

# **RIVERVIEW GARDENS**

## **SCHOOL DISTRICT**

**2024-2025**



## **HIGH SCHOOL**

# **PROGRAMS OF STUDY**

**EXCELLENCE WITHIN REACH**

**1218 Shepley Drive, St. Louis, Missouri 63137**

**Main 314.869.4700 Fax 314.388.6020**

**<https://riverviewgardenshigh.mo.rge.schoolinsites.com/>**

***Programs of Study is available at: <http://rgsd.k12.mo.us/pos>***

# **2024-2025 School Year Riverview Gardens High School Programs of Study**

## **EXCELLENCE Within REACH**

### **Riverview Gardens School District**

1370 Northumberland Drive  
St. Louis, MO 63137  
Main: (314) 869-2505 Fax: (314) 388-6002  
[www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)

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Veronica Morrow-Reel, Vice-President  
Wanda Lane, Treasurer  
Miranda Avant-Elliott, Director  
Jacqueline Jackson, Director  
Sharon Titsworth, Director  
Monica Williams, Director  
Sha Fields, Secretary, Coordinator of Board Governance, & Custodian of Records

### **District Office Administration**

Superintendent of Schools, Dr. Tanya Patton  
Assistant Superintendent of Leadership and Accountability, Traci Nave  
Executive Director of Student, School & Community Support Services, Deidre Liddell  
Assistant Superintendent of Curriculum and Instruction, Tiffany Buchanan  
Director of Assessment, Dr. Tiffany Hunter  
Executive Director of Continuous Improvement – Title IX, Barbara Sharp  
Assistant Superintendent of Human Resources, Travis Ford  
Chief Financial Officer, Dr. Lavon Singleton  
ELA Curriculum Coordinator, Tonya Ross  
Math Curriculum Coordinator, Kimberly Mott  
Science Curriculum Coordinator, Dr. Tasha Jordan  
Professional Development Coordinator, Dr. Tiffany Patton

Student Name: \_\_\_\_\_  
 Counselor Name: \_\_\_\_\_  
 Counselor Contact: \_\_\_\_\_

## **Riverview Gardens High School Contacts for 2024-2025 School Year**

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10 <sup>th</sup> Grade	Robirda Ross	22226
11 <sup>th</sup> Grade	Tuesday Jackson-Beverly	22228
12 <sup>th</sup> Grade	Alice Graham	22225
Social Worker	Wanda Ross	22224

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# SECTION I – SCHOOL INFORMATION

## Notice of Non-Discrimination

The Riverview Gardens School District is committed to maintaining an educational and workplace environment that is free from discrimination, harassment, and retaliation in admission or access to, treatment or employment in, and its programs, services, activities and facilities as required by law. The District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law and as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990, and state law.

A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above, should be filed in writing, on forms provided by the district. Complaints will be processed according to the step-by-step District grievance procedure.

### **Sexual Harassment Under Title IX**

The Riverview Gardens School District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the district. However, the district will respond promptly to investigate and address any report or complaint of sexual harassment.

Inquiries by persons concerning protection against discrimination and harassment assured them by The Americans with Disabilities Act, Title VI, Title IX and Section 504 of the Rehabilitation Act, and the Regulations may be directed by letter or telephone to:

#### **Inquiries regarding Riverview Gardens personnel:**

Mr. Travis Ford Sr.  
Assistant Superintendent of Human Resources  
Title IX Coordinator  
1370 Northumberland Drive  
St. Louis, MO 63137  
314-869-2505 Ext. 20103

#### **Inquiries regarding Riverview Gardens students:**

Ms. Barbara Sharp  
Executive Director of Continuous Improvement  
Title IX Coordinator  
1370 Northumberland Drive  
St. Louis, MO 63137  
314-869-2505 Ext. 20126

Any person who is unable to resolve a grievance arising under Title IX addressed in Policy AC: PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT AND RETALIATION may contact the Office for Civil Rights, Region VII, One Petticoat Lane 1010 Walnut Street, Suite 320, Kansas City, MO 64106; telephone (816) 268-0550; email [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

# Riverview Gardens School District

## Mission

Collaboratively educate and empower our scholars to thrive in challenging environments

## Vision

**Riverview Gardens School District will be a district where:**

- There are high expectations for all.
- There will be healthy, loving, empathetic, and kind relationships.
- Students are at the center of our decisions.
- Supports are provided so students become grade-level ready.
- There is transparency, accountability, timely, clear communication, and high levels of customer service.
- All stakeholders have a voice.

## Riverview Gardens High School

Riverview Gardens High School is committed to preparing **ALL** students to meet the challenges and opportunities of a changing world.

### Introduction

The Programs of Study is prepared for the benefit of the following:

**A. The Student:** To provide the student with a better understanding of the guidance services; to provide the student with a description of each course offered at Riverview Gardens High School; to inform the student of those courses which are required and those that may be taken as electives; to provide the student with information in order to make wise decisions toward a successful future.

**B. The Counselor:** To serve as a quick reference in assisting counselors in planning an academic program that will best benefit each student; to provide guidance in planning the student's program toward graduation; to help counselors plan an academic program to ensure college and career readiness; to inform the counselor more accurately on specific requirements and course progression.

**C. The Teacher:** To serve as a reference source for student requirements; to enable the classroom teacher to answer questions that a student may have with regard to the courses offered at Riverview Gardens High School; to provide the classroom teacher with an overview of the program offerings to the students of Riverview Gardens High School.

**D. The Parents/Community:** To provide a composite source of course offerings at Riverview Gardens High School. This, in turn, will enable parents to:

- Assist their children in choosing courses best suited to them.
- Review the course offerings, and relate them to their children's future educational and vocational goals.
- Know the prerequisites, which would allow their children to enroll in specific classes.
- Be knowledgeable of the basic Missouri State Department of Education and Riverview Gardens School Board policies and requirements for high school graduation.

The Riverview Gardens High School Programs of Study has been prepared to give you the latest possible information regarding the courses and programs being offered for the 2024-2025 school year. We do not expect any major changes in course offerings between now and fall; however, certain courses may be canceled if sufficient enrollment is not obtained prior to the opening of school. During the week after Spring Break, students will be asked to make tentative course selections and make an appointment with the counselor to complete the registration process.

## Key Terms

Coming to high school is a major step in your child's education. The following terms and definitions may be helpful to you as your child progress through the high school:

**A+:** Riverview Gardens High School students who meet certain qualifications will be eligible for reimbursement for two years of tuition, including fees from any Missouri public community college, vocational school, or technical school.

**ACT:** The most widely accepted college entrance exam administered five times a year in the St. Louis area. Additional information can be found at **www.act.org**

**Advanced Placement (AP):** Students in AP classes may receive an additional grade point beyond the normal 4.0 grade scale. Students must earn an A, B, or C to receive the additional point. These courses are marked with a "W" in the Course Index... Students can also earn college credit if they earn a qualifying score on the AP Exam administered through the College Board.

**Class Rank:** A student's academic standing in relation to his/her class is referred to as class rank. The final class rank is determined by comparing each student's cumulative GPA. Class rank is expressed as a fraction of the total class, example 1/312 equals first in a class of 312.

**Core Courses:** Core courses are classes in Communication Arts, Mathematics, Science and Social Studies. They are classes that are required for the completion of each grade level and to receive a high school diploma.

**Course Selection:** Your child should select courses to meet graduation requirements to prepare for post-secondary education. The high school graduation requirement of 24 credits does not ensure that a student has completed all courses necessary for college. (Refer to the Requirements & Guidelines for College Preparatory Studies Certificate section.) Parents should always encourage students to take challenging courses!

**Credit:** One credit is awarded for a course that meets every other day for two semesters or daily for one semester; a course that meets every other day for one semester yields 1/2 credit. Your child must earn a grade of D or above to receive credit. **Students must have a minimum of sixteen (16) credits by August to be considered a senior qualified to receive the privileges afforded seniors.**

**Credit Recovery:** Students who do not have enough credits to graduate from high school may choose to take credit recovery classes through the St. Louis Virtual School Program. Students can earn a maximum of one credit per semester. Students need to see their counselors to see if they qualify for this option.

**Elective Courses:** Elective courses are required to graduate and are used to complete the number of credits needed to graduate. These can include additional college prep courses.

**End Of Course Exams:** EOC exams will provide a valid and reliable method for assessing students' knowledge of Missouri's Course-Level Expectations (CLEs). They will also allow classroom teachers to incorporate statewide assessment results into students' course grades.

**Grade Distribution:** Each grading period students will receive a percentage grade. Each percentage grade will generate a letter grade based on the scale below.

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	Below 60

**Grade Point Average (GPA) Current and Cumulative:**

The grade a student receives in each class is used to calculate GPA. A student's current GPA is based on the grades for the semester just completed. The grade points earned in all courses for that semester are added together and divided by the number of courses taken. (A=4, B=3, C=2, D=1 and F=0) The cumulative GPA is based on all courses completed.

Example:

Algebra - C =	2 points
Civics - C =	2 points
Biology - B =	3 points
Composition I - B =	3 points
P. E. - A =	4 points
Keyboarding I - C =	2 points
Astronomy - B =	3 points
Naval Science I - B =	<u>3 points</u>
22 points divided by 8 classes = <b>2.750 GPA</b>	

**Honors Classes:** Students in honors classes may receive an additional grade point beyond the normal 4.0 grade scale. Students must earn an A, B, or C to receive the additional point.

**NJROTC (Naval Junior Reserve Officer Training Corps):** Naval Junior Reserve Officers Training Corps (NJROTC) is a jointly sponsored Navy and secondary school citizenship and leadership program for students in grades 9 through 12.

**Prerequisite:** A prerequisite indicates the requirements that must be met before enrolling in a course.

**Project Lead the Way (PLTW):** The educational pathways in engineering and computer science provide students with a transformative learning experience. Through hands-on classroom experiences, students will have the opportunity to engage in learning platforms that will expose them to possible career paths in engineering and computer science, encouraging them to continue higher education learning. The power of PLTW as a national education program, 20 years strong, provides students with transportable skills. Students are empowered to explore career paths, engage in problem-solving and process thinking, develop technical knowledge and skills and build strong communication skills as well.

**Schedule Changes:** Prior to the beginning of a new semester, students may request a schedule change by completing the appropriate form and submitting it to their counselor for approval. Students are assigned to classes within their area of interest and grade level. **No schedule changes will be allowed after the first two (2) weeks of each semester.**

Schedule changes may be necessary due to some of the following:

- A scheduling mistake has been made (enrolled in a course without the prerequisite)
- There is a need to balance classes
- Classes may be canceled due to insufficient enrollment
- It is determined by school officials that a circumstance exists whereby the student has limited opportunities to be successful.

**Semester:** A semester consists of 18-20 weeks divided into two quarterly grading periods. Only the semester grade is recorded on the student's transcript. Two semesters equal one academic year.

**SIS Call:** The automated system that calls parents automatically when students are reported absent during the first period and the parent has not contacted the Attendance Office.

**Transcript:** Your child's high school transcript is a permanent record of his or her grades in all courses taken at the high school.



# **Official Transcript of: Riverview Gardens High School** **1218 Shepley St. Louis, MO 63137 (314) 869-4700**

Student: / State-ID: / DOB: / Gndr: / Grade: /  
 Parent: / Anticipated Graduation : 6/2/2009

## **Curriculum By Year:**

**Year: Aug 15, 2005**

	Sem1	Sem2	Credit
CA:Appr Lit	C	B	1.000
EL:Reading		A	0.500
FA:Art I S1	B		0.500
FL:French I	B	B	1.000
MA:Algebra I	D	C	1.000
SC:Physical Science	B	B	1.000
SS:Biological	B	A	1.000
SS:Amer Govt	C	B	1.000

GPA: Year-> Accum-> 2.7857  
 Credits: Year-> 7.000 Accum-> 7.000  
 Absent: Tardy:

**Year: Aug 14, 2006**

	Sem1	Sem2	Credit
H CA:World Lit H	B	A	1.000
EL:ACT Prep 10	P	P	1.000
FA:Sculpture I S1	A		0.500
FL:French II	B	A	1.000
HE:Health S2	B	B	0.500
MA:Geometry	B	B	1.000
PA:Keyboarding I		A	0.500
PE:PE Girls S1	A		0.500
SC:Chemistry I	A	B	1.000
SS:World History	B	B	1.000

GPA: Year-> Accum-> 3.1786  
 Credits: Year-> 8.000 Accum-> 15.000  
 Absent: Tardy:

**Year: Aug 16, 2007**

	Sem1	Sem2	Credit
H CA:Amer Lit H	B	C	1.000
EL:ACT Prep Math-Lan S1	C		0.500
EL:ACT Prep Eng-Sci S2	B	B	0.500
HE:Adv Chemistry H	B	B	1.000
FA:Theatre Arts	B	B	1.000
FA:Ceramics I S1	B		0.500
MA:Algebra II	B	D	1.000
PA:Personal Finance S2		A	0.500
PA:Personal Law S1		A	0.500
PA:Nutrition-Well S1	A		0.500
SS:Amer History	B	B	1.000

GPA: Year-> Accum-> 3.1818  
 Credits: Year-> 8.000 Accum-> 23.000  
 Absent: Tardy:

**Year: Aug 11, 2008**

	Sem1	Sem2	Credit
H CA:English Lit H S1	A		0.500
EL:School Pub S1	B		0.500
EL:Senior Seminar S1	A		0.500
PA:Business Tech S1	A		0.500
PA:Sup Bus Exp S1	A		0.500
PA:Sup Bus Exp S1	A		0.500
SC:Forensics S1	B		0.500
SC:Phy & Anatomy S1	B		0.500

GPA: Year-> 3.7500 Accum-> 3.2692  
 (Accum Rank: 31 of 298)  
 Credits: Year-> 4.000 Accum-> 27.000  
 Absent: 3.00 Tardy: 21

## **Curriculum By Dept:**

**Communication Arts**

Appr Lit	0506	C	B
H World Lit H	0607	B	A
H Amer Lit H	0708	B	C
H English Lit H S1	0809	A	

**Fine Arts**

Art I S1	0506	B	
Sculpture I S1	0607	A	
Theatre Arts	0708	B	B
Ceramics I S1	0708	B	

**Health**

Health S2	0607	B	
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**Practical Arts**

Keyboarding I	0607	A	
Personal Finance S2	0708	A	
Personal Law S1	0708	A	

**Science**

Physical Science	0506	B	B
Biology	0506	B	A
Chemistry I	0607	A	B
Forensics S1	0809	B	
Phy & Anatomy S1	0809	B	

## **Electives**

Reading	0506	A	
ACT Prep 10	0607	P	P
ACT Prep Math-Lan S1	0708	C	
ACT Prep Eng-Sci S2	0708	B	
H Adv Chemistry H	0708	B	B
School Pub S1	0809	B	
Senior Seminar S1	0809	A	

**Foreign Language**

French I	0506	B	B
French II	0607	B	A

**Mathematics**

Algebra I	0506	D	C
Geometry	0607	B	B
Algebra II	0708	B	D

**Physical Education**

PE Girls S1	0607	A	
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**Social Studies**

Amer Govt	0506	C	B
World History	0607	B	B
Amer History	0708	B	B

## **Credit(Summary) :**

	Min. Req.	Completed	Needed
Communication Arts	4.000	3.500	0.500
Electives	5.500	4.500 + 3.000	DONE
Fine Arts	1.000	2.500	DONE
Health	0.500	0.500	DONE
Mathematics	3.000	3.000	DONE
Physical Education	1.000	0.500	0.500
Practical Arts	1.000	3.500	DONE
Science	3.000	4.000	DONE
Social Studies	3.000	3.000	DONE
Specified Core	2.000	0.000 + 3.500	DONE
Elective			
<b>Total:</b>	<b>24.000</b>	<b>25.000</b>	<b>1.000</b>

Constitution MO: Const US: Passed

Student grades listed by school year including: year reporting, grade level, earned credit and GPA.

