

# Clayton High School Counseling Department

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2012 - 2013

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Dear CHS Students and Parents,

This "Program of Studies" has been developed to assist you in planning an appropriate high school program. Each of our departments has provided you with course descriptions and information designed to guide you in making appropriate choices.

The academic program of Clayton High School is our major focus. Our co-curricular program is large and varied so that students may experience a well-rounded education during the high school years. It takes full participation in both programs to build a comprehensive high school experience. We encourage students to become involved both in and out of the classroom.

Questions may arise as you review this booklet, and we are anxious to help you understand our program. Our counseling staff and department leaders are available to address your concerns. We hold a special curriculum evening for this purpose. In addition, a phone call is always welcomed.

We extend our best wishes to you for a wonderful educational experience at Clayton High School.

Sincerely,

Louise Losos  
Principal

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# CLAYTON HIGH SCHOOL

## MISSION

**Clayton High School's mission is to provide an exemplary academic and extracurricular program that will guide students in the development of the character, knowledge, skills, and intellectual curiosity needed to contribute to the world around them.**

## GUIDING PRINCIPLES

In keeping with the mission of our school, Clayton High School has identified the following principles that guide our work and influence our decisions.

- **We believe**  
that the central focus of our school is learning.
- **We believe**  
that our program must be comprehensive and challenging in order to meet the needs of all our students.
- **We believe**  
that involvement in the extracurricular program contributes to the total development of our students.
- **We believe**  
our school community should promote health, character, and compassion.
- **We believe**  
social, ethnic, and cultural diversity enriches our school community.
- **We believe**  
that our ever-changing world demands that learning be a lifelong process.

## GRADUATION REQUIREMENTS

Minimum requirements for a Clayton High School diploma are determined by the State of Missouri and the Clayton School District Board of Education. Preparation for specific personal, vocational, or college interests requires careful planning of the individual's course of study. The counseling staff is prepared to assist each student with this planning.

To earn a diploma from Clayton High School, students must earn 24 units of credit.

	4	units in English ( <b>3 units of conferenced English, including English I &amp; II</b> )
*	3	units in social studies ( <b>including 1/2 unit of American Government and 1 unit of U.S. History</b> )
	3	units in science
	3	units in math
	1	unit in fine arts
	1	unit in career and technology education ( <b>including 1/2 unit of Personal Finance</b> )
	1/2	unit of health
**	1	unit of physical education
	7 1/2	units of electives

\* Examinations on the United States and Missouri Constitutions must be passed.

\*\* Physical Education is completed at the rate of 1/4 unit per semester.

## GRADUATION WITH HONORS

Students who achieve a final grade point average of 3.75 or higher will graduate with "High Honors"; students with a grade point average of 3.50 - 3.74 will graduate with "Honors." Honors designations are printed on both the diplomas and graduation programs.

## GRADING SYSTEM

Clayton High School uses a four-point grading system. Grades of A, B, C, D, P, and CR are passing grades. All classes are included in grade point averages unless the student has opted to take the class Credit/No Credit and has filed all appropriate paperwork. Grades of F, W or NC award no credit. A student who receives an F in a required subject must repeat and pass that course to fulfill graduation requirements. The P grade is assigned when the teacher believes that a student has put forth a strong effort but that the subject is too advanced for the student's particular stage of development.

If a student chooses to re-take a course at Clayton High School in which the student has previously earned a D+ or lower, the new grade is calculated into the student's GPA. The original grade is removed from the student's transcript and is not calculated into the student's GPA. If a student wishes to re-take a course in which the student has earned a C- or better, special permission must be granted by the principal to replace the C- or better with a new grade. It is the student's responsibility to complete the appropriate form to initiate the grade change.

When a student changes from one course to another, the entering grade will be determined jointly by the department chair, outgoing and incoming teacher, and an administrator.

If a course is dropped **DURING** the first quarter of the semester, no record of the student's enrollment is made. However, if the course is dropped **AFTER** the first quarter of the semester (2<sup>nd</sup> or 4<sup>th</sup> quarter), it is recorded on the permanent record as an F. In special circumstances, the W (withdrawal) grade will be given to students who withdraw from a class **AFTER** the first quarter of the semester. The counselor, teacher and an administrator will determine when a W grade is appropriate.

Clayton High School will award credit to students for courses completed at an educational institution that has been accredited by the North Central Association of Schools. Course work completed through non-accredited institutions or programs may appear on the permanent transcript but will appear as NC (no credit).

## **CLASSIFICATIONS**

Students at Clayton High School are classified according to the number of credits they have accumulated. The required credits for classification are as follows:

10th Grade	6	Credits
11th Grade	12	Credits
12th Grade	18	Credits
Graduation	24	Credits

## **ELIGIBILITY**

To compete in athletic activities, students must meet Academic Eligibility Standards established by the Missouri State High School Activities Association. In order to compete during a semester, a student must have earned a minimum of 3.0 units of credit the preceding semester and be enrolled in and regularly attending courses that offer a minimum of 3.0 units of credit.

Clayton High School expects all students participating in extracurricular activities to exhibit good attendance patterns and good overall citizenship.

## **CREDIT/NO CREDIT**

Students may elect up to one-half unit of course work each semester on a credit/no credit basis. This option removes the selected course from the grade-average computation. If the student does passing work, a grade of CR is recorded, and credit is granted. In the event of failure, the grade is recorded as NC, and no credit is awarded. In neither case is the student's grade average affected. Students who have previously taken a course on a Credit/No Credit basis may re-take the course for a grade. In order to elect this option, the minimum graduation requirement must be met in that subject area. For example, after the first three high school courses in science have been completed (three years required), one additional course could be graded credit/no credit if the student chose to do so.

The form that must be completed for this option to be implemented is available in the Counseling Office. The form must be filed during the first quarter of the semester.

## RECOMMENDED COURSES OF STUDY

Although Clayton High School has comprehensive requirements for graduation, simply meeting those requirements will not produce the most competitive transcript for college admission. As the competitive nature of admission increases at most schools, the colleges expect students to meet rigorous curricular standards for admission. The program of study below is strongly recommended for the college-bound student:

- 4 years of English
- 4 years of Mathematics (including algebra, geometry, and trigonometry)
- 4 years of World Languages
- 4 years of Science
- 4 years of Social Studies

Any deviation from this curriculum should be considered carefully. For example, if you elect to finish language study after only three years, you should select a course offering from another discipline to complete advanced work in an area of specific interest.

## COURSE OFFERINGS

Course lists are arranged departmentally. Each department has listed all courses it offers.

Each section is prefaced by a departmental introduction that outlines graduation requirements and describes the overall four-year program in that department. A suggested sequence of courses is given for each department. Specific course information includes course title, the grade level(s) for which the course is appropriate, amount of credit, semester(s) when a course is offered (1=first semester, 2=second semester), course descriptions, course requirements, and prerequisites, if required.

## Essential Questions and Enduring Understandings:

### *A Brief Explanation*

The faculty throughout the School District of Clayton is continuing to engage in refining the curriculum and in deepening our understanding of our work. As part of this work, each discipline at CHS is developing what Grant Wiggins in Understanding by Design calls **essential questions or enduring understandings**. Each department develops essential questions or enduring understandings, depending upon which approach they feel best fits their discipline.

We believe that the questions or understandings provide insight into the fundamental issues at the core of each of the disciplines. As a result, each discipline's course offerings are prefaced by a list of either essential questions or enduring understandings.

Below is a brief explanation of the nature of essential questions and enduring understandings.

In Understanding by Design, Wiggins states that **essential questions** have the following qualities:

- **Go to the heart of the discipline.** Essential questions can be found in the most historically important and controversial problems and topics in various fields of study: Is a “good read” a great book? Was arithmetic an invention or a discovery? Is history always biased? Do men naturally differ from women?
- **Recur naturally throughout one's learning and in the history of the field.** The same important questions are asked and re-asked as an outgrowth of the work. Our answers may become increasingly sophisticated, and our framing of the question may reflect a new nuance, but we return again and again to such questions.
- **Raise other important questions.** They invariably open up a subject, its complexities, and its puzzles; they suggest fruitful research rather than lead to premature closure or unambiguous answers.

In Understanding by Design, Wiggins describes **enduring understandings** in the following way:

- **Principles, laws, theories, or concepts** that are likely to have meaning for students if they appear to be sensible or plausible (not out of the blue or arbitrary pronouncements). In some sense, the students can verify, induce, or justify these ideas through inquiry and construction.
- **Counterintuitive, nuanced, subtle or otherwise easily misunderstood ideas**, such as gravity, evolution, imaginary numbers, irony, texts, formulas, theories, and concepts.
- **Conceptual or strategic element of any skill** (e.g. persuasion in writing or “creating space” in soccer): the clarification of a means to ends, and insight into strategy, leading to greater purposefulness and less mindless use of techniques. Such mindfulness can only come about by active reflection upon and analysis of performance (what works, what doesn’t, and why).



# **CAREER & TECHNOLOGY EDUCATION (CTE)**

## **Enduring Understandings/Essential Questions**

- Students will understand that we live in an ever-changing “technological” society; therefore, we must be diligent, life-long learners.
  - How can we be prepared to live and work in an ever-changing “technological” society?
  - What is technological literacy and how can it be developed?
  - How has and will technology affect our personal and professional world?
- Students will understand that there are certain skills required of all people to live and function in society.
  - Why are developing the abilities to reason, analyze, solve problems, and think critically about our lives and the world around important?
  - What are important “life skills”?
  - How can we develop the ability to evaluate ideas and explore what can be done with them?
  - How can we learn to work both collaboratively and independently?
- Students will understand that all humans need to find a meaningful career.
  - How do we encourage career exploration?
  - What skills are necessary for all careers?
  - How can we develop the specific skills necessary for various careers?
- Students will understand that people need the ability to select and apply the tools of technology as they relate to personal, professional, and business decision-making.
  - How do we evaluate technology tools to determine the right tool for the right “job”?

The graduation requirement in Career and Technology Education (formerly Practical Arts) is one unit.  
**All students will be required to take a course to meet the state personal finance requirement.**

## **CAREER & TECHNOLOGY EDUCATION - BUSINESS**

Course offerings in business are designed to acquaint students with the business community and to prepare them to communicate effectively with the business world. Courses are designed to improve students' skills in areas of business and to increase their capabilities as consumers. No sequence of courses is required.

### **FINANCIAL COMPUTERIZED ACCOUNTING I**

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10th - 12th Grade

Credit - 1/2

Semester 1

This course will give the student a background in the basic accounting concepts and procedures used to operate a business. Students will learn an entire accounting cycle for a service business organized as a proprietorship and a merchandising business organized as a partnership. Using an automated accounting program, students apply concepts by recording entries into journals and preparing financial statements of a company as well as activities using spreadsheets and simulations. This course is highly recommended for students interested in business management and/or majoring in business at the college level. **(This course does not qualify for NCAA eligibility.)**

### **FINANCIAL COMPUTERIZED ACCOUNTING II**

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10th - 12th Grade

Credit - 1/2

Semester 2

#### **Prerequisite: Computerized Accounting I**

This course will give the student applications of the basic accounting concepts and procedures used to operate a business. Students will learn the accounting cycle for the merchandising of a business organized as a corporation. Using an automated accounting program, students apply concepts by recording entries into journals and preparing financial statements of a company as well as activities using spreadsheets and simulations. This course is highly recommended for students interested in business management and/or majoring in business at the college level. **(This course does not qualify for NCAA eligibility.)**

### **INTERNSHIP**

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11th - 12th Grade

Credit - 1/2 per semester

Semester 1 and 2

#### **Students must pre-enroll in this class to be eligible for work internship**

Juniors and seniors enrolled in Managing Your Financial Future, Business Management/Entrepreneurship, Marketing, Advertising or Financial Computerized Accounting may also enroll in Internship. The on-the-job training will vary to fit the long-range career, part-time employment, and vocational interests of the student. Students must work an average of 10 hours per week and complete a training plan to earn 1/2 credit. **(This course does not qualify for NCAA eligibility.)**

## **MANAGING YOUR FINANCIAL FUTURE**

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### **THIS COURSE FULFILLS THE PERSONAL FINANCE GRADUATION REQUIREMENT**

11th - 12th Grade

Credit - 1/2

Semester - 1 and 2

Managing Your Financial Future is a class designed for juniors and seniors interested in receiving life skills knowledge in areas such as career planning, resume writing, career exploration, interview techniques, budgeting, insurance, saving and investing. Computerized simulations are used throughout the course. Enrollment in this course does not qualify for DECA membership. **(This course does not qualify for NCAA eligibility.)**

## **BUSINESS MANAGEMENT/ENTREPRENEURSHIP**

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11th - 12th Grade

Credit - 1/2 or 1

Semester - 1

Business Management/Entrepreneurship is a class designed for juniors and seniors interested in receiving an in-depth look at all aspects of managing a business. The curriculum will cover areas such as the operation of a small corporation, stock market, marketing, advertising, personnel, international business, strategies to motivate employees, and what it takes to be an entrepreneur. To earn one credit for this course, students (juniors and seniors only) must concurrently enroll in Internship. **(This course does not qualify for NCAA eligibility.)**

## **MARKETING**

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10th - 12th Grade

Credit - 1/2 or 1

Semester - 1

Marketing is a class designed for students interested in studying the exciting world of marketing. The curriculum will cover an in-depth look at marketing analysis and research, product planning, pricing, promotion, and sales. The student is responsible for working in groups to complete several projects. To earn one credit for this course, students (juniors and seniors only) must concurrently enroll in Internship. **(This course does not qualify for NCAA eligibility.)**

## **ADVERTISING**

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10th - 12th Grade

Credit - 1/2 or 1

Semester - 1

Advertising is a course designed for sophomores, juniors, and seniors interested in studying the creative, social, and economic aspects of advertising. It gives students the opportunity to explore an exciting career in which creative, marketing, and business management skills are required. The curriculum will cover a study of the advertising industry, the Integrated Marketing Concept, knowing the customer, creating a promotional mix, developing an advertising plan, creating advertisements, and the effects of advertising in society. Students will learn to collaborate in groups for several class projects. To earn one credit for this course, students (juniors and seniors only) must concurrently enroll in Internship. **(This course does not qualify for NCAA eligibility.)**

## **MARKETING RESEARCH**

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11th - 12th Grade

Credit - 1/2

Semester - 1

**Prerequisite: Business Management, Marketing, Entrepreneurship, Managing Your Financial Future, or Consent of Instructor**

This independent study course is designed to allow students to work with a company/organization to complete a marketing research plan for that particular institution. Students, in conjunction with the institution, will determine a research topic, conduct marketing research, analyze the data, draw conclusions, and prepare a written report of the findings. This course meets once a week. Students who enroll in this course must be self-motivated to complete their project independently. **(This course does not qualify for NCAA eligibility.)**

## **CAREER AND TECHNOLOGY EDUCATION - FAMILY AND CONSUMER SCIENCES**

Course offerings in FACS focus on the areas of culinary arts, clothing, and child development. In each area, students will use critical thinking skills and practical skills to solve issues they could encounter in the real world. They combine intellectual knowledge with hands-on experience. Courses in the FACS program are not sequenced. Special contracts in areas of interest are also available.

## **FASHION DESIGN AND MERCHANDISING I**

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9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

Be “one of a kind” in fashion design and merchandising. In this course students will learn the use and care of sewing equipment including sewing machines, sergers, and embroidery machines, the selection of patterns and fabric, and the construction techniques necessary for garment completion. Students will compile a resource notebook that features techniques learned. During this course we will also take a look at the fashion design and merchandising industry including viable careers. Students will complete 3-4 garments as projects. Students need to purchase supplies for this course. Costs will vary based on project choices. Little or no sewing experience is required. **(This course does not qualify for NCAA eligibility.)**

## **FASHION DESIGN AND MERCHANDISING II**

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10th - 12th Grade

Credit - 1/2

Semester - 2

**Prerequisite: Fashion Design and Merchandising I**

This class is designed for those students who wish to broaden and further develop the creativity and sewing skills and techniques learned in the beginning class. Students will work with more difficult fabrics and will complete advanced construction techniques based upon individual ability. Other sewing related skills/topics will be explored and may include quilting and appliqué. In addition, color and elements of design will be covered. Students will need to purchase supplies, and costs will vary based on projects. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS I (ProStart Year 1)**

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9th - 12th Grade  
Credit - 1/2  
Semesters 1 and/or 2

Culinary Arts I(ProStart Year 1) provides an opportunity for the students with little or no prior foods preparation experience, but with an interest in food, to learn about culinary skills. This basic course introduces students into the world of professional cooking. Training in safety and sanitation (ServSafe), kitchen basics and food service equipment, nutrition, breakfast foods and sandwiches are taught in this beginning course. Lab experiences will be provided throughout the semester in order to reinforce these skills. The purpose of this course is to prepare students for a successful career in the restaurant industry. Students will focus on kitchen sanitation and safety, nutrition, and the fundamentals of breakfast foods and sandwiches. It will be taught in the new state-of-the-art kitchen facilities. This program is a two-year industry-based program that prepares students for careers in the restaurant and food service industry. This course HAS a lab period. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS II (ProStart Year 2)**

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9th - 12th Grade  
Credit - 1/2  
Semester - 2

### **Prerequisite: Culinary Arts I**

Culinary Arts II (ProStart Year 2) is a course that will broaden or expand students' knowledge and skills acquired in Culinary Arts I. Topics include working with people and customer relations, salads and garnishes, meat, poultry, and seafood, and applying business math to control food service costs. We will also spend part of the semester discussing and experimenting with international foods and cultures. Food service employees today are expected to be well trained and versatile. Students need the knowledge and skills that will give them the qualifications to become a member of the food service industry. Work experiences with specially trained worksite mentors are combined with a practical curriculum that imparts real-world skills and food service concepts. It will be taught in the new state-of-the-art kitchen facilities. This program is a two-year industry-based program that prepares students for careers in the restaurant and food service industry. This course HAS a lab period. **(This course does not qualify for NCAA eligibility.)**

## **INTERNATIONAL AND SPECIALTY CUISINE**

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9th - 12th Grade  
Credit - 1/2  
Semester – 1 or 2

### **Prerequisite: Culinary Arts 1 and II or instructor permission**

Want to expand your taste buds and culinary skills? International and Specialty Cuisine will expand on all skills learned in the previous courses as well as introduce new cooking techniques that are native to the cultures studied. We will take a look at the cultures and cuisines from right here in the United States and Regional Americas to countries in Europe and Asia. Field trips will also be a viable component to the course to see cuisine in action by visiting local restaurants. We will also be focusing on specialty cuisines such as cakes, pies, cheesecakes, and chocolate making. This course does NOT have a lab period. **(This course does not qualify for NCAA eligibility.)**

## **CAREER & TECHNOLOGY EDUCATION - INDUSTRIAL TECHNOLOGY / PRE-ENGINEERING**

Course offerings in Industrial Technology encompass the following areas: computer-aided drafting and design; architecture; engineering and engineering design; construction; laser; fiber optics technology; digital photo and sound; alternative energies; rocketry; electronics; aerodynamics; robotics; diagnostics; production control methods;.

CHS now offers a Pre-Engineering curriculum where students interested in engineering are eligible to receive up to six hours of articulated college credit in engineering.

### **PRINCIPLES OF ENGINEERING**

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9th - 12th Grade

Credit - 1

Full Year

**Math Requirement:** Concurrent enrollment in College-Prep Geometry, Geometry or above.

This course provides an in-depth view of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

POE is a part of a multi-year, multi-course curriculum designed to support those students interested in the fields of physics, engineering and technology. Upon successful completion of this course, students are eligible to receive three hours of articulated college credit in engineering. **(This course does not qualify for NCAA eligibility.)**

### **INTRODUCTION TO ENGINEERING DESIGN**

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9th - 12th Grade

Credit - 1

Full Year

**Math Requirement:** concurrent enrollment in College-Prep Geometry, Geometry or above.

This course is for students interested in engineering and design. Students will learn the various aspects of design and utilize state-of-the art design and solid-modeling software to apply problem-solving skills on a variety of real-world engineering problems. Students may at times be working directly with professional engineers, learning the skills and design knowledge necessary for a career in engineering. IED is part of a multi-year, multi-course curriculum designed to support those students interested in the fields of physics, engineering and technology. Upon successful completion of this course, students are eligible to receive three hours of articulated college credit in engineering. **(This course does not qualify for NCAA eligibility.)**

### **INTRODUCTION TO MATERIALS SCIENCE ENGINEERING**

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11th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

This course is designed to teach students how to identify, analyze, select and manipulate materials according to their use and composition. The students will perform various processes using tools, equipment and machines safely. Students are given the opportunity to plan, develop and create projects of their choice. **(This course does not qualify for NCAA eligibility.)**

## **DIGITAL ELECTRONICS**

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9th - 12th grade

Credit - 1

Full Year

**Math Requirement:** concurrent enrollment in College-Prep Geometry, Geometry or above.

Digital Electronics is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Upon successful completion of this course, students are eligible to receive three hours of articulated college credit in engineering. **(This course does not qualify for NCAA eligibility.)**

## **ARCHITECTURE AND CIVIL ENGINEERING**

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9th - 12th Grade

Credit - 1

Full Year

Students will be presented with the historical influences affecting residential architecture over the years and with the major considerations in the development of home designs. Students will learn how to read, develop, design, and draw architectural floor plans and elevations as related to four basic house designs using CAD software. During the second semester, students will become familiar with various building materials, construction methods, cost estimation and presentation/marketing of home designs. Students will use current professional software to develop and present completed designs and projects. **(This course does not qualify for NCAA eligibility.)**

## **STAGECRAFT**

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9th - 12th Grade

Credit - 1/2 (60 hours) or 1 (120 hours)

Semester - 1 or 2

**Prerequisite: None**

This course will teach the fundamentals and basic processes for technical applications for use in theatrical events, such as scenic construction, plotting and reading a draft, lighting concepts and techniques, audio console operation, basic theories of sound engineering and production management. These ideas are part of a basic skill set used in practical work environments such as CAD Drafting, architecture, scenic and lighting (stage, movie, and architectural) design, construction and carpentry, project management, and safety training. **(This course does not qualify for NCAA eligibility.)**

## **CAREER & TECHNOLOGY EDUCATION - CROSS-CURRICULAR OFFERINGS**

Cross-curricular courses allow students to integrate learning from the various career and technology education areas and other disciplines. The courses will be designed based on student interest and will allow for flexible scheduling: for example, Theater Technology (building and construction of props/electrical wiring).

