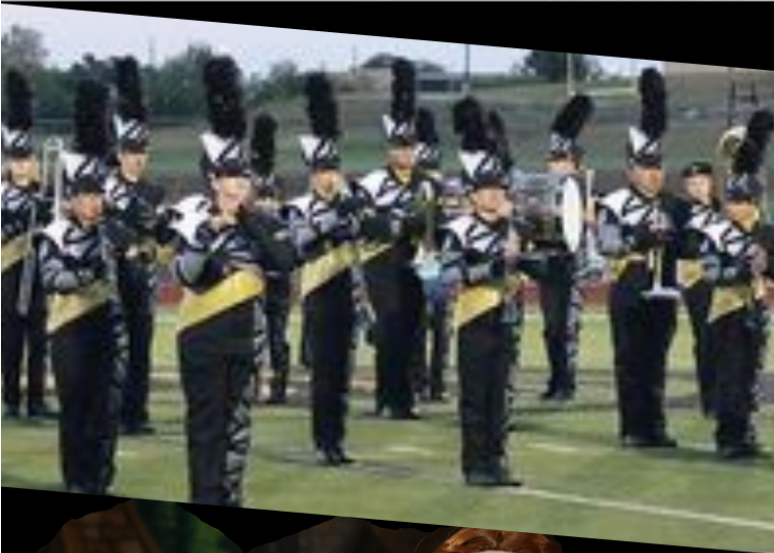


SMITH-COTTON HIGH SCHOOL

2023-2024

COURSE AND STUDENT RESOURCE GUIDE



SEDALIA SCHOOL DISTRICT #200

SMITH-COTTON HIGH SCHOOL

COURSE & STUDENT RESOURCE GUIDE



Dear Parents and Students:

This Course and Student Resource Guide contains a wealth of information to assist as you organize and implement a plan for your high school career and beyond.

The career path information offers a range of possible careers for each student to consider. Parents can use the career path information to discuss career opportunities with their children.

Student course selection is very important. Schedule changes can be very difficult and/or denied; therefore, students and parents should carefully consider course selections to ensure the most appropriate choices for students. The teachers, counselors, and administrators are available to assist students and parents as they make course decisions. Please do not hesitate to ask for this assistance.

Sincerely,

Smith-Cotton High School and Whittier Administrative & Counseling Teams

Located Digitally at
www.sedalia200.org

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Graduation Requirements

EIGHT SEMESTERS of HIGH SCHOOL ATTENDANCE are strongly recommended for all students. If students have completed all required courses and have earned 24 units of credit, early graduation requests will be considered on a case-by-case basis. Students must submit a letter of their intent to graduate early to the principal the semester before they plan to graduate.

CURRICULAR AREAS	COURSE OFFERINGS
ENGLISH (4 Units)	English I, English II, English III, English IV, Lifetime Literacy TTR <u>Advanced Placement:</u> AP English Literature and Composition, AP English Language and Composition <u>Dual Credit:</u> English Composition I & English Composition II
SOCIAL STUDIES (3 Units)	World History, U.S. History, U.S. Government, The Law & You, The Last 50 Years in History, Missouri History, Geography, The Holocaust, History of Civil War, History of Vietnam War, Sociology <u>Advanced Placement:</u> AP US History, AP World History, AP Human Geography, AP European History, AP Comparative Government and Politics, AP US Government and Politics, AP Macroeconomics <u>Dual Credit:</u> US History Before 1877, US History Since 1877, World Civilization Before 1500, World Civilization After 1500, National Government
MATHEMATICS (3 Units)	Algebra I, Algebra II, Algebra III, Honors Algebra II, Geometry Concepts, Geometry, Pre-Calculus, Introduction to Statistics, Real World Math, Applied Math I, Applied Math II <u>Advanced Placement:</u> AP Calculus AB <u>Dual Credit:</u> Statistics, College Algebra, College Trigonometry, Pre-Calculus, Calculus
SCIENCE (3 Units)	Biology, General Science, Physical Science, Earth Science, Environmental Science, Chemistry I & II, Physics, Zoology, Human Physiology, Astronomy, Meteorology <u>Advanced Placement:</u> AP Biology, AP Environmental Science <u>Dual Credit:</u> Human Biology, General Chemistry I w/Lab, Intro to Chemistry w/lab
FINE ARTS (1 Unit)	See Course Offerings
PRACTICAL ARTS (1 Unit)	See Course Offerings
PHYSICAL EDUCATION (1 Unit)	Personal Fitness, Athletic Conditioning, Lifetime Sports, Adaptive Personal Fitness TTR (Yoga)
PERSONAL FINANCE (1/2 Unit)	Personal Finance
HEALTH (1/2 Unit)	Health
ELECTIVES (7 Units)	See Course Offerings
Totals	24 Credits

Student Resource Guide

College Admission Requirements and Recommendations

Requirements for admission to college will depend on the college to which you are applying, and the kind of program you expect to pursue. For example, a student planning to enter one of the most highly competitive colleges in the country will need to meet more demanding entrance requirements than a student planning to enter a state school or a community college. Four-year colleges and universities will often have specific requirements in certain subject areas in addition to a certain level of GPA performance and college admission test scores.

The best approach to college planning is to strive to keep options open by taking a good distribution of academic coursework all four years of high school, with as much preparation in each area as possible. You should begin planning early for college so you will have the necessary requirements when it is time to apply to the college of your choice. Many colleges and universities are increasing admission requirements, especially in the area of core courses. Parents and students should check individual institutions for specific requirements and work closely with your school counselor.

To serve as additional guidelines and as examples, the admission requirements for students planning to enter the University of Missouri system, as well as the requirements for students planning to enter other state colleges and universities, are shown.

College Admissions–Minimum Post High School Requirements

Freshman Entering University of Missouri (example)

College-bound students should consider a high school program which will prepare them for university work.

4 credits English Language Arts

3 credits Social Studies

4 credits Math (Algebra I & higher)

3 credits Science

1 credit Fine Arts

2 years of same foreign language

Refer to the table on the University of Missouri website using class rank & ACT score.

Community & Technical Colleges

Required: High school Diploma, HiSet, or completion of a home school program

Military Careers

Required: High School Diploma

Apprenticeships

Required: High School Diploma or HiSet and must be at least 18 years of age.

Career Planning

Purpose of Career Paths and Career Clusters

Career Paths are clusters of occupations/careers grouped according to participants' interests and talents or skills. All paths include a variety of occupations that require different levels of education and training. Thus, career paths provide a plan for all students, whatever their interests, abilities, talents or desired levels of education. Selecting a career path provides a student with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue. The focus of career

paths is on helping students choose a career path, not a specific occupation. Selecting a career path is not a lifelong commitment; it is a place to begin focusing one's energies. As students take different courses and learn more about themselves and careers, they will probably change career paths. Students who understand the career paths concept will be aware that there are a variety of other related possibilities if the first path no longer fits them. If different career paths become more interesting, the students can reevaluate plans, make appropriate decisions, and revise their high school plans as necessary.

Benefits

Deciding on a career path can assist you in exploring your interests and preparing for your future. The intent is not for you to decide on a specific occupation for the rest of your life, but to select a career path into which you can begin directing your energies. Identifying a career path can help you in selecting school courses, activities, and part time employment. It can also help guide your participation in job shadowing, career exploration, and internships. A career path choice is not a permanent commitment. As you have new experiences, you learn new things about yourself and may decide to change career paths. If you decide on a different career path to explore, you should discuss it with your counselor and adjust your future course selections in accordance with your new career exploration.

Career Exploration Assessments

Sedalia 200 students complete career exploration assessments starting in the 7th or 8th grade. This is a way the student can identify an initial career path choice. Counselors will then use this information to assist students in making course selections and developing a five-year plan. Steps for Choosing a Career Path or Cluster:

1. Identify your interests, abilities, and talents.
2. Identify the career path or cluster that relates to your interests, abilities, and talents.
3. Explore occupations in those career paths or clusters.
4. Decide how much education you want to receive after high school.
5. Develop an Individual Career and Academic Plan by selecting courses and cocurricular activities that relate to your career educational and career goal.
6. If undecided regarding a career path or cluster, choose courses from different career areas to give you a better idea of your interests.

Career Planning Common Language

Definition and Purpose:

1. Counseling Grade Level Expectations (GLEs): The systematic, sequential and developmentally appropriate set of knowledge, skill and understanding for the K-12 counseling curriculum.
2. Life Career Development: Self-development over the life span through the integration of roles, settings, and events of a person's life.
3. Individual Planning: The process of on-going educational and career-planning services that helps all students develop Individual Career and Academic Plan (ICAP) organized around programs of study and their personal, career, and educational goals.
4. Individual Career and Academic Plan (ICAP): A student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster and their educational goals. Initiated in the eighth grade, it is designed to ensure a successful postsecondary transition and is the key component of the individual planning process.
[Sedalia 200 ICAP Form](#)
5. Program of Study (POS): Secondary-to-postsecondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to attain a postsecondary degree or industry-recognized certificate or credential.

a. Process: Missouri currently uses a 10-step process for the development of Programs of Study that is aligned with federal guidelines which includes creation of POS templates and secondary/postsecondary curriculum alignment. This process is currently under review at the state level.

b. Template: The model or form developed by schools that lists courses, occupations and additional learning opportunities to help students develop their ICAP. The completion of the POS template does not infer that the POS process has been completed.

6. Career Paths (6) Clusters (16) Career Pathways (78): A progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.

7. Missouri Connections: A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create résumés. For additional information, see MissouriConnections.org



MissouriConnections.org
Connect to Your Future

FIND YOUR FUTURE IN CAREER PATHS & CAREER CLUSTERS

Manufacturing

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

Science, Technology, Engineering and Mathematics

Engineering and Technology
Science and Math

Transportation, Distribution and Logistics

Transportation Operations
Logistics, Planning and Management Services
Warehousing and Distribution Center Operations
Facility and Mobile Equipment Maintenance
Transportation Systems and Infrastructure
Planning, Management and Regulation
Health, Safety and Environmental
Management
Sales and Services

Human Services

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

Hospitality and Tourism

Restaurants and Food and
Beverage Services
Recreation, Amusement
and Attractions
Travel and Tourism
Lodging

Government and Public Administration

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

Law, Public Safety, Corrections and Security

Correction Services
Emergency and Fire Management Services
Security and Protective Services
Law Enforcement Services
Legal Services

Education and Training

Administration and
Administrative Support
Professional Support Services
Teaching and Training

Health Science

Biotechnology Research
and Development
Therapeutic Services
Diagnostics Services
Health Informatics
Support Services

Industrial & Engineering Technology

Building &
Fixing Path

Human Services

Helping Path

Health Services

Health Path

Essential Knowledge & Skills

Academic Foundations
Ethics & Legal Responsibilities
Systems Leadership & Teamwork
Informational Technology Applications
Employability & Career Development
Problem Solving & Critical Thinking
Safety, Health & Environmental
Communications
Technical Skills

Arts & Communication

Creative Path

Natural Resources Agriculture

Nature Path

Business, Management & Technology

Business Path

Agriculture, Food and Natural Resources

Food Products and
Processing Systems
Plant Systems
Animal Systems
Power, Structural and
Technical Systems
Natural Resources and
Environmental Systems
Agribusiness Systems

Arts, A/V Technology and Communications

Audio and Video Technology and Film
Printing Technology
Visual Arts
Performing Arts
Journalism and Broadcasting
Telecommunications

Finance

Accounting
Insurance
Banking Services
Business Finance
Securities and Investments

Information Technology

Network Systems
Information Support and Services
Web and Digital Communications
Programming and Software Development

Marketing

Marketing Management
Marketing Communications
Marketing Research
Professional Sales
Merchandising

Business Management and Administration

General Management
Human Resources Management
Business Information Management
Administrative Support
Operations Management

Missouri
Career Education

ESSENTIAL SKILLS FOR ALL STUDENTS

Department of Elementary and Secondary Education
Division of Career Education
P.O. Box 480
Jefferson City, MO 65102-0480
(672) 751-2860



DESE 3300-3-407

GENERAL ENROLLMENT INFORMATION

GRADES AND GRADE POINT SYSTEM

Grades will be issued at the end of each 18-week semester. A progress report will be issued at mid-semester. It is the student's responsibility to present grades to parents. Semester grades are based on cumulative points in the following areas: Practice, Checks for Understanding, Performance and Semester Final. Grades are based on the following percentages:

95-100%	A 4.00	80-82%	B- 2.67	67-69%	D+ 1.34
90- 94%	A- 3.67	77-79%	C+ 2.34	63-66%	D 1.00
87- 89%	B+ 3.34	73-76%	C 2.00	60-62%	D- 0.67
83- 86%	B 3.00	70-72%	C- 1.67	0-59%	F 0.00

Parents/Guardians can access observer accounts in Canvas to view grades, resources, and activities posted in their child's courses. The Canvas Parent App can be installed on mobile devices to make viewing more convenient. Observer accounts can: view student grades, read announcements, view the calendar, see the course syllabus, access a list of assignments with due dates, see online assignments, but not discussion posts, set up email or text notifications for announcements, assignments, and more. Please use this [resource](#) to help you set up your account and connect your account to your child's Canvas account.

HONOR ROLL / ACADEMIC HONORS

Smith-Cotton High School grades are based on a 4.0 scale. Honor roll is based on semester grades and grade point average. Students who obtain a 3.0 up to 3.66 will be on the Honor Roll. Those with 3.67 or above will be on the Principal's Honor Roll. Students can receive an academic letter by earning a 3.34 or above for 3 semesters.

Beginning with the Class of 2025:

A Cum Laude Academic Distinction System will be bestowed as recognition of outstanding academic achievement and as a means to further encourage sound scholarship. They are awarded to every student attaining the required proficiency.

Program Proficiency Details:

- **Summa Cum Laude:** is awarded to candidates whose grade-point-average is 4.00 or higher
- **Magna Cum Laude:** is awarded to candidates whose grade-point-average is 3.70-3.999
- **Cum Laude:** is awarded to candidates whose grade-point-average is 3.40-3.699

**Valedictorian:* is awarded to the candidate with the highest grade-point-average of the class and will address their graduating class.

**Salutatorian:* is awarded to the candidate with the second highest grade-point-average of the class.

ADVANCED STUDIES

Several special programs are designed to meet the needs of academically talented students, providing intellectual challenge through curriculum. These programs are designed to provide students a competitive advantage for college admission or other advanced study and increase their scholarship opportunities. The programs are listed below:

Advanced Placement (AP), Dual Credit, Project Lead the Way (PLTW), and Articulated Credit

Students and their parents should meet with a school counselor to investigate all opportunities and options available through the programs. Please be aware that acceptance of credit through these programs is determined by individual colleges. Students and parents will also find the following brief explanations of each program helpful.

Advanced Placement (AP)

The Advanced Placement Program is essentially a way for schools to provide their stronger students with courses of study appropriate to their abilities and interests, with reasonable assurance that these studies will not be repeated at college.

Smith-Cotton High School offers several AP courses to sophomores, juniors and seniors. All AP courses culminate in a comprehensive AP examination administered by the College Board, a non-profit organization that administers the program. Most colleges will accept successful completion of the exam for either advanced placement alone or for both dual credit and advanced placement. Up-to-date information concerning university recognition policies can be found at <http://www.collegeboard.com/student/testing/ap/about.html>.

Students are strongly encouraged to take the final AP examination and must receive a particular score to receive college credit. Please refer to the college of choice or bring questions to the Smith-Cotton High School Counseling office. LAUNCH AP courses may be taken with administrative approval. Advanced Placement examination fees will be determined and assessed in the fall semester.

Dual Credit Opportunities

Smith-Cotton students have the opportunity to earn both high school credit and college credit at the same time through dual credit. There are several different ways to go about getting dual credit. Please see the sections below explaining the Tiger Roadrunner Express, WeMET, PLTW, and possible on-campus dual credit.

College Credit to High School Credit

When attending college, students earn college credit hours. Equating college hours to high school credit has been established as: 5 college hours = 1 unit of high school credit; 3 college hours = $\frac{1}{2}$ unit of high school credit; 2 college hours = $\frac{1}{2}$ unit of high school credit. To enroll or to obtain more specific details on "Dual Credit" and how it would fit into a daily school schedule, parents and students should contact a school counselor. Any dual credit class taken which is not "on level" or which is considered remedial will be awarded an elective credit.

Books, Tuition, and Fees

Books, tuition, and fees for these courses must be paid to the college. Students may apply for possible scholarships. Students should communicate with their grade level counselors for more information.

Drop/Withdrawal

It is the practice of the high school to apply a deadline to drop or withdraw from a course. Courses dropped after the first 3-weeks of the semester will have an "F" noted on the transcript as a result of not completing the course. Please speak to your student's counselor for more details.

Dual Credit Courses – Please note that students taking a dual credit course through one of our cooperative post-secondary institutions must follow that institution's drop/withdrawal policy to avoid fees or other repercussions. The district is bound to the dates set by the university.

Other Information

ACT/Accuplacer scores must be on file in the counseling office by the end of the school year in order to enroll in a dual credit course.

