-phase systems, motor and motor circuit protection, control circuits, test equipment, resistors, diodes, capacitors, inductors, many portions of the National Electrical Code.

Suggested List of College Courses: ICA 130 Industrial Electricity I; ICA 170 Industrial Motors and Controls.

Recommendations: Average reading, math, and note-taking skills are expected. About 60% of class time is lecture and bookwork and 40% of class time is in the lab. Students in this program may earn 8 college credit hours toward an OTC Associate of Applied Science Degree in Industrial Controls and Automation Technology.

Electronics & Computer Repair Technology [1290] (3 units, Gr. 11-12) In this program the student will work with basic electrical/ electronics and computer circuits. Computer hardware, computer operating systems, computer repair, computer interfacing, amplifiers, robotics, digital circuits, telecommunications, programmable logic, and electromechanical controls are major areas of study. Students enrolled in this program will construct, analyze, and troubleshoot basic computer and electrical/electronic circuits, test component parts, use the volt/ohm meter, function generator, power supplies and oscilloscope. The electronics and computer theory is balanced with hands-on construction, testing and troubleshooting of actual electrical, electronic, and computer circuits. This program will prepare the student to take the hardware and software tests for Computer CompTIA A+ Certification.

Related Entry-level Employment Opportunities: Field service technician, biomedical electronics technician, electronics systems installation and repair, avionics, computer upgrade and repair technician.

Suggested List of College Courses: ELT 102 Circuit Analysis I; ELT 165 Computer Hardware; ELT 103 Circuit Analysis II; ELT 231 Operating Systems Technology; ELT 152 Linear Electronics; ELT 160 Digital Electronics; ELT 225 Programmable Control; ELT 235 Computer Interfacing.

Recommendations: It is strongly recommended a student successfully complete Algebra I before enrolling in this program. It is also recommended a student show aptitude and interest in math and science. Students must possess excellent study skills, an interest in electronics and computer repair as a career choice, and have an excellent attendance record. Reading and note-taking from a college text and homework are required. About 50% of class time is lecture and bookwork, and 50% will be in the lab. Students in this program may earn up to 32 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Electronics and Computer Repair Technology.

Electronic Media Production [1295] (3 units, Gr. 11-12) This program will provide students entry level skills in media production including studio and field videography, digital editing, radio and studio recording, 3D animation and video game design. Emphasis is on hands-on experience in a totally digital environment.

Related entry level employment opportunities: Potential employment may be found in radio and television stations, theatres, recording and video production studios, advertising agencies and live concert audio. In addition, many schools, businesses and the government have video production divisions.

Suggested List of College Courses: EMP 100 Still Video Production; EMP 101 Video Effects; EMP 102 Introduction to Electronic Media; EMP 110 Radio Production; EMP 115 Studio TV; EMP 117 Video Systems; EMP 208 Digital Video Production; EMP 216 3-D Animation; EMP 218 Video Game Design; EMP 250 Digital Special Effects

Prerequisites: A sincere interest in audiovisual production, strong study skills, willingness to meet strict deadlines, a good attendance record and basic familiarity with computers. In addition, students must take personal responsibility for the safety of professional equipment and demonstrate initiative and self discipline.

Recommendations: Reading and note taking at the college level will be required. Students will have both reading and video production homework. About 30% of class time will be lecture and directed research and 70% will be lab exercises (productions) both in and out of the lab environment. Students will earn up to 32 hours of college credit toward an Associate of Applied Science degree in Electronic Media Production.

Graphic Design Technology [1360] (3 units, Gr. 11-12) The Graphic Design Technology curriculum is designed to provide students with the knowledge and skills necessary for employment in the Graphic Design Industry. They will learn how to prepare art using the latest computers and software for advertising, offset printing, vinyl sign industry, screen printing, animation, and the web. Projects the students will complete include posters, package designs, flyers, logos, brochures, t-shirts, web pages, 3D animations, and signs. A background course in printing (PRT 101) is a required course.

Related Entry-level Employment Opportunities: Graphic artist, web page designer, screen print artist, vinyl sign artist, production artist, 3D artist.

Suggested List of College Courses: GDT 105 Graphic Design I; PRT 101 Intro to Printing; GDT 120 Design Tools: Page Layout; GDT 140 Design Tools: Vector Graphics; GDT 230 Graphic Design II; GDT 260 Design Tools: Image Editing; GDT 250 Web Page Design; GDT 270 Screen Printing and Sign Graphics.

Recommendations: Students should have taken at least one art class and display creative talent. The ability to transform an idea into a visual concept is necessary. They should be detail oriented and have the ability to work with precision and patience. Excellent computer, reading and note-taking skills are needed. Homework will be required. About 35% of the class time will be lecture and book work and about 65% will be in the commercial art lab at the computer. Student may earn up to 28 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Graphic Design Technology.

Health Sciences [1330] (3 units, Gr. 11-12) Health Sciences is a program in which the student will have an opportunity to observe and explore many health-related occupations. Demonstrations, laboratory practice, and supervised clinical rotations are utilized in teaching. The student will learn behavior and attitudes dictated by health care standards. If enrolled for the 1st year, the junior or senior student will have an introduction to the various health careers and be able to develop career management skills, including the job seeking process. An opportunity is provided for the student to obtain practical work experience within a program-related field. A first year student who wishes to enroll in the second year of the Health Sciences program must have maintained a 2.50 grade point average in all first year Health Science classes. The fall and spring semesters of the 2nd year in the program allows the students to select clinical experiences pertaining to their specific area of interest. The student may choose from several options.

Due to the travel to these sites, each 2nd year student must be able to provide their own transportation to the site on the days of the clinical visit. The classroom work, together with the clinical rotation and observations, enable the student to make decisions about their future in the health care industry.

Immunization records specific to clinical requirements, criminal background checks, physicals, and drug screenings are mandatory of each student. Students working at clinical sites are not protected under workmen's compensation law nor are they medically insured under policies of the medical facility or Ozarks Technical Community College. This must be done to comply with the standards of the clinical sites.

Related Entry-level Employment Opportunities: Certified Nurse Assistant in a long-term care facility and a health care aide in hospitals and health care clinics.

Suggested List of College Courses: HLT 101 Lifetime Wellness; HLT 100 Introduction to Health Professions; HLT 010-020 Health Science Core Curriculum; HSC 100 Service Learning-Health Sciences; HIT 191 Medical Terminology; HSC 185 Occupational Seminar; HLT 030-040 Health Science; BIO 130 Nutrition; HSC 190 Co-op Education/ Internship; BIO 100 Life Science.

Recommendations: Average to above average reading and math skills are needed for this class. Note-taking skills and a science and mathematics background are needed. There will be an extensive amount of medical terminology and procedures to learn. Homework will be necessary on a regular basis. About 75% of class time will be spent in lecture and about 25% of time in the lab-clinical area during the 1st year. All 2nd year students may earn up to 17 hours of college credit related to OTC's Allied Health programs. In addition, 2nd year students choosing the nurse assistant track will be able to challenge the Certified Nurse Assistant exam.

Heating, Refrigeration and Air Conditioning [1310] (3 units, Gr. 11-12) Heating, Refrigeration and Air Conditioning is a program in which students learn a variety of trade skills that will qualify them for entry-level positions in the industry. Students are eligible to take the Environmental Protection Agency exam for safe refrigerant handling. Passing this exam provides the student with an EPA certification. This certification is required by Federal law for individuals working with refrigerants in the HRA industry.