### **CAREER & TECHNOLOGY EDUCATION PORTFOLIO PROGRAM**

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9th - 12th Grade

Credit - by arrangement with instructor

Semester 1 and/or 2

Students will work with a portfolio supervisor to design a representative collection of work that demonstrates learning in the career and technology education areas. The program will provide one or more of the following opportunities: to pursue an in-depth study of the student's interest in any subject area that is generated from a career and technology education class that he/she has completed; to participate in vocational activities working with employers, businesses, or other career possibilities; to study an area where there is no class in the traditional curriculum; to provide an outlet for the creative, self-directed, and motivated student whose needs may not be met in the traditional classroom. **(This course does not qualify for NCAA eligibility.)**

### **SENIOR HEALTH ELECTIVE**

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12th Grade

Credit – 1

Full Year (1 period 1st sem/2 periods 2nd sem)

**Prerequisite: GPA of 2.0 or above**

This one-year course is designed to increase interest in health care and bio-medical careers by introducing students to the variety of opportunities and benefits of the industry. There will be clinical experiences in area hospitals that will consist of job shadows, group projects, service learning and individualized mentorship. Students will be able to request several different exploratory experiences. These experiences inform students of the education requirements for each career. The in-school portion of this course will consist of foundation curriculum to prepare the students to function safely in the clinical area. Basic health care essential skills will be covered such as vital signs, CPR and first aid certification. The first semester will mainly consist of in-school foundation. Second semester, students will participate in clinical internships at a local health care institution – students will have opportunities to choose from and rotate through a variety of health care fields. Second semester will be a two-period class with requirements off-site at BJC or other area hospitals. **(This course does not qualify for NCAA eligibility.)**

**THIS COURSE IS AVAILABLE FOR ELECTIVE CREDIT ONLY.**

**NOT AVAILABLE FOR CAREER AND TECHNOLOGY EDUCATION CREDIT.**



# CAREER & TECHNOLOGY EDUCATION - JOURNALISM

All Journalism courses may be taken for Career and Technology Education (CTE) credit **except Newspaper Writing** which is available for **non-conferenced English credit only**.

## BROADCAST VIDEO NEWS PRODUCTION

---

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** By application and consent of instructor

The purpose of this course is to teach students the basics of broadcast reporting, writing, and production, using digital equipment. Students will learn the basics of broadcast writing, digital camera shooting, and video editing with computer software. Students will also learn to integrate their reporting skills into projects that demonstrate their abilities to produce news in both field and studio environments. Students will refine their abilities to edit news reports, both in written and video form. As the year progresses, students will demonstrate their ability to utilize various production techniques to produce a news program under deadline conditions as well as contribute to an online news site. They will learn how to shape a news broadcast from a variety of positions on a news team. The students will work on the production of a news show for the high school as well as venues outside the school, such as the local access cable channel and possibly others. **(This course does not qualify for NCAA eligibility.)**

## VIDEO STUDIO PRODUCTION

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9th - 12th Grade

Credit – 1/2

Semesters 1 and/or 2

**Prerequisite:** By application and consent of instructor

This course will cover the behind the scenes efforts of our broadcast news class. Students will be in charge of the production of “CHS in the Morning,” a production of the Greyhound News Network, as well as other school and district video productions. Students will learn program production workflow, video camera and support equipment operation, audio, lighting tools and design, studio and remote shooting, props, set dressing and scenery, production staging and interacting with talent, directing, video switchers and special effects generation, video editing, time, space, composition and language, and distribution to audience. This class will be taught in our new state-of-the-art television studio. **(This course does not qualify for NCAA eligibility.)**

## YEARBOOK PRODUCTION

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** By application and consent of instructor

Yearbook Production produces CLAMO, the school yearbook, and meets on Thursday (general staff) and Tuesday (editors only) during 0-hour, as well as some lunch periods. The course encourages a hands-on approach to a variety of topics including news, feature, sports and alternative copy writing, as well as computer skills, page design skills, business practices, and photography. Students will engage in classroom group activities and written response and meet individually with the teacher to conference their writing. Enrollment in the class is by application only. Interested students will pick up an application from the instructor in January. Staff will be selected in time to complete the enrollment process in February and March. Selection will be based on completion of the application, an essay, writing samples, and teacher recommendation. Students interested in photography for the year, see Photojournalism for Publication. **(This course does not qualify for NCAA eligibility.)**

## YEARBOOK EDITORIAL LEADERSHIP

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** At least one year of Yearbook - Must be part of Editorial Staff and consent of instructor.

Students enrolled in Yearbook Editorial Leadership are in charge of all editorial aspects of producing the CLAMO Yearbook. They will meet 0-hour two days a week, plus lab time to be met during lunch periods. They will make all ethical and content decisions as well as learn two complicated software programs, Adobe InDesign and Adobe Photoshop. They will study and understand the legal and ethical dimensions of journalism, design principles to be used in designing and laying out pages, and coaching techniques to use with younger writers. They will learn how to handle all aspects of copy-editing. They will be responsible for managing the business and advertising section of the yearbook. They will study the work of other scholastic and professional newspapers in depth. They will also develop leadership skills so they will become capable of passing on their vision for the book to the younger staff members. Enrollment in the class is by application only. Interested students already enrolled in the Yearbook class will pick up an editorial application from the instructor in January and selection will be made in time for class registration in February. **(This course does not qualify for NCAA eligibility.)**

## PHOTOJOURNALISM FOR PUBLICATION

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10th - 12th Grade

Credit - 1

Semesters 1 and 2

**Prerequisite:** Photography I

Photojournalism is the art of telling the story of the human experience. This particular course will focus on telling the stories of our community through photographs. Students will work as photographers for both the CHS Globe newspaper and CLAMO yearbook, as well as Globe Online. Assignments may consist of photographing sports, activities, news events, and any other subjects chosen by the editorial staffs or advisors. Photojournalism students will also learn to write captions, compose photo essays, learn to use digital editing software, and study the history and significance of photojournalism. Photojournalism will meet as a 0-hour with additional weekly meetings during the student's lunch hour; date and time of zero-hour to be determined by the instructor. **(This course does not qualify for NCAA eligibility.)**

## NEWSPAPER WRITING

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** By application and consent of instructor (Available for NON-CONFERENCED ENGLISH CREDIT ONLY – NOT AVAILABLE FOR CAREER & TECHNOLOGY EDUCATION CREDIT.)

Newspaper Writing is the class for reporters for the Globe, the school newspaper, and the Globe online, an interactive, web-based publication that updates regularly. The staff meets Tuesday, 0-hour, plus 2 hours lab time to be met every other day during lunch periods. The course encourages a hands-on approach to a variety of topics including news, feature, sports and editorial writing, as well as being introduced to journalism style, history, law and ethics. Students will engage in classroom group activities and written responses in addition to quizzes and tests over various aspects of journalism. All students will write a minimum of nine articles intended for the print publication and nine shorter web articles over the year in addition to other class assignments. Enrollment in the class is by application only. Interested students will pick up an application from the instructor or from the English office in

January. Staff will be selected in time to complete the enrollment process in February. Selection will be based on completion of the application, a writing sample, and teacher recommendation. Students interested in being a newspaper photographer should sign up for Photojournalism for Publication and those interested in being artists should see the instructor about signing up for the independent study options for that work. Those interested in working on the construction end of the website should see the instructor about an independent study contract. We also have limited offerings for an Independent Study Newspaper Business Management team, who handle all advertising, database management and business relations. **A workshop at the end of the summer is mandatory for all staff members. (This course does not qualify for NCAA eligibility.)**

## **NEWSPAPER EDITORIAL LEADERSHIP**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: At least one year of Newspaper Writing - Must be part of Editorial Staff and consent of instructor.**

Students enrolled in Newspaper Editorial Leadership are in charge of all editorial aspects of producing the Globe and the Globe Online. They will meet 0-hour two days a week (Tuesday and Friday) plus 2 hours lab time to be met every other day during lunch periods. They will make all ethical and content decisions as well as learn two complicated software programs, InDesign and PhotoShop. They will study and understand the legal and ethical dimensions of journalism, design principles to be used in designing and laying out pages and coaching techniques to use with younger writers. They will learn how to handle all aspects of copy-editing. They will be responsible for setting up a budget for the paper, and making sure that fundraising is adequate to cover that budget or make adjustments in the paper to reduce the cost. In addition, they will continue to develop as reporters and/or photographers, taking the more challenging assignments on the paper. They will study the work of other scholastic and professional newspapers in greater depth than the newspaper writing class. They will also develop leadership skills so they will become capable of passing on their vision for the paper to the younger staff members. Enrollment in the class is by application only. Interested students already enrolled in the Newspaper Writing class will pick up an editorial application from the instructor in January and selection will be made in time for class registration in February. **(This course does not qualify for NCAA eligibility.)**

# ENGLISH

**Certain “big questions” are central to human existence and therefore to the humanities. Among these questions are the following:**

- Who and what shapes our identity?
- What is truth? What is beauty?
- What is good? What is evil?
- What is the nature of a good life? What gives life meaning?

**Specific essential questions for the discipline of English are these:**

- What value does literature have for our lives?
- What can we learn about ourselves and others from literature?
- What are the elements of effective oral, written, and visual communication?
- How does one judge the value of a literary work?
- What determines a literary canon?

# ENGLISH

The English curriculum is designed to increase students' skills in reading, writing, speaking, and listening. The department offers two types of courses: conferenced courses, which require writing, conferencing, and revising five compositions per semester, and non-conferenced courses. The graduation requirement in English is four units; three of these units must be in conferenced courses. College Prep English I and II are required courses, while the third and fourth units may be chosen from English electives. The department urges students to take American Literature junior year so that they graduate with an awareness of their national literature. The fourth unit may be chosen from both conferenced and non-conferenced courses. Students planning to enter selective colleges would be wise to elect four years of conferenced English and might wish to add additional courses as electives. Designated elective sections must have a minimum of 15 students. Students enrolling in these electives should choose their top four choices when planning their schedule. Honors placement is determined by the English Department.

## GRADE 9

### **College Prep English I\***

Honors English I\*  
Academic Reading I\*\*  
Newspaper Writing\*\*  
Forensics\*\*  
ELL English\*\*  
ELL Reading\*\*  
English I\*\*\*

## GRADE 11

### **American Literature**

Honors American Literature  
Great Works of British Literature  
Shakespeare  
Contemporary World Literature  
Advanced Composition I and II  
Mass Media  
Genres in Writing & Literature  
Film in American Society  
Newspaper Writing\*\*  
Forensics\*\*  
Academic Reading I & II\*\*  
Topics & Themes in Reading & Writing  
ELL English\*\*  
ELL Reading\*\*  
College Prep English I/II-Credit Recovery  
English III\*\*\*

## GRADE 10

### **College Prep English II\***

Honors English II\*  
Academic Reading I & II\*\*  
Newspaper Writing\*\*  
Forensics\*\*  
ELL English\*\*  
ELL Reading\*\*  
College Prep English I/II-Credit Recovery  
English II\*\*\*

## GRADE 12

AP English Literature  
AP English Language and Composition  
American Literature  
Great Works of British Literature  
Shakespeare  
Contemporary World Literature  
Advanced Composition I and II  
Mass Media  
Genres in Writing & Literature  
Film in American Society  
Newspaper Writing\*\*  
Forensics\*\*  
Academic Reading I & II\*\*  
ELL English\*\*  
ELL Reading\*\*  
College Prep English I/II-Credit Recovery  
English IV\*\*\*

- \* One of these must be taken
- \*\* Non-Conferenced Courses
- \*\*\* By teacher recommendation only
- Bold** = The typical choice for that grade level

# CONFERENCED COURSES

## REQUIRED COURSES: College Prep English I and II.

### COLLEGE PREP ENGLISH I

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9th Grade

Credit - 1 English credit

Full Year

This required course for ninth graders is designed to broaden students' reading experience, develop composition and grammar skills, improve oral communication skills, and encourage students to think deeply and carefully. Students design and deliver at least two oral presentations. Students write, conference, and revise a minimum of ten compositions. Topics for writing often relate to the literature studied; essay options include analytical, argumentative, narrative, and other creative forms. Major works include Homer's *The Odyssey*, William Golding's *Lord of the Flies*, Kaye Gibbons' *Ellen Foster*, William Shakespeare's *Romeo and Juliet*, and Lorraine Hansberry's *A Raisin in the Sun*. Students read selected short stories, myths, nonfiction, and poetry. Students also read independently.

### HONORS ENGLISH I

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9th Grade

Credit – 1 English credit

Full Year

**Prerequisite:** English Department approval based on the score of a placement test and other criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student the following year.

Designed for the ninth grader who possesses both a strong ability and great interest in the study of English, Honors English I provides a course of study that teaches students to think deeply and carefully through reading, writing, speaking, and listening. The literature includes short stories, creation and hero myths, poetry, drama, and select novels. Major works are as follows: Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet*, Sophocles' *Oedipus the King* and *Antigone*, Aristophanes' *Lysistrata*, Homer's *The Odyssey*, Kaye Gibbons' *Ellen Foster*, William Golding's *Lord of the Flies*, and Lorraine Hansberry's *A Raisin in the Sun*. Students will also read several books independently. Composition assignments range from literary analyses to creative writing, with an emphasis on the former; ten conferenced and revised compositions are required. Students design and deliver at least two oral presentations, including a persuasive speech. ***Students complete a reading and study assignment the summer before Honors English I.***

### COLLEGE PREP ENGLISH II

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10th Grade

Credit – 1 English credit

Full Year

This literature and composition course is designed to expand those skills learned at the ninth-grade level. The writing formats are the literary analysis paper and the personal narrative, with emphasis on furthering development skills. Students are expected to make effective use of thesis statements, topic sentences, introductions, transitions, conclusions, and comparison and contrast. Major works include *The Bible As/In Literature*, a Shakespeare play (*Macbeth* and/or *Othello*), *1984*, and one or more autobiographies (*Night* or *Black Boy*). Additional literature may include *The Things They Carried*, *The Catcher in the Rye*, *Inherit the Wind*, and *Persepolis*. Other elements of study include grammar, short stories, nonfiction, and poetry. Each semester, students are required to write, conference, and revise a minimum of five compositions, complete an independent reading project, and make informal presentations.

## HONORS ENGLISH II

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10th Grade

Credit - 1 English credit

Full Year

**Prerequisite:** English Department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student the following year.

Designed for the academically able and ambitious sophomore who has demonstrated a strong interest in and commitment to the study of English, this course emphasizes literature, writing, vocabulary, speaking, and listening. Students are expected to read at a mature level, simultaneously analyzing both content and form, and to write with clarity, precision, and sophistication about both literature and personal experiences. The recognition and importance of biblical allusions is a unifying thread between the semesters. Major works include *Black Boy*, *Night*, nonfiction essays, *The Bible As/In Literature*, 1984, a variety of poetry and drama, and at least one Shakespeare play. Other works may include Aristotle's *Poetics* and modern novels such as *A Thousand Acres*, *The Things They Carried*, or *The Catcher in the Rye*. Students are required to complete an independent reading project each quarter. In conjunction with the study of literature, students are required to give at least one formal oral presentation. Students are required to write, conference, and revise a minimum of five compositions each semester. ***Students complete a reading and writing assignment the summer before Honors English II.***

## CONFERENCED ELECTIVES

**ELECTIVE COURSES:** Students must complete four semesters of elective English courses. **The department urges students to take American Literature, ideally in 11th grade.**

### AMERICAN LITERATURE

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11th - 12th Grade (11th recommended)

Credit - 1 English credit

Full Year

This college-preparatory course examines a variety of genres in order to acquaint the student with the major writers, periods, and themes of American literature. Major works include *Narrative of the Life of Frederick Douglass*, *Adventures of Huckleberry Finn*, the poetry of Walt Whitman and Emily Dickinson, *Death of a Salesman*, *The Great Gatsby*, *Song of Solomon* or *Beloved*, and excerpts from the works of Ralph Waldo Emerson and Henry David Thoreau. These works are supplemented by varying choices, such as *The Crucible*, *The Scarlet Letter*, *The Awakening*, *Their Eyes Were Watching God*, *The Grapes of Wrath*, *Tortilla Curtain*, excerpts from the works of Ralph Waldo Emerson and Henry David Thoreau, and other selections. Students are required to write, conference, and revise a minimum of five compositions each semester.

### HONORS AMERICAN LITERATURE

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11th Grade

Credit - 1 English credit

Full Year

**Prerequisite:** English Department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student the following year.

In this course, students do intensive and extensive reading of classic American literature in the context of American culture, moving chronologically from the pre-revolutionary era to the end of the 19th century in the first semester, and then up to the literature of the late 20th century in the second semester. Students also read literature thematically, examining it in relation to ideas such as romanticism and transcendentalism, especially in the first semester; later, they consider the influence of more modern “isms,” including realism, naturalism, and

existentialism, followed by current theories, such as modernism and postmodernism. All such theoretical bases are tested against questions of what is a masterpiece and what is a classic and why, and these theories are considered in relation to ongoing American issues, such as race relations, equality between the sexes, social class distinctions, and whether the pursuit of life, liberty and happiness is a reality or myth. Readings include works by Jefferson, Franklin, Hawthorne, Poe, Melville, Emerson, Thoreau, Dickinson, Whitman, Hemingway, and others; complete works include *Narrative of the Life of Frederick Douglass*, *The Scarlet Letter*, *Adventures of Huckleberry Finn*, *The Awakening*, *The Great Gatsby*, *The Grapes of Wrath*, *Death of a Salesman*, *Their Eyes Were Watching God*, and *Song of Solomon*. Students do an intensive research project and class presentation based on the works of any American author of critical merit. Students are also required to write, conference, and revise a minimum of five compositions each semester; one such assignment each semester is usually other than an expository essay. ***Students complete a reading and writing assignment the summer before Honors American Literature.***

## TOPICS AND THEMES IN READING AND WRITING

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11th Grade

Credit - 1/2 English credit

Semester – 1 or Full Year

**Prerequisite: Recommendation by the CHS Reading Specialist and College Prep English II teacher. This is a course for juniors who require intensive and extensive one-on-one attention in order to further hone their reading and writing skills while focusing on core works from American literature.**

This course not only focuses on the fundamentals of reading and writing in order to prepare juniors for success in senior-level elective English courses, but also offers concentrated study of core texts in American literature. During the first semester, students work on skill building through intensive study of Larry Watson's novel, *Montana 1948*, and an extended independent reading project. Reading, vocabulary building, identifying and analyzing the author's use of literary devices, and both daily journal and formal essay writing constitute the first semester.

Students then apply the skills developed during first semester to a concentrated study of American literature. Films, songs, short stories, and poems that explore the American dream, *Death of a Salesman*, *Their Eyes Were Watching God*, and *The Great Gatsby* constitute the major works studied.

Students are required to write, conference, and revise five compositions each semester. Through ongoing assessment and charted progress by both the instructor and the CHS Reading Specialist, a student can transfer into a traditional American Literature course at semester with teacher recommendation.

## AP ENGLISH LITERATURE

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12th Grade

Credit – 1 English credit

Full Year

**Prerequisite: English department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student second semester.**

AP English Literature is designed, in part, to prepare students to take the AP Literature/Composition exam. This exam emphasizes the skills of close reading and analysis of style through poetry and fictional prose. This course gives students the opportunity to hone their close reading and argumentation skills, makes them more comfortable with poetry analysis, and provides them practice in writing both at-home and in-class responses to literature. Four themes govern the course: Identity and Perception, Truth and Illusion, The Nature of Good and Evil, and Finding Purpose. Major texts include *Invisible Man*, *The Handmaid's Tale*, *The Importance of Being Earnest*, *Hamlet*, *As I Lay Dying*, *Heart of Darkness*, *The Inferno*, *All the King's Men*, and *Waiting for Godot*. In addition to these works, students read poems, short stories, and essays. During first semester, students complete a research paper on a major author and read a choice of *A Tale of Two Cities* or *Pride and Prejudice*. During second semester, they give a poetry presentation lasting most of a class period and read a choice of *White Noise* or *Catch-22*. Students are required to write, conference, and revise five compositions each semester and to complete two independent reading assignments. ***Students begin the author project the summer before AP Literature begins.***



## AP ENGLISH LANGUAGE AND COMPOSITION

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12th Grade

Credit – 1 English credit

Full Year

**Prerequisite:** English department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student second semester.

The AP English Language and Composition course is designed, in part, to prepare students to take the AP Language/Composition exam. The course focuses on rhetorical analysis, argument, and synthesis, the key components of the AP Language/Composition exam, using nonfiction works as the basis for those skills. Emphasis is also placed on the study of English grammar. The AP English Language and Composition course is also designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The primary text for the course is Bedford/St. Martin's *Everything's An Argument*. Students are required to write, conference, and revise a minimum of five compositions each semester and to complete two independent reading assignments. Students also write a research paper each semester. *Students complete a reading and writing assignment the summer before AP English Language and Composition begins.*

## ELECTIVE COURSES REQUIRING A MINIMUM ENROLLMENT OF 15

To assist in placement, students choosing these electives will be asked to choose 4 courses in order of preference. Every effort will be made to place the students in their preferred course(s).

## SENIOR ENGLISH: SHAKESPEARE

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11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

Students engage in an intensive study of the plays (*Twelfth Night*, *The Merchant of Venice*, *Hamlet*, *King Lear*, and *The Tempest*) and poetry of the greatest playwright in English literature, William Shakespeare. These works may be supplemented by *Henry V*, *Richard III*, and *Much Ado about Nothing*. This seminar-style course explores Shakespeare's life, times, and works, and emphasizes discussion, formal and informal writing, Shakespeare in film, and student presentations. A central question of the course is: "How does Shakespeare's work relate to us today?" Students are required to write, conference, and revise a minimum of five compositions.

## SENIOR ENGLISH: GREAT WORKS OF BRITISH LITERATURE

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11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

In this survey course, students have the opportunity to examine *Beowulf*, *The Canterbury Tales*, *Paradise Lost*, *Hamlet*, and other classics, as well as explore eighteenth, nineteenth, and twentieth century poets, novelists, and essayists. Key questions include "What can we learn about ourselves and others from this literature?" and "How has this literature helped to shape our identity?" Students are required to write, conference, and revise a minimum of five compositions.

