## 2010-2011 High School

## Program of Studies



Expect the Exceptional

## 2010-2011

## High School <br> Program of Studies

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## PLANNING \& POLICIES

Students are encouraged to plan carefully a program of studies that will assist them in reaching their educational and occupational goals. The Freshman level course, CONNECTIONS, will prepare a Personal Plan of Study or Personal Career Portfolio. The courses outlined on the following pages are designed to guide students in selecting the subjects that will lead them toward achieving their goals. A planning worksheet is included in the back of this document for your convenience.

We suggest that you:

- review all requirements for graduation.
- read the information given about each course.
- use a PLANNING WORKSHEET to outline your courses.
- refer to the four-year plan developed in the freshman year with your counselor.

HOW TO PLAN YOUR PROGRAM OF STUDIES

## REQUIREIMIENIS FOR GRADUATION

| Subject Areas | Units of Credit | Notes |
| :---: | :---: | :---: |
| Language Arts | 4 | Must include 3 units in English and 1/2 unit in Speech. The remaining 1/2 unit may be in Speech, Reading or English. Journalism, Yearbook, and Special Topics do not fulfill this requirement. |
| [Speech] |  | Raytown School District requires all students to complete $1 / 2$ unit of speech. This may be met through Communications, Forensics, Debate or Theatre. (Theatre is not a Language Arts credit.) |
| Social Studies | 3 | All students must enroll in American Govermment, World Geography, World Civilizations I and World History I and II, Emerging America and Contemporary America. All students must successfully complete American Govemment, Emerging America and Contemporary America to satisfy state requirements. Tests over the U.S. and Missouri constitutions must also be passed to satisfy state requirements. |
| Mathematics | 3 | Computer courses do not apply toward this requirement. |
| Science | 3 | Must include Integrated Physical Science in 9th grade, Biology in 10th grade and the student's choice of a Science class in 11th grade. |
| Fine Arts | 1 | May be fulfilled by 1 unit of Art, Music, or Theatre Arts. |
| Practical Arts | 1 | Must include $1 / 2$ unit in Practical Arts and $1 / 2$ unit in Personal Finance. Practical Arts credit may be fulfilled by Business, Family \& Consumer Science, or Industrial Arts. Vocational school credit may apply. |
| [Personal Finance] |  | The state of Missouri requires all students to complete a $1 / 2$ unit of personal finance prior to graduation. This requirement can be met in either Personal Money Management or Consumer Decisions. Because Personal Finance is embedded into these two courses, students will be required to pass the State Assessment to satisfy state requirements |
| Physical Education | 1 | Health and First Aid do not apply. A physician's statement is required for exemption from Physical Education. |
| Health | 1/2 | The state of Missouri requires all students to complete one unit of health prior to graduation. |
| Electives | 8 1/2 |  |

It is the student's responsibility to see that requirements for graduation are met. The school will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward compiling the graduation requirements. However, it is the student's responsibility to be acquainted with the necessary requirements to meet this goal.
Students must attend 8 semesters. The only exception is for students who meet the credit requirements and apply for early release after 7 semesters. If a student meets requirements for early release but does not make application prior to the start of the second semester of his/her senior year, he/she must attend the entire eighth semester.

Students will be classified as seniors upon completion of their 6th semester of attendance if they have earned 17 credits.

Credit will be awarded on a semester basis.
Students must enroll in at least six credit courses each semester.
Students may not enroll in more than two courses from the same curricular area in a given semester unless approval has been granted by the principal.

Most courses may be taken only once for credit. The classes listed below are the only courses that may be repeated for credit. Students may enroll in these classes once each semester.

Music courses
Advanced French
Advanced Spanish
Advanced Physical Education classes
Reading Improvement
Art Studio
At Studio

Advanced Debate
Advanced Forensics
Theatre Arts III, IV
Journalism
Yearbook
Special Topics

GRADE PLACEMENT
and
CREDIT
INFORMATION

Freshman and Sophomore students reading below grade level will enroll in Reading Improvement or Read 180. If Reading Improvement is required in grade 10, it may be used to fulfill an English requirement. Students enrolled in Read 180 may use 1 reading credit toward the English requirement.

Opportunities for students to pursue self-directed studies are available through independent study in each department under the Special Topics option. Arrangement for Special Topics are made through individual teachers and subject to written approval of the principal.

## READING REQUIREMENT

## INDEPENDENT STUDY

Students receiving special services shall follow their Individualized Education Program (IEP). A special committee determines the program of studies best suited for each of these students on an annual basis.

SPECIAL EDUCATION

To assist students in making a smooth transition from high school to college, the Raytown School District has several courses in which students may receive college credit while taking the course in high school. These include:

Composition 110/204
Theatre Arts 130
Advanced Debate 212
French 110/120

Spanish 110/120
AP European History
American History 101/102 Java 470/475

Physics 4510
AP Calculus
College Algebra
AP Studio Art

Business Technology I \& II Word Processing
Advertising \& Display Art* Health Sciences*
Auto Collision Technology*
Automotive Technology*
Business Computer Technology*
Culinary Arts*
Child Care Professional*
Early Childhood Professional*
Electronics Technology*

Heating, Ventilation, Air Conditioning*
Networking Systems*
Welding/Metal Fabrication*
Construction Trades*
Diesel, Industrial \& Agricultural Mechanics I and II*
*Available at Herndon Career Center only
Dual credit offerings are available through Herndon Career Center, Summit Technology Academy and Metropolitan Community College.

The Missouri Coordinating Board for Higher Education has recently adopted a revised dual credit policy. Specific guidelines governing this policy are currently being decided. Please be sure to check with your counselor and/or dual credit teacher regarding eligibility requirements and information pertaining to the number of dual credit courses you may take.

## ADVANCED PLACEMENT OFFERINGS

Students may also earn Advanced Placement credit in Biology, Calculus, Java, U.S. History, European History, or colleges give credit in these courses based on scores earned on nationally administered examinations. Students taking AP exams must pay a fee of approximately $\$ 83.00$ per exam. See your counselor for details. Scholarships are available for students who qualify.

## ADVANCED

COURSE OFFERINGS

## ENGLISH

- English III •Composition
- English IV
- Expository Writing
- Major World Authors
- American Literature
- 20th Century American Literature


## SPEECH/THEATRE

| - Forensics | • Advanced Debate |
| :--- | :--- |
| - Advanced Forensics | • Advanced Debate 212 |
| - Debate | - Special Topics in Speech |
| FOREIGN LANGUAGE |  |
| - French II, III and IV | • Special Topics in Foreign Language |
| - Spanish II, II and IV |  |

ADVANCED
COURSE
OFFERINGS
(continued)

## SOCIAL STUDIES

- AP Comparative Government
- AP European History
- Ancient Histories
- Global Conflicts
- World Religions
- Non-Western History
- American History 101/ 102
- The Modern Era: The US and the World
- Multicultural History of the 20th Century
- Sociology
- Psychology
- Abnormal Psychology
- Special Topics in Social Studies


## MATHEMATICS

- Geometry • Algebra II B
- Enriched Geometry
- Algebra II \& Trigonometry
- Enriched Algebra II \& Trigonometry
- Algebra II A


## COMPUTER SCIENCE

- JAVA Programming

SCIENCE

- Geology • Chemistry I and II
- AP Biology
- Conceptual Physics
- Human Genetics
- Physics
- Microbiology
- Anatomy and Physiology
- Advanced Math Topics
- Pre-Calculus
- College Algebra
- AP Calculus
- Special Topics in Science

CAREER
COURSE
OFFERINGS

## BUSINESS AND TECHNOLOGY

- Personal Money Management
- Personal Business Law
- Applied Economics I and II
- Applied Accounting I and II
- Entrepreneurship
- Electronic Business (E-Business)
- International Business
- Travel/Tourism/Hospitality/ Recreation Management
- Word Processing
- Desktop Publishing
- Business Technology I and II
- Fundamentals of Marketing
- Marketing Internship
- Supervised Business Experience
- Special Topics in Business and Supervised Business Experience

FAMILY AND CONSUMER SCIENCES

- Consumer Decisions
- Nutrition and Food Preparation
- Advanced Nutrition and Food Preparation
- World Foods • Family, Career, and Community
- Relationships Through the Lifespan
- Fashion Merchandising, Textiles, and Apparel
- Housing and Interior Design
- Parenting and Child Development
- Advanced Parenting and Child Development Leadership


## INDUSTRIAL TECHNOLOGY

- Principles of Engineering • Digital Electronics

Introduction to Engineering

CAREER
COURSE
OFFERINGS
(continued)

## HERNDON CAREER CENTER

- Advertising and Display Art
- Auto Collision Technology I and II
- Automotive Technology I and II
- Construction Technology
- Cosmetology
- Culinary Arts
- Diesel, Industrial, and Agricultural Mechanics I and II
- Early Childhood Professional


## SUMMIT TECHNOLOGY ACADEMY

- Digital Electronics PLTW
- Computer Integrated Manufacturing PLTW
- Engineering Design and Development PLTW
- IT Essentials
- Networking Essentials
- Network Security
- Foundations of Nursing
- Heating, Ventilation and Air Conditioning I and II
- Networking Systems I and II
- Welding/ Metal Fabrication I and II
- Special Topics

MCC

- MCC-Penn Valley Pre-Allied Health Academy


## A+SCHOOLS PROGRAM

Raytown High and Raytown South High School have joined other schools in the state by becoming A+ designated schools.

## A+ FINANCIAL BENEFITS

Students who sign an A+ agreement and meet the A+ program requirements are eligible to receive two years of tuition, fees, and up to $50 \%$ of the book cost* at any community college or accredited vocational/technical institution in Missouri.
NOTE: A+ tuition reimbursement is dependent upon the availability and appropriation of funds by the Missouri General Assembly.

## A+ REQUIREMENTS

To be eligible for the tuition reimbursement benefit, students must:
Attend an A+ school for three consecutive years (ending with graduation).
Sign an A+ agreement prior to November of the 12th grade year.
Graduate with a minimum cumulative Grade Point Average of 2.5 (4.0 scale).
Graduate with a minimum attendance rate of not less than $95 \%$. *

- Perform a minimum total of 50 hours of unpaid tutoring or mentoring.

Maintain a record of good citizenship at school and in the community.
Abstain from the use of illegal drugs, including alcohol.
Register with the selective service (if required by law).
Complete and submit the FAFSA during spring of the 12th grade year.
*With the exception of field trips, all absences (excused and unexcused) count against a participant's attendance percentage.

The individual A+ participant is responsible for monitoring his or her A+ status (attendance, GPA, etc.) relative to established program requirements.

## MAINTAINING THE A+TUITION REIMBURSEMENT BENEFIT

Following high school graduation, A+ certified graduates must enroll in a Missouri community college or vocational/technical institution on a full-time basis, maintain a minimum GPA of 2.5, and submit a FAFSA each spring.

Questions about the program may be referred to A+ Coordinator(s) at 268-7300 (RHS) or 268-7330 (SHS).

## COMPARISON OF COLLEGE ENTRANCE REQUIREMENTS

## College Preparatory <br> Studies Certificate <br> ( 25 credits)

The Missouri State Board of Education awards this certificate to students who complete these requirements:

## 1) 3.0 GPA in core subjects of English, Language Arts, Social Studies, Math, Science <br> 2) Above average score on the ACT or SAT <br> 3) Courses outlined below

English: 4 units, one of which may be speech or debate, and 2 units emphasizing composition or writing skills*

Math: 3 units - Algebra I or higher, including Algebra II

Social Studies: 3 units - including 1 unit of American History and $1 / 2$ unit of government

Science: 2 units selected from biology, chemistry or physics, one of which is a laboratory course**

Fine Arts: 1 unit, selected from visual arts, music, theatre, or dance

Specified Core Electives: at least three units selected from foreign language (two units of one foreign language are strongly recommended) and/or combinations from two or more of the following course areas: English, mathematics**, social studies, science, and fine arts

Coordinating Board for Higher<br>Education Minimum Core Curriculum

Students planning to attend the following colleges/universities must meet these requirements:
University of Central Missouri Harris Stowe State College
Lincoln University
MO Western State College
MO Southern State College
Northwest MO State University
Southeast MO State University
Southwest MO State University
Truman State University
Same

Same

Same

Same

Same

Same

Same

## University of Missouri System <br> Freshmen High School course Requirements (effective Fall, 1997)

Starting in the Fall of 1997 students must meet these admission requirements for:
University of MO-Columbia
University of MO-KC
Missouri Science and Technology
University
University of MO-St. Louis
Truman State University

3 units - Algebra I or higher

3 units

3 units, must include a lab course and units from at least 2 of the following areas: physical science, biology, chemistry, physics, and earth sciences Same

2 units of a single foreign language
*Not accepted: Read 180, Newspaper, Yearbook, Special Topics
**Not accepted: Life science, physical science, and Earth science if not taught at the high school level in a rigor comparable to biology, chemistry or physics; also, consumer science, outdoor education, and environmental studies.
**Computer Science course with a prerequisite of at least Algebra I is permissible as a math elective.

NCAA FRESHMAN-ELIGIBILITY STANDARDS
QUICK REFERENCE SHEET

## KNOW THE RULES:

## Core Courses

- NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.


## Test Scores

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68 .
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.


## Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.000 .


## DIVISION I 16 Core-Course Rule

## 16 Core Courses:

4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

## DIVISION II 14 Core-Course Rule

## 14 Core Courses:

3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
2 years of additional English, mathematics or natural/physical science.
2 years of social science.
3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

## OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000 . The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68 .
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877/262-1492.

| NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/TEXT-SCORE <br> New Core GPA / Test Score Index |  |  |
| :---: | :---: | :---: |
| Core GPA | $\underset{\text { Verbal and Math ONLY }}{\text { SAT }}$ | ACT |
| 3.550 \& above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

To be eligible to participate at an NAIA college, a freshman must meet two of the three entry level requirements:

- A minimum score of 18 on the ACT or 740 on the SAT. Tests must be taken on a national testing date. Scores must be achieved on a single test.
- Achieve an overall high school grade point average of 2.000 on a 4.000 scale, or
- Graduate in the top half of his/ her high school graduating class.


## GUIDANCE AND COUNSELTNG

The counseling and guidance program is an integral part of the total education program. As part of the total continuing education process, its components are identifiable, accountable, and focus on all children rather than just those who would seek out the counselor.

Based on individual, family, school, and community needs, the developmental guidance program is delivered through the direct components of the guidance curriculum, individual planning system, and responsive services. Indirect services supporting the total educational process are also provided by the guidance and counseling program.

As a comprehensive and developmental educational program, the guidance and counseling program is responsible for assisting all students in:

- personal/social development
- educational planning and development
- career exploration and planning.

The guidance and counseling program provides responsive services designed to aid individuals in resolving problems which prevent their healthy development or which require remedial attention. Additionally, the guidance and counseling program provides a systematic plan to help each student monitor and direct his/her own educational, vocational, and personal development. Finally, the guidance and counseling program includes system support activities designed to establish, maintain, and enhance the total program.

Guidance and counseling services are available in grades 9-12. There are full time counselors in the high school guidance offices to assist students with their academic, career, and personal-social interests and concerns. In addition to counseling, materials are available concerning areas of occupation or college information. Each student is encouraged to visit with their counselor.

As part of the continuing guidance services offered to students as they graduate, exit surveys and one and fiveyear follow-up surveys are conducted. Information gathered includes documentation of graduate plans for the future. It also provides information relative to graduates continuing the paths they initially planned. All surveys collect information on the quality of education provided and how helpful it was in preparing graduates for further education and careers. Finally, this service offers updated demographic information on our graduates. The annual student fee for this service is $\$ 3.00$

## LTBRARY MIEDIA PROGRAM

Cathy Betz, Coordinator
Library Media Center services are available to all students in grades 9-12. A full-time library media specialist and several support staff members assist students from 6:45 a.m. until 3:00 p.m. daily during the school year. Our library media centers feature the latest in technology including automated circulation, an electronic catalog, and a computer lab where students can research and word process assignments.

Our mission is to provide the opportunity for all students to become effective users of information. Students are instructed on how to access information in a variety of formats: books, newspapers, periodicals, DVDs, CD-ROM programs, online databases, and the Internet. Experiences are provided across the curriculums that encourage students to become life-long library patrons.

Each media center facilitates learning through a positive, helpful, and encouraging climate. In addition to standard services; career materials, a copy machine, and school supplies are available. Each student is encouraged to utilize the services provided by the Library Media Center.

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


## ARTS AND COMMUNICATION

Occupations related to the humanities and the performing, visual, literary, and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.


## BUSINESS, MANAGEMENT \& TECHNOLOGY

Occupations related to the business environment. These may include entrepreneurship, sales marketing, computer/information systems, finance, accounting, personnel, economics, and management.


## HEALTH SERVICES

Occupations related to the promotion of health and the treatment of disease. These may include research prevention, treatment and related technologies.


## HUMAN SERVICES

Occupations related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, child care and social services.


## INDUSTRIAL AND ENGINEERING TECHNOLOGY

Occupations related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering, manufacturing, construction, service, and related technologies.


NATURAL RESOURCES
Occupations related to environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

# Questions and Answers About Career Paths 

## What steps are involved in choosing a career path?

- Identify your interests, abilities and talents.
- Consider the possible careers in each path in relationship to those interests, abilities and talents.
- Decide which career path seems to fit you best.
- Select courses that are related to the career path you've chosen.


## How can parents and other interested adults help?

- Help students identify interests, abilities, and talents by discussing strengths with them.
- Share information about careers and work experiences.
- Arrange for students to talk with people about careers that are of interest.


## What if a student changes his or her mind?

- A career path choice is not a permanent commitment.
- As students have new experiences, they will learn new things about themselves and may change career paths.
- If a student decides on a new career path, he or she can discuss it with a counselor and adjust future course selections accordingly.


# CAREER PATHS INFORMATION <br> A CLOSER LOOK AT THE CLUSTERS 

## 卫i ARTS AND COMMUNICATION

Occupations related to the humanities and the performing, visual, literary and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.

Are you a creative thinker, imaginative, innovative, original, like to communicate ideas? This may be the career path for you!

The following classes offered by the C-2 School District may help support the exploration and preparation for a career in Arts and Communications:

Graphic Design
3-D Pottery
Photography
Drawing and Painting
Advertising and Display
Art (Herndon Career Center)
Word Processing
Desktop Publishing
Fashion Merchandising, Textiles and Apparel
Housing and Interior Design Jewelry
Industrial Metal Technology
Consumer Decisions

Family, Career, and Physics
Community Leadership
Foreign Language
(minimum two years of the same)
Woodworking
Drafting
Engineering Drawing I \& II
Literature
Creative Writing
Journalism
School Publications
Algebra II \& Trigonometry
Advanced Math Topics
Calculus
Home Maintenance \& Repair

Band
Orchestra
Choir
Rhythm and Movement
Sociology
Psychology
Applied Economics
Communications
Debate
Forensics
Theatre Arts
General Metal Technology
World Foods

## Occupations in the career path may include:

Broadcast Technicians
Compositor/Typesetter
Interpreter \& Translator
Public Relations Specialists
Radio \& TV Announcers/ Newscasters
Reporters \& Correspondents
Technical Writer
Writers \& Editors
Actors, Directors \& Producers
Dancers \& Choreographers
Model
Musicians
Horticulturist

Broadcast Technicians
Compositor/Typesetter
Interpreter \& Translator
Public Relations Specialists
Radio \& TV Announcers/Newscasters
Reporters \& Correspondents
Technical Writer
Writers \& Editors
Actors, Directors \& Producers
Dancers \& Choreographers
Model
cians
Horticulturist

Architects
Commercial Artists
Designers
Graphic Artists (Visual Artists)
Fashion Designer
Florist
Industrial Designer
Interior Decorator
Jeweler
Merchandise Display Worker
Motion Picture Projectionist
Photographers \& Camera Operators
Sign Painter

Occupations related to the business environment. These may include entrepreneurship, sales marketing, computer/information systems, finance, accounting, personnel, economics and management.

Do you like being a leader, organizing people, planning activities for others and talking with important people? Do you like working with numbers or ideas, like to carry through an idea and see the end product, like to know what is expected of you and like things around you to be neat and orderly?This may be the career path for you!

## The following classes offered by the C-2 School District may help support the exploration and preparation for a career in Business Management \& Technology:

Connections<br>Word Processing<br>Desktop Publishing<br>Personal Business Law<br>Applied Economics<br>Applied Accounting I \& II<br>Business Technology<br>Cooperative Occupation Education<br>Housing and Interior Design<br>Consumer Decisions<br>Foreign Language (minimum two years of the same)<br>Composition<br>Journalism<br>Engineering Drawing I \& II<br>Fashion Merchandising, Textiles, and Apparel<br>Nutrition and Food Preparation<br>(Intermediate and Advanced)<br>Algebra II \& Trigonometry<br>Calculus<br>Sociology<br>Psychology<br>Communications<br>General Drafting<br>World Foods<br>3D Pottery<br>Drawing and Painting<br>Photography<br>Graphic Design<br>Jewelry

## Occupations in the career path may include:

Accountants \& Auditors
Building Manager
Budget Analysis
City Manager
Credit MAnager
Personnel, Training \& Labor
Relations Specialists
Postmaster \& Mail Supt.
Property \& Real Estate Mgr.
Purchasing Agents \& Manager
Cashiers
Real Estate Agents/ Brokers
City Architect/Planner

Retail Sales Worker
Stock Broker
Travel Agents
Actuary
Computer Systems Analysis
Computer Programmer
Cost Estimator
Economics \& Marketing
Research Analysis
Mathematicians
Statisticians
Underwriters
Shipping \& Receiving Clerk

Adjusters, Investigators, \& Collectors Bank Teller
Billing Clerk
Computer Operators
Court Clerk
Court Reporter
Data Entry Operator
Dispatchers
File Clerk
Postal Clerks
Receptionists
Secretaries

## HEALTH SERVICES

Occupations related to the promotion of health and the treatment of disease. These may include research prevention, treatment and related technologies.

Do you like helping people who are sick or helping people stay well? Are you interested in new diseases and how the body works? Do you like observing people and looking for changes in how they are doing?

This may be the career path for you!

## The following classes offered by the C-2 School District may help support the exploration and preparation for a career in Health Services:

| Desktop Publishing | Anatomy \& Physiology I and II |
| :--- | :--- |
| Personal Business Law | Human Genetics |
| Applied Accounting I | Microbiology |
| Health | Physics |
| First Aid | Sociology |
| Parenting and Child Development | Psychology |
| Foundations of Web Design | Communications |
| Advanced Math Topics | Foreign Language (minimum two years of the same) |
| Algebra II \& Trigonometry | Engineering Drawing I \& II |

## Occupations in the career path may include:

| Activities Therapist | Dental Assistants | Dental Lab Technician |
| :--- | :--- | :--- |
| Ambulance Attendants | Home Health Aides | Dialysis Technician |
| Dieticians \& Nutritionists | Medical Assistants | Dispensing Opticians |
| Occupational Therapist | Nursing Aides \& Psychiatric Aides | EEG Technologists |
| Occupation Therapy Assistant | Chiropractors | Emergency Medical Tech. |
| Optometric Assistant | Dentists | Industrial Hygienist |
| Pharmacists | Optician/Dispensing | Licensed Practical Nurse |
| Physical Therapist | Optometrists | Medical records Technician |
| Physician Assistants | Physician | Nuclear Medicine Technician |
| Recreational Therapists | Podiatrist | Ophthalmic Laboratory Tech. |
| Registered Nurses | Clinical Laboratory Technologies | Radiology Technologists |
| Respiratory Therapists | \& Technician | Surgical Technicians |
| Speech/Language | Dental Hygienists | Ultrasound Technologist |
| Childcare Assistant |  | Pathologists \& Audiologists |
| Childcare Director |  |  |

Occupations related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, child care and social services.

Are you friendly, open, outgoing, understanding and cooperative? Do you like to work with people to help solve problems? Is it important to you to do something that makes things better for other people? This may be the career path for you!

## The following classes offered by the C-2 School District may help support the exploration and preparation for a career in Human Services:

Connections
Applied Accounting I \& II
Personal Business Law
Applied Economics
Desktop Publishing
Word Processing
Music courses
Housing and Interior Design
Parenting \& Child Development
Consumer Decisions
Nutrition and Food Preparation
(Intermediate and Advanced)
Foreign Language (minimum two years of the same)
Foundations of Web Design
General Drafting
Engineering Drawing I \& II
General Metals
Travel and Tourism
Relationships: Through the Lifespan
Theatre Arts I, II, III, and IV
Forensics
Communications

Debate \& Advanced Debate
Sociology
Psychology
World Religions
Global Conflicts
Reading Courses
Journalism
Creative Writing
Physical Education Courses
Child Care Professional (Herndon Career Center)
Culinary Arts (Herndon Career Center)
Cosmetology (Herndon Career Center)
Functional Woods
Power Tech. I \& II
Home Maintenance
Family, Career and Community Leadership
3D Pottery
Drawing and Painting
Photography
Graphic Design
Jewelry

## Occupations in the career path may include:

| Court Administrator | Preschool Worker | Funeral Director |
| :--- | :--- | :--- |
| Lawyers and Judges | Secondary School Teachers | Housekeeper |
| Correction Officers | Special Education Teachers | Janitors \& Custodians |
| Firefighters | Teacher Aide | Pest Control |
| Guards | Chefs \& Cooks | Refuse Collector |
| Police, Detectives \& Special Agents | Food \& Beverage Service | Service Station Attendant |
| Clergy | Meat Cutter | Upholsters |
| Minister, Rabbi, Priest | Human Services Worker | Aircraft Pilot |
| Religious Worker | Marriage Counselor | Air Traffic Controller |
| Adult Education Teachers | Social Workers | Bus Drivers |
| Archivists \& Curators | Social Service Aide | Rail Transportation |
| College Faculty | Substance Abuse Counselor | Truck Drivers |
| Counselors | Vocational Rehab. Counselor | Recreation Attendant |
| Kindergarten \& Elementary Teachers | Barbers \& Cosmetologists | Recreation Worker |
| Librarians | Child Care Workers | Psychologists |
| Architect | Flight Attendants | Sociologists |
| Library Technician | Landscaper | Job Estimator |

Occupations related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering, manufacturing, construction, service and related technologies.

Are you mechanically inclined, practical, like to use your hands and build things, and like to know how things work?

This may be the career path for you!

## The following classes offered by the C-2 School District will help support the exploration and preparation for a career in Industrial and Engineering Technology:

Introduction to Art<br>Graphic Design<br>Word Processing<br>Desktop Publishing<br>Foundations of Web Design<br>Computer Programming I and II<br>Java<br>General Metals<br>Industrial Metals<br>General Drafting Tech<br>Engineering Drawing Tech I \& II<br>Functional Wood Tech<br>Industrial Wood Tech I \& II<br>Power Technology I \& II<br>Home Maintenance \& Repair<br>Housing and Interior Design

Algebra II \& Trigonometry<br>Geometry<br>Pre-Calculus \& Calculus<br>Physics<br>Chemistry I and II<br>Communications<br>Automotive Technology (Herndon Career Center)<br>Auto Collision Technology (Herndon Career Center)<br>Diesel, Industrial \& Agricultural Mechanics (Herndon Career Center)<br>Electronics Technology (Herndon Career Center)<br>Heating, Ventilation and Air Conditioning (Herndon Career Center)<br>Welding \& Metal Fabrication (Herndon Career Center)<br>Construction Technology (Herndon Career Center)<br>Foreign Language (minimum two years of the same)

Occupations in the career path may include:

| Aerospace Engineers | Industrial Machinery Repair <br> Chemical Engineers | Eline Installers/ Cable Splicers |
| :--- | :--- | :--- |
| Civil Engineers | Musical Equipment Repair | Engineering Technician |
| Forklift Operator |  |  |
| Electrical Engineers | Robotics Technician | Glaziers |
| Industrial Engineers | Small Engine Mechanics | Highway Maint. Worker |
| Mechanical Engineers | TV \& Radio Repair | Insulation Workers |
| Nuclear Engineers | Vending Machine Services | Painters \& Paperhangers |
| Petroleum Engineers | Boilermakers | Plasterers |
| Aircraft Mechanics | Machinists | Plumbers \& Pipefitters |
| Alarm System Installer | Tool \& Die Makers | Roofers |
| Automotive Body Repair | Welders | Sheetmetal Workers |
| Automotive Mechanics | Printing Press Operators | Electric Power Generating |
| Biomedical Technician | Bindery Workers | Operators |
| Computer Service Tech. | Pre Press Worker | Stationary Engineers |
| Diesel Mechanics | Bricklayers | Water Treatment Plant Workers |
| Electronic Equip. Repair | Bulldozer Operator | Broadcast Technician |
| Farm Equip. Mechanics | Capenters | Drafting |
| Heating/Air Condition Repair | Carpet Installers | Engineering Technician |
| Home Appliance Repair | Drywall Workers | Surveyors |

## NATURAL RESOURCES

Occupations related to environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

Are you a nature lover, practical, curious about the physical world, interested in plants and animals, like to be physically active? Do you like to observe, learn, investigate or solve problems?

This may be the career path for you!