Related Entry-level Employment Opportunities: Self-employed repair technician, heating and air technician, electrical assistant, and sales and manufacturing representative.

Suggested List of College Courses: HRA 102 Basic Refrigeration Theory and Application; HRA 103 Electricity for HRA; HRA 125 Refrigerants and Refrigerant Handling; HRA 135 Refrigeration Motors and Controls; HRA 170 Residential Heating and Air; HRA 190 Commercial Refrigeration Systems; HRA 250 Advanced Commercial Refrigeration; HRA 270 Advanced Heating/Air Conditioning.

Recommendations: Strong science, reading, note-taking, and math skills are expected in this program. Homework is required. About 35% of class time is lecture and book work and 65% of class time is in the lab. Students may earn up to 32 college credit hours towards an OTC certificate or Applied Science Degree in Heating, Refrigeration and Air Conditioning.

Industrial Control & Automation [1265] (3 units, Gr. 11-12) This program prepares students for work in the field of industrial and manufacturing support in facilities such as factories, power plants, utilities, and businesses in manufacturing or research and development fields. Training includes electrical, fluid power, robotics and automated process controls. A large part of this program includes hands-on work with the real-world tools, equipment and machinery you study. The field has excellent openings for technologists now, and opportunities will increase as use of technology increases in industry.

Related Entry-level Employment Opportunities: Machine operator, programmer, control room operator, industrial maintenance mechanic, and machinist.

Suggested List of College Courses: ICA 130 Industrial Electricity; ICA 125 Fluid Power; ICA 170 Industrial Motors & Controls; ELT 225 Programmable Control; ICA 200 Mechanical Power Transmission; ELT 246, Advanced Programmable Control; ELT 280 Robotics and Automation; ICA 260 Industrial Systems Maintenance

Recommendations: In addition to an aptitude and interest in math and sciences, students must possess excellent study skills, an interest in manufacturing and automation as a career choice, and have an excellent attendance record. Reading and note taking from a college text is required. Homework is required. About 50% of class time is lecture and bookwork, and 50% of class time is in the lab. Students in this program may earn up to 32 college credit hours toward an OTC Associate of Applied Science Degree in Industrial Control and Automation Technology.

Machine Tool Technology [1375] (3 units, Gr. 11-12) This program is open to students who are interested in manufacturing items from a variety of materials. Each course in the first year is designed with a minimum number of prerequisites. The student will receive entry-level training in both manual and computer-controlled machine shop. Upon completion of the two-year program the student may wish to pursue a degree in engineering.

Related Entry-level Employment Opportunities: Job shop machinist, machine shop owner, maintenance machinist, production machinist, computer-aided manufacturing machinist, and computer aided drafting/design industrial management.

Suggested List of College Courses: MTT 125 Machine Shop I; MTT 135 Computer Numerical Control I; MTT 145 Computer-Aided Manufacturing I; MTT 155 Machine Tool Process I; MTT 225 Machine Shop II; MTT 235 Computer Numerical Control II; MTT 245 Computer-Aided Manufacturing II; MTT 255 Machine Tool Processes II.

Recommendations: Strong reading and math skills are needed. Class time is about 35% lecture and book work and 65% is in the lab. Students may earn up to 32 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Machine Tool Technology.

Networking Technology [1275] (3 units, Gr. 11-12)

Networking Technology graduates are prepared to enter the challenging and growing field of IT implementation and support. Students begin with basic concepts in networking and communication, while also attending classes in general education. Courses in PC hardware and computer programming serve as background training for a successful IT career. In addition to technical skills, the Networking Technology program stresses the importance of verbal, written, and presentation skills. Further, the program places emphasis on critical thinking and problem solving skills, requisites for successful employment in IT. In sum, the program provides a background in computer hardware, software, and networking infrastructure for applications in Cisco, Microsoft, and Linux environments.

Related Entry-level Employment Opportunities: Systems administrator, network security specialist, network cable installer, IT support technician.

Suggested List of College Courses: NET 160 Introduction to Computer Networking; ELT 165 Microcomputer Hardware; NET 175 Routing and Remote Access; NET 225 Windows Client Server; NET 250 LINUX Networking; CIT120 Introduction to Information Technology; NET 240 Scripting Languages for NET 251 Systems Administrators; Network Operating Systems and Applications.

Recommendations: Students in this program should have strong math (including algebra), reading, and communication skills. There will be homework and independent research required. About 40% of classroom time is lecture and 60% of class time occurs in the lab. Students may earn up to 32 college credit hours toward an Associate of Applied Science Degree in Networking Technology.

Printing/Graphics Technology [1350] (3 units, Gr. 11-12)

This class of printing and prepress training prepares the student to work in the rapidly growing Printing/Graphic Arts industry.

Related Entry-level Employment Opportunities: Printing press operator; bindery worker; prepress, and computerized typesetter.

Subject Areas Covered: Desktop publishing; process cameras; film image assembly; mechanical layout; darkroom procedures; computerized offset presses; and finishing operations.

Suggested List of College Courses: PRT 101 Introduction to Printing; PRT 110 Offset Press Operations; PRT 130 Production Practicum; PRT 145 Manual and Electronic Prepress; PRT 210 Inks and Substrates; GDT 105 Graphic Design I.

Recommendations: The ability to transform an idea into a visual concept is necessary. Students should be detail-oriented and have the ability to work with precision and patience. Good spelling, reading, note-taking, and math skills are essential. Homework is required. About 30% of class-time is lecture and bookwork and 70% of time is in the print shop or commercial art lab. Students in this program may earn up to 29 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Printing/Graphics Technology.

Turf and Landscape Management [1520] (3 units, Gr. 11-12)

This program is for students who enjoy the outdoors and have interest in plant life, soils and the land care industry. Students will learn about basic plant life and environmental issues.

Related Entry-level Employment Opportunities: Greenhouse worker/manager, grounds manager, greens keeper, landscaper, floral shop worker, and lawn care worker.

Suggested List of College Courses: TLM 112 Ornamental Identification; TLM 234 Plant and Soil Science; TLM 145 Landcare Equipment Maintenance; TLM 211 Turfgrass Management; TLM 212 Greenhouse Operations and Management; TLM 214 Landscape Design; TLM 220 Turf and Landscape Business Management.

Recommendations: A student should possess above average interest in science. Average reading, math, note-taking skills and homework are required. About 40% of class time is in a classroom environment and 60% of class time is in a lab, greenhouse or outdoors. Students may earn up to 32 college credit hours toward an OTC Associate of Applied Science Degree in Turf and Landscape Management.