Student grades listed by departments including: year taken and grade earned.

Credit Summary is the summary of credits required, credits completed and credits needed for graduation.

**Year GPA** - The grade a student receives in each class is used to calculate GPA. A student's current GPA is based on the grades for the semester just completed.

**Accumulative GPA** - A student's accumulative GPA is calculated by dividing the total number of grade points by the total number of completed credits. (See page 9)

**Accumulative Earned Credit** - One credit is awarded for a course that meets every other day for two semesters or daily for one semester. A course that meets every other day for one semester yields 1/2 credit. Your child must earn a grade of D or above to receive credit. Students must have a minimum of eighteen (18) credits by August to be considered a senior qualified to receive the privileges accorded seniors.

**Rank** - A student's academic standing in relation to his/her class is referred to as class rank. The final class rank is determined by comparing each student's cumulative GPA. Class rank is expressed as a fraction of the total class.

# Attendance Requirements

## **Philosophy**

A successful attendance policy can only be attained through students, teachers, administrators, and parents assuming their responsibilities for implementing the regulations. This involves being informed about the specifics of the regulations, as well as adhering to them.

## **Attendance Requirements**

- All students are expected to be in attendance each day, in accordance with School Board Policy JEA.
- A parent or guardian must notify the attendance office no later than 10:30 a.m. in order for the absence to count as an excused absence.
- Auto-dialer will automatically contact parents by 11:30 a.m. when a student has been reported absent and the parent has not called the Attendance Office.
- A suspension will be considered an excused absence.
- The parent/student must request and arrange for make-up work to be picked up in their principal's office, for absences or suspensions of five or more days. The work must be completed upon the student's return from absence.
- A student must attend school all day to participate in a practice, a contest, or an event.

For details regarding policy and procedures refer to the student handbook.

## SECTION II – SCHOOL INITIATIVES

### The A+ Scholarship Program

#### What is an A+ Scholarship Program?

The A+ Scholarship Program provides the opportunity and funding for Riverview Gardens to make basic changes designed to guide students in a rigorous program of academic and technical education that will prepare them for the workplace, post-secondary vocational/technical training, or college.

#### What are the broad goals of the A+ Scholarship Program?

The three primary goals of the A+ Schools Program are:

- All students graduate from high school.
- All students complete courses in high school that are challenging and for which there are identified learning expectations; and
- All students proceed from high school graduation to a traditional college, vocational or technical school, or a high wage job with workplace skill development opportunities.

#### Financial Incentive?

Riverview Gardens High School students are eligible for reimbursement for two years of tuition from any Missouri public community college, vocational school, or technical school.

#### How can a student qualify for this tuition reimbursement?

To qualify students must:

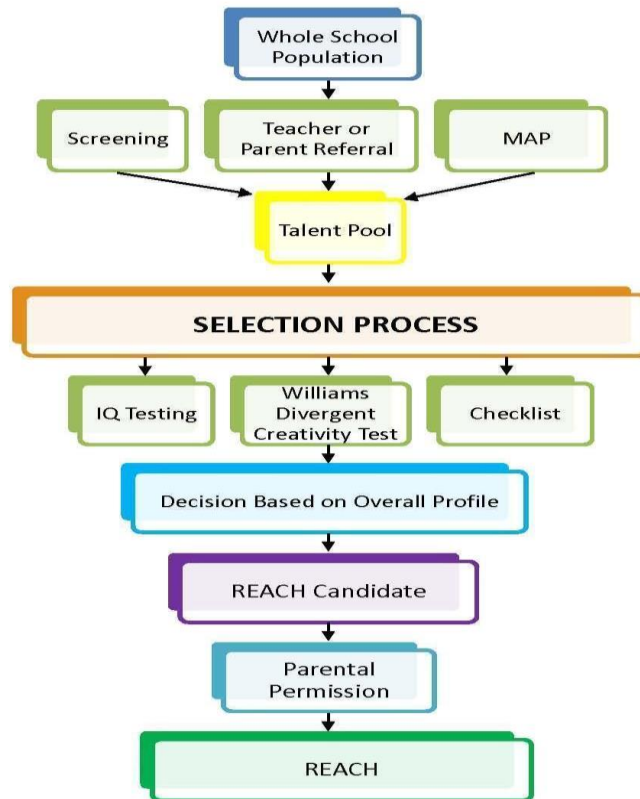
- Attend a designated A+ school for two years prior to graduation.
- Graduate with at least a 2.500 GPA.
- Maintain an accumulative 95% attendance rate.
- Maintain good citizenship.
- Avoid the unlawful use of drugs and alcohol.
- Perform 50 hours of unpaid tutoring or mentoring.
- Achieve a score of proficient or advanced on the Algebra I End of Course Exam.
- **2018 High School Seniors and Forward** - If a student meets all of the eligibility requirements for their high school graduating class except the end of course exam requirement, they may establish eligibility by achieving a combined ACT math sub score and high school GPA in accordance with the following scale.

ACT Math Score	And	High School GPA
17 or greater	And	2.5 or greater
16	And	2.8 or greater
15	And	3.0 or greater

## The REACH Gifted Program

The Riverview Gardens REACH Program provides a differentiated learning environment in which the unique needs and abilities of its students are nurtured. Students are challenged to develop their cognitive and creative abilities and take intellectual risks in a supportive environment of their peers. The ultimate aim of the REACH Program is to help gifted students become autonomous learners with a lifelong desire to achieve their full potential and become constructive contributors to society.

### REACH IDENTIFICATION PROCESS



### The Riverview Gardens REACH- Curriculum

The curriculum is designed to challenge academically advanced learners and provide experiences that require information gathering, problem solving, critical thinking, communication skills, and technology, and are assessed as such along with responsibility. Although the curriculum is aligned with grade level expectations, it is designed to enrich and accelerate core subject matter in the content areas and incorporate real-world challenge and project based learning.

### Gifted Education Program Supervisor:

**Dr. Tiffany Hunter**

thunter@rgsd.k12.mo.us

RGSD Central Services: 314-869-2505, Ext. 20122

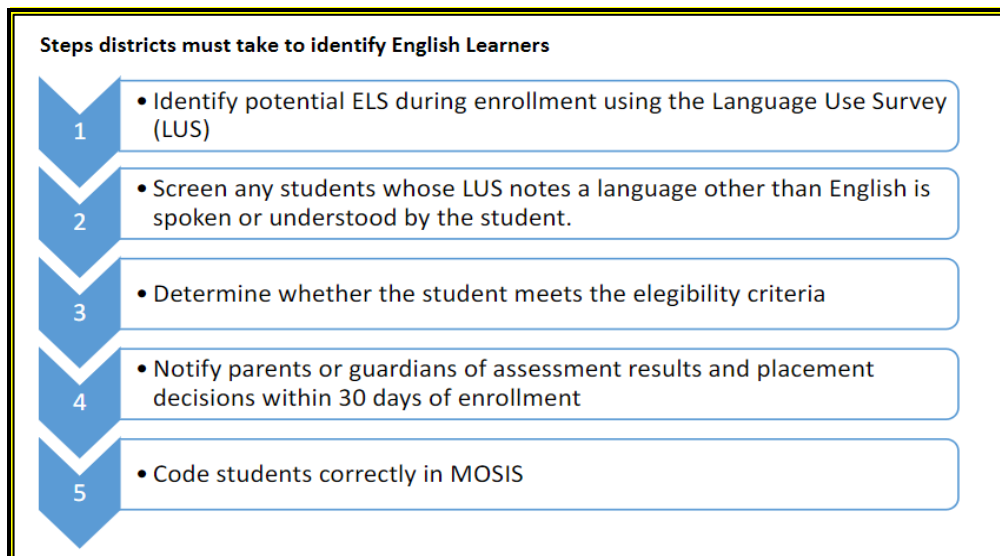
### Gifted Education Specialists Contact Information:

To Be Announced

## *English Speakers of other Languages (ESOL)*

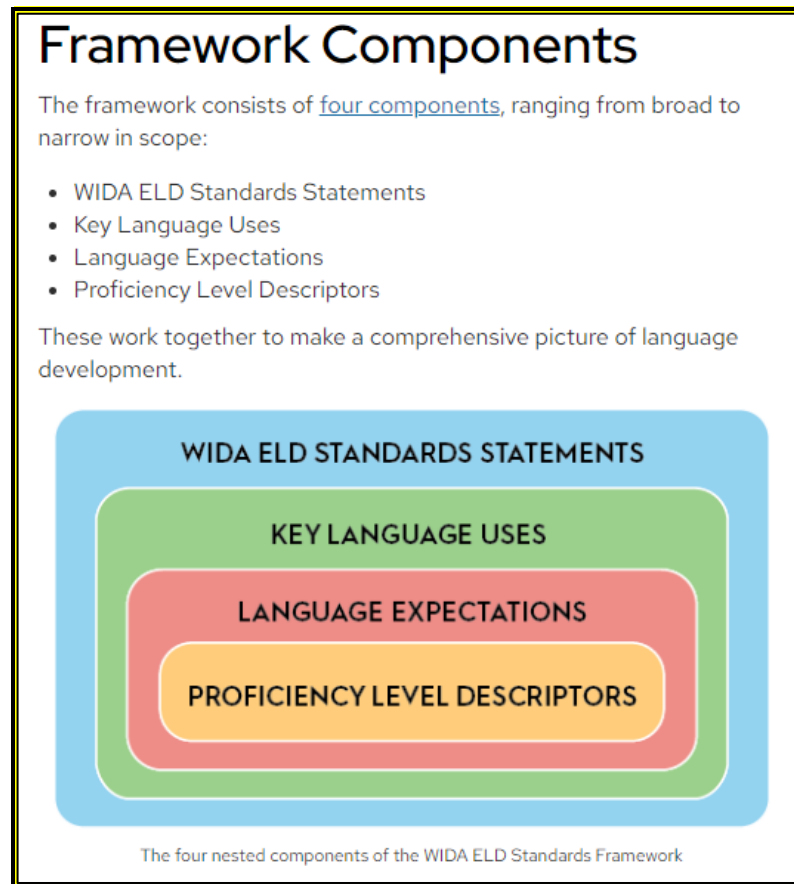


The Riverview Gardens district offers specialized instruction and assistance to **English Language Learners (ELL)** whose native language is not English. ELL teachers screen students to determine their level of English proficiency and then help students learn how to read, write and speak English, as well as learn mathematics.



Grade Level	The student is <b>ELIGIBLE</b> for ELD services if:
First Semester Kindergarten	<b>Screener For Kindergarten</b> Student has an Oral Language score of less than 5.0. This student should enter services and take ACCESS. Re-evaluate using ACCESS score.  <i>Note: Students who score a 5.0 or higher <b>may</b> be entered into services. The student must take ACCESS. Re-evaluate using ACCESS score.</i>
Second Semester Kindergarten / First Semester First Grade	<b>Screener For Kindergarten</b> Student has an Overall score of less than 5.0. This student should enter services and take ACCESS.
Second Semester First Grade Through Grade 12	Student has an Overall score of less than 5.0.

**The WIDA English Language Development (ELD) Standards Framework** provides a foundation for curriculum, instruction and assessment for multilingual learners in Kindergarten through Grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.



**English Speakers of other Languages (ESOL) Supervisor:**

**Kimberly Mott**

kmott@rgsd.k12.mo.us

314-869-2505, Ext. 20117

**English Speakers of other Languages (ESOL) Specialists:**

**Katherine Davis-Winn**

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## Project Lead the Way

Students have the opportunity to enroll in Project Lead the Way (PLTW), a national pre-engineering program designed to prepare students for an engineering-related career and for engineering programs in college. Students must be placed in Algebra I or Geometry as a freshman to participate in PLTW. A regional partnership team made up of representatives from the St. Louis Business Community has been established to work with the high schools in St. Louis County who have implemented Project Lead the Way.

### **Project Lead the Way curriculum:**

- Meets national standards for mathematics, science, and technology education.
- Offers a complete career/technical concentration with an emphasis on communication, mathematics and science.
- Connects demanding mathematics and science courses with quality academic/technical courses.

Students completing the five-course sequence will have an opportunity to earn 12 credit hours of transferable credit from St. Louis Community College if they continue post-secondary education at St. Louis Community College based on our Tech Prep Articulation Agreement. In addition, students who earn at least an 85% during the school year and score a B on the PLTW final exam for each course can pay \$200 to receive 3 hours college credit per course from Rochester Institute of Technology. See your instructor for more information.

## Naval Junior Reserve Officers Training Corps

Naval Junior Reserve Officers Training Corps (NJROTC) is a jointly sponsored Navy and secondary school citizenship and leadership program for students in grades 9 through 12. NJROTC teaches self-discipline, self-confidence and leadership skills to help you successfully meet life's challenges. NJROTC cadets are provided with uniforms, books, training aids and other types of equipment paid for by the Navy. Cadets are under no military obligation.

NJROTC encourages the formation of drill teams, group athletics, marksmanship teams and other types of extracurricular activities. The NJROTC program is taught by retired officers and enlisted personnel.

## Dual Enrollment

Dual Enrollment offers qualified high school students the opportunity to complete college level courses while still attending high school. Courses completed as a dual enrollment appear on both the high school and the college /university transcript. Courses allow students to earn an associate degree prior to high school graduation. Dual enrollment can help students reduce the overall cost of earning a college degree. Contact the counseling department for current dual enrollment opportunities.

## Dual Credit

Students who meet the minimum instruction based requirements may achieve college credit through a cooperative arrangement with Saint Louis Community College. Sophomores, juniors, and seniors may receive both high school and college credit for selected regular high school courses. A tuition fee is charged by the university. These courses are taught at the high school.

## Job Corps

Riverview Gardens School District implemented an articulation agreement between the St. Louis Job Corps and the Riverview Gardens High School, during the 2007-2008 school year. For more than 27 years, Job Corps has successfully prepared nearly 1.5 million at-risk youth for jobs, the military or advanced educational opportunities. Nearly seven (7) out of ten (10) Job Corps graduates are placed in jobs, providing local employers with an excellent source of trained workers.

Job Corps provides total support-basic education and vocational classes, dental, medical, eye care, work clothing, social and recreational programs, counseling and student leadership activities. The courses are self-paced and individualized, a proven way to help youth who may not have had success in traditional education programs.