TIGER ROADRUNNER EXPRESS

Smith-Cotton and State Fair Community College have formed a new railroad to meet the needs of our students and our community. This new system will allow 11-12th grade Smith-Cotton students to attend dual credit courses on the SFCC campus during our first and second hours. Students would have the opportunity to enroll in one to four dual credit courses per semester. If you are an interested tiger, please reach out to your grade level counselor. Students should check the SFCC website for needed ACT/Accuplacer scores for enrollment and have those on file before the end of the academic school year. SFCC Dual Credit 101 will be mandatory. Students on the Tiger-Roadrunner Express will be considered college students and will be addressed as such.



WeMET

WeMET is a consortium in conjunction with UCM. This partnership allows Smith-Cotton students to have access to the full dual credit course catalog. If students are interested in dual credit through UCM, please reach out to your grade level counselor.



PLTW Dual Credit

Project Lead the Way (PLTW) is a nationally recognized engineering curriculum being offered through the Sedalia School District. There are three different engineering pathways offered at Smith-Cotton High School: Pathway to Engineering, Pathway to Computer Science, and Pathway to Biomedical Science. Each of these pathways offer engineering courses that engage students in hands-on activities, projects, and problems that are reflective of real-world challenges. This compelling, real-world approach empowers students to learn essential, in-demand skills validated by the world's leading companies, while also providing an invaluable connection between what students are learning in the classroom today and how it applies to the paths they will take in the future. Ask your school counselor about information regarding PLTW or go to www.pltw.org. **Dual credit can be awarded through SFCC, UCM, or Missouri University of Science and Technology. See the Project Lead the Way instructor for more information.**

On Campus Dual Credit Options

On campus dual credit options will vary from semester to semester. They will be determined through enrollment process, staffing needs, etc. Information will be sent to students about all on campus dual credit options.

Articulated Credit

Articulation agreements are set up for certain career, technical and occupational courses that are offered through a post-secondary institution such as State Fair Community College. Articulated credit is earned by successfully completing a career, technical or occupational course with an 80% or higher. Enrollment for articulated credit must be made while the student is enrolled in the high school equivalent course. The college credit will appear on a college transcript once a student graduates high school and earns 15 hours of college credit through the post-secondary institution. There is no cost to the student for articulated credit. Smith-Cotton does offer some articulated credit through State Fair Community College.

Weighted Class Information

Weighted classes are given one (1) additional grade point to count toward a student's grade point average.

Weighted courses offer a more rigorous curriculum to prepare students for post-secondary education.

Dual Credit and Advanced Placement classes are all weighted. These courses are noted in the planning guide with Tiger Paw. Suggested courses for the Core 42 can be found [here](#).

Acceptance of Outside & Transfer Credits

Definition: An outside credit is defined as any credit earned by completing an approved correspondence course, an approved home-school course, or by attending another accredited school district's summer school or credits earned via Smith-Cotton High School's summer school. If enrolled in Smith-Cotton summer school, no outside credit will be awarded during that summer semester.

Regulations:

1. The maximum number of outside credits, which may be counted toward the total credits required to graduate from Smith-Cotton High School, is three units of credit (6 semester courses).
2. No more than two outside credits (4 semester courses) may be counted in any one school year.
3. The principal and/or counselor may request a copy of the course syllabus, tests, and method of grade determination for any outside credit courses prior to accepting these as appropriate for fulfilling the graduation requirements of the Sedalia School District.
4. A consultation with the high school counselor is recommended prior to enrolling in any courses taken outside of the regular school day.
5. A student must request an "outside credit" form from his/her counselor.
6. Please see Board Policy 2510 in regards to transfer students and credits.
7. Transfer credits will not hold their weighted credit when inputted on a Smith-Cotton transcript.

Smith-Cotton High School Assessment Plan

Assessment Information: Standardized tests are designed to give a common measure of students' performance. These assessments help compare an individual's performance with the performance of a group of students from a given class, school, or school system. Since large numbers of students throughout the country take the same test, "standards" can be developed to show whether school programs are succeeding and how students are performing. Standardized achievement tests measure how much students have already learned about school subjects such as reading, math, language skills, spelling, or science. On the other hand, standardized aptitude tests measure your student's ability to learn in school. They measure verbal ability, mechanical ability, creativity, clerical ability, or abstract reasoning.

ACT (American College Testing Program)

The ACT is a battery of four examinations in English, math, reading, and science reasoning, each of which yield separate scores measuring developed abilities. The ACT is required by many colleges as part of the application process for admission.

Advanced Placement (AP)

Testing Students enrolled in AP courses are strongly encouraged to complete the AP examination for which the course has prepared them. Cost of the examination will be paid by the student. Information is available from the teachers of the AP courses. Each college or university determines which of these examination scores it will accept. It is important for students to have accurate information from the school they plan to attend regarding the acceptance of AP credit.

ASVAB (The Armed Services Vocational Aptitude Battery)

The ASVAB is a multiple-aptitude battery that measures development of academic skills. The ASVAB also provides career information for various civilian and military occupations and is an indicator for success in future endeavors including college, vocational school and/or a military career.

End of Course Assessment (EOC)

End of Course assessments are required by the Missouri Department of Elementary and Secondary Education for various high school level classes. Smith-Cotton will administer these assessments in the appropriate courses where the standards are addressed and students are required to complete these assessments for graduation: Algebra I, Biology, English II, and Government.

PSAT / NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT measures verbal mathematics reasoning skills important for academic success in college. It serves three purposes: gives the student writing practice for the SAT I; is the first step in qualifying for scholarships sponsored by the National Merit Scholarship Corporation and other scholarship programs; gives the student the opportunity to participate in the Student Search Service. This test is taken in the junior year for NMSQT qualification.

Technical Skills Attainment (TSA)/Industry Recognized Credentials (IRC)

Technical Skills Attainment (TSA) measures a student's competency level on a skill assessment aligned with industry-recognized certifications (IRC). It is a requirement under The Perkins Act of 2006. Industry recognized credentialing tests are assessments that are subject specific nationally recognized certificates and/or licensure tests.

WorkKeys ACT

WorkKeys assessments are research-based measures of foundation work skills required for success across industries and occupations.

Home School

When enrolling or re-enrolling students that have been homeschooled, review the following information (as per 167.031 RSMo).

- a. A plan book, diary, daily log, or written record indicating the subjects taught and the activities engaged in with the student; and
- b. A portfolio containing samples of the student's academic work; and
- c. A record of evaluation of the student's work; or
- d. Other written, or credible evidence equivalent to subparagraphs a, b, and c above.

If the parents have the above information we will award credit based on their documentation.

In grades 9-12, students with partial documentation or no documentation will not be awarded credit. Under certain circumstances, students with partial documentation may complete a competency test for each course to determine if credit will be awarded. Any student with partial documentation will need to go through the Office of Curriculum and Instruction to determine placement.

Independent Study/Class by Arrangement **For Grades 10-12**

In this program, a student may further his/her study independently under the supervision of the teacher. The school counseling department has more information for those interested students. This is determined on an individual basis.

Summer School

Sedalia School District #200 may provide a summer school program for those students who have been unable to meet the basic requirements for graduation and for other students wishing additional coursework. Students who have failed a required course should see a counselor and enroll for summer course work.

Community Service

Community service is designed for any student with the desire to spend time in documented, approved service to some agency or project with a community service orientation. Examples of this would be assisting in local service club projects, aiding city and state agencies, helping at hospitals and schools, etc. Eighty hours of documented service will equate to ½ credit of elective credit. Up to two hours of elective credit may be counted toward graduation. Each student will maintain records of dates, times, and services rendered, along with required signatures. A brief checklist will also rate the success of the effort. To receive credit, the student will also compose a summary of the total experience and submit it along with the documentation. **The service projects will be performed outside of regular school hours. This class is pass/fail. See your school counselor for more information.**



Sedalia FIT



The Sedalia FIT program's mission is to provide all students with a 40-hour internship opportunity during their junior or senior year. Business, Education and Civic leaders have built a community-led "4 step career program" for high school students, which includes an internship, prior to their entering a technical, associate or bachelor degree program. The FIT program consists of the following four steps: assessment, interview, placement and follow-up. Step one requires each student to complete a career assessment which helps determine their "Top 5" career choices. After the assessment is completed each student meets with a career consultant to review their choices and agree on an internship that FITS with their interests and talents. The career consultant will then access the Employer Internship Network (EIN) to match the student with one of the employers in the network. Upon completion, the student provides a written description of the impact that this internship has had on their career selection process. The business provides the intern with career input and advice based upon their experiences and their interactions.



Missouri Seal of Biliteracy



The Sedalia School District has chosen to develop an award to encourage the study of world languages and to recognize the achievement of students who attain proficiency in both English and another language. In order to recognize and encourage linguistic proficiency and cultural literacy, the Sedalia School District shall present a biliteracy award to each graduating high school student who demonstrates proficiency in speaking, reading, and writing in one or more languages in addition to English. The Superintendent will approve applications based on a review of student qualifications in accordance with the Board of Education policy and district-established criteria. Several state universities are working with DESE to offer upper level foreign language credit to students who meet the requirements for the Seal of Biliteracy.



LAUNCH is Missouri's solution for course access for school districts and families in need of flexible and personalized learning options. LAUNCH courses meet both individual student's needs and the needs of the Sedalia School District #200 by providing virtual course options for the students. Through this program, Smith-Cotton can offer high quality virtual courses in which Missouri teachers teach Missouri learning standards. Administrative approval is required to be a part of this program.

Missouri Options

Students that will complete or have completed U.S. Government, Personal Finance, Health, one full credit of PE, one full credit of Practical Art and one full credit of Fine Art, and are behind on core credits can prepare for the Missouri Options test by attending classes at the SFCC Career and Technical Center. After taking and passing the Missouri Options test, a Smith-Cotton High School diploma can be awarded, provided the basic requirements have been met in accordance with the MISSOURI OPTIONS contract. **STUDENTS ARE NOT ELIGIBLE FOR THIS PROGRAM UNTIL THE YEAR THEIR COHORT GROUP GRADUATES!**



With the class of '25

We understand and are committed to meet the needs of all our students. We have developed a program in conjunction with Pettis County Economic Development. This program will allow students to move forward on local career paths with full-time employment their junior/senior years in high school. Students will still work on and achieve their 24 high school credits while holding full-time employment. Freshmen and their families will be introduced to Workforce Ready Tigers each spring.

A+ Schools Program

The A+ Schools Program strives to ensure that students are prepared for and successful in life beyond high school. The A+ Schools Program provides students with continuous, progressive career information throughout the students' years at Smith-Cotton. The program focuses on ensuring students have course offerings that are rigorous and relevant to the world outside the classroom that will better prepare them for their paths after high school.

An A+ Student must:

- Must be a US Citizen or permanent resident (See the A+ Coordinator with any questions).
- Sign a **Letter of Intent** to participate in the program prior to or during the last 3 years of high school.
- Attend an **A+ School** for six consecutive semesters prior to graduation (grades 10-12).
- Graduate with an **unweighted** cumulative GPA of 2.5 or higher on a 4.0 scale. Graduate with at least a **95%** cumulative attendance record for grades 9-12.
- Perform **50 hours** of unpaid tutoring to other students in the district.
- Maintain a record of good citizenship and avoid the use of alcohol and unlawful drugs.
- Apply for **non-repayable federal tuition assistance** by filling out the Free Application for Federal Financial Aid (FAFSA). This must be completed before requesting A+ Student Financial Incentive Assistance.
- Students must score **proficient or advanced** on **ONE** of the following End of Course Exams: **Algebra I, Algebra II, or Geometry**.
- If a student takes the Algebra I End of Course Exam as an 8th grader and passes with a proficient or advanced, then they have satisfied this requirement.

HOW DO YOU BECOME AN A+ STUDENT?

To become part of the A+ Schools Program, read the citizen guidelines and complete the agreement. It is recommended that students sign up early in their high school careers. Doing so, allows the A+ Coordinator to monitor the students' GPA and attendance, provide college and career information, and assist students in fulfilling the tutoring portion of the A+ requirements. Students are encouraged to enroll in the A+ Schools Program even if they plan to attend a four-year college or enter the workforce rather than attend college. This program is an opportunity for students to access additional education after high school; it does not obligate them to use the A+ tuition reimbursement.

WHAT ARE THE BENEFITS OF BEING AN A+ STUDENT?

- A student graduating with A+ status may be eligible for two years of tuition grants to attend any accredited public Missouri community college or vocational/technical school as a full-time student. Tuition benefits may cover tuition and general fees.
- The tuition grants may be available to the A+ student up to four years after high school graduation.

Parental income is not a criteria for A+ student incentive reimbursement.

The rules and reimbursement for the A+ Schools Program are determined by the State Legislature. They may change at any time.

***For additional information about the A+ Schools Program,
contact the A+ Coordinator.***

Upward Bound--State Fair Community College

The SFCC Upward Bound program is a partnership between Sedalia School District #200 and State Fair Community College. Upward Bound is a federally funded college academic enrichment opportunity targeting first-generation college bound high school students. Housed at Smith-Cotton High School, the program motivates participants to develop the skills necessary to complete high school and successfully pursue a four-year college degree.

Throughout the academic year, participants receive individual peer-led tutoring, academic performance stipends, college campus visits, fine arts enrichment activities, cultural field trips, a financial aid seminar, leadership training, and ACT preparation instruction. During the summer, participants take part in a 6-week college immersion experience where students live in the SFCC residence hall and take college prep classes on the college campus.

Upward Bound provides services to 50+ students attending Smith-Cotton High School. There is no cost to the participant or to the family. To qualify, applicants must meet one of the following criteria: be a first-generation college student (cannot reside with a natural/adoptive parent who has a bachelor's degree) -or- must meet a federally regulated income guideline set annually by the federal government. For more information, visit the Upward Bound Office or the State Fair Community College website.

Athletic Eligibility

Missouri State High School Activities Association (MSHSAA) Eligibility

Knowing and following all MSHSAA standards will enable a student to protect his/her eligibility for MSHSAA interscholastic competition. Activity participation should be for all students making appropriate progress toward graduation and otherwise in good standing. For students in grades 9-12: Grades received the preceding semester will determine eligibility to participate in interscholastic activities.

- The student shall have earned, the preceding semester, a minimum of 3.0 units of credit. This means students must pass 6 of 7 classes the previous semester.
- The student shall currently be enrolled in and regularly attending courses that offer 3.0 units of credit. (Teacher aides and study halls are non-credit classes)
- A beginning ninth grade student shall have been promoted from the eighth grade to the ninth grade for first semester of eligibility.
- A student must be making satisfactory progress towards graduation as determined by local school policies. There is a maximum age limit for participation.

Dual Enrollment/MOCAP

Students planning to participate in dual enrollment/MOCAP classes should visit with their counselor or Activities Director to make sure they will be eligible to participate in MSHSAA sanctioned activities. More information can be found at: www.mshsaa.org.

National Association of Intercollegiate Athletics (NAIA)

Please go to www.playnaia.org for information about eligibility to play NAIA athletics.

National Collegiate Athletic Association (NCAA)

Before a student is eligible to participate in college athletics at the NCAA Division I, Division II or Division III level, the NCAA Clearinghouse Eligibility Center must certify the student. Part of that certification process includes making sure that the student has successfully taken the required number of core courses. The required number of core courses is listed below. For further requirements to be deemed eligible contact the Counseling Office or visit NCAA Eligibility Center on the web.

Checklist for College-Bound Student-Athlete

- ☐ Register at the beginning of your sophomore year at <http://web3.ncaa.org/ecwr3>.
- ☐ Send your transcripts to the NCAA Eligibility Center at the end of your junior year.
- ☐ Take the ACT or SAT and use the code 9999 to have your official scores sent directly to the NCAA Eligibility Center.
- ☐ Check with your high school counselor to make sure you are on track to graduate on time with your class and have the required amount of core courses.
- ☐ Request final amateurism certification during your senior year (starting April 1).
- ☐ Ask your high school to submit your final transcript with proof of graduation.

CORE UNITS REQUIRED FOR NCAA CERTIFICATION

(Families need to check the NCAA website for the most up to date information as there are additional requirements such as GPA, etc.)

	<u>Division I</u>	<u>Division II</u>
English core	4 years	3 years
Mathematics core	3 years	2 years
Science core	2 years	2 years
Social Studies Core	2 years	2 years
From English, Math, or Science	1 year	3 years
Additional Core (English, Math, Science, Social Studies, Foreign Language, Computer Science)	4 years	4 years
TOTAL CORE UNITS REQUIRED	16	16

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain that courses being taken have been approved as core courses. The website is www.ncaa.org and click on "Eligibility Center."

National Collegiate Athletic Association (NCAA) Eligibility Center

All high school student-athletes wishing to compete in college must register with the NCAA Eligibility Center. Information about the Eligibility Center can be found in the Guide for the College-Bound Student-Athlete. The NCAA national office does not handle initial-eligibility certifications. Please do not contact the NCAA national office with inquiries regarding an individual's initial-eligibility status, including whether transcripts, student release forms, etc., were received or about when you will be cleared. The Eligibility Center maintains and processes all of the initial-eligibility certifications. You can go to www.ncaa.org for more information and click on "Eligibility Center."