## SENIOR ENGLISH: CONTEMPORARY WORLD LITERATURE

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11th - 12th Grade  
Credit - 1/2 English credit  
Semester - 1 and/or 2

The key questions of this course are “Why is the modern world the way it is?”; “What are the significant literary/artistic works of the contemporary world that help us better to understand humanity?” In order to propose answers to these questions, this course focuses on some of the great literary and philosophical movements, authors, and works of the twentieth and twenty-first centuries. Unit themes include Conflict and Unraveling; Existentialism and Absurdism; and Identity. Major works may include *All Quiet on the Western Front*, *Things Fall Apart*, *Waiting for Godot*, *The Stranger*, *No Exit*, *Siddhartha*, and *Chronicle of a Death Foretold*. Students also read short stories, poetry, and essays by award-winning writers. The course requires an independent reading project and the completion of five conferenced compositions.

## SENIOR ENGLISH: ADVANCED COMPOSITION I and II

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11th - 12th Grade  
Credit - 1 English credit (Full Year) or 1/2 English credit (Advanced Comp I only)  
Offerings - Advanced Comp I (Semester 1) /Advanced Comp II (Semester 2)

Advanced Composition is a writing course for college-bound students who enjoy reading and who are interested in sharpening their composition skills before entering college. Both semesters emphasize the art of revision. In the first semester, students focus on the formal study of usage and grammar, the mastery of rhetorical strategies, and the careful reading of texts as models. Students write a variety of essays, including (but not restricted to) personal narration, definition, comparison/contrast, division/classification, and opinion-based. **A student must earn at least a C- in Advanced Composition I to take Advanced Composition II.** The second semester builds upon the skills of the first semester. Among other assignments, each student will research a contemporary issue and document sources in a finished persuasive essay. **Students may take the first semester of this course without taking the second semester, but they may not enroll for the second semester of the course without completing the first semester.**

## SENIOR ENGLISH: GENRES IN WRITING & LITERATURE

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11th - 12th Grade  
Credit - 1/2 English credit  
Semester - 1 and/or 2

Genres in Writing & Literature is an intensive course of study in the practical craft and aesthetic forms of expressive writing. Members of the class are responsible for building and maintaining a writer’s community in which time is spent writing independently, discussing professional models of writing, and participating in “workshop,” where students seek feedback from their peers about their own writings. Through writing, reading, and discussing, students study various techniques of important literary genres, including poetry, story, dramatic script, and several forms of nonfiction. Emphasis in class goes to the study of style and structure, with at least one writing exercise due each week; emphasis outside of class is on the students’ opportunity, ability, and responsibility to create, polish, and revise their own individual works on a regular basis. Because the writing assignments average more than one a week, the course is **only** recommended for students who actively enjoy writing or who are interested in improving their own expressive writing.

## **SENIOR ENGLISH: MASS MEDIA**

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11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

Students explore the roles and effects of mass media in the contemporary world, considering the rights, responsibilities, and ethics of the media and the economic, political, and social determinants of media content. Discussions focus on the importance of media in shaping public opinion, the media's role in American society and culture, the nature and influences of advertising and public relations, ethical and legal constraints, and the implications of current trends and recent technological developments. The course addresses major issues in current events relating to the media. Students read and discuss literature written by prominent journalists through magazines, newspapers, and at least one nonfiction book. Students also experience hands-on use of various technology, including Internet, video, audio, and digital imaging. Students write, conference, and revise five papers in a semester. Daily participation in classroom discussion is a vital part of this course.

## **SENIOR ENGLISH: FILM IN AMERICAN SOCIETY**

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11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

This course is designed to teach students about the significance of film in our society. Students will learn about the history of film, the storytelling aspects of film, and the portrayal of American History in film. A basic premise of the course is that film both shapes and reflects our society. Students will watch films in class and for homework, and compose a series of five to seven short essays analyzing the films. (All English students are required to conference and revise five of these compositions.) Students will analyze historical films, participate in class discussions, and write daily responses to the films. Students write and produce a short film. Examples of films studied in class may include *Modern Times*, *Casablanca*, *Dr. Strangelove*, *JFK*, *Apocalypse Now!*, *Gladiator*, and *American History X*. Students can enroll for English or History credit. The course is team-taught and meets during the same period. Attendance is crucial to success in this course.

## **NON-CONFERENCED COURSES**

### **FORENSICS**

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9th – 12th grade

Credit - 1/2 English credit per semester (non-conferenced)

Semester - 1 or both (not 2nd semester only)

(Meets 0-hour plus lab times TBA)

This course is designed for those students who plan to participate in the interscholastic speech and debate program. Students will learn and practice the art and skills of competitive forensics. Major units include debate, public speaking, and oral interpretation of literature. First year students are required to compete in a minimum of five forensics tournaments during the year; varsity students are required to compete in a minimum of eight forensics tournaments during the year. The debate unit will include the research, writing, and presentation of one or more formal cases in Cross-Examination, Lincoln-Douglas, and/or Public Forum styles of debate. The public speaking unit will include the research, writing, and presentation of one or more original oratories, radio broadcast scripts, and/or extemporaneous speeches. The interpretation unit will include the reading, preparation, and presentation of cuttings from works of literature to be performed through a variety of interpretation and reading events. In addition, students may be involved in the presentation of longer cuttings of literature that would be suitable for reader's theatre productions. All students will play a major role in the preparation for and the production of the Clayton Fall Classic Speech and Debate Tournament.

## NEWSPAPER WRITING

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9th - 12th Grade

Credit – 1 English credit (non-conferenced)

Full Year

**Prerequisite: By application and consent of instructor (Available for NON-CONFERENCED ENGLISH CREDIT ONLY – NOT AVAILABLE FOR CAREER AND TECHNICAL EDUCATION CREDIT.)**

Newspaper Writing is the class for reporters for the *Globe*, the school newspaper, and meets Tuesday, 0-hour, plus 2 hours lab time to be met every other day during lunch periods. The course encourages a hands-on approach to a variety of topics including news, feature, sports, and editorial writing, as well as introducing students to journalism style, history, law, and ethics. Students will engage in classroom group activities and written responses in addition to quizzes and tests over various aspects of journalism. All students will write a minimum of nine articles intended for publication over the year in addition to other class writing. Enrollment in the class is by application only. Interested students will pick up an application from the instructor or from the English office in January. Newspaper staff will be selected in time to complete the enrollment process in February. Selection will be based on completion of the application, a writing sample, and teacher recommendation. Students interested in being a newspaper photographer should sign up for Photojournalism for Publication, and those interested in being artists should see the instructor about signing up for the independent study options for that work. **A workshop at the end of the summer is mandatory for all staff members.**

## ENGLISH SUPPORT & CREDIT RECOVERY COURSES

### COLLEGE PREP ENGLISH I/II-CREDIT RECOVERY

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10th - 12th Grade

Credit – 1/2 English credit per semester

Semester – 2

This course is designed for students who have failed one semester of College Prep English I or College Prep English II. The course should be taken concurrently with another English class, including College Prep English II or any Conferenced English elective, so students can continue to earn the required four credits needed to graduate. In this class, students will read a variety of short stories, essays, poems, a novel or play, and an independent reading assignment. Students will also write and conference five compositions. The main focus of this class is for students to gain credit for failed English classes and to refine skills taught in College Prep English I and College Prep English II. Students in grades 10, 11, and 12 may take this class. Students may enroll for this class a maximum of two times. Students who have failed an entire year of College Prep English I or II should recover at least one semester credit in summer school; the second semester may be recovered with this class. Enrollment is limited to 15 students.

### ENGLISH I, II, III, and IV

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9th – 12th grade

Credit – 1 English credit

Full Year

**English I, English II, English III, and English IV** are courses whose adapted and modified curricula are designed to meet certain lower-ability levels present in typical CHS classrooms. Because the English Department believes that in many cases the best way to group students for instruction is heterogeneously, some students enrolled in College Prep English I or II, American Literature or a senior elective will require adapted and/or modified curricula to meet their developmental needs in literacy. These students will have individualized goals and will receive instruction and feedback based on their needs while staying in the College Prep English classroom.

English I, English II, English III, or English IV may be used as designations for students who require modification in content, standards, and/or grading in the College Prep English I and II or American Literature courses. Students enrolled in English I, II, III, and IV will be introduced to the same course content as those students in the college prep curriculum. Texts and written assignments will follow the same thematic and skill content but will be adjusted for developmental level.

Using the course titles “English I,” “English II,” “English III,” or “English IV” should be considered when a student demonstrates a basic or below basic skill level in reading and/or writing skills below two grade levels (as determined by standardized testing and teacher analysis of student performance based on the Clayton CLOs). Other factors may include diagnoses of learning disabilities in reading comprehension and/or written expression.

## **THE READING PROGRAM**

The Reading Specialists serve as consultants for teachers and students, teach small group classes for specific strengthening of reading skills, and coach classroom teachers within the general course offerings. Many students who no longer require daily reading instruction can receive support from the Learning Center staff and strengthen their study skills. Some students may require more intensive support from the Special School District faculty if they have a reading disability. Any additional diagnostic assessment is directed through the Reading Specialists.

### **ACADEMIC READING I & II**

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9th - 12th Grade

Credit - 1/2 Elective credit per semester

Semester – 1 and/or 2

#### **Prerequisite: Reading Specialist approval**

This course is designed for the student who wants to improve reading comprehension skills and become a proficient reader at grade level. Small groups explore what 21st century reading encompasses and what proficient readers do when they read. Emphasis is made on including pleasure reading as well as content-related reading. Vocabulary building, making inferences, asking questions, summarizing, synthesizing, and visualizing are among some of the reading skills covered. Students will learn how to accelerate their reading, receive instruction in specific strategies and develop successful reading strategies.

# ENGLISH LANGUAGE LEARNERS

## ELL ENGLISH

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9th - 12th Grade

Credit – 1 English credit

Full Year (1/2 credit per semester)

### **Prerequisite: Identified English Language Learner**

This course is designed to provide identified English Language Learners (ELL) with learning opportunities to develop English language skills in the areas of speaking, listening, reading, writing, grammar, and vocabulary. The curriculum is structured to meet the individual needs of English language students toward the goal of developing the level of English language proficiency necessary for academic success in high school and college. Learning experiences are designed for students based on their level of English language proficiency: Basic Beginner, High Beginner, Basic Intermediate, High Intermediate and Early-Advanced. Writing conferences with the teacher and peers are an integral part of the course. **(This course does not qualify for NCAA eligibility.)**

## ELL READING

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9th - 12th Grade

Credit - 1 elective credit

Full Year (1/2 credit per semester)

### **Prerequisite: Identified English Language Learners**

This course is similar in structure to the ELL English course with a more intensive focus on reading and writing. The course is designed to meet individual needs of English language students toward the goal of developing the level of English proficiency necessary for academic success in high school and college. The course focuses on the structural analysis of words, patterns of usage (grammar and syntax), vocabulary development, and comprehension strategies through guided reading and writing practice. Writing conferences with the teacher and peers are an integral part of the course. **(This course does not qualify for NCAA eligibility.)**

# FINE ARTS

**Enduring understandings and essential questions:**

**Humans create.**

- What is art?
- Who is an artist?

**The creative process develops ideas.**

- How does art expand and enhance our thinking?

**Systems are constructed to represent thinking and feelings.**

- How does art record and communicate the human experience?
- How does art represent personal expression (exploration, insight)?

**There is a relationship between art and culture.**

- How does art reflect human culture?
- How does art influence what we can learn about ourselves and about our society?

The graduation requirement in fine arts is one unit.

## FINE ARTS - ART

The CHS visual arts program is the final sequence in the Clayton School District's comprehensive arts curriculum. This art program has been developed to provide meaningful experiences for those students who have an interest in the visual arts. Activities and work methods are employed to stimulate student interest and allow students to work toward individual expression. Students work with a variety of two and three-dimensional media in sequential study. Course content also includes investigating art history, learning to analyze and critique art, and making personal judgments based on acquired art knowledge. Through this approach, students will acquire appreciation, skills and a basic knowledge of art and its function in society. In the Art I options, activities are carefully selected to provide a sequential art experience. As students progress through the curriculum, opportunities to explore areas of specific interests are increased. Greater flexibility is built into the program in the upper levels to allow for independent study, portfolio planning, and college preparation.

Recommended sequence of courses:

Art I – Design Studio  
Art I – Digital Graphics  
Art I – Digital Photography  
Art in Society I

Art II  
Sculpture  
Digital Graphics II  
Digital Photography II  
Art in Society II

Art III  
Art IV  
Advanced Digital Photography  
Advanced Placement - Studio Art I and II

### ART I - DESIGN STUDIO

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9th - 12th Grade

Credit - 1/2

Semester – 1 or 2

Art making will be the main emphasis of instruction in this course integrated with art history, aesthetics and art criticism. Working in a studio setting, students will follow a sequence of units in a variety of media. The skills of composition-building and creative problem solving are emphasized as students learn to use the elements and principles of design. Students will draft ideas and re-work assignments to learn the process of art. They will learn to make decisions about their individual artwork. Studying the work and methods of other artists, students will develop an understanding of the questions and issues of the larger world of art. Students will produce art and will learn ways to think and write about it. Journals/sketchbooks will be used to aid the thinking process. Students will create a portfolio of work reflecting the process and the products of the course. This portfolio will be discussed in the mid-term and final conferences. **(This course does not qualify for NCAA eligibility.)**



## **ART I – DIGITAL GRAPHICS**

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9th - 12th Grade

Credit - 1/2

Semester 1 or 2

Art I - Digital Graphics focuses on the creation of artwork used in the advertising and graphics industry as well as the fine arts. Students will learn the foundational skills of composition and the computer as they explore and practice the methods and procedures of graphic design. Working in a digital lab setting, students will use computers, cameras, and the software Adobe Creative Suite to solve specific design problems. Class critiques and discussions will be an integral part of the process of learning about graphics and evaluating work. Students will learn ways to think and write about their artwork. The presentation of finished work will be an important part of building a final portfolio that will serve as the focus of the mid-term and final conferences. **(This course does not qualify for NCAA eligibility.)**

## **ART I – DIGITAL PHOTOGRAPHY**

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9th - 12th Grade

Credit - 1/2

Semester 1 or 2

Art I – Digital Photo focuses on photography as an art medium. Image making will be the main emphasis of instruction, integrated with photo history, aesthetics and photo criticism. The skills of composition-building and creative problem solving are emphasized as students learn to use the elements and principles of design. The camera will be used as a tool to visually express ideas and improve skills of observation. Digital media will easily allow the reworking and editing of images. Class critiques and discussions will be an integral part of the process of learning about photography and evaluating work. Students will produce photographic prints and will learn ways to think and write about them. Presentation of final prints will be an important part of building a final portfolio. This portfolio will be discussed in the mid-term and final conferences. **(This course does not qualify for NCAA eligibility.)**

## **ART IN SOCIETY I (Not offered 2012-2013)**

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9th - 12th Grade

Credit - 1/2

Semester - 1

This is a discussion-based class that focuses on the purpose and context of art within society. This first semester course will be an exploration of the history of art from prehistoric times to the Renaissance and will include art from a variety of cultures. The course will look at all media (painting, sculpture, architecture, etc.) through class discussion, critiques, and optional hands-on studio exploration. A focus within each unit will be on critiquing images and making comparisons to other art works and time periods. The students will be given the opportunity to discuss personal opinions and preferences. Unit writings, tests, and papers will also be required. **(This course does not qualify for NCAA eligibility.)**

## ART II

---

10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Art I – Design Studio, the equivalent, or recommendation of an instructor.

This intermediate level course expands on the concepts introduced in Art I-Design Studio. Art making continues to be the emphasis of instruction. Students are encouraged to experiment and make individual choices about the techniques they will employ. Working in a studio setting, students work in a variety of media (drawing, painting, mixed media, collage, printmaking). The skills of composition building and creative problem solving are further developed as students draft ideas and rework assignments in the process of art making. Studying the work of other artists, students will deepen their understanding of the questions and issues of the larger world of art. Students will produce art and will learn ways to think and write about their work. Journals/sketchbooks will be used to aid in the thinking process of the course. They will create a portfolio of work reflecting the process and the products of the course, which will provide the focus for the mid-term and final conferences. **(This course does not qualify for NCAA eligibility.)**

## SCULPTURE

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Art I – Design Studio, the equivalent, or recommendation of an instructor.

This intermediate level course expands on the concepts introduced in Art I-Design Studio. Three-dimensional art making is the emphasis of instruction. Students are encouraged to experiment and make individual choices about the techniques they will employ. Working in a studio setting, students work in a variety of sculpture media and processes (clay, wood, found objects, paper, wire, plaster molds). The skills of composition building (in relief and in-the-round) and creative problem solving are further developed as students draft ideas and rework assignments in the process of art making. Studying the work of other artists, students will deepen their understanding of the questions and issues of the larger world of art. Students will produce art and will learn ways to think and write about their work. Journals/sketchbooks will be used to aid in the thinking process of the course. They will create a portfolio of work reflecting the process and the products of the course, which will provide the focus for the mid-term and final conferences. **(This course does not qualify for NCAA eligibility.)**

## DIGITAL GRAPHICS II

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9th - 12th Grade

Credit - 1/2

Semester 2

**Prerequisite:** Art I - Digital Graphics, the equivalent, or recommendation of an instructor.

This one semester course is a continuation of Art I – Digital Graphics. The course will offer students the opportunity to further develop their knowledge of computers and graphic design to create artwork, design layouts and construct images and content necessary for publication and web work. Students will solve specific design problems using the Adobe Creative Suite software. **(This course does not qualify for NCAA eligibility.)**

## **DIGITAL PHOTOGRAPHY II**

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9th - 12th Grade

Credit - 1/2

Semester 1 or 2

**Prerequisite:** Art I – Digital Photography, the equivalent, or recommendation of an instructor.

In this course, photography is more fully explored as an art medium and in combination and comparison with other art media. While the techniques of Digital Photography I are reviewed and reinforced, photographs become a means to an end, not just an end in themselves. More in-depth study of Adobe Photoshop will be explored. Images are enlarged, altered, recomposed, and printed on a variety of surfaces. Design exercises will be an important part of developing a strong sense of composition. Students are encouraged to experiment and make individual choices about the techniques they will employ. Emphasis is on developing a visual awareness and understanding of past, present, and future trends in photography as a medium of self-expression. Students will be expected to participate in discussions and to complete written work pertaining to the production, aesthetics, and history of photography. **(This course does not qualify for NCAA eligibility.)**

## **ART IN SOCIETY II (Not offered 2012-2013)**

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9th - 12th Grade

Credit - 1/2

Semester - 2

This discussion-based class can be taken without having taken Art in Society I. This second semester course will explore the multicultural history of art from the Renaissance through the modern era. The course will look at all media (painting, sculpture, architecture, etc.) through class discussion, critiques, and optional hands-on studio exploration. A focus within each unit will be on critiquing images and making comparisons to other art works and time periods. The students will be given opportunities to discuss personal opinions and preferences. Unit writings, tests, and papers will also be required. **(This course does not qualify for NCAA eligibility.)**

## **ART III**

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11th – 12th Grade

Credit - 1

Full Year

**Prerequisite:** Successful completion of Art II, the equivalent, or recommendation of an instructor.

In Art III, course content will include a range of open-ended studio assignments with the opportunity to explore a variety of solutions and media. During this course, students will learn the process of creating an artist's portfolio, including the selection of artwork and documentation. Aesthetics, art history, and criticism are explored in greater depth. **(This course does not qualify for NCAA eligibility.)**

## **ART IV**

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11th – 12th Grade

Credit - 1

Full Year

**Prerequisite:** Successful completion of Art III, the equivalent, or recommendation of an instructor.

In Art IV, the student may choose an area of emphasis and create a series of pieces that represent the development of an idea or a technique. Students will also be asked to develop the breadth of their portfolio. Final portfolio preparation will be completed with a focus on college admission requirements. **(This course does not qualify for NCAA eligibility.)**

## **ADVANCED DIGITAL PHOTOGRAPHY**

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10th – 12th Grade

Credit - 1/2

Semester 1 or 2

**Prerequisite:** Digital Photography II

This is a one-semester course in advanced photographic design. Students will continue with the exploration of photographic design and will work to perfect skills in subject selection, shooting, printing, and computer manipulation. Students will develop approaches to subject and work methods that are best suited for their personal expressions and interests in photography. Students will also be expected to participate in discussions and to complete written work pertaining to the production, aesthetics, and history of photography. Presentations and papers may be required. **(This course does not qualify for NCAA eligibility.)**

## **ADVANCED PLACEMENT - STUDIO ART I and II**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Permission of Department Chairperson

The AP Program in Studio Art is intended for the highly motivated student who is seriously interested in the study of art. Students should, however, be aware that AP work involves significantly more commitment and accomplishment than the typical high school art course and that the program is not for the casually interested. The basic structure of the course is to prepare a portfolio for AP evaluation. Students can choose a general approach to their portfolio selections (painting, clay, photo, etc.), or they may concentrate in just drawing. The course will be offered on a yearly basis to allow students to present a portfolio in the spring of the second year. Two-year participation is recommended, but students may opt for one year of study in either their junior or senior year. **(This course does not qualify for NCAA eligibility.)**

# HEALTH AND PHYSICAL EDUCATION

## Essential questions:

- What is a healthy lifestyle?
- How do decisions I make affect my physical, mental, and social health?
- How do the physical activities I do (games, conditioning) affect my quality of life now and in the future?
- What activities will I enjoy doing in the future to maintain my physical fitness? What skills will I need? How do I fit physical fitness into my daily routine?
- How does the functioning of body systems affect health and what should I do to maintain them?
- How does health affect all other areas of life?
- How do I work together with other people in physical activities? What does it mean to be part of a team? When is it appropriate to cooperate and when is it appropriate to compete?
- How do I evaluate the reliability of health information?

The graduation requirement in health and physical education is one and one-half units. Courses are generally scheduled on alternate days and are designed to enhance student development of proper wellness habits through participation in various physical activities, demonstrations, and laboratory investigations. Courses are structured to allow students of varying abilities to have successful experiences. Assessment of present and future physical needs through the planning and development of lifetime fitness programs is emphasized in some courses. Other courses focus on the development of proper fitness habits through participation in a variety of activities. All courses focus on providing the student with an appreciation of exercise and health as well as providing the student with the body of knowledge necessary to make intelligent decisions concerning health, fitness, and recreational pursuits.