Eligible Riverview Gardens High School students are provided with the opportunity to attend Job Corps part time through ACE to receive additional credits needed toward meeting graduation requirements, as well as, career training in a multitude of career trades. Job Corps students can earn living allowances to pay for everyday living expenses and help defray the costs when starting a new job.

## Alternative Education Programs

Riverview Gardens School District is committed to providing quality programs that assist in helping all students to be successful. Alternative educational services are individualized programs in which students work at their own academic level and are in control of their daily learning. The students work one on one with teachers who are available to assist them at any time.

Upon starting the alternative educational service program, students will be tested in five major areas: math, vocabulary, comprehension, writing, and grammar. This testing will give them an accurate assessment of the students' skill level. Daily effort is expected of each student enrolled in the program. Each student will have goals that need to be achieved by the end of each semester. Alternative educational services recognize that each student has different levels and abilities; therefore, each student is assessed as an individual and will not be compared to another student.

An alternative educational service provides students with a positive working environment, a simpler form of daily procedures and constant support by instructional team members. Student success depends on the student's daily commitment. With these services, students make an investment in their future and are now in control.

## Technical Education North and South Technical Programs

### **Applied Technology Programs Offer:**

- Academics and hands-on technical skills for the high tech careers relating to student interest
- 20 exciting "real world" program options for sophomores, juniors and seniors
- Exploration of career interests and abilities before college
- Internships with our business and industry partners during senior year
- Earn state and nationally recognized licenses and certification
- Earn college credit while in high school
- Develop "soft skills" that employers look for through leadership, community service and National Technical Honor Society opportunities
- AAA High School Diplomas

### **Applied Technology Courses are taught at:**

North Technical High School in Florissant and South Technical High School in Sunset Hills

### **Applied Technology Options:**

- Sophomores: Take a one-year exploratory option
- Juniors: Take a two-year program
- Seniors: Take a one-year program in a specified field
- Half-Day Program at North and South Technical HS
  - Students will take academic classes at the Riverview Gardens High School
  - Students will take their technical courses at either North or South Technical High School
  - Students will have their credits from the technical school sent to Riverview Gardens High School for graduation purposes.
  - Students will graduate from Riverview Gardens High School



## **Frequently Asked Questions Regarding North & South Technical Education**

### **Who should apply?**

- Current 9<sup>th</sup> - 11<sup>th</sup> grade students (9th graders can apply second semester of their freshman year)
- Students enrolled and in good standing at their local high school

### **When do you apply?**

- October through January for the upcoming school year
- October and mid-November for mid-year enrollment if openings exist

### **How do you apply?**

- Students can get a Technical School program offerings catalog and application in their counselor's office or visit the technical school website at: [www.ssd.k12.mo.us/Tech\\_ed](http://www.ssd.k12.mo.us/Tech_ed) for an electronic application
  - Return the completed application to your high school counselor
  - Technical Education Admissions Office/12110 Clayton Road/Town & Country, Missouri 63131-2516
- Arrange a visit to the school for programs that interest you by attending one of the school's open house invitation:
  - This visit is required prior to acceptance
  - Your Admissions Representative will be assigned to you

### **Technical Education Programs Offered**

Automotive Collision Repair  
Automotive Technology  
Cisco Networking  
Construction Innovations  
(Carpentry, Construction Trades)  
Cosmetology  
Culinary Arts  
(Baking & Pastry Arts)  
Diesel Technology  
Dental Sciences  
Early Childhood Education

Fashion Design  
Firefighting and EMT  
Graphic Design  
Health Sciences  
Hospitality Business & Entrepreneurship  
Law Enforcement (AM Program)  
Multimedia Production  
Precision Machining  
Veterinary Assistant  
Web & Computer Programming  
Sophomore Career Exploration

## SECTION III – GRADUATION REQUIREMENTS

### Guidelines for Obtaining a High School Diploma

A planned four-year program of twenty-four units of credit is the minimum requirement for a diploma from Riverview Gardens High School. It is also necessary to pass the United States and Missouri Constitution tests which are included in the required Government course.

#### **REQUIRED CREDITS**

##### **4 Credits of English Language Arts**

English I - Grade 9  
English II - Grade 10  
English III- Grade 11  
English IV - Grade 12

##### **3 Credits of Social Studies**

American History  
World History  
American Government  
(Includes the U.S. and Missouri Constitution requirement, must pass)

##### **3 Credits of Science**

Intro to Physics  
Biology: One unit of credit  
One additional unit of science

##### **3 Credits of Mathematics**

Algebra I and above

##### **1 Credit of Fine Arts**

Music, Art and/or Drama. Grades 9, 10, 11 or 12

##### **1 Credit of Career and Technical Education/Practical Arts**

Business Education, Cooperative Education, Vocational Education, Family and Consumer Sciences,  
Photo Journalism-Yearbook, Newspaper and/or Technology Education.  
Grades 9, 10, 11 or 12

##### **1 Credit of Physical Education**

Physical Education - Grade 9  
One-half credit from Second Required Course Choice - Grades 10 – 12

##### **1/2 Credit of Health Education**

Grade 10

##### **1/2 Credit of Personal Finance**

Grades 10, 11, or 12

##### **7 Elective Credits**

## Graduation Requirements



# FIND YOUR FUTURE IN Career Paths & Career Clusters

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**Science, Technology,  
Engineering and Mathematics**  
Engineering and Technology  
Science and Math

**Architecture and Construction**  
Design and Pre-Construction  
Construction  
Maintenance and Operations

## Manufacturing

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

## Transportation, Distribution and Logistics

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

## Human Services

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

## Hospitality and Tourism

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

## Government and Public Administration

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

## Law, Public Safety, Corrections and Security

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

## Education and Training

Administration and  
Administrative Support  
Professional Support Services  
Teaching and Training

## Health Science

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

## Industrial & Engineering Technology

Building &  
Fixing Path

## Human Services

Helping Path

## Health Services

Health Path

## Foundation Knowledge & Skills

Academic & Technical Skills  
Teamwork Career Development  
Information Technology Application  
Problem Solving Critical Thinking  
Employability Ethics Systems  
Safety, Health & Environment  
Legal Responsibilities  
Communication

## Arts & Communication

Creative Path

## Natural Resources Agriculture

Nature Path

## Agriculture, Food and Natural Resources

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

## Business, Management & Technology

Business Path

## Arts, A/V Technology and Communications

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

## Information Technology

Network Systems  
Information Support and Services  
Interactive Media  
Programming and Software Development

## Finance

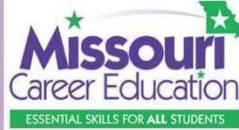
Financial and  
Investment Planning  
Business Financial  
Management  
Banking and Related Services  
Insurance Services

## Business, Management and Administration

Management  
Business Financial Management  
and Accounting  
Human Resources  
Business Analysis  
Marketing and Communications  
Administrative and Information  
Support

## Marketing, Sales and Service

Management and Entrepreneurship  
Professional Sales and Marketing  
Buying and Merchandising  
Marketing Communications  
and Promotion  
Marketing Information Management  
and Research  
Distribution and Logistics  
E-Marketing



Department of Elementary and Secondary Education  
Division of Career Education  
P.O. Box 489  
Jefferson City, MO 65102-0489  
(573) 751-2660



DESE 3390-3 4/07

# Career Clusters 15 Critical Components Implementation Guide



## Critical Component 1: Administrative Support

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
The college or school administrators and school board members support the concept of the career emphasis/focus (cluster) process and components. They provide scheduled chunks of time for the cluster team (administration, teaching faculty, industry and education partners, and career counseling staff) to meet together, offer professional development opportunities for the cluster team, and encourage learner participation and parent and community support.	The college or school administrators and school board members are informed of the Career Cluster. They think it is a good idea but do not spend time with the cluster team or have a clear perception of the process or components.	The college or school administrators are not particularly in favor of the Career Cluster and the faculty members are on their own to try to figure out how to implement the program. The school board knows little about the Career Cluster and does not see its value since it is not an academic program.

## Critical Component 2: Shared Planning

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
The entire Cluster Curriculum Team has regularly scheduled time for program planning and curriculum design. They have the equivalent of at least one full day each month to work together and compare learner progress and curriculum effectiveness.	The Teaching team has a schedule that allows for weekly shared program planning, curriculum design and other Career Cluster related activities.	Teaching teams are not acknowledged and must try to do planning and other preparation during lunch, before or after school.

## Critical Component 3: Career Development

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Each learner in the Career Cluster has a scheduled meeting with a career counselor, teacher advisor, or faculty advisor on at least two occasions each school year to develop and revise as necessary an individual career education plan (plan of study). Parents are included in the career planning sessions. Learners base their career plans on a number of career awareness and exploration experiences.	The Teaching team has a schedule that allows for weekly shared program planning, curriculum design and other Career Cluster related activities.	Learners do not have a career education plan. They only see a counselor if they are having problems in school or wish to change a class.

## Critical Component 4: Professional Development

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
The entire Cluster Team jointly participates in professional development activities that help build their knowledge, skills, and abilities in the selected Career Cluster and its application to teaching methodology.	The Teaching team is provided resources and release time to attend at least one professional development activity each year.	Release time for professional development is not made available for other than school related in-service sessions.

## Critical Component 5: Standards-Based Curriculum

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Curriculum is designed to include both the Career Cluster Foundation and Pathway Knowledge and Skills, industry standards, and appropriate academic standards. Curriculum enhances and reinforces academic content and, as a result, improves both Career Cluster and academic achievement.	Curriculum is focused on academic content. Little attention is paid to the Career Cluster Foundation Knowledge and Skills.	Traditional curriculum is offered. It may not be standards based.

## Critical Component 6: Parent and Community Support

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Parents and/or guardians/mentors are informed of the program content, participate in the career decision-making process, and support the program in various settings. Community groups offer program support through sponsorships and marketing. They assist with identifying workplace learning sites and building industry partnerships.	Parents/guardians and community groups receive notification of the selected Career Cluster. They are invited to participate.	Parents/guardians and community groups are not actively involved in the Career Cluster. They receive responses as requested.

## Critical Component 7: Education Partnerships

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Elementary school, middle school, high school, career technical school, college, university, and adult skill center faculty are included in the Career Cluster team, as appropriate, to assure a learning continuum. Partnerships are formalized-- interdisciplinary and sequential-- across levels of education.	Partnerships are formal or informal and may be limited to specific teaching faculty and courses.	Education partnerships have not been developed.

## Critical Component 8: Business and Industry Partnerships

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Partners are fully engaged as Cluster Team members. They are representative of the entire Career Cluster. The representatives participate in planning and development as well as assist in classroom and workplace implementation and support.	Industry partnerships are limited to individual classroom participation based on one to one relationships.	Industry partnerships have not been developed.

## Critical Component 9: Multi-Measure Assessment

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Assessment includes both cumulative (projects, research papers, portfolios, workplace learning or community service) and on-demand (multiple choice, presentation, demonstration, scenario response) measures and meets the criteria for several disciplines.	Assessment is limited to on-demand modalities or a single cumulative modality and only measures content for one discipline.	Assessment is traditional, e.g., multiple choice, matching, essay and true-false items.

## Critical Component 10: Interdisciplinary Teams

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
The Cluster Team's work collaboratively to offer the curriculum in an interdisciplinary approach. The content is typically designed around a common theme or project with a culminating activity, product, or service as a result of the instruction.	Teachers from two disciplines work together to connect content around a common theme or project.	Teachers work independently in single disciplines. Content is not connected.

## Critical Component 11: Flexible Schedules

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
School schedules are flexible and allow for interdisciplinary team managed blocks of time as needed for projects, labs, and other action-based activities.	Blocks of time are assigned to particular disciplines.	The school schedule is organized in traditional blocks of time.

## Critical Component 12: Integrated Curriculum

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
The curriculum is developed and taught by the Cluster Team. The content is multidisciplinary and based on academic and Career Clusters Foundation Knowledge and Skills and taught within the context of the selected Career Cluster industry. Career Cluster content is strengthened by the integration of academic concepts.	The curriculum is enhanced, expanded or reinforced through collaboration between an academic and a career technical teacher.	Integration is unilaterally determined by the career technical teacher.

## Critical Component 13: Creative and Innovative Teaching Strategies

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Team-building, critical-thinking, and problem-solving activities are incorporated into the program. All content is reinforced through application and practice.	Instruction is limited to use of applications to reinforce the content.	The content is taught in traditional lecture, read and test mode.

## Critical Component 14: Workplace Learning

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
All learners participate in workplace learning experiences consistent with their career goals. The workplace learning is directly related to and consistent with the classroom instruction.	Each learner has limited job shadow experience opportunities. The experience is related to the learners' career goals.	Workplace learning is not a part of the program.

## Critical Component 15: Student-Centered Learning

LEVEL 3: EXCELLENT	LEVEL 2: IN PROGRESS	LEVEL 1: NO PROGRESS
Learners are involved in the design and development of their coursework based on their interests, career goals and consistency with the standard(s) to be met.	Learners are provided with an outline of the course with expected outcomes. They are given a list of project topics from which to make a selection.	Curriculum is offered in a traditional mode with teachers presenting the information.



# Riverview Gardens High School Student Registration Portal Process

Student registration for courses can be completed from any computer from which they have access. However, students must have their login information to the SIS portal. If students are in need of their login information they must see their grade level counselor.

## Directions to View Program of Studies Book/Course Description on Line

- Students must log on to Riverview Gardens **Home Page: [www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)**
- Select the “Schools” tab and click on Riverview Gardens High School
- On the left side of the screen click “college/career/guidance” option
- Under the Guidance section, click on the word “files”
- Click “Course Studies” select and then download
- You should view the program of studies book, which will give a brief description of most of the classes that Riverview offers.

## Directions to create a schedule in Tyler SIS for the next school Year

- Before creating your schedule make sure you review your transcript or the list of required courses for your particular grade level
- Log into the student portal with your username and password
- Your name should appear with your upcoming grade level
- Use the abbreviation sheet to select your courses for the next year
- Select the yellow box that has course request (select)
- Save each selected course before hitting “next”
- After having a total of 8 classes selected, please Submit your selections
- The online registration is now complete, make sure you log off of the device that you are using
- Remember to Turn in the paper copy of course selections to your new counselor

*8<sup>th</sup> grade students should turn in their paper course request to their building counselor.*

## Abbreviations for Course Categories

Use the drop down box and select one of the abbreviations.

Then select a full subject listing and choose the class that you desire and save it at the bottom.

Then go to (next) to choose your next class.