In-Person/Virtual Learning

It will be the practice of Smith-Cotton High School to focus on in-person learning opportunities for all high school courses. In the event that Smith-Cotton is unable to obtain a qualified instructor, we will look at virtual options to allow our students to still have the opportunity to take the provided course. We will notify the student and parent/guardian if this change will take place before the start of the semester.

Changing Schedules

Students will be able to view their schedules starting August 1st for the upcoming school year. Any student who is wanting to request a schedule change must email their grade level counselor. All schedule change requests must be submitted by Monday, August 21, 2023. **There will be NO schedule changes once classes begin for the 2023-2024 school year.**

Students need to contact the following counselors regarding schedule changes:

Class of 2024	Katie Ellis	ellisk@sedalia200.org
Class of 2025	Carmen Brock	brockc@sedalia200.org
Class of 2026	Courtney Martinez	martinezc@sedalia200.org
Class of 2027	Ashley McKee	mckeea@sedalia200.org

SMITH-COTTON

COURSES

ENGLISH

English I	1 unit
English II	1 unit
English III	1 unit
English IV	1 unit
AP English Language & Composition*	1 unit
AP English Literature & Composition*	1 unit
English Core Enhancement	½ unit
Global Studies	½ unit
English Language (ESOL) I, II, III & IV	½ unit
Rewards TTR	1 unit
Lifetime Literacy TTR	½ unit
Functional English TTR	1 unit

SOCIAL STUDIES

World History	1 unit
U.S. History	1 unit
U.S. Government	1 unit
AP U.S. History*	1 unit
AP World History*	1 unit
AP Human Geography*	1 unit
AP European History*	1 unit
AP Comparative Government & Politics*	1 unit
AP US Government & Politics*	1 unit
AP Macroeconomics*	1 unit
The Law and You	½ unit
The Last 50 Years in History	½ unit
Missouri History	½ unit
Geography	½ unit
The Holocaust	½ unit
History of the Civil War	½ unit
History of the Vietnam War	½ unit
Sociology	½ unit
Functional History TTR	1 unit

SCIENCE

Biology	1 unit
General Science	1 unit
Physical Science	1 unit
Human Physiology	1 unit
Chemistry I	1 unit
Chemistry II*	1 unit
Physics	1 unit
Earth Science	1 unit
Environmental Science	1 unit
Zoology*	1 unit
Astronomy	½ unit
Meteorology	½ unit
AP Biology*	1 unit
AP Environmental Science*	1 unit
Functional Science TTR	1 unit
Principles of Biomedical Science #*	1 unit
Human Body Systems #*	1 unit
Medical Interventions #*	1 unit
Biomedical Innovations #*	1 unit

MATHEMATICS

Real World Math	1 unit
Algebra I	1 unit
Algebra II	1 unit
Algebra III	1 unit
Honors Algebra II*	1 unit
Geometry Concepts	1 unit
Geometry	1 unit
Introduction to Statistics	½ unit
Pre-Calculus #*	1 unit
Statistics #*	½ unit
College Algebra #*	½ unit
College Trigonometry #*	½ unit
Calculus #*	1 unit
AP Calculus AB*	1 unit
Functional Math TTR	1 unit
Applied Math I	1 unit
Applied Math II	1 unit

FINE ARTS

DRAMA

Theatre I	½ unit
Theatre II	½ unit
Theatre III	1 unit
Theatre IV	1 unit
Film Appreciation	1 unit
Repertory Theatre	1 unit
Stagecraft	1 unit
Competitive Speech and Debate	1 unit

ART

Art I	1 unit
Drawing	1 unit
Fibers	1 unit
Painting	1 unit
Mixed Media	1 unit
Printmaking	1 unit
Pottery and Sculpture	1 unit
Advanced Pottery and Sculpture	1 unit
Commercial Art and Design	1 unit
Portfolio Development	1 unit
Digital Arts and Photography	1 unit
Advanced Digital Arts and Photography	1 unit

MUSIC

New Score*	1 unit
New Voices	1 unit
Vox	1 unit
Trebles	1 unit
Bassics	1 unit
Concert Choir	½ unit
Small Choral Ensemble	½ unit
Musical Theatre & Vernacular Music	½ unit
Music Explorations I	½ unit
Music Explorations II	½ unit

Fund of Music Theory for Vocal/Inst Student	1 unit
Band*	1 unit
Orchestra*	1 unit
Symphony Orchestra*	1 unit
Instrumental Techniques	1 unit
Jazz Ensemble*	1 unit
Music Appreciation #*	½ unit
AP Music Theory *	1 unit

PRACTICAL ARTS

ENGINEERING DEPARTMENT

Intro to Engineering and Design #*	1 unit
Principles of Engineering #*	1 unit
Engineering Design and Development*	1 unit
Robotics	1 unit
Engineering Apprenticeship	1 unit
AP Computer Science A*	1 unit

VOC. FAMILY & CONSUMER SCIENCE

Nutrition & Wellness	½ unit
Creative Foods I	½ unit
Creative Foods II	½ unit
International Foods	½ unit
Human Development	½ unit
Apparel, Textiles & Fashion	½ unit
Adv. Apparel, Textiles & Fashion	½ unit
Child Development	½ unit
Housing & Interior Design	½ unit
Parenting	1 unit
FCCLA Leadership	½ unit
Career Pathways for the Teaching Profession	1 unit
Practicum in Teaching Pathway	1 unit
Culinary Essentials & Catering (ProSTART I)	1 unit

BUSINESS & MARKETING EDUCATION

Entrepreneurship	½ unit
Business Technology	½ unit
Tiger Productions	1 unit
Computer Science	½ unit
Business Leadership	½ unit
Personal Finance	½ unit
Accounting I	1 unit
Advanced Accounting*	1 unit
Marketing	½ unit
Social Media Marketing	½ unit
Sports & Entertainment Marketing	½ unit
Marketing Leadership	½ unit
Retail Store Operations (Retailing)	½ unit
Supervised Marketing Employment	½ unit
Jobs for America's Graduates	1 unit

ADDITIONAL PRACTICAL ARTS (page 34)

Life Skills TTR	1 unit
On Job Training	varies
Transition Skills TTR I	1 unit

PHYSICAL EDUCATION & HEALTH

Personal Fitness	½ unit
Athletic Conditioning	1 unit
Lifetime Sports	½ unit
Adaptive Personal Fitness TTR (Yoga)	½ unit
Health	½ unit

ELECTIVES

WORLD LANGUAGE

Spanish I, II, *III, *IV, *V	1 unit/s
French I, II, *III, *IV	1 unit/s
Spanish History & Literature*	1 unit

ADDITIONAL ELECTIVES

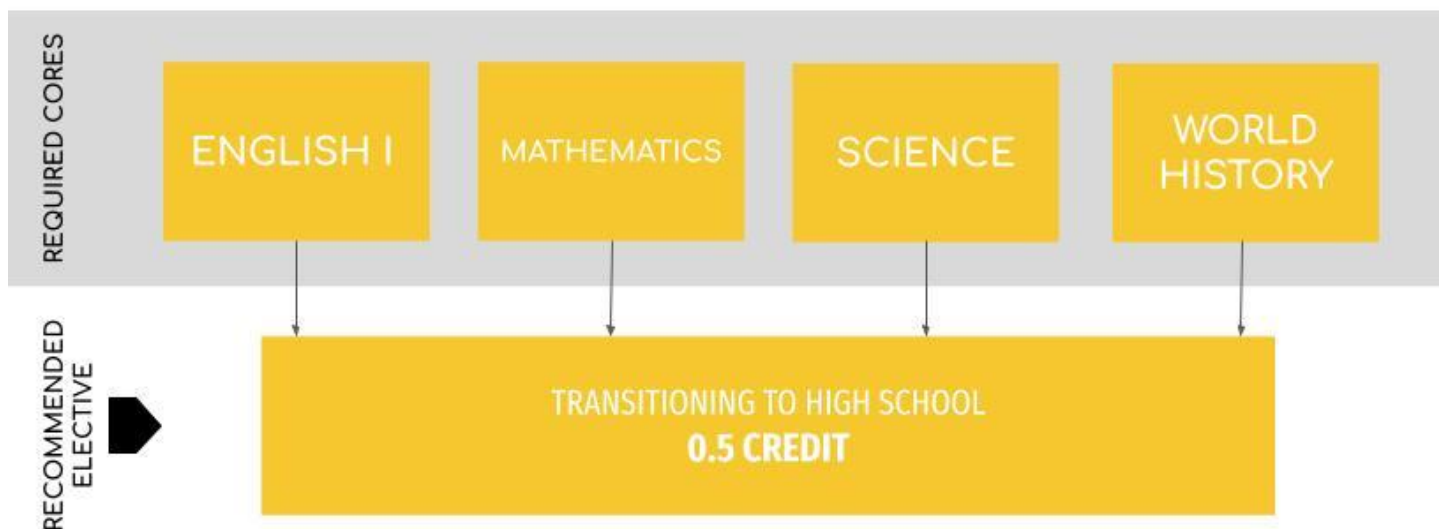
Collegiate Athletic Preparation	½ unit
English Language (ESOL) I, II, III & IV	½ unit
English Language Communications	½ unit
English Language Study Skills & Strategies	½ unit
Introduction to Journalism	½ unit
Smith-Cotton Media	½ unit
Junior Reserve Officer Training Corps	1 unit
JROTC Cadet Staff Leadership/Mgt*	1 unit
Transition to High School	½ unit
Tiger Tutors	½ unit
Work Study	½ unit
Psychology	½ unit
Sign Language	½ unit
Study Skills TTR	1 unit
Social Skills TTR	1 unit
Transition Skills TTR II	½ unit
Education Resource TTR	1 unit

CAREER & TECHNICAL EDUCATION

Automotive Service Technology	3 unit/s
Building Trades	3 unit/s
Criminal Justice	3 unit/s
Early Childhood Careers	3 unit/s
Graphic Design	3 unit/s
Health Occupations	3 unit/s
Industrial Equipment Maintenance	3 unit/s
Precision Machining	3 unit/s
Welding	3 unit/s
CTC Embedded Math	1 unit
CTC Embedded Language Arts	1 unit

FRESHMAN ACADEMY

7 CREDITS REQUIRED



ELECTIVES	COMPUTER SCIENCE 0.5 CREDIT	APPAREL, TEXTILE & FASHION 0.5 CREDIT	ENTREPRENEURSHIP 0.5 CREDIT	MARKETING 0.5 CREDIT
	SPANISH 1 CREDIT	HEALTH 0.5 CREDIT	INTRO TO ENGINEERING & DESIGN 1 CREDIT	CREATIVE FOODS 0.5 CREDIT
	PHYSICAL EDUCATION 0.5 CREDIT	THEATRE I 0.5 CREDIT	BUSINESS TECHNOLOGY 0.5 CREDIT	NEW VOICES 1 CREDIT
	BASSICS 0.5 CREDIT	TREBLES 0.5 CREDIT	MUSIC EXPLORATIONS I 0.5 CREDIT	JAZZ ENSEMBLE 1 CREDIT
	TIGER PRODUCTIONS 1 CREDIT	VOX 1 CREDIT	BAND 1 CREDIT	ORCHESTRA 1 CREDIT
	ART 1 1 CREDIT	DRAWING 1 CREDIT	FIBERS 1 CREDIT	DIGITAL ARTS & PHOTOGRAPHY 1 CREDIT

Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

SOPHOMORE, JUNIOR, AND SENIOR

7 CREDITS REQUIRED EACH YEAR

REQUIRED CORES

GRADE
10

ENGLISH II

MATHEMATICS

SCIENCE

U.S.
HISTORY

GRADE
11

ENGLISH

MATHEMATICS

SCIENCE

U.S.
GOVERNMENT

GRADE
12

ENGLISH

ELECTIVES

COMPUTER SCIENCE
0.5 CREDIT

APPAREL, TEXTILE &
FASHION
0.5 CREDIT

ENTREPRENEURSHIP
0.5 CREDIT

MARKETING
0.5 CREDIT

SPANISH
1 CREDIT

HEALTH
0.5 CREDIT

INTRO TO ENGINEERING
& DESIGN
1 CREDIT

CREATIVE FOODS
0.5 CREDIT

PHYSICAL EDUCATION
0.5 CREDIT

THEATRE I
0.5 CREDIT

BUSINESS TECHNOLOGY
0.5 CREDIT

PERSONAL FINANCE
0.5 CREDIT

BASSICS
0.5 CREDIT

TREBLES
0.5 CREDIT

MUSIC EXPLORATIONS I
0.5 CREDIT

JAZZ ENSEMBLE
1 CREDIT

TIGER PRODUCTIONS
1 CREDIT

VOX
1 CREDIT

BAND
1 CREDIT

ORCHESTRA
1 CREDIT

ART 1
1 CREDIT

DRAWING
1 CREDIT

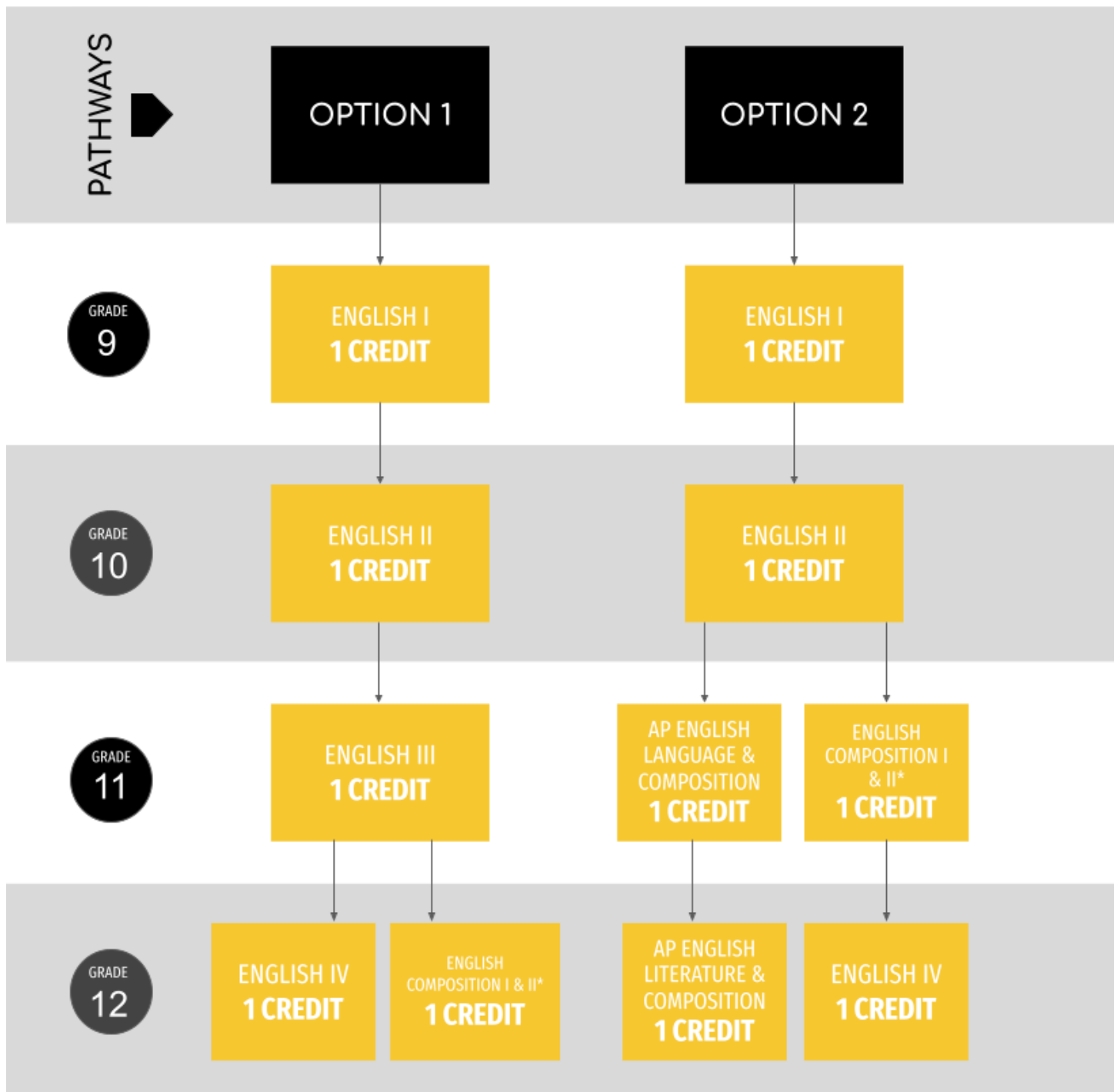
FIBERS
1 CREDIT

POTTERY & SCULPTURE
1 CREDIT

Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

ACADEMIC CORE: ENGLISH LANGUAGE ARTS

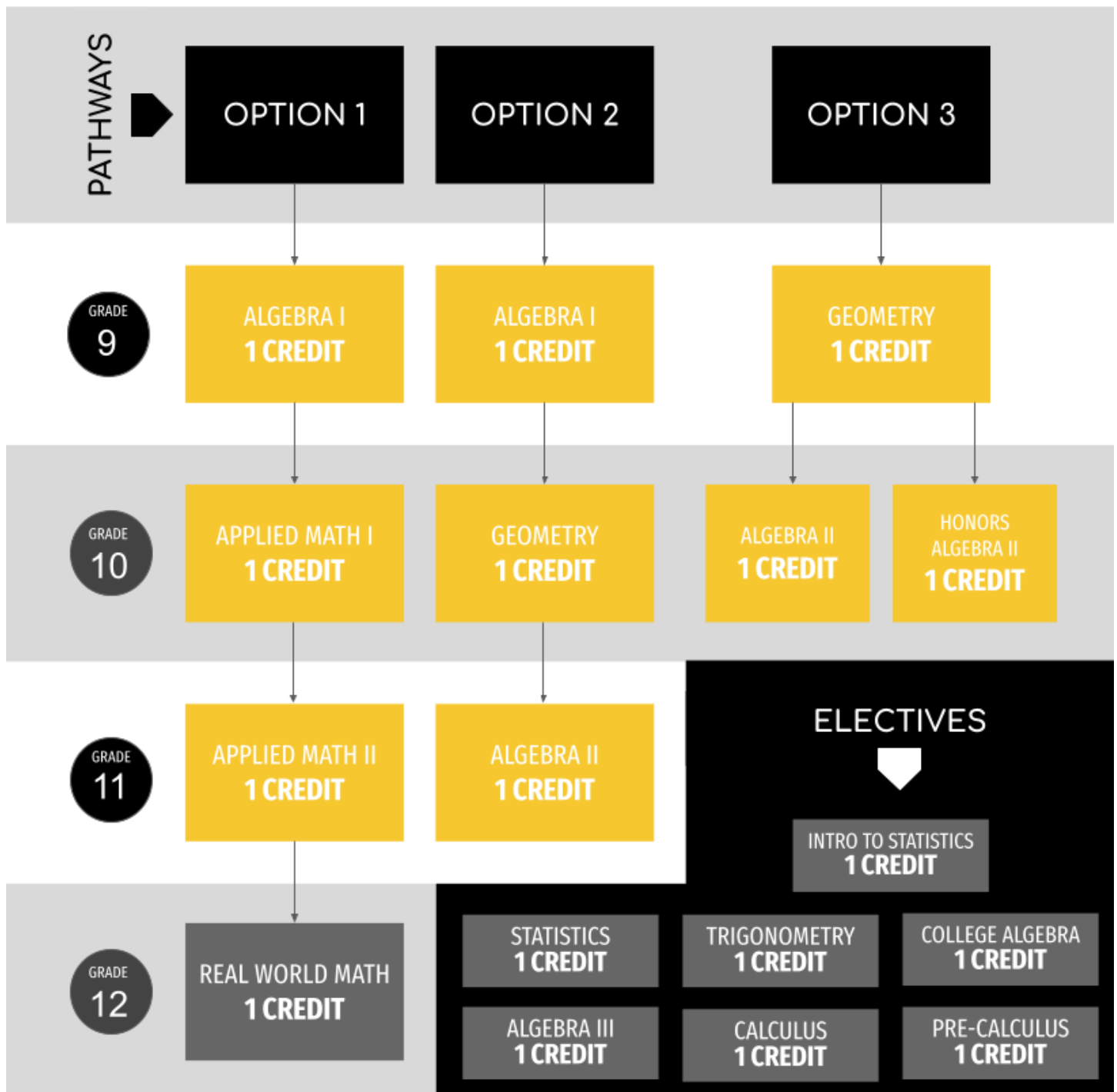
4 CREDITS REQUIRED



Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

ACADEMIC CORE: MATHEMATICS

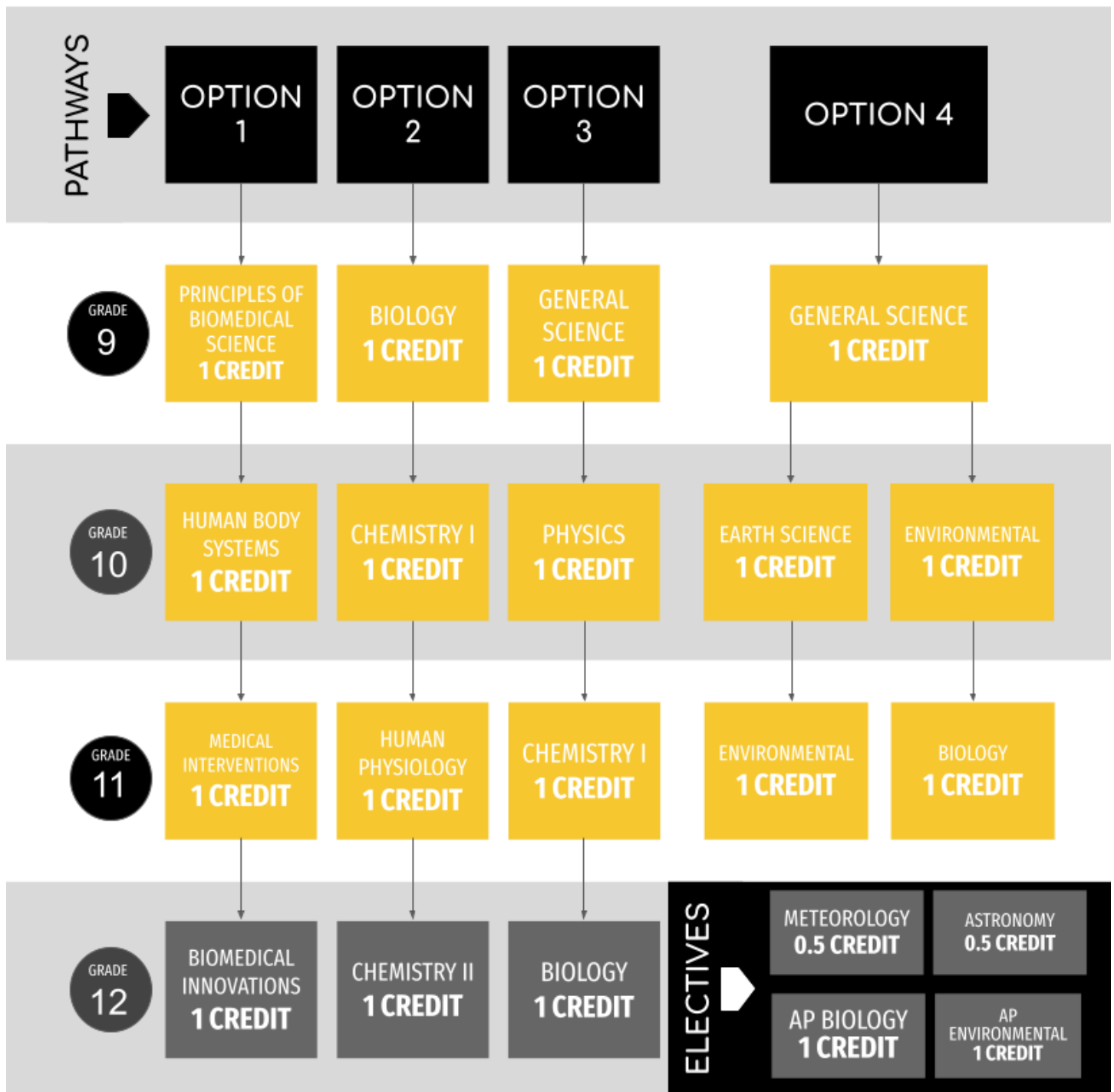
3 CREDITS REQUIRED • 4 CREDITS RECOMMENDED FOR POST-SECONDARY EDUCATION



Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

ACADEMIC CORE: SCIENCE

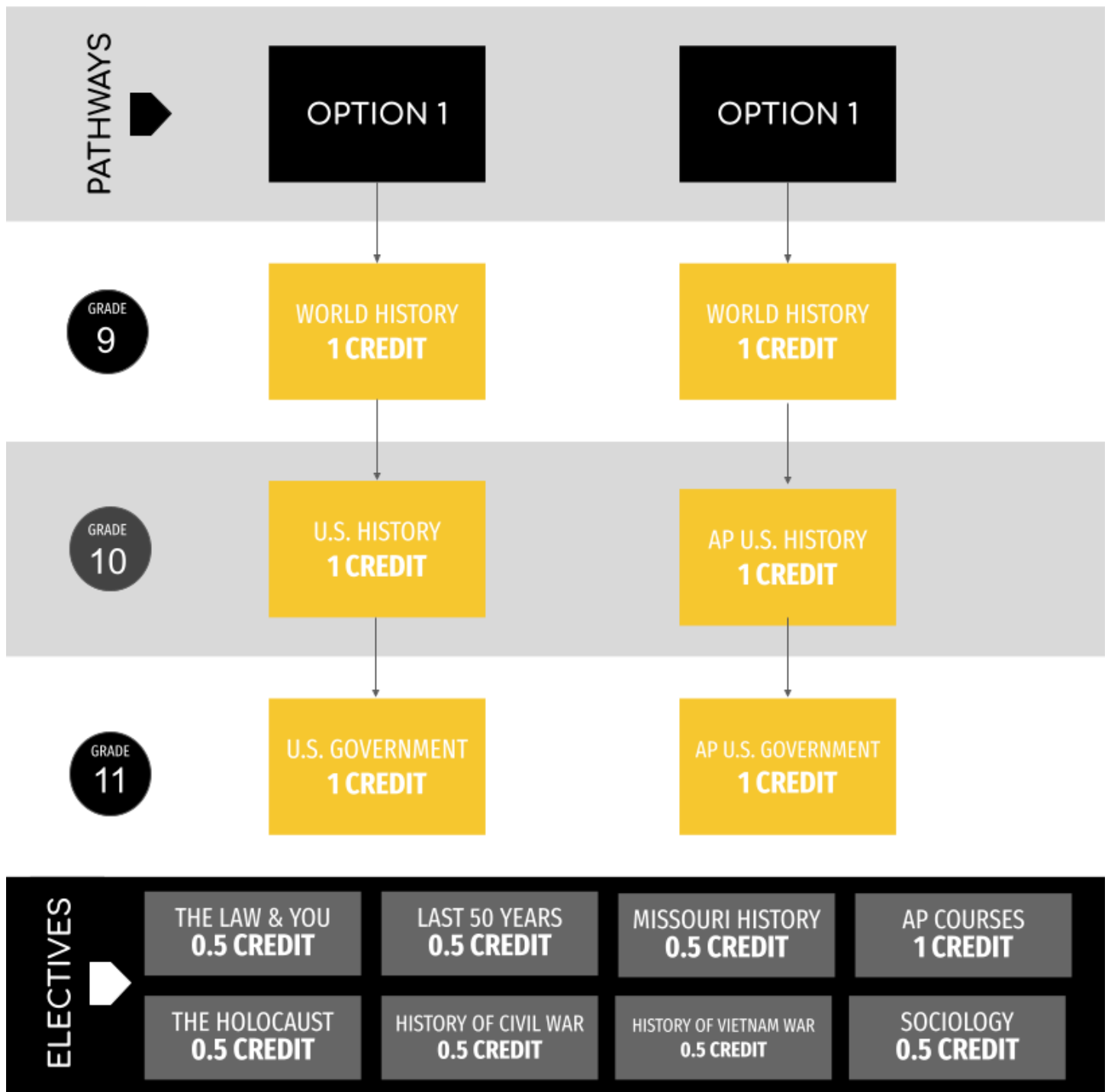
3 CREDITS REQUIRED • 4 CREDITS RECOMMENDED FOR POST-SECONDARY EDUCATION



Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

ACADEMIC CORE: SOCIAL STUDIES

3 CREDITS REQUIRED



Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

COURSE DESCRIPTIONS

Curricular Key

Color Coding:

Each grade level is associated with color below:



Dual Credit/Enrollment & AP Courses:

Students enrolling in dual credit and/or AP classes need to check with the college/university they are planning on attending regarding transferability and required grades.

Weighted/Honors:

Courses will be marked with a Tiger Paw



Fees:

All fees listed in this course book are subject to change.



English I

1 Credit

9

English I focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Students will engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly. **This class is the standard, baseline course for English I.**

English II

1 Credit

10

Students will complete a rigorous study of vocabulary, grammar, usage, punctuation, writing process, note taking, research skills, and literature. Students will be expected to use prewriting techniques, write rough drafts, revise, edit, and document sources. Students will follow MLA format and use parenthetical documentation in the research process. Students will write a literary analysis. The writing process will also include the development of argumentative, expository, and narrative writing. The study of literature will include short stories, poetry, nonfiction, drama, and a novel. **An End of Course exam is required at the completion of this course for graduation.**

English III

1 Credit

11

Emphasis in this course will be a thorough and rigorous study of grammar, composition, critical and literary analysis, research paper preparation, and vocabulary building. The study of American literature will include essays, poems, short stories, dramas, and novels. This course of study is designed to assist students in adjusting to college instruction by promoting self-initiating skills in the areas of note taking, studying for various types of examinations, problem solving, and composition forms, which include descriptive, expository, persuasive, and narrative writing, critiques and essay exams.

English IV

1 Credit

12

This course of study is designed to assist students in adjusting to 2- or 4-year college instruction, or demands of the modern workplace, by promoting self-initiating skills in the areas of note taking, studying for various types of examinations, problem-solving, and composition forms which include expository, argumentative and narrative writing, critiques and essay exams. Emphasis in this course of study will be a thorough and rigorous study of grammar, composition, critical and literary analysis, argumentative writing, research paper preparation, and vocabulary building. British/American literature will be included in the required reading with novels, dramas, poems, non-fiction, short stories and other forms of literature providing a basis for reading and comprehension.

Advanced Placement English Language & Composition

1 Credit



11 12

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement English Literature & Composition

1 Credit



12

This course will provide students with the opportunity to earn college credit while still in high school, this Advanced Placement English Literature course follows the curricular requirements described in the most current AP English Course Description, and is designed to help students develop a critical awareness about literature; recognize connections among works of literature that span time, nationality, and genre; increase their awareness of literature and good writing as major sources of civilization's significant ideas; respond thoughtfully to literature; vary the tone and form of their writing; evaluate their own writing as well as the writing of their peers; and grow intellectually and develop the skills necessary for critical reading, writing, and thinking. **Prospective students will be given a recommended summer-reading list. Advanced Placement examination fees will be determined and assessed in the fall semester.**

English Core Enhancement

1 Credit

9

This course includes practice in basic English skills and concepts such as vocabulary, grammar, usage, mechanics, punctuation, sentence development/structure, sentence combining, writing process, literary analysis, and research skills. The class will involve practice in ADDITION to the required English course rather than a replacement for the required course.

Global Studies

1/2 Credit

12

Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Through the use of a variety of mentor texts and supplemental works (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students will continue to develop more precise writing skills and write literary analysis, arguments, and narrative pieces, focusing on the skills of topic development, organization, diction/syntax, and the use of textual evidence.

English Language (ESOL) - Levels I, II, III & IV

1 Credit

9 10 11 12

Students in these courses are placed by English language ability. This course is a multi-level English Language class designed to improve students' Academic English language skills, learning strategies, study habits, and overall abilities across content areas in reading, writing, listening and speaking. The class will focus on the development of technological and study skills/strategies that empower students to improve their abilities in academic English. The goal of this class is to empower students with the tools and confidence they need to be successful in high school and beyond.

Rewards TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/team referral required. This course is for students who need to increase their reading skills toward grade level. The focus will be on improving reading skills in a variety of areas including: word attack, vocabulary, fluency, sight word and comprehension. In an effort to measure progress in the course, periodic screenings will be administered to students enrolled in this course.

Lifetime Literacy TTR

1/2 Credit

11 12

Prerequisite: Teacher/team referral required. The goal of this program is to assist students in becoming academically independent by increasing their abilities in reading comprehension and written expression strategies. The class will reflect academic core instruction, but take into account the student's needs for accommodations and modifications. This course will reflect skills-based instruction that will assist with transitional needs in the areas of communication, technology, and post-secondary goals.

Functional English TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/Team referral. This course addresses the comprehension of functional reading materials that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are recounting events related to the theme or central idea, determining how individuals, ideas, or events change or develop over the course of a text, and comparing and contrasting arguments made by two different texts on the same topic.

Social Studies

DEPARTMENT



World History

1 Credit

9

This course will examine how the development of world history has impacted the development of United States history. Although the course will predominantly emphasize events that have occurred since 1450, some attention will be given to an understanding of the features of geography, the development of civilization, the rise of Christianity, the rise of Islam, the development of feudalism and the manor economy of the Middle Ages, the importance of the Magna Carta in relation to the U.S. Constitution, and the Renaissance of classical Greek and Roman learning. Some emphasis, though marginal, will also be given to the non-western world.

U.S. History

1 Credit

10

This course is a survey of American history from the reconstruction of the Union after the Civil War to the present day. The course focuses on the following topics: Reconstruction, westward expansion, the industrialization of the United States, immigration in the 19th and early 20th century, the Progressive Era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights Era, and the Vietnam War. The course focuses on social, political, and economic trends during the time examined.