During the ninth and tenth grade, four quarter credits are to be completed. The courses required during ninth grade are Choosing Wellness and Fitness for Life. Healthy Decisions is required during the tenth grade. The remaining quarter of required credit, to be completed during the ninth and tenth grade, should be chosen from the Team and Individual Electives.

Juniors and seniors complete an additional one-half unit of credit on an elective basis. Students may choose from a variety of courses within the Team and Individual Electives, which meet on a traditional basis during school hours, or from a variety of Independent Study\*\* courses, which meet on a non-traditional basis. A summer physical education course is offered as well but **can only be taken one time throughout high school.**

**\*\*Enrollment in Independent Study Courses requires instructor's recommendation.**

## **CHOOSING WELLNESS**

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9th Grade

Credit - 1/4

Semester 1 or 2

This ninth grade required course provides students with the information and skills necessary for making good wellness choices and achieving optimal health. The areas of consumer health, body systems, first aid, nutrition, and mental health, including stress, are explored. Active teaching methods are used throughout the class, including research, group discussion and presentations, case studies, role-plays, demonstrations, expert guest speakers, and educational games. Analysis, self-evaluation, and goal setting are emphasized as students make wellness decisions to meet their individual needs. **(This course does not qualify for NCAA eligibility.)**

## **FITNESS FOR LIFE**

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9th Grade

Credit - 1/4

Semester 1 or 2

Students who pass a basic swimming test and Physical Fitness test will take this required course. This class will focus on the fitness principles and will involve anaerobic, aerobic and strength-building activities each class period. Within the semester students will be given some choice as to the activities they want to do to increase their fitness and will become familiar with several activity options to stay fit throughout their life. Fitness testing is required by the State of Missouri and will occur at the beginning and end of the semester. **(This course does not qualify for NCAA eligibility.)**

## HEALTHY DECISIONS

---

10th Grade

Credit - 1/4

Semester 1 or 2

### **Prerequisite: Choosing Wellness**

This tenth grade required course provides students with information, appropriate prevention strategies and coping skills necessary to analyze and address health information and issues, particularly the numerous health issues that face teenagers and young adults. Units studied include violence prevention; mental health; consumer health; tobacco, alcohol, and other drug prevention; healthy and unhealthy relationships and sexual health. Active learning methods are used throughout the class including research, group discussion and presentations, case studies, role-plays, demonstrations, expert guest speakers, and educational games. Analysis, self-evaluation, and goal setting are emphasized. **(This course does not qualify for NCAA eligibility.)**

## TEAM AND INDIVIDUAL ELECTIVES

These courses provide students with the opportunity to experience a variety of team and individual activities that may be enjoyed during leisure time, now and in adulthood. Development of skills associated with participating in each activity is emphasized. Students are also provided the opportunity to interact in cooperative learning situations and to develop socialization skills.

## TEAM SPORTS I

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9th - 12th Grade\*

Credit - 1/4

Semester 1

This is a class where students can have fun while improving their physical fitness. Students are provided the opportunity to interact in cooperative learning situations and to develop socialization skills. A variety of activities are offered to keep them excited about the class. Team sports also give some of our students a chance to participate in a sport activity they normally would not (the non-athletes). We begin each day by jogging and stretching to properly warm up before the activity starts. The activities chosen may include but are not limited to flag football, pillow polo, indoor or outdoor soccer, kickball, volleyball, mat ball, floor hockey and basketball. **(This course does not qualify for NCAA eligibility.)**

## RACQUET AND NET SPORTS

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9th - 12th Grade\*

Credit - 1/4

Semester 1

Volleyball is taught along with Racquet Sports with each session being nine weeks in length. The students will master a series of skills tests to help develop an appreciation and understanding of the game of volleyball. The test will consist of serving, setting, bumping, and digging in addition to understanding strategies needed to compete in a recreational game of volleyball as a lifetime activity.

The racquet sports section will consist of the following sports: badminton, table tennis, and pickle ball. Badminton is a unique sport that anyone with any skill level can enjoy. The rules, grip, stance, serves and equipment will be explored in this class. This is a fun class and is designed to help improve student's skills and knowledge to play these racquet sports for a lifetime of pleasure. **(This course does not qualify for NCAA eligibility.)**

## **AEROBIC/STRENGTH**

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9th - 12th Grade\*

Credit - 1/4

Semester 1 or 2

This course provides students with the opportunity to exercise at a high level. It provides the perfect situation for students who are training for an upcoming sport or students who enjoy vigorous fitness training. The methods of training will consist of aerobic and anaerobic conditioning, and of plyometric and strength training to enhance health and skill-related fitness. **(This course does not qualify for NCAA eligibility.)**

## **AQUATIC FITNESS**

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10th - 12th Grade

Credit - 1/4

Semester 1 or 2

This course is designed for students who know how to swim and wish to improve their skills and fitness through swimming. Students with intermediate swimming skills work on improving their swimming technique in the five basic strokes: crawl, backstroke, breaststroke, elementary backstroke, and sidestroke. Students are expected to be in the pool each class period and participate in water activities to improve their conditioning and personal fitness. **(This course does not qualify for NCAA eligibility.)**

## **TEAM SPORTS II**

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9th - 12th Grade\*

Credit - 1/4

Semester 2

This is a class where students can have fun while improving their physical fitness. Students are provided the opportunity to interact in cooperative learning situations and to develop socialization skills. A variety of activities are offered to keep them excited about the class. Team sports also give some of our students a chance to participate in a sport activity they normally would not (the non-athletes). We begin each day by jogging and stretching to properly warm up before the activity starts. The activities chosen may include but are not limited to flag football, pillow polo, indoor or outdoor soccer, kickball, volleyball, mat ball, floor hockey and basketball. **(This course does not qualify for NCAA eligibility.)**

## **BASIC CLIMBING**

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10th - 12th Grade

Credit - 1/4

Semester 1 or 2

This is a beginning course in basic climbing skills. The climbing wall, located in the Center of Clayton, will be utilized in developing basic rock climbing skills and techniques and in developing the knowledge needed to safely enjoy this sport. In addition, the instruction in proper strength training and aerobic conditioning associated with climbing will be presented. Students' grades are a combined total of points from their participation grade and skill-based assessments. Enrollment is limited to 10 students per class period. **(This course does not qualify for NCAA eligibility.)**



## **ADVANCED CLIMBING**

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10th - 12th Grade

Credit - 1/2

Semester 1 or 2

**Prerequisite: Basic climbing or test by instructor**

This course will meet every day and is designed for the student who has a passion for rock climbing. The class will develop advanced climbing skills and will also develop the upper body strength and muscular endurance necessary in climbing. The students will learn the proper technique for belaying and other safety methods. Matching, flagging, campusing, and analyzing climbing equipment will be elements of this learning experience. The students in this class will teach grade school and middle school students some climbing skills in climbing sessions scheduled with the classroom instructor. The students passing this class will be certified to be a climbing instructor for the Center of Clayton Recreation Program and may seek employment at the Center. This class will offer training sessions on development of climbing routes and will also be able to investigate other climbing sites. This class is limited to 10 students per class period. **(This course does not qualify for NCAA eligibility.)**

## **ADVENTURE EDUCATION**

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9th – 12th Grade

Credit - 1/4

Semester 1 or 2

This course offers students the opportunity to participate in a variety of different adventure education activities. Initiative games, team challenges, climbing, orienteering, archery, and outdoor cooking are just a sampling of activities that will be taught during the semester. All interested students 9th – 12th grade are encouraged to enroll. **(This course does not qualify for NCAA eligibility.)**

## **AEROBIC DANCE**

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10th - 12th Grade

Credit - 1/4

Semester 1 or 2

This course offers students the opportunity to participate in a variety of creative movement activities that are both locomotor and non-locomotor. Students will develop rhythmic and spatial awareness while they improve their flexibility and conditioning levels. Dance forms taught during the course will include Latino dance and hip-hop dance. This course will offer the students the opportunity to experience different forms of aerobic conditioning with such things as body sculpting, step aerobics, abdominal classes and spin. Students of all skill levels are invited to sign up for this class. **(This course does not qualify for NCAA eligibility.)**

## **INDEPENDENT STUDY - PERSONAL FITNESS**

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11th - 12th Grade

Credit - 1/4

Semester 1 or 2

**Prerequisite: Consent of the Instructor**

Personal Fitness is designed to allow students the opportunity to improve their health-related fitness while participating in activities they enjoy and can do for a lifetime. Students use a portfolio approach to assess their current fitness needs by completing a series of tests that determine their cardiovascular fitness, strength, endurance, flexibility, and body composition. Establishing goals, preparing a personal fitness plan for the future, and keeping

performance records in a fitness log provides students with the data needed to complete a brief paper describing the personal fitness activities that they engaged in throughout the semester. Flexible scheduling, designed to meet any student's schedule, is utilized to fulfill the required 10 student/teacher conferences. Students are required to work out at the Center of Clayton 30 times out of 54 possible workout sessions. **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED STRENGTH AND POWER DEVELOPMENT (9th hour course)**

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9th - 12th Grade\*

Credit - 1/4

Semester - 2

#### **Prerequisite: Consent of the Instructor**

This course has been carefully planned and constructed for the student athlete who is interested in participating in a rigorous conditioning program that is based on progressive resistance and plyometric training principles. The strength and power training sessions that comprise the majority of the course consist of advanced weight training exercises and plyometric drills designed to produce maximum increases in strength and power. Students are provided a personalized computer-generated program booklet to be used for documenting their progress over an eight-week period. The class meets every day (Monday through Friday) from 3:15 to 4:15 p.m. beginning the first week in January and continuing through the last week in February. **Students are required to secure instructor's approval for enrollment. (This course does not qualify for NCAA eligibility.)**

**\*If this course is taken in 9th or 10th grade, it must be in addition to the required physical education courses.**

# MATHEMATICS COURSE OFFERINGS AND SEQUENCE CHART

## For the Classes of 2013 and 2014

### College Preparatory Mathematics Progression of Courses

Integrated Mathematics III  
↓  
Precalculus  
↓  
Honors Calculus

Intermediate College Algebra  
(by teacher recommendation)

Advanced Placement Statistics  
(as an *elective* course taken  
concurrently with another math course)

Advanced Placement Calculus  
AB or BC  
(by teacher recommendation)

### College Preparatory Mathematics Progression of Courses

Geometry  
↓  
Algebra II  
↓  
Functions, Statistics, and  
Trigonometry  
↓  
Precalculus

### Honors Mathematics Progression of Courses

Honors Geometry  
↓  
Honors Algebra/Trigonometry  
↓  
Honors Precalculus  
↓  
Advanced Placement  
Calculus AB

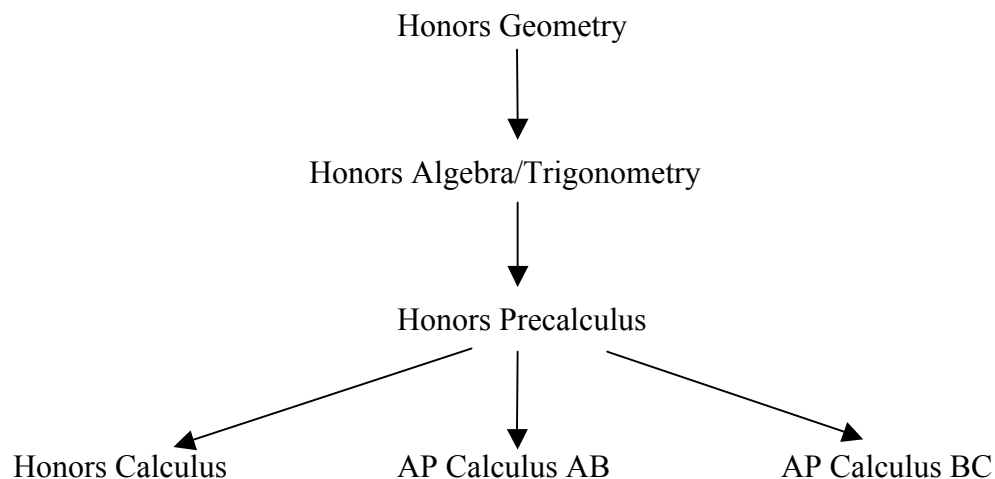
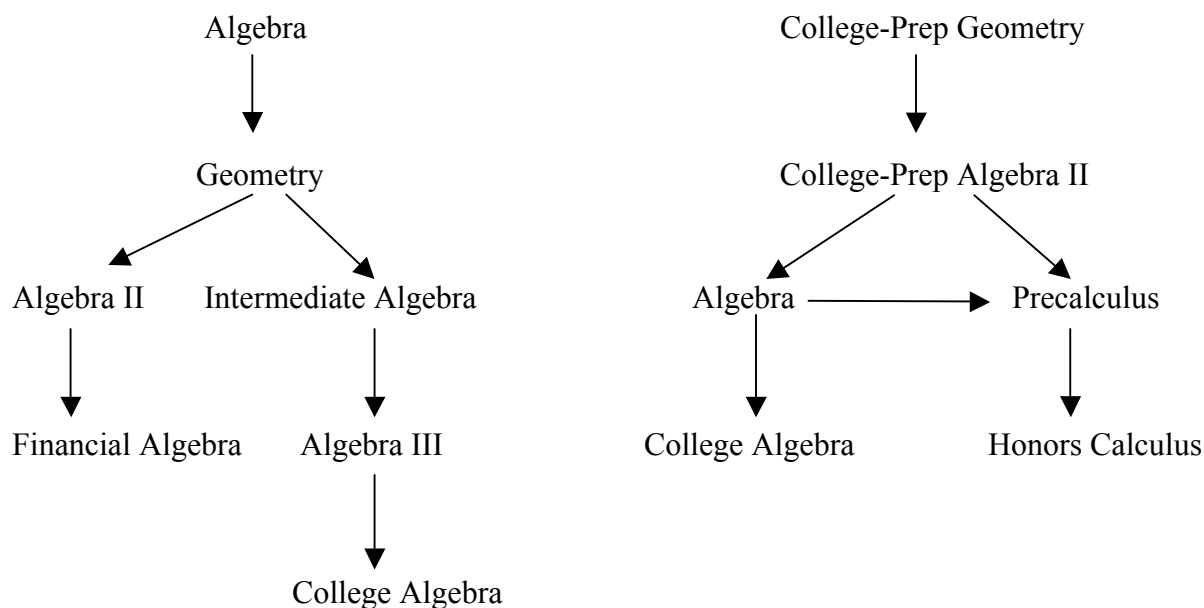
Advanced Placement Statistics  
(as an *elective* course taken  
concurrently with another math course)

Advanced Placement Calculus  
BC  
(by teacher recommendation)

### Informal Mathematics Progression of Courses

Integrated Math 2B/2C  
↓  
Trigonometry  
Discrete Math  
  
or  
  
Financial Mathematics

**MATHEMATICS COURSE OFFERINGS AND SEQUENCE CHART**  
**For the Classes of 2015 and 2016**



# MATHEMATICS

Enduring Understandings:

Mathematics is a coherent, consistent system that provides for the effective communication and representation of conjectures, processes, and conclusions.

- **How do mathematical concepts relate and build upon each other?**

Mathematics is the organized study of the systems that form the structure of our universe.

- **How do we use mathematics to create a rationale based upon logical reasoning that convinces others of “the truth” of your ideas?**

Mathematics is used in all areas to quantify and to model situations in order to make predictions, inferences, and form conclusions.

- **How are appropriate mathematical strategies and representations developed, selected, and applied in order to interpret a given situation and communicate the results?**
- **How is mathematics used to quantify the components that create the form and structure of our universe?**

The mathematics curriculum at Clayton High School provides a strong four-year program for all students. The state of Missouri requires three credits in mathematics for graduation. Most students at Clayton High School take four years of mathematics. Colleges generally require at least three units in high school mathematics, and four units are required at most selective colleges. The curriculum emphasizes problem-solving with real-world applications, effective communication using the language of mathematics, reasoning skills, and making connections within mathematics and with other disciplines of study. Use of computers, calculators, and other technological tools extends the understanding of mathematical concepts and enriches problem-solving experiences.

The prerequisites required for some classes in the mathematics department cannot be satisfied by summer school courses alone. Repeating a course in summer school may satisfy the prerequisite requirement. **Students should verify the acceptance of any summer school course with the mathematics department chair BEFORE enrolling.**

## COLLEGE PREPARATORY MATHEMATICS

### COLLEGE-PREP SEQUENCE

Each year, this sequence addresses strand-specific topics typically studied in a college preparatory program: Geometry; Algebra II; Algebra III or Functions Statistics and Trigonometry; and College Algebra or College-Prep Precalculus. The TI-Nspire graphing calculator is used extensively for demonstrations, class activities, and homework. It is strongly recommended that each student purchase a TI-Nspire graphing calculator.

#### COLLEGE-PREP GEOMETRY

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9th – 12th (for classes of 2015 and 2016)

Credit - 1

Full Year

This course includes topics from Euclidean Geometry such as reasoning and proof, parallel lines, congruence and similarity, area and volume, polygons (with special emphasis on triangles and quadrilaterals), and circles. This course will further the development of critical thinking skills in mathematics. Algebraic techniques are emphasized to further the understanding of geometry.

#### COLLEGE-PREP GEOMETRY SUPPORT

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9th – 12th Grade (for classes of 2015 and 2016)

Credit - 1/4

Semester 1 or 2 (A or B days)

College-Prep Geometry Support is a course designed to help students having difficulties meeting the requirements of College-Prep Geometry. The course mirrors topics being studied concurrently in College-Prep Geometry. Teachers of this course will also be teaching College-Prep Geometry, providing an ideal environment for students who wish to maintain enrollment in a college preparatory mathematics class but need additional support to be successful. College-Prep Geometry Support is for elective credit only.

## **COLLEGE-PREP ALGEBRA II**

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10th - 12th Grade (for classes of 2015 and 2016)

Credit - 1

Full Year

### **Prerequisite: College-Prep Geometry**

This course will review and expand algebraic skills. Algebra II topics include linear functions, transformations, systems of equations and inequalities, quadratic functions, properties of exponents, inverses, exponential functions, right triangle trigonometry, and polynomial functions.

## **COLLEGE-PREP ALGEBRA II SUPPORT**

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9th – 12th Grade (for classes of 2015 and 2016)

Credit - 1/4

Semester 1 or 2 (A or B days)

College-Prep Algebra II Support is a course designed to help students having difficulties meeting the requirements of the College-Prep Algebra II course. The course mirrors topics being studied concurrently in College-Prep Algebra II. Teachers of this course will also be teaching College-Prep Algebra II, providing an ideal environment for students who wish to maintain enrollment in a college preparatory mathematics class but need additional support to be successful. College-Prep Algebra II Support is for elective credit only.

## **FUNCTIONS, STATISTICS AND TRIGONOMETRY**

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11th - 12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

### **Prerequisite: Algebra II**

This course combines the ideas of functions and trigonometry with statistics and data analysis. Functions, including linear, quadratic, exponential, and polynomial will be studied. The study of probability and sequences and series are included in this course. The student will collect, analyze, process and display data. Topics of trigonometry are combined with matrix representations and exploration of real-world phenomena.

## **INTERMEDIATE COLLEGE ALGEBRA**

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12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

### **Prerequisite: Integrated Math III or Functions, Statistics, and Trigonometry**

Intermediate College Algebra is designed to prepare students for college-level mathematics. Emphasis will be on practicing and expanding algebraic topics learned in Integrated Mathematics I through III to enable students to use mathematics as a modeling language for real life problems. The advanced algebraic topics include number systems, linear equations and inequalities, matrices, exponential and logarithmic functions, polynomial functions, conic sections, and rational functions.

## **PRECALCULUS**

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12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

### **Prerequisite: Functions, Statistics and Trigonometry**

This course consists of topics from precalculus and discrete mathematics. Precalculus deals mainly with infinite and continuous processes, while discrete mathematics deals with finite and iterative processes. Topics include trigonometry, introductory derivatives, integrals, logic, recursion, combinatorics, and graphs and networks. The primary goal of this course is to foster an appreciation for the axiomatic and deductive approaches used in many fields.

## **HONORS CALCULUS**

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12th Grade (for classes of 2013 and 2014)

Credit -1

Full Year

### **Prerequisite: Honors Precalculus or Precalculus**

This course includes a thorough review of elementary functions. This course **is not** designed to prepare students for the AP Calculus exam. The scope of the course includes topics relating to functions and graphs, limits and continuity, differential calculus, and integral calculus. Many practical applications of calculus are studied.

## **COLLEGE-PREP INTEGRATED MATHEMATICS SEQUENCE**

Each year, this sequence addresses topics typically studied in a college preparatory program such as algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics. Students will be involved in engaging problem situations designed to promote mathematical thinking. Such situations require students to mathematically investigate, conjecture, and invent mathematical models. The TI-Nspire graphing calculator is used extensively for demonstrations, class activities, and homework. It is strongly recommended that each student purchase a TI-Nspire graphing calculator. Successful completion of the full course sequence prepares students for university calculus.

## **INTEGRATED MATHEMATICS III: FUNCTIONS AND REASONING**

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11th - 12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

### **Prerequisite: Integrated Mathematics II**

The Integrated Mathematics III course further develops the topics learned in previous Integrated Math courses. Topics in Integrated Mathematics III include multi-variable models, linear programming, preferential voting, election analysis, sequences and series, iteration and recursion. Geometric topics include inductive and deductive reasoning, geometric proof, geometric similarity and congruence, parallel lines, and quadrilaterals. Statistical concepts include normal distribution, confidence intervals, and sampling distributions. Advanced algebraic topics include algebraic reasoning, factoring, quadratic equations and formulas, and transformations of functions including linear, polynomial, exponential, rational, and periodic functions.



## **PRECALCULUS**

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12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

### **Prerequisite: Integrated Mathematics III**

This course consists of topics from precalculus and discrete mathematics. Precalculus deals mainly with infinite and continuous processes, while discrete mathematics deals with finite and iterative processes. Topics include trigonometry, introductory derivatives, integrals, logic, recursion, combinatorics, and graphs and networks. The primary goal of this course is to foster an appreciation for the axiomatic and deductive approaches used in many fields.

## **INTERMEDIATE COLLEGE ALGEBRA**

---

12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

### **Prerequisite: Integrated Math III or Functions, Statistics, and Trigonometry**

Intermediate College Algebra is designed to prepare students for college-level mathematics. Emphasis will be on practicing and expanding algebraic topics learned in Integrated Mathematics I through III to enable students to use mathematics as a modeling language for real life problems. The advanced algebraic topics include number systems, linear equations and inequalities, matrices, exponential and logarithmic functions, polynomial functions, conic sections, and rational functions.