**BU - Business**

**CA - Communication Arts**

**EL - Electives**

**FA - Fine Arts**

**MA - Math**

**PA - Practical Arts**

**PE - Gym Classes**

**SC - Science**

**SS - Social Studies**

**VT - Vocational (Naval Science)**

## Guidelines for College Readiness

### How Does the ACT Determine if Students Are College Ready?

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The Benchmarks are median course placement values for these institutions and represent a typical set of expectations. The ACT College Readiness Benchmarks were revised for 2013 graduating class reporting. The ACT College Readiness Benchmarks are listed below:

### ACT Benchmarks

College Course	ACT Subject Area Test	Benchmark Score
English Composition	English	18
College Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23
	<b>Composite</b>	<b>21</b>

**\*Information compiled from the ACT online publication, The Condition of College and Career Readiness 2014, Missouri and the Missouri Department of Elementary and Secondary Education (DESE)**

Admission Type	Missouri Universities/Colleges	ACT Score
Open	St. Louis Community College, Ranken Technical College, North Central Missouri College, Lincoln University	No Minimum
Moderately Selective	University of Central Missouri, Missouri Southern State University, Northwest Missouri State University, Southeast Missouri State University	21 or higher
Selective	Missouri State University, University of Missouri - St Louis, Columbia, Kansas City, Missouri University of Science and Technology	24 or higher
Highly Selective	Washington University, Truman State	27 or higher

# College/University Admission Requirements

St. Louis Community College				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	High School Diploma or GED. Complete an English, Reading and Mathematics assessment. Be ready to take College-Level English (ENG:101) and Intermediate Algebra (MTH:140) (or enroll in MTH:030) Have adequate internet skills and internet access.  <a href="https://www.stlcc.edu/programs/Accelerated_Programs/ALP/Requirements.html">https://www.stlcc.edu/programs/Accelerated_Programs/ALP/Requirements.html</a>	NA	NA	NA
Ranken Technical College				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	High School Diploma, GED or HiSET certificate  <a href="http://ranken.edu/apply-to-ranken/standards-and-requirements/">http://ranken.edu/apply-to-ranken/standards-and-requirements/</a>	For Day Program--Reading: 16+ Math: 17+, Composite: 7+ Instead of submitting ACT scores, you may also come to Ranken to take the Accuplacer test. (Ranken's placement test)	NA	NA
North Central Missouri College				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	If you have a diploma from an accredited high school, a certificate showing satisfactory completion of the General Education Development (GED) Test, or for a home-schooled students provide verification of having completed a high school program you are eligible for admission to North Central Missouri College.  <a href="http://www.ncmissouri.edu/academics/new-student-admissions-information-summary/">http://www.ncmissouri.edu/academics/new-student-admissions-information-summary/</a>	Provide NCMC with a copy of your ACT, SAT or Compass scores. If your scores are more than 2 years old or you need to test, you may sign up for the Compass placement test. (NCMC's placement test)	NA	SEE ACT
Harris Stowe State University				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	Graduation from a secondary school or GED is required. Applicants are strongly encouraged to have a cumulative GPA of 2.0 or above.  <a href="https://live.hssu.edu/ics/Admissions/Admission_Requirements.jnz">https://live.hssu.edu/ics/Admissions/Admission_Requirements.jnz</a>	Composite: 21 or completion of the Harris-Stowe State University Placement Test. The placement test will be required in any subject area in which the student scores below and 18 on the ACT or below a 440 on the SAT.	NA	SEE ACT



University of Central Missouri					
Admission Type	Admission Requirements	GPA	ACT Score	Class Rank	SAT
<i>Moderately Selective</i>	<p>To attend the University of Central Missouri, you need to successfully complete the Missouri college-preparatory curriculum with a minimum GPA of 2.0. The curriculum includes at least 24 units of credit (with each unit equaling one year in class):</p> <p><b>4 units of English</b></p> <p><b>3 units of mathematics</b> (high school-level algebra and beyond, including Algebra II)</p> <p><b>3 units of science</b> (not including general science; at least one unit must be a laboratory science)</p> <p><b>3 units of social studies</b> (must include American history and at least one semester of government)</p> <p><b>1 unit of fine arts</b> (emphasizes visual arts, instrumental or vocal music, dance or theater)</p> <p><b>3 units of additional coursework</b> (includes 1 unit in practical arts, 1 unit in physical education, 1/2 unit in health education, and 1/2 unit in personal finance.)</p> <p><b>7 units of electives</b> (at least 3 units must be in English, mathematics, science, social studies, fine arts, or foreign language. Two units of a single foreign language are strongly recommended.)</p> <p><a href="https://www.ucmo.edu/undergrad/fresh/require/?print=yes&amp;">https://www.ucmo.edu/undergrad/fresh/require/?print=yes&amp;</a></p>	Min 2.0	A score of 21 or higher on the ACT and 2.0 GPA OR a score of 20 on the ACT and 2.9 GPA OR a score of 19 on the ACT and 3.0 GPA	OR a Combined Percentile Index equal to or exceeding 100. This is calculated using your class rank and ACT or SAT score.	OR 990 CR+M on the SAT and 2.0 GPA
Missouri Southern State University					
Admission Type	Admission Requirements	GPA	ACT Score	Class Rank	SAT
<i>Moderately Selective</i>	<p><b>Current High School Students and Graduates Under 21--To be admitted you must have: A high school GPA of 2.25 or higher OR rank in the top 50% of your class OR have an ACT composite score of 21 or higher.</b></p> <p>Missouri Common Core Requirements:</p> <p><b>English: 4 units.</b> Two units emphasizing composition or writing skills are required. One unit may be speech or debate.</p> <p><b>Mathematics: 4 units.</b> These units must include Algebra I, Algebra II, Geometry, and a fourth higher-level mathematics course.</p> <p><b>Social Studies: 3 units.</b> Courses should include United States history and courses selected from World History, Government, Geography and Economics.</p> <p><b>Science: 3 units.</b> General Science does not count. One unit must include a lab. Biology, Physics and Chemistry are strongly recommended.</p> <p><b>Visual/Performing Arts: 1 unit.</b> Fine Arts courses include such areas as Visual Arts, Music, Dance or Theater.</p> <p><b>Electives: 3 units.</b> These may be selected from World Geography, higher-level Mathematics, additional Science, Modern Language (if chosen as an elective, the college recommends 2 units of the same language), advanced placement courses or a combination of the core courses listed above.</p> <p><b>In addition, freshman Math and English placement assessments must be completed at time of enrollment to ensure proper class placement.</b></p> <p><a href="http://www.mssu.edu/advancement/admissions/freshman-admission-requirements.php">http://www.mssu.edu/advancement/admissions/freshman-admission-requirements.php</a></p>	Min 2.25 OR	Min 21+ OR	OR Rank in the top 50% of your class.	Required

Northwest Missouri State University					
Admission Type	Admission Requirements	GPA	ACT Score	SAT	Class Rank
<i>Moderately Selective</i>	<p>New freshman admission is based on a combination of ACT/SAT score, class rank and GPA. ACT/SAT scores must come directly from ACT or College Board. Northwest does not require the writing component of the ACT. The SAT score used for admission is a combination of SAT Critical Reading and SAT Mathematics scores.</p> <p>Students in the class of 2010 and beyond are required to have followed a college-preparatory curriculum that includes at least 24 units of credit and meet the requirements in either Category I or Category II.</p> <p><b>Category I:</b> 21 ACT composite or higher (or the SAT equivalent: SAT-980 or 1060*); and A minimum 2.00 cumulative GPA or above (on 4.00 scale)</p> <p>* Per 2016 SAT redesign</p> <p><b>Category II:</b></p> <p>Have a combined percentile index (see here) that equals or exceeds 100 points; and A minimum 2.00 cumulative GPA or above (on 4.00 scale)</p> <p>For High School graduates from 2016 and beyond:</p> <p><b>24-Unit High School Curriculum</b></p> <p><b>4 units of English</b></p> <p><b>4 units of Mathematics:</b> High school-level algebra or higher</p> <p><b>3 units of Science:</b> Must include at least one laboratory course</p> <p><b>3 units of Social Sciences:</b> Must include American history and at least one semester of government</p> <p><b>1 unit of Fine Arts</b></p> <p><b>3 units of additional coursework</b></p> <p><b>1 practical art</b></p> <p><b>1 physical education</b></p> <p><b>½ health education,</b></p> <p><b>½ personal finance</b></p> <p><b>6 units of electives:</b> At least three units must be in English, Mathematics, Science, Social Sciences, Fine Arts or Foreign Language.</p> <p><a href="http://www.nwmissouri.edu/admissions/apply/freshmen/criteria.htm">http://www.nwmissouri.edu/admissions/apply/freshmen/criteria.htm</a></p>	Min 2.00 AND	Min 21 OR	<p>OR SAT equivalent: SAT-980 or 1060*</p> <p>* Per 2016 SAT redesign</p>	Required
Southeast Missouri State University					
Admission Type	Admission Requirements	ACT Score	SAT	GPA	Class Rank
<i>Moderately Selective</i>	<p>A traditional beginning freshman applicant is evaluated on ACT/SAT score, high school cumulative grade point average (GPA), class rank, and high school core curriculum courses.</p> <p><b>Required 17 Units of High School Core Courses:</b></p> <p><b>English—4 units</b> (two emphasizing composition or writing skills; composition, English I-IV, literature and one unit of speech or debate acceptable)</p> <p><b>Mathematics—3 units</b> (Algebra I, Algebra II/Intermediate Algebra, Geometry, Trigonometry, Pre-Calculus, Calculus, Math Analysis acceptable)</p> <p><b>Social Studies—3 units</b> (one unit of American history and one semester of government required; contemporary issues, business law, economics, philosophy, psychology, sociology, world history also acceptable)</p> <p><b>Science—3 units</b> (not including general science; select from physical science, biology, chemistry, physics, botany, zoology, astronomy, environmental science, earth science or anatomy &amp; physiology; one must be a laboratory course)</p> <p><b>Visual/Performing Arts—1 unit</b> (art, dance, music, or theatre)</p> <p><b>Additional—3 units</b> (foreign language and/or combination from the above areas)</p> <p><a href="http://semo.edu/admissions/new.html">http://semo.edu/admissions/new.html</a></p>	<p>21 OR</p> <p>20 OR</p> <p>19 OR</p> <p>18 OR</p>	<p>1060</p> <p>1020</p> <p>980</p> <p>940</p>	<p>AND 2.00</p> <p>AND 2.50</p> <p>AND 2.50</p> <p>AND 2.75</p>	Required

Missouri State University					
Admission Type	Admission Requirements	Class Rank %	GPA	ACT Score	SAT
Selective	<p>You will qualify for admission to Missouri State if you are (or will be) a graduate of an accredited high school and meet both the core curriculum and selection index requirements described below. If you have completed courses for college credit, you must also have at least a 2.00 grade point average on those courses.</p> <p>The high school core curriculum was established by the Missouri Department of Higher Education.</p> <p><b>English--Four units</b>, two of which must emphasize composition or writing. One unit may be speech or debate. Acceptable courses: English or language arts, literature, speech, debate, journalism (if writing intensive).</p> <p>Unacceptable courses: yearbook, dramatics, mass media.</p> <p><b>Mathematics--Three units</b>. High school algebra and beyond, including algebra II (If algebra I is taken in 8th grade, three more units must be taken in high school). Acceptable courses: algebra I, geometry, algebra II, pre-calculus, math analysis. Unacceptable courses: computer math, pre-algebra, general math, consumer math.</p> <p><b>Social Studies--Three units</b>. Must include American history and at least one semester of government. Acceptable courses: world history, American history, American government, state/regional history, principles of democracy, civics, psychology, sociology, economics, political science, geography. Unacceptable courses: family relations, consumer education, personal finance.</p> <p><b>Science--Three units</b>, not including general science. One unit must be a laboratory course. Acceptable courses: biology, chemistry, physics, anatomy and physiology, botany, zoology, integrated science, physical science, earth science. Unacceptable courses: general science, consumer science, environmental studies.</p> <p><b>Fine arts--One unit</b>. Graduates of accredited Missouri high schools meet this through completion of the fine-arts requirement for graduation. Acceptable courses: art, music (band, orchestra, choir, music appreciation or music theory), dance, drama, theatre appreciation. Unacceptable courses: speech, mass media, arts and craft.</p> <p><b>Academic electives--Three units</b>. Must be selected from foreign language and/or two or more of the areas listed above. Two units of a foreign language are strongly recommended.</p> <p>Acceptable courses: Must be selected from foreign language and/or a combination of two or more of the areas listed above or computer science (if algebra I is a prerequisite). Unacceptable courses: physical education, accounting, family studies, keyboarding, vocational courses.</p> <p><b>Additional electives credit to bring total to 24 units</b> (required of Missouri high school graduates).</p>	75 or Higher	3.5+	No Minimum ACT or SAT Test Score Required.	
		71 to 74	3.41 to 3.49	18	940
		64 to 70	3.25 to 3.40	19	980
		56 to 63	3.04 to 3.24	20	1020
		48 to 55	2.85 to 3.03	21	1060
		40 to 47	2.63 to 2.84	22	1100
		34 to 39	2.50 to 2.62	23	1130
		Below 34	Below 2.5	ACT or SAT Not Admissible	
<a href="https://www.missouristate.edu/policy/Op5_01_3_FreshmanAdmissionRequirements.htm">https://www.missouristate.edu/policy/Op5_01_3_FreshmanAdmissionRequirements.htm</a>					

## University of Missouri - St Louis

Admission Type	Admission Requirements	ACT Score	SAT	Class % Rank	GPA
Selective	<b>1. Minimum Requirements for First-Time College Students from High School:</b>	23	1130-1150	48	2.80
	4 Units of English	22	1100-1120	54	2.90
	4 Units of Mathematics (Algebra 1 or Higher)	21	1060-1090	62	3.05
	3 Units of Science (Must include a lab science; can't include general science)	20	1020-1050	69	3.20
	3 Units of Social Science	19	980-1010	78	3.35
	2 Units of a Single Foreign Language	18	940-970	86	3.50
	1 Unit of Fine Arts	17	900-930	94	3.65
	<b>2. Required Minimum Combinations of Percentile Rank in Graduating High School Class and Admission Test (ACT or SAT) scores.</b> If the ACT Composite Score is 24 or higher, or the total of SAT combined Critical Reading and Math scores is 1090 or higher, or redesigned SAT of 1160 or higher, then the applicant meets the minimum requirement for admission.				
	<b>3. If you:</b>				
	A. Rank in the top 10% of your graduating class of a Missouri high school and				
B. Complete the college preparatory curriculum that includes at least 17 units of credit (four units each of English and math, three units of social studies, three units of science, two units of a single foreign language, and one unit of fine art), and					
C. Submit an ACT/SAT score, You will be eligible for automatic admission to any campus of the University of Missouri.					
<b>4. If you:</b>					
A. Graduate from a Missouri high school that does not rank its graduates, but					
B. Have taken a college preparatory curriculum that includes at least 17 units of credit (four units each of English and math, three units of social studies, three units of science, two units of a single foreign language, and one unit of fine art) and					
C. Achieve a 3.5 GPA on a 4.0 scale in these core courses and					
D. Submit an ACT/SAT score, You will be eligible for automatic admission to any campus of the University of Missouri.					
	<a href="http://umsl.edu/admissions/requirements/index.html">http://umsl.edu/admissions/requirements/index.html</a>				

## Washington University

Admission Type	Admission Requirements	ACT Score	SAT	Class % Rank	GPA
<i>Highly Selective</i>	Washington University students have earned a high school diploma or equivalent, and have taken a rigorous course load in high school complemented by extracurricular activities, community service, and work experience. Your senior-year transcript should show that you continue to take demanding courses. Most applicants take advantage of honors, advanced placement, and International Baccalaureate courses, if offered by their high schools.	Required	Required	Required	Required
	<b>Although we do look for students who are strong academically, Washington University does not have any minimum requirements for GPA, class rank, or standardized test scores. A combination of academic and personal factors is considered in making the admission decision for each student.</b>				
	Most candidates' transcripts include: <b>4 years of English.</b> <b>4 years of mathematics.</b> (Architecture, Business, and Engineering strongly recommend calculus.) <b>3-4 years of history or social science.</b> <b>3-4 years of laboratory science.</b> <b>At least 2 years of a foreign language.</b> Both chemistry and physics, as well as the most challenging math programs available, for students who plan to do course work in engineering, sciences, and/or pre-medicine. <b>Other important parts of your application:</b> - Grades and class rank (if your school ranks students) - Counselor and teacher recommendations. - Essay - Extracurricular and community activities - Standardized test scores - Either SAT or ACT, <b>writing is not required.</b> SAT Subject tests are not required.				
	<a href="https://admissions.wustl.edu/apply_site/Pages/First-Year-Student-Requirements.aspx">https://admissions.wustl.edu/apply_site/Pages/First-Year-Student-Requirements.aspx</a>				

## SECTION IV – ATHLETIC ELIGIBILITY

### MSHSAA Eligibility

#### **Missouri State High School Activities Association**

Riverview Gardens High School is a member of the Missouri State High School Activities Association (MSHSAA). Riverview Gardens, and our participants, must abide by the rules and guidelines set forth by the MSHSAA in order to maintain their eligibility to participate in MSHSAA sponsored activities.