## The following classes offered by the C-2 School District may help support the exploration and preparation for a career in Natural Resources:

Introduction to Art
Photography
Connections
Word Processing
Applied Economics
Personal Business Law
Applied Accounting I \& II
Desktop Publishing
Nutrition and Food Preparation
(Intermediate and Advanced)
General Metals
Home Maintenance
Functional Woods
General Drafting

Engineering Drawing Tech I \& II
Power Technology
Foundations of Web Design
Computer Programming
Geometry
General Biology
Human Genetics
Microbiology
Anatomy \& Physiology I and II
Chemistry I and II
Earth Science
Diesel, Industrial \& Agricultural Mechanics (Herndon Career Center)
Foreign Language (minimum two years of the same)

## Occupations in the career path may include:

Agricultural Scientist
Animal Caretaker
Biological Scientists
Foresters \& Conservationists
Veterinarian
Vet Laboratory Assistant
Chemists
Geologists \& Geophysicists
Meteorologists
Horticulturists

Physicists \& Astronomers
Agriculture Engineer
Coop. Extension Service
Farm Operators \& Managers
Farm Worker
Fish \& Game Warden
Gardener/ Groundskeeper
Landscape Architect
Nursery Worker

## CURRICULAR OFFERINGS（by DEPARTMENT）

## ENGLISH

－ENGLISH I 1010 and 1015
（1 Unit，Gr．9， 2 Sems．）
Career Path：工市
Course Description：Students practice the writing process and strengthen their editing skills using sentence and paragraph writing strategies． Through literature students learn vocabulary， spelling，and literary terms．
Student Expectations：Students gain familiarity with the library and its resources．They learn basic sentence patterns，sentence construction，grammar and usage and improve vocabulary，spelling，para－ graph writing，and editing skills concurrently．Stu－ dents learn literary terms and improve vocabulary while reading short stories，non－fiction，poetry， novels and drama．

## －ENGLISH II 1030 and 1035

（1 Unit，Gr．10， 2 Sems．）
Prerequisite：English I．
Career Path：工甾
Course Description：Students focus on reading and writing skills．They read quality literature that challenges and further develops their appreciation of both the writer and his art．Students explore the value of well－crafted literature and how it speaks to human experience．Students study poetry， plays，novels，and short stories．Employing learn－ ing strategies，students improve sentence develop－
 ment，paragraph organization，diction，grammar and usage，vocabulary and spelling．During second semester students work on longer compositions using exposi－ tion and analysis when writing．Students practice revision and editing skills．Students should not take this class more than once except during summer school sessions．
Student Expectations：Upon completion of this course the student will be able to：write with focus，clarity，unity，and organization，utilizing coherence devices，development techniques and sentence variety，revising and editing．Through their writing and exercises，they will continue to become aware of the proper usage and mechanics of their written language．They will practice paragraph，responsive and creative writing．In addition students will practice library skills， read and react to short stories，poetry，drama，and nonfiction，and work on improving their vocabulary，reading and thinking skills．
－ENRICHED ENGLISH II 1040 and 1045 （1 Unit，Gr．10， 2 Sems．）
Prerequisite：English I，students selected by application，test scores，and teacher recommendation．
Career Path：上㞻
Course Description：This course is for students who show strong English I skills．This course offers students more opportunities for individual growth in English by stressing reading of＂classics＂（works of recognized literary merit）， stretching individual vocabularies to include words and terms found on standardized tests，increasing the utilization of higher order thinking skills，and providing library skills which facilitate independent study．Through the process of writing，students analyze literature and receive instruction on how to discover，organize and understand ideas．Students
study grammar and usage skills through writing．The work in this course requires students to have high reading and writing skills and high motivation．
Student Expectations：Upon completion of this course，students will be able to：identify sentence patterns；identify and use verbal and appositive phrases；combine short，related sentences with phrases and clauses；create variety with－ in paragraphs；identify and create combined sentences with apposition，parallelism，and transitions；practice general usage and agreement rules in proofreading；use principal parts of verbs and maintain consistency in tense；practice use of modifiers；correctly use confusing word pairs；use correct punctuation in standard situations；utilize basic refer－ ence and library resources；determine new word meaning through context，usage or knowledge of suffixes，prefixes and root words；recognize connotative and denotative word meanings；understand and use various literary terms； identify poetic devices and various poetry forms；read and appreciate drama，read novels and recognize their ele－ ments；compare and contrast characters＇values；understand literary expressions；write formal literary analyses；analyze examples for effectiveness and contribution to meaning；make inferences，predict outcomes，draw conclusions and form generalizations in relation to cause and effect；identify author＇s thesis，bias and purpose；identify and explain use of figurative language；write analytical and responsive writings and summaries；write paragraphs and essays with cor－ rect mechanical and grammatical usage；recognize basic essay and paragraph structure and modes of development； compose unified and coherent essay；identify，correct and implement content changes；write concise essay answers and produce and maintain organization in written assignments and notebooks．

A• ENGLISH III 1070 and 1075 （1 Unit，Gr．11， 2 Sems．）
Prerequisite：English I and English II

## Career Path：上虫

Course Description：This course is suggested for students who wish to practice a variety of written and verbal com－ munications including some applicable in the workplace，and for students who wish to further their knowledge of American literature．The theme－based course focuses on reading，writing and discussion．
Student Expectations：Upon completion of this course，the student will be able to：communicate verbally and non－ver－ bally in academic and workplace situations；will be able to identify and discuss components of American literature；will be able to summarize and respond to materials read；and will be able to demonstrate some traditional forms of writing．

## A• ENGLISH IV 1080 and 1085 （1 Unit，Gr．12， 2 Sems．）

Prerequisite：Minimum of English I and English II
Career Path：工虫
Course Description：This exit－level course is suggested for exiting students who wish to better or maintain their skills in English and for students who wish to further their knowledge of British and World literature．The course work focuses on creating a portfolio of written and verbal communications including some applicable in the workplace．
Student Expectations：Upon completion of this course，the students will be able to：communicate verbally and non－ver－ bally in academic and workplace situations；will be able to identify and discuss themes in British and World Literature； will be able to summarize and respond to materials read；and will have created and maintained a portfolio displaying his or her communications skills，including writing，organizing，and display，as well as technical direction．

## A• EXPOSTTORY WRITING 1090 or 1095 （1／2 Unit，Gr．11－12， 1 Sem．）

Prerequisite：Passing grade in English I and English II or Enriched English II．English II credits earned in summer school do not count toward this prerequisite．

## Career Path：工虫

Course Description：Students of average or above average ability develop more effective writing through work in sentence structure，paragraph development，modes of essay development and the writing process．They also learn to write a variety of thesis statements and develop longer compositions with a central idea，detailed support，and appro－ priate diction．Summary writing about articles on current issues，original essays in response to issues and analysis of selected material provide learning experiences．Students are encouraged not to enroll in Expository Writing and a lit－ erature course the same semester．

Student Expectations：Upon completion of this course，the student will be able to compose essays；show proficiency in the writing process；demonstrate unity and coherence in essays；use engaging thesis statements；write emphatic conclu－ sions；avoid diction errors；vary sentence structure；maintain a consistent point of view；restructure weak diction；use consistent tense；show objectivity；compose clusters and outlines；show comprehension of reading assignments through discussion，summaries，quizzes，reactions and analysis；support specific detail；and practice revision skills with peers．

## Career Path：上吊

Course Description：Students read，study，and develop appreciation for classic works of world literature．Following a chronological approach from ancient times through the nineteenth century，students develop understanding of cul－ tural and historical periods of literature to include Sumerian，Greek，Roman，Indian，Arabic，Chinese，Japanese，French， English，Italian，Norwegian and African selections．Students who are interested in additional study can request a spe－ cial topics section to continue the chronology．This course is useful in college．
Student Expectations（1120）：Upon completion of this course，the student will be able to：show understanding through written and oral reaction of the major cultural and historical periods of literature；demonstrate understanding of literature， orally and in writing，to assigned reading selections，in both personal and analytical modes．That is，students write infor－ mal personal reactions in reading journals as well as completing assigned formal paper analyzing content and technique of certain selections；demonstrate their understanding of the following genres of literary expression：epic poetry，lyric poetry，short fiction，drama，and novel；demonstrate their understanding of the philosophical concepts dealt with win lit－ erature；produce well organized notebooks that contain thorough class notes and personal，informal reading responses； write at least two formal literary analysis papers；sharpen skills of interpreting essay questions，organizing answers；and writing concise，clear answers．

A• AMERICAN LITERATURE 1130 or 1135 （1／2 Unit，Gr．11－12， 1 Sem．）
Prerequisite：Passing grade in English I and English II or Enriched English II．

## Career Path：工市

Course Description：Students survey American literature from its beginnings to 1919．The emphasis is on reading， discussion，and writing．Students study Native American literature as well as major American writers and statesmen， including Poe，Hawthorne，Cooper，Melville，Thoreau，Dickinson，Whitman，Twain，Harte and Crane，learning about our evolution through reading the classics．This course is useful in college．


#### Abstract

Student Expectations：Upon completion of this course，the student will be able to：describe major periods in the devel－ opment of American literature from 1600 through late 1800＇s in oral or written discussion；discuss major writers and their works from each period in written exam，interpret literary works from each period in oral or written responses；trace the development of distinctly American literature from Puritan period through nineteenth century local color in oral and writ－ ten responses；discuss in written and oral explanations the changing attitudes towards poetry from Puritan period through late－nineteenth century modernism of Whitman and Dickinson；identify in written answers important concepts and terms such as＂Deism＂，＂natural aristocracy＂，＂Great Awakening＂，＂Brahmin＂，＂Transcendentalism＂，＂regionalism＂，and ＂naturalism＂；use the writing process in answering discussion questions and developing short essays；and describe the changing attitudes in America that gave rise to literary concerns of the late nineteenth century and influenced early twen－ tieth century writing in oral and written discussion．


## A•20TH CENTURY AMERICAN LITERATURE 1140 or 1145 （1／2 Unit，Gr．11－12， 1 Sem．）

Prerequisite：Passing grade in English I and English II or Enriched English II．

## Career Path：上晏

Course Description：This course surveys American literature from 1900 to the present．Students read novels，short stories，plays and poetry to examine literary styles and philosophies and to determine the contemporary values and problems．Students become acquainted with literary figures and significant pieces of writing useful in college．Empha－ sis is on reading，discussing，and writing．
Student Expectations：Upon completion of this course，the student will be able to：read short stories，novels，poetry，and drama by major American authors from twentieth century；show understanding of setting，conflict，plot，theme，style，and tone in each story，write essays analyzing novels and selected stories；discuss common themes in twentieth century litera－ ture such as death，isolation，the American Dream，and disillusionment，contrast the film versions with written forms of selected stories in oral and and written discussion；identify movements of Naturalism，Roaring Twenties，Jazz age，Depres－ sion era，Harlem Renaissance，etc．in oral or written discussion；compare and contrast values of characters as developed by various writers on written exams or in oral discussion；practice the writing process skills as they answer essay questions and write assigned papers；demonstrate an understanding of American writers＇reflection of American thought during the century in library research write－ups on a major period such as Fitzgerald＇s 1920＇s；and express reaction to current litera－ ture as seen in film or read in novels and periodicals selected for discussion in oral or written exchange of ideas．

A• COMPOSITION 1160 and 1165 （1 Unit，Gr．12， 2 Sems．）
Prerequisite：For seniors only，passing grades in Expository Writing and American Literature，20th Century American Literature，or Major World Authors．To continue into second semester，students must pass first semester．

## Career Path：上：

Course Description：Students briefly review the writing process，unity，coherence，illustration，comparison and con－ trast，diction and sentence structure as emphasized in Expository Writing．Students write more fully developed and for－ mal papers：cause and effect，definition，argumentation and literary interpretation．Students study critical thinking skills． Students learn research skills，including written work in paraphrasing，documenting and integrating sources．Second semester focuses on analysis of literature：drama，poetry，and fiction，as well as a full－length research paper．
Student Expectations：Upon completion of this course，the student will be able to：compose essays using the writing process，to include illustration，definition，cause／effect，argumentation and mini research；show ability to organize thoughts quickly；practice precis（summary）writing；demonstrate proficiency in style；demonstrate an understanding of critical thinking and logic skills；organize and write a research paper of eight to ten typed pages；locate and use reliable sources；prepare a bibliography；outline properly；write literary analysis；practice journal writing；and provide unity， coherence and detailed support in essays．

A•COMPOSITION 1101162 and 1167 （1 Unit，Gr．12， 2 Sems．）
Prerequisite：Students selected by application，testing，recommendations and approval of teacher；passing grades in Expository Writing，American Literature，20th Century American Literature or Major World Authors
Career Path：工茧
Course Description：This course provides 6 hours of college credit through the University of Missouri，Kansas City． Students use college outlines and textbooks．Students learn to write informative，persuasive and argumentative papers． Students study style through effective diction and sentence structure．Students practice critical thinking and reading skills and receive individual help on papers．Course is similar to regular composition except faster paced with more focus on writing papers and less on vocabulary，mechanics and grammar．Special supplies：（Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System＇s cost per credit hour．）Students may also enroll in Comp．204，Writing about Literature，for one additional hour credit．


#### Abstract

Student Expectations：Upon completion of this course，students will be able to：write five types of essays using the writ－ ing process；improve each other＇s work and practice revision skills；write impromptu essays with good organization and focus；review prewriting activities；keep a journal which neatly organizes notes，handouts，journal entries and topics；com－ pose outlines and／or clusters；read and respond to professional essays；take organized notes from reading assignments and classroom lecture；compose essays with competence in the areas of focus，coherence，detailed support，logical organiza－ tion，sentence variety，effective diction，and few major errors；write well－supported paragraphs，persuasive，argumentative and analytical essays；produce precis（summary）reactions；think and write inductively and deductively on essay tests； avoid mechanical，grammar and spelling emors；understand critical and logical thinking skills，understand and use a uni－ versity library；compare live drama to written works；show research skills through writing of an eight to ten page research paper；assemble a working bibliography；select and use secondary and primary sources；use notecards；paraphrase and integrate researched information；incorporate quotes；offer personal insights and recommendations；revise and edit final drafts；type a final paper in corect form with limited mechanical and diction errors；read，discuss and analyze techniques of poetry；read，write about and discuss classic drama；and if time remains，read discuss and write about short stories．


A• JOURNALISM／NEWSPAPER I 1170 and 1175 （1 Unit，Gr．11， 2 Sems．）
A• JOURNALSM／NEWSPAPER II 1171 and 1176 （1 Unit，Gr．12， 2 Sems．）
Prerequisite：Students selected for course by application．

## Career Path：吉 檑 ${ }^{\circ}$

Course Description：This course develops skills in thinking，organizing，and writing clearly as students write and pub－ lish a school newspaper．Instruction includes news stories，editorials，features，sports，columns，headlines and ads．Tech－ niques includes interviewing，headline count，copyreading，proofreading，page layout and photo cropping，reducing and enlarging．Lab experience promotes both teamwork and individual practice．Credit cannot count toward English graduation requirement．A student may enroll in more than one semester and may accumulate 2 units of credit．
Student Expectations：Upon completion of this course the student will be able to：produce the school newspaper，cov－ ering all areas of interest to the school；learn to write using the inverted pyramid style；learn to write solid leads using variety in sentence structure；learn use of Missouri Interscholastic Press，Associated Press or United Press International guidelines for copyediting and style work；through sales and design of advertising，students will develop proficiency in
writing advertising copy；demonstrate knowledge of a variety of layout and design techniques in producing the publica－ tion；learn joumalistic standards of choosing and cropping pictures；through generating a suitable editorial policy，stu－ dents will become aware of good journalistic ethics；learn to examine issues from an objective point of view for general news stories；learn staff and self－organization；learn to meet deadlines and timetables in order to produce the publication； learn to write timely editorials that avoid＂preachiness＂；and learn interviewing skills and questioning techniques which will lead them to the desired facts for in－depth news stories．

A• ELECTRONIC JOURNALISM I 1172 and 1177 （1／2 Unit，Gr．11， 1 Sem．）
A• ELECTRONIC JOURNALSM II 1173 and 1178 （1／2 Unit，Gr．12， 1 Sem．）
Prerequisite：Students selected for the course by application．
Career Path：上市 䁬家
Course Description：The course will provide students with hands on experience producing projects that incorporate multimedia and the internet in the senior slide show．Course content focuses on developing the skills of communica－ tion and using technology to execute the message．Students will use visual electronic presentations to edit audio and video and to identify good sound bites or video clips．The technology will include Macintosh computers，super eight video cameras and computer audio recorders．Computer software may include iMovie，Microsoft Word，Quicktime， Photoshop，and Macromedia Flash and Director．Upon successful completion of course，student will have the founda－ tions for continuing education in multimedia fields or an entry level job．Credit cannot count toward English graduation requirement．A student may enroll in more than one semester and may accumulate 2 units of credit．
Student Expectations：Students will design a production schedule for appropriate projects and demonstrate proper use of planning techniques to develop project concepts．Students must meet deadlines for productions schedule．Students will use design software to create electronic products，and techniques to apply electronic design．Students will learn proper use of camera，video and sound equipment．Students will function as writers，performers and directors and evaluate the best pro－ gram and electronic approach to solve a publishing problem．

A•SCHOOL PUBLICATIONS I 1180 and 1185 （1 Unit，Gr．11， 2 Sems．）
A•SCHOOL PUBLICATIONS II 1181 and 1186 （1 Unit，Gr．12， 2 Sems．）
Prerequisite：Students selected for the course by application．
Career Path：工市 匐要
Course Description：This is a workshop course with regular staff meetings during the period the class meets．In－ class work leads to the publication of yearbook including artwork，layout，typography，copywriting，proofreading， photography，selling and circulation．Credit cannot count toward English graduation requirement．A student may enroll in School Publications／Yearbook more than one semester．
Student Expectations：Upon completion of this course the student will be able to：productively interact with one another in a decision－making process to select a theme，layout style，and cover design；create and use a theme as a unifying devise for the yearbook；write headlines using verbs in present tense；write body copy in past tense，avoiding editorializing；write captions which provide details without stating the obvious；conduct interviews with teachers，coaches，club sponsors，club officers and sports captains；correctly and accurately incorporate quotations and factual information from an interview into writing；accurately use rules of punctuation，especially rules regarding quotation marks and commas；judge quality photog－ raphy and learn techniques of cropping for content；work with a budget to determine allocation of funds；organize details of merchandising and distribution．Photographers will be able to：demonstrate basic operation of a 35 mm camera and flash， by taking clear，usable pictures；accurately control factors such as film speed，f－stop，and shutter speed for proper exposure； develop film，print contacts and make prints；compensate for under or over exposed negatives；organize and maintain a negative file；eliminate the problem of grainy prints；utilize depth of field as a concept to direct attention in a photo；and coordinate efforts with staff members to include all facets of high school life into the book as a record of the year．

A• SPECIAL TOPICS IN ENGLISH 1190 or 1195 （1／2 Unit，Gr．11－12， 1 Sem．）
Career Path：工卢
Course Description：This is an opportunity for a student to explore an area of English not offered in the current cur－ riculum，or to extend a study in which two levels are not offered．Arrangements for Special Topics are made with indi－ vidual teachers and a course of study must have principal approval．
Student Expectations：The student and teacher will jointly develop and write the curiculum for the semester＇s work based on student interest and teacher materials．

## - READ 180 LAB 1255

(1 Unit, Gr. 9, 2 Sems.)

- READ 180 LAB 1260
(1 Unit, Gr. 10, 2 Sems.)


Course Description: This lab offers intensive reading instruction through the use of individualized software, books on tape and small and large group teacher directed lessons. The course is designed for students who have significant reading
 deficits and are reading two or more years below grade level. The lab is a two-hour class that must be scheduled as a block. English 1 objectives also make up a portion of the course work. Students enrolled in this class as freshmen can earn one .5 reading credit and one .5 English 1 credit per semester. Students still needing reading improvement at the end of the course may enroll for a second year. These students can earn English II credit but the reading credit will be considered an elective and will not count towards the required number of English credits for graduation. Test scores, grades and teacher/counselor recommendations will determine enrollment in this class.
Student Expectations Upon completion of this course, students should be able to read and comprehend a variety of reading genre on grade level. They should also be able to discuss elements of style and characterization and recall details and information accurately. Students should also have successfully completed all of the appropriate English I or II objectives. This means that they should be able to write a well-developed paragraph or essay that clearly expresses meaning and is grammatically and functionally correct.

- READING TECHNIQUES 1210 and/or 1215 (1/2 Unit, Gr. 9-11, 1 Sem.)


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Course Description: This course is designed for students needing support in developing or extending reading skills. The course may also serve as a support for students transitioning out of READ180. Students may take this course for multiple semesters. Course credit may be used to complete the Language Arts requirement or may be used as elective credit. (See page 4)
Student Expectations: Upon completion of this course, the student will be able to: develop and apply skills and strategies to the reading process including phonics, fluency, vocabulary, pre-reading, during reading, post-reading, and making connections to a variety of text, fiction and non-fiction. Students will be able to comprehend, analyze, and evaluate fiction, poetry, and drama using text features, literary devices, and text elements in fiction and non-fiction text. Students will be able to apply effective listening skills and strategies.

A• FORENSICS 1310 and 1315
（1 Unit，Gr．11－12， 2 Sems．）
（9th and 10th graders may enroll．）

## Career Paths：工古 信市

Course Description：This course is designed to introduce students to the performing arts of oral interpre－ tation，public speaking and duet acting．Activities stress use of body and voice in a variety of exercises to improve performance tech－ niques．Emphasis will be placed on preparing and presenting different types of material．Opportunities are offered for students to use skills outside the classroom．Students will be required to participate in a mini－ mum of two contests per semester． Students desiring to later enroll in Advanced Forensics must have earned a passing grade in Forensics and be recommended by instructor．


Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in lis－ tening effectively；in remaining confident and poised in a performing situation；in constructing organized，timely，ade－ quately documented and interesting speeches；in utilizing research skills；in recognizing and understanding good literature； in understanding vocal and bodily skills appropriate to material；in communicating understanding through oral reading and acting；and in determining necessary adjustments to performance by evaluation of ballots gained in competition．
A• ADVANCED FORENSICS 1320 and 1325 （1 Unit，Gr．11－12， 2 Sems．）（10th graders may enroll．） Prerequisite：Passing grades in 1310 and 1315．Forensics and Instructor Recommendation．

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Course Description：Advanced Forensics is designed on a personalized instruction basis with the student refining and demonstrating the techniques of individual events．A student may enroll in Advanced Forensics more than one year and may accumulate 3 units of credit．Contest will serve as an outlet for student skills．Students will be required to participate in a minimum of two contests per semester．Selection for the course will be by credit earned in Forensics and by recommendation of instructor．
Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in lis－ tening effectively；in remaining confident and poised in a performing situation；in constructing organized，timely，adequately documented and interesting speeches；in utilizing research skills in recognizing and understanding through oral reading and acting；and in detemining necessary adjustments to performance by evaluation of ballots gained in competition．
－COMMUNICATIONS 1330 or 1335 （1／2 Unit，Gr．9－12， 1 Sem．）

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Course Description：The content of this course is designed to include an understanding of verbal and nonverbal communication in relation to self and others．Activities will include：speaking／listening assignments，working in prob－ lem－solving groups，developing an understanding of group dynamics and discussion skills，individual speeches，practi－ cal skills used in a successful interview and the practice of good delivery techniques（vocal variety，eye contact，facial expression，gestures，etc．）
Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in the communication process both verbal and nonverbal；in relating to other individuals on a one－to－one and one－to－many basis；in executing the techniques of an interview；in organizing，researching and performing a persuasive speech；and in communicating effectively in a group setting．

A• DEBATE 1360 and 1365 （1 Unit，Gr．11－12， 2 Sems．）（9th and 10th graders may enroll．）

## Career Paths：工市 紋川

Course Description：This course is designed to teach students the fundamentals of team and Lincoln／Douglas debate． Students learn to research a topic，organize materials，see two or more sides of a controversial question and present their ideas in a forceful，logical，and persuasive manner．Opportunities are offered for students to use their newly found skills outside the classroom．Students will be required to participate in a minimum of two contests per semester．Students desir－ ing to later enroll in Advanced Debate must have earned a passing grade in Debate and be recommended by instructor．
Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in research techniques and conducting research；in using discussion as a tool for expressing other disciplines and as a social interaction；in critical and creative analysis；in thinking reflectively，recognizing fallacious and shallow thinking；in organizing material and ideas；in methods of listening attentively，appreciably，objectively，and critically；in supporting arguments with carefully documented evidence and／or logic；in presenting materials in a clear and persuasive manner；in evaluating in an open－minded，fair and tolerant manner，in understanding matters of national and international signifi－ cance；in remaining confident in a speaking situation while retaining sensitive awareness of other human beings；and in using newly learned skills outside the classroom．
A• ADVANCED DEBATE 1370 and 1375 （1 Unit，Gr．11－12， 2 Sems．）（10th graders may enroll．）

## Career Paths：工咅 演

Course Description：Advanced Debate is designed on a personalized instruction basis with the student refining and demonstrating the techniques of debate．A student may enroll in Advanced Debate more than one year and may accumulate 3 units of credit．Contest will serve as an outlet for student skills．Students will be required to participate in a minimum of two contests per semester．Selection for the course will be by credit earned in Debate and by recommendation of instructor．
Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in research techniques and conducting research；in discussion types；in using discussion as a tool for expressing other disciplines and as social interaction；in critical and creative analysis；in thinking reflectively，recognizing fallacious and shallow thinking；in organizing material and ideas；in methods of listening attentively，appreciably，objectively and critically；in supporting argu－ ments with carefully documented evidence and／or logic；in presenting materials in a clear and persuasive manner．

A• ADVANCED DEBATE 2121380 and 1385 （1 Unit，Gr．11－12， 2 Sems．）（10th graders may enroll．）
Prerequisite：Advanced Debate 1370－1375 and Instructor Recommendation．

## Career Paths：工芳 放

Course Description：This course provides college credit（3 hours）through the University of Missouri，Kansas City． Students in Advanced Debate 212 will refine and demonstrate the techniques of debate skills．Students may take the course for college credit only one time．Students must enroll in Advanced Debate class．Students will be required to participate in a minimum of four contests per year．Selection for the course will be by recommendation of instructor． （Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System＇s cost per credit hour．）
Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in research techniques and conducting research；in discussion types；in using discussion as a tool for expressing other disci－ plines and as social interaction；in using critical and creative analysis；in thinking reflectively，recognizing fallacious and shallow thinking；in organizing material and ideas；in methods of listening attentively，appreciably，objectively，and criti－ cally；in supporting arguments with carefully documented evidence and／or logic；in presenting materials in a clear and persuasive manner．

## －THEATRE ARTS I 1400 and 1405 （1 Unit，Gr．9－12， 2 Sems．）

## Career Paths：工击 鲜

Course Description：This course is devoted to developing the student＇s appreciation and understanding of drama． The student develops inner resources，learns self－expression，discipline，and control through various activities．Acting skills are emphasized by using body movement，voice，improvisation，and characterization．The fundamentals of technical theatre are introduced．The student is exposed to all aspects of theatre，discovering how each element con－ tributes to a finished performance by participating in a one－act play／acting scene／reader＇s theatre production．Stu－ dents desiring to later enroll in Theatre Arts II must have earned a passing grade in Theatre Arts I．
Student Expectations：Upon completion of this course，students will have demonstrated knowledge and ability in developing criteria to evaluate drama；in developing characterization；in understanding techniques of acting；in under－
standing technical aspects of producing a play；in working individually and with other students in groups as part of a performance；in understanding theatre history and the development of theatrical styles；in theatre etiquette；and in listen－ ing attentively and appreciably．
－THEATRE ARTS II 1410 and 1415 （1 Unit，Gr．10－12， 2 Sems．）
Prerequisite：Passing grade in Theatre Arts I， 1400 and 1405.

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Course Description：The course is designed to continue the student＇s appreciation and knowledge of drama through classroom activities that perfect the skills of characterization．Students are introduced to techniques of reader＇s theatre． A reader＇s theatre production will culminate the activity．The student learns to coordinate all phases of a one－act play by fulfilling the functions of a director and by performing as an actor．Selection for the course will be by credit earned in Theatre Arts I．Students desiring to later enroll in Theatre Arts III－IV must have earned credit in Theatre Arts II．
Student Expectations：Upon completion of this course，the student will have demonstrated knowledge and ability in projecting a character；in directing one－act play／scene；in developing awareness of timing；in understanding drama through broad reading of plays；in using body movement appropriate to particular styles of drama and in projecting；in using reader＇s theatre techniques；in adapting a reader＇s theatre script；and in performance of reader＇s theatre．
－THEATRE ARTS III－IV 1420 and 1425 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：Passing grades in Theatre Arts I， 1400 and 1405，and Theatre Arts II， 1410 and 1415.

## Career Paths：工需德

Course Description：Theatre Arts III－IV is designed to enrich the advanced theatre student＇s background in acting． The class will enable the advanced student to develop materials for an audition．Technical production knowledge will be developed through special projects．Students will be introduced to techniques of children＇s theatre and special cre－ ative dramatic activities．Students will be given an opportunity to participate in the presentation of repertory produc－ tions before an audience．A student may enroll in the course more than one year and may accumulate 2 units of cred－ it，completing advanced work the second year．Selection for the course will be by credit earned in Theatre Arts II．
Student Expectations：Upon completion of this course the student will have demonstrated knowledge and ability to polish skills in directing acting；in performing skills of technical production；in participating in acting scenes as an ensem－ ble；in plotting a scene；in producing a scene for auditions；in understanding requirements for a resume；in developing resource material for acting scenes；in developing material appropriate to children＇s theatre；in performing in children＇s theatre；in conducting a creative dramatics workshop；and in understanding current theatrical trends．
－THEATRE ARTS 1301430 and 1435 （1 Unit，Gr．12， 2 Sems．）
Prerequisite：Theatre Arts III， 1420 and 1425 and Instructor Recommendation．

## Career Paths：卫市 滴

Course Description：This course provides college credit（3 hours）through the University of Missouri，Kansas City． Theatre Arts 130 students will be offered an opportunity to refine acting skills，develop special production projects， participate in a creative dramatics workshop and prepare audition materials．Special emphasis will be placed on devel－ oping critique techniques．Students will be expected to critique a high school performance，college and professional productions．Theatre history will be reviewed．Students will be given an opportunity to participate in the presentation of repertory productions before an audience．Students selected for course by recommendation of instructor．Students may be integrated into Theatre Arts III－IV．（Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System＇s cost per credit hour．）


#### Abstract

Student Expectations：Upon completion of this course the student will have demonstrated a knowledge of historical periods inclusive of the classical Greek through the contemporary；of representative plays from each of the historical periods；of production styles utilized within each of the historical periods．Students will have demonstrated knowledge and ability to research historical topics relevant to theatre；in corelating research materials into a written paper；in polish－ ing skills in directing acting；in performing skills of technical production；in participating in acting scenes as an ensemble； in plotting a scene；in producing a scene for auditions；in understanding requirements for a resume；in developing resource material for acting scenes；in developing material appropriate to children＇s theatre；in performing in children＇s theatre；in conducting a creative dramatics workshop；and in understanding current theatrical trends．


## A•SPECIAL TOPICS IN SPEECH 1490 or 1495 （1／2 Unit，Gr．11－12， 1 Sem．）



- FRENCH I 1510 AND 1515 (1 Unit, Gr. 8-12, 2 Sems.)

Career Paths: 工茧 (
Course Description: This course is designed for the student with little or no background in French. The student will learn listening techniques for comprehension of basic phrases and dialogues and will communicate employing basic vocabulary and grammatical patterns. Students will read cultural selections and authentic language excerpts. Students will write on topics related to unit objectives such as food and cultural patterns. Recordings by native speakers, cultural realia, games, pop songs and video, will enhance comprehension skills and initiate students' further language production. Students will participate in applied activities such as self-portraits, student interviews, map and Internet research.
Student Expectations: Upon completion of the course, the student will recognize, comprehend and produce basic vocabulary and structures. The student will be able to communicate in simple, grammatically correct phrases (both oral and written). The student will know some cultural differences such as those contained in greetings, social skills, holidays, festivals and education. The student will identify the major geographical areas of the French-speaking world. The student will recognize and respect French culture and its influence on our community and our world.

A• FRENCH II 1520 AND 1525 (1 Unit, Gr. 9-12, 2 Sems.)
Prerequisite: Must have successfully completed French I, 1510 and 1515.

Course Description: After a review of French I material, the student continues to expand the ability to communicate in French. Students will produce conversations employing new vocabulary and sentence patterns. To improve their comprehension skills and to increase vocabulary, students will read authentic materials and selections about cultural traditions and the contemporary life of French-speaking people. Students will write on topics initiated by thematic readings. Applied activities will include discussion of near-future plans and past activities; skits and projects such as family trees; and research on French regions. Students will engage in simulated tasks (such as role plays in open-air markets) drawn from cultural patterns in francophone communities.

Student Expectations: Upon completion of this course the student will be able to comprehend more sophisticated French conversations, and communicate using structures and vocabulary from Level I, emphasizing additional structures and vocabulary from Level II. The student will be able to identify the basic physical and cultural geography of French-speaking countries; continue to develop awareness of and respect for French culture; and demonstrate knowledge of the influence of French culture on our world.

A• FRENCH III 1530 AND 1535 (1 Unit, Gr. 10-12, 2 Sems.)
Prerequisite: Must have successfully completed French II. 1520 and 1525.

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Course Description: Conversation, language structure, culture, customs, and selected readings will be part of this course. Reading material about cultural traditions and the contemporary life of French-speaking people improves comprehension and provides subjects for writing activities. The student will continue to expand communication skills in French. Native speaker recordings and authentic texts in French will serve to hone student skills. Applied activities will include a study of French history, student selected research topics using French information found on the Internet, participation in role plays simulating real life situations, and creative projects such as, designing their dream bedroom. Students have the opportunity to earn college credit by dual enrollment through UMKC. Tuition cost is determined by the University. The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System's cost per credit hour.
Student Expectations: Upon completion of this course the student will be able to comprehend more easily the French spoken by the native speaker and will be able to communicate using the more sophisticated structures learned in French III. The student will read authentic French texts in a variety of disciplines to gather information for written compositions, class discussions and oral presentations. The student will be able to communicate ideas in the present, the past and the immediate future. The student will continue to identify physical and cultural geography of Frenchspeaking countries and to develop awareness of and respect for French culture and its influence on our world through assignments and projects.

- FRENCH IV 1540 AND 1545/FRENCH 110/ 1201550 AND 1555 (1 Unit, Gr. 11-12, 2 Sems.)

Prerequisite: Must have successfully completed French III, 1530 and 1535.

## 

Course Description: The student will refine listening comprehension, reading, speaking and writing skills learned in the three previous levels of French. Students will apply pronunciation and structural principles in conversations with classmates and in oral presentations. Students will master sophisticated grammatical structures including future, past conditional and subjunctive tenses. Students will read and comprehend selections of authentic material and francophone literature. Students will create original compositions using newly acquired vocabulary and structures. Applied activities will include research on culture from francophone countries, interviewing classmates, presentations to classmates on various topics such as health, foods, and education and writing on topics thematically related to unit themes. After successful completion of this course, students may receive college credit through the University of Missouri, Kansas City. (5 hours per semester) (Tuition cost is determined by the University. The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System's cost per credit hour.)
Student Expectations: Upon completion of this course, the student will be able to communicate using structures and vocabulary from previous French courses as well as additional structures and vocabulary learned in Advanced French IV. The student will demonstrate comprehension of spoken and written French material; sustain conversations in French; create original compositions in French using newly-acquired vocabulary and grammar structures; continue to identify physical and cultural geography of French-speaking countries; and develop awareness of and respect for French culture and its influence on our world. Through assignments and projects such as oral presentations on their family, written compositions on what they did over their summer, interviewing classmates and presenting to the class their findings, and researching a province in France, students will demonstrate their ability to speak and understand at an advanced level.

- SPANISH I 1560 AND 1565 (1 Unit, Gr. 8-12, 2 Sems.)


Course Description: This course is designed for the student who has had little or no background in Spanish. The student will communicate in Spanish using basic vocabulary and grammatical structures. The class will read cultural excerpts in English and will also read and write short paragraphs in Spanish. Students will do such activities as creating a family tree/photo album, creating and re-enacting dialogues and singing grammatical songs.

Student Expectations：By the end of this year，the student will communicate in simple，grammatically correct phrases （both oral and written）．The student will demonstrate an awareness of cultural differences such as those contained in greetings，social skills，holidays，festivals and education．The student will identify the major geographical areas of the Spanish－speaking world and recognize Spanish culture and its influence on our community and our world．

## A• SPANISH II 1570 AND 1575 （1 Unit，Gr．9－12， 2 Sems．）

Prerequisite：Must have successfully completed Spanish I， 1560 and 1565.

## Career Paths：工市 荎要（

Course Description：After a review of Spanish I material，the Spanish II student will be able to communicate in Spanish orally and in written activities by using new vocabulary and sentence patterns as well as the material learned in Spanish I．Students will read and discuss cultural traditions and contemporary life of Spanish－speaking people．They will demon－ strate comprehension by participation in class discussion and do applied activities such as write paragraphs about a restaurant scene，about food；role play a market scene；play a suitcase clothing game；and sing grammatical songs．
Student Expectations：Upon completion of this course，the student will be able to demonstrate comprehension of sim－ ple spoken and written Spanish．The student will participate in directed conversation in Spanish and write paragraphs using newly acquired vocabulary and grammar as well as those from Level I；identify the basic physical and cultural geog－ raphy of Spanish－speaking countries；and demonstrate knowledge of the influence of Hispanic cultures on our world．

A• SPANISH III 1580 AND 1585 （1Unit，Gr．10－12， 2 Sems）
Prerequisite：Must have successfully completed Spanish II， 1570 and 1575.