U.S. Government

1 Credit

11 12

This social studies course is designed to provide students with the knowledge necessary to be informed citizens in order to maintain our democracy. The following units of study will be included: the philosophical and historical foundations of the American political system, how the Framers created the Constitution, how the values and principles embodied in the Constitution shaped American institutions and practices, how the protections of the Bill of Rights developed and expanded, governmental systems, and facts and requirements for elected representatives. Students will be taught and tested over the United States Constitution and the Missouri State Constitution. **Passing both constitution tests is a requirement for high school graduation. An End of Course exam is required at the completion of this course for graduation.**

Advanced Placement U.S. History

1 Credit



10 11 12

Prerequisite: 10th grade by teacher approval. This challenging course is designed on the college level and will emphasize analytical interpretation of history. It is a two semester survey course of American History from the age of exploration to the present. Students will be expected to devote considerable time to homework and study. **There will be a significant amount of reading and writing throughout the course.** Critical analysis and evaluative thinking skills, essay writing, and interpretation of original documents are an essential component to success in this class. In order to properly prepare students for the AP exam in May, there is an emphasis on historical essay writing. Students will write a series of free-response essays and will also learn how to tackle the document based question (DBQ). A great deal of class time will be spent on essay deconstruction in order that all students improve their writing skills. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement World History

1 Credit



10 11 12

Prerequisite: 10th grade by teacher approval. The AP World History course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E to the present. This course covers the following concepts: Interaction between humans and the environment, development and interaction of cultures, state building, expansion, and conflict, creation, expansion, and interaction of economic systems, and development and transformation of social structures. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement Human Geography

1 Credit

9 10 11 12

Prerequisite: 9th and 10th grade by teacher approval. This course will explore how humans have understood, used and changed the surface of Earth. You will use the tools and thinking processes of geographers to examine patterns of human population, migration and land use. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement European History

1 Credit



10 11 12

Prerequisite: 10th grade by teacher approval. This course studies the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement Comparative Government & Politics

1 Credit



11 12

This course focuses on developing globally minded students who are interested in foreign policy, foreign governments, and globalism. It uses a comparative approach to examine the political structures; policies, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement U.S. Government & Politics

1 Credit



11 12

This is an advanced government course for those students interested in politics, government, and law. Students cultivate their understanding of the U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement Macroeconomics

1 Credit



11 12

Advanced economics course for students interested in pursuing a financial or economic career. Students will cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

The Law and You

1/2 Credit

10 11 12

This course allows students to study the criminal and civil justice systems. Students will study principles of Constitutional Democracy as it relates to historical and contemporary issues and determine the civic responsibilities of individual citizens as well as how those responsibilities form our national fabric. Emphasis will be placed on the rights and responsibilities of the individual in a democratic society. Students will study case law and law precedent to help them understand our legal system. The students will participate in a mock murder trial under the guidance of the Pettis County Circuit Court system, allowing them to describe the structure of government and the purpose of laws. Finally, they will learn how laws and rules are made, enforced, changed and interpreted.

The Last 50 Years in History

1/2 Credit

9 10 11 12

This course is a survey of American history from the end of the Vietnam War to the present time. The course focuses on the following topics: the first and second Oil Shocks, Feminism, Watergate, stagflation, détente, the Iran Hostage crisis, Three Mile Island, the Reagan Revolution, Afghanistan, the Iran-Contra scandal, Desert Storm, the Clinton presidency, race relations in the 90's, the Contract with America, domestic terrorism, the rise of Al-Qaeda, the internet, 9/11, Operation Iraqi Freedom, Katrina, the Obama Presidency, the rise of the Tea Party, healthcare reform, and the political rise of Donald Trump. The course is designed to compensate for the fact that often, American history survey courses run out of time and thus do not cover events to the present day.

Missouri History

1/2 Credit

9 10 11 12

This course presents the history and government of Missouri, its natural resources, its agricultural and industrial advantages, the importance of conservation, the institutions of the state, and the famous people of Missouri.

Geography

1/2 Credit

9 10 11 12

This semester course will provide students with the necessary geography skills to be competent in our ever-changing mobile society.

The Holocaust

1/2 Credit

11 12

The Holocaust will be examined extensively from a historical and political perspective. It will examine the groups of individuals associated with the Holocaust and look at the development and implementation of the Holocaust in terms of political, social, military, and economic factors. The study of the systematic genocide will also examine the question, "Can it happen again?"

History of the Civil War

1/2 Credit

10 11 12

The course covers multiple aspects of this seminal event in American History. Early units would cover ante-bellum history, road to the Civil War, and the institution of slavery, as well as causes of the American Civil War. Wartime units would focus on geography, critical events in the war, international relations during the war, life of soldiers and life on the home front as well as the lessons on Northern and Southern economies during the war. Closing segments would focus on the end of the war, the effect on veterans, the American government, and southern culture and the process of Reconstruction.

History of the Vietnam War

1/2 Credit

11 12

This course would cover the strategic initiatives resulting in U.S. involvement in Vietnam. It also explores Vietnamese culture from the perspective of its history of struggle. It would pay particular attention to the individuals/institutions contributing to the conflict with America, and it would examine the social situation leading to loss of support for the war in America. The course would be a mixture of military, diplomatic, and social concerns regarding the war.

Sociology

1/2 Credit

10 11 12

This course will define the concept and origins of sociology as it relates to Social Scientists of the past. Students will examine topics of interest to sociologists, such as culture, society, social interaction, socialization, groups, deviance and social control, social class, and global stratification. The course will conclude by looking at several different components of society such as gender, age, race and ethnicity, marriage and family, education, and religion.

Functional History TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/Team referral. This course addresses functional skills to develop how to become good civic citizens. Students work on their individual levels and at their own pace. Sample skills addressed are the use of news models to follow current events, understanding the Missouri and US Constitutions, and how to access local government agencies for necessary support and to enhance the quality of their lives.



Biology

1 Credit

9 10 11 12

This course consists of a general study and laboratory exercise designed to aid the individual in understanding himself and the world in which he lives. Topics covered include a survey of the plant and animal kingdoms as to their classification, structure, and functions; an introduction into the study of ecology and how it relates to the world we live in; a look into life of the past; an introduction into genetics and heredity and a general understanding of the functioning of the human body.

General Science

1 Credit

9 10 11 12

Introduction to general science provides a wonderful opportunity for students to begin their high school science career with an exciting, hands-on, comprehensive approach. Students will construct a solid foundation of science/lab measurement skills while learning concepts in life science, physical science and earth science.

Physical Science

1 Credit

9 10 11 12

This course emphasizes basic concepts and logical reasoning in chemistry and physics as applied to everyday events. Contents include properties and principles of matter and energy and force and motion. Practical implications of all topics are stressed along with skills in scientific method.

Human Physiology

1 Credit



10 11 12

Prerequisite: Biology. This course is a study of the structure and function of the human body. It includes a study of basic activities of cells, tissues, organs, and a general survey of major systems of the body such as the digestive, respiratory, circulatory and reproductive systems. This course should provide a special understanding of body functions and provide a sound background in all health related occupations. Materials are presented through lecture, lab, and audio-visual programs. ****If you have taken Human Body Systems, do not enroll in this course.***

Chemistry I

1 Credit

10 11 12

Prerequisite: B average in Algebra I or teacher approval. This course is a study of the basic principles underlying the structure of matter and the changes it may undergo. Materials are presented through class discussions, problem solving, and laboratory investigations. Among the topics included are atomic structure, chemical bonding, formula and equation writing, physical states of matter, and the properties of chemical compounds.

Chemistry II

1 Credit



11 12

Prerequisite: Must pass Chemistry I and Algebra II. Chemistry II is a course to solidify the knowledge of those planning on math or science as careers. The course is divided into two areas: 1) 1st semester: review of Chemistry I, equilibrium, solubility, advanced atomic theory, the chemistry of legends, advanced analytical techniques; 2) 2nd semester: organic chemistry and laboratory procedures, and biochemistry and molecular biology applications.

Physics

1 Credit

10 11 12

Prerequisite: B average in Algebra I and enrolled in or passed Algebra II, or teacher approval. Physics I is an introductory course in the laws and concepts that govern the universe. Topics include laws of motion, laws of momentum, vector displacement, universal gravitation and astronomy, thermodynamics, physical states of matter and experimental physics.

Earth Science

1 Credit

10 11 12

Earth Science involves an exploration of geological aspects of minerals/rocks, weathering/erosion, and land form development. The course includes comprehensive examination of weather phenomena, weather forecasting, and causes/effects of various weather systems. Oceanography will be explored in context to physical systems and human exploration. The astronomy of the solar system and nearby galaxies will be included. Appropriate experiments and data gathering techniques will be incorporated throughout the course.

Environmental Science

1 Credit

10 11 12

This is an interdisciplinary course combining physical, life and earth science. It also requires an understanding of government policy, economics, geography and human perceptions related to the environment. Topics include the following: earth processes, energy systems, agricultural systems, pollution causes and mitigation, natural resource management, and the effects of global climate change. The ability to comprehend complex interactions of physical, chemical, biological and economic systems is essential.

Zoology

1 Credit



10 11 12

Prerequisite: Biology. This course will introduce the student to the world of animals and how animals are “put together.” We will discuss classification, relationships, interrelationships, and organization of organisms from unicellular protists to multicellular mammals. Emphasis will be placed on their niche in their ecosystem, and their evolutionary scheme of development. The effects of animals on man, and man’s effect on other animals and their environment will also be discussed.

Astronomy

1/2 Credit

11 12

Prerequisite: Earth Science. Study of the solar system, galaxy, and universe in which we live. Areas of study will include history of astronomy; planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in our solar system; stellar evolution; types of galaxies; cosmology and big bang theory; large-scale structure of the universe and the possibilities of extraterrestrial life. Students will be expected to complete independent night sessions of astronomical viewing. Reading and writing intensive.

Meteorology

1/2 Credit

11 12

Prerequisite: Earth Science. Study of the atmosphere and local, regional, and global weather patterns. Areas of study will include history of meteorology, atmospheric structure, components of weather, air masses and fronts, station models and forecasting, severe weather, and climate change. Reading and writing intensive.

Advanced Placement Biology

1 Credit



10 11 12

Prerequisite: Biology & Chemistry. This course is a college level class that offers highly motivated students the opportunity to earn college Biology credits. The major units of study for this course are the following: chemistry, cells, cellular energetics, genetics, biotechnology, evolution, biodiversity, and ecology. Laboratory work and writing are involved. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Advanced Placement Environmental Science

1 Credit



10 11 12

Prerequisite: B- or higher in previous science courses. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Functional Science TTR

1 Credit

9 10 11 12

Prerequisite: **Teacher/Team referral.** This course addresses functional scientific claims that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their own individual levels and at their own pace. Sample skills addressed are using graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter, using a model of Earth and the sun to show how Earth's tilt and orbit around the sun cause the changes in seasons, and constructing an argument for a strategy to conserve, recycle, or reuse resources. This can be taken as science credit or practical art.

(PBS) Principles of Biomedical Science - Dual Credit

1 Credit

 9 10 11 12

This is the foundational course of the biomedical science program, and it is intended to be the first course taken by students interested in biomedical science. Students are introduced to biomedical science through exciting hands-on projects and problems. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This can be taken as science credit or practical art. **You must have at least a B in both semesters of 8th grade science.**

(HBS) Human Body Systems - Dual Credit

1 Credit

 10 11 12

Prerequisite: **PBS.** This is the second foundation course of the biomedical science program, and it is intended to be taken after PBS. Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. This can be taken as science credit or practical art.

(MI) Medical Interventions - Dual Credit

1 Credit

 11 12

Prerequisite: **PBS and HBS.** This is a specialty course in the biomedical science program, and it is intended to be taken after PBS and HBS. Students in this course investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This can be taken as science credit or practical art.

(BMI) Biomedical Innovations- Dual Credit

1 Credit

 11 12

Prerequisite: **PBS and HBS.** This is the capstone course of the biomedical science program, and it is intended to be taken after PBS and HBS. In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. This can be taken as science credit or practical art.

MATHEMATICS Department

Real World Math

1 Credit

11 12

Prerequisite: **Algebra I A.** First semester topics will cover consumer math topics. Second semester topics will include applied math topics (agriculture, building trades, health occupations, etc.) and an EOC Algebra I Review. **Algebra I End of Course exam is required at the completion of this course for graduation.**

Applied Math I

1 Credit

10 11 12

This course is designed for students that are looking at more foundational math approach. These students will be asked to build basic math practices such as number sense, mathematics in the workplace, real world application, mathematics in technology, and build critical thinking skills thus preparing students for career and technical education placement exams.

Applied Math II

1 Credit

11 12

Prerequisite: **Applied Math I.** This course will ask students to build on mathematical practices from previous years. Students will be asked to build on concepts of various career practices, understand workplace etiquette, mathematics in technology, real world applications, build critical thinking thus preparing students for career and technical education placement exams.

Algebra I

1 Credit

9 10 11 12

This is a course in which students learn to state everyday problems in clear algebraic language and to solve them by algebraic procedures. Students learn basic algebraic notation, terminology and concepts, which lead to solving linear and quadratic equations, systems of equations and graphing linear equations. Basic geometry concepts are reviewed with emphasis on perimeter, area, and volume. Students relate and apply algebraic concepts to statistics, probability, and real life problems. **An End of Course exam is required at the completion of this course for graduation. *Eighth (8th) graders must have a B- or higher for both semesters to receive high school credit, and are required to take the Algebra II EOC for graduation.**

Algebra II

1 Credit

10 11 12

Prerequisite: **Algebra I and Geometry.** This course continues the development of many topics studied in Algebra I and Geometry such as linear equations and inequalities; linear systems and matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include exponential and logarithmic functions; counting methods, probability, and data analysis; sequences and series; and an introduction to trigonometry. **If students took Algebra I as an eighth (8th) grader, then the state requires that students take Algebra II EOC for graduation.**

Algebra III

1 Credit

11 12

Prerequisite: **Geometry and Algebra II.** This course is designed for students who want or need more instruction in the area of algebra. This course will take many of the topics covered in the Pre-Calculus course at a slower pace. It will cover the topics of exponents and radicals, polynomials, factoring, solving equations & inequalities, exponentials & logarithms, systems of equations, basic trigonometry, matrices, and probability. This course will also include preparation for the ACT. Students must have successfully completed two semesters of Algebra II to enroll in this course.

Honors Algebra II

1 Credit



10

Prerequisite: Algebra I and Geometry. This course is designed for tenth (10th) grade students who have successfully completed Algebra I and Geometry. Students will develop methods for approaching and discuss algorithms involving linear equations and inequalities (both 2 and 3 dimensional); linear systems and matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include polynomial functions; exponential and logarithmic functions; counting method, probability, and data analysis; sequences and series; and an introduction to trigonometry. Students will move at a challenging pace and investigate these topics at a deeper level than a regular Algebra II class. Students should be prepared to discuss and explain material in formal written and oral format. This class will require outside research as well as disciplined dedication to independent practice. **If students took Algebra I as an eighth (8th) grader, then the state requires they take Algebra II EOC for graduation.**

Geometry Concepts

1 Credit

11 12

No one with a Geometry credit may enroll in this course. This course teaches mathematical concepts from a technical perspective. It covers geometric applications along with real world models. Equipment needed is a compass, ruler and protractor.

Geometry

1 Credit

9 10 11 12

Prerequisite: Algebra I. This course is designed for students who have successfully completed two semesters of Algebra I. The students will study the Euclidean concepts of geometric figures, learn basic constructions, and study the different types of reasoning skills including proofs. Area and volume of common figures and practical applications will be incorporated.

Introduction to Statistics

1/2 Credit

11 12

Prerequisite: Algebra II. Completing this one semester course will give students a solid foundation in statistics so that they will experience success when they pursue post-high school studies including technical, associate's and/or bachelor's programs. The course will include elementary topics in descriptive statistics and key concepts in probability, estimation, measures of central tendency, interpreting and constructing graphs, and making sound statistical decisions.

Pre-Calculus - Dual Credit

1 Credit



11 12

Prerequisites: Algebra II (second semester grade of a B- or higher is **HIGHLY recommended**), and Geometry and College Placement Test (ACT). Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Completion of this course is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. For this course, instructional time will focus on functions, including polynomial, rational, logarithmic, and exponential. Further work will be done with conics, systems of equations and inequalities, trigonometry, and vectors. Enrollment in Calculus will require successful completion of both semesters of Pre-Calculus. *Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.

Statistics - Dual Credit

1/2 Credit



11 12

Prerequisite: Algebra II & College Placement Test (ACT). This course covers a study of elementary statistics. Topics covered include descriptive statistics, basic design of surveys and experiments, inferential statistics, and tests of statistical hypothesis.

College Algebra - Dual Credit

1/2 Credit



11 12

Prerequisite: College Placement Test (ACT). **Pre-Calculus is recommended.** This course will include properties of functions and their graphs, variation, solving polynomial equations, the fundamental theorem of algebra, properties of logarithms, logarithmic and exponential equations, exponential growth and decay, linear systems in more than two variables, matrices and determinants.

College Trigonometry- Dual Credit

1/2 Credit



11 12

Prerequisite: Algebra II or College Algebra and College Placement Test (ACT). Topics include radius vector, right triangle and unit circle definitions of trigonometric functions, trig identities, graphs, inverse trigonometric functions, trigonometric equations, DeMoivre's Theorem, and conics.