## **INFORMAL MATHEMATICS**

At CHS, students who participate in the Informal Mathematics sequence will receive mathematics instruction designed to meet the needs of students who need more time developing mathematical concepts. The Informal Mathematics sequence features hands-on study of topics such as algebra, geometry, statistics, trigonometry, discrete mathematics, and finances. Successful completion of the full course sequence prepares students for a college algebra course. The TI-Nspire graphing calculator is used extensively for demonstrations, class activities, and homework. It is strongly recommended that each student purchase a TI-Nspire graphing calculator.

## **ALGEBRA**

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9th – 12th Grade (for classes of 2015 and 2016)

Credit - 1

Full Year

Algebra is intended to build a foundation for all higher math classes. This course will review algebraic expressions, integers, and mathematical properties that will lead into working with variables and linear equations. There will be an in-depth study of graphing, polynomials, quadratic equations, data analysis and systems of equations.

## **GEOMETRY**

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10th – 12th Grade (for classes of 2015 and 2016)

Credit - 1

Full Year

The course consists of topics that include two- and three-dimensional geometric figures, coordinate and transformational geometry, trigonometric relationships, and reasoning to justify conclusions. This course will further the development of critical thinking skills in mathematics. Algebraic techniques are emphasized to further the understanding of geometry.

## **INTEGRATED MATHEMATICS 2B/2C**

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10th - 12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

**Prerequisite:** Integrated Mathematics 1C/2A

This course continues to explore many of the topics from Integrated Mathematics II in an informal way. Students will learn to think logically and symbolically. Using experimentation and reasoning, students will develop the knowledge necessary to create and manipulate mathematical rules and ideas. Topics will consist of, but not be limited to coordinate geometry, systems of equations, matrix transformations, similarity, correlation of data, least squares regression, direct and inverse variation, exponent properties, network optimization, spanning trees, Hamiltonian circuits, right triangle trigonometry, trigonometric functions, probability rules, probability distribution, multi-variable models, linear programming, and laws of sine and cosine.

## **TRIGONOMETRY**

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12th Grade (for classes of 2013 and 2014)

Credit - 1/2

Semester - 1

**Prerequisite:** Integrated Mathematics 2B/2C

This course will provide the student with a solid foundation of trigonometric skills and concepts. Topics include trigonometric functions and their graphical representations, right triangles, trigonometric identities, and inverse trigonometric functions. Emphasis will be placed on relating the trigonometric functions to their graphical representations.

## **DISCRETE MATHEMATICS**

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12th Grade (for classes of 2013 and 2014)

Credit - 1/2

Semester -2

**Prerequisite:** Integrated Mathematics 2B/2C

Discrete Mathematics is the mathematics of arranging and counting finite quantities. Topics to be studied will include matrices, series and sequences, graph theory, statistics, and probability. Applications in management and social sciences will be emphasized.

## **FINANCIAL ALGEBRA**

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12th Grade (for classes of 2013 and 2014)

Credit - 1

Full Year

**Prerequisite:** Integrated Mathematics 2B/2C

This course introduces students to life skills such as balancing a checkbook, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. Basic business matters, including borrowing money, investing, and calculating business profits and losses are also included. The goal of this course is to guide students in building a strong foundation in logical thinking and problem-solving that will enable them to make good decisions concerning matters of money and finance in their daily lives.

## **HONORS MATHEMATICS**

At CHS, students who participate in the Honors Mathematics sequence are expected to complete a fast-paced, rigorous course of study. The Honors Mathematics sequence features an in-depth study of mathematics topics such as Geometry, Algebra, Trigonometry, Precalculus and Honors Calculus. The TI-Nspire graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire graphing calculator. Successful completion of the full course sequence prepares students for second or third semester university calculus.

## **HONORS GEOMETRY**

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Algebra

This honors course consists of topics from plane Euclidean Geometry. Additional material from space, coordinate, transformation, and non-Euclidean geometries is included. A major emphasis is the development of critical thinking skills, both inductive (geometric pattern recognition) and deductive (formal proofs). Attention will be given to selected rules of inference used in the development of geometry as an axiomatic system. Some algebraic techniques are utilized to further the understanding of geometry.

## **HONORS ALGEBRA AND TRIGONOMETRY**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Algebra and Honors Geometry

Honors Algebra and Trigonometry thoroughly investigates algebraic theory as a prerequisite to real-world applications of mathematics. Algebraic and trigonometric functions and relations are defined and graphed. Properties of these functions and relations are explored in depth, and the use of these functions and relations as mathematical models is emphasized.

## HONORS PRECALCULUS

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Honors Algebra and Trigonometry

Honors Precalculus consists of advanced algebraic and trigonometric topics selected to augment the students' background in preparation for continuous mathematics (Calculus). Topics from Honors Algebra and Trigonometry such as polynomials, trigonometry and complex numbers are further extended; topics such as probability, statistics, vectors, and polar coordinates are developed; and derivatives and integrals are introduced.

## AP CALCULUS AB & BC

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12th Grade

Credit -1

Full Year

**Prerequisite:** Honors Precalculus

AP Calculus (AB): This course includes a thorough review of elementary functions and a comprehensive presentation of limits and continuity. The differential and integral calculus are developed both intuitively and rigorously, and techniques of both are applied to a wide class of functions and problems. Many practical applications of the calculus are studied. The course covers all topics necessary for the AB level of the Advanced Placement test, which all students are encouraged to take. In order to familiarize students with specific advanced placement expectations, exams and homework problems will include selections from past AP exams. Students taking the AP test in May will also be required to take a semester exam.

AP Calculus (BC): This advanced placement course will allow for the possibility of earning two semesters of college credit. While the presentation will be faster paced than Calculus AB, considerable attention will be given to an intuitive and numerical perspective. In addition to the topics listed in the Calculus AB description, further development of integration techniques, differential equations, infinite series, and vector functions will complete the syllabus. There will be a significant emphasis on problem solving and applications of the calculus. Students taking the AP test in May will also be required to take a semester exam.

## AP STATISTICS

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11th - 12th Grade

Credit -1

Full Year

**Prerequisite:** Integrated Mathematics III, Honors Algebra & Trigonometry, or Functions, Statistics & Trigonometry

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include exploring data, planning a study, anticipating patterns, and making statistical inferences. Components of the course include technology, projects and laboratories, cooperative group problem-solving and writing as a part of concept-oriented instruction and assessment. This course is designed to emphasize statistical thinking and minimize computational procedures. Content is designed as effective preparation for college classes in statistics and prepares students for the Advanced Placement Statistics exam. Daily access to a graphing calculator with powerful statistical capabilities is vital to success in this course. The mathematics department strongly recommends completion or concurrent enrollment in Honors Precalculus or Precalculus.

# **PERFORMING ARTS**

## **Enduring Understandings & Essential Questions**

### **Creativity**

- What is music/drama's role in education?
- How is music/drama a lifelong skill?
- How do we communicate the important role of the performing arts to the non-performer?

### **Developing Ideas**

- How are students fluent in the language of the arts?
  - communicating and understanding outside the spoken language
- What does lifelong participation in the arts look like?
- What is the balance between performance and understanding?

### **Thinking and Feeling**

- What are the benefits of an "Art" education?
- What is art's role in the enrichment of the human spirit?
- What would life be like without art?
- What is the relationship between process and product in the arts?

### **Art and Culture**

- What is the role of the performing arts in society?
- Why is it important to be literate in the performing arts?
- What is the relationship between the performing arts and other disciplines (science, math, etc.)?
- What is great art?
- What is the role of the performing arts in history?
- How do the performing arts "communicate" across language and cultural barriers?

## PERFORMING ARTS - MUSIC

The music program is designed to provide meaningful experiences for interested students. There are opportunities in both performance and non-performance classes. The curriculum offers sequential learning and allows students to progress individually, challenging each student to reach his/her maximum potential. Courses are available for beginning music students as well as the most advanced students. Courses are designed to develop skills in musicianship, interpersonal relations, listening, analysis, synthesis, and evaluation. Sequential courses are offered in three performance areas: band, orchestra, and choir. Playing experience is a prerequisite in band and orchestra. Each performing group meets daily and receives full academic credit. Also offered for students interested in music are Electronic Music, Guitar, Piano, and AP Music Theory. These courses meet daily.

### CONCERT CHOIR

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9th Grade or assignment by Director  
(Mixed Voices)  
Credit - 1  
Full Year

**Prerequisite:** Previous vocal experience/consent of instructor

Members of Concert Choir develop music reading and singing skills through the study and performance of a wide variety of choral music – from classical to jazz and Broadway. Choir participation gives students the skills and opportunities to audition for All-Suburban or All-District Choirs, as well as participate in area music festivals. Students are required to participate in the scheduled performances. **(This course does not qualify for NCAA eligibility.)**

### CHAMBER CHOIR

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10th - 12th Grade  
(Mixed Voices)  
Credit - 1  
Full Year

**Prerequisite:** AUDITION ONLY

Chamber Choir gives advanced vocal students the opportunity to study challenging high school choral literature in a broad variety of styles. Students further develop their singing skills and musical knowledge. Members are expected to participate in area music festivals and are encouraged to audition for All-District and All-State Choirs. Students are required to participate in the scheduled performances. **(This course does not qualify for NCAA eligibility.)**

### VOCAL JAZZ ENSEMBLE

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10th - 12th Grade  
(Mixed Voices)  
Credit - 1  
Full Year

**Prerequisite:** AUDITION ONLY AND A CONCURRENT MEMBER IN A CHS MUSIC ENSEMBLE

This 12-16 member vocal ensemble studies and performs a variety of contemporary vocal styles including Broadway and jazz. This class meets during “zero” hour four days a week. Performances include both *a capella* and accompanied musical settings. Learning experiences often include interaction with other vocal jazz groups and instrumentalists. Students perform in a wide variety of venues and at all CHS choir concerts and are required to participate in the scheduled performances. **(This course does not qualify for NCAA eligibility.)**

## CONCERT ORCHESTRA

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Previous instrumental experience/consent of instructor

Concert Orchestra is open to all string players who wish to study music through performance, increase their individual performance skills, and participate in a large ensemble. Concert orchestra meets daily, and string orchestra literature is studied. This ensemble is a performing group that presents concerts throughout the year and performs in festivals and clinics. All music and some instruments are furnished. Students are required to attend all performances and extra rehearsals, to supply certain parts of the orchestra uniform, and to supply accessories to their instruments. Grade evaluation is based on written examinations, skill improvement on instruments, daily participation, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

## SYMPHONIC ORCHESTRA

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** AUDITION ONLY

Symphonic Orchestra is selected by audition. String, wind, and percussion students will audition or be selected if needed to participate in this ensemble to perform symphonic literature. Symphonic orchestra meets daily and students are expected to perform at a mature level, have a good understanding of the fundamentals of music, and be proficient on their instrument. The ensemble is a performing group that presents concerts and participates at festivals and clinics and community service events. Students are required to attend all performances and extra rehearsals, to supply parts of the orchestra uniform, and to supply accessories to their instruments. Grade evaluation is based on written examinations, skill improvement on instruments, daily participation, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

## CONCERT BAND

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Previous instrumental experience

Concert Band is open to all wind instrument and percussion players who wish to participate in a performing group. Concert Band meets daily to refine the fundamentals of music and to expose students to a variety of music. The Concert Band is a performing group that presents concerts throughout the year. It also participates in festivals and clinics each year and performs as a pep band at various athletic and community events. All music and some instruments are furnished. Students are required to attend all performances and extra rehearsals, to supply certain parts of the band uniform, and to supply accessories to their instruments. Grade evaluation is based on written or playing examinations, skill improvement on instruments, daily participation, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

## **SYMPHONIC BAND**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:**     **Concert Band (or AUDITION basis)**

Symphonic Band is open to students who play wind or percussion instruments. Students are expected to perform at a mature level, have a good understanding of the fundamentals of music, and be proficient on their instrument. The Symphonic Band meets daily to explore a variety of music in the Wind Band tradition. The ensemble is a performing group that presents concerts, participates at festivals, and performs at athletic and community service events. Students are required to attend all performances and extra rehearsals, to supply certain parts of the band uniform, and to supply accessories to their instruments. Grade evaluation is based on written or playing examinations, skill improvement on instruments, daily participation, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

## **JAZZ LAB BAND**

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9th - 12th Grade

Credit – 1/2

Full Year

**Prerequisite:**     **Previous instrumental experience and membership in a CHS performing group**

Lab Band is offered for students wishing to learn and develop the basic skills and concepts associated with jazz performance. Standard big band instrumentation (trumpet, saxophone, trombone, guitar, upright/electric bass, keyboard, and percussion) is used. Lab Band rehearses two mornings per week during the “zero” hour. It presents concerts and participates in festivals and clinics. Students perform various styles of jazz from ragtime to bebop to fusion. All music and some instruments are furnished. Students are asked to supply certain parts of a jazz uniform, to supply accessories for their instruments, and to participate in performances through the year. **(This course does not qualify for NCAA eligibility.)**

## **JAZZ BAND**

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:**     **AUDITION ONLY and membership in a CHS performing group**

Jazz Band is offered for students with advanced techniques on instruments commonly associated with jazz performance (trumpet, saxophone, trombone, guitar, upright/electric bass, keyboard, and percussion). This is an audition only ensemble. Auditions take place during the first two weeks of school. Jazz Band rehearses four mornings per week during the “zero” hour. It presents concerts and participates in festivals and clinics. Students perform various styles of jazz from ragtime to bebop to fusion. All music and some instruments are furnished. Students are asked to supply certain parts of a jazz uniform, to supply accessories for their instruments, and to participate in performances through the year. **(This course does not qualify for NCAA eligibility.)**



## **CHAMBER MUSIC / SMALL ENSEMBLE PERFORMANCE**

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9th - 12th Grade

Credit - variable, 1/4 to 1

Full Year

**Prerequisite:** Performance skill on a Band or Orchestra instrument, piano, guitar, harp, or voice

Chamber Music/Small Ensemble Performance is a contract course that must be individually arranged with the Band Director, Chorus Director, or Orchestra Director. Students will learn how to do the following: form a small ensemble; select appropriate music; research musical/performance style; and schedule, arrange, and publicize performances. All music and some instruments are furnished. Students will be evaluated on their performances and research on music performed. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC I**

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9th - 12th Grade

Credit - 1/2

Semester - 1

**Prerequisite:** None

It's hip, it's cool, it's electronic music! Did you ever have a song in your thoughts and you want to figure out how to write it down? Do you like doodling on the piano or the drums? Did you ever want to learn how to use a synthesizer and create tracks of music? Then electronic music is the place for you! This introductory course designed for the novice emphasizes a "hands-on" working knowledge of the music recording industry through computer-controlled music systems. Software used in this class lets you create songs using your own compositions and pre-made loops. Students will work with MIDI piano keyboards and virtual instruments. They will also learn how to create their own CD label and cover jacket. Students are expected to complete projects, prepare compositions, pass quizzes, and prepare a complete CD recording of their music compilations. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC - II**

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9th - 12th Grade

Credit - 1/2

Semester - 1 & 2

**Prerequisite:** Electronic Music I

This is a continuation of Electronic Music I, but this course emphasizes creating loops from scratch using MIDI hardware and virtual instruments to produce more complex musical compositions. Software used this semester is a virtual recording studio! Students will also study copyright issues for music production and how to market your music. Students are expected to complete projects, prepare compositions, pass quizzes, and prepare a complete CD recording of their music compilations. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC - ADVANCED**

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9th - 12th Grade  
Credit - 1/2  
Semester – 1 & 2

### **Prerequisite: Electronic Music I & II**

This is for students who have completed Electronic Music I & II. This is a performance-based Electronic Music class that may be repeated every year. Students are expected to take the knowledge learned from Electronic Music I & II to an advanced level. Students are expected to compose both vocal and instrumental compositions. Students will complete projects, prepare compositions, pass quizzes, and prepare a complete CD recording of their music compilations. **(This course does not qualify for NCAA eligibility.)**

## **GUITAR I**

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9th - 12th Grade  
Credit - 1/2  
Semester - 1

### **Prerequisite: Own or have access to an acoustic guitar**

An introductory music course emphasizing individual performance skills, notation, and chord symbol reading. The student will learn how to tune and care for an acoustic guitar. Development of a life-long skill for enjoyment and pleasure is the main objective. The student will be expected to pass written and playing examinations. **(This course does not qualify for NCAA eligibility.)**

## **GUITAR II**

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9th - 12th Grade  
Credit - 1/2  
Semester - 2

### **Prerequisite: Guitar I or consent of instructor and must own or have access to an acoustic guitar**

A continuation of Guitar I, this course emphasizes increased performance ability and introduces improvisation. Students will focus on different musical styles including folk, jazz, pop, country, and rock. The student will be expected to pass written and playing examinations. **(This course does not qualify for NCAA eligibility.)**

## **PIANO**

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9th - 12th Grade  
(9th with consent of instructor)  
Credit - 1/2  
Semester - 1 and/or 2

### **Prerequisite: None**

An introductory music course emphasizing individual performance skills, note reading and music fundamentals. Development of life-long keyboard skills for musical enjoyment and pleasure is the main objective. The student will be expected to pass written and playing examinations. **(This course does not qualify for NCAA eligibility.)**

## **AP MUSIC THEORY**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** A working knowledge of music notations and membership in CHS music ensemble(s)

The musically talented student is challenged to recognize and understand the basic materials and processes of music. This goal is approached through the development of fundamental aural, analytical, and compositional skills. The course provides a solid foundation in intervals, scales, chords, metric/rhythmic patterns, and the terms used to describe these elements of music as related to the major-minor tonal system. With this foundation, the course progression includes more complicated tasks, such as the following: dictation of melodic and harmonic materials; the analysis of music, including the study of motivic treatment and the rhythmic and melodic interaction between voices; harmonic analysis of a functional chord passage; and the realization of figured bass. The course covers all topics necessary for the Advanced Placement test that all students are encouraged to take. Students are required to purchase harmony text and workbook. **(This course does not qualify for NCAA eligibility.)**

## PERFORMING ARTS - THEATER

The theater program is designed to provide rich learning experiences for any student interested in the various crafts of theater. There are sequential courses offered in two areas of emphasis: acting and production. Both areas begin with an introductory course in theater arts that allows students to experience all aspects of theater as a collaborative art form. Then the curriculum offers specific classes in acting, designing, and directing. These courses allow students to progress at their own speed and challenge students to reach for their potential. In conjunction with these classes, students can gain further experiences through the after-school theater program by acting, designing, and even directing.

Recommended sequence of courses:

9th	Theater Arts; Freshman-Sophomore Play; Musical Theater
10th	Acting I; Freshman-Sophomore Play; Musical Theater
11th	Advanced Acting/Directing Studio or Directing Theater; Fall Play; Musical Theater
12th	Advanced Acting/Directing Studio; Fall Play; Musical Theater; Senior Showcase

### MUSICAL THEATER

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9th – 12th grade

Credit – 1/4 – 1/2 credit

Offered 2nd and 3rd quarter after school from 3:15 – 4:00, MTHF

**Prerequisite:** None, but the class is required, but not limited to, all students cast in the school Musical and the SRM.

This course is designed specifically for students interested in musical theater performance. Students will alternate between voice and movement classes as well as learn about the history of different musical theater styles. Topics include: improving your vocal quality and range, learning how to move comfortably and with energy on stage, and learning how to audition for a musical. This is a great opportunity to flex performance muscles! **(This course does not qualify for NCAA eligibility.)**

### THEATER ARTS

---

9th – 12th grade

Credit – 1/2

Full Year

**Prerequisite:** None

This full-year class focuses on theater as storytelling. The emphasis is on active work where we “do and reflect” rather than “read and discuss.” Students will learn how to work collaboratively in a group to create all kinds of performances. Through theater games and improvisation work, students learn skills that inform their roles as actor, director, and designer. **(This course does not qualify for NCAA eligibility.)**

## **ACTING I**

---

9th – 12th grade

Credit – 1/2

Semester - 2

**Prerequisite: Theater Arts or Musical Theater**

This course is a must for any student interested in performance. While we continue to work on collaboration as an ensemble, more emphasis is put on technique of the individual actor. Voice and movement work is introduced into the actor's process and scene analysis such as physical action, tactics, concentration, observation, rhythm, and characterization. This class is important for students interested in directing and playwriting as well. **(This course does not qualify for NCAA eligibility.)**

## **ADVANCED ACTING AND DIRECTING STUDIO**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Acting I or recommendation of the teacher**

This is a year-long course designed for the serious actor. Students will continue to study acting techniques; however, the performance level is advanced. Heightened emotion and heightened language scenes are tackled both as an actor and as a director. Students learn how to create a concept for a play and a prompt book for staging. Other possible areas of study include Shakespeare, period style movement, stage combat, clowning and mask, dialect work, and auditioning. The content of the class is geared toward the skill level of the individual student; thus, the class can be repeated without overlapping content. **(This course does not qualify for NCAA eligibility.)**

## **FALL PLAY: TOPICS**

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10th - 12th Grade

Credit –1/2

1st Quarter 3:15 – 4:00, MTHF

**Prerequisite: None, but class is required, but not limited to, all students cast in the Fall Play.**

This quarter-long class meets after school before Fall Play rehearsals and focuses on a specific topic of theater related to the Fall Play. For example, if the Fall Play is a Shakespeare play, then the course would focus on Acting for Shakespeare. You need not be in the Fall Play to take the class, but it is required for all actors cast in Fall Play. The class will not be used for rehearsal, but for specific course work to enhance each students' experience in working on the production. Topics may include Period Styles (Greek, Restoration, etc), Voice and Movement, and Theater History. **(This course does not qualify for NCAA eligibility.)**

## **FRESHMAN – SOPHOMORE PLAY**

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9th – 10th Grade

Credit – 1/4

1st Semester 3:15 – 6:00 Wednesdays

**Prerequisite: None**

This semester-long class meets after school on Wednesdays and culminates in a public performance of a play at the end of the semester. The first few weeks of class will include studying the play and learning to audition. Then auditions will be held and roles will be cast. Everyone who registers for the class will be involved on stage in the production. This is a great introduction to theater production and the theater department for underclassmen. While there is no prerequisite for Freshman-Sophomore Play, it is recommended to also register for Theater Arts and Acting I. **(This course does not qualify for NCAA eligibility.)**

## **DIRECTING THEATER**

---

10th - 12th grade

Credit - 1/2

Semester 1 or 2

**Prerequisite: Theater Arts**

**This class is required for any student interested in holding a leadership position in the Student Run Musical.**

This course is designed for any student interested in directing. Students read a number of plays and work on conceptualizing a production. After a concept is created, students will learn how to do a formal director's analysis, staging, and acting rehearsals. Students will work off of major plays and their own original story ideas. While the focus is on directing for the theater, we will also discuss directing for film and television as well. **(This course does not qualify for NCAA eligibility.)**

## **SENIOR SHOWCASE**

---

12th Grade

Credit – 1/4

4th Quarter 3:15 – 4:00, MTHF

**Prerequisite: At least 1 credit of theater classes**

This quarter-long class meets after school during 4th quarter and culminates in Senior Showcase public performance in May. The class will consist of reading plays, choosing and rehearsing scenes and monologues, and developing a 90-minute performance. The performance will be fully produced with lights and costumes. **(This course does not qualify for NCAA eligibility.)**

# SCIENCE SEQUENCE

<b>9th</b>	<b>Conceptual Physics</b>	<b>Freshman Physics</b>	<b>Honors Freshman Physics</b>
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<b>10th</b>	<b>Systems in Science</b>	<b>Chemistry</b>	<b>Honors Chemistry</b>
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<b>11th</b>	<b>Foundations and Investigations in Biology</b>	<b>Biology</b>	<b>Honors Biology</b>
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<b>11th – 12th</b>	<b>JUNIOR – SENIOR COURSE OPTIONS</b> <b>AP Biology (Full Year)</b> <b>AP Chemistry (Full Year)</b> <b>AP Environmental Science (Full Year)</b> <b>AP Physics (Full Year)</b> <b>Physics (Full Year)</b> <b>Honors Physics (Full Year)</b> <b>Anatomy and Physiology (Full Year)</b> <b>Astronomy (One Semester)</b> <b>Evolution (One Semester)</b> <b>Forensic Science (One Semester)</b> <b>Advanced Forensic Science (One Semester)</b> <b>Hot Topics in Science: The Future of Your World (One Semester)</b> <b>Science Career Seminar (One Semester)</b>  <b>Principles of Biomedical Science (Full Year Elective/Grades 9 – 12)</b> <b>Human Body Systems (Full Year Elective/Grades 10 – 12)</b> <b>Medical Interventions (Full Year Elective/Grades 11-12)</b>		
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# SCIENCE

## **Enduring understandings:**

- The systemic nature of all things.
- The interaction of energy and matter that flow through systems.
- The nature of change and equilibrium.
- The relationship between structures and functions.
- The creation of models to represent abstract ideas and phenomena.
- The process of scientific reasoning and evaluation of ideas.
- The interactions between science and society.