## 

Course Description：Students will study grammar structures and apply them in conversation and writing activities． Students will read material about cultural traditions and the contemporary life of Spanish－speaking people to provide them subjects for speaking and writing activities．Students will do activities such as retell a fairytale，relate childhood events and write short paragraphs．Students have the opportunity to earn college credit by dual enrollment through UMKC．Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System＇s cost per credit hour．
Student Expectations：Upon completion of this course，the student will be able to communicate using previously learned as well as new structures and vocabulary；demonstrate comprehension of spoken and written Spanish materi－ al；sustain conversations in Spanish and create original Spanish compositions using a variety of verb tenses，newly acquired vocabulary and grammar；identify the physical and cultural geography of Spanish－speaking countries；and develop awareness and respect for Hispanic culture and its influence on our world．

A•SPANISH IV 1582 AND 1587／SPANISH 110／ 1201590 AND 1595 （1 Unit，Gr．11－12， 2 Sems．） Prerequisite：Must have successfully completed Spanish III， 1580 and 1585.

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Course Description：Students will read selected readings and study new grammar structures．The class will discuss and analyze the topic，cultural content，and literary style of the readings in Spanish．Students will express opinions and debate in Spanish．The class will use discussion as a means of applying the studied grammar structures and improving aural comprehension．Students will also write compositions in Spanish．After successful completion of this course，stu－ dents may receive college credit through the University of Missouri，Kansas City．（5 hours per semester）（Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri Uni－ versity System＇s cost per credit hour．）
Student Expectations：Upon completion of this course the student will be able to：demonstrate comprehension of spoken and written Spanish material；sustain conversations／discussions in Spanish and create original Spanish compo－ sitions using newly acquired vocabulary and grammar skills as well as the structures and vocabulary from Spanish I，II and III；identify the geographic areas and terrain of Spain；be able to put significant Spanish historical events and rulers on a timeline；recognize and analyze selected Spanish painters and authors and their work；demonstrate an awareness of and respect for Hispanic culture and its influence on our world．

## A• SPECIAL TOPICS IN FOREIGN LANGUAGE 1690 OR 1695 （1／2 Unit per semester，Gr．11－12， 1 sem．）

Course Description：This course offering gives advanced students an opportunity to do self－directed study into the culture，history，contemporary life，or literature of the target language．The student will plan their course of study with input from their instructor．Students electing this class should expect to do reading and writing in the target language． Arrangements for Special Topics are made with the individual teacher with approval of the building principal．

## INTRODUCTORY STUDIES

## - AMERICAN GOVERNMENT

 2010 (1 Unit, Gr. 9-12, 2 Sems., Fall/Spring)
Course Description: This course focuses on the study of American politics and govemment at the local, state, ad national levels along with a study of the U.S. and Missouri constitutions. The course and passing of the U.S. and Missouri constitutions tests are required by state law in order to meet graduation requirements.
Student Expectations: Upon completion of this course, the student will be able to: compare the powers and institutions of the United States federal government with those of the state govermments in order to demonstrate an understanding of the basic institutions and processes of lawmaking, law enforcement and law interpretation; analyze documents relevant to the formation of American democracy; identify and explain the basic con-

Senior High School course offerings are 1 semester in length except for Advanced Placement U.S. History and Advanced Placement European History.

* May replace World History I \& II requirement with a teacher recommendation.
$\star$ May replace Emerging and Contemporary America requirement.
$\neq$ These courses are offered on a rotation schedule; they are not offered every year.
 stitutional rights and liberties of U.S. citizens; compare the methods of becoming a citizen of the United States and analyzing the rights and responsibilities of citizenship; identify ways citizens may become informed about current issues, qualifications of candidates for public office, and the basics of registration and voting; identify key events in the history of Missouri statehood. These expectations will be taught through applied activities such as mock legislatures, mock trials, and mock elections.
- WORLD GEOGRAPHY 2015 (1/2 Unit, Gr. 9, 1 Sem., Fall/Spring)


## 

Course Description: Students will study human existence throughout the world (on a regional basis) as it has been influenced by physical geographic factors such as land formations, climate and vegetation. Human existence will also be studied in the ways it has been influenced by cultural dimensions such as world religious patterns, forms of political organization, economic systems, and native lifestyles. Countries like Russia (and the Eurasian Republics) and the People's Republic of China in East Asia and regions including the Middle East/North Africa and Latin America will be studied in depth. Map skills are extensively reviewed and applied throughout the semester. In addition, the district Board-mandated AIDS curriculum, a two week unit that focuses on the impact the epidemic has had upon America and the global community, will be covered.

Student Expectations: Upon completion of any given unit of culture study, the student should be able to: identify the "five themes" of geographical study [Location, Place Human-Environment Interaction, Movement, and Region]; relate geography's "five themes" to each cultural area studied; define key vocabulary words and/or identify definitions of key vocabulary words relating to a given country, region or area of geographical study; given a list of major physical features found in a specific geographical area of the world, identify the type of landform (plain, hill, plateau or mountain) or water body (river, gulf, sea or ocean) the feature is; on an appropriate national or regional map or given a global projection, locate
and/or label the major land forms and water bodies of a given geographical region from a list provided; using an atlas and/or a gazetteer, name the specific places found at a given latitude-longitude readings of key cultural features (like cities) or plot latitude-longitude readings for specific world places given on a blank outline map; given a climate graph and the latitude-longitude reading of a world place location, identify the type of climate the given location has and describe the characteristics (temperature and precipitation ranges) of the climate type; given the description or characteristics of a world climatic type, identify the related ecosystem found throughout the world or vice versa [given and ecosystem, identify the climate]; from population statistics and related land area statistics [in either square miles or kilometers] provided, determine the population distribution and densities of given nations or regions; given the cultural characteristics of language, religion, historical background, etc., list those cultural characteristics that most strongly reflect the cultural identity of a given country or region; relate the political patterns of a region by identifying the type of government the countries in the region have (democratic, constitutional monarchy, parliamentary, presidential federal republic, totalitarian/dictatorship, communistic); identify the natural resources specific countries or given regions have available for use in their economic development; identify whether a nation or region's economy is dominated by the agricultural sector (subsistence or commercial) or industrial sector (light or heavy manufacturing) or has a balance of both sectors; and identify the types of agricultural activities [commercial farming, commercial fishing, stock raising, etc.,] and/or industrial activities [mining, manufacturing, etc.,] a given nation or geographical region has as the basis for its economic activity; the following Student Expectations are part of a C-2 Board-mandated unit of study. Instructors are required to spend 10 teaching days covering the following expectations: locate where the AIDS epidemic began and where it has spread on a map of the world; list two ways state and federal governments are dealing with the AIDS epidemic in the United States; identify two behaviors by which the AIDS virus is transmitted; identify two means by which the transmission of the AIDS virus can be prevented; list two reasons for the high medical costs associated with AIDS; list one reason why an economic burden is placed on each of the following: (a) individuals with AIDs and sometimes their families; (b) insurance companies, and (c) governmental agencies (local, state, federal). These expectations will be taught through applied activities such as creating a travel brochure, simulating a United Nations summit, giving persuasive and informative speeches and creating and analyzing demographic charts/graphs.

## WORLD STUDIES

## A• ADVANCED PLACEMENT COMPARATIVE GOVERNMENT 2195 (1/2 Unit, Gr. 11-12, 1 Sem.)

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Course Description: This course is comparable to an entry-level college course and will provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. Through analysis of the political institutions and relationships of developed nations such as Great Britain, France, China, and Russia, and one nation undergoing development, students will realize the unique qualities of diverse political systems as well as recognize features all governments have in common.
Student Expectations: The College Board's Advanced Placement program in Comparative Government is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in the study of political systems. In addition to providing exposure to specific details of the political systems addressed the goals of the program include developing (a) an understanding of principal themes in political science, (b) an ability to analyze content-specific readings and statistics and (c) an ability to express that understanding and analysis in writing. The Themes: The Sources of Public Authority and Political Power: the nature and sources of governments' legitimacy; historical evolution of national political traditions; and transmission of political values. Society and Politics: bases of social cleavages - class, ethnicity, language, religion, etc.; depth and persistence of such cleavages and the permeability of social boundaries; political consequences of social cleavages; translation of social cleavage into political conflict; and institutional expression of social cleavages. Citizen and State: beliefs that citizens hold about their government and its leaders; processes by which citizens learn about politics; the ways in which citizens vote and otherwise participate in political life; and the variety of factors that influence citizens to differ from one another in terms of their political beliefs and behaviors. Political Framework: types of regimes; the scope of government activity; the institutions of national government; political parties and interest groups; relations between institutions of national government and supranational organizations; and political elites. Political Change: the internal and external sources of political change; the nature of political change; nationalism; and the consequences of political change. Introduction to Comparative Politics: purpose and methods of comparison; classifying governments and politics; and problems in cross-cultural analysis.

A• ADVANCED PLACEMENT EUROPEAN HISTORY 2160 and 2165 (1 Unit, Gr. 11-12, 2 Sems.)
Prerequisite: World Civilizations II 2175 or teacher recommendation. A pre-enrollment information meeting is required for students.

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Course Description: This course will explore three broad themes (political-diplomatic, intellectual-cultural and socioeconomic) as they relate to European history from c. 1450 to the mid-1970s. The themes will use factual narrative to help students analyze historical evidence from the High Renaissance to the recent past. The course is designated appropriate for the college-bound student. An opportunity to take the College Board's AP exam will be available in the spring.
Student Expectations: In addition to providing a basic exposure to the factual narrative, the goals of the Advanced Placement program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and (c) an ability to express that understanding in analysis in writing.
The themes noted below indicate some of the important areas that might be treated in an Advanced Placement course in European history. The ideas suggested do not have to be treated explicitly as topics covered inclusively, nor should they preclude development of other themes. In addition, questions on the examination will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods. The Themes: Intellectual and Cultural History: The secularization of learning and culture; changes in religious thought and organization; scientific and technological developments and their consequences; major trends in literature and the arts; intellectual and cultural developments as statements of societal values and as historical evidence; developments in social, economic and political thought; developments in literacy and communication; the diffusion of new intellectual concepts among different social groups; changes in popular culture, such as the development of new attitudes toward religion, toward the family and toward work. Political and Diplomatic History: The rise of functioning of the modern state in its various forms; the evolution of political elites and the development of political parties and ideologies; the extension and limitation of rights and liberties (personal, civic, economic and political); the development and growth of nationalism; forms of political protest, reform and revolution; colonialism and imperialism: relationship of European and non-European powers, including decolonization; relationship between domestic and foreign policies; efforts to restrain interstate conflict: treaties, balance-of-power diplomacy, and international organizations; techniques and technology of war. Social and Economic History: The role of urbanization in transforming cultural values and social relationships; the shift in social structures from hierarchical orders to modern social classes; hygienic practices, disease and medicine and their effects on society; the development of commercial practices and their economic and social impact; the origins, development and consequences of industrialization; changes in the demographic structure of Europe and their consequences; change and continuity in the European family structure and in gender roles; the growth of competition and interdependence in national and world markets; the relationship between private and state contributions to economic growth: the development of a mixed economy. These expectations will be taught through applied activities such as presenting research through papers, speeches and presentation boards, analyzing and synthesizing primary source documents and analyzing and graphing demographic changes.

## A• ANCIENT CIVILIZATIONS 2180 (1/2 Unit, Gr. 11-12, 1 Sem.)

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Course Description: This course will trace the development of world civilizations from the origins of human culture in prehistoric times to the establishment of advanced civilizations at the eastern end of the Mediterranean and Southwest Asia as well as on the Indian subcontinent. A comparative look at the classical civilizations of Greece and Rome will be balanced with a study of ancient West African kingdoms south of the Sahara. Focusing on the region of the Middle East, the course will also examine the rise of Eastern Orthodox Christianity and Islam.
Student Expectations: Upon completion of this course, the student should be able to: distinguish between the way information about prehistoric and historic time is collected by scientists and historians; identify the (5-8) chief characteristics of "civilization;" identify the significant developments in the establishment of democracy in ancient Greece; recognize the names of key political leaders of ancient Greece and relate each name to a noteworthy political achievement or accomplishment; identify, from a list, cultural accomplishments of the ancient Greeks in the areas of art (sculpture), architecture, literature (including mythology), drama, philosophy and religion, science and technology; demonstrate an understanding of the relationship ancient Greece had to the progress made by ancient Rome in the fields of art and architecture, literature and drama, philosophy and religion, science and technology, law (justice) and government by identifying pairs of related items; explain how the teachings of Confucius and the values of family, age, and tradition were important to Chinese government and society; relate the dynastic cycle to specific Chinese dynasties studied; explain the origins and characteristics
of the caste system as it developed in ancient India＇s Hindu society；identify the basic ideas and principles of Hinduism and Buddhism，specifically being able to demonstrate an understanding of karma，dharma，Brahman， the Four＂Noble Truths＂，and nirvana；relate important people and events to the great ages and empires estab－ lished throughout the history of Indian civilization；compare the origins and characteristics of japanese feudalism with feudalism in Europe during the Middle Ages；identify the great trading empires of Africa by geographic location and by the nature of their trade commodities；relate important people and events to the kingdoms and empires established in ancient Africa south of the Sahara，identify the characteristics of Byzantine civilization； explain the impact and influence Byzantine civilization had on developments in Europe（Western and Eastern） and in Asia（the Middle East）；identify，from a list of events，the key developments in the spread of Islam；iden－ tify the contributions of Islamic culture to the world＇s cultural heritage．

## A•GLOBAL CONFLICTS 2150 （ $1 / 2$ Unit，Gr．11－12， 1 Sem．）

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Course Description：This course will be offered every spring．This course is designed to study the nature，causes and results of conflict among peoples and nations of the world．Discussion of conflict resolution is a major unit of study with special emphasis placed on the comparison of violent and nonviolent approaches．Contemporary conflicts are studied to provide the students with a modern frame of reference．
Student Expectations：Upon completion of this course，the student should be able to：identify the nature，causes，and consequences of contemporary conflicts amongst people and nations；describe factors that escalate and de－escalate con－ flicts；analyze and evaluate the role of the United Nations and the United States in the 21st century regarding the solution of problems around the world；examine terrorism，extremism，fundamentalism，and nationalism in the world；examine genocide，past and present，around the world as well as the international communities response；evaluate major military and non－military conflicts around the world and the role of the international community in addressing these conflicts．
－WORLD HISTORY I 2170 （1／2 Unit，Gr．10－12， 1 Sem．，Fall）

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Course Description：This course will examine the growth and development of the modern world from the Middle Ages through the nineteenth century．From the rise of western nation－states through the French Revolution and the rise and fall of Napoleon，the foundations of modern history will be studied．
Student Expectations：Upon completion of this course，the student will be able to：compare and contrast life in Western Europe before and after the fall of the Roman Empire；identify events that represent the power of the Church during the Middle Ages；outline the development of the governments and economies of England and France；rank the economic and cultural factors that contributed to the end of the Middle Ages；assess the influence of Humanism on art，religion， and science；evaluate the impact that Martin Luther and other Protestant leaders had on Western Europe；summarize the changes that occurred in Western Europe as a result of Exploration and the Commercial Revolution；chart the characteris－ tics of an absolute monarch；trace the steps by which Parliament limited the power of the English monarchy；identify the key philosophical writers of the Enlightenment and analyze how their philosophies influenced the Age of Reason；identi－ fy the stages of Revolution in respect to the French Revolution；critique Napoleon＇s political influence on France；outline the results of Napoleon＇s military conquest of Europe．These expectations will be taught through applied activities such as creating and presenting brochures and historical journals，writing plays from an historical perspective，and creating and presenting Coats－of－Arms．
－WORLD HISTORY II 2175 （1／2 Unit，Gr．10－12， 1 Sem．，Spring）

## Career Paths：工市 䄍

Course Description：This course will continue the study of the growth and development of the modern world from the mid－nineteenth century to the present．Recent world events will be traced from the unification of Germany through World War II and its aftermath．
Student Expectations：Upon completion of this course，the student will be able to：outline the events that led to the unification of Germany；analyze ways in which the Industrial Revolution changed Western European politics and society；chart 19th century economic thinkers and their theories；analyze the motivations for 19th century imperialism；map 19th century imperialism；analyze the causes and effects of World War I；explain how condi－ tions in Russia brought on the revolutions in 1917；summarize the contributions of Lenin and Stalin to the estab－ lishment of the Soviet state after 1917；identify the social and economic reasons why Hitler and the Nazi party were able to take control of Germany in the 1930＇s；compare and contrast the totalitarian governments of Stalin， Mussolini，Hitler and Hirohito；define and explain the term＂holocaust＂as it relates to the persecutions of Euro－ peans during the Nazi era；develop a map that illustrates the geographical and political outcomes of World War

II; analyze how post-war divisions and the emergence of superpowers led to the Cold War; evaluate the independence movements in Africa and Asia including causes, reactions and consequences; describe the development of the United Nations and the role it has played in independence movements, peace keeping, human rights and global social issues. These expectations will be taught through applied activities such as simulating historical events, creating and presenting brochures and historical journals, and analyzing maps and graphs.

## A•WORLD RELIGIONS 2140 (1/2 Unit, Gr. 11-12, 1 Sem.)

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Course Description: This course will be offered every fall. This course studies the human development of religion and explores attitudes and values toward the spiritual. The course investigates the historical growth, beliefs, rituals and customs, of the world's major religious movements-Hinduism, Buddhism, Judaism, Islam, and Christianity. Other religious-philosophical traditions such as Confucianism, Taoism, Shintoism, Jainism and Sikhism may also be examined.

Student Expectations: Upon completion of this course, the student should be able to: demonstrate a working knowledge of the vocabulary of "religion"; identify reasons why people practice religion; list the universal characteristics of religion; identify the major religions of the world and list them in the chronological order of their founding; on a world map, locate where the major religions are found and practiced today; identify the major religious denominations found in the United States today; identify the important developments in the establishment of Hinduism in ancient India; identity the major beliefs of Hinduism; match the names of key Hindu gods and goddesses to the power they are believed to possess; identify the levels found in the Hindu socio-religious caste system; identify major Hindu rituals, festivals, and holy days; identify important events in the religious life of the Buddha; identify the major teachings of Buddhism; demonstrate an understanding of the two interpretations of Buddhism by comparing and contrasting the Theravada and Mahayana Buddhist traditions; explain how the teaching of Buddhism are practiced by both monks and lay followers; identify the Jewish concepts of God; demonstrate an understanding of the covenants between God and the people Israel to Jews; identify the major Jewish rituals and holidays; trace the historical developments in the creation of the modern nation of Israel; identify the important events in the life of Islam's prophet Muhammad; identify Islam's "Five Pillars" and demonstrate an understanding of the fundamental practices of each; explain how Islam controls all aspects of life for Muslims and in devout Muslim nations; identify key individuals who aided the growth of Christianity and their contributions, identify the basic teachings and practices of Confucianism, Taoism, Shintoism, Jainism and Sikhism. These expectations will be taught through applied activities such as writing and editing creation myths and presentation of research through papers, speeches and presentation boards.

## A• NON-WESTERN HISTORY 2155 (1/2 Unit, Gr. 11-12, 1 Sem.)

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Course Description: This course is designed to provide an understanding of the contributions of the cultures of Africa and Asia throughout history. In addition the course addresses issues arising from the interactions between the Non-western and Western world. The cultures analyzed include China, Japan, India, the Middle East and sub-Saharan Africa.

Student Expectations: Upon completion of this course, the student should be able to: describe and analyze the contributions of Non-Western cultures to world history; compare the interactions of various Non-Western cultures with the Western world; describe and analyze current issues in Non-Western countries; describe the social hierarchy of Non-Western societies; analyze global interdependency; determine factors that negatively affect the global environment; and analyze and evaluate problems associated with a growing world population.

## AMERICAN STUDIES

- AMERICAN HISTORY 101/102 2020 and 2025 (1 Unit, Gr. 11-12, 2 Sems.)

A Prerequisite: Students may be enrolled by teacher recommendation. A pre-enrollment information meeting is required for students.

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Course Description: This course provides six hours of college credit through the University of Missouri-Kansas City. American History 101/102 is designed to provide students with historical knowledge and interpretative skills necessary of successful completion of college-level history coursework. This comprehensive course will study events in U.S. history from the 15th century to the recent decades. Students will assess, interpret and evaluate important historical sources and determine their relevance to historical research. (Tuition cost is determined by the University. The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System's cost per credit hour.)

Student Expectations: American History $101 / 102$ is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The course is a survey, with extensive chronological coverage and readings on a broad variety of topics in such special fields as economic history, cultural and intellectual history and social history, in addition to political-constitutional and diplomatic history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, their reliability and their importance-and to weight the evidence and interpretations presented in historical scholarship. American History 101/102 course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. These expectations will be taught through applied activities such as analyzing and graphing demographic changes, analyzing historical events and proposing alternative solutions, presenting research through papers, speeches and presentation boards and evaluating primary sources.

## A• CONTEMPORARY AMERICA 2045 (1/2 Unit, Gr. 11-12, 1 Sem., Spring)

## Career Paths: P 击 楊

Course Description: This course will attempt to answer the question "What happened to the 'baby boomers'?" Beginning with the population explosion following World War II, it will cover a period when people extended their visions beyond their "take-home paychecks". Mass exodus to the suburbs, impulsive consumerism, changing values and lifestyles, rock ' n ' roll, integration, a trip to the moon, international conflicts and domestic scandals mark this unique period. From the Truman administration to the present, this period includes a look at both the exciting and tragic events of contemporary America.
Student Expectations: Upon completion of this course, the student should be able to: trace and examine the developments in Europe and Japan in the 1930s that contributed to the beginning of World War II in 1939; identify the steps America took to prepare for and participate in the war effort from 1939 to 1945; identify the American strategies considered and actions taken to end the war in the Pacific against Japan; construct a timeline of the period from 1945 to the present and from a list of key events and important people, place each on the timeline in their correct chronological order; identify the personalities and analyze issues and results of key presidential elections (1948, 1960, 1972, 1980 and the most recent); describe the domestic social and economic programs of Truman and Eisenhower as they evolved out of the "New Deal" era; define the term "containment" as it relates to U.S. foreign policy in the Cold War period and identify U.S. specific Cold War situations where containment was used (Berlin, Cuban missile crisis); describe the purpose and the organization of the United Nations and the role it has played in the post-war world; analyze the constitutional crisis that developed over General Douglas MacArthur's actions in the Korean War; describe the struggle for civil equality in American during the 1950s; identify and describe the contents of the key pieces of equal rights legislation in the period from the 1960s to the present; analyze the impact Supreme Court decisions have had on the continuing struggle for civil rights; discuss the demographic changes in the United States after World War II and analyze the impact the changes have had on American society; analyze the events that brought the United States initially into Vietnam and American's involvement in the conflict; explain why and how great numbers of Americans opposed the Vietnam War; explain the ways in which President Nixon's foreign policy differed from the policies of previous administrations and set a new direction for the last quarter of the century; analyze the Watergate scandal and how the system of "checks and balances" worked to bring about President Nixon's resignation in 1974; given a list of notable persons and achievements in the fields of art and literature, science and technology, entertainment and leisure activities, identify important aspects of American culture in the second half of the 20th century; discuss the changing role of the federal government in the post-war American economy focusing on President Reagan’s Republican efforts ("trickle-down" vs. "trickle-up") to improve the economy and analyze the economic impact of deregulation and examine America's role in the New World political and economic order with the collapse of communism in the former Soviet Union and Eastern European bloc. These expectations will be taught through applied activities such as creating board games based on historical events, presenting research through papers, speeches, and presentations boards, evaluating primary sources, analyzing historical events and proposing alternative solutions and analyzing and graphing demographic changes.

## A• EMERGING AMERICA 2040 (1/2 Unit, Gr. 11-12, 1 Sem., Fall)

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Course Description: Through this course, students will study the growth and development of our modern American nation from the post-Civil War era to its emergence as a world power in the first half of the 20th century. The course will focus on the changing role of government and the feelings the people experienced during periods of economic boom and bust, expansion and war, political and social change.
Student Expectations: Upon completion of this course, the student will be able to: explain how the American economy was affected by industrial expansion in the late 1880s; summarize the political efforts of farmers to solve their economic
problems in the late 1800s and identify the kinds of reforms that the farmers＇alliances hoped to achieve；explain how workers were affected by industrial expansion in the late 1800s；describe the early attempts to organize American work－ ers after the Civil War to 1900 and compare the achievements of the Knights of Labor and the American Federation of Labor；describe the conditions that accounted for America＇s rapid urbanization in the late 1800s；explain the social and economic impact of migration and immigration to the U．S．and explain how those patterns began changing at the turn－ of－the－century；explain the impact the Progressive and Women＇s movements had on the American nation；discuss why the federal government sought to regulate business in the late 1800s；describe how Teddy Roosevelt＇s administration attempted to regulate big business in the public interest；describe America＇s imperialism and expansion as a world power following the Spanish－American War；summarize the events that led to World War I；discuss the reasons for the failure of America＇s policy of neutrality before 1979；describe the contributions of the American public to the Allied war effort；dis－ cuss Woodrow Wilson＇s peace plans and explain American reactions to the provisions of the Treaty of Versailles；explain the impact of the stock market crash on American business and industry；identify the causes of the Great Depression； identify the strategies the F．D．R．administration used to bring the country out of the Great Depression；identify the New Deal programs designed to aid the unemployed，agriculture and industry；discuss the impact of F．D．R．＇s proposed Supreme Court reorganization under the Second New deal；given a list of notable persons and achievements in the fields of art and literature，science and technology，entertainment and leisure activities，identify important aspects of American culture in the late 1800s through the 1930s．These expectations will be taught through applied activities such as simulat－ ing congressional committees，analyzing and graphing demographic changes，evaluating primary sources，simulating the activities of reformers and labor unions，and presenting research through papers，speeches and presentation boards．
－LAW IN A FREE SOCIETY 2060 or 2065 （1／2 Unit，Gr．10－12， 1 Sem．）

## Career Paths：工击 㴆

Course Description：This course is designed to familiarize the young citizen with the concepts of law in a democratic society and how it applies to their everyday lives．
Student Expectations：Upon completion of this course，the student should be able to：explain why a society functions more efficiently with an organized legal system than without one（a state of anarchy）；explain the roles the legislative， executive and judicial branches play in the legal process；list the four levels of law；distinguish between civil and criminal law and identify the functions of each category；explain the way that the Adversary System used in American legal pro－ ceedings works；identify the four levels of courts in our legal system；explain the differences among original，appellate， and concurrent junisdiction；identify the role played by federal courts in our legal system and types of cases they hear； discuss the role of the U．S．Supreme Court in our constitutional democracy；identify the role played by state and local courts in our legal system and the types of cases they hear；analyze cument crime statistics to determine the extent crime is a problem today in the United States；identify the nature and causes of crime；list the categories of participants involved in＂parties to crime＂；demonstrate an understanding of the various categories of crime，by giving examples of crimes against government，persons，property and other special categories；identify the rules that govern searches and arrests；list the preliminary legal proceedings that occur before a trial；identify the various steps in both civil and criminal trials；analyze the individual rights guaranteed by the First Amendment as they relate to everyday life in the United States； analyze the concepts of＂due process＂and＂equal protection under the law＂guaranteed by the Fourteenth Amendment as they relate to everyday life in the United States．These expectations will be taught through applied activities such as mock trials，mock elections and mock legislatures．

## A• THE MODERN ERA：THE US AND THE WORLD 2050 （1／2 Unit，Gr．11－12， 1 Sem．）

## Career Paths：工号 潮

Course Description：This course will explore recent United States history with an emphasis on foreign policy and for－ eign relations．The course focuses on the Cold War，its effects upon the third world，the stresses of rapid modernization in both the United States and developing countries and on the movement towards globalization since the end of World War II．

Student Expectations：Upon completion of this course，the student should be able to：describe and analyze economic factors that have led to global interdependence；state the puposes and functions of world political and economic organi－ zations；explain factors that lead to independence movements in Africa，Asia and Eastern Europe；compare and contrast problems faced in developing nations；evaluate the effects of Cold War alliances on the Middle East；define terrorism and describe motivations for terrorist acts；analyze the changing role of the United States in world affairs．

## A•MULTICULTURAL HISTORY OF THE 20TH CENTURY 2075 （1／2 Unit，Gr．11－12， 1 Sem．）

Career Paths：卫茧 絃

Course Description：The course will focus on the activism of minority groups in the 20 century which culminated in the creation of a more equal America．Students will explore the realities faced by African－Americans，women，Asian－ Americans，Native Americans，Latinos，and Jewish Americans and the actions each group took to improve conditions for themselves and for other Americans．This course does not fulfill the American History credit required for graduation．
Student Expectations：Upon completion of this course，the student will be able to：describe and analyze the contribu－ tions of minority groups to American culture and society；describe and analyze achievements of minority groups in times of war or national crisis；compare and contrast the realities faced by minority groups；determine causes and effects of various civil rights movements；describe and analyze America as a land of opportunity for minority groups；and evaluate the impact of the media on popular perceptions of minority groups and issues of importance to minority groups．

## BEHAVIORAL STUDIES

## A•SOCIOLOGY 2310 or 2315 （1／2 Unit，Gr．11－12， 1 Sem．）

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Course Description：Sociology provides students with the opportunity for open discussion and inquiry into modern society and its impact on the individual．Students delve into three topic areas：socialization（how individuals develop as they do）；social institutions（the family religion，education，politics and economy）；and stratification（our social class systems，prejudice and discrimination）．
Student Expectations：Upon completion of this course，the student should be able to：define the term＂sociology＂and identify areas of study the social science discipline examines；identify and examine methods of research used by sociolo－ gists in their field work；using cases of humans having little or no contact with other humans（or studies of primates living in the wild or in lab situations），answer the question＂What is socialization？＇；define＂culture＂using three examples（such as language，symbols，norms，values，or physical objects）；using a subculture in the United States，fill out a chart which identifies specific cultural values，traits，norms（laws，mores and folkways）and sanctions（formal／informal，positive／nega－ tive）；using personal examples，display an understanding of the following：roles（ascribed and achieved），master status， role expectation，role conflict，role－strain，role distance，and reciprocal roles；list three aspects of human development which may be related to nature（instinct，genes，body chemistry）and three which may be related to nurture（learned behavior）；given a case study，show how two different theories of personality development might explain an individuals＇ lifestyle and behavior；list and explain three major agents of socialization in an individual＇s life；given a case study， describe how any one of three different theories might explain a pattern of deviant behavior in an individual＇s life；exam－ ine the family from a sociological perspective relating each of the following：family systems，marriage，patterns of residen－ cy，descent and authority；describe the changing American family structure with a focus on current trends（including sin－ gle－parent，blended，inter－racial，and inter－gender families；identify three functions of religion in contemporary society；list three current issues facing the institution of education in America；compare and contrast three types of economic systems from a sociological perspective；explain the concept of social stratification and relate it to the caste and class systems found in modern societies；define＂poverty＂and compare／contrast the cause／effect relationship of poverty；define the terms＂discrimination，＂＂prejudice＂and＂minority group＂and analyze the three sources of discrimination；describe patterns of behavior and attitudes associated with prejudice directed towards minority groups；explain the term＂collective behav－ ior＂using a recent event to illustrate；describe three types of social movements；identify the stages in the＂life cycle＂of a social movement．These expectations will be taught through applied activities such as charting cultural values，evaluating and applying knowledge to case studies and presenting research through papers，speeches and presentation boards．

## A• PSYCHOLOGY 2410 or 2415 （1／2 Unit，Gr．11－12， 1 Sem．）

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Course Description：Psychology is the study of the behavior of an organism in response to its environment．In this course，emphasis is placed on the behavior of humans．The students should learn to recognize that many of the motives they attribute to others are really reflections of their own needs and values．To accomplish this，the students study theories of learning，intelligence，personality，behavior disorders and the influence of heredity and environment．

[^0]Trisomy 21）；explain how changes in one＇s environment may alter behavior displays；identify ways the nervous system influences and interacts with behaviors；explain how the endocrine system affects our behaviors；discuss the learning process of respondent conditioning；explain how instrumental conditioning occurs；explain how social modeling devel－ ops personality trends；distinguish among tr，－r and punishment；explain how humans fulfill their needs；list the criterion used to measure a personality；and identify the personality theories of Maslow，Piaget，Freud，Adler and Rogers．These expectations will be taught through applied activities such as creating models of the brain，evaluating and applying knowledge to case studies，completing a sensation and perception lab and analyzing and creating examples of learning．

A• ABNORMAL PSYCHOLOGY 2510 or 2515 （1／2 Unit，Gr．12， 1 Sem．）
Prerequisite：Psychology， 2410 or 2415.