Calculus- Dual Credit

1 Credit



11 12

Prerequisite: Precalculus and College Placement Test (ACT). This course is intended to develop an understanding of the basic concepts of plane analytic geometry, the limit process, continuity of functions, differentiation, integration, and areas under and between curves. It also provides an introduction to various applications of calculus including the use of first and second derivatives in graphing functions, extrema problems, the approximation of areas of plane regions, and selected applications of calculus in the areas of business, economics and physical sciences. Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.

Advanced Placement Calculus AB

1 Credit



11 12

Prerequisite: Pre-Calculus. In this course you will work with functions represented graphically, numerically, analytically and verbally as you study limits, derivatives and integrals. Successful completion of this course will prepare you to take the AP Calculus AB exam. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Functional Math TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/Team referral. This course addresses functional math elements that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are determining the value of a quantity that is squared or cubed, identifying corresponding congruent and similar parts of shapes, interpreting general trends on a graph or chart, and determining arithmetic sequences with whole numbers when provided a recursive rule.



Courses in the DRAMA, ART and MUSIC departments will satisfy the FINE ART requirement.

DRAMA DEPARTMENT

All students taking courses in the Drama Department will be required to attend Smith-Cotton drama productions performed for the public during the school year.

Theatre I

1/2 Credit

9 10 11 12

This hands-on introductory course examines the major contributors to the theatrical event: the stage and backstage equipment, scene designer, the lighting designer, the director and the actor. Students will understand and appreciate the entire spectrum of drama, from the stage techniques of theatre, to the production itself. **Students will be required to participate in class performance.**

Theatre II

1/2 Credit

9 10 11 12

Prerequisite: Theatre I. This course will continue the student's exploration of the theatre. Students will study the areas of acting, directing, and playwriting in more depth than the Theatre I course. Students will participate in major acting and directing projects and do in-depth study on plays and playwrights. Students will also focus on the technical aspect of theatre. Students will understand the relationship actors and crew must have for theatre to exist. The hands-on experience may include set, lights, sound, costume, make-up, hair, public relations, props, stage managing, and directing. This course is for students who wish to strive to dig deeper into the study of theatre. **Students will be required to participate in class performance.**

Theatre III

1 Credit

10 11 12

Prerequisite: Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the areas of acting and technical theatre in Theatre I and Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. The student will write, act, design, direct, research, compare, analyze, and understand context. Units include Reader's Theatre, Play production, and research on famous playwrights, Technical Theater Concepts, two play evaluations, long improv elements, and puppets. Project based and requires some outside class time.

Theatre IV

1 Credit

10 11 12

Prerequisite: Theatre I, II, III and teacher approval. This advanced course is designed for students who have demonstrated exceptional skill and commitment in the areas of acting and technical theatre in Theatre I, II, and III. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. Students in this course will focus on Directing, Monologue Workshop/Resume/Portfolio/Headshots, Acting for Film and Television, and an Advanced Theatre Showcase. Project based and requires some outside class time.

Film Appreciation

1 Credit

11 12

This course is designed to introduce the student to the elements of cinematic art through analysis of key films including ones from the AFI top 100 films. Students will critically view film as a literary work with respect to authorship, setting, character, plot, theme, symbolism, and cultural significance. Students will participate in listening and speaking activities including class discussions, informal responses, formal presentations and projects. Students will read a variety of literary works, which may include novels, short stories, and writings dealing with film theory, filmmaking, and film review. A substantial written component of the course consists of informal personal responses, film reviews, and formal analytical essays. More than just a class for movie watching, this course is designed for those students who are serious about learning to listen, speak, read, and write better through the study of film. Due to the nature of the course, regular attendance is especially important to its successful completion.

Repertory Theatre

1 Credit

11 12

Students will be required to participate in the Spring One-Act Festival. Prerequisite: Teacher approval. This course offers students an opportunity to create fully realized theatre productions using skills previously learned in Acting and Technical Theatre. Students will also be able to explore an area of specialization and experience a collaborative process as they create productions. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this production, only students who are seriously interested in organizing a production should enroll.

Stagecraft

1 Credit

10 11 12

Prerequisite: Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the area of acting and technical theatre in Theatre I & Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. We will learn about safety, construction, painting, rigging and shifting of stage scenery. Once we learn how to build sets safely, students will be put to the test. Students will work in the scene shop to help build the set for both the fall musical and the spring play. Project based and requires some outside class time.

Competitive Speech and Debate

1 Credit

9 10 11 12

Students will be required to compete as a member of the Smith-Cotton High School Speech and Debate Team. In Competitive Speech, students will research, analyze, and prepare Interpretations, where scenes from plays, books, or other forms of literature are memorized and presented in their own unique way. Events could include Dramatic and Humorous Interpretation, Prose, Poetry, Original Oratory, Radio, Duet Acting, and Storytelling. In Competitive Debate, students will be assigned topics that they must defend and oppose. Students will research the issues introduced and craft arguments that support their side. Types of debate include Lincoln-Douglas and Public Forum Debate. This course is designed to complement the Speech and Debate program at Smith-Cotton High School that competes at tournaments throughout the state. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this team, only students who are seriously interested in performing and working on advanced research should seek this class.

ART DEPARTMENT

Art 1

1 Credit

9 10 11 12

This course should be taken before taking any advanced Art classes. This is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will be introduced to drawing, painting, mixed media, sculpture and fibers techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience. Art 1 is designed to introduce students to the Artist Studio Process.

Drawing

1 Credit

9 10 11 12

A materials fee of \$25 per semester is required. Drawing is a choice-based class giving students the opportunity to design and create their own drawing projects with guidance from the teacher. Students will explore a variety of drawing media, techniques, and further develop their drawing skills. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

Fibers

1 Credit

9 10 11 12

A materials fee of \$25 per semester is required. Fibers is a choice-based class giving students the opportunity to design and create their own fibers projects with guidance from the teacher. Students will explore a variety of techniques such as embroidery, crochet, surface design, sewing, weaving, felting, basketry techniques, bookmaking, papermaking, tie dye and shibori. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

Painting

1 Credit

10 11 12

Prerequisite: Art 1. A materials fee of \$25 per semester is required. Painting is a choice-based class giving students the opportunity to design and create their own painting projects with guidance from the teacher. Students will explore watercolor, acrylic, mixed media, and alternative painting techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

Mixed Media

1 Credit

10 11 12

Prerequisite: Art 1. A materials fee of \$25 per semester is required. Mixed Media is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will explore mixed media techniques that combine drawing, painting, collage, fibers, and sculpture together. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

Printmaking

1 Credit

10 11 12

Prerequisite: Art 1. A materials fee of \$25 per semester is required. Printmaking is a choice-based class giving students the opportunity to design and create their own printmaking projects with guidance from the teacher. Students will be introduced to a variety of printmaking techniques, such as stamping, frottage, collograph, Gelli plate, monoprinting, relief, reduction and silkscreen. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

Pottery and Sculpture

1 Credit

10 11 12

Prerequisite: any Art class. A materials fee of \$30 per semester is required. This course introduces students to a variety of methods, tools, and techniques used to create 3-D artwork. Studies include clay, wire, and plaster. Glaze and firing techniques will be studied to enhance understanding of this ancient art. This course also covers detailed studies of ceramics and sculpture and is geared toward the serious student.

Advanced Pottery and Sculpture

1 Credit

11 12

Prerequisite: Pottery & Sculpture and teacher approval. A materials fee of \$30 per semester is required. This course is designed to accommodate students who have shown both talent and desire and wish to pursue detailed studies in Pottery & Sculpture. Students will be creating a portfolio of their work for college, the job market, or personal growth. The student will work independently with emphasis on solid technique, contest level of production, and display of work.

Commercial Art and Design

1 Credit

10 11 12

Prerequisite: Digital Arts & Photography and recommendation from an art teacher. A materials fee of \$25 per semester is required. This course will provide students the opportunity to learn about, and how to use, the many tools, techniques, materials, and methods of producing commercial art and designs. Students will use computer programs, specialized tools, and manual techniques to create their art.

Portfolio Development

1 Credit

11 12

Prerequisite: Students must have a B average in art and the instructor's approval. Work done outside the class constitutes one-third of the course. A materials fee of \$35 per semester is required. A capstone experience for gifted visual arts students, this self-directed course is a convergent multi-media opportunity for students to explore their area of interest. It involves integrated studies, offers vocational and self-expressive growth potential, and is an avenue for competition resulting in personal and institutional recognition.

Digital Arts and Photography

1 Credit

9 10 11 12

A materials fee of \$25 per semester is required and a digital camera with 5-megapixel ability, storage card and download cable will need to be provided by the student. This course will introduce students to the world of digital photography and digital manipulation from a practical and artistic standpoint with experience and exposure to technology. Students will learn how to use the many techniques, tools and methods of producing digital photography. They will use point and shoot, cell phone, and Advanced Digital SLR cameras on a limited in-class basis. Computer programs such as Adobe Photoshop, Microsoft Word, and Adobe Illustrator will be used to manipulate digital images.

Advanced Digital Arts and Photography

1 Credit

11 12

Prerequisite: Digital Arts & Photography. **A materials fee of \$25 per semester is required and a digital camera with 5-megapixel ability, storage card and download cable will need to be provided by the student.** This course will extend students understanding of digital photography and digital manipulation from a practical and artistic standpoint with experience and exposure to technology. Cross-curriculum cooperation can be developed with marketing, business, journalism, and yearbook classes. This class can develop skills for students interested in many career fields such as commercial art, professional photography, journalism, marketing, filmmaking, commercials, and fine art.

MUSIC DEPARTMENT

Trebles

1 Credit

9 10 11 12

Students are required to perform at all vocal concerts. This course is a general, non-auditioned vocal ensemble open to any 9th -12th grade female students. The intention of this course is to develop vocal musicianship skills, which include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. This course is an excellent option for students whose skills are not yet developed enough for an audition-based ensemble, as well as students who are interested in singing, but have no vocal music experience prior to their interest in this course.

Bassics

1 Credit

9 10 11 12

Students are required to perform at all vocal concerts. This course is a general, non-auditioned vocal ensemble open to any 9th-12th grade male students. The intention of this course is to develop vocal musicianship skills, which include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. This course is an excellent option for students whose skills are not yet developed enough for an audition-based ensemble, as well as students who are interested in singing, but have no vocal music experience prior to their interest in this course.

New Score

1 Credit



10 11 12

By audition only. Students are required to perform at all vocal concerts/competitions. The number of students accepted into this choir will be determined according to the balance of parts. Students will be required to participate in all choral performances, concerts, and contests, scheduled by the director. This advanced mixed show choir will learn a variety of musical styles including competition show music and standard choral music. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions and community events throughout the school year. Members will be responsible for their costume and accessories. There will be evening rehearsals with this ensemble especially during competition season.

New Voices

1 Credit

9

By audition only. Students are required to perform at all vocal concerts. This course is an audition-based vocal ensemble open to any 9th grade student. Students are only to be admitted into this course after director approval following a formal audition process. This ensemble is for students who possess a serious desire to further advance their vocal musicianship skills. These skills include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. The primary function of this ensemble is to develop its members into potential members of the advanced vocal ensemble, New Score.

Vox

1 Credit

9 10 11 12

By audition only. Students are required to perform at all vocal concerts. This course is an audition-based vocal ensemble open to 9th-12th grade female students. Students are only to be admitted into this course after director approval following a formal audition process. This ensemble is for students who possess a serious desire to further advance their vocal musicianship skills. These skills include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. The primary function of this ensemble is to develop its members into potential members of the advanced vocal ensemble, New Score.

Concert Choir

1/2 Credit

9 10 11 12

By audition only. Students are not required to be in show choir to be in this ensemble. Students are required to perform at all vocal concerts scheduled in the spring. The choir is open to serious vocal students who want to continue improving their vocal technique and performance skills. Students will learn the basics of sight reading and ear training as well as refining their music reading skills. They will explore works from a variety of time periods and styles.

Small Choral Ensembles

1/2 Credit

9 10 11 12

This course is for serious vocal students who are looking for an advanced traditional choral ensemble in the fall semester. Students will be required to perform at all concerts scheduled in the fall. Students in this class will focus on works for smaller choral ensembles as well as duets and solo works. They will learn individual performance skills as well as skills for singing in a non-conducted ensemble. Additionally, there will be an emphasis on learning and preparing for the district and all-state choir audition processes.

Musical Theatre and Vernacular Music

1/2 Credit

9 10 11 12

This course explores the vocal performance skills for musical theatre and the Great American Songbook. Students should have an understanding of vocal technique and music reading skills. Students will work in groups and as individuals to learn and perform songs of various styles and from different eras. Students will be required to participate in class performances and may perform at concerts outside the school day.

Music Explorations I

1/2 Credit

9 10 11 12

This non-singing fine arts course covers a wide variety of topics related to music and its role and importance in society. Students will learn from a variety of resources including textbooks, videos and online sources including YouTube and other websites. Topics will include, but are not limited to the following: Musical Instruments, Composers (past and present), and Music Theory (basic, fundamental concepts). Music Explorations is a course designed to expose students to the philosophy, principles, and materials of music from a variety of genres of music, including the current, contemporary period. Students will be introduced to music from the Baroque Period, Classical Period, Romantic Period, Contemporary Classical Music and Popular Music. The students will also gain the ability to identify musical instruments and their use in today's music performances and recordings. Students taking Music Explorations 1 will develop an appreciation of music, as a whole, by exposure to many musical styles, composers, historical trends, as well as increasing their aural, verbal and writing skills in describing music through writing, presentation and group discussion.

Music Explorations II -21st Century Music

1/2 Credit

9 10 11 12

This non-singing fine arts course is focused on the emergence of new musical styles, evolved during the 20th and 21st Centuries. We will study historical music and the birth of Jazz, Blues, Swing, R & B and many more musical genres. Students will learn about the music, performers and the impact that music genres have had on society throughout history and up to the current styles of the 21st century. Students will study current trends in music and careers of popular artists of today. This course is designed to give the student broad exposure and understanding of all kinds of music. The student will develop an ongoing appreciation for the aesthetic value of performance, as a whole, in a variety of musical styles and performance venues, recognize competency of music performance, and learn to enjoy a variety of music activities through classroom collaboration, critical thinking and classroom discussion while increasing aural, verbal and writing skills in describing music through writing, presentation and group discussion.

Fundamentals of Music Theory (Vocal/Instrumental Students)

1 Credit

11 12

Fundamentals of Music Theory for the Vocal/Instrumental Student is a course designed for students who wish to gain a better understanding of music and how music works. Music Theory 101 is taught as an introduction to music theory through the learning of music notation, scale patterns, chords, melody, harmony, ear training, composition, and much more. This class will incorporate music examples from various periods in history, as well as music in today's society. Although a "theory" course, students will have several opportunities to engage themselves creatively throughout the semester through composition, group performance, etc. The following topics will be covered in this course: music fundamentals, scales, tonality, and keys, chords, melody, musical texture, two-part writing, 7th chords, modulation. Music theory is a course that deals extensively with ear training. As a result, students will be expected to sing almost every day in class.

Band

1 Credit

 9 10 11 12

Prerequisite: 8th grade band or by audition. This course consists of marching band during the first quarter, including some summer practices and evening rehearsals. This group performs at local parades, competitions, and football games. Around the end of the first quarter, the marching band will shift to concert band and focus on concert literature and techniques, and do so for the rest of the year. This ensemble performs at least three concerts, as well as District and State contests. If numbers allow, the band may split into two bands for the spring semester, but both will meet during the same block. **Any student wishing to enroll who did NOT play in 8th grade must audition for the director before enrolling.**

Orchestra

1 Credit

 9 10 11 12

Prerequisite: 8th grade strings or by audition. **All performances and practices are required.** This course is a study in string techniques and is for high school students who play a traditional string instrument (violin, viola, cello, bass). The String Orchestra provides students the opportunity to play age/skill level appropriate orchestral literature at the highest possible standards. Rehearsal and performance participation are requirements of the class. This ensemble rehearses during the school day and performs at local concerts, events, and adjudicated festivals.

Symphony Orchestra

1 Credit

 9 10 11 12

Prerequisite: Teacher recommendation or by audition. This course focuses on the development of advanced instrumental techniques for high school students who play winds, strings, piano, or percussion. The Symphony Orchestra (or "full orchestra") combines string, woodwinds, brass, piano, and percussion instruments and provides students the opportunity to rehearse and perform a variety of orchestral compositions of contrasting periods and styles. Rehearsal and performance participation are requirements of the class. This ensemble rehearses during the school day and performs at local concerts, events, and adjudicated festivals.

Instrumental Techniques

1 Credit

9 10 11 12

Prerequisite: Students **MUST** be enrolled in band or orchestra. Students work daily to improve personal proficiency on their primary or secondary instruments. Students will receive instruction from the teacher and have ample time for individual practice. Students are required to audition for all-district and/or all-state and to take a solo or small ensemble to the district festival. Enrollment is open to any student currently enrolled in band or orchestra or with director permission. The class can be taken by semester or year, may be taken more than once.

Jazz Ensemble

1 Credit

 9 10 11 12

Prerequisite: By audition only and students **MUST** be enrolled in band or orchestra. **All performances and practices are required.** This course is a study of various jazz styles, jazz theory and improvisation. The Jazz Ensemble performs at concerts and area festivals, local events, school events, and home basketball games.