**Academic Requirements:** A student in grades 9-12 must be currently enrolled in and regularly attending courses that offer a minimum of 3.0 units of credit, and must have earned a minimum of 3.0 units of credits the preceding semester of attendance. This means you must pass six courses each semester to stay academically eligible. If you are a beginning ninth grade student, you must have been promoted at the close of the previous year. Summer school and correspondence courses do not count toward the 3.0 necessary credits, except in the fall season when summer school may count (see Athletic Director).

\*\* These Academic Requirements are based on an eight (8) period day. If Riverview Gardens changes to a seven or eight period schedule, academic requirements will change.

**Age Requirements:** If you reach the age of 19 before July 1st, you will be ineligible to compete in athletics that coming school year. Ninth graders that reach their 16th birthday before July 1 will be ineligible to compete in athletics at the freshmen level, but would be eligible to compete at the sophomore, junior varsity, or varsity level. There is not an age limit on activity participation.

**Attendance Requirements:** You cannot miss a single class in order to compete in a school-sponsored event on the same day. Example: if you miss class on Monday and have a baseball game that day, you would be ineligible to compete in that game. If a student is tardy after the conclusion of the first hour, they will be allowed to participate if all the criteria have been met. A student must attend a full day of school before they can compete after an absence. (Ex. If a student is absent on Friday, they cannot compete over the weekend). Prearranged absences are excluded from this policy (see Athletic Director).

**Citizenship:** Students whose character or conduct is such as to reflect discredit upon themselves or their school is NOT considered a “creditable citizen”. This includes violations of public law and/or school policy. These students will not be considered eligible to compete in MSHSAA sponsored activities.

**Out of School Competitions:** You cannot compete for our school on a non-school sponsored team in the same sport during the high school season. Example: Playing for an indoor soccer team at the same time you are playing soccer for Riverview Gardens, is a rules violation. Any violation of this rule would result in the athlete becoming ineligible for one year, and the school being forced to forfeit all games the athlete played in after the violation occurred.

You may participate in non-school competition and on a school team at the same time provided they are different sports. Example: You could run track for Riverview Gardens and compete in an AAU wrestling tournament. Athletes should always let their coaches know if they plan to play another sport.

If you plan on attending a college audition or try-out, a summer sports camp, an All-Star game, or a specialty sports camp or clinic, please discuss with your coach and Athletic Director to protect your eligibility.

## **Protect Your Eligibility - Know the Rules**

Listed below are some of the rules set forth by the state, the league, and our school that the athlete must follow in order to maintain their athletic eligibility.

Participants are expected to follow the “Code of Conduct” outlined in the RGSD Student Handbook as well as the Student-Athlete Handbook. The Riverview Gardens School District is dedicated to its mission, vision, philosophy, and objectives. Whenever these purposes are threatened by student misconduct, appropriate disciplinary action must be taken.

MSHSAA requires that a student-athlete must have a Pre-Participation Physical Exam and a Parent/Guardian Waiver to Participate Form on file in the Athletic Director’s Office prior to practicing or auditioning for an athletic team. The physical exam must be dated after February 1 of the previous school year.

An athlete who receives a third discipline referral between the start and conclusion of an athletic season or activity will face consequences up to a suspension. Each subsequent discipline referral will result in a possible suspension.

A student who is suspended (out of school) from school will not be allowed to participate in any practice, or contest during the period of suspension. When they are reinstated in school, they will NOT be allowed to participate in the next scheduled contest. A student that receives a suspension (in school) will not be allowed to compete in a contest on the same day, but will be allowed to practice. That student will face consequences according to team policy up to suspension.

Athletes will be suspended for at least one contest if you are ejected from a contest for unsportsmanlike conduct. You can be expelled from the team if subsequent ejections occur.

Student hazing is expressly prohibited. Hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

## **College-Bound Student-Athlete Information**

High school student-athletes have a dream to continue competing in athletics at the intercollegiate level. Earning an athletic scholarship is a very competitive process that includes the evaluation of a student-athlete’s athletic ability, skill, academic history, citizenship, and sportsmanship. We encourage our student-athletes to strive for athletic scholarships at the college level. Student-athletes should consider the college initial academic requirements upon entering high school to ensure they meet college freshman eligibility standards. Your grades as a high school freshman can determine if you are eligible to compete as a college freshman.

Most organizations require an ACT or SAT score. Student-athletes are encouraged to sign up for these tests as a freshman and take them at least once a year while in high school. You can register for the ACT at **[www.actstudent.org/regist/nextdates.html](http://www.actstudent.org/regist/nextdates.html)**. Please contact your guidance counselor at the beginning of your freshman year to declare you are in pursuit of qualifying for NCAA eligibility to ensure you are on the right academic path. All seniors should consult their head coach to determine the need to register with the NCAA Clearinghouse.

A brief list of eligibility requirements is listed on the following pages for various organizations.

**National Collegiate Athletic Association (NCAA) Eligibility Regulations**  
**www.ncaa.org**

To practice and play as a freshman at an NCAA Division I or II college or university, the student-athlete must satisfy the requirements of NCAA.

## **Initial-Eligibility Standards**

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit [on.ncaa.com/RegChecklist](http://on.ncaa.com/RegChecklist).

### **Academic Requirements**

**Division I and II** schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

#### **Division I**

1. Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>EXTRA</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>OTHER</b> Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

#### **EARLY ACADEMIC QUALIFIER**

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

#### **QUALIFIER**

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

#### **ACADEMIC REDSHIRT**

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

#### **NONQUALIFIER**

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.

# Division II Academic Standards

**Division II schools** require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>EXTRA</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>OTHER</b> Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

## EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.



[illegible]

## Scheduling Process

**Please understand that the registration process is NOT finished until you have completed the following steps:**

1. You have completed your **Course Request Worksheet** with the guidance of your teachers, counselors and parents and it is signed by you and your parent/guardian.
2. You have updated your **Individual Career & Academic Plan (ICAP)** and it is signed by you, your counselor and parent/guardian.
3. You have submitted all required documents to your counselor for processing **by Friday, April 19, 2024.**

The Role of the <u>STUDENT</u> During the Scheduling Process:	The Role of the <u>DYNAMIC, EFFECTIVE SKILLS TEACHER</u> During the Scheduling Process:
<ul style="list-style-type: none"> <li>• To discuss with family members, course selections and personal goals</li> <li>• To discuss with faculty members and counselors post-high school plans in relationship to course selections</li> <li>• To review your five-year plan, including graduation and post-secondary program admission requirements and Career Paths and Clusters</li> <li>• To select electives and four alternate courses in order of preference</li> <li>• To verify that all your graduation requirements are being satisfied</li> </ul>	<ul style="list-style-type: none"> <li>• To distribute and review the contents of the Programs of Study booklet and registration worksheets</li> <li>• To review graduation requirements</li> <li>• To facilitate the registration process and to check student progress in the development of the schedule</li> <li>• To assist in prioritizing electives and alternate courses</li> <li>• To collect students' registration worksheets</li> </ul>
The Role of the <u>PARENT</u> During the Scheduling Process:	The Role of the <u>COUNSELOR</u> During the Scheduling Process:
<ul style="list-style-type: none"> <li>• To discuss with the student his or her course selections and personal goals</li> <li>• To assist the student in formulating or reviewing his or her ICAP</li> <li>• To review Programs of Study booklet for required credits toward graduation</li> <li>• To approach teachers and counselors with academic concerns and questions about course selection</li> <li>• To sign the Course Request Worksheet indicating approval of the course selections</li> </ul>	<ul style="list-style-type: none"> <li>• To distribute and review the contents of the Programs of Study booklet</li> <li>• To discuss with students the selection of courses</li> <li>• To review each students' transcript and current schedule</li> <li>• To discuss students' options for future plans as they relate to high school academics</li> <li>• To meet individually with students in March to evaluate course selections</li> <li>• To work throughout the summer to balance classes and resolve conflicts</li> <li>• To verify all graduation requirements are being met</li> </ul>

**NOTE: If a student does not finish the registration process in a timely fashion, the counselor and/or principal will select courses for the student. These courses will then become the student's selection.**

# Guidance Program

## The Mission of the Guidance Counselors

**The Mission Statement:** The counseling program actively promotes the academic, social and emotional success of all students through collaboration with students, parents, staff, and the community.

<b>Grade</b>	<b>Counselor's Name</b>	<b>Ext</b>
9 <sup>th</sup> Grade	Valerie Mahone	22223
10 <sup>th</sup> Grade	Robirda Ross	22226
11 <sup>th</sup> Grade	Tuesday Jackson-Beverly	22228
12 <sup>th</sup> Grade	Alice Graham	22225

Secondary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world. The Missouri Comprehensive Guidance Program was established as a tool to guide how counselors provide services and implement programs in Missouri to maximize student potential in school communities. The emphasis of a comprehensive program is to address the needs of **all** students. The four major components of the Missouri Comprehensive Guidance Program that allow counselors to address both group and individual needs are: guidance curriculum, responsive services, individual planning, and system supports. Secondary School Counselors implement the Counseling Program by providing:

### **Classroom Guidance**

- Academic skills support
- Organizational, study and test-taking skills
- Post-secondary planning and application process
- Career planning
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making, conflict resolution and study skills
- Career awareness and the world of work
- Substance abuse education
- Multicultural/diversity awareness

### **Individual Student Planning**

- Goal setting
- Academic plans
- Career plans
- Problem solving
- Education in understanding of self, including strengths and weaknesses
- Transition plans

### **Responsive Services**

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/Collaboration
- Referrals

### **System Support**

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

### **Student Classification**

Students are classified according to the number of semesters of attendance and credits earned.

	<b>Credits Earned</b>
<b>Freshman:</b> First two semesters of high school	0.0 - 6.0
<b>Sophomore:</b> Three or four semesters of high school	6.0 - 12.0
<b>Junior:</b> Five or six semesters of high school	12.0 - 18.0
<b>Senior:</b> Seven or more semesters of high school	18.0 +

### **Programs Accessible to Persons with disabilities**

Riverview Gardens High School makes every effort to meet the needs of persons with disabilities.  
All courses are made accessible to persons with disabilities.