Welding Technology [1390] (3 units, Gr. 11-12)

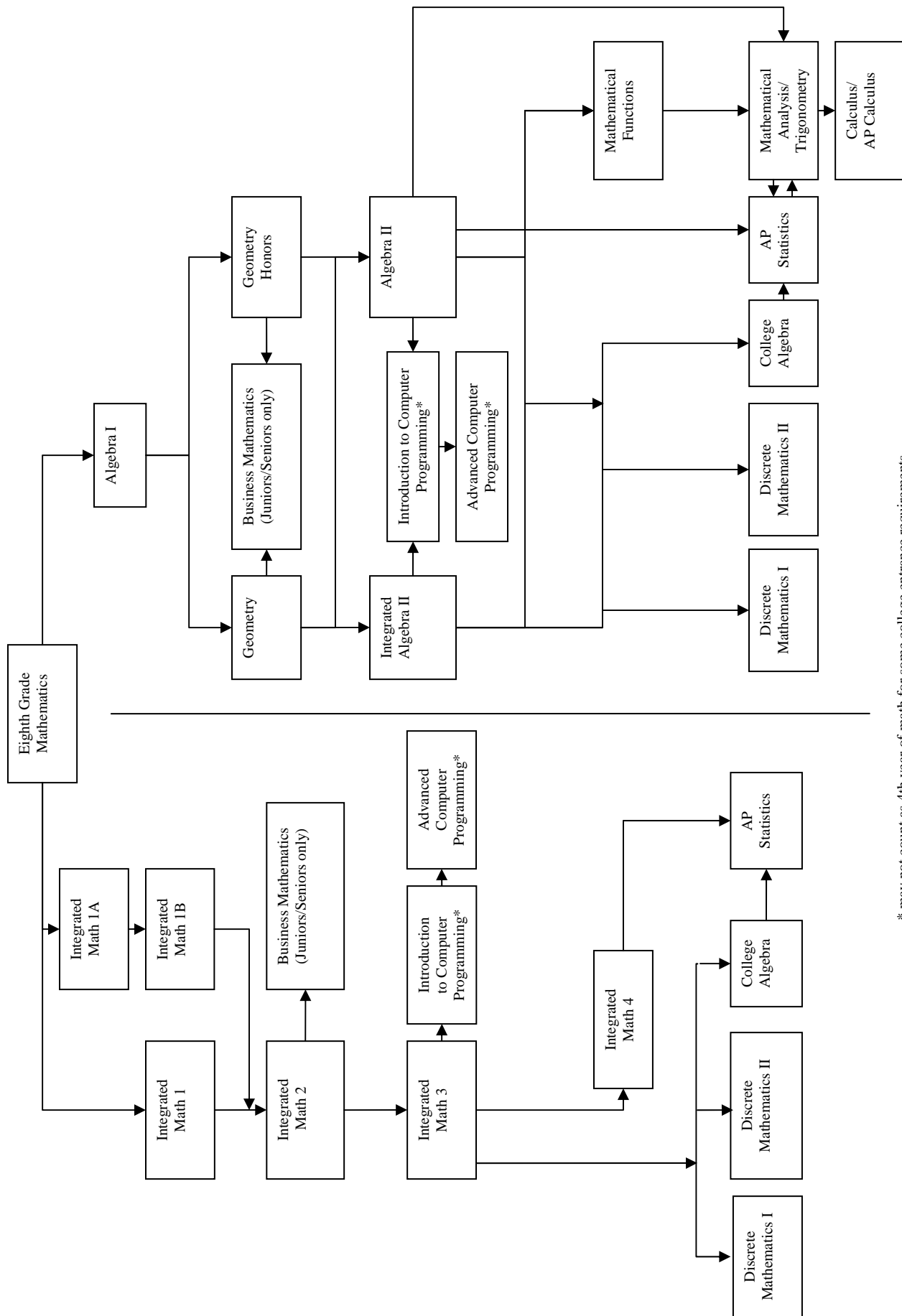
Welding Technology is a participating program in the training and testing of Level I and Level II welders as accredited by the American Welding Society (AWS). At the completion of each level, the student may make an application to the AWS National Register. In this program, students will have the opportunity to learn all of the competencies listed in the AWS Level I and Level II curriculums. Students will weld the common joint designs on sheet, plated and pipe, in all positions on carbon steel, stainless steel, and aluminum with the shielded metal arc, gas metal arc, flux core arc and gas tungsten arc welding processes.

Related Entry-level Employment Opportunities: Welder, fabricator, supervisor, and business owner.

Suggested List of College Courses: WLD 111 Shielded Metal Arc Welding I; WLD 112 Shielded Metal Arc Welding II; WLD 113 Gas Metal & Flux Core Arc Welding; WLD 114 Gas Tungsten Arc Welding; WLD 221 Advanced Shielded Metal Arc Welding; WLD 222 Advanced Gas Metal Arc Welding; WLD 223 Advanced Gas Tungsten Arc Welding; WLD 224 Advanced Gas Tungsten Arc Welding.

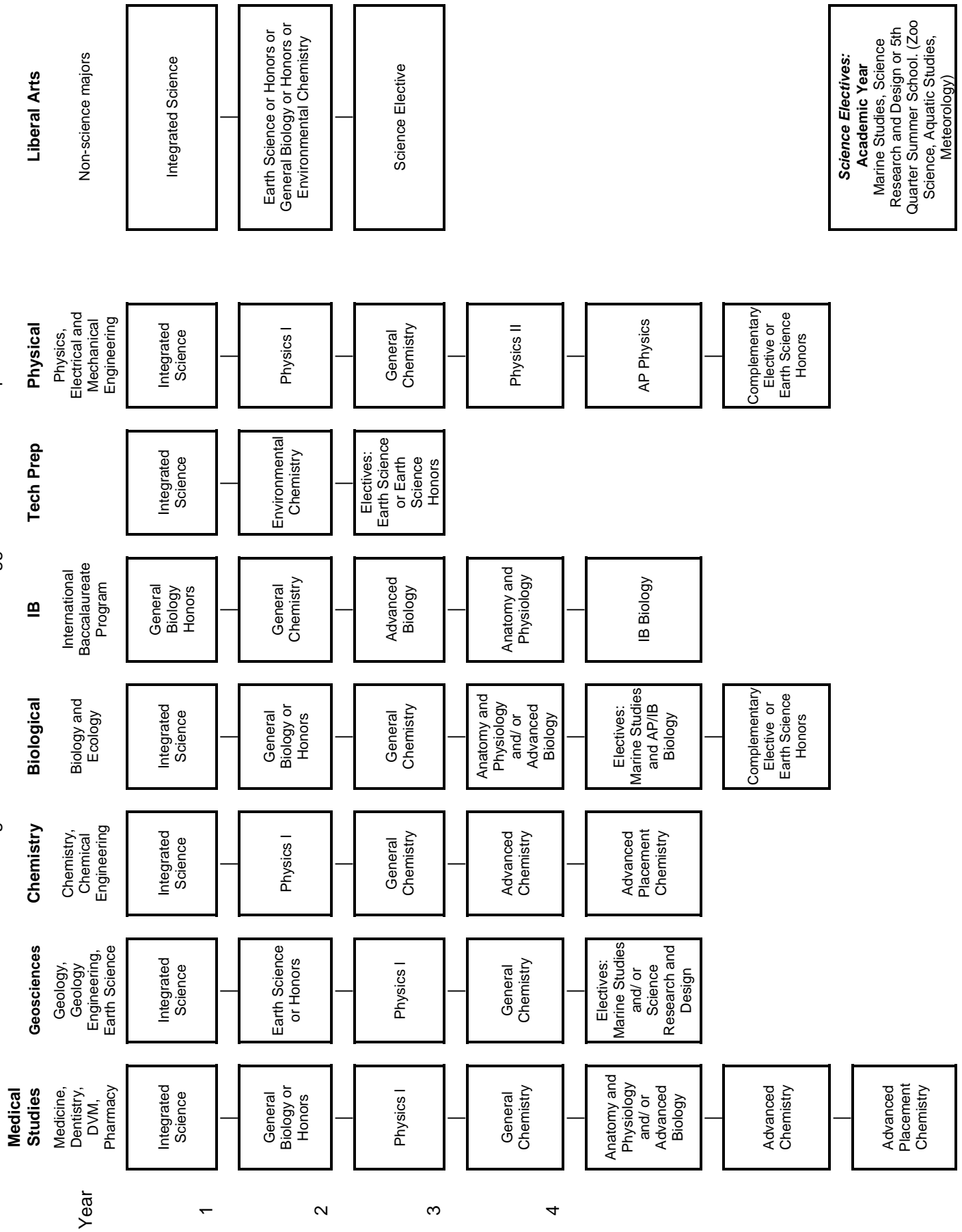
Recommendations: An average level of eye-hand coordination, reading, writing, communication and math skills are required. Metal works and drafting experience is useful. Homework is required. Class is 30% lecture and book work and 70% is in the lab. The successful student must be able to stay in the welding booth and practice welds to acceptable standards. Students in this program may earn up to 32 college credit hours toward an OTC certificate or an OTC Associate of Applied Science Degree in Welding Technology.