Music Appreciation - Dual Credit

1/2 Credit

 11 12

Prerequisite: College Placement Test (ACT). Overview providing knowledge of the basic elements of music, the important musical masterpieces of various eras and the significant composers in musical history. A portion of the course time is devoted to listening to recordings and viewing supporting video footage of selected composers and performers.

Advanced Placement Music Theory

1 Credit



10 11 12

Prerequisite: Fundamentals of Music Theory for the Vocal/Instrumental Student or teacher approval. The goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course instills a mastery of the rudiments and terminology of music, including hearing and notating: pitches, intervals, scales & keys, chords, meter, and rhythm. This course prepares students for pursuing music courses at the collegiate level. **Advanced Placement examination fees will be determined and assessed in the fall semester.**



Courses in ENGINEERING, COMPUTER SCIENCE, BIOMEDICAL, VOCATIONAL FAMILY & CONSUMER SCIENCE, BUSINESS EDUCATION, MARKETING EDUCATION and SFCC CAREER & TECHNICAL CENTER meet the PRACTICAL ART requirement.

ENGINEERING DEPARTMENT

(IED) Introduction to Engineering Design - Dual Credit

1 Credit



A lab fee of \$10 is required. This is the first course of the engineering pathway. In this course, students will explore the engineering design process by applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Student projects include designing products that will be 3D printed and kept by students, various reverse engineering projects, and architectural models.

(POE) Principles of Engineering - Dual Credit

1 Credit



Prerequisite: IED. Students who have not taken IED need to obtain special permission from teacher/administration and demonstrate competency in mathematics. This is the second course of the engineering pathway. This course explores various engineering disciplines along with the math, science, design, and problem solving skills associated with each of them. Students explore a broad range of engineering topics including mechanisms, electronics, robotics, and machining. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will learn about various engineering principles and apply them to a variety of hands-on projects.

(EDD) Engineering Design & Development I, II, III & IV

1 Credit



Prerequisite: IED AND POE. This course provides students with the opportunity to explore engineering fields at a deeper level in the following engineering specialty areas: mechanical, electrical, aerospace, advanced manufacturing & machining, civil engineering, and architecture. Students who enroll in this course will be in class for two consecutive class periods each day. They may take the class both during their junior and senior years to receive up to four (4) credits. Students will work with the instructors to create a custom plan of study based on their engineering interest areas. Students in this project-based course will work on a variety of hands-on projects in the engineering wing and have the opportunity to work with local business partners on real-world projects. Students will showcase their projects at the end of each year.

Robotics

1 Credit



Prerequisite: IED & POE and must currently be on Team SCREAM or by prior teacher approval. This course is for students to explore the mechanical, electrical, and programming requirements of competitive robotics. Students will design, build, and program a variety of robotics projects while learning the engineering principles associated with each project.

Engineering Apprenticeship

1 Credit

11 12

The engineering department, in conjunction with local manufacturers, is offering an apprenticeship program to students who are interested in engineering and technical trades. Students who are selected to the apprenticeship program will work as employees at companies such as Maxon Wheels, Stanley Black & Decker, and others. During the apprenticeship program, students will work with mentors in various settings within the factory. Some of these areas include engineering, electrical technician, maintenance technician, tool and die, network IT, etc. To be eligible for the program, engineering students must apply for a position, go through the interview process, and be selected by the hiring committee. In order to receive credit, students will work a minimum of 10 hours a week and submit a pay stub to the instructor on a weekly basis. Students must have instructor approval and be employed by a local manufacturer before enrolling in the course.

(CSA) Advanced Placement Computer Science A

1 Credit



10 11 12

This course is designed to prepare each student to complete the AP Computer Science A exam. Students will use the Java programming language to explore object-oriented programming and logical problem-solving skills. Students will explore topics such as classes, methods, algorithms, and syntax structures. They will apply these skills to a variety of programming assignments and projects. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

VOCATIONAL FAMILY & CONSUMER SCIENCE

Nutrition & Wellness

1/2 Credit

9 10 11 12

A lab fee of \$15 is required. This course offers an instruction program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; understand and promote nutritional knowledge by implementing the use of MyPlate into daily life; and the application of related math and science skills. **Students are highly encouraged to join FCCLA.**

Creative Foods I

1/2 Credit

9 10 11 12

A lab fee of \$25 is required. This course explores different cooking techniques and the preparation of a variety of different foods. Topics include the selection and care of food, meal management, optimal use of the food dollar, basic skills involved in the art and science of baking and food combinations from stir-fry's to casseroles. **Students are highly encouraged to join FCCLA.**

Creative Foods II

1/2 Credit

9 10 11 12

Prerequisite: Creative Foods I with a passing grade of C or higher. **A lab fee of \$30 is required.** This is an upper level course where students use techniques and preparation skills learned in Creative Foods I and build upon those concepts. Students will explore other areas of cooking that were not covered in Creative Foods I. **Students are highly encouraged to join FCCLA.**

International Foods

1/2 Credit

9 10 11 12

Prerequisite: Creative Foods I or Nutrition and Wellness with a passing grade of C or higher. **A lab fee of \$30 is required.** This course is designed to introduce you to the countries, people, and foods of the world. A different country or group of countries will be studied in units. Food preparation labs will stress safety, sanitation, and efficiency. Students will participate in a variety of activities including recipe preparation, hands-on projects, learning games, internet research and computer applications to learn course objectives.

Human Development

1/2 Credit

10 11 12

This course begins with instruction in concepts and principles related to various family living conditions; establishment and maintenance of relationships, preparation of marriage, parenthood, and family life. Instruction emphasizes the uniqueness of families and individuals, the development and socialization of the individual, and meeting the needs and interests of individuals and family members. Students will then explore and develop positive ways to communicate, handle confrontation, and establish healthy positive interpersonal relationships. The intent is to help avoid mistakes in general social life, dating years and marital life. Common problems in society that affect the individual and family unit will be explored and positive ways of coping with stressors of life will be examined, especially from the teen perspective. **Students are highly encouraged to join FCCLA.**

Apparel, Textiles & Fashion

1/2 Credit

9 10 11 12

A lab fee of \$20 is required. This is an instruction program that prepares individuals to understand the social, psychological and physiological aspects of clothing and textiles; the nature, acquisition and use of clothing and textile products; the selection, construction, maintenance and alteration of clothing and textile products; and the effect of consumer choices on the individual and family, as well as the clothing and textile industry. **The student will be required to purchase additional material and supplies for one project. Students are highly encouraged to join FCCLA.**

Advanced Apparel, Textiles & Fashion

1/2 Credit

9 10 11 12

Prerequisite: Apparel, Textiles & Fashion with a passing grade of C or better or teacher approval. **A lab fee of \$25 is required.** This course builds upon the basic sewing skills learned in Apparel, Textiles and Fashion and the student will perfect and refine sewing construction techniques. Students will create a garment of the student choice with instructor approval based upon sewing skill assessment. Students will also create a home decorator project. Students will participate in a sewing service project. **The student will be required to purchase additional material and supplies for sewing projects of student choice. Students are highly encouraged to join FCCLA.**

Child Development

1/2 Credit

10 11 12

This class is a semester course for students who have an interest in children and/or in careers working with children. The course will include units in understanding child growth and development, career opportunities, school of children, and curriculum planning for preschoolers. **Students are highly encouraged to join FCCLA.**

Housing & Interior Design

1/2 Credit

11 12

HOUSING & INTERIOR DESIGN: One-half (1/2) credit – 11th & 12th grades. This course prepares individuals to make important housing decisions and create a desirable living environment. This course is a study of all areas of homes including the following: the history of housing structure and architecture, a comparison of renting and buying, finding housing, exploring ways to make housing fit family needs, floor plans, furniture selection, and using design principles and color to create a comfortable living environment. **Students are highly encouraged to join FCCLA.**

Parenting

1 Credit

11 12

Prerequisite: Child Development. This course will focus on the skills involved in becoming a better parent. Areas to be covered will include the decision to be a parent, becoming a parent, care of children, helping children learn, and develop guidance and resources available to the family to assist in the care and development of the child. Speakers, audio-visually, readings, demonstrations, discussions, infant care simulation, and student presentations will be used to learn about parenting. **Students are highly encouraged to join FCCLA.**

FCCLA Leadership

1/2 Credit

9 10 11 12

FCCLA Participation is required. This course provides vocational, family, and consumer science students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in FCCLA activities on the local and state level in competitive events.

Career Pathways for the Teacher Profession

1 Credit

11 12

This class is designed for students who are considering the elementary or secondary teaching profession or corporate educator. The course focuses on the general theory and practice of learning and teaching. The first course includes the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

Practicum in Teaching Pathway

1 Credit

12

Teacher Recommendation & MUST provide own transportation. This course provides students with a seamless pathway to study the profession through experiencing the classroom as an intern. Each student is assigned to a district school within the high school attendance boundaries. Pre-Professional Educator Cadet practicum students complete reflection journals, prepare and present a lesson(s) and work closely with students of the assigned supervising teacher. Students will demonstrate good moral character, good work habits, responsibility, punctuality and organizational skills.

Culinary Essentials & Catering (ProStart I)

1 Credit

10 11 12

Prerequisite: Nutrition & Wellness or Creative Foods I with a C or better. **A lab fee of \$30 is required.** In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry using the National Restaurant Association's ProStart curriculum. Students have opportunities to work with mentoring chefs from the local area, cater local events, and compete in culinary competitions. Students who complete this course will be industry certified.

BUSINESS & MARKETING EDUCATION

Entrepreneurship

1/2 Credit

9 10 11 12

This course is a project based course. You will learn about running a business through hands-on activities, in which you will create a city block of businesses by designing the outside of the business, the layout, and all required work to run the business.

Business Technology

1/2 Credit

9 10 11 12

This course will allow students to use a computer and other technologies common in businesses to accomplish activities similar to current trends in business and industry. The course content will include a quick review of the keyboard and proper typing technique, introduction to device operation and Internet usage. The students will learn to use the Microsoft Office Suite (Word, Excel, PowerPoint, and Access) to complete common tasks in the workplace. This is an applications-oriented course. **The course is articulated with SFCC.**

Tiger Productions

1 Credit

9 10 11 12

Prerequisite: Teacher approval and application. This is a split course. Part of the students will be producing the Archives yearbook while the other part produces a news broadcast and other media productions for the school and community. The **Yearbook Staff** will determine and work out ideas and designs for the yearbook. They are also responsible for committing time to after school activities for taking pictures and selling advertisements, both of which are mandatory. The **Media Productions team** will be responsible for producing news broadcasts for student announcements, making and maintaining the updates to the TVs around the school, and helping produce videos and images for school events and other community driven campaigns. **ALL STUDENTS** that take this course should have social skills, be creative, and have the ability to work as a team as well as alone. The student should have dedication to this year-long process. This class is time demanding, laborious, and hard work is required.

Computer Science

1/2 Credit

9 10 11 12

This course addresses the knowledge and skills required of students desiring to have a career in technology. This class will include basic programming concepts, variables, modular program design, incorporating graphics and simple data structures. The student will analyze and define problems, create a programming outline, write computer code to solve problems, find errors and debug the program and make it into an executable file. The student will learn and practice ethical behavior in areas of programming and using software. This course is not required, but recommended, for students who plan to take Computer Science Essentials (PLTW).

Business Leadership

1/2 Credit

9 10 11 12

FBLA Participation is required. This course provides business students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in FBLA activities including local, state, and national competitive events and the Business Achievement Awards. This course provides an opportunity for students to work on FBLA activities in class. This class can be taken more than once, if the student's schedule allows.

Personal Finance

1/2 Credit

10 11

This course is designed to assist the student in preparation of his/her personal finance records and teach basic skills in budgeting, insurance, saving, credit, using a checking account, income tax preparation, and basic math skills. Students will begin to develop the knowledge to cope with everyday consumer matters and learn record keeping skills that can carry over to entry-level jobs. Students will use the computers to enhance such skills and complete financial simulations. **This course is a state requirement for graduation and does not meet the Practical Art requirement. ***Students in the class of 2024 or 2025 may take their 12th grade year.**

Accounting I

1 Credit

10 11 12

This course is a study of the basic accounting principles used by individuals and organizations. The student will learn to record, interpret, and analyze accounting procedures used by sole proprietorships, partnerships and corporations. This course is recommended for students who have a variety of career objectives, as accounting is used in all areas of business.

Advanced Accounting

1 Credit



11 12

Prerequisite: Accounting. This program focuses on the important internal and external uses of accounting data. Managerial Accounting covers internal uses, and includes departmentalized accounting. Financial Accounting emphasizes external uses. Corporate Accounting covers dividends, acquiring additional capital, and financial analysis. The student has the opportunity to acquire the capability of handling the accounting activities of a small or large business office and to acquire additional background for future study in accounting or accounting-related fields. **This course is articulated with SFCC.**

Marketing

1/2 Credit

9 10 11 12

This course consists of a study of marketing concepts and principles and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter will include economics, marketing foundations/functions with emphasis on selling, promotion, product/service management, pricing, and distribution. In addition, this course will explore human resource and leadership development. DECA membership is encouraged so students can apply the course concepts to DECA projects and competitive events.

Social Media Marketing

1/2 Credit

10 11 12

Prerequisite: Marketing with a grade of C or better. Fee for DECA is \$35. This course is designed to focus students interested in the field of marketing by developing an understanding of concepts and strategies needed to communicate information about products, services, ideas, and/or images to achieve a desired outcome. Students will become familiar with career opportunities in the fields of advertising and public relations. Students will focus on the implementation and presentation of an ad campaign for a local business. DECA is a major part of this class and projects developed will be used in DECA competitions. **This course is an advanced marketing class; therefore, DECA membership is required.**

Sports & Entertainment Marketing

1/2 Credit

10 11 12

Prerequisite: Marketing with a grade of C or better. Fee for DECA is \$35. This course will include a specialized marketing course which is designed for students to develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. DECA is a major part of this class and projects developed will be used in DECA competitions. **This course is an advanced marketing class; therefore, DECA membership is required.**

Marketing Leadership

1/2 Credit

9 10 11 12

Prerequisite: Marketing. **Fee for DECA is \$35.** This course provides marketing students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in DECA activities including local, state, and national competitive events and serve as project managers for our Chapter Events. This course provides an opportunity for students to work on DECA activities in class, as well as give time for them to become engaged with the community during school hours. This class can be taken more than once, if the student's schedule allows, and permission is granted by the teacher. **This course is an advanced marketing class; therefore, DECA membership is required.**

Retail Store Operations (Retailing)

1/2 Credit

10 11 12

Prerequisite: Marketing with a grade of C or better. An instructional program that prepares individuals to apply marketing skills in retail establishments by giving students hands-on experience operating the school store. Principles, practices and procedures are taught as related to the field of retailing.

Supervised Marketing Education:

Supervised Marketing Employment (SME)

1/2 Credit

12

Students are placed into employment that allows for experience and continuing education in the field of marketing. The student must be concurrently enrolled in an advanced marketing course. This is a cooperative vocational education program and must follow guidelines established for these programs.

Jobs for America's Graduates (JAG)

1 Credit

12

This course will prepare students for success after high school and help them to determine which path (Education, Employment, Enlist) is right for them. The students will be introduced to employability competencies and be assessed on those skills. The competencies fall into six categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills. Students will be involved in "real world" experiences that connect them to available careers within their community. Students taking this course will be required to complete follow up surveys for twelve months after graduation.

ADDITIONAL PRACTICAL ARTS

Life Skills TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/team referral required. This course is designed to improve communication skills for students in the areas of writing, speaking and listening. Specific life/work skills relating to decision making, problem solving and cooperating with others will be emphasized. In addition, students will be assisted in developing positive attitudes and skills which will increase their success in work, independent living and citizen responsibility. To facilitate the process of assessing student's current knowledge on the topic and to provide more specific instruction to areas that need further development, students will be given assessments in the areas of, but not limited to, readiness for employment, self-determination, independent living, and post-secondary preparation.

On Job Training (number of credits arranged)

12

Prerequisite: Teacher/team referral required. The Cooperative School-Work Program for students, who have individualized plans, provides an opportunity, based on age and ability, to receive on the job training for payment of work or on a volunteer basis with permission of and supervision by the Work Experience Coordinator.

Transition Skills TTR I/II

1 Credit

11 12

This course provides opportunities to develop skill areas based on individual students' needs and may include pre vocational and vocational skills development, academics, independent living, leisure skills, social communication, self-determination and self-advocacy. Student programs are determined by the IEP team with a focus on independent living, employment, and post-secondary training. Instruction delivered in the classroom, in the community and at job internship sites. Learning objectives for this course are individualized and aligned with student's IEP goals and objectives. This class will cover a variety of life skills education and is designed to help students live independently after high school. Banking, consumer education, budgeting, social skills, filling out forms, responsible citizenship, problem solving, cooking and a variety of other topics will be included in the curriculum. Students will use the skills learned in class on community outings. Using public transportation will also be discussed.

PHYSICAL EDUCATION & HEALTH



Personal Fitness

1/2 Credit

9 10 11 12

This class will cover units on individual/team sports and lifelong fitness activities. Specific units will vary from the fall to spring semester.