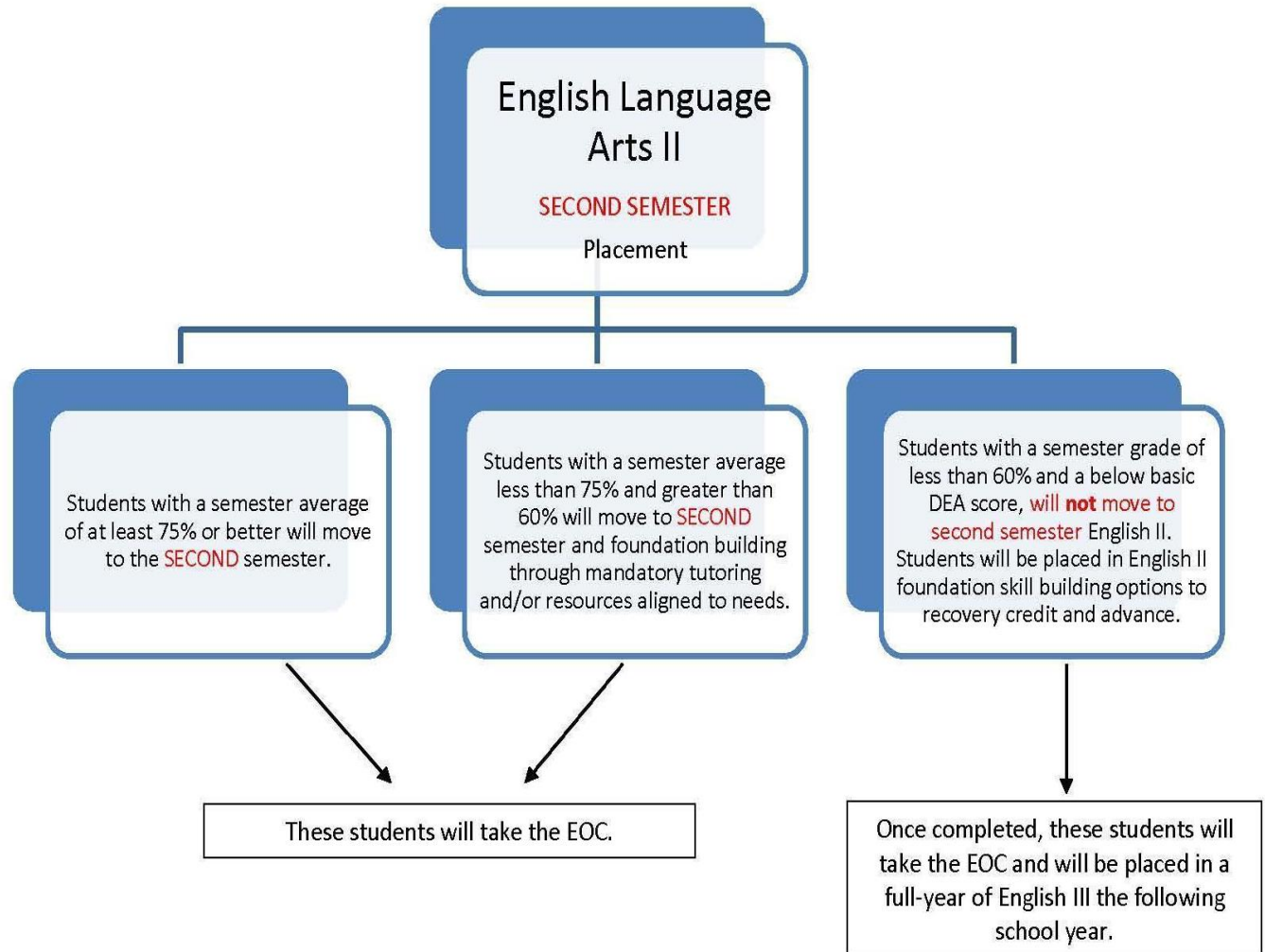
## Index of Courses

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 1/2 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
<b>English Language Arts</b>	054820	English I	1	None	X			
	054820	Honors English I	1	8th Grade Teacher Recommendation	X			
	054820	Pre-AP English I	1	None	X			
	054820	English II	1	English I		X		
	054820	Honor English II	1	Teacher Recommendation		X		
	054820	Pre-AP English II	1	None		X		
	054820	English III	1	English II			X	
	054820	AP Literature and Composition	1	English II Teacher Recommendation			X	
	054861	College Prep English III	1	ENGL 1900 Advanced Strategies of Rhetoric and Research (SLU)			X	
	054820	English IV	1	English III				X
	054820	AP Language and Composition	1	Honors English III				X
	054861	College Prep English IV	1	Dual Credit IV Instructor's Approval 2250 Conflict, Social Justice and Literature (SLU)				X
	<b>Electives</b>							
	054810	Creative Writing I	0.5	None	X			
	054810	Creative Writing II	0.5	Creative Writing I		X	X	X
	054810	Journalism I*	0.5	English I		X	X	X
	056510	Journalism II*	1	Journalism I - Review of portfolio, application/interview. May be repeated.			X	X
	056500	Journalism III*	1	Journalism II - Review of portfolio, application/interview. May be repeated.				X
	056550	Film Studies I	0.5	None	X	X	X	X
	054809	Film Studies II	0.5	Film Studies I		X	X	X
	054845	Shakespeare	0.5	English II			X	X
	994025	Speech and Debate I	0.5	None	X	X	X	X
	054820	Speech and Debate II	0.5	Speech and Debate I	X	X	X	X
	056510	Competitive Speech and Debate (Honors)	1	Speech and Debate II		X	X	X
	054820	Intro to Theater Arts	1	None	X	X	X	X
	056550	Advanced Theater	1	Acting (with Teachers Approval)			X	X
	056550	Acting	1	Intro to Theater		X	X	X
	056540	Intro to Stagecraft	1	None	X	X	X	X
	054820	ACT Prep – ELA/Reading	0.5	None		X	X	X
	054829	African American Literature	.5	English II			X	X
	054822	Contemporary Literature	1	English III				X

An \* means course may not be offered every semester.

# ENGLISH LANGUAGE ARTS II EOC SEMESTER PLACEMENT



**NOTE:** All pre-AP and AP courses are open enrollment. Meaning enrollment in pre-AP and AP courses are based on student interests.

## Additional ELA Courses for 11<sup>th</sup> and 12<sup>th</sup> Grade Students

Film Studies or  
Creative Writing

Theater Arts

Journalism  
Course not offered  
every year

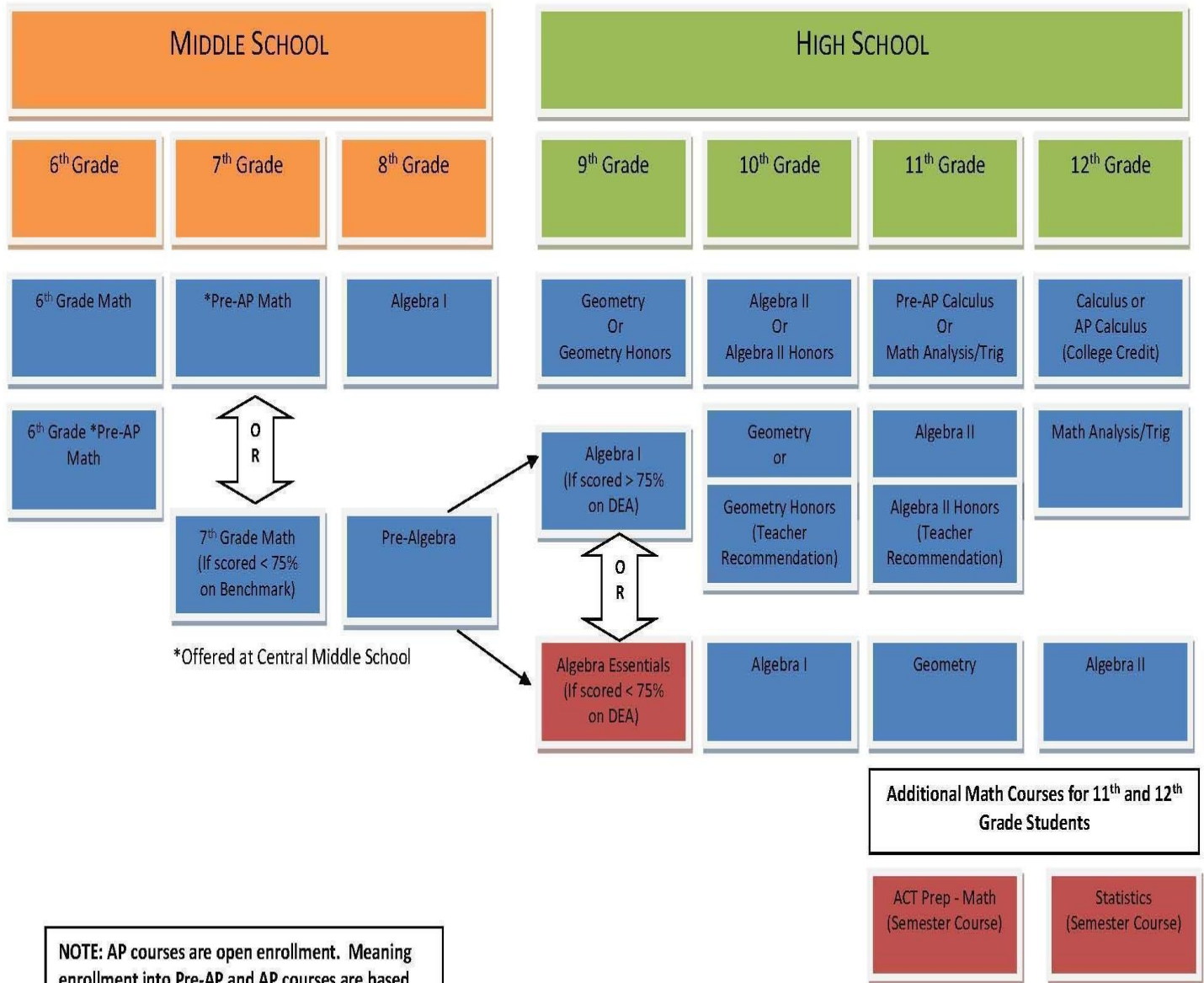
ACT Prep  
English/Reading

## Index of Courses

Mathematics	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	115810	Algebra Essentials (Elective)	0.5	Based on Algebra I Placement Test Results	X			
	115810	Algebra I	1	Based on Algebra I Placement Test Results	X	X		
	115830	Geometry	1	Algebra I		X	X	
	115830	Geometry Honors	1	Honors Placement Test	X	X	X	
	115810	Algebra II	1	Algebra I and Geometry		X	X	X
	115810	Algebra II Honors	1	Honors Placement Test		X	X	X
	115861	Pre-Calculus	1	Algebra II			X	X
	115866	Calculus	1	Pre-Calculus				X
	115870	Pre-AP Calculus	1	Algebra II			X	
	115895	AP Calculus	1	Pre-AP Calculus				X
	994025	ACT Prep Math/Science (Elective)	0.5	Algebra I		X	X	X
	115866	College Algebra (Dual Enrollment)	1-3	Algebra II (This class is taken at Florissant Valley Community College)			X	X

# MATHEMATICS FLOWCHART

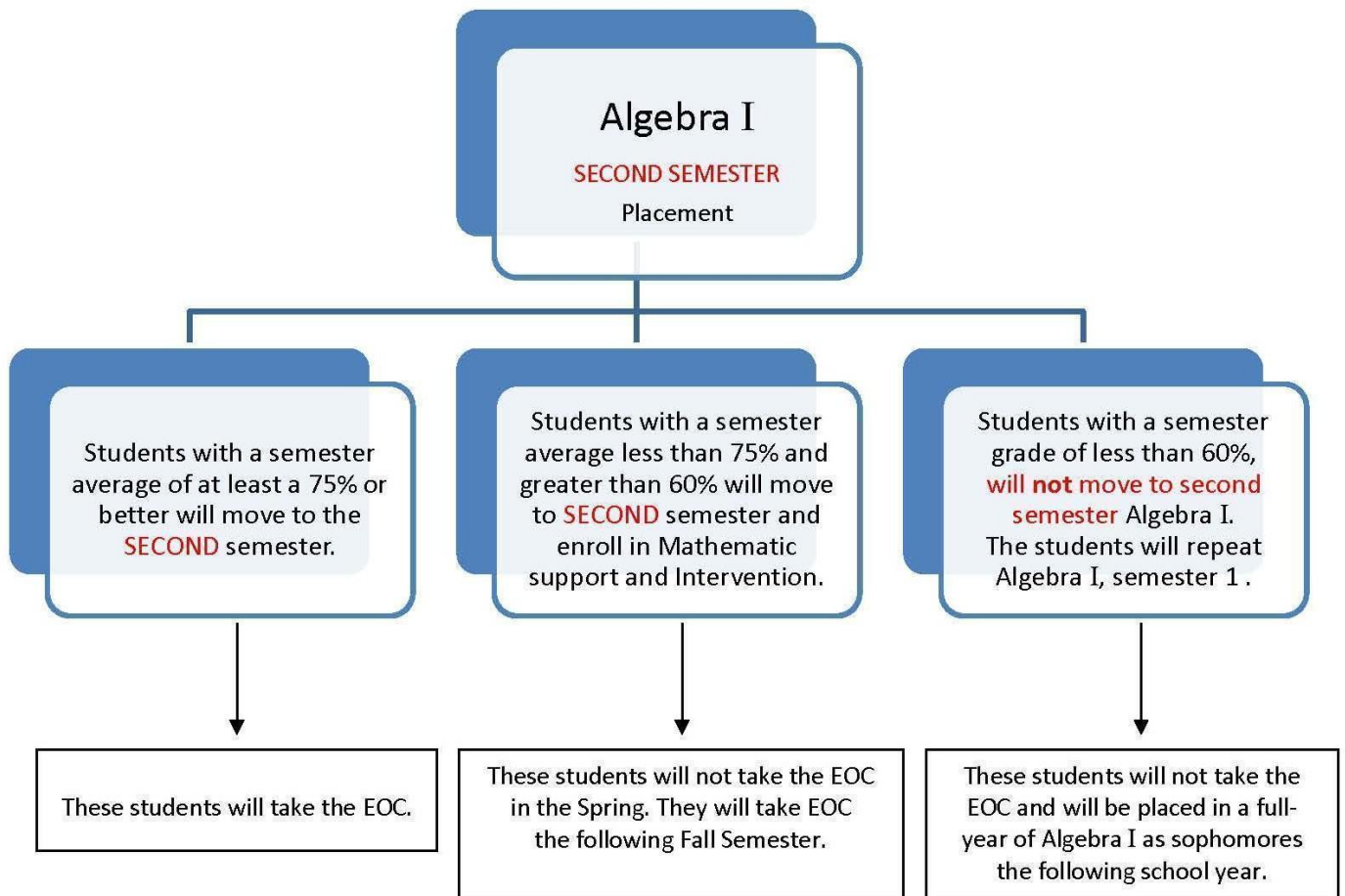
## BUILDING THE COMMON CORE FOUNDATION



**NOTE:** AP courses are open enrollment. Meaning enrollment into Pre-AP and AP courses are based on student interests and course prerequisites.



# ALGEBRA I EOC SEMESTER PLACEMENT



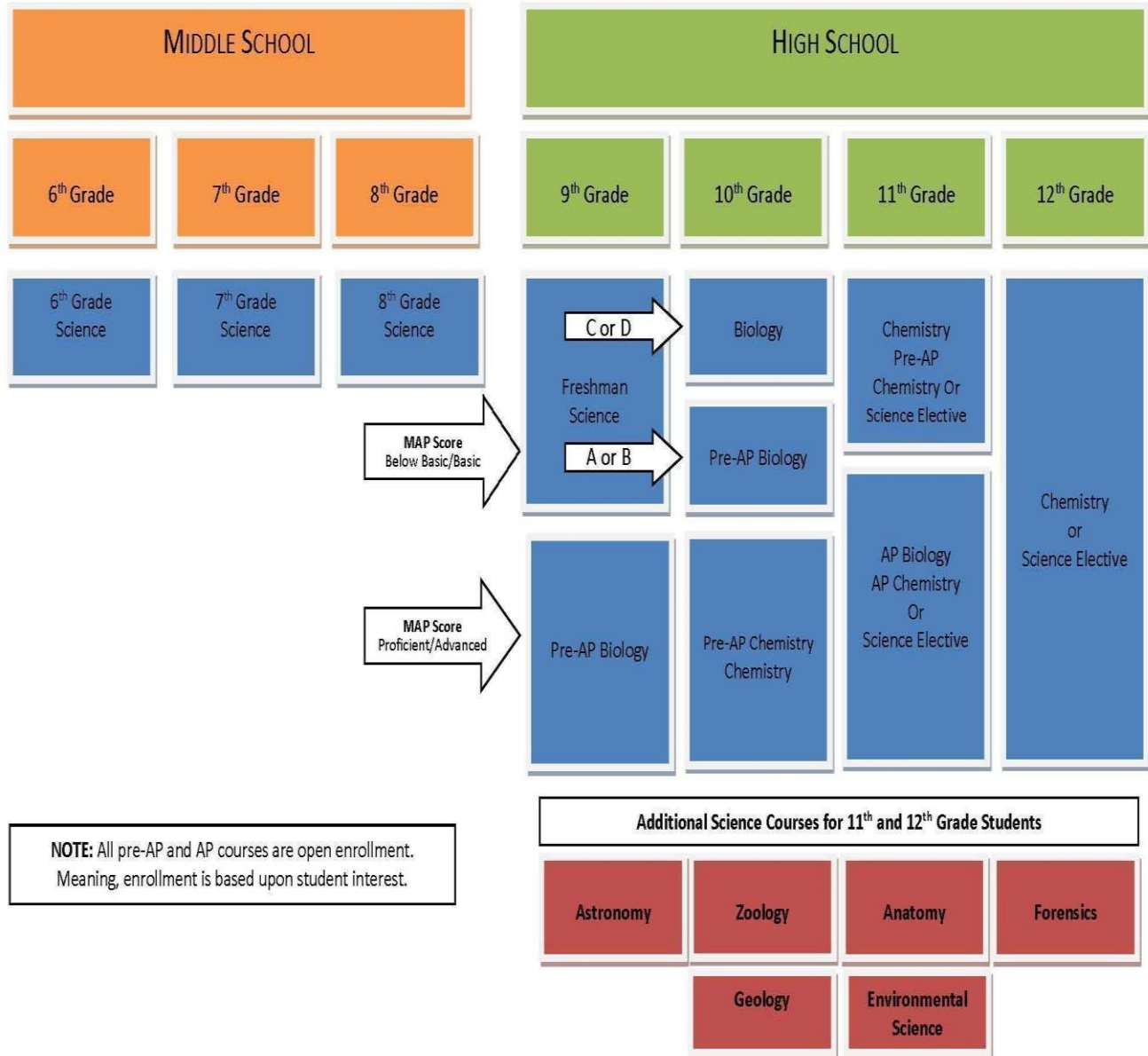
## Index of Courses

	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
<b>Science</b>	H4120	Intro To Physics	1	None	X			
	H4100	Life Science	1	Intro to Physics (D or F)		X	X	X
	134295	Pre-AP Biology	1	Intro to Physics (A or B)		X	X	X
	134200	Biology	1	Intro to Physics (C/D or better)		X	X	X
	134295	AP Biology	1	Algebra I, Chemistry or Pre-AP Chemistry, Biology or Pre-AP Biology			X	X
	134695	Pre-AP Chemistry	1	Algebra I, Biology A or B		X	X	X
	134600	Chemistry	1	Algebra I, Biology		X	X	X
	134695	AP Chemistry	1	Pre-AP Chemistry and concurrent enrollment in Pre-Calculus or Calculus			X	X
	<b>Electives</b>							
	134600	Chemistry II	1	Chemistry I and Algebra I			X	X
	134220	Zoology	1	Biology (C or better)			X	X
	135099	Forensics	1	None			X	X
	134221	Anatomy & Physiology	1	Biology (C or better) and Chemistry			X	X
	133810	Intro to Astronomy	0.5	Intro to Physics			X	X
	134220	Astronomy*	1	Biology, Algebra I, Algebra II or Geometry			X	X
	135099	Environmental Science	1	Biology			X	X
	133820	Geology	0.5	Intro to Physics			X	X