High School Mathematics Program Options



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

High School Science Courses: Suggested Order and Sequences



Science Electives:
Academic Year
 Marine Studies, Science Research and Design or 5th Quarter Summer School. (Zoo Science, Aquatic Studies, Meteorology)

Student Pathways to Success

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

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graph TD; A["Career Paths are categories of careers. There are six (6) broad Career Paths. Career Paths provide students with an area of focus, along with flexibility among many options and a variety of ideas to pursue."] --> B["Career Clusters are groupings of occupations and broad industries based on commonalities. There are sixteen (16) Career Clusters. Career Clusters represent both academic and technical knowledge and skills, that all students within the cluster should achieve regardless of their career field."]; B --> C["A Career Pathway represents a grouping of occupations within a cluster based on similar interest."];
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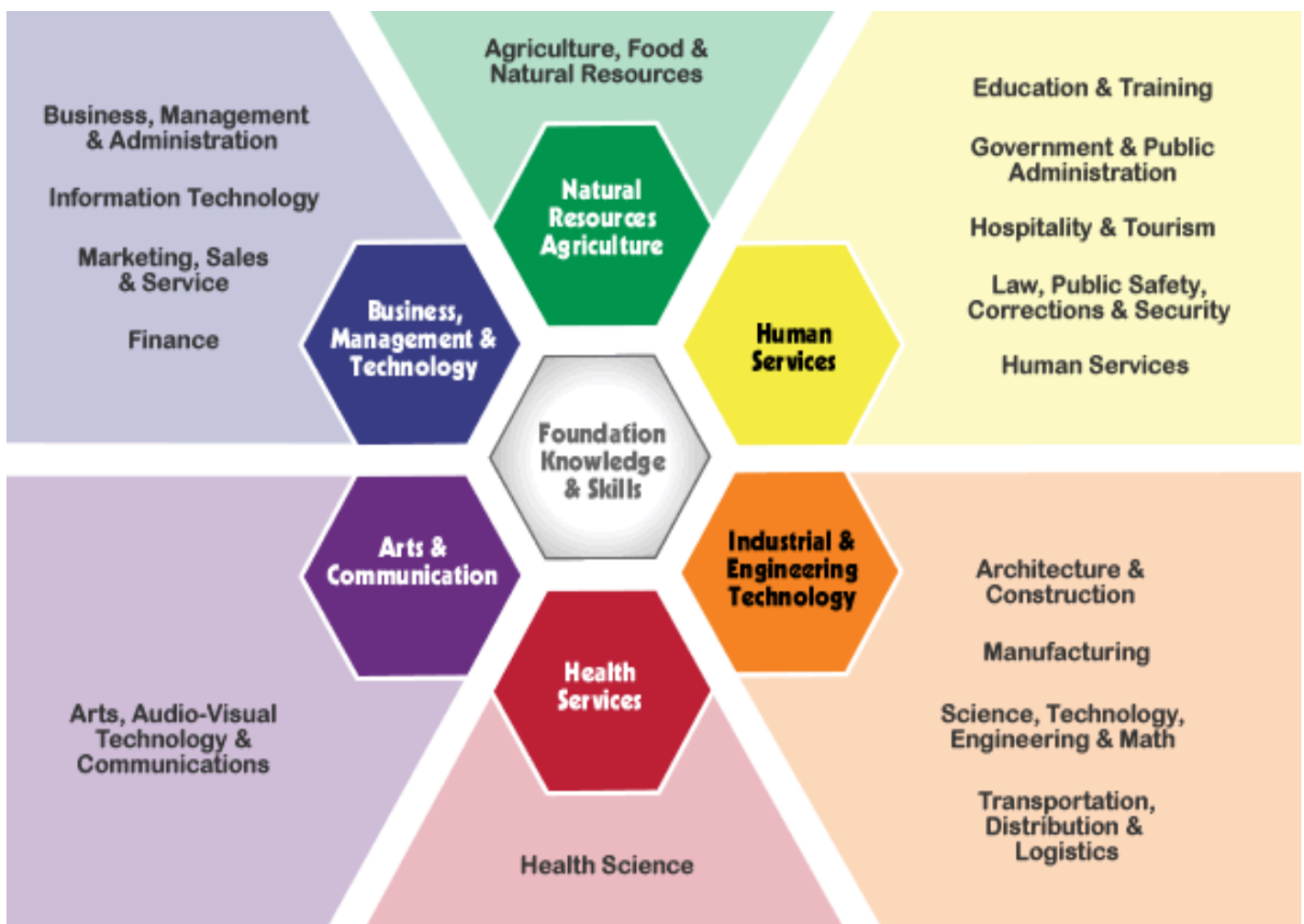
Career Paths are categories of careers. There are six (6) broad Career Paths. Career Paths provide students with an area of focus, along with flexibility among many options and a variety of ideas to pursue.

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

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

Career Clusters Framework

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



CAREER CLUSTERS – FOCUSING EDUCATION ON THE FUTURE

The sixteen career clusters, along with a brief explanation are listed below. The pathways listed for each cluster are grouped by the knowledge and skills required for occupations in the career fields. There is also a web address for additional information concerning each career cluster.



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/artsdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/badocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/itdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/mktdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/fndocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/agdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/etdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/gvdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/htdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/Clusterdocuments/humdocuments/brochure.pdf>



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

Design / Pre-Construction · Construction · Maintenance / Operations

<http://www.careerclusters.org/resources/ClusterDocuments/acdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/mfgdocuments/brochure.pdf>



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

Science and Mathematics · Engineering and Technology

<http://www.careerclusters.org/resources/ClusterDocuments/stemdocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/tlddocuments/brochure.pdf>



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

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

<http://www.careerclusters.org/resources/ClusterDocuments/hsdocuments/brochure.pdf>

How Can I Explore Career Preparation Choices?