## Career Paths：工市 4 潼

Course Description：This course will be a comprehensive look at the field of mental disorders．Causes of abnormali－ ty will be discussed from current research models．Personality disruptions，anxiety distress disorders and psychotic behaviors will be stressed．The symptoms，process and treatment of all disorders will be covered．

Student Expectations：Upon completion of this course，the student should be able to：identify the major trends in abnormalization that may be caused by genetics，intrauterine，post－uterine，biochemical imbalance，hormonal and／or brain damages；explain the psychodynamic model of personality disorder acquisition；construct paradigms of respondent and instrumental conditioning；list and define aggressive and passive sexual deviations；develop a personal value of role preference with considerations of known research involved，and be able to describe those values through written expres－ sion；define why rape is not considered a sexual deviation；list and／or define the more common forms of anxiety distress disorders；cite the major causes of anxiety distress disorders；cite the major causes of anxiety distress disorders；identify how psychological and physiological stress affect the ANS of the human organism；identify the behaviors of the 10 accepted（DSM IV）personality disorders；list the major symptoms of psychosis；explain the predominant research areas investigating the causes of schizophrenia；identify the major displays and symptoms of schizophrenia；define and differ－ entiate between unipolar and bipolar depression；list the differing levels of mental retardation according to the DSM－IV； and explain the major cause of mental retardation．These expectations will be taught through applied activities such as evaluating and applying knowledge to case studies，applying the DSM－IV to case studies and presenting research through papers，speeches and presentation boards．

## RESEARCH STUDIES

## A•SPECIAL TOPICS IN SOCIAL STUDIES 2710 or 2715 （1／2 Unit，Gr．12， 1 Sem．）

Course Description：Opportunities for students to pursue self－directed studies are available through independent study in each department under the Special Topics option．Arrangements for Special Topics are made through individ－ ual teachers and subject to written approval of the principal．
Student Expectations：Specific objectives will be developed and written jointly by the student and teacher on an indi－ vidual study topic basis．

## －ALGEBRA I READINESS

3020 and 3025 （1 Unit，Gr．9， 2 Sems．）

## Career Paths：薷

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Course Description：Algebra I Readiness offers focused instruction and practice on prerequisite skills in order to prepare stu－ dents for Algebra I．Test scores，grades，and teacher／counselor recommendations will determine enrollment in this class．This enrollment will include students who have been unsuccessful for part or all of their 8th grade mathematics or who fail the first semester of Algebra I in high school． Algebra I Readiness will include the study of operations with real numbers，problem solv－ ing，patterns，solving equations and inequali－ ties，recognizing and solving mathematical expressions，factoring，interpreting and graphing points，recognizing and solving for－ mulas，calculating with percents，ratios and proportions and using mathematical vocabu－ lary．
Student Expectations：Upon successful completion of this course，students should be able to demonstrate accurate mastery of pre－algebraic skills．Throughout the course there will be opportunity to practice and apply these identified pre－algebra skills． Algebra I Readiness provides focused instruction on essential math knowledge in preparation for Algebra I．
－ALGEBRA MATH ACADEMY 3040 and 3045 （1 Unit，Gr．9， 2 Sems．）


Co－Enrollments：Algebra I 3030 and 3035.
Course Description：Math Academies offer focused instruction and practice on basic math skills．Test scores，grades and teacher／counselor recommendations will determine enrollment in this class．Students will be enrolled in this class who have been unable to succeed in previous math courses and whose scores on the STAR Math assessment indicated that they are two or more years below grade level with significant weaknesses in fundamental skills．All Algebra Math Academy students will also enroll in Algebra I．Sophomore Math Academy students will enroll in either Algebra 1 or Geometry．Students may earn one .5 math credit per semester for each Academy class as freshmen．Students who are enrolled in a Math Academy class a second year may earn elective credit for the Math Academy class but cannot earn a math credit．

Student Expectations：Upon completion of this course，students should be able to demonstrate accurate usage of fundamental math skills．Throughout the course there will be opportunity to practice and apply math fundamentals that have been identified as individual growth targets for each student．Students will also learn math concepts that will enable them to be successful in Algebra．

## －ALGEBRA I 3030 and 3035 （1 Unit，Gr．9， 2 Sems．）

## Career Paths：匐富

Course Description：This course is a prerequisite for all senior high math courses．Algebra is a form of mathemati－ cal shorthand that enables its user to more easily conceive of and to solve practical mathematical problems．The lan－
guage and properties of algebra are introduced with emphasis on such topics：solving and graphing linear equations and inequalities；functions and relations；rational numbers；systems of equations；factoring；powers and exponents； quadratic equations；polynomials；problems involving application of geometric concepts（measurement，relationships， etc．）；probability and data analysis as applied to practical situations；the use of graphs，charts，and tables；and conver－ sion of data．Students apply practical algebraic skills and concepts through the use of technology linking numeric， verbal，graphic and symbolic representations．
Student Expectations：The overall goals for Algebra I are to：perform operations and properties within the set of real numbers；use translations from verbal sentences to algebraic sentences in problem solving processes；solve linear and quadratic equations，as well as linear inequalities；understand the concepts of functions（linear and quadratic）and graphing in the coordinate plane；solve problems involving application of geometric concepts（measurement，relation－ ships，etc．，）and understand the use of probability and data analysis as applied to practical situations．
－GEOMETRY MATH ACADEMY 3050 and 3055 （1 Unit，Gr．10， 2 Sems．）
Co－Enrollment：Geometry 3150 and 3155.
Course Description：Math Academies offer focus instruction and practice on basic math skills．Test scores，grades and teacher／counselor recommendations will determine enrollment in this class．Students will be enrolled in this class who have been unable to succeed in previous math courses and whose STAR Math assessment indicated that they are two or more years below grade level with significant weaknesses in fundamental skills．All Geometry Math Academy students will also enroll in Geometry．Students may earn one .5 math credit per semester for each Academy class their first year．Students enrolled in a Math Academy class a second year may earn elective credit for the Math Academy class but cannot earn a math credit．
Student Expectations：Upon the completion of this course，students should be able to demonstrate accurate usage of fundamental math skills．Throughout the course there will be opportunity to practice and apply math fundamentals that have been identified as individual growth targets for each student．Students will also learn math concepts that will enable them to be successful in Geometry．

A• GEOMETRY 3150 and 3155 （1 Unit，Gr．10， 2 Sems．）
Prerequisite：One full credit in Algebra I 3030 and 3035.

## Career Paths：工虫

Course Description：The fundamentals of algebra are applied in the development of a mathematical system， namely geometry and the language used to describe that system．The student will develop an appreciation for the need of precision and clarity in presenting logical arguments as well as make connections between mathematics and the world around them by measuring，reasoning and applying geometrical ideas．The course of study with related activities will deal with the following concepts：measurement and relationships among segments and angles；reason－ ing and developing proof；properties and relationships between lines；using congruent triangles to solve real－life problems；using properties，classification and areas of triangles and quadrilaterals；applying transformations to real－ life situations；using similar polygons to solve real－life problems；application of right triangles，including trigonometry； using parts of a circle and the graph of a circle to model and solve real－life problems；finding measures relating to polygons and circles．Students relate practical geometric skills and concepts through the use of technology linking numeric，verbal，graphic and symbolic representations．
Student Expectations：The overall goals for Geometry are for students to：apply algebraic fundamentals in simplify－ ing expressions and solving equations；develop and demonstrate the use of proofs；use postulates and theorems to prove congruent triangles；use postulates，theorems，and formulas in relationship with polygons and solids；demon－ strate and understand transformations and applications；and demonstrate and understanding of coordinate geometry．

A• ENRICHED GEOMETRY 3160 and 3165 （1 Unit，Gr．9， 2 Sems．）
Prerequisite：One full credit in Algebra I 3030 and 3035，or completion of Algebra I at the 8th grade level．

## Career Paths：工虫

Course Description：Students in this course should show strong skills in Algebra I．In Enriched Geometry students work at a level of difficulty that demands more academic discipline for a successful experience．More challenging exercises are assigned to develop the student＇s ability to discover relationships that are not obvious．Emphasis is placed on the development of logical reasoning and applications of theorems．Additional materials are often used to focus attention on a concept that is being studied．The fundamentals of algebra are applied in the development of a mathematical system，namely geometry and the language used to describe that system．Students will develop an appreciation for the need of precision and clarity in presenting logical argument．Students relate practical geometric skills and concepts through the use of technology linking numeric，verbal，graphic and symbolic representations．

Student Expectations：The overall goals for Geometry are for students to：apply algebraic fundamentals in simplifying expressions and solving equations；develop and demonstrate the use of proofs；use postulates and theorems to prove con－ gruent triangles；use postulates，theorems，and formulas in relationship with polygons and solids；demonstrate and under－ stand transformations and applications；demonstrate understanding of coordinate geometry；demonstrate understanding of trigonometry and vectors；and demonstrate understanding of circles．

A• ALGEBRA II \＆TRIGONOMETRY 3220 and 3225 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：One full credit in Geometry 3150 and 3155.

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Course Description：The essential ideas of Algebra I are reviewed and extended to model and solve real－life prob－ lems．The study of linear equations，inequalities，graphs and applications will relate mathematics to the world and will include the following concepts：solving and graphing linear and quadratic functions with emphasis being placed on the concept of a mathematical function and its applications；solving and using systems of equations to solve real－world problems；the study of matrices with an emphasis on their use in organizing data；using powers， roots and radicals along with performing operations with and solving，graphing and finding inverses of functions； exponential growth and decay and logarithmic functions；rational expressions，functions and equations and their models and use in real－life situations；sequences and series；probability and data analysis in everyday life；and the study and use of trigonometry as it relates to the real world．
Student Expectations：Upon completion of this course，students will demonstrate a knowledge of the following con－ cepts：properties of numbers；solving linear，quadratic and polynomial equations；judging reasonableness of solutions or estimates of solutions to problems；solving inequalities and equalities involving absolute value；identifying and using functions and relations；writing equations of lines；solving systems of equations using determinants and algebra－ ic methods；graphing lines；applying laws of exponents and radicals；performing basic operations with complex num－ bers；solving problems involving sequences and series；identifying and solving problems using trigonometric functions and identities；calculating and interpreting the probability of an event．

A• ENRICHED ALGEBRA II and TRIGONOMETRY 3230 and 3235 （1 Unit，Gr．10－12， 2 Sems．）
Prerequisite：One full credit in Enriched Geometry 3160 and 3165.

## Career Paths：忽

Course Description：Students in this course should show strong skills in Algebra and Geometry．In Enriched Alge－ bra II，students work at a level of difficulty that demands more academic discipline for a successful experience． More challenging exercises are assigned and additional materials are often used to focus attention on a concept that is being studied．
Student Expectations：Upon completion of this course，students will demonstrate a knowledge of the following con－ cepts：using sets，properties of numbers；solving linear，quadratic and polynomial equations；judging reasonableness of solutions or estimates of solutions to problems；solving inequalities and equalities involving absolute value；identifying and using functions and relations；writing equations of lines；solving systems of equations using determinants and algebraic methods；graphing lines；applying laws of exponents and radicals；performing basic operations with com－ plex numbers；solving problems involving sequences and series；identifying and solving problems using trigonometric functions and identities；calculating and interpreting the probability of an event．
－ALGEBRA II A XXXX and XXXX（1 Unit，Gr．11， 2 Sems．）
Prerequisite：One full credit in Geometry 3150 and 3155.

## Career Paths：量醞

Course Description：The study of linear equations，inequalities，graphs and applications will relate mathematics to the world and will include the following concepts：solving and graphing linear and quadratics functions with emphasis being placed on the concept of a mathematical function and its applications；solving and using systems of equations to solve real－world problems，the study of matrices with an emphasis being placed on their use in organizing data，using powers，roots and radicals along with performing operations with and solving，graphing and solving polynomial equations and functions．
Student Expectations：Upon the completion of Algebra II A students will demonstrate knowledge of the following concepts：solving and graphing equations and inequalities，identifying and using linear functions and relations，solving systems of linear equations using determinants and algebraic methods，using matrices to solve problems，identifying and using quadratic functions and factoring，using polynomials and polynomial functions．
－ALGEBRA II B XXXX and XXXX（1 Unit，Gr．12， 2 Sems．）
Prerequisite：One full credit in Algebra II A．

## Career Paths：䁍察

Course Description：The extended study of linear equations，inequalities，graphs and applications relating mathe－ matics to the world will continue with Algebra II B and will include the following concepts：solving and graphing linear and quadratic functions with emphasis being placed on the concept of a mathematical function and its appli－ cations；solving and using systems of equations to solve real－world problems；the study of matrices with an empha－ sis on their use in organizing data；using powers，roots and radicals along with performing operations with and solving，graphing and finding inverses of functions；exponential growth and decay and logarithmic functions；ratio－ nal expressions，functions and equations and their models and use in real－life situations；sequences and series； probability and data analysis in everyday life；and the study and use of trigonometry as it relates to the real world．
Student Expectations：Upon the completion of Algebra II B students will demonstrate knowledge of the following concepts：radical exponents and radical equations，exponential and logarithmic functions，rational functions，counting methods and probability，and trigonometric functions．

A• ADVANCED MATH TOPICS 3240 and 3245 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：One full credit in Algebra II．

## Career Paths：匐家

Course Description：Advanced Math Topics is intended to prepare students to enter the world of work in the twenty－first century．Students will solve real－world problems with many applications to business．Additionally， unique problem situations will be explored to enhance students＇critical thinking and mathematical reasoning skills． Students will be required to solve such problems through modeling and other forms or representation．Statistical topics such as probability and frequency distributions，measures of central tendencies and dispersion，normal curve and data analysis will be studied．Discrete Mathematics topics such as social choice，recursion，graph theory and induction will also be explored．
Student Expectations：Upon successful completion of Math Topics，students will be able to：apply statistical theories and sampling techniques to solve problems；solve problems involving finite probabilities；represent problem situations and discrete structures such as finite graphs and recurrence relations；and represent and analyze social choice issues （election theory，fair division）using discrete structures．

A• PRE－CALCULUS 3310 and 3315 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：One full credit in Algebra II 3220 and 3225 or 3230 and 3235.
Career Paths：檑5
Course Description：The course is designed to prepare students for calculus and abstract algebra．There is a rigorous coverage of the real number system，algebra polynomials，the complex number system，trigonometry and vectors．
Student Expectations：Upon completion of the course，students should have knowledge of the following concepts： using a graphing calculator；developing and using models in problem solving；using graphs to study numerical and analytical properties of functions；finding maxima and minima of functions，intervals of similar properties，limiting and endpoint behavior；ordinary algebraic manipulation；using geometric transformations to develop graphs of functions； using trigonometric functions；applying trigonometric identities to solve equations；and investigating problems in context．

A•COLLEGE ALGEBRA 3340 and 3345 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：One full credit in enriched Algebra II 3220 and 3225.

## Career Paths：電

Course Description：In College Algebra，students work at a level of difficulty that demands academic discipline for a successful experience．This course is the standard course in college－level algebra．Topics include basic concepts of algebra；linear，quadratic，rational，radical，logarithmic，exponential，and absolute value equations；equations reducible to quadratic form；linear，polynomial，rational，and absolute value inequalities，and complex number sys－ tem；graphs of linear，polynomial，exponential，logarithmic，rational，and absolute value functions；conic sections； inverse functions；operations and composition of functions；systems of equations；sequences and series；and the binomial theorem．Students have the opportunity to earn college credit by dual enrollment through UMKC．Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Mis－ souri University System＇s cost per credit hour．

Student Expectations: Upon completion of the course, students should have knowledge of the following concepts: using a graphing calculator; developing and using models in problem solving; fundamentals of algebra, relations, functions, solutions, of first- and second degree equations and inequalities, systems of equations, determinants, binomial theorem, mathematical induction, polynomial functions and theory of equations, geometric and arithmetical sequences and series.

## A•A.P. CALCULUS 3430 and 3435 (1 Unit, Gr. 12, 2 Sems.)

Prerequisite: One full credit in Enriched Pre-Calculus 3320 and 3325.

## Career Paths: <br> $\square$

Course Description: Limits and continuity are studied as an introduction to the study of Calculus. There is a rigorous study of differentiation and integration, logarithmic, exponential and trigonometric functions, definite integral applications and special techniques of integration. Students have the opportunity to earn college credit by taking the College Board's AP Exam or dual enrollment through UMKC. (Tuition cost is determined by the University. The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System's cost per credit hour.) A.P. Exam cost is $\$ 83.00$.

Student Expectations: Upon completion of this course, students should have knowledge of the following concepts: using properties of algebraic, trigonometric, exponential and logarithmic functions; calculating and applying properties of limits; defining and using derivatives; using applications of the derivative; defining and using the antiderivative; using applications of antiderivatives; techniques of integration; properties and concepts of the definite integral; applications of the integral to include area between curves and volume of a solid of revolution.

## COMPUTER SCIENCE

For all Computer classes it is recommended that students have strong keyboarding skills or take one semester of Keyboarding．

## －FOUNDATIONS OF WEB DESIGN 3480 or 3485 （1 Unit，Gr．9－12， 2 Sems．）

Career Paths：工市 我急
Course Description：This course will cover Web design skills such as creating graphics，evaluation effective Web page design，and incorporation movies and ani－ mation into a Web site．Students will cre－ ate projects that teach essential Web development skills that are useful in building a commercial Web site．
－COMPUTER PROGRAMMING I 3450 or 3455 （1／2 Unit，Gr．9－12， 1 Sem．） Prerequisite：One credit in Algebra．


Additional Courses available at Herndon Career Center．

Career Paths：工击 匐家
Course Description：This course is designed for those students interested in gaining a general understanding of how computers are used as well as those students considering a career that will involve computers．The students will operate the computers and write their own programs，using the QBASIC language．They will gain some under－ standing of the potentials and limits of computers in problem solving．
Student Expectations：Upon completion of this course the student should be able to：understand the basic system com－ mands and syntax of the language；work with PRINT，READ－DATA and RESTORE statements；be able to work with input using several different methods；learn problem solving methods；program using IF－THEN and FOR－NEXT statements；use the functions of the QBASIC language．
－COMPUTER PROGRAMMING II 3460 or 3465 （1／2 Unit，Gr．9－12， 1 Sem．）
Prerequisite：Students should show strong skills in Computer Programming I．
Career Paths：工击
Course Description：This course in a continuation of Computer Programming I．The general philosophy of this course is to add to the student＇s repertoire of commands of both QBASIC and DOS．More stress will be placed on their style and ability to be structured in their approach to problem solving．An introduction to Visual Basic will be provided．
Student Expectations：Upon completion of this course the student should be able to：work with one and two dimen－ sional arrays；learn one or two methods of sorting data；understand strings and their functions；program using the modu－ lar design；develop projects using graphics；work with software programs which develop presentation material．

A•JAVA PROGRAMMING 3470 or 3475 （1 Unit，Gr．10－12， 2 Sems．）
Prerequisite：Credit in Computer Programming I．
Career Paths：工市 事恶
Course Description：This course provides an introduction to Java Programming．Topics include creating a Java applications and applet，manipulation data using methods，decision making and repetition with reusable objects， arrays，loops，and layout managers using external classes，creation menus and button arrays using the abstract win－ dows，swing interfaces with sorting and searching，writing data to a sequential data file，using collections and strings in a reusable class，understanding abstract classes and interfaces，accessing databases using JDBC，and utiliz－ ing servlets for Web applications．（Students will have an opportunity to earn college credit by taking the College Board＇s AP Exam which will be available in the spring semester．）

| Freshman <br> Year <br> Required <br> Course | Integrated Physical Science Required 1 credit <br> 2 semesters 4010/4015 |  |  |  | Science | gram |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sophomore <br> Year <br> Required Course | Biology <br> Required <br> 1 credit <br> 2 semesters <br> 4210/4215 |  |  |  |  |  |  |  |
| Sophomore <br> Year <br> Electives | Conceptual <br> Physics <br> 1 credit <br> 2 semesters <br> 4520/4525 | Chemistry I <br> 1 credit <br> 2 semesters <br> 4410/4415 |  |  |  |  |  |  |
| Junior <br> Year <br> Electives | Microbiology <br> $1 / 2$ credit <br> 1 semester 4235 | Physics <br> 1 credit 2 semesters 4510/4515 | Genetics <br> $1 / 2$ credit <br> 1 semester 4230 | Anatomy \& Physiology I or II 1 credit 2 semesters 4240/4245 | Geology <br> 1 credit <br> 2 semesters <br> 4020/4025 | Conceptual <br> Physics <br> 1 credit <br> 2 semesters <br> 4520/4525 | Chemistry <br> I or II <br> 1 credit <br> 2 semesters <br> 4410/4415 <br> 4420/4425 | AP Biology <br> 1 credit <br> 2 semesters <br> 4220/4225 |
| Senior <br> Year Electives | Microbiology <br> $1 / 2$ credit <br> 1 semester 4235 | Physics <br> 1 credit 2 semesters 4510/4515 | Genetics <br> $1 / 2$ credit <br> 1 semester 4230 | Anatomy \& Physiology I or II 1 credit 2 semesters 4240/4245 | Geology <br> 1 credit <br> 2 semesters <br> 4050/4055 | Conceptual <br> Physics <br> 1 credit <br> 2 semesters <br> 4520/4525 | Chemistry <br> I or II <br> 1 credit <br> 2 semesters <br> 4410/4415 <br> 4420/4425 | AP Biology <br> 1 credit <br> 2 semesters <br> 4220/4225 |

## - INTEGRATED PHYSICAL SCIENCE 4010 and 4015

(1 Unit, Gr. 9, 2 Sems.)

## Career Paths: 卫需

Course Description: This course will integrate concepts from Physical Science Earth Science, Chemistry and Physics into one laboratory oriented class, which serves as a preparation for all other Science courses. This course is required for all freshmen. This course does not attempt many concepts in depth, but primarily concerns itself with fundamental principles rather than isolated facts. Areas of emphasis are forms of matter, chemical and physical changes, types of energy, geology, atomic theory, and chemical reactions.
Student Expectations: Upon completion of Integrated Physical Science, students will be able to analyze how changes in matter provide evidence of atomic theory, conclude how energy is conserved but can be transferred and transformed, and be able to contrast various forces and their effects on motion. Students will examine the processes and interactions of Earth's systems within the geosphere, atmosphere and hydrosphere and be able to describe Earth's composition, structure, properties and its movements in the universe. Students will develop and test scientifically oriented questions by gathering evidence from quantitative and qualitative observations. Their inquiry will follow scientific principles and demonstrate clear communication of results and justification. Students will also interpret the impact of science and technology on human activity

A• GEOLOGY 4020 and 4025 (1 Unit, Gr. 11-12, 2 Sems.)
Prerequisite: One unit of credit in Integrated Physical Science.

## Career Paths:

Course Description: This course will provide students with an in-depth study of concepts, laws and process skills used in earth sciences. Methods of scientific inquiry and reasoning, the application of scientific knowledge to everyday life, and laboratory activities providing the interaction between content and thinking processes will be the basis
for the course. The main subject areas will include: astronomy, meteorology, oceanography, geology, paleontology, diastrophism and related areas of earth science if time allows.

Student Expectations: Upon completion of this course the student will be able to: differentiate between the composition and formation of the three types of rocks; explain the difference between Earth's renewable and nonrenewable resources, and assess the effects usage has on the environment; read and create topographic maps; explain and illustrate the water cycle; identify the types of erosion and explain both the resulting erosion and deposition features caused by each; explain the variations in ocean water salinity, describe the ocean currents and ocean floor topography, and classify ocean life by zone; use the theory of plate tectonics to analyze locations and types of Earth processes (mountain building, volcanism, earthquakes); identify cloud formation and composition, use weather equipment in formulating weather predictions, read and interpret weather maps; map major global climates and differentiate between weather and climate; describe the theories regarding the origin of the universe, solar system, Earth-moon system; identify, describe, and categorize the major objects of the solar system compared to deep space objects; observe, illustrate and explain the phases of the moon; explain the effect of the moon's location on tides; describe the motions of the Earth in terms of seasonal changes, day and night; apply the accepted scientific ways of measuring and interpreting geologic time to categorize events and life forms in the Precambrian, Paleozoic, Mesozoic and Cenozoic eras.

- GENERAL BIOLOGY 4210 and 4215 (1 Unit, Gr. 10-12, 2 Sems.)

PREREQUISITE: One unit credit in Integrated Physical Science.

## Career Paths:

Course Description: Students taking this course will be using biological information and the tools and techniques of the biologist in their class work. Labs, lectures and discussion will acquaint the student with the field of biology. First semester the areas of study concerning the fundamental concepts of life are: characteristics of life; chemistry of life; fundamentals of cell structure; function and reproduction; basic biological energy systems; protein synthesis; basics of genetics; and ecological relationships. Second semester work is designed so the student will branch out and delve into more specific areas of biology. Students and/or instructor will elect a minimum of four of the following units to be completed: microbiology (viruses, bacteria, fungi, algae); invertebrate zoology; vertebrate zoology; adaptive principles; and introduction to the classification system. One unit of General Biology satisfies the prerequisite for Human Genetics, Human Anatomy and Physiology and Microbiology.
Student Expectations: Upon completion of this course the student will be able to: identify the concepts of life including characteristics of living and nonliving conditions, basic life processes and application of scientific method; explain chemical basics of life including different forms of energy, states of matter, hydrolysis and dehydrolysis reactions, solutions and colloids; describe the replication and chemical structure of DNA and RNA; describe the functions of the parts of the cell; distinguish between mitosis and meiosis and name and describe the phases; state and explain Mendel's three principles; describe inheritance patterns and the role of mutations; describe the food chains and food webs in an ecosystem; compare aquatic and terrestrial biomes; make computations using scientific notations; compare and contrast nuclear fusion and fission; evaluate the disposal, management and storage of toxic and nuclear wastes; associate natural selection with changes in organisms over time; interpret a time line of Earth history; classify invertebrates and vertebrates into their proper phyla; express basic structure and function of invertebrates and vertebrates; compare and contrast the microbes including viruses, bacteria, protozoans, fungi, algae; explain the relationship between infectious diseases and the immune system; and identify the causes and effects of sexually transmitted diseases.

A•ADVANCED PLACEMENT BIOLOGY 4220 and 4225 (1 Unit, Gr. 11-12, 2 Sems.)
PREREQUISTIE: General Biology and Chemistry I (Chemistry I may be taken concurrently)

## Career Paths:

Course Description: Advanced Placement Biology is designed to meet the objectives of a general biology course at the college level. The course will cover three general areas: molecules and cells, genetics and evolution, and organisms and populations. Students will acquire an understanding of the means by which scientific information is collected, how it is interpreted and how one uses information to formulate hypotheses, to make predictions and to design their own experiments.
Student Expectations: Upon completion of this course, the student will achieve a knowledge of facts, principles, and processes of biological chemistry, cells, energy transformations, genetics, natural selection, the kingdoms of living things, and ecology. A.P. Exams cost is $\$ 83.00$. (Tuition cost is determined by the University. The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System's cost per credit hour.)

Career Paths:
Course Description: Students enrolling in this course may also enroll in Microbiology. This course is designed for students who have a special interest in genetics and who made above average grades in General Biology. Emphasis is placed on human genetics, biotechnology, genetics and medicine and DNA studies. Lab is an essential part of the class.
Student Expectations: Upon completion of this course the student will be able to: identify key differences between DNA \& RNA; demonstrate an understanding of replication, transcription, and translation; diagram chromosomes through the entire mitotic process to demonstrate an understanding of the genetic relationship of mother cell to daughter cells; diagram chromosomes through the entire meiotic process to demonstrate an understanding of the genetic relationship of gamete forming cells and gametes; solve problems involving mono and dihybrid crosses via punnet squares and fork lines method and interpret results; observe, record and organize lab data; evaluate data using chi-square method; explain how monozomy and trisomy relate to nondisjunction; demonstrate an understanding of modern lab techniques: electrophoresis, cutting DNA and cloning; research articles related to genetics and ethics and present and share the information with other students.

A• MICROBIOLOGY 4235 (1/2 Unit, Gr. 11-12, 1 Sem.)
PREREQUISITE: General Biology and teacher recommendation.

## Career Paths:

Course Description: This course is designed for students planning a career in science or students who have a special interest in microbiology and who have made above average grades in General Biology. The course emphasizes laboratory experiences in microbiology.
Student Expectations: Upon completion of this course the student will be able to: demonstrate an understanding of photosynthesis and respiration; identify structural differences on procaryotic and eucaryotic cells, identify an unknown bacterium by observing, recording and organizing lab data pertaining to biochemical, growth, and structural properties; show an understanding of the viral lytic cycle, viral diseases and viral structures, immune system, antibiotics, bacterial genetics and environmental microbiology.

A• ANATOMY AND PHYSIOLOGY 4240/ 4245 (1/2 Unit, Gr. 11-12, 1 Sem.) PREREQUISTIE: Prior credit in General Biology.

## Career Paths:

Course Description: This course covers human anatomy, cells, skeletal system, circulatory system, respiratory system, and physiology with additional systems taught if time allows. It is designed to include hands-on, applied experiences through such activities as laboratory experiments, using technology resources, guest speakers, and the opportunity to shadow a professional in the field of health. These courses are college preparatory courses, and though you may take either section alone, it is STRONGLY suggested you take Anatomy and Physiology I first semester and Anatomy and Physiology II second semester.
This course covers the topics of the .
Student Expectations: Upon completion of this course, the student will be able to express in verbal, written and/or applied manner, the basic structures and functions of the cell; skeletal, circulatory, respiratory systems, muscular, digestive, nervous, reproductive systems, and other body systems if time allows.

A•CHEMISTRY I 4410 and 4415 (1 Unit, Gr. 11-12, 2 Sems.) PREREQUISITE: One unit credit each of both Integrated Physical Science and Algebra, and sophomores must have recommendations from their Integrated Physical Science and Algebra teachers.

## Career Paths:

Course Description: This course is designed to introduce basic chemistry principles via laboratory investigations, exercises, questions and problems, class discussions and demonstrations. Basic skills in observation, treatment of data and interpretation of data are to be stressed. First semester topics include general skills and processes in chemistry, atomic theory and kinetic theory. Second semester topics include discussions and lab activities demonstrating chemical bonding, principles of chemical reaction, chemical equilibrium acid-base chemistry, and organic chemistry.
Student Expectations: Upon completion of this course the student will be able to express either verbally or in written form a knowledge of: the nature of chemistry by looking at the relationship between science and human progress; how the periodic table is organized; the International System of Units and Measures; significant figures and scientific notation;
properties and states of matter，parts of the atom and atomic structure；the mole concept and stoichiometry；the various bonding processes and the properties associated with each；how organic compounds are classified through a study of nomenclature，properties and functional groups；the kinetic theory and how it is used to describe the behavior of the four states of matter，the characteristics of solutions and ways of expressing their concentrations；natural and artificial reactions．

A•CHEMISTRY II 4420 and 4425 （1 Unit，Gr．11－12， 2 Sems．）
PREREQUISTIE：Prior credit in Chemistry I 4410 and 4415.

## Career Paths：

Course Description：An in－depth look at：chemical bonding，rates of chemical reactions，chemical equilibrium， oxidation and reduction，acid－base chemistry，buffers and organic chemistry．This will be accomplished by both lec－ ture and lab work．
Student Expectations：Upon completion of this course the student will be able to express in verbal or written form a knowledge of：quantitative chemistry；reactions in aqueous solutions；acids and bases；electrochemistry；nuclear chem－ istry；organic and biochemistry；oxidation reduction reactions；skills in balancing redox equations．

## A•CONCEPTUAL PHYSICS 4500 and 4505 （1 Unit，Gr．11－12， 2 Sems．）

PREREQUISTTE：One credit of Integrated Physical Science and must have completed or currently be enrolled in Biology．

## Career Paths：上：

Course Description：This lab course stresses physics concepts instead of physics computations．By stressing an under－ standing of the ideas of physics instead of rote computation，Conceptual Physics not only provides a firmer foundation for further study in science，but more importantly nurtures a scientific outlook for everyday life．Topics will range from Mechanics and Gravity to Electricity and Magnetism，to the Big Bang cosmology of the Universe，to the microscopic structure of matter including atoms，nuclei，quarks，superstrings，black holes，etc．
Student Expectations：Students will become familiar with the basic physical concepts and principles of waves，sound， light，and mechanics．A conceptual rather than a mathematical point of view will be emphasized．Upon completion of this course，students will be able to use basic algebra and graphing techniques to analyze and understand natural physi－ cal laws including Newton＇s Laws of Motion，Conservation of Energy and Conservation and Momentum．

A• PHYSICS 4510 and 4515 （1 Unit，Gr．11－12， 2 Sems．）
PREREQUISITE：One unit of credit of Integrated Physical Science and must have completed or currently be enrolled in Algebra II．Chemistry is strongly recommended．

## Career Paths：上出 $\Psi$

Course Description：This course provides college credit through the University of Missouri－Kansas City．Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Mis－ souri University System＇s cost per credit hour．This course applies the properties and interactions of matter and energy．It is designed for the student who will use the techniques of mathematics and the physical sciences to investigate the mechanics of solids，liquids，gases，waves，light，sounds，electricity，magnetism，thermodynamics， atomic and nuclear physics and relativity．
Student Expectations：Upon completion of this course the student will be able to：express a knowledge and under－ standing of the basic process of measurement，by using SI units of measurement，unit conversions，significant figures and problem solving skills；solve a wide range of problems involving mechanics，kinematics，and dynamics；apply Newton＇s Three Laws of Motion in problem solving situations；solve a wide range of problems involving the concepts of work， power，and energy；compare and contrast the properties of solids，liquids，and gases in terms of their shape，volume， density，and compressibility；use Boyle＇s Law，Charles＇Law，and the General Gas Law in problem solving；differentiate between temperature and heat and solve a wide variety of problems involving heat and thermodynamics；demonstrate a thorough understanding of the characteristics of waves and how various types of energy may be transmitted by waves； apply knowledge of reflection and refraction to the function of mirrors and lenses；solve problems in quantum physics involving Planck＇s constant and the energy of a photon；describe the photoelectric effect and how the terms cut－off fre－ quency，stopping potential，threshold frequency and work function apply to the photoelectric effect；state and apply the Heisenberg uncertainty principle and be familiar with the work of DeBroglie in quantum mechanics；explain the modern model of the atom，point out significant features including charge，motion，force and energy．（Tuition cost is determined by the University．The estimated cost for dual credit enrollment through UMKC is $1 / 3$ the Missouri University System＇s cost per credit hour．）

## A•SPECIAL TOPICS IN SCIENCE 4690 or 4695 (1/2 Unit, Gr. 11-12, 1 Sem.)

Course Description: This provides an opportunity for a student to pursue independent study in an area of science not offered in the regular curriculum (in other words, a course over and above the science courses required for graduation. The content of this course, in general, is at a level suitable for juniors and seniors who are preparing for postsecondary education or training). Arrangements are made with individual teachers and subject to written approval of the building principal.
Student Expectations: Applicable objectives will be developed cooperatively by the student and teacher to appropriately meet the needs of a selected area of study.