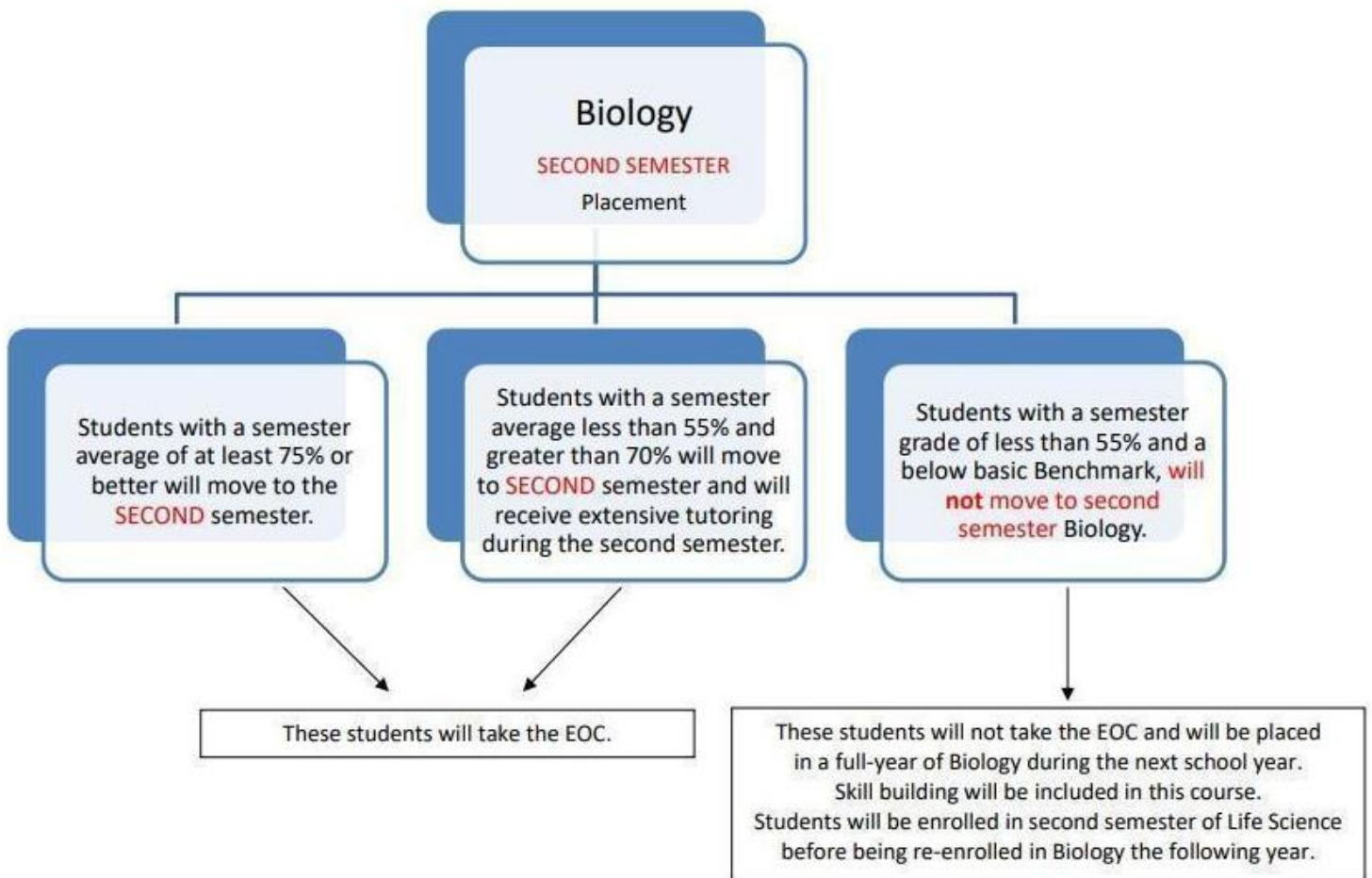
An \* means course may not be offered every semester.

# SCIENCE FLOWCHART

## BUILDING ACADEMIC FOUNDATION



## BIOLOGY EOC SEMESTER PLACEMENT

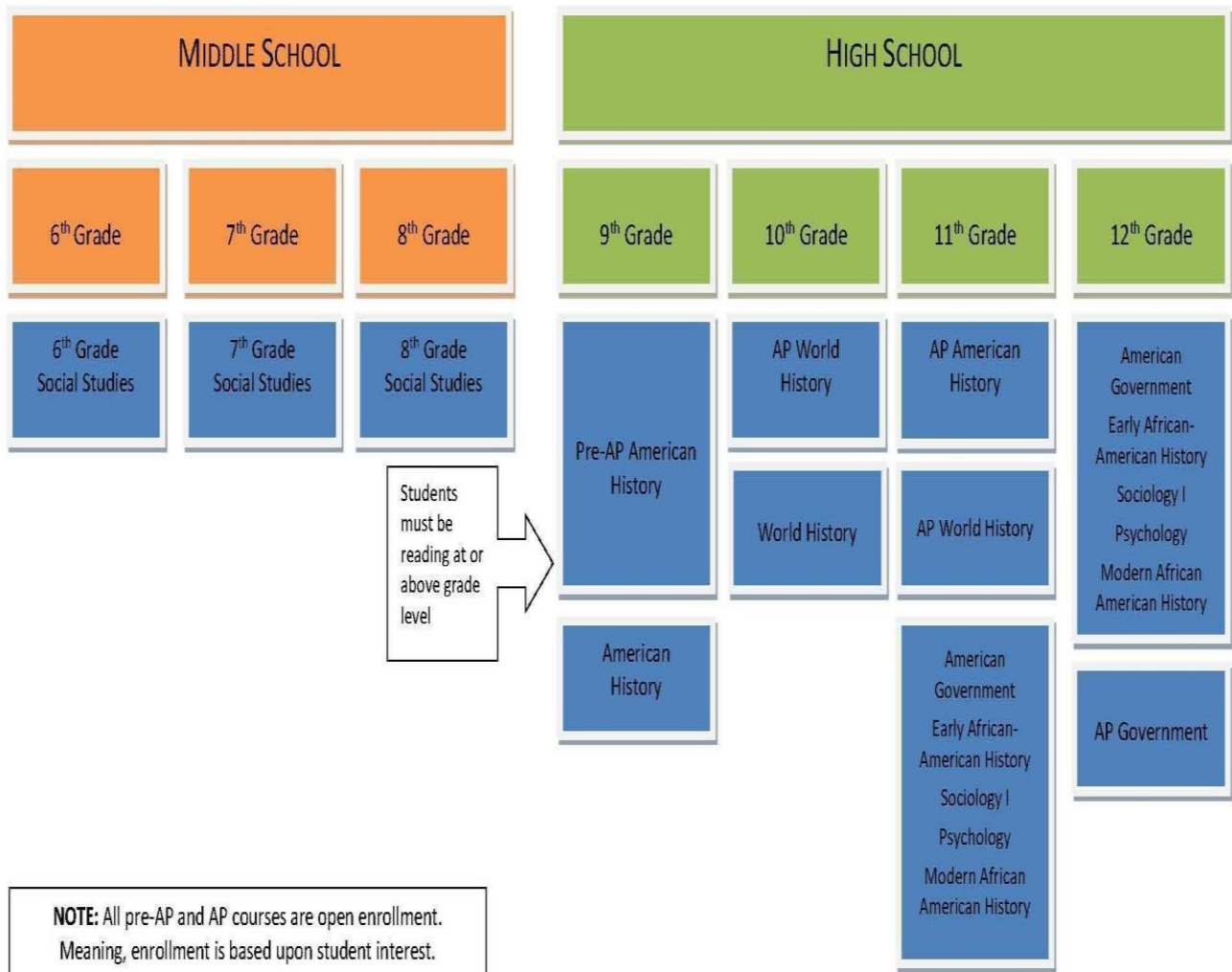


## Index of Courses

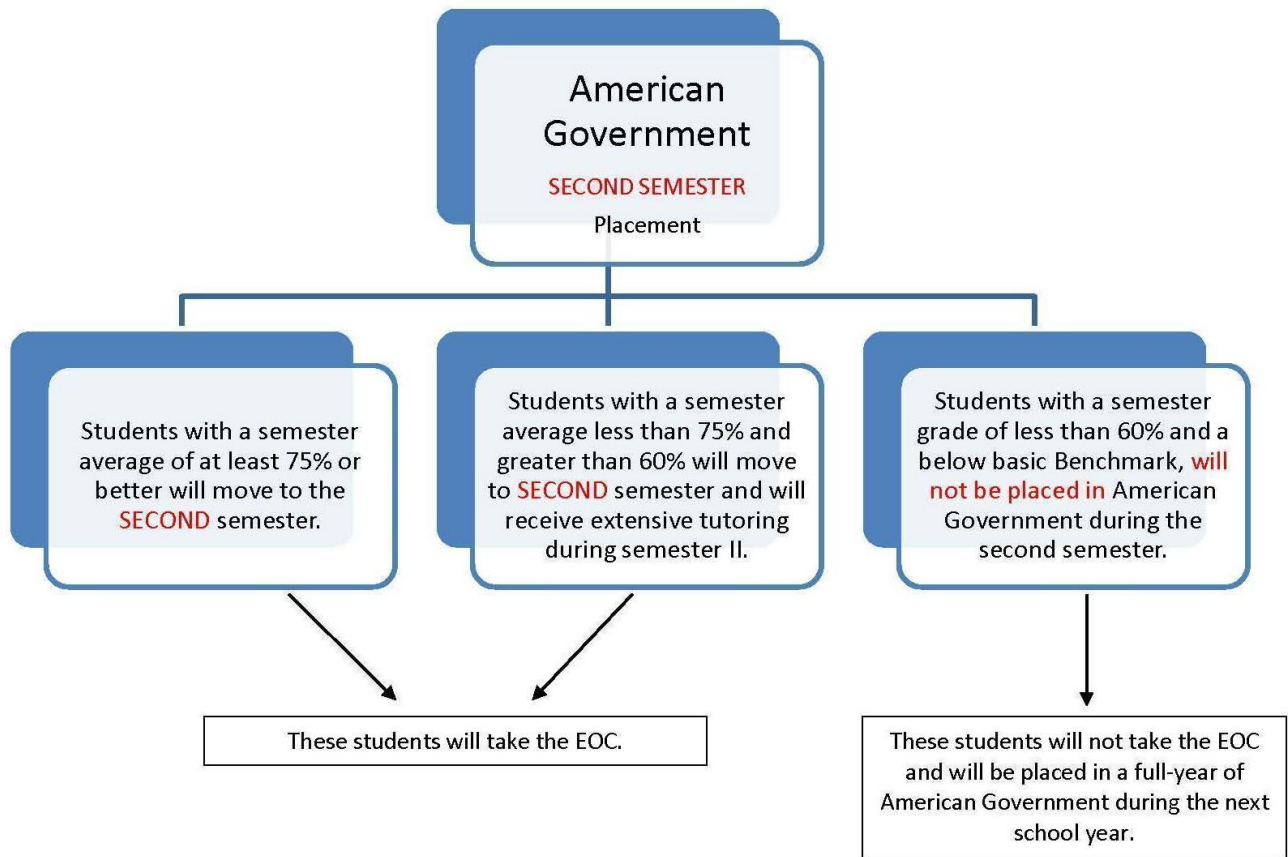
	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
Social Studies	156661	American History**	1	None	X	X		
	156661	Pre-AP American History	1	None	X			
	156663	AP American History	1	Pre-AP course			X	X
	156663	World History**	1	American History		X	X	
	156395	Pre-AP World History	1	American History		X		
	156395	AP World History	1	Pre-AP course			X	X
	156651	American Government(EOC)**	1	American History			X	X
	156651	AP American Government	1	Pre-AP course				X
	<b>Electives</b>							
	156670	Sociology I* (Semester 2 Only)	0.5	None			X	X
	156100	Psychology I* (Semester 1 Only)	0.5	None			X	X
	156195	AP Psychology (college credit option)	1	None				X
	156683	Early African American History	0.5	None			X	X
	156683	Modern African American History	0.5	None			X	X
	156620	Contemporary Issues	0.5	None			X	X
	156651	Civics Studies* (Semester 2 only)	1	American History			X	X