Athletic Conditioning

1 Credit

9 10 11 12

Prerequisite: Students must be a participant in a MSSHA sponsored activity. This class will focus on strength conditioning through weight training, agility drills, and knowledge of nutrition. This course may be taken more than once with instructor approval. Classes will be coed.

Lifetime Sports

1/2 Credit

10 11 12

Prerequisite: Prior PE credit & teacher approval. Through participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers and develops an appreciation for the degree of fitness necessary to participate. The following sports are included in the course Lifetime Sports: archery, tennis, badminton, bowling, golf, washers, shuffleboard, ultimate frisbee/football, ping pong, and other athletic-related activities.

Adaptive Personal Fitness TTR (YOGA)

1/2 Credit

9 10 11 12

ADAPTIVE PERSONAL FITNESS TTR (YOGA): One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. This course is designed to introduce students safely to the basic postures, breathing techniques and practices of relaxation. Students get the chance to develop and practice the benefits of stretching, moving and breathing freely as they relieve stress, learn to relax and ultimately learn to enjoy day-to-day life. The aim of the course is to promote vibrant health and reach the body's energy reserves.

Health

1/2 Credit

9 10 11 12

This course covers a study of the human body and its functions in relation to body care and disease prevention. **This class is a state requirement for graduation.**



WORLD LANGUAGE DEPARTMENT

Level I - Spanish

1 Credit

9 10 11 12

The level I Spanish course will introduce students with little or no Spanish knowledge to basic vocabulary and sentence structure. Students will explore customs and traditions of Spanish-speaking countries. *This course is not designed for native Spanish speakers, who would be better placed beginning in a more advanced level. If students take Spanish I as an eighth (8th) grader, then they must pass both semesters with a B- or higher to receive high school credit.*

Level I - French/German

1 Credit

9 10 11 12

The level I French or German course will introduce students to basic vocabulary and sentence structure. Students will explore customs and traditions of French or German-speaking countries.

Level II - Spanish

1 Credit

9 10 11 12

Prerequisite: Level I with a grade of C or better. The level II Spanish course is a continuation of level I, emphasizing the ability to narrate the past. *This course is not designed for native Spanish speakers, who would be better placed beginning in a more advanced level.*

Level II - French/German

1 Credit

10 11 12

Prerequisite: Level I with a grade of C or better. The level II French or German course is a continuation of level I, emphasizing the ability to narrate the past.

Level III - Spanish

1 Credit



10 11 12

Prerequisite: Level II or native Spanish speaker. The level III Spanish course is a continuation of level II, emphasizing communication skills and intermediate concepts.

Level III - French/German

1 Credit



11 12

Prerequisite: Level II. The level III French or German course is a continuation of level II, emphasizing communication skills and intermediate concepts.

Level IV - Spanish

1 Credit



11 12

Prerequisite: Level III or native Spanish speaker. The level IV Spanish course is a continuation of level III, emphasizing communication skills and advanced concepts. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Level IV - French

1 Credit



12

Prerequisite: Level III. The Level IV Foreign Language course is a college level class and will follow the Advanced Placement Program curriculum. Interested students will sign up for this class with a limited number being admitted. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Level V - Spanish

1 Credit



12

Prerequisite: Level IV or native Spanish speaker. The level V Spanish course is a continuation of level IV, emphasizing communication skills and advanced concepts. This class is conducted almost entirely in Spanish. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

Spanish History & Literature

1 Credit



10 11 12

Prerequisite: Level III or IV or native speaker. This course is recommended for native Spanish speakers and advanced Spanish students. It focuses on the history and literature of Spain and Latin America.

ADDITIONAL ELECTIVES

Collegiate Athletic Preparation

1/2 Credit

11 12

Teacher/Coach approval and/or recommendation needed. This course will assist student athletes in preparing and promoting themselves for athletic recruitment by colleges and universities. It is a requirement for the athlete to take the course during the season of their primary sport. Students will develop and maintain academic and athletic profiles through online resources to help student athletes continue participation at the post-secondary level. NCAA & NAIA clearinghouse procedures will be completed.

English Language (ESOL) - Levels I, II, III & IV

1 Credit

9 10 11 12

Students in these courses are placed by English language ability. This course is a multi-level English Language class designed to improve students' Academic English language skills, learning strategies, study habits, and overall abilities across content areas in reading, writing, listening and speaking. The class will focus on the development of technological and study skills/strategies that empower students to improve their abilities in academic English. The goal of this class is to empower students with the tools and confidence they need to be successful in high school and beyond.

English Language Communications

1/2 Credit

9 10 11 12

Students in these courses are placed by English language ability. In this course, students in the EL program will primarily build their academic English language abilities in speaking and writing to encourage them to reach their potential to not only exit the EL program, but also reach their academic goals across content with higher standards in academic speaking and writing skills assessment outcomes. Additionally, students will develop more technological and study skills/strategies to improve their academic abilities over all.

English Language Study Skills & Strategies

1/2 Credit

9 10 11 12

Students in these courses are placed by English language ability. In this course, students in the EL program will learn study skills and strategies to empower them to reach their academic goals. Students are required to bring in class work, texts, etc. from which to take notes and use various support strategies to aid in the comprehension of core class content, improve grades, and assessment outcomes.

Introduction to Journalism

1/2 Credit

9 10 11 12

Students will learn the principles of journalism and how to write in journalistic styles (news, features, and opinion). Understanding of media messages, the role of journalism in society and the First Amendment are included. Students will interview sources, take notes and write on deadline; they also will maintain a blog. Students' stories will be eligible for publication in the *Sedalia Democrat* newspaper as part of the "Rookie Reporters" program.

Smith-Cotton Media

1/2 Credit

9 10 11 12

Prerequisite: Application and instructor approval. Must have completed Introduction to Journalism. This is the working newsroom of Smith-Cotton Media, creating a student newspaper and regularly scheduled news video program. Students will be assigned beats to ensure timely and consistent coverage of news and events related to Smith-Cotton High School in particular and the Sedalia 200 district in general. Content created will be posted on the district website and offered to local media outlets for additional distribution. Students will work in traditional storytelling forms and will learn appropriate and effective use of social media in story production and promotion.

Library Worker

12

This class does not receive credit. Students will perform, but not limited to, the following duties: check books in and out, help students and teachers find resources in the library, return books to bookshelves, and deliver materials to classrooms. Good customer service skills important. Students may enroll multiple semesters.

Junior Reserve Officer Training Corps

1 Credit

9 10 11 12

JROTC is a Leadership and Character Development program. The Program of Instructions being taught uses the latest instruction technologies and focuses on the student ("cadets") centered learning in a structured environment. Through participation in the learning process cadets are able to get a deeper understanding of the subjects and how they may apply what they have learned. Co-curricular and competitive activities include Color Guard Team, Drill Team/Exhibition without Arms, Drill Team/Exhibition with Arms, Raider Team, Academic Team, Leadership Team, Cadet Challenge competitions, Leadership/Adventure Training events, field trip(s), an annual District JROTC Ball, and an optional summer camp. In addition to an academic elective credit for the course cadets can earn a Smith-Cotton Varsity letter for competing on one of the teams. They also earn rank and JROTC awards for their achievements. (The Sedalia Board of Education policy allows one (1) credit of Physical Education upon the completion of the second year in JROTC). Certification of a cadet's physical health is also a requirement to be enrolled in this class. The JROTC Program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities, which will benefit the student, community and nation. JROTC provides education and training in skills and knowledge like Leadership, Service Learning, Community Service, Geography, and Goal Planning, which are useful to students upon graduating from high school. In addition to classroom instruction, students are expected to properly wear the JROTC uniform one day per week (mandatory) and participate in physical training events as required.

JROTC Cadet Staff Leadership & Management (Honors)

1 Credit



11 12

Prerequisite: Minimum 3.5 GPA in JROTC courses and minimum 3.0 GPA in all other courses; Senior Instructor permission/signature approval. The JROTC honors program is oriented toward those cadets already identified as outstanding and are doing the work required of JROTC students. The honors course builds upon previous JROTC Leadership Education and Training courses. Students must have previously demonstrated above average leadership, communication skills and performance in JROTC. Students for this advanced leadership course serve as members of the JROTC cadet senior staff. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous JROTC courses. Students are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. Students who are approved for this course are expected to occasionally be available at times in excess of daily class (i.e. before/after school meetings, weekend trips/activities, etc.). Students will conduct long and short-range planning, exercise decision-making, coordination, control and execution of cadet activities during the school year. Students are expected to apply high-level leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students in this honors class are required to establish a personal portfolio and work toward a major continuous improvement project, complete with a formal presentation and briefing to official Army inspectors and Sedalia 200 School District officials.

Transition to High School

1/2 Credit

9

This course will provide freshmen with the skills, strategies, network, and experiences needed to navigate the culture of high school life successfully. This course is designed to support freshmen in meeting social, emotional, academic and career success by focusing on and developing students' personal goals.

Tiger Tutors

1/2 Credit

12

Prerequisite: Must be able to meet A+ guidelines regarding attendance, G.P.A. and citizenship. This course will help fulfill state requirements for 50 hours of tutoring/mentoring by students pursuing A+ status. The class will meet in a designated area for the first day and students will report to their assigned school the second day of class. Students will be placed with a supervising teacher at the district's elementary, secondary, or high schools for the semester. **Students must provide their own transportation to the field schools. A parent or guardian must sign a transportation waiver. Those without a driver's license will either be placed at the high school (if appropriate) or may earn their hours under alternate tutoring options.**

Office Worker

12

OFFICE WORKER: 12th grade given priority. This class does not receive credit. Students are assigned to work in either the principal or the school counseling offices.

Work Study

1/2 Credit

11 12

(11th graders will need counselor approval.) This is a program for students who are employed in a regular job and wish to receive credit for working. A student must be employed a minimum of 8 hours per week per block of work study. Work hours must be maintained throughout the semester with pay stubs turned in after each pay period. Students must pass all other courses the semester before entering Work Study. If a student fails Work Study, they will be removed from the course the following semester.

Psychology

1/2 Credit

10 11 12

This course provides instruction in the elementary principles of psychology, thereby helping the student to understand human behavior. An objective is to help the student to better understand his own behavior and that of others.

Sign Language

1/2 Credit

9 10 11 12

Students will be exposed through a variety of lessons based on the beginning curricula written and developed by Gerilee Gustason who was a co-author and developer of Signing Exact English (copyright 1993). Students will be guided through the lessons and evaluated based on their performance on tests, songs, and conversation. "Signing Exact English (SEE) is a sign language system that represents literal English. It is a tool to make visible everything that is not heard. Since American Sign Language (ASL) has different vocabulary, idioms and syntax from English, SEE modifies and supplements the vocabulary of ASL so children can see clearly what is said in English." (taken from the S.E.E. Center website - <http://www.seecenter.org/index.html>).

Study Skills TTR

1 Credit

9

Prerequisite: Teacher/team referral required. This course will include individualized instruction in specific compensatory skills as well as assistance in an identified area of difficulty, including continual development and improvement in overall vocabulary. In addition, students will be instructed in workplace skills including skills and techniques for interacting appropriately with others.

Social Skills TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/team referral required. This course will include individualized instruction in specific social interactions, as well as assistance in an identified area of difficulty, including continual development and improvement in overall social vocabulary. In addition, students will be instructed in workplace skills including skills and techniques for interacting appropriately with others.

Education Resource TTR

1 Credit

9 10 11 12

Prerequisite: Teacher/team referral required. This course is designed for students who wish to improve conduct and behaviors. The primary goal of the course is to instruct students in the skills and techniques needed to interact appropriately with others. Instruction is provided to address specific behavioral concerns. Students will be exposed to vocational and other transition related information. To facilitate the process of assessing student's current knowledge on the topic and to provide more specific instruction to areas that need further development, students will be given assessments in the areas of, but not limited to, readiness for employment, self-determination, independent living, and post-secondary preparation.



State Fair Career & Technology Center (CTC)

State Fair CTC courses will meet the PRACTICAL ARTS requirement. Students enrolling in the CTC must be making adequate progress toward meeting graduation requirements in the core subjects. Classes at the CTC are FULL YEAR classes and students should plan to be in attendance the full year.

Automotive Service Technology

3 Credits

11 12

The Automotive Service program is a two-year ASE (Automotive Service Excellence) certified course of study, providing basic entry-level skills in a variety of automotive service areas or for advanced placement in college automotive technology programs. Students completing our ASE-certified program have the opportunity to gain certifications in the following areas: Brakes, Steering & Suspension, Engine Performance, and Electrical. **This course is eligible for dual credit.**

Building Trades

3 Credits

11 12

The Building Trades program is a two-year course of study that prepares students for a variety of jobs in the construction industry. This program consists of classroom instruction enhanced by the hands-on experience of building a house. Students completing this course will gain valuable knowledge and skills that will prepare them for entry level positions among various construction trade areas such as carpentry, masonry, concrete, and many others. Students will also be prepared to pursue post-secondary education or certifications in construction management programs. **This course is eligible for dual credit.**

Criminal Justice

3 Credits

11 12

The Criminal Justice program is a two-year plan of study that prepares students for entry-level employment in criminal justice fields or advanced placement in post-secondary training or college programs. Students who enroll in this course learn about our criminal justice system and law enforcement practices. In addition to the criminal justice content, this course works extensively with communication, leadership, community service, and leadership skills which are all crucial to modern criminal justice careers. **This course is eligible for dual credit.**

Early Childhood Careers

3 Credits

11 12

The Early Childhood Careers program is a two-year course of study designed for students who want to work in careers involving young children and their families. Students will have experiences with infants, toddlers, preschoolers and their parents. Early Childhood Career students will be responsible for planning activities that stimulate a child's cognitive, physical, emotional and social growth. In addition, trainees will learn to provide a safe, healthy and loving environment that will allow children to explore and develop their natural curiosity and imagination. Students will complete practical experience in area schools and child care facilities. This course of study is for those interested in teaching PreK or working as a daycare provider. **This course is eligible for dual credit.**

Graphic Design

3 Credits

11 12

The Graphic Design program is a two-year course of study that is created to enhance students' skills and opportunities related to the graphic design industry. Students will learn technical knowledge and skills in electronic layout design, principles of graphic and web design, digital manipulation, sublimation printing, vinyl design and preparation, and screen-printing. In addition, this program provides outside experience to further student's experience and skill levels. Students who complete this program will be qualified for entry level positions in various graphic design opportunities or they can further their education through post-secondary certificate or degree programs. **This course is eligible for dual credit.**

Health Occupations

3 Credits

11 12

The Health Occupations program is a one-year plan of study that prepares students for employment in the health care field. Students will learn the basic nursing skills of vital signs, personal care/hygiene, food service, and transfer techniques. Students will have the opportunity to apply their skills at a local health care facility, and will job shadow in the health care field. Students who successfully complete the first year program will become a registered CNA and are eligible to apply for the nursing program at SFCC and begin classes a year early. This program prepares students to obtain entry-level employment as a CNA and it prepares them to further their education in health care related programs at the college level. **This course is eligible for dual credit.**

Industrial Equipment Maintenance

3 Credits

11 12

The Industrial Equipment Maintenance program will prepare students for a wide variety of opportunities in technical careers related to electrical and industrial professions. Students will obtain skills for entry-level positions in manufacturing and electrical installations, service, or maintenance. The program can be applied to certificates and an Associate of Applied Science (AAS) degree, or qualify you for advanced placement in college programs. Students will work on a variety of electrical, mechanical, and industrial projects and labs along with classroom instruction. **This course is eligible for dual credit.**

Precision Machining

3 Credits

11 12

The Precision Machining Technology program is a two-year course of study designed to expose students to the high-tech world of advanced manufacturing. Students will receive experiences in operating machines such as drill presses, milling machines, lathes, grinders, and Computer Numeric Controlled (CNC) machines including computer controlled lathes, mills, and lasers. Students who complete the program will be eligible for entry-level positions in precision machining and manufacturing jobs. They can also further their education by enrolling in post-secondary certificate or college programs. **This course is eligible for dual credit.**

Welding

3 Credits

11 12

The Welding program is certified by the American Welding Society (AWS) and is a two-year course of study that covers the four basic welding processes: Arc, Mig, Tig, and Oxyacetylene. In addition to the welding processes students will learn about weldment print reading and safe operating procedures. Each student will spend a significant amount of time in the welding lab developing successful welding techniques. Students who complete the course will be eligible for entry-level positions as a welder or they can pursue additional certifications or college degree programs. **This course is eligible for dual credit.**

CTC Embedded Math

1 Credit

12

Students enrolled in CTC programs will receive embedded math content throughout their two year programs provided by a certified math instructor. Students who complete both years of their program will receive one (1) credit for math. **This course is eligible for dual credit. SEE YOUR COUNSELOR FOR ELIGIBILITY REQUIREMENTS FOR THIS EMBEDDED CREDIT.**

CTC Embedded Language Arts

1 Credit

12

Students enrolled in CTC programs will receive embedded language arts content throughout their two year programs provided by a certified language arts instructor. Students who complete both years of their program will receive one (1) credit for language arts. **This course is eligible for dual credit. SEE YOUR COUNSELOR FOR ELIGIBILITY REQUIREMENTS FOR THIS EMBEDDED CREDIT.**