## - INTRODUCTION TO THE VISUAL ARTS 5010 OR 5015

 (1/2 Unit, Gr. 9-12, 1 Sem.)

Course Description: This is the beginning course for the visual arts program in the senior high school. Students will work with a variety of two-dimensional and three-dimensional art media. Assignments will include two-dimensional projects in drawing, painting and design and three-dimensional projects in clay or other materials.
 Although the course is primarily project oriented, the students will also get a chance to discover the artwork of famous artists and see how they fit into art history. Students will also learn the skills necessary to critically analyze and evaluate works of art during critique sessions. Materials Fee $\$ 13.00$.
Student Expectations: Upon completion of this course, the student will be able to: define a variety of visual art vocabulary terms; describe (analyze) historically a variety of visual art movements/artists; describe the career opportunity in a variety of visual art areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, rhythm, movement, emphasis, and unity in creating a finished piece of art; create a finished piece of art using a variety of media and/or techniques; constructively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- GRAPHIC DESIGN I 5020 OR 5025 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Introduction to Visual Arts

Course Description: This is the beginning course in Graphic Arts. Using the Elements of Art and the Principles of Design learned in the Visual Arts course, the student would apply these concepts to graphic design assignments. The student will work on a variety of creative design projects, such as, logo design, CD covers, brochures, restaurant menus, stationary, magazine cover designs, direct mail advertising and more. These projects will provide the vehicle for learning about lettering and fonts, layout skills, and basic visual design. This creative course includes "hands-on" computer lessons using Adobe Photoshop software. Materials Fee \$15.00.

Student Expectations: Upon completion of this course the student will be able to: define a variety of graphic arts vocabulary terms; describe career opportunities in a variety of graphic arts areas; effectively use the elements of line, shape, color, texture, form and space in creating a finished piece of art; create a finished piece of art using a variety of media and/or techniques; constructively criticize his/her own work and the art work of others (students and professionals) in either a written or oral critique.

- 3-D POTTERY I 5040 OR 5045 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Introduction to Visual Arts

## 

Course Description: This is the beginning course in three-dimensional craft arts. Students will work primarily in the media of ceramic clay pottery, although other 3-D craft projects such as papermaking, textiles and basketry may be included. Basic pottery techniques in coil, slab, and wheel thrown methods of clay construction will be learned. Procedures for glazing and firing pottery will also be covered in the course. Students will have the opportunity to study the 3-D art of various cultures through out history. Materials Fee \$15.00.

Student Expectations: Upon completion of this course, the student will be able to: define a variety of craft art vocabulary terms; describe (analyze) historically a variety of craft art movements/artists; describe the career opportunities in a variety of craft art areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, ryythm, movement, emphasis, and unity in creating a finished piece of art; create a finished piece of art using a variety of media and/or techniques; constructively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- PHOTOGRAPHY I 5080 OR 5085 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Introduction to Visual Arts

## 

Course Description: This is the beginning course in black and white photography. Students will learn camera and darkroom techniques through classroom instruction and a variety of lab projects. By the completion of the course, students will be able to correctly expose film using a 35 mm manual (adjustable) camera, develop their own film and make prints from their negatives. Students will also study the history of photography and career opportunities in the field of photography. Students will be encouraged to evaluate their own work both in terms of artistic and technical qualities. The fee for the class covers the cost of film, photographic paper and the darkroom and film processing chemistry. Materials Fee $\$ 20.00$.
Student Expectations: Upon completion of this course, the student will be able to: define a variety of photography vocabulary terms; describe (analyze) historically a variety of photography movements/artists; describe the career opportunities in a variety of photography areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, rhythm, movement, emphasis and unity in creating a finished piece of art; create a finished piece of art using a variety of media and/or techniques; constructively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- DRAWING AND PAINTING I 5110 OR 5115 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: 1/2 unit credit in Introduction to Visual Arts

Course Description: Students will explore a variety of drawing, painting and printmaking media and techniques. Pencil, charcoal, marker, tempera paint, and watercolor paint are a few of the media used in this course. Career opportunities will be explored. Students will have the opportunity to develop their critique skills by analyzing their work and the work of others. Styles of art and particular artists will be studied to increase the students understanding of art through out the ages. Materials Fee $\$ 15.00$.
Student Expectations: Upon completion of this course, the student will be able to: define a variety of drawing/painting vocabulary terms; describe (analyze) historically a variety of drawing/painting movements/artists; describe the career opportunities in a variety of drawing/painting areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance rhythm, movement, emphasis and unity in creating a finished piece of art; create a finished piece of art using a variety of drawing/painting media and/or techniques; constructively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- JEWELRY I 5120 OR 5125 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Introduction to Visual Arts

Course Description: This course provides an opportunity for students to work with different valuable metals, especially sterling silver. Techniques will include soldering, casting, forming, cutting, etching and surface refinement of the metal. Projects may include rings, bracelets, pendants, earrings, belt buckles, necklaces and small sculptures created out of sterling silver or brass, copper or nickel silver. Students have the option of purchasing additional sterling silver for larger scale projects. Historical and contemporary processes will be explored with an emphasis in design through the Elements of Art and the Principles of Design. Fees cover basic supplies for the beginning projects and all projects become the property of the student. Materials Fee $\$ 45.00$.

[^1]structively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- GRAPHIC DESIGN II 5220 OR 5225 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Graphic Design I

Course Description: This course is a continuation of Graphic Arts I. The student will refine skills in advertising art and layout design and create a portfolio of their work. The course will be primarily computer based. Advanced lessons in Adobe Photoshop and other graphic software will be presented. Students completing this course are encouraged to consider the Advertising and Display Art program at the Herndon Career Center. Materials Fee \$17.00.
Student Expectations: Upon completion of this course the student will be able to: define a variety of graphic arts vocabulary terms; describe career opportunities in a variety of graphic arts areas; effectively use the elements of line, shape, color, texture, form and space in creating a finished piece of art; create a finished piece of art using a variety of media and/or techniques; constructively criticize his/her own work and the art work of others (students and professionals) in either a written or oral critique.

- DRAWING AND PAINTING II 5240 OR 5245 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Drawing and Painting I.

## 

Course Description: Building on the foundation established in Drawing and Painting I, this course will further develop the students ability to produce quality two-dimensional artwork. New materials such as Acrylic paint on canvas will be explored. Students will be encouraged to make choices and solve problems related to their own artistic creations. A more in-depth look at artistic styles through specific projects will further develop the students understanding of art history. Students will participate in critique periods, designed to further enhance their appreciation, understanding, and judgment of artwork. Materials Fee \$17.00.
Student Expectations: Upon completion of this course the student will be able to: define a variety of drawing/painting vocabulary; describe (analyze) historically a variety of drawing/painting movements/artists; describe the career opportunities of a variety of drawing/painting areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, rhythm, movement, emphasis and unity in creating a finished piece of art; create a finished piece of art using a variety of drawing/painting media and/or techniques; constructively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- 3-D POTTERY II 5260 OR 5265 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in 3-D Pottery I.

## 

Course Description: This course is a continuation 3-D pottery I. In this course the student will further develop skills of forming, glazing and firing pottery. Forming processes will be explored through hand building techniques, use of the potter's wheel and sculpture. Critique periods will be held with the instructor. Materials Fee $\$ 17.00$.
Student Expectations: Upon completion of this course, the student will be able to: define a variety of pottery vocabulary terms; describe (analyze) historically a variety of pottery movements/artists; describe the career opportunities in a variety of pottery areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, ryythm, movement, emphasis and unity in creating a finished piece of art; create a finished piece of art using a variety of pottery media and/or techniques; constructively criticize his/her own art work and the art work of others (students and professionals) in either a written or oral critique.

- PHOTOGRAPHY II 5280 OR 5285 (1/2 Unit, Gr. 9-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in Photography I.

## 

Course Description: This course is a continuation of Photography I. With the basic understanding of the camera developed in Photo I, the student will concentrate on learning what makes a good photographic image. Different camera techniques, such as the use of great and shallow depth-of-field, unique point of view, panning, and framing will be demonstrated and practiced. Also, new lab techniques, such a dodging and burning, the use of contrast filters and other image manipulation techniques will be introduced through various lab assignments. Students will
develop their skills in evaluating their own work and the work of others through regular classroom critiques．The fee for this class covers the basic darkroom materials，chemistry，one packet of photographic paper，and two rolls of film．Students will need to provide any additional film or paper（available through the school at discounted priced）．Materials Fee $\$ 25.00$ ．
Student Expectations：Upon completion of this course，the student will be able to：define a variety of photography vocabulary；describe（analyze）historically a variety of photography movements／artists；describe the career opportunities in a variety of photography areas；effectively use the art elements of line，shape，color，texture，form and space in creating a finished piece of art；effectively use the art principles of balance，rhythm，movement，emphasis and unity in creating a fin－ ished piece of art；create a finished piece of art using a variety if photography media and／or techniques；constructively crit－ icize his／her own art work and the art work of others（students and professionals）in either a written or oral critique．
－ART STUDIO／GRAPHIC DESIGN 5340 OR 5345 （1／2 Unit，Gr．10－12， 1 Sem．）
Prerequisite： $1 / 2$ unit credit in Graphic Design II．

## 

Course Description：This course is intended to further develop the students＇interests and abilities in graphic design． The emphasis will be on providing extended opportunities for students who are interested in pursuing this field after grad－ uation．Advanced techniques and processes will be emphasized．A portfolio of the students＇work will be assembled．Cri－ tique periods will be held with the instructor．Materials Fee $\$ 19.00$ ．
Student Expectations：Students will demonstrate their working knowledge of computer programs learned in Graphic Design I and Graphic Design II The students will use this knowledge to create more advanced design projects like CD covers and discs，book covers，packaging designs，menu designs，logo designs and much more．The students will use the principles and elements of design when creating the layouts for these projects．The students will also be required to com－ plete weekly sketch book assignments．
－ART STUDIO／PHOTOGRAPHY 5310 OR 5315 （1／2 Unit，Gr．10－12， 1 Sem．）
Prerequisite： $1 / 2$ unit credit in Photography II．

## Career Path：工虫 昜家 核

Course Description：This course is intended to further develop the students＇interests and abilities in photogra－ phy．The emphasis will be on the creation of quality photographic images．Students are encouraged to work inde－ pendently，solving artistic and technical problems and developing their skills and interests．Advanced darkroom techniques and processes will be emphasized．Students will select photographers and photographic techniques for research to deepen their appreciation of the craft．A portfolio of the students work will be assembled．Critique peri－ ods will be held with the instructor．The fee for this class covers the basic darkroom materials，chemistry，one pack－ et of photographic paper，and two rolls of film．Students will need to provide any additional film or paper（avail－ able through the school at discounted priced）．Materials Fee $\$ 30.00$ ．
Student Expectations：Upon completion of this course，the student will be able to：define a variety of photography vocabulary；describe（analyze historically）a variety of photography movements／artists；describe career opportunities in photography；effective use of the art elements of line，shape，color，texture，form and space in creating a finished piece of art；effectively use the art principles of balance，rhythm，movement，emphasis and unity in creating a finished piece of art； create finished art using a variety of photography media and／or techniques；constructively criticize his／her own work and the art work of others（students and professionals）in either a written or oral critique；create a portfolio of their photogra－ phy work．
－ART STUDIO／DRAWING AND PAINTING 5320 OR 5325 （1／2 Unit，Gr．10－12， 1 Sem．）
Prerequisite： $1 / 2$ unit credit in Drawing and Painting II．

## 

Course Description：This course is intended to further develop the students＇interests and abilities in drawing and painting．The emphasis will be on the creation of quality visual images．Students are encouraged to work indepen－ dently，solving artistic and technical problems and developing their skills and interests．Advanced techniques and processes will be emphasized．Students will select artists and art movements for research to deepen their apprecia－ tion of the art form．A portfolio of the students＇work will be assembled．Critique periods will be held with the instructor．Materials Fee $\$ 19.00$ ．
Student Expectations：Upon completion of this course，the student will be able to：define a variety of drawing and painting vocabulary；describe（analyze historically）a variety of drawing and painting movements／artists；describe career
opportunities in drawing and painting; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, rhythm, movement, emphasis and unity in creating a finished piece of art; create finished art using a variety of drawing and painting media and/or techniques; constructively criticize his/her own work and the art work of others (students and professionals) in either a written or oral critique; create a portfolio of their drawing and painting work.

- ART STUDIO / 3-D POTTERY 5330 OR 5335 (1/2 Unit, Gr. 10-12, 1 Sem.) Prerequisite: $1 / 2$ unit credit in 3-D Pottery II.


## 

Course Description: This course is intended to further develop the students' interests and abilities in pottery. The emphasis will be on the creation of quality 3-D objects. Students are encouraged to work independently, solving artistic and technical problems and developing their skills and interests. Advanced techniques and processes will be emphasized. Students will select artists and art movements for research to deepen their appreciation of the art form. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor. Materials Fee $\$ 19.00$.
Student Expectations: Upon completion of this course, the student will be able to: define a variety of pottery vocabulary; describe (analyze historically) a variety of pottery movements/artists; describe career opportunities in pottery; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, rhythm, movement, emphasis and unity in creating a finished piece of art; create finished art using a variety of pottery media and/or techniques; constructively criticize his/her own work and the art work of others (students and professionals) in either a written or oral critique; create a portfolio of their pottery work.

## - AP STUDIO ART: DRAWING, PAINTING, JEWELRY, POTTERY, PHOTOGRAPHY OR GRAPHIC DESIGN 5350 and 5355 (1 Unit, Gr. 11-12, 2 Sems.)

Prerequisite: $1 / 2$ unit credit in 3-D Pottery II, Drawing and Painting II, Photography II, or Graphic Design II.

## 

Course Description: This course provides the opportunity for a student to continue in depth study in a particular visual arts area. The emphasis will be on the creation of quality finished products that relate to a student chosen theme or topic. Students are encouraged to work independently, solving artistic and technical problems and developing their skills and interests. Students will also select historical movements and techniques for research to deepen their appreciation of the craft. Critique periods will be held with the instructor. A portfolio of the students work will be assembled throughout the year. In May, students will be encouraged to submit a portfolio to the National Portfolio Review board. The review board will then judge the portfolio to determine whether or not a student will receive 1 hour of college credit. The fee for this class covers the basic material needs to create a portfolio. Materials fee $\$ 25.00$.
Student Expectations: Upon completion of this course, the student will be able to: define a variety of artistic vocabulary; describe (analyze historically) a variety of movements/artists; examine the depths of a student chosen topic/theme; describe career opportunities in the Fine Arts field; effectively use the principles and elements of art; create finished art using a variety of media and/or techniques; constructively criticize his/her own work and the art work of others (students and professionals) in either a written or oral critique; and create a portfolio of work. Submission of a portfolio to the National Board to receive 1 hour of college credit is optional.

- SPECIAL TOPICS IN VISUAL ARTS 5390 OR 5395 (1/2 Unit, Gr. 11-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in 3-D Pottery II, Drawing and Painting II, Photography II, or Graphic Design II.

## 

Course Description: This offering provides the opportunity for a student to continue his or her in depth study in a particular visual arts area. The student will be responsible for creating an individual plan and time line for the semester. Arrangements must be made in advance through the individual instructor and are subject to approval by the building principal.

－WOMEN’S CHOIR 5540 and 5545 （1 Unit，Gr．9－12， 2 Sems．）

## 

Course Description：Girls Special Glee Club is a performing group of selected girls voices．Emphasis is placed on high level study and performance of treble choir literature．Attendance of every member is required at all performances．Fee $\$ 10.00$ per year not to exceed $\$ 20.00$ per family per year．
Student Expectations：Upon completion of this course，the student will be able to：perform three parts（girls）accu－ rately and musically in concert；write，sing and recognize major，minor and chromatic scales；sing in two languages other than English；recognize aurally，sing and write all intervals；sing and listen to music of all style periods and cul－ tures；sing a simple three part example（girls）at sight both rhythmically and melodically；have knowledge and demon－ strate proper singing technique；have knowledge of and demonstrate elements and language that comprise musician－ ship；understand and demonstrate good concert and performance etiquette；carry part within a small ensemble．
－MEN＇S CHOIR XXXX and XXXX（1 Unit，Gr．9－10， 2 Sems．）

## Career Paths：工市 塎

Course Description：Men＇s Choir is a performing group of selected men＇s voices．Emphasis is placed on high level study and performance of treble choir literature．Attendance of every member is required at all performances．Fee $\$ 10.00$ per year not to exceed $\$ 20.00$ per family per year．
Student Expectations：Upon completion of this course，the student will be able to：perform three parts（men＇s）accu－ rately and musically in concert；write，sing and recognize major，minor and chromatic scales；sing in two languages other than English；recognize aurally，sing and write all intervals；sing and listen to music of all style periods and cul－ tures；sing a simple three part example（men＇s）at sight both rhythmically and melodically；have knowledge and demon－ strate proper singing technique；have knowledge of and demonstrate elements and language that comprise musician－ ship；understand and demonstrate good concert and performance etiquette；carry part within a small ensemble．
－CHOIR 5610 and 5615 （1 Unit，Gr．9－12， 2 Sems．）

## Career Paths：工虫 懀

Course Description：Choir is a group of singers chosen through audition．The class may be grouped into appropri－ ate ensembles（e．g．mixed chorus，boys glee club or girls glee club）as determined by the instructor．The choir stud－ ies basic choral concepts and sings a high quality of choral literature．Attendance of all members is required at all
performances. Opportunities are available for solo and small ensemble singing. Fee $\$ 10.00$ per year not to exceed $\$ 20.00$ per family per year.
Student Expectations: Upon completion of this course, the student will be able to: perform music, in any voicing, accurately and musically in concert; recognize aurally and sing major, minor whole tone and chromatic scales; sing in many languages; aurally recognize and sing all intervals; sing and listen to music of all style periods; sing a moderately difficult four part song at sight both melodically and rhythmically (any voicing); have knowledge of and demonstrate proper singing techniques; have knowledge of and demonstrate elements and language that comprise musicianship; understand and demonstrate good concert and performance etiquette; sing your part, individually, within an ensemble.

- CONCERT CHOIR 5650 and 5655 (1 Unit, Gr. 10-12, 2 Sems.)

Prerequisite: Audition by director.

## 

Course Description: Concert Choir is a highly select group of singers chosen solely by audition. The concert choir sings repertoire representing all periods of music history and all musical styles. Attendance at all performances is required of each member. Opportunities are available for solo and ensemble singing. Fee $\$ 10.00$ per year not to exceed $\$ 20.00$ per family per year.
Student Expectations: Upon completion of this course, the student will be able to: perform music, in any voicing, accurately and musically in concert; aurally recognize and sing major, minor whole tone and chromatic scales; sing in many languages; aurally recognize and sing all intervals; sing and listen to music of all style periods; sing a moderately difficult four part selection at sight both melodically and rhythmically (any voicing); have knowledge of and demonstrate proper singing techniques; have knowledge and demonstrate elements and language that comprise musicianship; understand and demonstrate good concert and performance etiquette; sing your part, individually, within an ensemble.

- CAMERATA (RHS) / CARDINAL CHORALE (RSHS) CHAMBER CHOIR 5660 and 5665 (1 Unit, Gr. 11-12, 2 Sems.)
Prerequisite: Audition by director.


## Career Paths: 卫卢 *N

Course Description: These chamber choirs are a performing group of selected men's and women's voices. Emphasis is placed on very high level study and performance of sacred, secular, 20th century, classical, gospel, and contemporary literature, as well as choreography. Attendance of every member is required at all performances.
Student Expectations: Upon completion of this course, the students will be able to: sing in four to eight parts, sing in at least 4 languages, dance to choreographed literature, have knowledge and demonstrate proper singing techniques, demonstrate the example of good musicianship, demonstrate good performance and audience etiquette. Participate in all opportunities to better themselves as a singer which includes: contest, district and state choir, and other musical opportunities.

- CONCERT BAND 5700 and 5705 (1 Unit, Gr. 9-12, 2 Sems.)

Prerequisite: Audition by director.

## 

Course Description: Concert Band is a course designed primarily for students who have attained a high degree of proficiency on a musical instrument. The course will continue to stress the improvement of tone quality, breath control, phrasing, instrumental technique and performance practices. Attendance at all performances and participation in the marching band is required.
Student Expectations: Upon satisfactory completion of this course, the student will be able to: continue the habit of systemic, disciplined, and daily practice; perform at level 8 throughout the entire range of the instrument; tune the instrument to concert B-flat; identify and be aware of the special intonational problems of the instrument; perform with vibrato; demonstrate correct finger and hand position; demonstrate proper playing angle of the instrument; show continuous growth and development of muscular facility; show growth in the development of good tone quality; play scales in keys of concert $\mathrm{C}, \mathrm{G}, \mathrm{D}, \mathrm{F}, \mathrm{B}^{\mathrm{b}}, \mathrm{E}^{\mathrm{D}}, \mathrm{A}^{\mathrm{D}}, \mathrm{D}^{\mathrm{b}}$ major; play scales and arpeggios in the relative natural minor of C , $\mathrm{G}, \mathrm{D}, \mathrm{F}, \mathrm{B}^{\mathrm{b}}, \mathrm{E}^{\mathrm{b}}, \mathrm{A}, \mathrm{D}^{\mathrm{b}}$; play full range chromatic scale in eighth notes and triplets; play all scales using the articulations shown through the music presented in the course; demonstrate the use of all dynamic markings through the range of the instrument; perform in an acceptable musical style; recognize, play and count note and rest values of the 8th grade level; recognize, play and count note and rest values of $5 / 4,5 / 8$, and $7 / 8$; diagram dictated rhythms in proper notation at the 7th grade level; recognize and identify major, minor, and chromatic scales; recognize and identify major third,
perfect octave，and perfect fifth；perform at sight simple melodies using appropriate rhythm patterns；show further development of proper instrument care；demonstrate the knowledge of the advantages of higher quality instruments； demonstrate the refinement of clef recognition；correctly write the key signatures for all major keys；define basic music terminology including：style，tempo，dynamics，foreign language terms appropriate to this level；demonstrate a basic knowledge of the characteristics of music presented during the course；know and practice basic rehearsal etiquette； know and practice performance etiquette and manners．
－SYMPHONIC BAND 5810 and 5815 （1 Unit，Gr．9－12， 2 Sems．）
Prerequisite：Audition by director．

## 

Course Description：Symphonic Band is highly select instrumental ensemble chosen solely by audition．The course includes the study，preparation and performance of music literature selected from all periods of music histo－ ry．Attendance at all performances and participation in the marching band is required．
Student Expectations：Upon satisfactory completion of this course，the student will be able to：continue the habit of systematic，disciplined and daily practice；tune the instrument to concert pitch and to determine notes from concert pitch；identify and be aware of the special intonational problems of the instrument；perform with a vibrato，when needed；demonstrate correct finger and hand position；demonstrate proper playing angle of the instrument；show con－ tinuous growth and development of muscular facility；demonstrate the use of all dynamic markings throughout the range of the instrument；further refine the qualities of good tonal production；play from memory two octave scales in keys of concert $\mathrm{C}, \mathrm{G}, \mathrm{D}, \mathrm{F}, \mathrm{B}^{\mathrm{b}}, \mathrm{E}^{\mathrm{b}}, \mathrm{A}^{\mathrm{D}}, \mathrm{D}^{\mathrm{b}}$ ，major；play scales and arpeggios in the relative natural minor of $\mathrm{D}, \mathrm{F}, \mathrm{B}^{\mathrm{D}}$ ， $\mathrm{E}^{\mathrm{D}}, \mathrm{A}^{\mathrm{b}}$ ；play full range chromatic scale in eighth notes and triplets；play all scales using the articulations found in sym－ phonic band literature；recognize，play and count note and rest values encountered in symphonic band literature； using correct notation，be able to diagram all rhythms of this level；perform at sight，melodies and standard concert lit－ erature presented in the course；demonstrate the techniques of care and routine maintenance of the instrument； demonstrate the knowledge of the advantages of higher quality instruments；correctly write the key signatures for all major keys；define basic music terminology encountered in symphonic band literature；give background information about composers whose music is studied；be familiar with the basic characteristics of the major style periods；know and practice basic rehearsal etiquette；know and practice performance etiquette and manners．
－CONCERT ORCHESTRA 5890 and 5895 （1／2 Unit，Gr．9－12， 2 Sems．）
Prerequisite：Participation in the middle school string program and recommendation／audition by the orchestra director．

## Career Paths：上晏 寝

Course Description：Concert Orchestra is a course designed for string players who have attained an average degree of playing proficiency on a string instrument and need further instruction before enrolling in Symphony Orchestra．Students enrolling in 5890 must also enroll in 5895．Concert Orchestra will continue to emphasize the fundamental techniques of tone quality，intonation，hand and playing positions as well as other basic techniques． Attendance at all performances of the Concert Orchestra is required．Private lessons on a string instrument are encouraged．
Student Expectations：Upon satisfactory completion of this course，the student will be able to：play at all dynamic levels；tune instrument to concert＂A＂；demonstrate correct finger and hand position，proper playing angle of instru－ ment and continuous growth and development of muscular facility；perform with a fluent vibrato；demonstrate the bowing techniques at level 7；demonstrate the bowing techniques of：martele，spiccato，collegno，detache，slur，pizza－ cato，portato，staccato，slur staccato，tremolo，ricochet，sautille；play from memory all scales of the music studied；play two octave chromatic scale in eighth notes and triplets；recognize，play and count note and rest values encountered in orchestral literature；using correct notation；write dictated rhythms；perform at sight melodies using Grade III rhythm patterns；recognize and identify the intervals contained in a major scale；demonstrate the techniques of care and rou－ tine maintenance of the instrument；demonstrate the knowledge of the advantages of higher quality instruments；cor－ rectly write the key signatures for all major keys；define the musical terminology encountered in the orchestral litera－ ture；give background information about composers whose music is studied；demonstrate a knowledge of the basic characteristics of the major style periods；demonstrate a high degree of concert etiquette；perform orchestral literature with a high degree of proficiency and musical understanding．
－SYMPHONIC ORCHESTRA 5940 and 5945 （1／2 Unit，Gr．9－12， 2 Sems．）
Prerequisite：Participation in the middle school string program and recommendation／audition by the orchestra director．

Course Description：Symphony Orchestra is a class for students who have attained a high degree of proficiency on a string instrument．The Symphony Orchestra class will include the preparation of advanced high school string
literature and the further development of musical taste and knowledge of our musical and cultural heritage．Atten－ dance at all Symphony Orchestra performances is required．Private lessons on the instrument are encouraged．
Student Expectations：Upon satisfactory completion of this course the student will be able to further show growth from Concert Orchestra（5910／5915）in the following areas：play at all dynamic levels；tune the instrument，as needed； demonstrate a consistent use of proper playing technique－finger and hand position，playing angle and continued growth in the development of instrumental technique；perform with vibrato in accordance with current performance practice，demonstrate bowings，as required；be familiar with all keys of the pieces studied；be fluent in the perfor－ mance of chromatics and their scales，be able to read all rhythms presented at sight，after their analysis，be familiar with intervals，as required；demonstrate proper care of the instrument；be able to recognize and perform all styles of orchestral literature with the highest level of proficiency and musical understanding；be proficient in performing in the small chamber group and as a soloist，as opportunities arise；demonstrate a high degree of concert etiquette；show an interest by attending professional concerts，as required by the instructor and as the opportunities are offered．
－JAZZ IMPROVISATION 5960 and 5965 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：Audition by director prior to enrollment．

## Career Paths：工毒 德

Course Description：This class will introduce and develop skills needed to perform Jazz nomenclature．A student must have a high school level of proficiency as an instrumentalist or vocalist．This includes vocal，wind，string，and percussion instruments．Styles studied will include blues，bebop，and swing．There will be an emphasis on listening， form and analysis，and theory and ear training．There is no emphasis on competition or chair placement．Each stu－ dent will develop at his／her own pace or rate．Students will be expected to play／sing（depending on their instru－ ment of ability）a diagnostic audition for the director prior to registering for the course．Each student is recommended to also enroll in an existing performing ensemble in the music department．
Student Expectations：Upon completion of this course，a student will be able to：continue the habit of systematic， and disciplined practice；match pitch by sight and sound；play alone or with others；demonstrate correct posture， horn carriage，hand and position；play in all dynamic ranges；play in all major keys；understand dorian and mixoly－ dian scales；apply correct notes to chord symbols；play at sight jazz standards with an understanding of the theory required to improvise；give background on the style of a selection；elaborate on a composer of a selection studied； demonstrate knowledge of style characteristics of the major Jazz eras；and demonstrate a high level of concert eti－ quette．
－INDEPENDENT STUDIES IN MUSIC THEORY 5920 and 5925 （1／2 Unit，Gr．12， 1 Sems．）
Prerequisite：Participation in music performing group or recommendation of the teacher．

## Career Paths：工虫 氥家

Course Description：This class uses a self－help workbook that focuses on the following：semitones，whole tones， major scales，rhythm，meter，intervals，key signatures，minor scales，triads in root position，triads in inversion sev－ enth chords，and introduction to four part writing．This class will prepare a music major for their first semester of college music theory．
Student Expectations：Students will be required to complete assignments by the dates given．Grades will be based on completion of assignments．Students will also purchase the book which will be a useful reference for college bound music majors．Text book：＂Norton Programmed Texts in Music Theory Scales，Intervals，Keys，Triads，Rhythm， and Meter＂－Clough，Conley，and Boge．

## DISTRICT POLICY REGARDING THE USE OF SCHOOL－OWNED INSTRUMENTS．

The C－2 School District may loan，to the limits of its inventory and at the teacher＇s recommendation，an instrument to a C－2 instrumental music student．The student must be enrolled in an instrumental music class described in the Program of Studies and must have no other means of providing an instrument for the purpose of beginning and／or continuing the study of music．An annual fee of（\＄25．00），payable at the beginning of the first semester of study， will be charged in order to maintain the playing condition of the instrument．
If，at the recommendation and discretion of the teacher，a student learns to perform on an instrument that will con－ tribute to the needs of the ensemble，the fee may be waived．


## - CONNECTIONS 6020 OR 6025 (1/2 Unit, Gr. 9, 1 Sem.)

## Career Paths: 罭

Course Description: Career Development will give all students the needed skills to obtain employment, remain employed and advance their career opportunities within their chosen career pathway. With the aid of the Missouriconnections.org software, students will reconfirm their career pathway choice and refine their career development skills through filling out various job applications, creating career pathway specific letters of application and resumes, completing several mock interviews, and creating/maintaining a personal electronic career portfolio. Students are expected to enroll during their Freshman year. However, enrollment may be deferred to accommodate a student's schedule needs.)

Student Expectations: Upon completion of the class students will be able to declare a Career Pathway major; create a personal career portfolio; fill out various job applications; create letters of application and resumes; conduct themselves professionally in a mock interview setting.

## - COLLEGE \& CAREER PREP 6120 OR 6125 (1/2 Unit, Gr. 11 12, 1 Sem.)

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Course Description: This course is a semester course that introduces students to the concepts including but not limited to: time management and goal setting, career interest exploration, college search, paying for college, college application portfolio, and test preparation. It is recommended for juniors and senior who plan on attending college or post-secondary training.
Student Expectations: Upon completion of the class students will be able to more readily identify their college and career options in relation to their career goals. Students will learn test-taking strategies, time management, and how to utilize resources with scholarship and financial aid options.