On-the-Job Training:

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

Apprenticeship:

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

Articulation:

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

Vocational Technical Trade School:

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

Community/ Junior College:

Community colleges offer two-year "degree" vocational training, associates degrees, or credit transfer to a college or university where you can pursue a bachelor's degree. Most community colleges have an open enrollment policy for high school graduates and individuals with a GED. They may offer remedial courses. You can learn about community colleges and the programs they offer by reading resources like the Chronicle Two-Year Data Book and Peterson's Guide to Two-Year Colleges, by looking at college catalogs, and by using computer software, such as Choices. For specific information about colleges that you want to learn more about, contact those schools' admissions offices. For a quick letter to any college of your choice, ask your counselor about software or books that have sample letters that you can customize.

College/ University: (Bachelors or Graduate Degree)

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

Job Corps:

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

Military:

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

A+ Schools Program

The education of all students is important, regardless of their plans following high school. Some high school graduates will choose to attend a four-year college or university; others may go directly into the work force or military; and still others may seek additional training at a post-secondary vocation school or community college. The A+ Schools Program is designed to ensure that no matter which option is chosen, all high school students will be provided selections of courses, career counseling, technology and/or workplace skill development opportunities which are appropriate to their career goals.

Students who graduate from a designated A+ School (Central, Glendale and Parkview) may qualify for state-paid assistance to attend any public community college or career technical school in the state. Contingent upon designation, A+ will also be available at Hillcrest and Kickapoo for the class of 2009 graduates. The amount of financial assistance is determined yearly by the State Legislature. Currently the A+ Program pays for tuition and required fees.

Students must meet the following requirements to be eligible for the tuition reimbursement:

- Sign an A+ Agreement and Springfield Public Schools A+ Citizenship Standard prior to high school graduation.
- Attend a designated A+ School for three consecutive years prior to graduation from an A+ designated school.
- Graduate from high school with an overall grade point average of 2.5 or higher on a 4-point scale.
- Have at least 95 percent cumulative attendance over four years.
- Perform 50 hours of unpaid tutoring/mentoring (through an approved placement with your A+ Coordinator)
- Maintain a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol.
- Tuition incentives may be available only after the student has made a documented good faith effort to first secure all available federal postsecondary student financial assistance funds that do not require repayment (completion of the FAFSA).
- All individuals required to register under the United States Military Selective Service Act must show proof of registration to be eligible for state-supported financial assistance.

The A+ Schools Program encourages all students to focus on a career early and set a goal, which includes training beyond high school. The A+ Schools Program asks all students to select a career path, plan course work for all four years of high school, and progress toward a goal of additional training at the post-secondary level or a high-wage job.

If you or your parents have any questions concerning the A+ Schools Program, please feel free to contact the A+ Office at your school. We will be happy to answer questions or help you in any way.



Eligible Public Community Colleges

College Name	Web Address
Crowder College	www.crowder.edu
East Central College	www.eastcentral.edu
Jefferson College	www.jeffco.edu
Linn State Technical College	http://www.linnstate.edu/
Metropolitan Community College – Blue River	http://mcckc.edu/home.asp
Metropolitan Community College – Longview	http://mcckc.edu/home.asp
Metropolitan Community College – Maple Woods	http://mcckc.edu/home.asp
Metropolitan Community College – Penn Valley	http://mcckc.edu/home.asp
Metropolitan Community College – Business & Technology	http://mcckc.edu/home.asp
Mineral Area College	www.mineralarea.edu
Missouri State University – West Plains	www.wp.missouristate.edu
Moberly Area Community College	www.macc.cc.mo.us
North Central Missouri College	www.ncmc.cc.mo.us
Ozarks Technical Community College	www.otc.cc.mo.us
St. Charles Community College	www.stchas.edu
St. Louis Community College – Florissant Valley	www.stlcc.cc.mo.us/fv
St. Louis Community College – Forest Park	www.stlcc.cc.mo.us/fp
St. Louis Community College – Meramec	www.stlcc.cc.mo.us/mc
State Fair Community College	www.sfccmo.edu
Three Rivers Community College	www.trcc.edu

Want more information on **Missouri Community Colleges** and the programs and degrees offered?

VISIT: <http://dese.mo.gov/divimprove/aplus/publications/resourcebook.html>

Want more information on **Missouri Career Technical Schools** and the programs and degrees offered?

VISIT: <http://dese.mo.gov/divimprove/aplus/publications/vtresourcebook.html>

Four Year Colleges and Universities Offering Awards to A+ Graduates

Awards occasionally change. Interested students should check with the schools for confirmation of the specifics of each award.

Avila College

Kansas City, MO 1-816-942-8400
<http://www.avila.edu/>

Central Methodist

Fayette, MO 1-888-CMC-1854
<http://www.centralmethodist.edu/>

Central Missouri State University

Warrensburg, MO 1-800-729-2678 Scholarship information web address <http://www.cmsu.edu/x29921.xml#29925>
<http://www.cmsu.edu/>

Columbia College

Columbia, MO 1-573-875-7354
<http://www.ccis.edu/>

Missouri Southern State University

Joplin, Mo. 1-866-818-MSSU or 417-781-MSSU
<http://www.mssu.edu/>

Missouri Western

St. Joseph, MO 1-816-271-4200
<http://www.missouriwestern.edu/>

Northwest Missouri State

Maryville, MO 1-800-633-1175
<http://www.nwmissouri.edu/>

Park University

Parkville, MO 816-741-2000 X 6294
<http://www.park.edu/>

Southwest Baptist University

Bolivar, MO 1-800-526-5859 or 1-417-326-5281
<http://www.sbuniv.edu/>

Missouri State University

West Plains, MO
West Plains Campus only 1-417-255-7255
<http://www.wp.missouristate.edu/>

Stephens College

Columbia, MO 1-800-876-7207
<http://www.stephens.edu/>

Truman State University

Kirksville, MO 1-800-892-7792
<http://www.truman.edu>

Webster University

Webster Groves, MO 1-800-753-6765, ext. 7004 or 314-968-7004.
<http://www.webster.edu/>

Westminster College

Fulton, MO 1-417-255-7255 1-800-475-3361
<http://www.westminster-mo.edu/>

William Jewell College

Liberty, MO 1-816-781-7700
<http://www.jewell.edu/>

William Woods College

Fulton, MO 1-573-443-7460
<http://www.wmwoods.edu/>



ARTS & COMMUNICATION CAREER PATH

Occupations By Educational Requirements

SCHOOL-TO-CAREER OR MILITARY	COMMUNITY COLLEGE/ TECHNICAL SCHOOL	FOUR-YEAR COLLEGE OR UNIVERSITY
On-the-job training No post-high school education	Two years or less post-high school education	More than two years post high school education

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Integrated Math 2
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Contemporary Literature
Liberty & Law and S.S. Elective
Integrated Math 3 or Business Math
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
Interpersonal/Workplace Comm
S.S. Elective
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Integrated Math 2
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Contemporary Literature
Liberty & Law and S.S. Elective
Integrated Math 3 or Business Math
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
Interpersonal/Workplace Comm
S.S. Elective
Math Elective
Composition I & II
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I or Geometry,
Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Algebra II,
Integrated Math 2
Physics I or *Science
Computer Applications I
Elective(s)

Grade 11

English III
Liberty & Law and S.S. Elective
Algebra II, Math Analysis/Trig,
Integrated Math 3
General Chemistry, Physics II,
*Science
Elective(s)

Grade 12

English IV or AP English Literature
S.S. Elective
College Algebra, Math Anal/Trig, or
Calculus, Integrated Math 4
Advanced Chemistry, Advanced
Biology
Composition I & II
Elective(s)

*Science course selection should be determined by chosen career path, ability level, and teacher/counselor recommendation.