While the state graduation requirement in science is three units, most Clayton High School students enroll in science all four years. All courses are laboratory oriented. Extended sessions of one and one-half periods duration are scheduled on alternate days for most courses. Some junior/senior elective courses meet only for a single period each day, but may require attendance at field/laboratory experiences held outside of the normal school schedule. Laboratory investigations are organized to give students experiences in collecting data, in analyzing and interpreting data, and in using mathematics as a tool of science. Science courses are structured to allow students of varying abilities to have successful learning experiences. Some courses are quantitative and designed for the student of high ability in mathematics as well as in science. Other courses require less mathematics and emphasize qualitative observations. All courses give the student an appreciation for the way scientists work and arrive at generalizations about natural phenomena. Students will be given the background information necessary for the understanding of scientific concepts.

Students qualified for Honors Freshman Physics score high on a test for formal reasoning, take accelerated mathematics, and exhibit exceptional attitude and aptitude in 8th grade science. All students are expected to take physics, chemistry, and biology in high school. The standard courses (Physics, Chemistry, and Biology) are designed to challenge highly motivated students and also serve students with learning difficulties. The honors courses are fast-paced, require high cognitive skills, and involve extensive preparation and organizational ability. They are designed to challenge students at a high level and to prepare students for the Advanced Placement classes. The Advanced Placement classes follow the A.P. syllabus and are designed for students who will take an A.P. exam in May. Junior and senior electives are offered to students interested in specific aspects of science, and in most cases they are scheduled for a single period (rather than the extended schedule of most science courses) in order to more easily accommodate student scheduling. As previously stated however, a required field/laboratory experience may be held outside of the school day when appropriate.

Science teachers consider the requirements for the next level before recommending students. A few students who do not meet specific course prerequisites may be enrolled in a class with the consent of the instructor. The most qualified Honors Freshman Physics students will be recommended for Honors Chemistry; however, most sophomore students will take the general Chemistry class. Most juniors will take Biology. Some will qualify for Honors Biology and for a very few, Advanced Placement Biology may be recommended. Students taking Honors or A.P. Biology as juniors are encouraged to choose a second science course from the electives. Students who take Honors Chemistry as sophomores and take two science courses as juniors should take Honors or A.P. Biology and either A.P. Physics or A.P. Chemistry. Upon completion of Honors or A.P. Biology, students may enroll in A.P. Environmental Science as an A.P. option that meets in a one-period format.

## CONCEPTUAL PHYSICS

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9th Grade

Credit - 1

Full Year

Conceptual Physics is an introductory science course for students whose previous experiences in science and mathematics have not prepared them for the regular Freshman Physics course. The course is designed to minimize the entering mathematics requirements and is intended to build the science and mathematics skills of the students in order to help them better function in the remainder of the high school science sequence. Students will develop major concepts in motion, forces, energy, electricity, and wave motion. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection and graphical analysis will be emphasized, allowing students to express these models verbally, diagrammatically, graphically and algebraically. **Enrollment requires faculty recommendation.**

## FRESHMAN PHYSICS

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9th Grade

Credit - 1

Full Year

Freshman Physics is an introductory course to the formal study of the physical sciences. Students will develop major concepts in electricity, motion, forces, energy, and wave motion. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection and graphical analysis will be emphasized, allowing students to express these models verbally, diagrammatically, graphically and algebraically. Students will build a laboratory portfolio, which includes results of each of the major investigations throughout the year.

## HONORS FRESHMAN PHYSICS

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9th Grade

Credit - 1

Full Year

Honors Freshman Physics is an introductory course to a formal study of the physical sciences, with emphasis on mathematical problem solving. Students will develop major concepts in motion, forces, energy, electricity, and wave motion. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection, and graphical analysis will be emphasized, allowing students to express these models in words, in diagrams, graphically and algebraically. This course moves at an accelerated pace and it requires excellent reasoning skills and well-developed work and study habits. Fluency in the application of algebra is essential. Students will build a laboratory portfolio, which includes results of each of the major investigations throughout the year. **Enrollment requires faculty recommendation.**

## SYSTEMS IN SCIENCE

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10th Grade

Credit - 1

Full Year

This course will address questions such as: What is the nature of matter? How does matter change? How do changes in the world around us affect us? What is the nature of life? What is inside us? How do humans interact with the natural world? Students will investigate these questions and others through a variety of “hands-on” and written experiences as they explore how science is relevant to daily life. **Departmental approval is required for enrollment in this course.**

## CHEMISTRY

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10th Grade

Credit - 1

Full Year

This course introduces important concepts of chemistry while applying these concepts to the students’ everyday lives and experiences. Topics addressed include basic problem solving, scientific measurement, atomic structure, the periodic table, chemical formula writing, chemical reactions, states of matter, chemical bonding, thermochemistry, acids and bases, and nuclear chemistry. Activities will include reading, writing, discussion, laboratory activities, laboratory reports and student projects. Students will frequently work together in teams. Basic algebra skills are required.

## HONORS CHEMISTRY

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10th Grade  
Credit - 1  
Full Year

The models and theories of chemistry are developed in this course. Considerable emphasis is placed on the student's ability to interpret data, solve problems, and use higher-order thinking skills. The core topics include models for atoms, chemical reactions, kinetic molecular theory, thermochemistry, chemical bonding, rates of reactions, equilibrium, acids and bases, and electrochemistry. The course will include reading, lecture/discussion, laboratory activities and problem solving. This course is designed for students who have demonstrated success in honors mathematics and science courses. Laboratory reports will be required and homework assignments are given daily. Each student needs a calculator. A college level text is used. **Enrollment requires faculty recommendation.**

## BIOLOGY

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11th - 12th Grade  
Credit - 1  
Full Year

This course examines all aspects of life science including cellular, structural, functional, behavioral, environmental and evolutionary history. Students will develop an appreciation of the biological issues that they will confront in the twenty-first century. Students will conduct experiments, collect and analyze data, and maintain a laboratory notebook or a portfolio to gain an understanding of the processes of science. The main objective is to present biology as a science and to see the process of science as a reliable method of gaining useful, objective knowledge. The key to this understanding lies in the meaningful investigation of real scientific problems. Homework assignments will require readings from periodicals, printed handouts and the textbook, Biology by Johnson and Raven. These will support classroom lectures and discussions and help students solve problems.

## FOUNDATIONS AND INVESTIGATIONS IN BIOLOGICAL SCIENCE

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11th-12th Grade  
Credit – 1  
Full Year

This course will emphasize an inquiry-based exploration of the topics of ecology, biotechnology, cellular biology, body systems, and evolution. Students will develop a thoughtful and well-reasoned understanding of the living world. **Departmental approval is required. (This course does not qualify for NCAA eligibility.)**

## HONORS BIOLOGY

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11th - 12th Grade  
Credit - 1  
Full Year

Honors Biology is an experimental science course that demonstrates the importance of biology in the twentieth century. Eleven core themes are interwoven throughout the course to build a holistic understanding of the essential elements of modern biology. These themes include the following: science as inquiry, science and society, biochemistry, the cell, organ systems and homeostasis, structure and function, heredity, molecular genetics, evolution, the diversity of life, and ecology. Honors Biology is geared for students who have demonstrated solid scientific reasoning skills, exceptional work and study habits, and a record of academic excellence in previous science courses. The textbook will be BSCS Biology. **Enrollment requires faculty recommendation.**

## PHYSICS

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Chemistry and Biology or departmental approval; facility with Algebra and Trigonometry

This course is designed as an introduction to the study of physics. It is appropriate for students who have never studied physics. It is also intended for students who have completed Freshman Physics and would like to extend their study of physics to include a broader range of topics with slightly greater emphasis on mathematical problem solving. The fundamental concepts of physics are emphasized with topics chosen from among the following: mechanics, wave motion, light, electricity, and magnetism. The course is laboratory based as students will build physics concepts through laboratory investigations. Students will be expected to gather and interpret data, analyze experimental results and draw conclusions. Emphasis will be placed on the graphical analysis of experimental data. Experimental results will be documented in laboratory reports and organized as a laboratory portfolio. A scientific calculator capable of performing scientific notations and trigonometric functions is required. Although this course is taught at an introductory level, it is an excellent follow-up to Freshman Physics and includes many new topics and previously encountered topics in greater depth.

## HONORS PHYSICS

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Honors Freshman Physics or teacher recommendation, Chemistry, and Biology; excellent skills in Algebra and Trigonometry.

This course is designed as an extension of the concepts learned in Honors Freshman Physics, but is also appropriate for the strongest students from Freshman Physics. The fundamentals of physics are emphasized with topics chosen from among the following: mechanics, electricity and magnetism, wave motion, light, and modern physics. The course is laboratory based as students will build physics concepts through laboratory investigations. Students will be expected to gather data, interpret data, summarize the results and draw conclusions. Emphasis will be placed on the graphical analysis of experimental data. Experimental results will be documented in laboratory reports and organized as a laboratory portfolio. Solving physics problems using Algebra and Trigonometry will be a significant component of the course. A scientific calculator capable of performing scientific notation and trigonometric functions is required. This course is excellent preparation for students considering the study of science or medicine in college. Successful completion of the course will prepare students for success on the SAT II in physics.

## **AP PHYSICS**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisites:** Honors Freshman Physics or teacher recommendation; excellent skills in Algebra and Trigonometry.

Advanced Placement Physics is a rigorous and fast-paced study of the major topics of classical physics with an introduction to modern physics. AP Physics builds upon and serves to extend the skills developed in Honors Freshman Physics or Physics while broadening the topic base of those courses. A major component in the development of reasoning skills will be based upon the student's involvement in the laboratory. Experiments will be performed in each topic that allows students to investigate the physical relationships underlying each topic. The laboratory portfolio prepared by each student in the prerequisite physics course will be used as a frequent reference and as the basis for extensions of previously performed experiments. The presentation of AP Physics will be made at the university level. The topics emphasized in the course include classical mechanics, fluids, heat and thermodynamics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This collection of topics follows the recommendations of the College Board for an AP Physics B course. Students will be expected to prepare for the AP Physics examination in May. This course demands strong study skills and a desire to invest considerable time and effort in the study of physics.

## **AP CHEMISTRY**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Honors Chemistry or departmental approval.

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The course is designed to provide students with sufficient depth and breadth of understanding of chemical fundamentals, competence in dealing with chemical calculations, and experience in the nature and variety of laboratory experiments equivalent to that of a typical college course. Topics such as the atomic and molecular structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, electrochemistry, and basic principles of thermodynamics are emphasized. A substantial portion of class time is spent on understanding and applying these concepts through chemical problem solving. Students develop the ability to think clearly and to express their ideas in writing with clarity and logic. In addition, the behavior of chemical systems is investigated in the laboratory. A laboratory notebook is kept, and students submit a report of each experiment. Each student is expected to take the AP Chemistry exam.

## **AP BIOLOGY**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Chemistry, Honors Biology or departmental approval.

Advanced Placement Biology is an in-depth study of living systems. All levels of biology, from the molecular to the biosphere, will be presented to ensure that the students have developed an appreciation of the relationships among these levels. Investigations that include careful observation, question posing, hypothesis formulation, and hypothesis testing under controlled conditions will ensure that the students use the scientific process. The pupils will develop higher cognitive skills by analyzing and synthesizing experimental data and discussing contemporary biological issues. Biological concepts and principles will be taught at a university level. Emphasis will be placed on biochemistry, physiology, evolution, ecology, genetics, and cytology. The students will be prepared for and expected to take the AP Biology examination. A few exceptional science students will be recommended to take AP Biology as a junior without first taking Biology.

## **AP ENVIRONMENTAL SCIENCE**

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11th - 12th Grade

Credit - 1

Full Year (Unlike other full year courses, this course does not have an extra lab period)

**Prerequisite:** Chemistry, Honors Biology or departmental approval.

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. Students will work to identify and analyze natural and human made environmental problems, assess risks associated with these problems and examine possible solutions. Themes of the course will include processes of science, the systematic nature of the earth, energy flow, and human impact on natural systems.

## **ANATOMY and PHYSIOLOGY**

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11th - 12th Grade

Credit - 1

One Year

**Prerequisite:** Project Lead the Way Principles of Biomedical Science, Honors Biology or departmental approval.

This one year course is an introductory course geared to upperclassmen preparing for study in health-related areas. Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole,” working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor selected body functions. Students work through interesting real world cases and often play the role of biomedical professionals in solving medical mysteries. This course will be taught concurrently with PLTW Human Body Systems. Each semester, students will be expected to complete a selected mastery project, suitable for presentation. Note: This course does not have an extended lab period.

## **ASTRONOMY**

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite:** Freshman Physics and Chemistry, or departmental approval.

This one-semester course for juniors and seniors will capitalize on the students' inherent interest in the limitless universe that surrounds them. Study of the physical nature of objects in the universe and methods used by astronomers to understand them will be emphasized. Topics are selected from basic laws of nature, the Solar System, stars, nebulae, galaxies and cosmology. Observations will be made both by the individual student (motion of Earth, Sun, and phases of moon) and at night group outings with a telescope. This course meets one period per day with additional laboratory/field experiences planned outside of the regular school schedule.

## EVOLUTION

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite:** Biology (or concurrent enrollment in the second semester of Biology), or departmental approval.

Evolution is a course of study that explores the nature of change on the universal, planetary, and population levels. The broad theme of the class is that the laws of nature have shaped the development of the cosmos, the formation of the Earth, its geologic processes, and the organisms that inhabit it. We will investigate this theme by exploring the Big Bang, rock formation, the fossil record, relative and absolute dating techniques, plate tectonics, and population genetics. We will also examine the paleontological evidence for the progression of life forms, from the first cells to modern-day plants and animals, including humans.

## FORENSIC SCIENCE

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11th - 12th Grade

Credit - 1/2

One Semester

Forensic science is the application of science to legal situations. Students will formulate and critically examine problems, and investigate probable solutions. They will collect and scientifically evaluate data, draw conclusions based on evidence, apply data to authentic situations, and communicate the results of the work. The topics used to teach these skills include: crime scene investigations, evidence collection, DNA, physics properties of glass, soil and sand, paper and ink analysis, handwriting analysis, forensic anthropology, odontology, prints including those from fingers, lips, shoes, and tires, and trace evidence including hair, fibers, and body fluids including blood typing, genetics, and splatter patterns. This course gives students the opportunity to apply the concepts and skills learned in physics, chemistry, and biology to the real-life problems of crime scene investigation. CSI fans take note! **(This course does not qualify for NCAA eligibility.)**

## ADVANCED FORENSIC SCIENCE

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite:** Forensic Science

Students in Advanced Forensic Science will process more complicated evidence than in the first level course. When studying arson, students will learn how to determine if a fire was accidental or intentional, what type of accelerant was used and how to identify common motives of arsonists. When exploring toxicology, students will learn about drugs, poisons and alcohol and how they affect the body. DNA, how it works and how it is used in the legal system will be addressed. Additionally, students will learn about eyewitness testimony and polygraphs as they study the criminal mind in forensic psychology. Cases solved will be complex, involving subtle clues with many twists. **(This course does not qualify for NCAA eligibility.)**

## **HOT TOPICS IN SCIENCE: THE FUTURE OF YOUR WORLD**

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite:** Biology (or concurrent enrollment in Biology), or departmental approval

Students in this course will explore scientific issues that have the potential for both immediate and long-term effects on their lives. Topics may include issues such as nuclear energy, alternative fuels, stem cell research, genetic engineering, ozone depletion, global warming, pollution and more. Students will leave the course with an increased understanding of how science is relevant to their lives as they become the decision makers of the future. **(This course does not qualify for NCAA eligibility.)**

## **SCIENCE CAREER SEMINAR**

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11th - 12th Grade

Credit - 1/4

One Semester

**Prerequisite:** Biology, Concurrent Enrollment in Biology or departmental approval.

Designed for students who wish to explore careers in science, this semester course will meet two times per week and will focus on interaction with professionals working in various scientific fields. Students interested in obtaining firsthand information about life as a scientist, potential networking opportunities, and career options in science should consider enrolling. **(This course does not yet qualify for NCAA eligibility.)**

## **PRINCIPLES OF BIOMEDICAL SCIENCES – PROJECT LEAD THE WAY (PLTW)**

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9th – 12th Grade

Credit – 1

Full Year

The death of a fictional character, Anna Garcia is the thread that ties all of the units of this course together. In reading Mrs. Garcia's autopsy report, students discover what contributed to her death. Students study metabolism as they discover that Mrs. Garcia suffered from diabetes. Through this study, carbohydrates, proteins and calorimetry will be explored. As they learn about her sickle-cell disease, students study genetics and DNA. Models and computers will be used to simulate changes in the DNA and proteins. Mrs. Garcia also had hypercholesterolemia. A study of this will involve dissection of sheep hearts and the use of computers to analyze and experiment with student blood pressure, heart rate and EKG. Students will also learn to analyze abnormal EKGs. When it is discovered that the patient also had an infectious disease, students learn about the differences between bacterial infections and viruses. Gram staining will be done and students will learn how to choose an antibiotic based on the results. The final project for the class will be to write a grant proposal on a topic of the student's choice, using what was learned about research and writing science summaries. The proposals will be shared through a PowerPoint presentation.

This is the introductory course in a potential four-course program that ends with an on-site research assignment with a health care professional. **(This course does not qualify for NCAA eligibility.)**

**STUDENTS WILL RECEIVE ELECTIVE CREDIT FOR THIS CLASS.**  
**THIS CLASS IS NOT AVAILABLE FOR SCIENCE CREDIT.**



## **HUMAN BODY SYSTEMS – PROJECT LEAD THE WAY (PLTW)**

10th – 12th Grade

Credit – 1

Full Year

**Prerequisite: Project Lead the Way Principles of Biomedical Science, Honors Biology or instructor approval.**

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole,” working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. This course will be taught concurrently with Human Anatomy and Physiology. Science credit is not offered for this class. Students desiring science credit should enroll in Human Anatomy and Physiology. Please note that in order to receive science credit an extra project is required. This course does not have an extended lab period.

This is the second course in a potential four-course program that ends with an on-site research assignment with a health care professional. **(This course does not qualify for NCAA eligibility.)**

**STUDENTS WILL RECEIVE ELECTIVE CREDIT FOR THIS CLASS.**  
**THIS CLASS IS NOT AVAILABLE FOR SCIENCE CREDIT.**

## **MEDICAL INTERVENTIONS – PROJECT LEAD THE WAY (PLTW)**

11th – 12th Grade

Credit – 1

Full Year

**Prerequisite: Project Lead the Way Principles of Biomedical Science, PLTW Human Body Systems, Honors Biology or instructor approval.**

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. These scenarios expose students to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across generations of a family and provide a look at the past, present and future of biomedical sciences. Lifestyle choices and preventive measures are emphasized throughout the course as are the important roles scientific thinking and engineering design play in the development of interventions of the future. This course does not have an extended lab period.

This is the third course in a potential four-course program that ends with an on-site research assignment with a health care professional. **(This course does not qualify for NCAA eligibility.)**

**STUDENTS WILL RECEIVE ELECTIVE CREDIT FOR THIS CLASS.**  
**THIS CLASS IS NOT AVAILABLE FOR SCIENCE CREDIT.**

# **SOCIAL STUDIES**

## **ENDURING UNDERSTANDINGS**

### **AND**

## **ESSENTIAL QUESTIONS**

- Humans search for meaning.
  - What is truth and how do you know?
  - Is truth something objective and constant or subjective and based upon place, culture, and time?
- Humans are social beings.
  - What constitutes a social system?
  - What is the difference between transformation and radical change?
  - What factors lead to unity? What factors lead to disorder?
  - How are the conclusions reached by social scientists affected by race, class, gender, and ethnicity?
  - Who governs?
  - How do societies resolve social conflicts?
- The past affects humans; humans affect the future.
  - What is the story of humankind?
  - How does the past relate to the present?
  - What makes an event or person important?
  - Do the times shape the individual or the individual shape the times?
  - To what extent do individuals shape their lives?
  - What story is mine alone?
- Humans act and react.
  - Why do humans behave the way they do?
- Humans' relationship with the land affects their development.
  - How has geography affected human, social, political, economic, and cultural development?
  - How have humans affected their physical environment?
- Both continuity and change are aspects of human development.
  - What is progress? Have humans progressed?
  - How has technology affected human and cultural development?
- Humans have needs.
  - How do societies resolve the problem of scarcity?
  - Why do some nation-states have a high standard of living while others have a low standard of living?