C• PERSONAL MONEY MANAGEMENT 6080 OR 6085 （1／2 Unit，Gr．10－12， 1 Sem．）



Course Description：The finance course applies money and economic concepts to the development of personal financial goals and to the preparation of students for careers in which they plan，manage，and analyze the financial and monetary aspects and success of business enterprises．Skills in money management deal with the study of basic concepts of economics，insurance，credit，savings，investments，and budgeting－skills needed for productive citizen－ ship．The course may also cover such business financial matters as business cycles，opportunity costs，cost－benefit analysis，methods of financing businesses，stocks and bonds，profit and loss，and others．Students must pass state man－ dated test administered during this class to fulfill $1 / 2$ unit of required credit in Personal Finance．
Student Expectations：Upon completion of this course，the student will be able to demonstrate an understanding of the importance of accurate records at both the personal and corporate level．Students will also be able to demonstrate a vani－ ety of introductory accounting skills；payroll，accounts payable，accounts receivable，sales records，ledger entries，etc．

## C• PERSONAL BUSINESS LAW 6110 OR 6115 （1／2 Unit，Gr．11－12， 1 Sem．）

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Course Description：Personal Business Law teaches the basic principles of law so that students are more aware of the legal implications of their actions，can pursue business activities with more intelligence and will develop respect for our system of law．Students use their knowledge of contracts，wills and estate planning，real and personal proper－ ty，consumer protection and insurance to develop and participate in a variety of mock trials．Counts as an advanced elective for a college preparatory certificate．
Student Expectations：Upon completion of this course the student will be able to differentiate between a crime and a tort and the criminal／civil justice systems；identify the elements of a valid contract；describe contract law as it applies to minors；differentiate between the legal and the illegal phases of business；describe various types of insurance and the benefits of each；apply the elements of a contract to specific situations，purchase of real or personal property，rent－ ing or leasing an apartment，borrowing money，marriage formalities and restrictions，estate planning．

## C• APPLIED ECONOMICS I 6130 （1／2 Unit，Gr 10－12， 1 Sem．）

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Course Description：This course is designed for those students looking to expand their knowledge of a free enter－ prise system and who are interested in learning to profit from that system．Along with the involvement of Junior Achievement，this semester course introduces the student to basic American economic concepts．These concepts are reinforced through student participation in the JA TITAN Program．TITAN is a computer program that allows students， with the help of a local business volunteer，to operate their own companies in a competitive environment．The Wall Street Journal is also used to keep students abreast of current economic issues．
Student Expectations：Upon completion of this course，the student will be able to evaluate the U．S．economy and to participate more successfully in the actual operation of the economy．The student will be able to use the monthly edi－ tion of the Wall Street Journal to evaluate current economic situations and to recommend solutions；be able to partici－ pate in a competitive computer run corporation simulation and increase corporate profits；demonstrate a knowledge of various concepts such as：unlimited wants and limited resources，a free enterprise system，alternative economic sys－ tems，demand and supply laws，entrepreneurship and marketing strategies．

C• APPLIED ECONOMICS II 6135 （1／2 Unit，Gr．10－12， 1 Sem．）
Prerequisite：Applied Economics I

## Career Paths：量莤家

Course Description：Applied Economics II is a course that asks students to actually operate a small business in the classroom with the assistance of a Junior Achievement representative．Topics are studied from the perspective of busi－ ness，the consumer，labor and government．Students will also be exposed to the stock market by participating in a state wide computer stock market game sponsored by the Missouri Council on Economic Education．Counts as an advanced elective for a college preparatory certificate．
Student Expectations：Upon completion of this course，the student will be able to demonstrate knowledge of the basic characteristics of the American Economic System through the running of a student based corporation．The stu－ dent will be able to successfully profit from the Stock Market through participating in a reality based stock market game．Students will be able to demonstrate knowledge of various concepts such as：private property，the price system， economic incentives and gross domestic product．

C• APPLIED ACCOUNTING I 6180 AND 6185 （1 Unit，Gr．10－12， 2 Sems．）

Career Paths：電家

Course Description：Accounting builds skills to gain entry into the accounting field，computer Jobs and other office positions．Many colleges now require accounting for a variety of degrees．Recording day－today business transactions in journals，posting to ledgers and preparing financial statements are among the activities．Additional accounting princi－ ples are mastered involving payroll systems，use of special Journals，depreciation，and bad debts．Practical application of the principles is experienced in the simulation sets，which provide opportunities for keeping accounts for a busi－ ness，preparing business reports and making decisions．Enrollment as a senior allows the student to enroll in Super－ vised Business Experience．
Student Expectations：Upon completion of this course a student will be able to complete an accounting cycle using a journal，which includes recording and posting an opening entry，journalizing and posting the business transactions， completing a worksheet，preparing adjusting and closing entries and additional financial statements，complete comput－ erized practice sets that will apply principles learned in the preceding sessions；prepare payroll records such as time cards，payroll registers and earning records，post the appropriate payroll transactions；complete an accounting cycle using special journals such as sales，purchases，cash receipts，cash payment．Prepare and post the transactions which include sales tax and returns and allowances；complete a worksheet，prepare adjusting and closing entries and addi－ tional financial statements；complete a simulation set with special journals using accounting principles learned；com－ plete exercises pertaining to notes，interest，bad debts and depreciation．
C• APPLIED ACCOUNTING II $\mathbf{6 1 9 0}$ AND 6195 （1 Unit，Gr．11－12， 2 Sems．）
Prerequisite：Applied Accounting I

## Career Paths：電 ${ }^{\text {B }}$

Course Description：Students in this course should show strong skills in Applied Accounting I．Skill is acquired in the areas of departmentalized accounting，cost accounting，uncollectible accounts，depreciation，accruals，budgets， business management and corporation accounting．Much time is spent on applying the above skills to the completion of various computerized simulation packets and end of chapter computerized applications．Partnership accounting is experienced through active participation in a highly integrated simulation．Enrollment in Applied Accounting II as a senior allows the student to participate in Supervised Business Experience．Counts as an advanced elective for a col－ lege preparatory certificate．
Student Expectations：Upon completion of this course the student should be able to complete an accounting cycle using special journals with special emphasis on departmental i zed accounting and the end of－fiscal period work；com－ plete a simulation set that will apply principles learned in the preceding sessions；complete exercises pertaining to the structure of a corporation，acquisition of additional capital，financial analysis and reporting of corporation：complete a simulation that will apply principles learned in the preceding sessions；complete problems pertaining to analyzing and recording entries of uncollectible accounts，recording entries for disposing of bad debts and estimated depreciation and accounting for notes payable，prepaid and accrued expenses，notes receivable，unearned and accrued revenue：com－ plete an accounting cycle using the cost accounting concepts；complete a simulation that will apply principles learned in the preceding sessions；complete exercises designed for payroll．

## C• ENTREPRENEURSHIP 6260 OR 6265 （1／2 Unit，Gr 11－12， 1 Sem．）

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Course Description：Entrepreneurship is designed to involve students in the development and operation of a school store．The course will explore the role of the entrepreneur in relation to consumers．Students will be making decisions about what products the store carries，what risks are involved，and what alternatives produce the best results．Students will explore different marketing techniques and applications within the operation of a business and the community． Students will also be able to participate in DECA（An Association of Marketing Students）．
Student Expectations：Upon completion of the Entrepreneurship course，students will be able to identify characteris－ tics of successful entrepreneurs，compare and contract types of ownership，evaluate business risks，categorize target market segments，construct a mission statement，define aspects of business locations，analyze various distribution methods，generate a promotional plan，apply appropriate accounting concepts，and evaluate methods of funding a business．Students should be able to operate a school store and maintain a profit throughout this course．

C• ELECTRONIC BUSINESS (E-BUSINESS) 6240 OR 6245 (1/2 Unit, Gr. 11-12, 1 Sem.) Prerequisite: Word Processing, Desktop Publishing, or Macromedia

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Course Rationale: Companies understand the impact that the Internet and Intranets have made on the way business is conducted. Many have already begun the move from traditional to electronic business processes. They recognize the necessity to make these changes in order to improve their efficiency, increase their business volume, and compete more effectively in today's global economy. Instruction for students in the use of the Web in all business processes is essential and will enable graduates to better function as employees in Web-based environments.
Course Description: This course provides students skills in the design, construction, publishing, promotion, and maintenance of Web sites used for conducting business electronically. In addition to Web site development, the student will identify benefits, costs, and issues related to doing business online. This course is designed to focus on more than just selling and purchasing goods and services online. It addresses the impact of all electronic 10 business processes and their roles in improving customer service, increasing revenue, lowering costs, and managing resources. It provides opportunities for students to develop and apply real-world skills such as problem solving, teamwork, research, and initiative.

## C•INTERNATIONAL BUSINESS 6100 OR 6105 (1/2 Unit, Gr. 11-12, 1 Sem.)


Course Description: This course is designed to introduce students to the global functions of business and the marketplace. Content includes career opportunities, global trade and communications, economies and cultures of various countries, and international travel.
Student Expectations: Upon completion of this course, the student will be able to recognize opportunities and risks associated with conducting business across international boundaries. Students will be able to understand how products must vary according to international guidelines and specific requirements according to a country's standards and how pricing and promotion varies within these guidelines.

## C• TRAVEL/TOURISM/HOSPITALITY/RECREATION MANAGEMENT 6630 OR 6635 (1/2 Unit, Gr. 9-12, 1 Sem.)

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Course Description: This course is a semester course which gives students the opportunity to explore career options in the field of travel, tourism, hotel management, culinary services, and recreation management. Students will explore and learn how to market different elements of each of these focus areas. Students will also be able to participate in DECA (An Association of Marketing Students).
Student Expectations: Upon completion of the course, the student will be able to: identify job and career options as well as expected compensation and benefits; demonstrate skills required to ensure success: explain legal and ethical issues in the industry; analyze health, safety and sanitation requirements in relation to travel, tourism, hotel management, culinary services, and recreation management: demonstrate business essentials and marketing techniques through the development of a portfolio: analyze the relationship of climate, culture, attractions and activities on client services. Fee: $\$ 25.00$.

## C•WORD PROCESSING 6200 OR 6205 (1/2 Unit, Gr. 9 -12, 1 Sem.)

## Career Paths: 氥5

Course Description: This course is designed for those students who want to learn to use the computer for personal and/or business word processing. True word processing skills such as input, storage, editing, formatting and printing are enforced through the development of letters, research papers, tables, flyers, business cards, agendas, itineraries, etc.
Student Expectations: Upon completion of this course, the student will be able to develop a working understanding of Microsoft Office 2007 with emphasis being placed on Microsoft Word. The student will develop the ability to produce a variety of accurate and professional documents such as letters, manuscripts, memos, newspaper articles, business cards and advertising flyers. Students will realize the applications of Microsoft Office knowledge and skills on a personal and professional level.

C• DESKTOP PUBLISHING 6220 OR 6225 (1/2 Unit, Gr. 9-12, 1 Sem.)



Course Description: Desktop Publishing is a method of combining text and graphics to produce professional quality printed documents. The student will create letterheads, name tags, reports, brochures, advertisements, correspondence, and newsletters as well as materials for presentations.
Student Expectations: Upon completion of this course, students will be able to develop an understanding of Microsoft Publisher while taking their Microsoft Word skills to the next level. Students will be able to demonstrate skills in inputting, storing and retrieving data, printing documents, importing and editing prepared text and graphics; successful place graphics and text for letterheads, advertisements, brochures, greeting cards, business documents and calendars.

## C•BUSINESS TECHNOLOGY I 6230 AND 6235 (1 Unit, Gr. 11-12, 2 Sems.)

Prerequisite: Word Processing

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Course Description: Business Technology prepares students for entry-level business occupations. Computer operation and software applications are an integral focus in the course. Students use advanced applications in word processing, database, spreadsheet and presentation software. Units on careers and communications skills are included. Use of scanners and digital cameras are integrated throughout the curriculum. Enrollment in this course as a senior allows the student to participate in Supervised Business Experience.
Student Expectations: Upon completion of this course, a student will be able to create professional letters, presentations, databases and spreadsheets; demonstrate personal characteristics, work attitudes and communication skills essential for success in the corporate world. Students will also develop a variety of skills which will enable them to be better prepared for immediate employment in entry-level positions.

## C•BUSINESS TECHNOLOGY II 6250 AND 6255 (1 Unit, Gr. 12, 2 Sems.)

Prerequisite: Business Technology I

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Course Description: Business Technology II refines computer and communication skills taught in Business Technology I. Office production and procedures are emphasized through prioritizing and decision-making. Preparation for MOUS (Microsoft Office Users Software) certification is included. Enrollment in this class allows the student to enroll in Supervised Business Experience. The course counts as an advanced elective for a college preparatory certificate
Student Expectations: Upon completion of this course a student will be able to correctly format letters using a variety of word processing features: correctly format long reports using advanced word processing features; correctly format complex tables using word processing features; demonstrate knowledge of a records management system; set work priorities and apply time management principles, decision-making skills and cost-effective techniques in completion of assignments: correctly complete Job assignments representative of various business departments using word processing, database and spreadsheet software: demonstrate personal characteristics, work attitudes and communication skills essential for success on the job: prepare for employment in entry-level positions.

## C• FUNDAMENTALS OF MARKETING 6370 AND 6375 (1 Unit, Gr. 12, 2 Sems.)

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Course Description: Fundamentals of Marketing is designed to introduce students to areas in the business field and help them prepare for jobs in the marketing or retail area. Throughout the course, students will learn concepts associated with making them better consumers and to be more productive, effective employees. Units explored are marketing concepts, economics, communication, selling, promotion, risk management, product development, and career exploration. Students enrolled in this course will be members in DECA (An Association of Marketing Students) and have opportunities to engage in leadership development activities and local, state, and national competitions. DECA is a co-curricular activity focused on leadership development, civic consciousness, social intelligence, and marketing understanding. Enrollment in this course allows students to be enrolled in Marketing Internship.
Student Expectations: Upon completion of this course, the student will be able to identify target markets, understand supply and demand, develop a promotional strategy for a product, perform a sales its presentation, understand pricing strategies, evaluate risk, understand distribution methods for products, and analyze market research strategies. Students will also gain skills to be more productive in employment and to be a wise consumer. Students must pass first semester of Fundamentals of Marketing in order to stay enrolled in Marketing Internship.
－BUSINESS FUNDAMENTALS XXXX AND XXXX（1／2 Unit，Gr．9－10， 1 Sems．）
Prerequisite：

## Career Paths：

Course Description：Business Fundamentals is an introductory course where students will gain insight into areas of business administration，economics，accounting，marketing，management，entrepreneurship，and finance．Students will explore each of the areas to get a base of knowledge to guide future studies．
Student Expectations：Upon completion of this course，students will be able to demonstrate appropriate workplace behaviors，understand business operations，develop communication and interpersonal skills，understand basic eco－ nomic concepts，identify necessary skills for entrepreneurship and make wise consumer choices．

C•MARKEIING INTERNSHIP（Earn $1 / 2$ to 1 Unit Per Sem．，Gr．12）（Does not meet as a class） Prerequisite：Must be enrolled in the Marketing Education class．

## Career Paths：工虫 電

Course Description：Students enrolled in Marketing Internship will be expected to take knowledge and skills from the classroom and apply them on the job． 10 to 19 hours worked per week on－the－job training earns $1 / 2$ credit． 20 or more hours per week on－the－job training earns 1 credit．Failure to pass the first semester will result in the student being dropped for the second semester of this class．
C MARKETING INTERNSHIP（1ST．SEM．）
6460 Marketing Internship 5th，6th and 7th hours
6470 Marketing Internship 6th and 7th hour
6480 Marketing Internship 7th hour

## C MARKETING INTERNSHIP（2ND SEM．） <br> 6465 Marketing Internship 5th，6th and 7th hours <br> 6475 Marketing Internship 6th and 7th hour <br> 6485 Marketing Internship 7th hour

C•SUPERVISED BUSINESS EXPERIENCE（Earn 1／2 to 1 Unit Per Sem．，Gr．12）（Does not meet as a class）

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Course Description：On－the－job training is provided to help students successfully hold jobs in a variety of business fields．A student must work 10－20 hours per week under the direct supervision of a Business and Technology instruc－ tor．Students must pass Business and Technology I or II or Applied Accounting I or II in order to receive credit for Supervised Business Experience．
Student Expectations：：Through observation，evaluation and communications，（written evaluation completed once during a 6 －week grading period：verbal evaluation conducted periodically during the trimester－between the employer， employee and school coordinator）the student will be able to：gain work experience，be observed and evaluated on employer／coworker／employee relationships；make acceptable transition between classroom attitudes and skills and on－the－job work habits．Failure to pass the first semester will result in the student being dropped for the second semester of this class．

## C•SUPERVISED BUSINESS EXPERIENCE（1ST SEM．）

6340 Supervised Business Experience 5th．6th and 7th hours
6350 Supervised Business Experience 6th and 7th hours
6360 Supervised Business Experience 7th hour

C•SUPERVISED BUSINESS EXPERIENCE（2ND SEM．）<br>6345 Supervised Business Experience 5th，6th and 7th hours<br>6355 Supervised Business Experience 6th and 7th hours<br>6365 Supervised Business Experience 7th hour

## C•SPECIAL TOPICS IN BUSINESS AND SUPERVISED BUSINESS EXPERIENCE 6490 AND 6495

（1／2 Unit，Gr．11－12，Daily）


## Additional courses available at Herndon Career Center.

## C•CONSUMER DECISIONS 6530 or 6535 (1/2 Unit, Gr. 11-12, 1 Sem.)

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Course Description: For juniors or seniors wanting a class that will prepare them for life after high school. This class will focus on life skills including the establishment of short or long term goals, management of available resources, and assessment of career options. Students will have the opportunity to participate in interest surveys, research of career pathways, job shadowing, budget development, and the analysis of consumer laws and practices in the marketplace, including those that relate to the purchase of food, clothing, housing, transportation, insurance, and taxes. Fee $\$ 5.00$. Students may take this course for the required $1 / 2$ unit of credit in Personal Finance. Students must pass state mandated test administered during this class to fulfill $1 / 2$ unit of required credit in Personal Finance.
Student Expectations: Upon completion of this course, the student will be able to: assess attitudes, goals, needs, wants, and personal resources; apply the decisionmaking process to develop a plan to pursue short and long term goals; identify sources of consumer information and protection as they relate to consumer rights and responsibilities; demonstrate the ability to manage income as it relates to budgeting, managing a checking account, and record keeping; identify methods of making informed decisions in the marketplace when purchasing medication, cosmetics, clothing, housing and fumishings, transportation, and food; demonstrate the ability to calculate interest, reconcile a checking account statement, balance a budget, file taxes, and compare costs of products and services by using basic mathematical skills; locate, read and analyze
written information regarding legal services, child care, health care, and funeral and burial expenses; discuss methods of managing resources including conservation and recycling; understand the importance of planning financial secunity in relation to the use of credit, savings, investments, and insurance; discuss the role of the consumer in a market economy as it relates to using public services and filing and paying taxes; research job and career options.

## C• NUTRITION AND FOOD PREPARATION (INTERMEDIATE) 6560 or 6565 (( $1 / 2$ unit, grades 9-12, 1 sem.))

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Course Description: This course involves a basic study of nutrition and wellness, food preparation techniques, and careers within the food service industry. There is a focus on safety and sanitation; technical reading of a recipe, and variety of cooking methods. Throughout the above course work we will be preparing quick breads, milk and cheese products, eggs, pastries, grain products. In addition, students learn to work with others, manage time, equipment, and resources. ProStart Curriculum from the National and Missouri Restaurant Associations is integrated throughout the course. Students interested in a career in the food service industry should secure a part time position in the food service industry. Fee: $\mathbf{\$ 3 0 . 0 0}$
Student Expectations: Upon completion of this course students will be able to: determine influences on personal food choices and understand the importance of a healthy lifestyle; access his/her nutritional habits in relation to the food guide pyramid and nutritional labeling. Comprehend and practice nutrition and wellness principles; apply safety and sanitation practices in the lab kitchens, workplace and at home. Students will be able to demonstrate an understanding of basic terminology used in food preparation; convert recipes to yield smaller or larger quantities; develop skills by using various selections, preparation, storage and cooking methods as students prepare quick breads, milk and cheese products, eggs, pastries, and grain products; develop work habits with a laboratory group that will enhance his or her ability to work with others in the workplace. Students will also investigate and research key careers in nutrition, wellness and culinary arts, and utilize FCCLA skills throughout coursework.

C• NUTRITION AND FOOD PREPARATION (ADVANCED) 6575 (1/2 Unit, Gr. 9-12, 1 Sem.)
Prerequisite: $1 / 2$ unit of credit in 6560 or 6565.

## 

Course Description: This course involves a more in depth study of nutrition, food preparation, culinary art techniques, and careers within the food service industry. There is a focus on menu planning and cost analysis; safety and sanitation; and recipe conversion. Throughout the above course work we will be preparing yeast breads, cakes, fruits and vegetables, and meats. ProStart1 Curriculum from the National and Missouri Restaurant Associations is integrated throughout the course. Students interested in a career in the food service industry or planning attend the Culinary Arts program at Herndon Career Center should secure a part time position in the food service industry. A prerequisite for the Culinary Arts Program at the Herndon Career Center is the successful completion of part one of the ProStart exam. Fee: $\$ 40.00$. An additional $\$ 10.00$ fee will be collected from those students taking the ProStart exam.
Student Expectations: Upon completion of this course students will be able to: comprehend and practice nutrition principles, determine influences on personal food choices and understand the importance of a healthy lifestyle. Students will assess nutrition and wellness practices; apply safety and sanitation practices in the lab kitchens, workplace and at home; measure food accurately and efficiently using different forms of measurement; convert recipes to yield smaller or larger quantities; explain the difference between customary and metric units of measure; develop skills by using various selection, preparation, storage and cooking methods as students prepare yeast breads, cakes, fruits, vegetables, and meats. Students will investigate and research key careers in nutrition, wellness and culinary arts, while understand basic food costs within a restaurant setting, create a comprehensive menu using nutritional guidelines, meal planning knowledge and food cost analysis; and utilize FCCLA programs throughout various course projects. Students can apply and attend ProStart year 2 at Herndon Career Center.

C• WORLD FOODS 6590 or 6595 (1/2 Unit, Gr. 11-12, 1 Sem.)
Prerequisite: $1 / 2$ unit of credit in Nutrition and Food Preparation 6575.

## 

Course Description: This class is for students who enjoy food preparation or are planning a career in the food service industry. Units of study include influences on eating habits, the cuisine of Regional America and the cuisines of Mexico, Spain, Italy, Greece, France, China and Japan. Additional cuisines are determined by student interest.
Student Expectations: Upon completion of the course, the student will be able to: explain the significance of foods as they relate to various cultures; explain how and why various food customs evolved; trace the development of the cuisine of the United States; read, comprehend, analyze and prepare recipes which are representative of the seven main regions
of the United States and identify their origins; identify the geographical, climatic and cultural factors which have influenced the customs of five-six different foreign countries, (China, Mexico, France, Germany and Italy); identify the foods, cooking equipment and cooking methods used to prepare foods from the different foreign countries; practice manners and rules of etiquette; participate in catering activities to explore opportunities in culinary arts; research career and job opportunities.

## C• RELATIONSHIPS: THROUGH THE LIFESPAN 6600 or 6605 (1/2 Unit, Gr. 11-12, 1 Sem.)

## Career Paths:

Course Description: This class provides students with information and activities to understand and accept the uniqueness of each individual and the development of individual and family relationships. Emphasis is placed on developing interpersonal communication skills, conflict resolution skills, and public speaking skills. Basic mathematics concepts are reinforced through financial responsibility and budgeting activities. Anatomy and physiology of the human reproductive systems, as well as conception and prenatal development are covered. Units of study include: friendships, dating, marriage, parenting, financial responsibility, violence and breaking the cycle of violence, stress management, divorce, elder care, death and dying. Recommended for all students and especially students interested in a career in Social and Human Services.
Student Expectations: Upon completion of this course the student will be able to: Understand personality differences as it relates to successful relationships; utilize the decision making skills when making choices conceming lifestyles; understand sexual development and how such development relates to the total person; examine the factors which lead to successful relationships; identify problems in relationships and resources for handling crises; identify the responsibilities of parenting; understand legal ramifications or marriage and parenting; understand the importance of sound money management and wise use of credit; identify different life stages and developmental tasks of each; and research career opportunities in family studies and the professional requirements of those careers.

## C• FASHION MERCHANDISING, TEXTILES, AND APPAREL 6550 or 6555 ( $1 / 2$ Unit, Gr. 10-12, 1 Sem.)

## 

Course Description: To cover more in-depth consumer skills that will enable the students to effectively use resources in purchasing, caring for, and creating clothing and other textiles for retail and home use. Course content includes: management of the family clothing dollar; how to buy, promote, and sell fashion items; creativity in wardrobe planning to meet personal needs; care and maintenance of clothing and other textiles; special problems in clothing construction and fashion design; related careers and leadership development. Student pays $\$ 10$ fee and required to supply own fabric for projects.
Student Expectations: Upon completion of this course, students should be able to focus on career-oriented paths that lead into the fashion industry. Students learn to define and analyze target markets in fashion design, while learning about textiles, fabric care, and a personal wardrobe planning inventory. They will plan and design a new idea in fashion products through a promotional presentation. Students will work with a commercial pattern to construct clothing projects.

C• HOUSING AND INTERIOR DESIGN 6640 or 6645 (1/2 Unit, Gr. 10-12, 1 Sem.)

## 

Course Description: Anyone interested in a career in real estate, housing design or in interior design should enroll in this introductory class. Activities help prepare students to understand the physical, psychological and social influences pertaining to the complex housing decisions required for creating desirable living environments. Activities focus on architectural designs of housing, floor plans (including traffic patterns, storage space and work centers) and interior decorating. Individualized activities are provided for students depending upon needs and interests. Fee \$10.00.
Student Expectations: Upon completion of the course the student will be able to: explain the influence of housing on lifestyles; explain how housing helps one satisfy needs and values; discuss factors involved in choosing a place to live; discuss the advantages and disadvantages of renting, buying, and maintaining housing; define and discuss the legal and financial terms and the responsibilities related to acquiring housing; demonstrate a basic understanding of measuring techniques needed in interior applications and how to figure yardage of blinds from those measurements; explain elements of design and how they relate to interior decorating; interpret a floor plan and evaluate the use of space in housing; recognize the different exterior housing styles and history of those styles, the history of furniture, textiles; create a portfolio that puts together all of the elements of design into a nice presentation; discuss the housing needs for today and formulate solutions for future housing needs; describe career opportunities in the fields of housing and Interior Design.

C•PARENTING AND CHILD DEVELOPMENT (INTERMEDIATE) 6650 or 6655 (1/2 Unit, Gr. 10-12, 1 Sem.)

Career Paths: $\dagger$ 紋

Course Description: Recommended for every student considering that the majority of people become parents at some point in life. This class provides activities, including observations of children, that will help one to understand the physical, mental, emotional and social growth and development of children. Activities also include instruction in child care and guidance.
Student Expectations: Upon completion of the course, the student will be able to: list the characteristics which describe the person that is mature enough to be a parent; identify and discuss the heredity and environmental effects on prenatal development; examine choices related to the birth process; observe techniques of interaction between parent and baby; identify characteristics of normal development from birth through preschool; plan proper meals and snacks for children and identify factors which affect eating habits; write responses to children which illustrate positive examples of communication; list the ways to encourage the development of a positive self-concept; identify parental responsibilities related to good health care (mental and physical); list circumstances related to the occurrence and prevention of child abuse; examine the effects of lifestyles and list ways of coping; identify community services available to assist parents; list career opportunities available in child care and development and relate the necessary qualifications of each career.

## C• PARENTING AND CHILD DEVELOPMENT (ADVANCED) 6660 or 6665 (1/2 Unit, Gr. 11-12, 1 Sem.)

Prerequisite: $1 / 2$ unit credit in 6650 or 6655 and teacher approval.

## Career Paths:

Course Description: An advanced class designed to give students the opportunity to interact with preschool children. A simulated preschool is held within the class for $10-12$ weeks during the semester for children ages 3-5. Emphasis will be on early childhood education for potential parents as well as those interested in pursuing a career in pediatrics, early childhood education, elementary education or in childcare. Fee $\$ 5.00$. Students enrolled in this course may earn college credit for an additional fee.
Student Expectations: Upon completion of this course the student will be able to: Analyze physical, social, emotional and cognitive developmental stages of children; list qualities necessary to work with young children and their parents; formulate guidelines to follow when observing young children; observe children and demonstrate the ability to draw conclusions in both verbal and written format; plan, evaluate and participate in different types of activities inherent of young children; describe and practice procedures to maintain a pleasant, safe, and healthy environment; assess the impact of quality child care on the child, the family and society; research career, ethics and professionalism in child development and child care.

## - PARENTING AND CHILD DEVELOPMENT SEMINAR 6670 or 6675 (1/2 Unit, Gr. 9-12, 1 Sem.)

## Career Paths:

Course Description: This course is designed for pregnant and parenting teens. The student has the option of taking the class for a semester or for the year. Teen parents will gain an understanding of the importance of prenatal care. In addition, teen parents will understand what to expect at the different stages of child and adolescent development. Other course content includes: problem solving and goal development, exploration of discipline techniques, emotions, health and safety, brain development, toilet training, child care options, and support systems. In addition, teen parents will be assigned a Parent Educator who will visit and observe the teen with his/her child.
Student Expectations: Upon completion of this course the student will be able to: identify personal goals for self and child as well as strategies to achieve these goals; Evaluate and formulate a plan for prenatal care to help ensure the delivery of a healthy; examine the stages of development and identify expectations for each stage; develop a health care plan and evaluate the plan in relation to keeping children healthy, which includes disease prevention, the importance of nutrition, sleep and stress management; identify the benefits and characteristics of quality child care; learn strategies for communicating with child care and health care providers; examine their attitudes and beliefs regarding discipline as well as the goal of discipline; identify challenging behaviors in children, determine signals for help, and discuss how self worth and self esteem are built; evaluate and develop a safe environment for his/her child and develop strategies to use in the event of an emergency or accident; identify sources of support for self and child.

C• FAMILY，CAREER，AND COMMUNITY LEADERSHIP 6540 or 6545 （1／2 Unit，Gr．9－12， 1 Sem．）
Career Paths：工卢 德
Course Description：To establish a positive self－concept by assuming leadership roles as responsible family mem－ bers and citizens of our community．Students will explore work，jobs，and careers in human services，while learning problem－solving skills that help balance work and family．They will also examine the impact of social，economic， and technological changes in the workplace and the family，while developing a plan for community involvement through active volunteerism．Diversity in society and the significance of integrating multiple roles will be researched and analyzed．No prerequisites．
Student Expectations：Upon completion，students should be able to assume leadership roles as responsible family members and citizens．They should be able to learn how to establish a positive self－concept and practice positive interpersonal skills．The students will be expected to research and analyze careers in human services and look at ways families can utilize these services to balance work and family．They will prepare a portfolio that shows how they actively explore ways to assist their school and community through volunteer efforts of the FCCLA，Family， Career，and Community Leaders of America．While exploring Family and Consumer Science related careers，students will see how the leadership skills encourage diversity，appropriate work attitude，and the importance of community involvement．
－SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES 6690 or 6695 （1／2 Unit，Gr．11－12， 1 Sem．）

## 

Course Description：This class provides the opportunity for students that have demonstrated success and interest in a specific area．Enrollment is subject to approval by the individual instructor and the building principal．Required supplies are the responsibility of the student．Fee：Foods－\＄50．00．Fee：Clothing／Housing \＆Interior Design／Child Development－$\$ 10.00$ fee per course taken．
Student Expectations：The student will be able to demonstrate that they have reached a higher level of knowledge in the course they are enrolled in through the presentation of a portfolio of student accomplishments．

Industrial Technology Program


Additional courses available at Herndon Career Center．

## －GENERAL DRAFTING TECHNOLOGY 6710 and 6715 （1 Unit，Gr．9－12， 2 Sems．）

## Career Paths：卫古 氧家 ${ }^{\circ}$

Course Description：Students enrolling in this course must enroll in General Drafting Technology，6715．This course is a study and application of drafting as used in industry and construction．Students will acquire experience in reading and making simple working drawings．Students engage in making simple drawings of a variety of articles or units such as：machine parts，sheet metal，electrical and woodwork lab projects．Dimensioning，planning，letter－ ing and application of drafting symbols，rules and conventions are some of the activities．The second semester is a continuation of the first semester and is designed to give the student the opportunity to increase general drafting skills．Fee：$\$ 24.00$ per year．
Student Expectations：Upon completion of this course，the student will be able to：demonstrate an understanding of the philosophy of effective drafting skills；demonstrate the ability to effectively use and care for drafting tools and the other required materials；demonstrate an understanding of drafting as a medium for graphic communication in industry；demon－ strate comect techniques and comprehension of basic drafting symbols and lettering techniques；demonstrate the correct methods for dimensioning drawings；demonstrate effective skills necessary to produce selected pictorial drawings；demon－ strate a basic understanding of geometric construction techniques and how these techniques relate to the area of drafting． Failure to pass the first semester will result in the student being dropped for the second semester of this class．
－ENGINEERING DRAWING TECHNOLOGY I 6720 and 6725 （1 Unit，Gr．10－12， 2 Sems．）
Prerequisite：General Drafting Technology， 6715.

## 

Course Description：Students in this course will demonstrate strong skills in General Drafting Technology．Stu－ dents enrolling in this course must enroll in Engineering Drawing Technology I，6725．Emphasizes independent study and an engineering approach to problems of the drafting room．Attention is given to the functional aspects of drafting，the need for accuracy，correct interpretation and extended use of reference materials for drafting．Under
the instructor's guidance, students prepare drawings for finished projects in major fields of work, such as machine shop, with necessary notes and tabulation. Students will follow accepted drafting lab procedures in use of handbooks, manuals, tables of information and other references. Engineering Drawing Technology I and II may be scheduled together if necessary due to enrollment. Fee: $\$ 24.00$ per year.
Student Expectations: Upon completion of this course, the student will be able to: demonstrate effective basic drafting skills and will demonstrate their understanding of the graphic language of drafting; demonstrate their ability to use correct drafting room procedures in solving advanced drafting problems - this will be demonstrated by effective use of handbooks, manuals, tables of information, and other reference materials; demonstrate an effective understanding of the alphabet of lines as they relate to the field of drafting; identify and utilize correct dimensioning techniques; demonstrate the correct methods for creating auxiliary views for drafting problems - they will correctly demonstrate these methods in no fewer than one set of drawings during the course; demonstrate proper techniques for producing sectional views of objects and be able to demonstrate the correct uses of these views; produce drawings using a variety of pictorial drafting techniques that will include but not be limited to isometric, diametric, oblique, one and two point perspective; produce drawings utilizing fasteners that are detailed and selected corectly; correctly produce a full set of working drawings for a small machine or structure; demonstrate an understanding of and an appreciation for the industrial communication medium of drafting.

- ENGINEERING DRAWING TECHNOLOGY II 6730 and 6735 (1 Unit, Gr. 11-12, 2 Sems.)

Prerequisite: Engineering Drawing Technology I, 6725.