<i>Occupations by Strands</i>	School-To-Career Or Military	Soundboard or Camera Operator, Lighting Technician, Musician, Print Press Operator, Sign Painter/Letterer, Model, Floral Designer, Set Designer, Desktop Publishing Specialist
	Community College/ Technical School	Video Producer, Sound Studio Manager, Actor, Choreographer, Dancer, Musician, CAD Operator (Computer Assisted Drafting), Web Page Designer, News/Radio Reporter
	Four-Year College, University, or more	Electrical Engineer, Interior Designer, Film/Video Producers, Studio/theatre Manager, Theatre Designer, Architect, Landscape Architect, Librarian, Journalist, Broadcaster/Interpreter, Commercial Photographer, Commercial Artist, Graphic Designer, Cartoonist/Animator

Arts & Communication

Core Area Requirements and Suggestions	Subject	Grade 9	Grade 10	Grade 11	Grade 12
	Communication Arts	English I	English II	English III or Contemporary Literature	Communication Arts Elective
	Social Studies	U.S. History	World History	Liberty & Law and SS Elective	
	Math	Algebra I or Integrated Math 1 or higher	Geometry or Integrated Math 2 or higher	3rd credit math	4th year math
				See Math Options Chart	
	Science	Integrated Science	Biology or Earth Science	Environmental Chemistry, General Chemistry or Physics I	

Additional Requirements	Health			
	Health			
	Physical Education	P.E. (.5 unit)	P.E. (.5 unit)	P.E. (.5 unit)
	Fine Arts	1 Credit required during the four years		
	Practical Arts	1 additional credit required during the four years		Personal Finance 11th-12th

Note: Required courses appear in bold print.

EXAMPLE PATHWAY RELATED ELECTIVES

- | | | | |
|--|---|---|---|
| AP Music Theory
Applied Arts
Art Foundations
Art II & III
Band
Broadcast Journalism
Business Concepts
Ceramics I & II
Choir
Chorus I and II
Computer Aided Design
Computer Applications
Composition I & II | Creative Writing
Debate
Desktop Publishing
Drama I & II
Drawing I & II
Electronic Media
Production
Employment
Internship
Fashion Design
Film as Literature
Foreign Language
Graphic Design I & II | Graphic Design
Technology
Interior Design
Integrated
Technology
Concepts I & II
Introduction to Speech
Journalism I & II
Literature of the Bible
Marketing I & II
Media
Metals/Jewelry I & II
Oral Interpretation | Orchestra
Painting I & II
Photography I & II
PLTW
Printing/Graphics
Technology
Sculpture I & II
Turf and Landscape
Management |
|--|---|---|---|

BUSINESS, MANAGEMENT & TECHNOLOGY CAREER PATH

Occupations By Educational Requirements

SCHOOL-TO-CAREER OR MILITARY	COMMUNITY COLLEGE/ TECHNICAL SCHOOL	FOUR-YEAR COLLEGE OR UNIVERSITY
On-the-job training No post-high school education	Two years or less post-high school education	More than two years post high school education

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Integrated Math 2
*Science
Computer Applications I
Business Concepts
Elective(s)

Grade 11

English III or Tech Comm 3
Liberty & Law and S.S. Elective
Business Math, Integrated Math 3
*Science
Accounting I
Computer Applications II
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
Personal and Business Law I & II
Practical Economics
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Integrated Math 2
*Science
Computer Applications I
Business Concepts
Elective(s)

Grade 11

English III or Tech Comm 3
Liberty & Law and S.S. Elective
Algebra II, Integrated Algebra II
Integrated Math 3
*Science
Accounting I
Computer Applications II
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Business Math
Personal & Business Law I & II
Practical Economics
Composition I & II
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Geometry,
Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History or H
Geometry, Algebra II/
Integrated Math 2
Physics I or *Science
Computer Applications I
Business Concepts
Elective(s)

Grade 11

English III
Liberty & Law and S.S. Elective
Algebra II, Math Analysis/Trig,
Integrated Math 3
General Chemistry or *Science
Accounting I
Computer Applications II
Elective(s)

Grade 12

English IV or AP English Literature
S.S. Elective
College Algebra, Math Analysis/Trig,
Calculus, Integrated Math 4
Physics II, Biology, *Science
Personal and Business Law I & II
Practical Economics
Elective(s)

*Science course selection should be determined by chosen career path, ability level, and teacher/counselor recommendation.

Occupations by Strands	School-To-Career Or Military	Receptionist/Secretary, Insurance Claims Clerk, Customer Service Representative, Information Processor, Bank Teller, Advertising Clerk, Sales Representative, Food Sales, Telemarketer, Cashier
	Community College/ Technical School	Assistant Manager (Food, Hotel, Travel, etc.), Medical Transcriber, Legal Secretary, Accounting Clerk, Sales Agent, Fashion Merchandiser, Court Clerk, Bookkeeper, Network Associate
	Four-Year College, University, or more	Manager (Food, Hotel, Travel, etc.), Hospital Manager, Entrepreneur, Chief Executive Officer, Financial/Budget Analyst, Human Resources Manager, Accountant, Economist, Computer Programmer, Game Programmer, Network Engineer, Webmaster

Business, Management & Technology

Core Area Requirements and Suggestions

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Communication Arts	English I	English II	English III or Contemporary Literature	Communication Arts Elective
Social Studies	U.S. History	World History	Liberty & Law and SS Elective	
Math	Algebra I or Integrated Math 1 or higher	Geometry or Integrated Math 2 or higher	3 rd credit math See Math Options Chart	4 th year math
Science	Integrated Science	Biology or Earth Science	Environmental Chemistry, General Chemistry or Physics I	

Additional Requirements

Health	Health			
Physical Education	P.E. (.5 unit)	P.E. (.5 unit)	P.E. (.5 unit)	
Fine Arts	1 Credit required during the four years			
Practical Arts	1 additional credit required during the four years		Personal Finance 11th-12th	

Note: Required courses appear in bold print.

EXAMPLE PATHWAY RELATED ELECTIVES

Accounting II	Electronics & Computer Repair	Graphic Design Technology	Printing/Graphics Technology
AP Statistics	Electronic Media Production	Heating, Refrigeration and Air Conditioning	
Broadcast Journalism	Employment Internship	Interpersonal/ Workplace Comm	
Composition I & II	Entrepreneurship	Introductory Biology	
Computer Aided Design	Environmental Chemistry	Introduction to Speech	
Computer Programming	Film as Literature	Journalism I & II	
Creative Writing	Foreign Language	Marketing I & II	
Desktop Publishing	General Biology	Media	
Discrete Math	Graphic Design I & II	Networking Technology	
Earth Science			
Economics			
Electrical Trades			

HEALTH SERVICES CAREER PATH

Occupations By Educational Requirements

SCHOOL-TO-CAREER OR MILITARY	COMMUNITY COLLEGE/ TECHNICAL SCHOOL	FOUR-YEAR COLLEGE OR UNIVERSITY
On-the-job training No post-high school education	Two years or less post-high school education	More than two years post high school education

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Tech Comm 3
Liberty & Law and S.S. Elective
Business Math or Integrated Math 3
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Tech Comm 3
Liberty & Law and S.S. Elective
Algebra II, Integrated Algebra II,
Integrated Math 3
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Geometry,
Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Algebra II,
Integrated Math 2
Physics I or *Science
Computer Applications I
Elective(s)

Grade 11

English III
Liberty & Law and S.S. Elective
Algebra II, Math Analysis/Trig,
Integrated Math 3
General Chemistry, *Science
Elective(s)

Grade 12

English IV or AP English Literature
S.S. Elective
College Algebra, Math Analysis/Trig,
Calculus, Integrated Math 4
Advanced Biology, AP Chemistry,
*Science
Composition I & II
Elective(s)

*Science course selection should be determined by chosen career path, ability level, and teacher/counselor recommendation.