## SOCIAL STUDIES

To have some measure of control over their lives, students must have an understanding of their own natures and the nature of those forces that affect them. This understanding can best be obtained through knowledge of the social sciences. The goals of the social studies program are to develop in students the ability to think critically, to assume a positive role in a democratic society, and to understand nations' interdependence. The courses are not designed to teach facts as much as they are to teach students how to study and think and how to apply what they learn from selected content to contemporary human affairs. Courses encourage students to use knowledge rather than simply digesting the recorded events of humanity's progression through the ages. To concentrate on process, the department focuses attention on a few carefully selected periods of history and social science studies rather than attempting to survey all of humanity's past.

To use knowledge effectively, students must develop a variety of skills and abilities. Social studies encourages this development. To obtain knowledge, students need skills in locating and evaluating sources of information through observing, listening, and reading. They must also be able to express their views in oral and written form. Students should develop the will and the ability to work both independently and with organized groups. Finally, the study of the social sciences, the arts, and humanities is viewed as part of a life-long process of learning.

The graduation requirement in social studies is three units. One unit is American history, which is incorporated in the 10th grade course World and U.S. History II. Another 1/2 credit must be American Government. The department recommends that college-bound students take four units of credit.

Required sequence of courses:

Grade 9	World and U.S. History I
Grade 10	World and U.S. History II
Grade 11 - 12	Required: American Government

(The electives below are offered on a rotating basis. Please check the most updated Program of Studies for current selection. )

Electives:

- Economic Studies
- AP Macroeconomics
- Introduction to Philosophy (not offered in 2012-2013)
- Behavioral Psychology
- AP Psychology
- International Relations (not offered in 2012-2013)
- Classical Civilizations
- The American Military Experience in History and Literature (not offered in 2012-2013)
- Current Issues in American Society
- AP United States History
- AP European History
- AP Human Geography
- AP World History
- Film and American Society
- Sports and Western Society
- AP U.S. Government and Politics
- A World at War: The Story of World Wars I and II
- African-American History I
- African-American History II
- Israel and the Middle East
- History of St. Louis
- Sociology

## **WORLD AND U.S. HISTORY I**

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9th Grade  
Credit - 1  
Full Year

This year-long course is designed to provide students with a survey of world and U.S. history from 1400 to the late 19th century. Major themes and key content are both explored in the various units studied. The course requires discussion, maps, document study, and library research papers as well as successful performance on essay and objective tests. A major goal of the course is to develop an appreciation of other people's cultures, traditions, and history.

## **WORLD AND U.S. HISTORY II**

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10th Grade  
Credit - 1  
Full Year

The follow-up to World and U.S. History I, this sequential course covering the period from the late 19th century to the present is designed to examine the dynamics of a world and U.S. that are in the process of transition to modern times. The themes of industrialization, global economy, reform, revolution, nationalism, and global conflict are stressed. The emphasis is on the further development of the skills of investigation and critical thinking necessary to increase one's understanding of today's interconnected, changing world. This course requires discussion, awareness of geography, document study, and library research papers as well as successful performance on tests.

## **AMERICAN GOVERNMENT**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 or 2

This course satisfies a state graduation requirement. Students study politics, law-making, types of political leaders, and the court system at the federal, state, and local levels of government. Each unit includes comparisons with other countries and references to historical events that illustrate the concepts being studied. A major emphasis is placed upon the role of the citizen in a democratic society. Activities include discussion, document study, role-playing, research activities, essays, and projects.

## **ECONOMIC STUDIES**

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11th - 12th Grade  
Credit - 1/2  
Semester 1

This course surveys the fields of microeconomics, macroeconomics, and gains from trade. Economic Studies involves the systematic study of topics such as opportunity cost, the role of supply and demand, income and consumption, money and banking, management and labor, government expenditures and taxation, inflation and unemployment, growth and recession, wealth and poverty, and the costs and benefits of international trade. Students in this class will study the role of the Federal Reserve and the basics of monetary and fiscal policies, as well as the workings of various forms of business organizations.

## **AP MACROECONOMICS**

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11th - 12th Grade

Credit - 1/2

Semester - 2

**Prerequisite: A grade of A or B in Economic Studies**

The AP Macroeconomics class is designed to give students a thorough understanding of economics principles that apply to an economic system as a whole. Included in the AP study of macroeconomics are the topics of national income, economic performance measures (e.g., GDP), price determinants, economic growth, supply and demand, international trade (e.g., the law of comparative advantage), and monetary versus fiscal policies. Students will prepare for the AP exam through classroom instruction, problem sets, and research of relevant economic topics.

## **INTRODUCTION TO PHILOSOPHY (not offered in 2012-2013)**

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11th - 12th Grade

Credit - 1/2

Semester 1

Introduction to Philosophy is a survey course that explores the great questions of the day (e.g., What is right? Does God exist? What is love? What is justice?) through the eyes of renown philosophers like Plato, Aristotle, Thomas Aquinas, John Stuart Mill, Blaise Pascal, David Hume and Karl Marx. We will also discuss and investigate the writing of contemporary philosophers including David Foster Wallace, Mary Daly, and Peter Singer. Discussions and projects attempt to make these philosophical questions personally relevant. Readings will primarily be drawn from Manuel Velasquez's Philosophy: A Text With Readings, a very readable text, as well as the original writings of the aforementioned philosophers.

## **BEHAVIORAL PSYCHOLOGY**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

The ultimate purpose of psychology is to help students try to understand why we behave and think the way we do. A textbook study of the explanations for human behavior is used to provide the basic knowledge; then a variety of activities involve the students in applying the theories to themselves and their lives. Such basic topics covered include, but are not limited to, how humans learn, how psychologists study behavior, the brain's influence on behavior, levels of consciousness, sleep and dreams, motivation behind one's behavior, and stress. A significant amount of time and energy is spent in student exploration of themselves: their behavior, ethics and values, thought processes, and relationships. Several methods are used, including lecture, primary and secondary reading, computer simulations, out-of-class projects, polls, group work, films, guest speakers, and heavy emphasis on class discussion. The course uses a college-level text, and students are expected to regularly use it for homework.

## **AP PSYCHOLOGY**

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11th - 12th Grade

Credit - 1/2

Semester 2

**Prerequisite: A grade of A or B in Behavioral Psychology**

This semester course will allow students to explore more topics and issues in psychology. These include the influences of nature and nurture, the development of behavior from infancy to old age, attitudes and their formation, social perceptions and relationships, personality, psychological assessment and testing, and abnormal psychology and treatment. The central themes and methodology will be the same as in the introductory course. Students will be expected to prepare for and take the Advanced Placement examination.

## **INTERNATIONAL RELATIONS (not offered in 2012-2013)**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This semester course evaluates the modern economic and political relationships between countries. Since September 11th, Americans have become aware of the fact that events around the world have an impact on our society. This course aims to educate young adults about recent global history from an international perspective and study current events from around the world. Students will be encouraged to form educated opinions about global issues and discuss the role of the U.S. in a continually changing international world. Major themes of the 21st century such as globalization, terrorism and environmental affairs will be evaluated, as well as regional “case studies” regarding controversial conflicts presently unresolved.

## **CLASSICAL CIVILIZATIONS**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

Classical Civilizations surveys the ancient societies of India, China, Greece, Rome, and the Americas. The course will examine the history of these cultures and the philosophy, religion, art, and literature that they produced. Students will be expected to read extensively and to discuss such works as the Upanishads, Confucius' Analects, Homer's Iliad, the Greek tragedies, and Virgil's Aeneid. Cross-cultural contacts between these ancient societies will be emphasized, along with a close examination of the similarities and differences to be found between them. Students should leave the course with a better understanding of how events and developments in antiquity served to build the foundations for later historical developments in each of the cultures studied.

## **THE AMERICAN MILITARY EXPERIENCE IN HISTORY AND LITERATURE (not offered in 2012-2013)**

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11th-12th Grade

Credit - 1/2

Semester 1 or 2

The American Military Experience in History and Literature will explore the relationship between the wars our nation has fought and its political, social, and cultural developments. The way different pieces of literature, both contemporary and classic, have given expression to the central themes of those conflicts will be the other focus of the course. The major units of study will include the American Revolution, the Civil War, World Wars I and II, and the Vietnam War. Also to be examined, though not in the same detail as the above, will be the colonial wars of the 17th and 18th centuries, the War of 1812, the Mexican War, Native American resistance in the 19th century, and the Korean War.

As a class, students will read four to five novels that deal with the major units. Students will also read independently two to three other works that have the minor units as their historical setting. “Reading circles” will be established whereby students can share their independent reading with the class. After completing the course, students should have a deeper appreciation of the role our military experience has had in shaping our national character. They should also have an enhanced awareness of the ways in which literature can serve to heighten our understanding of historical events.

## **CURRENT ISSUES IN AMERICAN SOCIETY**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

In this course, students will identify and examine important social, political, cultural, and economic issues facing the United States today. Students will study both domestic and international perspectives on those issues. The format of the course will change by quarter. The first quarter, the class will collectively select broad categories, like education, foreign policy, science and technology, immigration, and race issues, and each week will be devoted to the study of that issue. Students will be presented with articles, videos, and guest speakers throughout the week, and each week will culminate on Friday with a graded discussion. The next quarter is devoted to research and presentations. Students select whatever "current issue" interests them the most - anything from abortion to steroids in sports - then write a research paper and deliver a presentation over their topic. In addition to the daily homework and research project, students in this course are expected to participate in debate and discussion and stay current with the news via television, Internet, and newspaper.

## **SOCIOLOGY**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This course studies the structure and functioning of human society, and the relationships between individuals and groups within society. Students learn to use sociological perspective and sociological imagination to analyze the relationships between and within groups in society. Topics studied include the history of Sociology as an academic discipline, components of culture, elements of social structure, the process of socialization, deviance and crime, class, status and power, race in American society, and the sociology of gender, age and health. Students will be expected to apply sociological concepts to their personal experience and to society at large. Participation in cooperative learning assignments is required.

## **SPORTS AND WESTERN SOCIETY**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This semester elective will examine the history of sports in Europe and the United States and will demonstrate the ways in which games reflect various aspects of Western society. For this course, sports will provide a vehicle for the evaluation of social issues, economic trends, and historical concepts. Students will study ancient athletic rituals, the development of modern sports during the middle age and industrial revolution, and the role of amateur and professional sports throughout the 20th century. In addition to the historical evolution of sports, this class will focus on the way in which Western sports represent the values and attitudes of American culture. Themes of race, gender and politics will be highlighted in this evaluation of recent historical events and the growing popularity of "Sports in Western Society."

## **FILM IN AMERICAN SOCIETY**

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11th - 12th Grade

Credit - 1/2 History credit

Semester -1 and/or 2

This course is designed to teach students about the significance of film in our society. Students will learn about the history of film, the storytelling aspects of film, and the portrayal of American History in film. A basic premise of the course is that film both shapes and reflects our society. Students will watch films in class and for homework, and compose a series of 5-7 short essays reflecting on the films (All English students are required to conference and revise five of these compositions). Students will analyze historical films, participate in class discussions, and write daily responses to the films. Examples of films studied in class may include Modern Times, Casablanca, Dr. Strangelove, JFK, Apocalypse Now!, Gladiator, and American History X. Students can enroll for History or English credit. The course is team-taught and meets during the same period.

## **AP UNITED STATES HISTORY**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisites:** World and U.S. History I and II

This college-level course will prepare each student to take the Advanced Placement exam in U.S. History, which is offered each year in May. Students who successfully pass the examination can receive up to six hours of college credit and placement in American History according to the policy of the college they attend. The course places a heavy emphasis on readings that involve college textbooks, documents, and monographs. Wide student participation in daily classroom activities is encouraged. Essay exams and research papers comprise the writing requirements of the course. Computer review lessons are available to the students. Students are expected to take the AP Exam in May.

## **AP EUROPEAN HISTORY**

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11th - 12th Grade

Credit – 1

Full Year

**Prerequisites:** World and U.S. History I and II

The aims of this course are to build on the student's knowledge of the factual narrative to achieve an understanding of some of the principal themes in modern European history, an awareness of the consequences of European contacts with other areas of the world, and an ability to analyze historical evidence. The chronological period begins with the high Renaissance and concludes with the late 1950's. The three-hour AP examination offered each May enables a student to receive college credit and advancement in college course work at most colleges and universities. Discussion, document study, and library research papers will be required. Students are expected to take the AP Exam in May. Students have the option of gaining three semester hours of credit at the University of Missouri-St. Louis. Additional work is required.



## **AP HUMAN GEOGRAPHY**

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11th - 12th Grade

Credit - 1/2

Semester 2

### **Prerequisites: World and U.S. History I and II**

The Advanced Placement course in Human Geography introduces students to the study of patterns and processes that have shaped human understanding, the use, and the alteration of the Earth's surfaces, as well as the methods and tools geographers use in their study of geography. We use and think about maps and spatial data sets in order to pose questions and solve problems. We also study how tastes, values, regulations, and economics all work together to influence culture. Finally, we take a look at the changing interconnections among places and how events in one place can influence those elsewhere.

## **AP WORLD HISTORY**

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11th - 12th Grade

Credit - 1

Full Year

### **Prerequisites: World and U.S. History I and II**

The Advanced Placement course in World History will develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The chronological period starts with the beginnings of human history. However, we will focus primarily on the past thousand years of global experience. There will be specific emphasis on the contacts among societies that form the core of world history as a field of study. The AP World History course, unlike the World History I and II courses, will not focus on the internal politics of the United States. In addition, coverage of European history does not exceed 30 percent of the total course. This course also addresses habits of mind or skills in two categories: 1) analysis of historical evidence and 2) study of relevant factual knowledge. Discussion, document study, and library research papers will be required. Students are expected to take the three-hour AP Exam in May.

## **AP U.S. GOVERNMENT AND POLITICS**

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11th – 12th Grade

Credit-1/2

Semester 2

### **Prerequisites: World and U.S. History I and II**

The AP course in United States Government and Politics is designed to give the student a critical perspective on U.S. politics and government. This course examines the historical and philosophical underpinnings of the Constitution, the balance between security and liberty, and the relationship between rights and responsibilities. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. To demonstrate understanding of larger political issues, we explore such important concepts as immigration, inequality, racism, education, First Amendment rights, and the media.

## **A WORLD AT WAR: THE STORY OF WORLD WARS I AND II**

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11th – 12th Grade

Credit-1/2

Semester 1 or 2

This course examines the causes, major events, battles and personalities involved and effects of World Wars I and II. Though the military aspects of these conflicts will be emphasized, other cultural, social, and political themes will not be neglected. A global approach will be taken, emphasizing the “world” aspects of the two wars. A diverse reading list will be offered to students, giving them some flexibility in terms of areas of study emphasis. A rich collection of video support will highlight key moments in the story of these wars. Included in some of the major units of study will be origins of WWI and II, tactics, strategies and generals, impact of new weapons, the rise of dictators, the Holocaust, and the morality of strategic bombing.

## **AFRICAN AMERICAN HISTORY I**

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11th – 12th grade

Credit – 1/2

Semester 1

This course will explore the African American experience from slavery to emancipation. We will begin with a look at the African slave trade and will study the social, cultural, economic, and political aspects of American slavery, with an emphasis on the African American point of view. Special consideration will be given to regional conditions and issues relating to societies with slaves and slave societies, the abolitionist movement, the Underground Railroad, slave rebellions, the slave family, community, and culture, and free African Americans in antebellum America. We will end the semester with an examination of the role played by African Americans in the Civil War, and in the abolition of slavery. There will be an emphasis on reading, writing, and discussion. This course may be taken independently of African American History II.

## **AFRICAN AMERICAN HISTORY II**

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11th – 12th grade

Credit – 1/2

Semester 2

This course will pick up the African American experience during Reconstruction and examine the challenges and obstacles faced by African American men, women, and children during the remainder of the 19<sup>th</sup> century, and to the present. Particular attention will be focused on the achievements and contributions of African Americans, and on the impact of segregation on the social, cultural, economic, and political evolution of African Americans through desegregation and the Civil Rights Movement. There will be an emphasis on reading, writing, and discussion. This course may be taken independently of African American History I.

## **ISRAEL & THE MIDDLE EAST**

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11th and 12th Grade

Credit-1/2

Semester 1

This new course offering begins with a look at the geography and culture of the Middle East. We will then study the origins of Zionism, the creation of the country of Israel in 1948 as well as challenges facing Israel at home and abroad. Particular attention will be paid to the Six Day War of 1967 and the attempts at peace between Israel, the Palestinians and her neighbors since that conflict to the present. Guest speakers, recent documentaries, a focus on relating past events to the present, as well as the reading of contemporary texts and articles will highlight the course.

## **HISTORY OF ST. LOUIS**

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11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This course will provide an expansive overview of the history of St. Louis. Students will trace the course of development of this small 18th century French trading post as it develops into a major metropolis during the Gilded Age in American history. The end of the course will be an examination of the city as it now exists through successes and failures. The course will discuss individuals who were important to the development of the city, but will emphasize the significant contributions (e.g.: architecture, music, art) of the culturally diverse people who have made the city of St. Louis what it is today. The course will conclude with ideas of how conflict and cooperation have played key roles in the development of social, political, and economic systems and movements in contemporary and future issues that have and could further develop the city and surrounding communities.

## **World Languages and Cultures**

### **Essential questions:**

- How does learning about other cultures benefit us as individuals and our society as a whole?
- What linguistic structures and vocabulary are required for effective communication in and understanding of a second language?
- How does language reflect the essence and perspective of a people and their culture?

Learning a foreign language is an exciting way of understanding, relearning, and renaming the world around us and viewing it through a new cultural perspective. In all the modern language classes, from the beginning, we teach through a blend of activities that mirrors the six strands of the ACTFL Proficiency Guidelines by which the National Standards are measured. These guidelines are comprehensibility, comprehension, language control, vocabulary usage, communication strategies, and cultural awareness. The goal at all levels is to build on and refine, in a systematic manner, what has already been learned. Ultimately, the students will internalize the language and use it as a tool to communicate sensitively and spontaneously with others.

### **The Show-Me Standards**

## **Rationale for Foreign Language Study**

Missouri children need second language fluency in order to be competitive in the 21st century. Students of foreign languages score statistically higher on standardized tests conducted in English. Students who average four or more years of foreign language study scored higher on the verbal section of the SAT than those who had studied four or more years in any other subject area (1992 report consistent with College Board profiles of previous years.) Students of foreign languages have access to greater numbers of career possibilities and develop a deeper understanding of their own language and other cultures. Some evidence also suggests that children who receive second languages instruction are more creative and better at solving complex problems. Benefits to society are many: Missourians fluent in other languages enhance our economic competitiveness abroad, improve global communication, and maintain national, political, and security interests.

## **CHINESE I**

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9th - 12th Grade

Credit - 1

Full Year

Chinese 1 will introduce the students to the basic components of Mandarin Chinese through theme-based content and hands-on activities. Pinyin romanization, simplified forms of Chinese characters and basic grammar patterns, as well as functional everyday expressions, will be taught within the living context of Chinese culture. Topics will start from self-introduction and develop to students' immediate surroundings, such as school, family and daily life. Cultural components will be taught through movies, video clips, songs, calligraphy, crafts, cooking, festival celebrations and geographic context. The ultimate goal is to motivate students to become interested in and committed to the learning of Chinese language and culture. This course is not appropriate for native speakers.

## **CHINESE II**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Chinese I**

Chinese II is designed for students who have completed studying Chinese for one year. In this course, students expand their language skills beyond talking about their families and school life. They will learn how to talk about things they use in daily life (school supplies, sports equipment, etc.), how to talk about recreational activities, and describe the places where they live. Cultural components will include Chinese poems, proverbs and idioms, classical music and musical instruments, recreational activities, provinces and major cities. Students will be expected to comprehend most of the essential aspects of modern Chinese grammar and to communicate in real life situations related to the above topics. This course is typically not appropriate for native speakers.

### **CHINESE III**

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9th - 12th Grade

Credit - 1

Full Year

#### **Prerequisite: Chinese II**

Chinese III is designed for students who have completed studying Chinese for two years. In this course, students will be guided away from mechanical, classroom-style language learning at the beginning level and develop their language proficiency through more complex grammar and more spontaneous conversation. Authentic reading, listening and visual materials such as maps, traffic signs, menus and forecasts on online newspapers and TV are incorporated into the class. Students will develop their cultural understanding and appreciation through frequent comparisons of different regions in China as well as between China and the United States of America. Students are expected to communicate on the above topics in a more spontaneous way and to read and write with an active vocabulary of 750 characters.

### **CHINESE IV**

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9th - 12th Grade

Credit - 1

Full Year

#### **Prerequisite: Chinese III**

Students in Chinese IV will continue to build their confidence and proficiency level in listening, speaking, reading and writing. The course will be conducted in Chinese with a focus on contemporary China. Topics will include shopping for different occasions, getting around in daily life, and making traveling and working plans for the summer break. Students will develop their cross-cultural understanding and critical thinking by having more contact with authentic materials such as advertisements, signs, newspapers, short stories, movies and TV shows. A variety of activities are created to foster involvement and participation. Students are evaluated on their class participation, oral presentation, projects, daily assignments and lesson quizzes and tests. **(This course does not yet qualify for NCAA eligibility.)**

### **FRENCH I**

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9th - 12th Grade

Credit - 1

Full Year

This course is designed to acquaint the student with a working knowledge of the sounds, spelling, vocabulary, and structure of the French language. Speaking is emphasized as students learn to carry on simple conversations about a variety of everyday topics such as travel, school, leisure-time activities, and food. Students learn to relate events and express opinions in the present and the future. The language lab is used to help with pronunciation. Students get an introduction to the diversity of the Francophone world. Reading and writing activities will be introduced along with the study of basic French grammar. The course requires daily homework, class participation, oral and written quizzes, unit tests, and various projects for cultural enrichment.