## 

Course Description: Students in this course will demonstrate strong skills in Engineering Drawing Technology I. Students enrolling in this course must enroll in Engineering Drawing Technology II, 6735. This course is designed for students who plan to continue a more in-depth study into the field of engineering and drafting skills. Students will choose from a number of advanced drafting topics and research areas such as: Machine Drawing and Design, Architectural Drawing, Technical Illustration, Descriptive Geometry, Surface Intersections and Developed Views, Piping and Electrical Drawings and Computer Aided Drafting. Engineering Drawing Technology I and II may be scheduled together. Fee: $\$ 24.00$ per year.
Student Expectations: Engineering Drawing Technology II is a course designed for the third year drafting student. This course will emphasize independent study in the area of advanced drafting topics as well as applied engineering procedures. The student will have the opportunity to generate his/her individualized program by selecting from a broad range of topic areas to study. These areas will include but not be limited to the following: Architectural drawing and design, technical illustration, descriptive geometry, machine drawing and design, and computer assisted drafting (CAD). This course is intended for advanced drafting and engineering students to prepare them for the areas of vocational or college level work. At the successful conclusion of the course the student will be able to: demonstrate their ability to use correct drafting room procedures in solving their drafting or engineering problems; creatively apply his/her drafting skills to solve drafting problems in their designated areas of study; demonstrate an understanding of and an appreciation for well designed and constructed products of industry; demonstrate the skills necessary to compete successfully in vocational or college level drafting courses.

- SPECIAL TOPICS IN DRAFTING TECHNOLOGY 6740 and 6745 (1 Unit, Gr. 12, 2 Sems.)

Prerequisite: The course will be offered to those students who have successfully completed Engineering Drawing Technology II.

Course Description: This course is designed for students who wish to continue individual studies in Drafting Technology. Materials deposit: $\$ 12.00$. Requires approval of sponsoring teacher. Fee: $\$ 12.00$ per semester.
C• PRINCIPLES OF ENGINEERING 6780 and 6785 (1 Unit, Gr. 10-12, 2 Sems.)

Course Description: This course helps students understand the field of engineering and engineering technology. Students will explore various technology systems and manufacturing processes, which will help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. the course also includes concerns about social and political consequence of technological change.
Student Expectations: Upon completion of this course, students will be able to use key concepts of visual communication to design and create tables, charts and graphs to illustrate data. Students will also apply knowledge gained regarding material properties and the effects of stress to build support structures and be able to explain why their structure can
withstand a given load and where the weaknesses may occur. Students will act as engineers in designing specific structures and systems using the following sub-systems: Hopper System, Transport System, Sensing System, Bin system and computer Program.

## C• INTRODUCTION TO ENGINEERING \& DESIGN (IED) 6790 and 6795 (1 Unit, Gr. 9-12, 2 Sems.)



Course Description: This course is for students interested in Engineering and Architecture related fields. Using computer-modeling software, students learn the design process, and solve design problems as they develop, analyze, and create product models. Units of study include sketching, multi-views, pictorial and 3D drawing, sections, dimensioning, auxiliary, and architectural drawing. Students will be expected to use 2D and 3D CAD software to solve problems and present designs. Technical reading and math skills are required.
Student Expectations: Upon completion of this course students will understand and be able to use a problem-solving model that assists them in designing and refining new products. Students will also be able to construct 3-dimensional models of products using specialized software; communicate specifications of those products; and analyze solutions using a design development process.

## C• DIGITAL ELECTRONICS 6800/6805(1 Unit, Gr. 11-12, 2 Sems.)

## 

Course Description: This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction on circuits and devices. It is the third in a series of PLTW Foundation classes.
Student Expectations: Upon completion of this course, students will be able to demonstrate the movement of electrons and electro negativity in atomic structure designs, measure conductivity levels of various materials using a digital multimeter, demonstrate the ability to follow directions in the assembly of a simple motor, recognize and translate resistor color codes and resistor resistance metering, understand inputs, outputs and sensors and their uses in digital electronics and design and prototype solutions to digital electronics problems.

- GENERAL METAL TECHNOLOGY 6750 and 6755 (1 Unit, Gr. 9-12, 2 Sems.)


## 

Course Description: Students enrolling in this course must enroll in General Metalwork, 6755. This course is offered to students who desire to acquire a variety of experiences and activities in selected metalworking areas which may include: sheet metal, bench metal and wrought iron, forging and heat treatment, metallic arc and oxyacetylene welding, foundry, machine shop and safety procedures. Occupational information regarding materials, processes and products of industry is included which provides an opportunity for guidance in industrial fields. Materials deposits will be made during the school year to pay for materials used by the student to make personal projects. Safety glasses are required.
Student Expectations: Upon completion of this course, the student will be able to: demonstrate work habits and attitudes that will enable students to be more cooperative, productive individuals within our society; assess his/her abilities relating to the metal working industry; demonstrate familiarity with career opportunities, requirements, entry levels, preparation and related trades of the metal working industry; to identify and use procedures, materials and tools basic to the metal working trades; demonstrate consumer knowledge of material, products, tools, workmanship and design of the metal working industry. Failure to pass the first semester will result in the student being dropped for the second semester of this class. A $\$ 40.00$ fee will be charged at enrollment for materials required for the basic, required projects. Excessive materials and/or elective projects will be paid for in advance of receiving materials, by a materials deposit card. Safety Glasses required.

- INDUSTRIAL METALS TECHNOLOGY 6760 and 6765 (1 Unit, Gr. 10-12, 2 Sems.)

Prerequisite: General Metal Technology, 6755.

## 

Course Description: Students enrolling in this course must enroll in Industrial Metals Technology, 6765. Students, having satisfactorily completed the General Metal Technology course, will concentrate on advanced welding, metal machining and fabricating while using elements in good design. By using tools, materials, procedures and processes of industry, the student will develop individual talents, abilities and appreciation for good workmanship. Safety glasses are required and material deposits will be made during the school year to pay for materials used by the student to make personal projects.


#### Abstract

Student Expectations: Upon completion of this course, students will be able to: demonstrate problem-solving abilities through the use of specialized metalworking tools and equipment; apply the concepts of skill, accuracy and systematic planning related to the area of advanced metalworking; demonstrate increased knowledge of the technical content associated with a specialized area of metalwork; demonstrate an increased knowledge of occupational information and to further develop their awareness of the products of metalworking.


- SPECIAL TOPICS IN METALS TECHNOLOGY 6770 and 6775 (1 Unit, Gr. 11-12, 2 Sems.)

Prerequisite: The course will be offered to those students who have successfully completed Industrial Metals Technology.

Course Description: This course is designed for those students who wish to continue individual studies in the area of Metals Technology. Safety glasses and a materials deposit will be required. Requires approval of sponsoring teacher.

## - FUNCTIONAL WOODWORKING TECHNOLOGY 6810 and 6815 (1 Unit, Gr. 9-12, 2 Sems.)

## 

Course Description: Students enrolling in this course must enroll in Functional Woodworking Technology, 6815. This fundamental course in woodworking is designed to provide the student with the basic elements of the woodworking industry. Students will develop skills in and appreciation for the use of common woodworking tools and procedures, project planning, finishing, good design and workmanship, and the ability to select, care for and use wood products wisely. Emphasis for the second semester will be on the safe operation and procedures of using power tools and machines. A $\$ 40.00$ fee per year will be charged at enrollment for materials required for basic, required projects. Excessive materials and/or elective projects will be paid for in advance of receiving materials, by a materials deposit card. Safety glasses are required. Failure to pass the first semester will result in the student being dropped for the second semester of this class.
Student Expectations: Upon completion of this course, students will be able to: use woodworking as a means of instilling in each student useful problem solving techniques, instrumental to progressive living and good citizenship; demonstrate an understanding and interest in the woods industry concerning its methods and problems of production; demonstrate an appreciation of good design and workmanship and ability to select, care for and use wood products wisely; demonstrate desirable attitudes and appreciations with respect to the health, welfare and safety practices encountered in woodworking; demonstrate skills and appreciation in the use of common wood tools and machines.

- INDUSTRIAL WOOD TECHNOLOGY I 6820 and 6825 (1 Unit, Gr. 10-12, 2 Sems.)

Prerequisite: Functional Woodworking Technology, 6815.

## 

Course Description: Students enrolling in this course must enroll in Industrial Wood Technology I, 6825. This course is designed for the student who has satisfactorily completed Functional Woodworking Technology and wishes a more in depth knowledge of the industrial woodworking industry. It provides instruction and application of basic furniture design and planning, cabinet and furniture construction, wood finishing, plastic laminates and wood bending and lamination. Safety glasses are required and material deposits will be made during the school year to pay for materials used by the student to make personal projects. Industrial Wood Technology I and II classes may be scheduled together.
Student Expectations: After completing this course, students will be able to: demonstrate problem-solving abilities through the use of specialized woodworking tools and equipment; apply the concepts of skill, accuracy and systematic planning related to the area of advanced woodworking; demonstrate effective methods of planning, constructing and finishing a major woodworking project; successfully demonstrate the safe and correct methods of operating the tools and machines necessary to perform selected operations in the LAB; demonstrate increased knowledge of occupational information and to further develop their awareness of the products of woodworking; demonstrate an understanding of an appreciation for craftsmanship-the students will demonstrate good craftsmanship and pride in accomplishment.

- INDUSTRIAL WOOD TECHNOLOGY II 6830 and 6835 (1 Unit, Gr. 11-12, 2 Sems.)

Prerequisite: Industrial Wood Technology I, 6825.

## 

Course Description: Students enrolling in this course must enroll in Industrial Wood Technology II, 6835. To be successful, students in this course will have demonstrated strong skills in Industrial Wood Technology I. This course is designed to give the third year woodworking student an even more in-depth knowledge of the woodworking industry through more advanced furniture design, planning and cabinet/furniture construction. Safety glasses are
required and material deposits will be made during the school year to pay for materials used by the student to make personal projects．Industrial Wood Technology I and II classes may be scheduled together．

Student Expectations：At the conclusion of this course，students will be able to：demonstrate problem－solving abilities through the use of specialized woodworking tools and equipment；apply the concepts of skill，accuracy，and systematic planning related to the area of advanced woodworking；demonstrate effective methods of planning，constructing and fin－ ishing a major woodworking project；successfully demonstrate the safe and correct methods of operating the tools and machines necessary to perform selected operations in the IAB；demonstrate increased knowledge of occupational infor－ mation and to further develop their awareness of the products of woodworking；develop and understanding of and an appreciation for craftsmanship－students will demonstrate good craftsmanship and pride in accomplishment．

## －SPECIAL TOPICS IN WOOD TECHNOLOGY 6840 and 6845 （1 Unit，Gr．12， 2 Sems．）

## 

Course Description：This course is designed for those students who wish to continue individual studies in the area of Wood Technology．This course will be offered to those students who have successfully completed Industrial Wood Technology II．Course is offered on a space available basis．Safety glasses and a materials deposit will be required．

## －POWER TECHNOLOGY 6860 or XXXX（1／2 Unit，Gr．9－12， 1 Sem．）

## Career Paths：

Course Description：This course is a hands－on study of combustion engine theory，power mechanics，automotive fundamentals and power transmission．A major emphasis of this course is the understanding and ability to overhaul a small four cycle gasoline engine and the principles of operation of automotive systems．Using the automobile and small engines as examples，students will investigate power mechanisms employed．The importance of safety rules is applied in a lab setting but information is also gained in text and demonstration form．Students learn automotive engineer，technician and service industry career information．Regular automotive maintenance is demonstrated so students can care for their own vehicles．This is a recommended course for those wishing to pursue enrollment at Herndon Career Center in Automotive Technology or Diesel Mechanics and／or involvement in FIRST Robotics．Stu－ dents provide their own small engine．Fee：$\$ 5.00$ ．Safety glasses are required．
Student Expectations：Students will be able to：demonstrate safety rules and practices in an industrial setting；demon－ strate the ability to measure with precision measurement tools used in technical maintenance；demonstrate safety rules； demonstrate proper use and care of tools and machinery；demonstrate an understanding of power mechanisms；demon－ strate the ability to be a knowledgeable consumer and develop an appreciation of the service industry．

## －SPECIAL TOPICS IN POWER TECHNOLOGY 6870 and／or 6875 （1 Unit，Gr．10－12， 2 Sems．）



Course Description：This course is designed for the students who wish to continue individual studies in Power Technology．This course will be offered to those students who have successfully completed Power Technology II．A materials deposit and safety glasses are required．Requires approval of sponsoring teacher．

## －HOME MAINTENANCE AND REPAIR 6880 and 6885 （1／2 Unit，Gr．9－12， 1 Sem．）

## Career Paths：工出 该昜

Course Description：This class will provide young men and women who will soon be heads of households or property owners，the knowledge and experience needed to make basic repairs on buildings and equipment used in every day life．Units of study are，but not limited to，the repair and maintenance of electrical，plumbing，heating and AC，wall preparation and covering，door hinges and locks，concrete and masonry，and consumer maintenance of small engines and automobiles．Consumer safety will be stressed in all areas．This will be a hands－on class．Materi－ als fee：$\$ 15.00$ ．Each student is required safety glasses．
Student Expectations：Upon completion of this course，the student will be able to evaluate，problem solve and then make general repairs around the home．Today it is extremely expensive and hard to find a person to make general repairs around ones home．Often times when young couples start out in life，it is financially impossible for them to hire people to maintain and repair their property as needed，thereby often raising a family in substandard if not unsafe condi－ tions．It is the goal of this class to not only produce a more well rounded，self sufficient adult，but one who will realize a significant economic advantage over their lifetime by using the knowledge they gain from this class．Consumer safety will be strongly stressed in all areas．

## PHYSICAL EDUCATION/HEALTH


P.E. uniform: T-shirt/shorts, and socks/athletic shoes.

Approximate cost: $\$ 25.00$. T-shirt and shorts are available through PTSA.
Locks will be furnished. Students must pay a replacement fee for lost or stolen locks.
Consolidated District No. 2 provides no accident insurance to cover equipment such as ball gloves that are brought to school by students. Equipment and other items brought from home are not the responsibility of the school if lost of stolen. Students are expected to dress out for all courses except Health and First Aid.

- GENERAL PHYSICAL EDUCATION I \& II 7010, 7015 (1/2 Unit, Gr. 9, 1 Sem.)
- GENERAL PHYSICAL EDUCATION III \& IV 7020, 7025 (1/2 Unit, Gr. 10, 1 Sem.) (Boys class/Girls class)

Career Path: 畒
Course Description: This course will provide students the opportunity to participate in the following activities: touch football, basketball, rhythms, volleyball, speed ball, table tennis, racquetball, track and field, softball, fleet ball, soccer, team handball, bowling, pickle ball, physical fitness testing and low organized games. Students will be constantly engaged in applying knowledge of activities while actively participating. Special Supplies: Cost of bowling.
Student Expectations: Upon completion of this course, the student will be able to: demonstrate a knowledge of the rules and be able to play and apply these rules in a variety of activities and sports; demonstrate the personal qualities of self-control, self-confidence, good sportsmanship, and respect for others when participating in activities and sports; apply safety practices when participating in activities and sports: demonstrate a knowledge of ways in which sports contribute to mental and physical fitness; demonstrate knowledge of the value of participating in activities outside of school.

- TEAM SPORTS I 7310 (Co-ed) (1/2 Unit, Gr. 11-12, 1 Sem.)


## Career Path: *ivit

Course Description: This course will provide students the opportunity to participate in the following team sports: flag football, basketball, volleyball, speedball, team handball, and soccer. Students will be taught rules, strategy for
playing games，skills and care of equipment．Students will be constantly engaged in team competition as they apply what they have learned through participation．
Student Expectations：Upon completion of this course，the student will be able to：demonstrate a knowledge of the rules，basic skills and terminology in the different activities；exhibit a knowledge of techniques in officiating； demonstrate an ability to analyze individual techniques in order to determine needed improvement；understand the proper use of equipment and the safety factors involved；display through application in a game situation elementary strategies for playing．

## －TEAM SPORTS II 7315 （Co－ed）（1／2 Unit，Gr．11－12， 1 Sem．）（2nd semester only）

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Course Description：This course will offer students the opportunity to participate in the following team sports： basketball，softball，volleyball，cage ball，speedball，team handball，and track and field．Students will be taught rules， strategy for playing games，skills and care of equipment．Students will be constantly engaged in team competition as they apply what they have learned through participation．
Student Expectations：Upon completion of this course，the student will be able to：demonstrate a knowledge of the rules，basic skills and technology in the different activities；exhibit a knowledge of techniques in officiating； demonstrate an ability to analyze individual techniques in order to determine needed improvement；understand the proper use of equipment and the safety factors involved；display through application in a game situation elementary strategies for playing．
－LIFETIME SPORTS 7330， 7335 （Co－ed）（1／2 Unit，Gr．11－12， 1 Sem．）

## Career Path：楥

Course Description：This course will provide students the opportunity to advance and perfect their abilities in the following activities：Golf，tennis and bowling．Optional activities will include badminton，table tennis，pickle ball， softball，walking，jogging，recreational games and fitness activities．Students will be constantly engaged in applying knowledge of activities while actively participating in these lifelong activities．Special supplies：Cost of bowling and golf－$\$ 2.00$ per day plus field trip to golf course．Approximate semester cost：$\$ 55.00$ ．
Student Expectations：Upon completion of this course，the student will be able to：demonstrate an understanding of carry－over values of lifetime physical activities including expanding social interaction and expressing individuali－ ty；demonstrate a knowledge of sportsmanship benefits which are outcomes of lifetime activities including accept－ ing decisions，being tolerant of others and fair play；demonstrate a knowledge of aspects of fellowship that are inherent in lifelong physical activities including providing varied social environments，encouraging family group participation along with coordinating vocational and recreational interests；demonstrate a knowledge of the benefits that may be derived from lifetime physical activities including relaxation，self－expression and mental well－being．

## －FITNESS WEIGHT TRAINING 7410， 7415 （Co－ed）（1／2 Unit，Gr．10－12， 1 Sem．）

## Career Path：踥

Course Description：This course will provide students the opportunity to participate in activities that will help develop their optimum physical condition．Students will be taught different theories of weight training and condi－ tioning as they apply what they learn when completing their own personal fitness plan．Activities used for imple－ menting this course will be running，jogging，weight training and rope jumping．（Note：Girls preferring to enroll in a class just for girls see course \＃7730 or \＃7735．）
Student Expectations：Upon completion of this course，the student will be able to：analyze and evaluate his／her level of endurance，strength and flexibility；demonstrate a knowledge that in conditioning exercises certain practices should be avoided for safety and health reasons including extreme fatigue，muscle strain and irregular conditioning； demonstrate a knowledge that progressive resistive exercises involving increased work loads increase the level of fit－ ness；demonstrate a knowledge of the major muscle groups and what weight lifting apparatus should be used to strengthen the muscles；demonstrate a knowledge to apply the principles of weight lifting in analyzing and evaluating his／her progress by increasing weight tolerance，progressive number of repetitions and utilizing a variety of apparatus．
－ADVANCED FITNESS WEIGHT TRAINING 7420， 7425 （Co－ed）（1／2 Unit，Gr．10－12， 1 Sem．） Prerequisite：Successful completion of Fitness Weight Training 7410， 7415 or Girls Fitness Weight Training 7730， 7735.

## Career Path：＊莶

Course Description：This course will provide students the opportunity to follow－up the basic fitness weight－train－
ing course with a program of continued weight training and physical fitness．Application of weight training skills will be performed as students complete a personal fitness plan．Other activities offered in the course will be run－ ning，flexibility exercises，and rope jumping．
Student Expectations：Upon completion of this course，the student will be able to：analyze and evaluate his／her level of endurance，strength and flexibility；demonstrate a knowledge that in conditioning exercises，certain practices should be avoided for safety and health reasons including extreme fatigue，muscle strain and irregular conditioning； demonstrate a knowledge that progressive resistive exercises involving increased work loads increase the level of fit－ ness；demonstrate a knowledge of the major muscle groups and what weight lifting apparatus should be used to strengthen the muscles；demonstrate a knowledge to apply the principles of weight lifting in analyzing and evaluating his／her progress by increasing weight tolerance，progressive number of repetitions and utilizing a variety of apparatus．
－RHYTHMS \＆MOVEMENT 7430， 7435 （1／2 Unit，Gr．10－12， 1 Sem．）
Career Paths：工茧 紬
Course Description：This course will provide students the opportunity to participate in the following activities： rhythmical activities，slimnastic exercises，aerobics，jazz rhythmical activities，line dances，rope jumping，creative dances，country dances，and ethnic dances．Students will demonstrate an understanding of activities learned through performing and／or composing their own original dances．
Student Expectations：Upon completion of this course，the student will be able to：analyze and evaluate his／her per－ formance in the various dance forms；demonstrate a knowledge that dancing can contribute significantly to physical fitness characteristics such a flexibility，strength and agility；compose dances that incorporate learned dance skills．

## －AEROBIC AND BODY CONDITIONING 7440， 7445 （1／2 Unit，Gr．9－12， 1 Sem．） Prerequisite：XXXX

## Career Path：工需 院

Course Description：Students will participate in a daily aerobic jazzercise program to maintain ideal weight， improve cardiovascular fitness，and establish guidelines for healthy lifestyles．

Student Expectations：Upon completion of this course，the student will be able to：develop a personal exercise plan that will help prevent disease，maintain ideal weight，promote cardiovascular health and stay within the guide－ lines for healthy lifestyles．
－WELLNESS 7700， 7705 （1／2 Unit，Gr．9－12， 1 Sem．）Counts only as elective credit．

## Career Path：

Course Description：This course will help students develop intelligent and desirable attitudes toward health， which will affect their immediate，as well as future personal life．This course deals with broad aspects of health and safety which include：physiology of the body，mental health，drugs，alcohol，tobacco，appearance，personality，dis－ eases，health services，first aid and career opportunities．This course may fulfill the $1 / 2$ unit of credit required in health．

Student Expectations：Upon completion of this course，the student will be able to：develop a positive attitude toward health，hygiene，nutrition，and safety；know and understand the skills which are necessary to ensure a prop－ erly functioning mind and body；apply skills in CPR and receive CPR certification．
－FIRST AID 7710， 7715 （1／2 unit，Gr．9－12， 1 Sem．）Counts only as elective credit．

## Career Path：

Course Description：This course will provide students with knowledge and skills needed in handling emergency first aid situations，an awareness of the community emergency first aid facilities，and home safety．Hands－on experi－ ences will help students better understand the concepts they are taught．The procedures for implementing the mate－ rials covered in this course will be resource people from the community and emergency first aid procedure demon－ strations．Cost：\＄2．00

Student Expectations：Upon completion of this course，the student will know the correct methods of CPR；demon－ strate the knowledge and skill to handle emergency first aid situations that might arise in the home，school or com－ munity；be aware of community resources and resource people to contact in emergency situations．

- GIRLS FITNESS WEIGHT TRAINING 7730, 7735 (1/2 Unit, Gr. 10-12, 1 Sem.)

Career Path:
Course Description: This course will provide young ladies the opportunity to participate in weight lifting activities that will tone and firm muscles helping them to reach optimum physical condition. Application of weight training skills will be performed as students complete a personal fitness plan. Activities used for implementing this course will be weight lifting, aerobics, jogging, and rope jumping.
Student Expectations: Upon completion of this course, the student will be able to: analyze and evaluate her level of endurance, strength and flexibility; demonstrate a knowledge that in conditioning exercises certain practices should be avoided for safety and health reasons including extreme fatigue, muscle strain and irregular conditioning; demonstrate a knowledge that progressive resistive exercises involving increased work loads increase the level of fitness; demonstrate knowledge of the major muscle groups and what weight lifting apparatus should be used to strengthen the muscles; apply the principles of weight lifting in analyzing and evaluating her progress by increasing weight tolerance, progressive number of repetitions and utilizing a variety of apparatus.

- SPECIAL TOPICS IN PHYSICAL EDUCATION/ HEALTH 7790, 7795 (1/2 Unit, Gr. 11-12, 1 Sem.)

Career Paths: 9
Course Description: This course will provide the opportunity for students to pursue a special area of interest. Arrangements will be made through individual instructors and are subject to approval by the building principal. Required supplies are the responsibility of the student.
Student Expectations: Applicable objectives will be developed cooperatively by the student and teacher to appropriately meet the needs of a selected area of interest.

EAST CAMPUS: 11501 E. 350 Highway, Raytown, M0 64138, Phone 268-7140
WEST CAMPUS: 10322 E. 350 Highway, Raytown, MO 64138, Phone 268-7100

All the courses listed in this section will be taught at the Herndon Career Center. Students will enroll in these programs during regular enrollment with their counselor. Bus transportation will be provided from Raytown High and Raytown South High to the Career Center. Students are considered full-time students at the regular high school and technical school credits earned will appear on their high school permanent records and transcripts.

## C• ADVERTISING AND DISPLAY ART (3 Units. Gr. 11-12, 3 Hours Daily, AM and PM Sections.)

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing, and math at the 10th grade level; at least one semester of keyboarding, and/or computer applications coursework and a minimum of 2 semesters of art.
Recommended: Background in drafting and graphics or photography
The purpose of this course is to prepare students for entry-level employment in the field of graphic design, or to continue their education in college. This program is organized into two one-year programs. The student may take one or both years. There is no prerequisite of taking this course sequentially.
1st Year Curriculum First year curriculum consists of an in depth study and application of Adobe Creative Suite Software. The emphasis is on print production, and developing skills necessary for employment or continuing education.
2nd Year Curriculum Second year students will build on their foundation by studying competitive software such as Corel Draw Suite. In addition, students will focus on the internet, and animation. Dreamweaver, Flash and Rave are also used. Students will manually code pages for the internet and develop skills in HTML (Hyper Test Markup Language) and CSS (Cascading Style Sheets). Hardware for this program includes both Mac and Windows platforms, plus a variety of input and output devices, such as scanners, cameras, and printers.
Dual and articulated credit: An articulation agreement exists with the Metropolitan Community College and the Art Institute of America for up to 8 hours of college credit.
Location:Herndon Bldg.C
*Industrial Internship
C• AUTO COLLISION TECHNOLOGY I (3 Units, Gr. 11, 2 Sems., 3 Hours Daily, PM Section.)
Career Path:
Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing, and math at 10th grade level; strong mechanical aptitude.
Recommended: Industrial arts, metalwork, art, and computer skills
This course is the first year of a two-year program designed to prepare students for entry-level jobs repairing and refinishing collision damaged vehicles. Employment opportunities exist in automotive dealerships, independent repair shops, specialty shops or fleet operations. Emphasis is placed on classroom instruction during the first year of the program while students work toward industry-recognized certifications from ICAR, PPG, and ADP. Lab experiences develop personal pride and craftsmanship using hand tools, power tools, welding and refinishing equipment.
Dual and articulated credit: Agreements with the Metropolitan Community Colleges enable qualified students to earn up to 26 hours of college credit during the two-year Auto Collision Technology Program.
Location: Herndon Bldg. B

C• AUTO COLLISION TECHNOLOGY II (3 Units, Gr. 12, 2 Sems., 3 Hours Daily, AM Section.)
Career Path: $\qquad$
Prerequisite: Successful completion of Auto Collision Technology I
This course is the second year of a two-year program designed to further develop the skills needed for entrylevel or advanced positions in the automotive collision industry. Employment opportunities demand trained technicians who can use the changing technology in the auto collision field. Students will spend the majority of their time in the lab mastering the technical skills necessary to repair customer-owned, late- model vehicles with collision damage.
Dual and articulated credit: Agreements with the Metropolitan Community Colleges enable qualified students to earn up to 26 hours of college credit during the two-year Auto Collision Technology Program.
Location: Herndon Bldg. B

* Industrial Internship

C• AUTOMOTIVE TECHNOLOGY I (3 Units, Gr. 11, 2 Sems., 3 Hours Daily, 2 PM Sections.)
Career Path:
os
Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing, and math at the 10th grade level Recommended: Basic technical writing course.
This course is the first year of a two-year course intended to prepare students for entry-level jobs as technicians in maintenance and repair of passenger cars and light trucks. Students will have both classroom instruction and laboratory experiences with approximately $75 \%$ of the time devoted to classroom instruction. Proficiency in use of automotive service tools and instruction in the more advanced scientific and mechanical principles on the automobile will be an important part of the training experience.
Dual and articulated credit: Agreements with the Metropolitan Community Colleges enable qualified students to earn up to 10 hours of college credit during the two-year Automotive Technology Program.
Location: Herndon Bldg. A
C•AUTOMOTIVE TECHNOLOGY II (3 Units, Gr. 12, 2 Sems., 3 Hours Daily, 2 AM Sections.)
Career Path:
Prerequisite: Successful completion of Automotive Technology I
This is the second year of a two-year course intended to prepare students for entry-level employment as technicians in the maintenance and repair of passenger cars and light trucks. Approximately $75 \%$ of the student's time will be spent repairing customer-owned vehicles with special emphasis in the use of test equipment for the purpose of diagnosing engine malfunction. Classroom instruction will involve the introduction of more technical information pertaining to the power plant, power train, automotive electronics, transmissions, and automotive air conditioning.
Dual and articulated credit: Agreements with the Metropolitan Community Colleges enable qualified students to earn up to 10 hours of college credit during the two-year Automotive Technology Program.
Location: Herndon Bldg. A

* Industrial Internship

C • CONSTRUCTION TECHNOLOGY (3 Units, Gr. 11-12, 2 Sems., 3 Hours Daily, AM and PM Sections.)

## Career Path:

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing, and math at the 10th grade level
Recommended: Industrial arts courses in wood, metal, electricity, and drafting
Year 1 provides instruction in the areas of: Blueprint Reading, Basic Concrete Finishing, Basic Structural Framing, Basic Instruction in Electrical,\& Plumbing Systems, Basic Instruction in Interior \& Exterior Finishing, and Roofing Systems. Safety is promoted with a 10 hour OSHA training, with additional training in the proper operation of hand and power tools. Communication and employability skills are emphasized in preparation
for the workplace. Students will acquire knowledge and develop technical skills through classroom instruction, planning and constructing related projects, and hands-on training. This program is certified by the Associated General Contractors of America and uses curriculum developed by the National Center for Construction, Education, and Research. Upon program completion, students may receive a10 hour OSHA Certificate and a NCCER Core Curriculum Certificate.
Year 2 is optional provided the student meets the following criteria: Student maintains a 2.0 GPA , has $90 \%$ attendance, and receives the recommendation of the Construction Technology Instructor. The second year course consists of advanced blueprint reading, construction management skills, 10 additional hours of OSHA online training, and advanced training in the building trades. Upon satisfactory completion of the program, students may earn a10 hour OSHA certificate, NCCER Building Technology Certificate or NCCER Construction Management Certificate. These certificates allow students to be entered into a NCCER national registry.
Dual and articulated credit: An agreement with the Carpenters Apprenticeship Program enables students who meet specified requirements to receive apprenticeship hours for skills learned at HCC. Up to 12 hours of articulated credit is also available through the Metropolitan Community College.
Location: Herndon Bldg. A

* Industrial Internship

C•COSMETOLOGY (8 Units, Gr. 12, 2 Sems., 7.5 Hours Daily)

## Career Path:

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing and math at the 10th grade level. Applicants must have completed all high school graduation requirements (except Practical Arts electives) by the beginning of their senior year.
Recommended: Art, biology, chemistry, business management and speech courses
The Cosmetology program at Herndon Career Center (West) prepares students for the Missouri State Board of Licensing examination and to become employed as a cosmetologist. The major study units of this 1,220-hour, full-day program are understanding the properties of hair and scalp; haircutting techniques; chemical applications; skin care and make up; nail care; personal hygiene; business and professional ethics; safety, sterilization and sanitation methods; salesmanship and communication skills; and state laws and rules.
Expectations: Students are expected to complete the full-year program in order to meet vocational objectives. They must provide their own workbooks, mannequins, mannequin stand, mannequin hand (all of which can be purchased at the school), as well as uniforms, shoes and daily transportation to the school. The total cost of these supplies and the state board testing is approximately $\$ 400$ at the beginning of the school year and an additional $\$ 400$ throughout the school year.
Location: Herndon Bldg. A

## C•CULINARY ARTS (3 units, Gr. 12, 2 Sems., 3 Hours Daily, AM and PM Sections)

## Career Path: 信耍

Prerequisite: Minimum 2.0 GPA \& 90\% attendance record; reading and writing at the 10th grade level; Algebra I with a C grade or better. Applicants must successfully complete the Year-One ProStart curriculum if it is available at their high school and pass the Year-One ProStart examination. Applicants from high schools without ProStart curriculum available must complete an advanced foods and nutrition class with a min. B grade AND have a written recommendation from their advanced foods teacher.
Recommended: Foods and nutrition courses, health courses, business courses
The Culinary Arts program is a one-year program constituting the second year of the two-year ProStart commercial culinary arts curriculum. Major units of study include ServSafe certification; potatoes and grains; desserts and baked goods; meat, poultry and seafood; stocks, soups and sauces; the history of food service; the lodging industry; the art of service; marketing and the menu; purchasing and inventory control; standard accounting practices; tourism and the retail industry; and communicating with customers.
Expectations: Students must supply and wear a "chef's" coat at all times when attending the culinary arts program. Students may occasionally be required to work after regular school hours in order to participate in catered events. Students will be required to pay a $\$ 150$ consumable materials charge per semester and a $\$ 40$ ServSafe certification fee.