Occupations by Strands	School-To-Career Or Military	Nurse or Medical Assistant, Veterinary Assistant, Aide (physical, occupational, psychiatric, home health), Hospital Admitting Clerk
	Community College/ Technical School	Licensed Practical Nurse, Dental or Laboratory Assistant, Medical Technician, Physical Therapy Assistant, Radiological/Surgical Technician, Paramedic, Dietary Technician, Research Assistant
	Four-Year College, University, or more	Registered Nurse, Speech Pathologist, Physician, Dentist, Optometrist, Veterinarian, Medical Laboratory Technician, Physical Therapist, Occupational Therapist, Pharmacist, Optician, Athletic Trainer, Nuclear Medicine Technologist, Biomedical/Clinical Engineer, Dietician

Health Services

Core Area Requirements and Suggestions

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Communication Arts	English I	English II	English III or Contemporary Literature	Communication Arts Elective
Social Studies	U.S. History	World History	Liberty & Law and SS Elective	
Math	Algebra I or Integrated Math 1 or higher	Geometry or Integrated Math 2 or higher	3 rd credit math See Math Options Chart	4 th year math
Science	Integrated Science	Biology or Earth Science	Environmental Chemistry, General Chemistry or Physics I	

Additional Requirements

Health	Health			
Physical Education	P.E. (.5 unit)	P.E. (.5 unit)	P.E. (.5 unit)	
Fine Arts	1 Credit required during the four years			
Practical Arts	1 additional credit required during the four years		Personal Finance 11th-12th	

Note: Required courses appear in bold print.

EXAMPLE PATHWAY RELATED ELECTIVES

Accounting I	Composition I & II	Interpersonal/ Workplace Comm
Advanced Biology	Critical Reading	Foods and Nutrition
Advanced Chemistry	Drawing I & II	Introduction to Speech
AP Chemistry	Economics	Marketing I & II
AP Human Geography	Employment Internship	PLTW
AP Psychology	Family Living	Psychology
AP World History	Culinary Arts and Food Preparation	Sculpture I & II
Anatomy and Physiology	Foreign Language	Sociology
Business Concepts	General Biology	FACS Internship
Child Development and Parenting	General Chemistry	
Child Development II	Health Sciences	

HUMAN SERVICES CAREER PATH

Occupations By Educational Requirements

SCHOOL-TO-CAREER OR MILITARY	COMMUNITY COLLEGE/ TECHNICAL SCHOOL	FOUR-YEAR COLLEGE OR UNIVERSITY
On-the-job training No post-high school education	Two years or less post-high school education	More than two years post high school education

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Liberty & Law and S.S. Elective
Business Math or Integrated Math 3
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
Interpersonal/Workplace Comm
S.S. Elective
Math Elective
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Liberty & Law and S.S. Elective
Algebra II, Integrated Algebra II, Integrated Math 3
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
Interpersonal/Workplace Comm
S.S. Elective
Math Elective
*Science
Composition I & II
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Geometry, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Algebra II, Integrated Math 2
Physics I or *Science
Computer Applications I
Elective(s)

Grade 11

English III
Liberty & Law and S.S. Elective
Algebra II, Math Analysis/Trig, Integrated Math 3
General Chemistry or *Science
Elective(s)

Grade 12

English IV or AP English Literature
Interpersonal/Workplace Comm
S.S. Elective
College Algebra, Math Analysis/Trig, Calculus
Advanced Biology, AP Chemistry, *Science
Composition I & II
Elective(s)

*Science course selection should be determined by chosen career path, ability level, and teacher/counselor recommendation.

Occupations by Strands	School-To-Career Or Military	Janitor/Housekeeper, Refuse Collector, Service Station Attendant, Food Service Worker/Waiter, Cook, Butcher, Launderer, Preschool Aide, Security Guard, Bailiff
	Community College/ Technical School	Fireman, Policeman, Correctional Officer, Parks and Recreation Manager, Court Recorder, Paralegal, Hairstylist/Barber, Dining Room Manager, Restaurant Chef, Teacher's Aide
	Four-Year College, University, or more	Teacher, Counselor, Administrator, Coach, Corporate Trainer, Manager (food, hotel, travel, etc.), Dietician/Nutritionist, Urban Planner, Psychologist, Clergy/Religious Worker, Lawyer, Judge, Sports/Fitness Administration, Social Worker

Human Services

Core Area Requirements and Suggestions

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Communication Arts	English I	English II	English III	Communication Arts Elective
Social Studies	U.S. History	World History	Liberty & Law and SS Elective	
Math	Algebra I or Integrated Math 1 or higher	Geometry or Integrated Math 2 or higher	3rd credit math	4th year math
			See Math Options Chart	
Science	Integrated Science	Biology or Earth Science	Environmental Chemistry, General Chemistry or Physics I	

Additional Requirements

Health	Health			
Physical Education	P.E. (.5 unit)	P.E. (.5 unit)	P.E. (.5 unit)	
Fine Arts	1 Credit required during the four years			
Practical Arts	1 additional credit required during the four years		Personal Finance 11th-12th	

Note: Required courses appear in bold print.

EXAMPLE PATHWAY RELATED ELECTIVES

Accounting I & II	Employment Internship	Practical Economics
AP Human Geography	Culinary Arts and Food	PLTW
AP Psychology	Preparation	Psychology
AP Statistics	Family Living	Relationships
AP World History	Foreign Language	Sociology
Automotive Technology	Foods and Nutrition	
Business Concepts	Introduction to Speech	
Child Development and Parenting	Integrated Technology	
Child Development II	Concepts I & II	
Culinary Arts	Literature of the Bible	
Debate	Marketing I & II	
Economics	Personal and Business	
	Law I & II	

INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATH

Occupations By Educational Requirements

SCHOOL-TO-CAREER OR MILITARY	COMMUNITY COLLEGE/ TECHNICAL SCHOOL	FOUR-YEAR COLLEGE OR UNIVERSITY
On-the-job training No post-high school education	Two years or less post-high school education	More than two years post high school education

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Business Concepts
Elective(s)

Grade 11

English III or Technical Comm 3
Liberty & Law and S.S. Elective
Integrated Math 3 or Business Math
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Liberty & Law and S.S. Elective
Algebra II, Integrated Algebra II,
Integrated Math 3
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
*Science
Composition I & II
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Geometry,
Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Algebra II,
Integrated Math 2
Physics I or *Science
Computer Applications I
Elective(s)

Grade 11

English III
Liberty & Law and S.S. Elective
Algebra II, Math Analysis/Trig,
Integrated Math 3
General Chemistry, Physics II
*Science
Elective(s)

Grade 12

English IV or AP English Literature
S.S. Elective
College Algebra, Math Analysis/Trig,
Calculus
Advanced Biology, AP Chemistry,
*Science
Composition I & II
Elective(s)

*Science course selection should be determined by chosen career path, ability level, and teacher/counselor recommendation.