## **FRENCH II**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: French I**

Listening, speaking, and reading and writing skills continue to be developed in this course. Students are expected to be able to understand conversations by native speakers on topics related to everyday life such as family, school, places around town, directions, celebrations, and a typical day in the life of a young person. They are also expected to speak using understandable pronunciation and write about these topics. Students will continue to learn basic grammar and vocabulary, and to express actions in the past using the imperfect and passé composé tenses. Students will continue to broaden their knowledge and understanding of the French-speaking world. The course requires daily homework, class participation, participation in language laboratory activities, oral and written quizzes and tests, and various projects for cultural enrichment.

## **INTERMEDIATE FRENCH A**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: French II or the Wydown 6-8 French sequence**

In Intermediate French A, students will continue to improve in the four basic skills of listening, speaking, reading and writing, while concentrating on greater proficiency in speaking and writing. The writing focus will be placed on the organized paragraph. Students will build on previously learned grammar with a greater expectation of mastery, and also continue to learn more advanced grammatical structures, including the subjunctive. This year is also one in which greater emphasis will be placed on cultural knowledge of the Francophone world, including an in-depth study of art, music, history and literature of France. Students will be graded on oral class participation, class preparation, participation in language laboratory activities, oral and written quizzes and tests, and various projects for cultural enrichment.

## **INTERMEDIATE FRENCH B**

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10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Intermediate French A**

Intermediate French B continues in the same textbook used in Intermediate A. The focus of this year is to build the skills necessary for advanced study. This course helps students, over time, to build confidence and proficiency in their listening and speaking ability in French. Activities have also been designed to help students to increase their reading proficiency to the point where they feel comfortable doing research in French and reading authentic short stories. Similarly, students will do tiered writing assignments to help them to improve their writing; writing help will be individualized to student needs. Along the way, students will continue to learn additional tenses and grammatical concepts. The cultural focus of this course is the historical roots of modern French culture. Students will have the opportunity to explore and present on a topic related to modern, popular culture in France. Several films are used that tie into the units of study.

## ADVANCED FRENCH

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11th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Intermediate French B**

This is the first course in a two-year sequence that is designed to prepare students to take the AP French Language Test. This is an advanced course and taught entirely in French. Students are expected to be able to understand, speak, read, and write in French. Students will compare and contrast cultural practices and perspectives related to a wide range of topics. On the lighter end, we will compare and contrast eating habits, sports and leisure activities, use of technology, and observance of holidays. More serious topics to be addressed include issues related to value systems and religion as well as immigration and racism. A wide variety of reading materials and an intensive grammar review will help students refine their language skills. Readings range from short stories and poetry to articles on current events. Students improve writing skills through essays and creative writing. Oral work includes work on storytelling skills, debate and improvising. Films and film clips are used to improve listening comprehension and for cultural knowledge.

## AP FRENCH LANGUAGE

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11th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Advanced French**

The Advanced Placement Program in the French Language is intended for those students who have chosen to further develop their second language proficiency and is designed to prepare students to take the AP French Exam in early May if they should so choose. The course encompasses aural/oral skills, reading comprehension, grammar, and composition. A wide variety of reading materials and an intensive grammar review will help students refine their language skills. Readings range from short stories and poetry to articles on current events. The novel *Les jeux sont faits* is read and discussed in the spring. Students improve writing skills through frequent essays, some of which are conferenced and revised. They also improve speaking skills through frequent practice describing picture series and answering questions of one minute in duration in the language lab and in the class room using a variety of sources, including past AP exams. Films and music videos are used to improve listening comprehension and for cultural knowledge. Students will be graded on oral class participation, written assignments, presentations and projects, and written and oral examinations.

## FRENCH CINEMA AND CONVERSATION

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12th Grade

Credit - 1

Full Year

### **Prerequisite: Advanced French or AP French (or Intermediate B for seniors with permission of instructor)**

French Cinema and Conversation is a class for seniors who would like to pursue their French studies without the pressure of taking the AP French exam in the spring. The class explores units on social, political and historical themes through extensive use of French film and short works of literature. Students will further their understanding of the issues and cultural practices in contemporary France. Unlike other courses in the sequence, this course prioritizes comprehension skills and oral proficiency and does not address new grammatical concepts. This class will also help students extend their skills in researching in French as they produce a variety of presentations and projects in French. This class will be conducted entirely in French.



## **LATIN I**

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9th - 12th Grade

Credit - 1

Full Year

Latin was the language of the ancient Romans. Not only has it left an influential literature, but it also has had far-reaching effects upon both English and the Romance Languages of Europe. The basic introductory Latin course allows students to begin learning classical Latin through the graded reading program of the Cambridge Latin Course. Students develop their reading skills through a gradual widening of vocabulary and sentence patterns in interesting stories about a Roman family in Pompeii up to the time of the eruption of Mount Vesuvius. The stories are based meticulously upon Latin literary sources, Roman history and archaeology. Following the exploration of Pompeii, the journey then continues to Roman Britain and Alexandria. Throughout the course, students study the connection of Latin words with English vocabulary. Additional readings, films, and discussions complement and enhance the Cambridge readings.

## **LATIN II**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin I**

Latin II is a continuation of the Cambridge Latin Course. The level of Latin reading is increasingly complex in sentence structure and the volume of vocabulary increases markedly. Narratives focus on the Roman military and life in the city of Rome. As the story returns to Britain, much focus is given to the living conditions of Roman soldiers during the occupation. Once in Rome, intrigue, deception, and politics are major themes that follow the character Salvius in his dealings with the emperor and his own clients. Throughout the exploration of the Latin language, students will also study connections of Latin words with English vocabulary.

## **LATIN III**

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10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin II**

The Cambridge Latin Course advances to the beginnings of Latin literature in the third year. The level of Latin readings calls for the most difficult and challenging syntax so as to equip the student for reading the complicated literary language of Latin. Stories involve the heart of Roman society in the capital city: the Senate, the Forum, imperial politics and intrigue, and Stoic philosophy. Some of the early literary readings may include the epigrams of Martial and the letters of Pliny the Younger. Other Latin writers may be studied according to the interests and needs of the class.

## **LATIN IV – INTRODUCTION TO LATIN LITERATURE**

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11th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin III**

In Latin IV, students undertake the reading, analysis and critical interpretation of works of Latin literature. In the first semester, the students study the late Roman republic through the poetry of Catullus and Horace, and the brilliant legal rhetoric of Cicero. The focus of the second semester is Ovid's *Metamorphoses*, a delightful epic poem full of Classical mythology. With selections drawn from a variety of authors and works throughout the year, the students deepen their understanding of Latin vocabulary, syntax, and style while using these skills to further their knowledge of Roman culture and history.

## **LATIN V - ADVANCED LATIN LITERATURE**

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12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin IV**

As the highest level of Latin offered, students continue the reading, analysis, and critical interpretation of works of Latin literature. Emphasis will be placed on equipping students for upper-level Latin literature courses at the college level. The primary focus first semester is Julius Caesar's *de bello Gallico*, his own account of his military conquests in Gaul. The second semester is spent studying Vergil's epic *Aeneid*. Throughout the year, students study themes such as mythology, military strategy, and propaganda in the late Roman republic and the early empire.

## **INTRODUCTION TO SPANISH**

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9th - 12th Grade

Credit - 1

Full Year

This course will combine the study of the basic structures of the Spanish language, of simple communication skills, and of aspects of Hispanic culture. The acquisition of elementary vocabulary and phrases, verb forms in the present tense, and correct pronunciation will be emphasized. Reading and writing activities will be coordinated to match the other facets of the course. Upon successful completion of this course, students will be ready to take Spanish I.

## **SPANISH I**

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9th - 12th Grade

Credit - 1

Full Year

This course is designed to provide students with a beginning knowledge of the Spanish language and the culture of various Spanish-speaking people of the world. Students will learn to listen to and comprehend spoken Spanish, to pronounce Spanish correctly, and to express themselves in Spanish on a variety of subjects. Reading and writing will be included. A sizable vocabulary of a practical and modern nature will be acquired by the end of the first year. The course requires daily homework, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.

## **SPANISH II**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Spanish I**

This course is a continuation of Spanish I and serves as the second year for beginning students. It may be appropriate for incoming 9th graders from the long-sequence elementary/middle school Spanish program that are in need of additional preparation. Students will continue their study of the Spanish language and the cultures of the Spanish-speaking people of the world. Students will learn to listen to and comprehend spoken Spanish, to pronounce Spanish correctly, and to express themselves in Spanish on a variety of subjects. Reading and writing will be included. The course requires daily homework, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.

## **SPANISH III**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Spanish II**

This course is a continuation of Spanish II and serves as the third year for beginning students. Students will continue their study of the Spanish language and the culture of various Spanish-speaking people of the world. Students will learn to listen to and comprehend spoken Spanish, to pronounce Spanish correctly, and to express themselves in Spanish on a variety of subjects. Reading and writing will be included. The course requires daily homework, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.

## **INTERMEDIATE SPANISH**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Long-sequence Spanish program in elementary and middle schools**

Intermediate Spanish is a course specifically designed to further develop the linguistic skills of incoming 9th graders who have participated in our long-sequence program. The course builds on the thematic spiral of the curricula from the elementary and middle school levels. Students will continue their study of the Spanish language and culture using the first twelve chapters of the Buen Viaje textbook. The themes studied in the course will engage students in a wide variety of activities designed to increase all language proficiency skills. The course is mostly taught in Spanish and will prepare students to express themselves using a variety of complex grammatical structures and vocabulary. Students will be evaluated on oral class participation, daily assignments, projects and comprehensive chapter examinations.

## **ADVANCED SPANISH**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Intermediate Spanish or Spanish III

This course is the sophomore component of our long-sequence Spanish program. Students will continue their study of the language and culture of Spanish speaking countries with the second half of Dos Mundos, a college-level text. Students will participate in a wide variety of experiences and activities to improve their skills in listening, speaking, reading and writing while deepening their understanding of language and culture. By the end of the course, they will have an introduction to many advanced grammatical structures in Spanish. These linguistic structures will allow students to express themselves on a variety of complex and interesting topics. The course will be taught in Spanish.

## **ADVANCED SPANISH HONORS**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Intermediate Spanish plus teacher recommendation or Spanish III plus teacher recommendation

This is an accelerated course and requires teacher recommendation for enrollment. Students will use the text Nuevas Vistas and will engage in a variety of activities and projects that are designed to increase their proficiency in listening, speaking, reading and writing while deepening their understanding of language and culture. These activities include: reading authentic texts such as magazine articles, short stories, excerpts of novels, and poetry; listening to conversations by native speakers on a variety of topics; writing informal and formal compositions; discussing, debating and presenting. In addition, students will complete a comprehensive review of advanced grammatical structures in Spanish. These linguistic structures will allow students to express themselves on a variety of complex and interesting topics. This course will be taught in Spanish.

## **CURRENT SOCIAL ISSUES IN THE SPANISH-SPEAKING WORLD**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Advanced Spanish or above.

This course features interesting topics, an effective and uniquely sequenced review of selected grammatical points, and a thorough integration of language and culture. Chapters reflect current social issues of concern to today's students, providing students with many opportunities to make connections with topics they are discussing in other courses. Each unit synthesizes the development of language skills and cultural awareness through the active use of film, art, music, and literature from the Spanish-speaking world. Activities are designed to foster involvement, participation and exchange in discussion, composition, cumulative projects and oral presentations.

## POPULAR CULTURE IN CONTEMPORARY SPAIN

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Advanced Spanish or above.

This course focuses on the popular culture of contemporary Spain. The class will be conducted entirely in Spanish and use television, films, music and periodicals as primary sources in addition to the text, *España contemporánea*. Students will discover and discuss the historical, social, and political forces that shape current day Spain. They will study topics such as the Spanish Civil War, the family of the XXI century, the changing role of women, and the role of today's youth. Students will write short papers, make individual and group presentations in a variety of formats, and conduct independent research. The activities in this course are designed to promote comprehension of authentic texts/speakers, oral proficiency, and cultural understanding of the practices, perspectives and products of Spain.

## CINEMA AND LITERATURE FOR SPANISH CONVERSATION

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Advanced Spanish Honors or above plus teacher recommendation

Cinema and Literature for Spanish Conversation is a course designed to compare, contrast and analyze contemporary literature and cinema in the Spanish-speaking world. In this course, students will explore how literature and cinema shape socio-political views of Latin America and Spain. The activities in this course are designed to promote active participation, cultural awareness, critical thinking and in-depth analysis of the controversial events in Latin America and Spain. The literary readings have been selected and organized according to their thematic content. The students will read a compilation of short stories, novel excerpts, plays and poetry. The films have been carefully chosen for their artistic qualities and for the wide variety of themes and cultures they portray.

## AP SPANISH LANGUAGE

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Adv. Spanish Honors plus teacher recommendation or Current Social Issues plus teacher recommendation

The Advanced Placement Program in the Spanish Language is intended for those students who have chosen to further develop their second language proficiency. This course will help the student to prepare for the AP Spanish Language Exam in May. The course encompasses aural/oral skills, reading comprehension, grammar, vocabulary and essay writing. Students will continue to develop the ability to integrate their aural/oral, reading and writing skills to formulate informal conversations, formal oral reports, informal writing and formal essay writing. Students use several textbooks and other authentic materials containing a wide variety of thought-provoking communicative activities including: extensive grammar review, literary analysis and reading materials to widen students' cultural awareness of the Spanish-speaking world. To prepare students for the AP Spanish Language Exam, we use AP Released Exams and two other textbooks exclusively designed to prepare students for the AP Exam. Students will be evaluated on oral class participation, assignments and projects and comprehensive examinations.

# CLAYTON HIGH SCHOOL - SPECIAL OFFERINGS

## **DRIVER'S EDUCATION**

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10th - 12th Grade

Credit - 0

Semester 1 or 2

This six-week course is designed to help the student develop the knowledge and skill essential to safe driving. It consists of 12 hours of classroom instruction, six hours of behind-the-wheel experience, and six hours of driving observation. Classroom instruction occurs on Saturday mornings from 8:30 a.m. to 10:30 a.m., and the required hours of driving instruction and observation are scheduled after school and on weekends. Students must be 15 years old by the time the driver's education class begins. The course is fee-based: \$400.00 for residents and \$450.00 for non-residents. Please contact Dan Gutchewsky, Clayton High School Associate Principal, at 854-6616 for an application.

## **INDEPENDENT STUDY**

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Clayton High School is currently reviewing our policy for Independent Study courses. Please see your administrator or counselor for more information.

## **LIBRARY MEDIA CENTER**

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The Clayton High School Library Media Center houses both the library and building technology services. The Library Media Center is an integral part of the academic environment of CHS. Through the library, the learning experience for students and staff is enhanced by providing access to pleasure reading, reference, research and technological resources that are critical to support our learning community. The Library Media Center collection includes books, periodicals, newspapers, audiovisual, and electronic resources (Internet access, online subscription databases and ereaders) selected to support curriculum requirements and student recreational interests. An index to these resources is available via the Internet. The CHS Library Media Center's web page address is: <http://www.clayton.k12.mo.us/chs/library>.

The CHS Library Media Center is the information center of the school for students and teachers. The library's collection supports the curriculum and contains a balance of print and electronic resource collections. The Library Media Center's program also serves the needs of other organizations within the Clayton learning community through the scheduling and use of resources and facilities.

The Library Media Center is open 7:30 a.m. – 4:00 p.m. Monday through Thursday and 7:30 a.m. – 3:30 p.m. on Fridays.

## **CLAYTON HIGH SCHOOL**

### **STUDENT ASSISTANCE PROGRAMS**

In keeping with the Clayton High School commitment to the total growth of each student, the school staff offers a wide variety of special services and programs to support student achievement.

#### **SCHOOL COUNSELING SERVICES**

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Clayton High School is dedicated to providing a quality program of school counseling for all students in grades 9 - 12. The program is a framework modeled after the American School Counseling Association model. The three domains included within the counseling curriculum are academic, personal/social, and career development. The ultimate goal of the program is student learning.

Personal counselors are assigned to students by grade level. The following individuals serve as counselors:

9th Grade – Alice Morrison  
10th Grade – Tobie Smith  
11th Grade – Debra McBride  
12th Grade – Mark Snyder  
Carolyn Blair - College Counselor, Counseling Services Director  
MaryAnne Modzelewski – College Advisor

The counselors welcome individual conferences with students. To schedule an appointment, please sign up in the Counseling Department, which is located on the first floor of the main building or call the Counseling Department at (314) 854-6605 or (314) 854-6650.

#### **THE LEARNING CENTER**

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The Learning Center comprises classes in three content-specific areas--English, History, and Mathematics--and the Study Center, which provides a quiet, academic atmosphere for students. At the Learning Center, students can work in an environment that is dedicated to academics, work in small groups with teachers dedicated to the subject matter, and catch up on any areas where they may feel left behind.

Learning Center students receive help with homework, long-term assignments, study skills, and organizational skills through small group work. Students can also get ACT preparation strategies through books and computer software the Learning Center provides.

Students who attend every day can receive one-half “non-specified elective” credit for the semester; those attending every other day can receive one-fourth credit per semester. To receive credit, students must be prompt, keep a daily planner, show respect, and work with Learning Center teachers to improve grades and maintain a minimum 85% in class and 85% attendance.

Learning Center teachers keep track of class outlines, assignments and individual student progress reports. They discuss this information with the students and help them work on classes in which they need assistance.

Learning Center hours are 7:30 a.m. to 4:00 p.m. Monday through Thursday, and 7:30 a.m. to 3:00 p.m. on Friday. If you have any questions, please call Joyce Bell, Learning Center Director, at (314) 854-6690 or e-mail her at [Joycebell@claytonschoools.net](mailto:Joycebell@claytonschoools.net). **(This course does not qualify for NCAA eligibility.)**

## **THE READING PROGRAM**

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All students whose assessments indicate a need for remediation are eligible for a continuum of services provided through the literacy program. (Wydown Middle School faculty consults with the high school Reading Specialists and recommends the best options for eligible freshmen.) The Reading Specialists serve as consultants for teachers and students, teach small group classes for specific remediation of reading skills (Academic Reading I & II), and co-teach classes within the general course offerings. Many students who no longer require daily reading instruction can receive support from the Learning Center staff and strengthen their study skills. Some students may require more intensive support from the Special School District faculty if found to have a reading disability. Any additional diagnostic assessment is directed through the Reading Specialists.

## **SPECIAL SCHOOL DISTRICT RESOURCES**

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The St. Louis County Special School District provides support to Clayton High School students diagnosed with special needs. CHS students with disabilities are enrolled in a continuum of services. The special education teachers collaborate with the general education teachers in their classes, assisting in modifying and adapting curriculum and tests, teaching study and learning strategies, and enhancing language and academic skills. Special education classes are offered for those students whose goals include career preparation and individualized functional skills. All services are based entirely on a student's Individualized Education Plan (IEP).

## **VOCATIONAL AND TECHNICAL PROGRAMS**

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Vocational and technical education programs are provided on a half-time basis beginning in 11th grade, at metropolitan vocational-technical high schools. A wide variety of programs are available. Interested students should discuss plans with their counselor early in 10th grade. Most programs are selective, so early application is advised. Interested students must meet the basic graduation requirements at CHS during the 9th and 10th grade years since most of 11th and 12th grade is focused on a specific area of vocational training. Regardless of specialization, technical school graduates receive high school diplomas that are recognized by colleges if graduates want to continue their formal education. No fee is charged for technical school, and transportation is provided for all.

## **COLLABORATIVE SCHOOL**

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In conjunction with the school districts of Ladue and Brentwood, Clayton offers an alternative program of regular and special education for students. Located at an off-campus site, the program has been designed for students who need credit recovery, students on long-term suspensions, students with repeated short-term suspensions, students with chronic attendance problems, or students at high risk for dropping out of school. In this program, each student receives three hours of daily academic programming where computer-assisted instruction is individualized to meet individual student needs. Students enrolled in this program earn credits toward a high school diploma. Students and their families may receive more information by contacting the school counselor.



# FOUR-YEAR PLANNING SHEET

## by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	ENGLISH	ENGLISH	ENGLISH
SOCIAL STUDIES	SOCIAL STUDIES	(American Government Required / U.S. & Missouri Constitutions Must Be Passed) SOCIAL STUDIES	
SCIENCE	SCIENCE	SCIENCE	
MATHEMATICS	MATHEMATICS	MATHEMATICS	
ONE UNIT FINE ART REQUIRED			
ONE UNIT CAREER & TECHNOLOGY EDUCATION REQUIRED (Must include ½ unit of Personal Finance)			
PHYSICAL EDUCATION/ HEALTH	PHYSICAL EDUCATION/ HEALTH	PHYSICAL EDUCATION/ HEALTH	
LUNCH	LUNCH	LUNCH	LUNCH

### GRADUATION REQUIREMENTS = 24 CREDITS TOTAL

4	units in English	1	unit in Fine Arts
3	units in Social Studies (.5 Am. Govt., 1.0 U.S. History required)	1	unit in Career & Technology Education (must include ½ unit of Personal Finance)
3	units in Science	1	units in Physical Education**
3	units in Math	1/2	unit in Health
		7 1/2	units of Electives

\*\* Physical Education is completed at the rate of 1/4 unit per semester.  
Physical education grades are included in the grade point average.

**2012 - 2013**

**Graduation Requirements and  
Schedule Planning Worksheet**

**GRADUATION REQUIREMENTS: 24 CREDITS TOTAL**

**4 units in English (English I and II required)**  
**3 units in Social Studies (1/2 unit Amer. Govt.  
& 1 unit U.S. History required)**  
**3 units in Science**  
**3 units in Math**

**1 unit in Fine Arts**  
**1 unit in Career & Technology Ed  
(1/2 unit Personal Finance  
required)**  
**1 unit in Physical Education\*\***  
**1/2 unit in Health**  
**7 1/2 units of Electives**

**\*\*Physical Education is completed at the rate of 1/4 unit per semester.**

<b>Period</b>	<b>First Semester</b>		<b>Second Semester</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>	<b>P.E. (9, 10, 11)</b>		<b>P.E. (9, 10, 11)</b>
<b>8</b>	<b>Lunch</b>		<b>Lunch</b>