Dual and articulated credit: Successful students are eligible to earn up to seven hours of credit in the Johnson County Community College Culinary Arts program, up to 12 credit hours from the Arts Institute, 9 hours from Le Cordon Bleu and their affiliated colleges, 7 hours from Johnson and Wales.
Location: Herndon Bldg. B

* Industrial Internship

C• DIESEL, INDUSTRIAL \& AGRICULTURAL MECHANICS I (3 Units, Gr. 11, 2 Sems., 3 Hours Daily, PM Section)

## Career Path:

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing, and math at the 10th grade level. Above average mechanical aptitude
Recommended: Industrial arts courses
This course is the first year of a two-year program intended to prepare students as entry-level technicians working on heavy construction equipment, trucks, industrial plant vehicles, and agricultural equipment. Instruction will involve practice in the maintenance, service, repair, and overhaul of equipment such as engines, power trains, controls, and other components on buses, heavy trucks, earth moving equipment, agricultural equipment, lift trucks, and stationary power plants.
Dual and articulated credit: Students can earn up to three hours of college credit at Linn State Technical College.
Location: Herndon Bldg. B
C• DIESEL, INDUSTRIAL \& AGRICULTURAL MECHANICS II (3 Units, Gr. 12, 2 Sems., 3 Hours Daily, AM Section)
Career Path: $\qquad$
Prerequisite: Successful completion of Diesel, Industrial, \& Agricultural Mechanics I
This course is the second year of a two-year program designed to prepare students as entry-level technicians working on heavy construction equipment, trucks, industrial plant vehicles, and agricultural equipment. The second year of instruction will involve extensive shop experience on customer-owned equipment.
Dual and articulated credit: Students can earn up to three hours of college credit at Linn State Technical College.
Location: Herndon Bldg. B

* Industrial Internship

C• EARLY CHILDHOOD PROFESSIONAL (3 Units, Gr. 11-12, 2 Sems., 3 Hours Daily, AM and PM Sections)

## Career Path:

Prerequisite: Minimum 2.5 GPA; 90\% attendance record; reading, writing and math at the 10th grade level; Biology I with C or better; B or better in Child Development and Parenting classes.
Recommended: Classes in health, nutrition and psychology
The Early Childhood Professional program prepares students to pursue two- or four-year postsecondary education or work with children ages birth to ten in occupations such as early childhood and elementary teachers, child care workers, teacher assistants, private or home day care centers, and child care center directors. Major units of study include careers in early childhood; health, safety and nutrition; child development observation; child growth and development; curriculum and instruction; behavior management; working and communicating with families; managing and maintaining early childhood programs; child care laws, regulations and policies; and professional and leadership development. The Child Development Center adjacent to the Early Childhood Professional classroom provides daily, on site training. Students also have the opportunity to apply their skills and observe children in other day care centers and public school programs and participate in volunteer internships. A second-year Special Topics class is available to students who excel. Second year students may participate in paid internships and complete requirements to apply for the Child Development Associate Credential.

Expectations: Prospective students should have an interest in becoming an early childhood professional and possess a true desire to nurture, motivate, teach and influence young children in a positive way. They must (1) provide their own transportation to and from assigned locations; (2) complete a TB test and physical examination prior to participating at day care centers or preschools; (3) pay a $\$ 30.00$ fee for materials, services and lamination; (4) agree to a background check upon enrollment and (5) provide additional minimal supplies as needed.
Dual and articulated credit: Students can earn up to 16 hours of college credit at MCC-Penn Valley.
Location: Herndon Bldg. C
*Industrial Internship
C• FOUNDATIONS OF NURSING (3 Units, Gr. 12 (Gr. 11 with recommendation), 2 Sems., 3 Hours Daily, AM or PM Sections.

## Career Path:

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; Biology 1 with C or better; reading, writing, \& math at 10th grade level.
Recommended: Anatomy and Physiology, Intro to Health Careers, Chemistry, Psychology
This one-year program is designed for students to explore careers in nursing and to demonstrate entry-level job skills of a health care assistant. This program includes mastering foundation content in the classroom, practicing job skills in the laboratory, exploring nursing careers through job shadowing in the health care industry, and perfecting job skills through clinical training experiences in health care facilities. First semester will focus on understanding the health care industry, anatomy and physiology, medical terminology, and learning and practicing entry-level job skills in the laboratory. The focus of second semester shifts to the industry setting where students explore health careers in a clinical setting. Students observe health professionals and perfect clinical skills by providing direct patient care under the supervision of a clinical supervisor. Students who complete the program will have met the requirements to take the final examination to become a Certified Nurse Assistant (CNA). The student must provide his/her own transportation to the clinical sites. A background check will be required for clinical experiences. Uniforms will be required for clinical experiences.
Dual and articulated credit: An articulation agreement with the Metropolitan Community College enables the student who earns a "B" grade or better in this class to receive 1.5 college credits in the Practical Nursing Program at MCC-Penn Valley.
Location: Herndon Bldg. C
C• HEATING, VENTILATION \& AIR CONDITIONING I (3 Units, Gr. 11, 2 Sems., 3 Hours Daily, PM Section)

## Career Path:

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; math, reading, \& writing at 10th grade level
Recommended: Intro to CADD, Technical Writing, Microsoft software, Physical Science or Physics
This course is the first year of a two-year program intended to prepare the student for entry-level employment in the heating, ventilation and air conditioning (HVAC) industry. Instruction will involve extensive work in refrigeration, electrical and related y fundamentals using actual industry equipment. The student will progress in a self-paced manner by utilizing this equipment and interactive computer training modules. This hands-on approach is accompanied by classroom instruction by an instructor with over thirty years of filed experience. This course provides additional training in alternative energy, green technologies, and networked digital controls as they relate to climate control equipment. All aspects of the application of these theories will be demonstrated in various real-world applications such as residential heating and cooling, commercial refrigeration such as food storage, and industrial process refrigeration and cooling.
Expectations: Prospective students should have an interest in psychical science and how things work in general. HVAC training is the basis for any number of careers at all levels of employment including management, engineering, as well as the hands on work required. All aspects of modern life are affected, or made possible with the basics introduced in this class. Students must be able to work in teams, have good interpersonal verbal and nonverbal communication skills, and have the ability to acquire info and use critical thinking processes to resolve technical issues. Self motivation is a must.

Dual and articulated credit: Agreements with the Metropolitan Community College enable qualified students to earn up to 15 hours of college credit during the two-year HVAC Program.

Location: Herndon Bldg. A
C• HEATING, VENTILATION \& AIR CONDITIONING II (3 Units, Gr. 12, 2 Sems., 3 Hours Daily, AM Section)
Career Path:
Prerequisite: Successful completion of Heating, Ventilation, \& Air Conditioning I
This course is the second year of a two-year program intended to prepare the student for entry-level employment as a technician in the heating, ventilation and air conditioning industry. Continuation of instruction in electrical and electronic components and considerable laboratory experience will involve a major portion of the second year. Diagnostic skills in the areas of mechanical and electrical equipment failure will be developed through the extensive use of test equipment.
Expectations: In addition to the requirements listed above student must complete the EPA-608 Refrigerant Certification Exam. This allows student to purchase the necessary refrigerants which are now controlled by Federal Law. The study guide is $\$ 10$ and the exam cost is $\$ 35$. These costs are the responsibility of the students.
Dual and articulated credit: Agreements with the Metropolitan Community College enable qualified students to earn up to 15 hours of college credit during the two-year HVAC Program.
Location: Herndon Bldg. A

* Industrial Internship

C• NETWORKING SYSTEMS I (3 Units, Gr. 11, 2 Sems., 3 Hours Daily, PM Section)

## Career Path: 匐家

Prerequisite: Minimum 2.5 GPA; 90\% attendance record; Algebra I with a minimum grade of a B-; reading \& writing at 10th grade level; and 30-wpm keyboarding skills
Recommended: Computer Applications, access to the Internet at home strongly recommended
A Career Education Consortium Center of Excellence, Networking Systems I is the first year of a two-year Local Cisco Networking Academy program offered at Herndon Career Center. Wanted: Tech-Savvy Students. Internet services support many business-critical activities such as social networking, information exchanges, ecommerce, collaboration, research, and skill development. These capabilities are all powered by networks, and organizations around the world are experiencing a shortage of qualified candidates to design, install, and manage these networks. This Cisco Networking Academy enables individual students to develop valuable skills that will help them succeed in the global economy.
The Networking Systems I class begins with the Cisco IT Essentials: PC Hardware and Software course which covers the fundamentals of computer hardware and software as well as advanced concepts. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will be able to connect to the Internet and share resources in a network environment. Also covered in the IT Essentials course are: laptops and portable devices, wireless connectivity, security, safety and environmental issues, and communication skills. Hands-on lab activities are an essential element of the course. In support of this, virtual learning tools are also integrated into the course.
Upon completion of Cisco IT Essentials training, students begin training on Windows Server 2008 Server Administrator. This curriculum prepares students for the Microsoft 70-646 Windows Server 2008 exam. The Windows Server 2008 curriculum focuses on: Planning for Server Deployment, Planning for Server Management, Monitoring and Maintaining Servers, Planning Application and Data Provisioning, Planning for Business Continuity and High Availability.
During the second semester, students will participate in the Cisco CCNA Exploration Network Fundamentals course. Network Fundamentals is the first of four Cisco CCNA Exploration courses designed for students with advanced problem solving and analytical skills. The curriculum offers a comprehensive and theoretical learning experience for analytical students, and uses language that aligns well with engineering concepts. Interactive activities are embedded in the curriculum, along with detailed, theoretical content. Advanced labs build critical thinking and problem solving skills and encourage exploration and research.

Throughout the year, students will support customers from the local community. Customer work will include designing and building custom computer systems, personal computer tune-ups, troubleshooting and repairing computer hardware problems, installing and configuring new hardware and software, and troubleshooting and repairing computer software problems.
Expectations: Students must work well in teams and have good interpersonal verbal and nonverbal communication skills. Professional development and leadership training is achieved through participation in the SkillsUSA Career and Technical Student Organization. Applicants must have no record of attempts to circumvent computer, phone and/or network security or any other act of malicious intent to view confidential data. It is strongly recommended that students have access to the Internet at home to access online curriculum.
Dual and articulated credit: Qualified students can earn up to 28 hours of college credit from the Metropolitan Community Colleges by completing the two-year Networking Systems program. Up to 3 hours of statewide articulated credit is offered through approved postsecondary institutions for students who pass CCNA I Network Fundamentals final exams with a score of $75 \%$ or higher.
Location: Herndon Bldg. C

## C• NEIWORKING SYSTEMS II (3 Units, Gr. 12, 2 Sems., 3 Hours Daily, AM Section)

Career Path: 雪多
Prerequisite: Successful completion of Networking I or an equivalent program
A Career Education Consortium Center of Excellence, the Networking Systems II is the second-year of a twoyear program. Emphasis is placed on network design and operations, network security, computer forensics, and challenging labs. It is designed for students with advanced problem-solving and analytical skills, such as degree seeking candidates in engineering, math, or science. It is based on a top-down approach to networking that is popular in many colleges and universities.
This course emphasizes theoretical concepts and practical application, while providing opportunities for students to gain the skills and hands-on experience needed to design, install, operate, and maintain networks in small-to-medium businesses, as well as enterprise and service provider environments. The CCNA Exploration curriculum prepares students for the Cisco CCNA® network associate certification exam. CCNA is the industry standard, foundational certification for networking careers.

Heathkit's Computer Forensics curriculum combined with TestOut's Crime Scene Investigation and Network Security curriculum prepares students with skills in system security, access control, network infrastructure, assessments, audits, and cryptography. Even the smallest error can result in critical evidence being unusable in criminal prosecutions. Demand for computer forensics services is greater than ever as electronic evidence becomes widely used in court. Students will learn the proper procedures relating to evidence recognition, assessment, collection, documentation, and storage. This training leads to industry certification in CompTIA Security+.
This training leads to entry level positions such as computer technicians and network technicians. It also prepares students who are college bound for future careers such as Computer Investigative Specialists, Cyber Forensics Specialists, Network and Computer Systems Administrators, Forensics Analysts, Forensics Engineers, Network Systems and Data Communications Analysts, and Computer and Information Systems Managers several of which are listed as "hot jobs" in Missouri with better than average outlook through the year 2016. Additionally, this training leads to careers in network administration which is listed as \#6 by Forbes.com (7-1908) on the list of "most recession-proof jobs."

Expectations: Due to the technical nature of this program and rapidly changing industry, it is recommended that students purchase additional current references from a list provided by the instructor. It is strongly recommended that students have access to the Internet at home to access online curriculum. Continued professional development and leadership training through participation in the SkillsUSA Career and Technical Student Organization is required. Applicants must have no record of attempts to circumvent computer, phone and/or network security or any other act of malicious intent to view confidential data.
Dual and articulated credit: Qualified students can earn up to 28 hours of college credit from the Metropolitan Community College by completing the two-year Networking Systems program. Up to 9 hours of statewide articulated credit is offered through approved postsecondary institutions for students who pass CCNA II, III, \& IV final exams with a score of $75 \%$ or higher.
Location: Herndon Bldg. C

## *Industrial Internship

C• WELDING/ METAL FABRICATION I (3 Units, Gr. 11, 2 Sems., 3 Hours Daily, PM Section)

## Career Path:

Prerequisite: Minimum 2.0 GPA; 90\% attendance record; reading, writing and math at the 10th grade level. Students must be able to read technical manuals, maps, diagrams and schematics; interpret welding symbols and codes; take accurate measurements and work fractions and decimal problems with ease.
Recommended: Students should take basic drafting and metals classes if they are available at their high school.
This course is the first year of a two-year program that prepares students to meet the American Welding Society's entry-level employment requirements or pursue postsecondary training. Laboratory work includes basic flame cutting, oxy-fuel welding and shielded metal arc welding of mild steels. Classroom instruction covers welding theory, terminology, techniques, measuring and mathematics. Safety, work ethic and employability skills are emphasized at all times.
Expectations: Students must supply their own protective cotton clothing (a long-sleeved work shirt, welding cap, above-the-ankle leather work boots, and jeans or coveralls in good condition). Expenses for these supplies may range from $\$ 100-\$ 160$. Students who wear glasses are recommended to purchase prescription safety glasses. Students are responsible to replace any equipment initially supplied by the school, such as gloves, helmet, goggles, pliers, etc.
Dual and articulated credit: Students who complete the qualifications below will receive articulated credit to the Missouri two-year postsecondary institution of their choice in the Welding area. Student must: Achieve a min. of 3.0 GPA ( $4.0=$ "A"); Complete coursework in an American Welding Society (AWS) Schools Excelling through National Skills Education (SENSE) accredited program; Achieve a score of $75 \%$ or higher on the American Welding Society (AWS) Schools Excelling through (SENSE) examination(s) center or postsecondary institution. Upon meeting the requirements students will receive minimum college credits as listed below: Postsecondary institutions may, but are not required to limit credits awarded to those areas related to comparable courses -Shielded Metal Arc Welding (3 hrs.), Gas Metal Arc Welding (3 hrs.), Flux Cored Arc Welding (3 hrs.), Gas Tungsten Arc Welding (3 hrs.).
Location: Herndon Bldg. A

## C•WELDING/METAL FABRICATION II (3 Units, Gr. 12, 2 Sems., 3 Hours Daily, AM Section)

Career Path:
Prerequisite: Successful completion of Welding/Metal Fabrication I
This class is the second year of a two-year program that prepares students to meet the American Welding Society's entry-level employment requirements or pursue postsecondary training. Major units of study include advanced shielded metal arc welding (structural and pipe), plus gas metal arc welding, gas tungsten arc welding and plasma arc cutting on carbon, stainless steel and aluminum. Classroom instruction covers advanced welding theory, blueprint reading, layout and fit-up. Safety, work ethic, employability skills, quality of work and pride in workmanship are emphasized at all times.
Expectations: Students considering a career in welding should plan to purchase their own welding tools and supplies for use in the program. The cost of these items is approximately $\$ 150$. Additional expectations are noted in Welding/Metal Fabrication I above.
Dual and articulated credit: Students who complete the qualifications below will receive articulated credit to the Missouri two-year postsecondary institution of their choice in the Welding area. Student must: Achieve a min. of 3.0 GPA ( $4.0=$ "A"); Complete coursework in an American Welding Society (AWS) Schools Excelling through National Skills Education (SENSE) accredited program; Achieve a score of $75 \%$ or higher on the American Welding Society (AWS) Schools Excelling through (SENSE) examination(s) center or postsecondary institution. Upon meeting the requirements students will receive minimum college credits as listed below: Postsecondary institutions may, but are not required to limit credits awarded to those areas related to comparable courses - Shielded Metal Arc Welding (3 hrs.), Gas Metal Arc Welding (3 hrs.), Flux Cored Arc Welding (3 hrs.), Gas Tungsten Arc Welding ( 3 hrs .). Students who meet specific requirements are eligible for apprenticeship hours in the Ironworkers Apprenticeship program (Ironworkers Union Local \#10).
Location: Herndon Bldg. A

* Industrial Internship
* INDUSTRIAL INTERNSHIPS are available to qualified seniors during the second semester of a one-year program or during the fourth semester of a two-year program. Interested students should contact their HCC instructor or counselor for information about internship opportunities and eligibility.


## C•SPECIAL TOPICS (1-1/2 Units per Semester 1 or 2, Grade 12, 3 Hours Daily)

This course is designed for students who wish to develop higher-level skills. It will be offered to students who have successfully completed their program or are currently enrolled in the advanced level. The Herndon instructor, director and sending school counselor must approve enrollment in Special Topics. The instructor will provide an individual syllabus for each student. Required supplies are the responsibility of the student.

## ENROLLMENT PROCEDURE FOR ADULT AND POSTSECONDARY STUDENTS:

Adult applications for admission arc available at the Herndon Career Center (HCC) Office, East Campus. A high school diploma or GED is required for admission. Applicants should submit the completed application and a non-refundable fee of $\$ 50$ to the Herndon counselor. The HCC Director will make final determination of acceptance into the program. The $\$ 50$ fee will be applied to tuition charges when applicant begins class at HCC. The Pell Grant is available to students who apply and meet federal financial aid guidelines.
East Campus Telephone: 816.268.7140

## SUMMIT TECHNOLOGY ACADEMY <br> SUMMIT TECHNOLOGY COURSES ARE OFFERED AS A DAILY 2 HOUR AND 5 MINUTE BLOCK AT THE SUMMIT TECHNOLOGY ACADEMY IN LEE'S SUMMIT

A Center of Excellence is the site of a specialty careerrelated program. Acceptance into a Center of Excellence program requires a student to have a minimum 2.0 GPA and a $90 \%$ or better attendance rate. Students interested should contact their counselor for an application. Programs marked with an asterisk (*) are approved Center of Excellence programs.

* Project Lead The Way is a nationally recognized engineering and biomedical curriculum being offered through the Lee's Summit School District. Introduction to Engineering \& Design, (IED) Civil Engineering and Architecture (CEA), and Principles of Engineering (POE), are introductory engineering courses being offered at LSHS, LSN, and LSW. In addition, Principles of Biomedical Sciences and Human Anatomy \& Physiology/Human Body Systems are introductory biomedical courses offered at all three high schools. Students can advance these studies through Digital Electronics, and Engineering Design and Development offered at Summit Technology Academy. Ask your guidance counselor about information regarding PLTW or go to www.pltw.org Courses marked with a double asterisk ${ }^{* *}$ ) are approved Project Lead the Way courses.

Independent Study Project-Students enrolled at STA will receive 2.5 units of credit upon successful completion of a full year course. Each student enrolls for an additional .5 credit of independent study for a total of 3 units of credit earned. (Educator Cadet's only receive 2 high school units of credit, and do not complete an independent study project).

## C• DIGITAL ELECTRONICS PLTW***

Weighted: 0.5 (0.666), Fall semester AM \& PM, Grade: 11-12, Credits: 1.5 units
Dual Credit: MCC PLTW Credit by Examination, 8 Credit Hours from UCM: ET 1026, ET and ET 1050
PREREQUISITE: Attendance: $90 \%$ or better; Math: Algebra I, B or better.
Recommended: Introduction to Engineering Design PLTW, Principals of Engineering PLTW.
This is a course in applied logic that gives students the opportunity to learn how computers/logic circuits think and control the wonld around us. Computer simulation software is used to design and test digital circuitry prior to the actual construction of the circuits. Students will have the opportunity to learn everything from basic electronic circuit design, logic circuit design, all the way up to and including programming and interfacing with microcontrollers, which includes robot applications.

## C • COMPUTER INTEGRATED MANUFACTURING PLTW***

Weighted: 0.5 ( 0.666 ), Spring semester AM \& PM, Grade: 11-12, Credits: 1.5 units
PREREQUISITE: GPA: 2.0 cumulative or better; Attendance $90 \%$ or better: Math: Algebra I. Introduction to Engineering Design PLTW.

Recommended: Digital Electronics, Geometry.
This course is designed to expose students to the fundamentals of computerized manufacturing technology. The course is built around several key concepts: Computer Modeling-using a three dimensional, solid modeling software package with mass property analysis. CNC Equipment-understanding the machine tools and its operating and programming aspects. CAM Software-converting computer generated geometry into a program to drive CNC machine tools. Robotics-using a robot for materials handling and assembly operations. Flexible Manufacturing Systemsworking in teams to design manufacturing work-cells and table top factory simulations.

## C • ENGINEERING DESIGN AND DEVELOPMENT**

Weighted: 0.5 (0.666), Grade: 12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: CE/ME 111, University of MissouriKansas City, School of Computing \& Engineering.
PREREQUISITE: GPA: 2.0 cumulative or better; Attendance: $90 \%$ or better; Math: Algebra II B or better. Other requirements: Completion of Digital Electronics with C or better, Principles of Engineering PLTW or high school Physics with a B or better.

## Recommended: Geometry.

This is a full year engineering research course in which students work on two major engineering projects as well as a research topic during the year. Fall semester students work on an open-ended EDD problem in which they research, design, and devise a solution. During the second semester, students work in teams to research, design, and construct a solution to an open-ended engineering problem through the Lee's Summit Public Works Department. Students apply principles developed in the four preceding courses, learn advanced physics applications, and are guided by an engineering mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

## C•IT ESSENTIALS*

Fall AM \& PM, Grade: 11-12, Credits: 1.5 units
Dual Credit: 6 hours at Metropolitan Community

College-CSIS 112-113 or UCM Net 1060-1061 (eligible students)*

PREREQUISITE: GPA: 2.0 cumulative or better; Attendance: $90 \%$ or better; Math: Algebra I, C or better; Reading/Writing: 10th grade level; Other requirement: Keyboarding, minimum 30 WPM .
Recommended: Algebra II; Home Internet access.
This course prepares students for careers as network technicians, as well as, help desk and customer service positions. It provides a basic overview of routing, remote access, addressing, monitoring, security, and troubleshooting. It also familiarizes students with servers that provide email services, web space, and authenticated access. This course helps the student prepare for the Cisco Certified Entry Network Technician certification exam.

## C•NETWORKING ESSENTIALS*

Spring AM \& PM, Grade: 11-12, Credits: 1.5 units
Dual Credit: 6 hours at Metropolitan Community College-CSIS 212, 213 or UCM Net 2060-2061 (eligible students)*
PREREQUISITE: GPA: 2.0 cumulative or better; Attendance: $90 \%$ or better; Math: Algebra I, C or better; Reading/Writing: 10th grade level; Other requirement: Keyboarding, minimum 30 WPM.

Recommended: Minimum grade of C in IT Essentials; Algebra II; Home Internet access.

This course familiarizes students with the equipment, applications, protocols, and design principles in enterprise networks. This course focuses on switched networks, IP telephony requirements, and security and introduces advanced protocols. With IT Essentials, this course helps the student prepare for the Cisco Certified Network Associate certification exam.

## C • NETWORK SECURITY*

Weighted: 0.5 (0.666), Fall AM \& PM, Grade: 12, Credits: 1.5 units

Dual Credit: 3 hours with UCM, Net 3068 (eligible students)*

## PREREQUISTTE: Instructor Approval

This course teaches students the skills needed to obtain entry-level security specialist jobs. It provides a hands-on introduction to network security. Instructors are encouraged to provide outside-theclassroom learning experiences. This course helps the student prepare for the Certified Cisco Network Associate Security certification exam.

## C• INTERNSHIP IN NETWORK ADMINISTRATION*

Weighted: 0.5 (0.666), Grade: 12, Credits: 1.5 units
PREREQUSITE: Instructor approval and an established internship opportunity for the spring semester.

This course provides students with an internship opportunity in the Information Technology field. Opportunities may be student obtained with instructor approval or through instructor placement. Internships must be established before the beginning of the course.

## C • DIGITAL MEDIA TECHNOLOGY*

Grade: 11-12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

PREREQUISITE: GPA: 2.0 cumulative or better, Attendance: $90 \%$ or better, Math: Algebra I, C or better, Reading/Writing: 10th grade level; one credit in Fine Arts.
Recommended: Computer Applications or Programming; proficiency in keyboarding.

The Entertainment Media Technology program at Summit Technology Academy gives students an opportunity to explore and prepare for careers in the entertainment and media communications industries. Students will focus on audio production technologies including sound generation, studio recording and live sound reinforcement. They will work in teams to integrate music, graphics and video technologies in entrepreneurial projects for their schools and/or communities.

## C•MEDICAL INTERVENTIONS/ BIOMEDICAL INNOVATION***

Grade: 11-12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: Bio l 150 (2 credit hours) Metropolitan Community College (for eligible students)*
PREREQUISITE: GPA: 2.0 cumulative or better; Attendance: $90 \%$ or better; PLTW Principles of Biomedical Science and Human Body Systems; or Anato-my-Physiology, and Chemistry; Students will have a background check and a TB test.
Recommended: Principles of Biomedical Sciences, Human Body systems, and Computer Applications.
Medical Interventions ${ }^{\mathrm{TM}}$ Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course 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. Students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.
Biomedical Innovation ${ }^{\text {TM }}$ In this capstone course students design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They apply their knowledge and skills to

METROPOLITAN COMMUNITY COLLEGE 2009-11 SCHOOL YEAR

## C • MCC-PENN VALLEY PRE-ALLIED HEALTH ACADEMY

Grade: 12
Credits: 1.5 high school units
Location: Metropolitan Community College Penn Valley Health Science Institute - Spring Semester only
Prerequisites: GPA: 2.5 cumulative or better; Attendance: 90\% or better; Math/Reading/Writing: 11th grade level.
Recommended classes: Algebra I, Biology and Chemistry, all with a C or better, Anatomy/Physiology; Psychology; History; Speech; and collegelevel English.

College Credit: Medical Terminology (2 credits); Introduction to Allied Health (2); Total 4 college credits.

Course Description: This one-semester (spring) program is for seniors interested in learning more about Allied Health careers or who would like to enter college healthcare programs after graduation. Students will be engaged in hands-on skills lab work and projects related to Dental Assisting; Health Information Technology; Occupational Therapy/Occupational Therapy Assistant; Paramedic/EMT; Physical Therapy/Physical Therapy Assistant; Radiology Technology, Surgical Technology, Respiratory Care, and Nursing.

## OTHER PROGRAMS

## OITHR PROGRAMS

## SPECIAL EDUCATION

Kim Bielawski, Director
The Raytown School District offers a wide variety of special education and related services for students with disabilities. All of the special education services are individualized to meet the special needs of each student. Students with Individual Education Plans are eligible to enroll in core subject areas courses (English, math, science, and social studies) which are modified to meet the individual learning needs of the student.

## ENGLISH AS A SECOND LANGUAGE

The Raytown School District offers services for students who are learning English as a Second Language (ESL) who score below 3-4 on the Woodcock-Muñoz Language Proficiency Survey. Placement is by the ESL Coordinator and the ESL Teacher.

- BEGINNING ESL ENGLISH 1014 and 1019 (Gr. 9-12) (1 unit) May be repeated for credit until ESL teacher and/or ESL Coordinator recommend student enroll in Intermediate ESL English 2014 \& 2019.These students will also be enrolled in Beginning ESL English Language Lab and ESL Content Area Reading Lab.
This is a class for beginners, taught by an ESL teacher, in which students learn vocabulary, grammar and to read and write in English. The instruction is in English, but sometimes the students will use their native language to help explain the lesson to others. These beginning students may also enroll in the two laboratory classes for ESL English.
Criteria for class: Score of 1 or 2 on Woodcock-Muñoz and/or recommendation of ESL teacher and/or ESL coordinator.
- BEGINNING ESL LANGUAGE LAB 1114 and 1119 (Gr. 9-12) (1 unit) May be repeated for credit until ESL teacher and/or ESL Coordinator recommend student enroll in ESL English 2014 \& 2019. Students enrolled in ESL Language Lab work on independent assignments in conjunction with 2014 and 2019.
This is a second class for beginners, in which the students learn more vocabulary, grammar and to read in English. This class is more independent and individualized than the class Beginning ESL English. Students in this class may also enroll in Beginning ESL English and ESL Content Area Reading Lab.
Criteria for class: Score of 1 or 2 on Woodcock-Muñoz and/or recommendation of ESL teacher and/or ESL coordinator.
- INTERMEDIATE ESL ENGLISH 2014 and 2019
(Gr. 9-12) (1 unit) May be repeated for credit until exited from the ESL program. Intermediate students will also be enrolled in the ESLContent Area Reading Lab. This is an intermediate class, taught by an ESL teacher, for those students who are more advanced.

Students will expand their vocabulary, work with more complex grammar, learn to read literature in English and to express themselves better in English. The instruction is in English but students will sometimes use their native language to help explain the lesson to others. These students may also take the class, ESL Content Area Reading Lab.
Criteria for class: Score of 2 or 3 on WoodcockMuñoz and/or recommendation of ESL teacher and/or ESL coordinator.

- ESL CONTENT AREA READING LAB 1214 and 1219 (Gr. 9-12) (1 unit) May be repeated for credit until exited from the ESL program. Course is designed to extend and develop reading vocabulary and topical concepts that will assist ESL students to succeed in content area classes.
This class is for all ESL students: beginners, intermediate, and advanced that still need support in the academic areas of mainstream classes. In this class, the teacher, with the help of ESL paraprofessional aides and possibly student tutors, will help students understand instructions from other classes, begin the homework and finish the work from their other classes so that the students have the opportunity to better understand the content of their classes.
Criteria for class: Recommended for all ESL students.


## SPECIAL PROGRAMS

- ACT/SAT PREPARATION 4810 (Gr. 11-12)

Prerequisite: Junior and seniors should have completed or be concurrently enrolled in Algebra II, and enrolled in courses leading to the college prep certificate.
This semester course is designed for the academically advanced student planning to start at a four year college or university after graduation. It is intended to accelerate knowledge, critical thinking, and academic college preparation. The three components will include units from Communication Arts (writing skills, Latin and Greek word derivations, and vocabulary), Reading (speed and comprehension), and Mathematics (a review as well as new concepts, graph interpretation) All three components of this course will emphasize ACT and SAT preparation, content and testing strategies. Students are encouraged to complete the entire course the semester before they begin college admissions testing.

- NOVA NET (1/2 Unit)

A computer assisted credit-recovery class for student with a deficit toward graduation requirements. Placement is based on counselor recommendation and principal approval. This course will eliminate the study hall period that students elected in lieu of a class.
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$\qquad$

## Grade 9

| 1st Semester | 2nd Semester |
| :---: | :---: |
| 1. English | English |
| 2. Civics | World Geography |
| 3. Physical Science | Physical Science |
| 4. Math | Math |
| 5. | *Connections |
| 6. |  |
| 7. |  |

* Connections may be taken as a Sophomore to meet a student's schedule needs.


## Grade 11

1st Semester

1. English
2. EmergingAmerica
3. Science
4. Math $\qquad$
5. $\qquad$
6. $\qquad$
7. $\qquad$

## Other Required Courses:

Practical Arts - $1 / 2$ credit
Physical Education - 1 credit
Health - 1/2 credit
Personal Finance - $1 / 2$ credit taken through Personal Money Management or Consumer Decisions
$\qquad$ Lang Arts/Comm Arts
Fine Arts - 1 credit
$\qquad$
$\qquad$

Speech - $1 / 2$ credit taken through Theatre I, Communications, Debate or Forensics. (Theatre I is not a Language Arts class; therefor, the $1 / 2$ credit in speech may be beneficial on its own.

Elective- 1 credit
Elective- 1 credit

## Grade 10

1st Semester

1. English II
2. World History I
3. General Biology
4. Math
5. $\qquad$
6. $\qquad$
7. $\qquad$

2nd Semester
English II
World History II
General Biology
Math $\qquad$
$\qquad$
$\qquad$
$\qquad$

## Grade 12

1st Semester

1. English
2. $\qquad$
3. $\qquad$
4. $\qquad$
5. $\qquad$
6. $\qquad$
7. $\qquad$

2nd Semester
English $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
___ Elective- 1 credit
___ Elective- 1 credit
___ Elective- 1 credit
Elective- 1 credit Elective- 1 credit
__ Elective- 1/2 credit

# Raytown C-2 School District 6608 Raytown Road Raytown, MO 64133 <br> (816) 268-7000 <br> www.raytownschools.org 


[^0]:    Student Expectations：Upon completion of this course，the student should be able to：explain how stimuli become sen－ sations；distinguish among absolute，terminal and difference thresholds；identify the actions and needs of the propriocep－ tive sensations；identify the factors which affect a person＇s perception；identify situations that may cause an alteration of ＂normal＂perceptions；list basic human hereditary patterns；identify anomalies that may cause behavior difference（i．e．

[^1]:    Student Expectations: Upon completion of this course, the student will be able to define a variety of fine art and jewelry vocabulary terms, describe (analyze) historically a variety of metalworking movements and artists, describe the career opportunities in a variety of metalworking areas; effectively use the art elements of line, shape, color, texture, form and space in creating a finished piece of art; effectively use the art principles of balance, rhythm, movement, emphasis and unity in creating a finished piece of art; create a finished piece of art using a variety of media and/or techniques; con-