Occupations by Strands	School-To-Career Or Military	Electrical Assembler, Cable Installation/Repair, Grinder, Tool Setter, Sheet Metal Worker, Assembler, Carpenter, Roofer, Auto Mechanic, Bus Driver, Taxi Driver
	Community College/ Technical School	Mechanic, Machinist, Engineering/Chemical Technician, Auto Technician, Heating/AC Mechanic/ Installer, Welder, Truck Driver, Air Traffic Controller, Plumber, Bricklayer, Electrician, Surveyor
	Four-Year College, University, or more	Engineer (Aerospace, electrical, environmental, industrial, mechanical, computer), Automated Systems Engineer, Quantitative Business Research, Mathematician, Systems Analyst, Computer Programmer, Electrical/Electronics Engineer, Architect, Chemist

Industrial & Engineering Technology

Core Area Requirements and Suggestions

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Communication Arts	English I	English II	English III or Technical Communications 3	Communication Arts Elective
Social Studies	U.S. History	World History	Liberty & Law and SS Elective	
Math	Algebra I or Integrated Math 1 or higher	Geometry or Integrated Math 2 or higher	3 rd credit math See Math Options Chart	4 th year math
Science	Integrated Science	Biology or Earth Science	Environmental Chemistry, General Chemistry or Physics I	

Additional Requirements

Health	Health			
Physical Education	P.E. (.5 unit)	P.E. (.5 unit)	P.E. (.5 unit)	
Fine Arts	1 Credit required during the four years			
Practical Arts	1 additional credit required during the four years		Personal Finance 11th-12th	

Note: Required courses appear in bold print.

EXAMPLE PATHWAY RELATED ELECTIVES

AP Statistics	Electrical Trades	Integrated Technology	Sculpture I & II
Art Foundations	Electronics/Computer	Concepts I & II	Welding Technology
College Computer	Repair Technology	Interpersonal/	Wood Technology
Application	Employment Internship	Workplace Comm	
Computer Information	Fashion Design	Interior Design	
Technology	Foreign Language	Introduction to Speech	
Computer Programming	Geography	Marketing I & II	
Construction	Graphic Design	Materials & Processes	
Technology	Technology	Metals/Jewelry	
Culinary Arts	Heating, Refrigeration	Painting I & II	
Diesel Technology	and Air Conditioning	Photography I & II	
Drawing I & II	Home Maintenance	Principles of Engineering	
Economics		PLTW	

NATURAL RESOURCES AGRICULTURE CAREER PATH

Occupations By Educational Requirements

SCHOOL-TO-CAREER OR MILITARY	COMMUNITY COLLEGE/ TECHNICAL SCHOOL	FOUR-YEAR COLLEGE OR UNIVERSITY
On-the-job training No post-high school education	Two years or less post-high school education	More than two years post high school education

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Liberty & Law and S.S. Elective
Integrated Math 3 or Business Math
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Integrated Math 2, Geometry
*Science
Computer Applications I
Elective(s)

Grade 11

English III or Technical Comm 3
Liberty & Law and S.S. Elective
Algebra II, Integrated Algebra II,
Integrated Math 3
*Science
Elective(s)

Grade 12

English IV or Tech Comm 4
S.S. Elective
Math Elective
*Science
Composition I & II
Elective(s)

Grade 9

English I
U.S. History in the 20th Century
Algebra I, Geometry,
Integrated Math 1
Integrated Science
Health/PE I
Computer Keyboard I and II
Elective(s)

Grade 10

English II
World History
Geometry, Algebra II,
Integrated Math 2
Physics I, *Science
Computer Applications I
Elective(s)

Grade 11

English III
Liberty & Law and S.S. Elective
Algebra II, Math Analysis/Trig,
Integrated Math 3
General Chemistry, *Science
Elective(s)

Grade 12

English IV or AP English Literature
S.S. Elective
College Algebra, Math Analysis/Trig,
Calculus, Integrated Math 4
Advanced Biology, AP Chemistry,
*Science
Composition I & II
Elective(s)

*Science course selection should be determined by chosen career path, ability level, and teacher/counselor recommendation.

Occupations by Strands	School-To-Career Or Military	Pest Controller, Nursery Worker, Greenhouse Worker, Lawn and Garden Worker, Grounds Keeper, Farm Worker, Feed Sales Representative, Forest Worker or Logger
	Community College/ Technical School	Gardener, Animal Caretaker, Greenhouse/Nursery Manager, Farm Operator/Manager, Fish and Game Specialist, Produce Buyer, Wildlife Manager/Technician, Livestock Buyer/Seller
	Four-Year College, University, or more	Forester/Conservationist, Plant Geneticist, Agricultural Trainer/Manager, Biological Scientist, Geologist/Geophysicist, Meteorologist, Physicist/Astronomer, Agricultural Scientist/Engineer/Economist, Bacteriologist, Animal Nutritionist, International Agri-Marketing Specialist

Natural Resources Agriculture

Core Area Requirements and Suggestions

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Communication Arts	English I	English II	English III	Communication Arts Elective
Social Studies	U.S. History	World History	Liberty & Law and SS Elective	
Math	Algebra I or Integrated Math 1 or higher	Geometry or Integrated Math 2 or higher	3 rd credit math See Math Options Chart	4 th year math
Science	Integrated Science	Biology or Earth Science	Environmental Chemistry, General Chemistry or Physics I	

Additional Requirements

Health	Health			
Physical Education	P.E. (.5 unit)	P.E. (.5 unit)	P.E. (.5 unit)	
Fine Arts	1 Credit required during the four years			
Practical Arts	1 additional credit required during the four years		Personal Finance 11th-12th	

Note: Required courses appear in bold print.

EXAMPLE PATHWAY RELATED ELECTIVES

- | | | |
|-------------------------|---------------------------------------|-------------------------------|
| Accounting I | Culinary Arts and Food Preparation | Marine/Environmental Studies |
| Advanced Biology | Foreign Language | Marketing I & II |
| Advanced Chemistry | General Biology | Materials and Processes |
| AP Chemistry | General Chemistry | Photography I & II |
| AP Statistics | Geography | Principles of Engineering |
| Art Foundations | Graphic Design | PLTW |
| Business Concepts | Technology | Turf and Landscape Management |
| Drawing I & II | Integrated Technology Concepts I & II | |
| Earth Science | Interpersonal/Workplace Comm | |
| Economics | Introduction to Speech | |
| Employment Internship | | |
| Environmental Chemistry | | |

Notice of Nondiscrimination

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

Public Notice—Public Education for Students with Disabilities

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

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

The School District of Springfield R-12 has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan is available for review during regular school hours in the office of the Director of Special Education.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/legal guardian's name/address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact this district at 523-7500.

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

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

For further information, contact the Special Education Office (895-2894).