# SOCIAL STUDIES FLOWCHART

## BUILDING ACADEMIC FOUNDATION



## SOCIAL STUDIES EOC SEMESTER PLACEMENT



## Index of Courses

	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
Art	024100	Art Literacy and Development	0.5	None	X	X	X	X
	H6100	Fundamentals of Art	0.5	None	X	X	X	X
	H6105	Multicultural Arts & Crafts	0.5	Fundamentals of Art	X	X	X	X
	H6108	Design	0.5	Fundamentals of Art		X	X	X
	H6110	Ceramics I	0.5	Fundamentals of Art	X	X	X	X
	H6115	Ceramics II	0.5	Fundamentals of Art and Ceramics I and Instructor Approval		X	X	X
	H6118	Ceramics - Pottery Wheel*	0.5	Fundamentals of Art, Ceramics I, Ceramics II and Instructor Approval		X	X	X
	H6120	Drawing & Painting I	0.5	Fundamentals of Art		X	X	X
	H61202	Drawing & Painting II	0.5	Fundamentals of Art, Drawing & Painting I and Instructor Approval		X	X	X
	H6130	Sculpture I	0.5	Fundamentals of Art		X	X	X
	H6135	Sculpture II	0.5	Fundamentals of Art, Sculpture I and Instructor Approval		X	X	X
	H61501 H61502	Independent Study	0.5	Fundamentals of Art and Instructor Approval			X	X
	H6145	AP Studio Art-Honors	1	Fundamentals of Art and Instructor Approval			X	X

**An \* means course may not be offered every semester.**



## Index of Courses

Foreign Language	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	H1510	French I	1	None	X	X	X	X
	H1511	French II	1	French I		X	X	X
	H1512	French III	1	French II			X	X
	H15121	French III Honors	1	Honors Placement Test			X	X
	H1513	French IV	1	French III				X
	H15131	French IV Honors	1	Honors Placement Test				X
	H1505	Spanish I	1	None	X	X	X	X
	H1506	Spanish II	1	Spanish I		X	X	X
	H1507	Spanish III	1	Spanish II			X	X
	H15071	Spanish III Honors	1	Honors Placement Test			X	X
	H1508	Spanish IV	1	Spanish III (with a grade C or better)				X
	H15081	Spanish IV Honors	1	Honors Placement Test (with a grade C or better)				X

Computer Sciences	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	997000	Coding I	1	None	X	X	X	X
	997000	Coding II	1	Coding I, Grade C or better		X	X	X
	997000	Coding III	1	Coding I, II			X	X
	997000	Coding Applications I	1	None	X	X	X	X
	997000	Coding Applications II	1	Coding Applications I		X	X	X
	997000	Coding Applications III	1	Coding Applications I, II		X	X	X
	997000	Coding Applications IV	1	Coding Applications I, II, III				X

## Index of Courses

Career and Technical Education: Business	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	H7100	Computer Business Applications I (Word, Excel)	1.0	None	X	X	X	X
	H71003	Computer Business Applications II (Access & PowerPoint)	1.0	Computer Business Applications I: Assessment Option is available	X	X	X	X
	H7105	Graphic Arts/Desktop Publishing	0.5	Computer Business Applications		X	X	X
	H7110	Multimedia	0.5	Computer Business Applications & Graphic Arts/Desktop Publishing		X	X	X
	H7115	Personal Finance	0.5	None			X	X
	H7120	Accounting	1	None			X	X
	H7126	College and Career Seminar	1	2.5 in weighted GPA				X
	H71352	Business and Personal Law	0.5	None			X	X
	H7125	Business Technology	1	Computer Business Applications			X	X
	H71053	Web Design I	0.5	None		X	X	X
	034393	Web Design II	0.5	Web Design I with C or better		X	X	X
	H7140	Supervised Business Employment	1 or 2	May be taken with Business Technology, Accounting or Graphic Arts			X	X
		Introduction to Business Communications	0.5	None		X	X	

Career Education: Marketing	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	040011	Entrepreneurship	1	May be taken with Supervised Marketing Employment		X	X	X
	H040018	Hospitality Management 1 <sup>st</sup> Semester	0.5	May be taken with Supervised Marketing Employment		X	X	X
	H040017	Travel and Tourism 2 <sup>nd</sup> Semester	0.5	May be taken with Supervised Marketing Employment		X	X	X
	040013	Fashion Merchandising	1	May be taken with Supervised Marketing Employment		X	X	X
	040013	Advanced Fashion Merchandising	1	Fashion Merchandising			X	X
	H7165	Sports and Entertainment Marketing	1	May be taken with Supervised Marketing Employment		X	X	X
	H7150	Fundamentals of Marketing (Foundations of Marketing) 1 <sup>st</sup> Semester	0.5	May be taken with Supervised Marketing Employment		X	X	X
	H7155	Advanced Marketing (Functions of Marketing) 2 <sup>nd</sup> Semester	0.5	Marketing Fundamentals and may be taken with Supervised Marketing Education Employment		X	X	X
	H7160	Supervised Marketing Employment (10-20 hours)	1 or 2	Students must be Concurrently Enrolled in a Marketing Course			X	X
	040081	Cooperative Career Education (COE)	1 or 2	Students must be Concurrently Enrolled in a Business and/or Marketing Course			X	X
		Introduction to Fashion Merchandising I	1		X	X	X	X

## Index of Courses

Career Education: Family and Consumer Sciences	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	096803	Career Development and Entrepreneurship	0.5	None	X	X		
	H8052	Family/Consumer Resource Management	0.5	Required course for Approved program			X	X
	H80541	Child Development, Care & Guidance (Intermediate)	0.5	None		X	X	X
	H80542	Child Development, Care & Guidance (Advanced)	0.5	Child Development, Care & Guidance (Intermediate)		X	X	X
	H8056	Nutrition and Wellness	0.5	None	X	X		
	096829	Foods, General	0.5	Nutrition and Wellness		X	X	X
	096910	International Foods	0.5	Nutrition and Wellness and Food, General		X	X	X
	H8063	Pro Start Year One	1	Foods, General and International Foods		X	X	
	H8064	Pro Start Year Two	1	Nutrition and Wellness, Foods, General and International Foods & Pro Start One Certificate of Achievement			X	X
	H8062	Apparel & Textiles Level 1 (S1)	0.5	None		X	X	X
		Apparel & Textile Level 1 (S2)	0.5	Apparel & Textiles I (S1)		X	X	X
		Apparel & Textile Level 2 (S1)	0.5	Apparel & Textile (S1 & S2)		X	X	X
		Apparel & Textile Level 2 (S2)	0.5	Apparel & Textile Level 1 (S1)		X	X	X
	H8064	Housing, Home Furnishing, & Equipment	0.5	Required course for Approved program		X	X	X

Career Education: Project Lead the Way	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	H8015	Introduction to Engineering Design (IED)	1	Concurrent enrollment in Geometry or teacher recommendation 10-12 at least 2.0 GPA	X	X	X	X
	100408	Civil Engineering and Architecture (CEA)	1	Introduction to Engineering Design and Principles of Engineering, a B in both courses and teacher approval. Concurrent enrollment in college preparatory math			X	X
	H8020	Principles of Engineering Design (POE)	1	Introduction to Engineering with a grade of a B or better or teacher approval		X	X	X
	H8025	Digital Electronics (DE)	1	Concurrent enrollment in college preparatory mathematics, A or B in POE or teacher approval			X	X
	H8030	Computer Integrated Manufacturing (CIM)	1	Introduction to Engineering Design & concurrent enrollment in college preparatory mathematics and science			X	X
	H80352	Engineering Design and Development (EDD) Honors	1	All previous courses and concurrent enrollment in college preparatory mathematics and science				X
	HCEA100	Civil Engineering Architecture	1	Introduction to Engineering Design and Principles of Engineering with a grade of a B or better and teacher approval. All previous courses and concurrent enrollment in college preparatory mathematics.			X	X
	100416	Computer Science Essentials (CSE)	1	"C" or better in Algebra 1	X	X	X	X

## Career and Technical Education Pathways

	<b>Business/ Finance</b>	<b>Information Technology</b>	<b>Marketing</b>	<b>Hospitality/ Tourism</b>	<b>Human Services &amp; Education</b>	<b>Human Services Hospitality &amp; Tourism</b>	<b>Project Lead the Way Pathways</b>
	Computer Business Applications I & II	Computer Business Applications I & II	Computer Business Applications I & II	Computer Business Applications I & II	Computer Business Applications I & II	Computer Business Applications I & II	Computer Science Essentials
	Business Law	Business Technology	Entrepreneurship	Sports and Entertainment Marketing	Nutrition and Wellness	Nutrition and Wellness	Introduction to Engineering Design
	Business Technology	Graphic Arts/Desktop Publishing	Fundamentals of Marketing	Hospitality Management	Career & Family Leadership	ProStart I	Principles of Engineering
	Accounting	Multimedia	Advanced Marketing	Supervised Marketing Employment	Family/Consumer Resource Management	ProStart II	Digital Electronics
	Business Economics/AP Economics	Web Design	College and Career Seminar	Travel and Tourism	Child Development I & II	Supervised COE Employment	Computer Integrated Manufacturing
	Supervised Business Employment	Supervised Business Employment	Supervised Marketing Employment	Supervised COE Employment	Apparel & Textiles Pathway Level 1		AP Engineering Design & Development
	Introduction to Business Communication		Intro to Fashion Merchandising		Housing & Home Furnishings & Equipment		Supervised COE Employment
			Advanced Merchandising		Apparel & Textiles Level 2		
<b>Professional Clubs</b>	TSA and/or FBLA		DECA		FCCLA		TSA
<b>Assessment</b>	Fundamental Business Concepts		Marketing Fundamental & Entrepreneurship/Management by A.S.K		Nutrition & Wellness, Culinary Arts, ProStart; Early Childhood Education, and Fashion, Textiles & Apparel		EOC
<b>Required Score</b>		70%	70%		65% - 70%		Must Earn 4 or higher points per EOC for course

## Index of Courses

	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
<b>Music</b>	H14910	Fundamentals of Musicianship	0.5	Must be in Band/Choir	X	X	X	X
	126920	Music Appreciation*	0.5	Fundamentals of Musicianship (A Semester 2 Course)	X	X	X	X
	H9005	Beginning Band I	1	None	X	X	X	X
	H90050	Beginning Band II	1	Beginning Band I		X	X	X
	H90052	Concert/Marching Band I	1	Instructor Approval	X	X	X	X
	H90053	Concert/Marching Band II	1	Concert/Marching Band I		X	X	X
	H90054	Concert/Marching Band III	1	Concert/Marching Band II			X	X
	H90055	Concert/Marching Band IV	1	Concert/Marching Band III				X
	H9010	Symphonic Wind Ensemble/ Marching Band I	1	Band experience and instructor approval	X	X	X	X
	H90102	Symphonic Wind Ensemble/ Marching Band II	1	SWE I		X	X	X
	H90103	Symphonic Wind Ensemble/ Marching Band III	1	SWE II			X	X
	H90104	Symphonic Wind Ensemble/ Marching Band IV	1	SWE III				X
	H9015	Music Theory	1	Fundamental of Musicianship	X	X	X	X
	H9020	Jazz Band I	1	Current Enrollment Marching Band or SWE Instructor Approval	X	X	X	X
	H90202	Jazz Band II	1	Jazz Band I	X	X	X	X
	H9011	Percussion Techniques I		Beginning Band or Instructor Approval	X	X	X	X
	H90112	Percussion Techniques II		Percussion Techniques I		X	X	X
	H90113	Percussion Techniques III		Percussion Techniques II			X	X
	H90114	Percussion Techniques IV		Percussion Techniques III				X
	H9030	Beginning Choir	1	Beginning Choir	X	X	X	X
	H9035	Concert Choir I	1	Beginning Choir and Instructor Approval		X	X	X
	H90352	Concert Choir II	1	Concert Choir I		X	X	X
	H90353	Concert Choir III	1	Concert Choir II			X	X
	H90354	Concert Choir IV	1	Concert Choir III				X
	H9040	Swing Choir	1	Beginning Choir and Instructor Approval		X	X	X
	126999	Studio Voice	0.5	Fundamentals of Musicianship or Instructor Approval	X	X	X	X
	H9025	Mixed Choir	1	Beginning Choir	X	X	X	X
	H90252	Mixed Choir II	1	Mixed Choir		X	X	X
	H90253	Mixed Choir III	1	Mixed Choir II			X	X
	H90254	Mixed Choir IV	1	Mixed Choir III				X
	125500	Piano	1	None	X	X	X	X
	H90153	AP Music Theory	1	Instructor Approval			X	X

An \* means course may not be offered every semester.

## Index of Courses

Physical Education	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	H5105	Physical Education/Girls	0.5	None	X	X	X	X
	H5100	Physical Education/ Boys	0.5	None	X	X	X	X
	H5110	Health	0.5	None		X	X	X
	H5120	Team Sports/Girls	0.5	P.E.		X	X	X
	H5115	Team Sports/Boys	0.5	P.E.		X	X	X
	H5125	Lifetime Sports	0.5	P.E.		X	X	X
	H5130	Wellness and Fitness	0.5	P.E.		X	X	X
	H5140	Adaptive PE	0.5	None	X	X	X	X
	H5155	Weight Training for Athletes	0.5	PE Teacher Recommendation		X	X	X

NJROTC	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	H201	Naval Science I	1	None	X	X	X	X
	H205	Naval Science II	1	Naval Science I		X	X	X
	H210	Naval Science III	1	Naval Science II			X	X
	H215	Naval Science IV	1	Naval Science III				X

Community Service	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	H301	Library Aide (No community service hours granted for this course)	P/F	Minimum 2.0 GPA, Librarian's approval, and good behavior				X
	H305	Office Aide (No community service hours granted for this course)	P/F	Minimum 2.0 GPA, Assistant Principal's approval, and good behavior				X
	H310	Guidance Aide (No community service hours granted for this course)	P/F	Minimum 2.0 GPA, Guidance chairperson's approval, and good behavior				X
	H315	Student Tutoring and Mentoring Program (S.T.A.M.P.)	.5	Min. 2.5 GPA, B in tutoring area, on target to graduate. 95% Attendance, A+ Coordinator approval			X	X

# Special School District Index of Courses

## Collaborative Classes

Special School District	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	<b>Communication Arts</b>							
	054802	CL English I	1		X			
	054828	CL English II	1			X		
	054821	CL English III	1				X	
	054823	CL English IV	1					X
	<b>Mathematics</b>							
	115810	CL Algebra	1		X			
	1158307	CL Geometry	1			X	X	X
	115810	CL Algebra II	1				X	X
	<b>Social Studies</b>							
	156651	CL American Government	1				X	
	156663	CL World History	1			X		
	156661	CL American History	1		X			

## Parallel Classes

Special School District	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	<b>Communication Arts</b>							
	195620	Par English I	1		X			
	195620	Par English II	1			X		
	195620	Par English III	1				X	
	195620	Par English IV	1					X
	195610	Par English IA with Reading Strategies I	1	Students are identified per the IEP process	X			
	195610	Par English IIA with Reading Strategies II	1	Students are identified per the IEP process		X		
	<b>Mathematics</b>							
	195620	Par Algebra I	1		X	X		
	195620	Par Geometry	1			X	X	X
	195620	Par Algebra II	1			X	X	X
	<b>Science</b>							
	159630	Par Biology	1		X	X	X	X
	159630	Par Chemistry	1		X	X	X	X
	195630	Par Physics	1		X	X	X	X
	<b>Social Studies</b>							
	195640	Par American History	1		X			
	195640	Par World History	1			X		
	195640	Par American Government	1				X	X

# Functional Academic Community Experience

## FACE Classes

Special School District	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	<b>Communication Arts</b>							
	195610	English I	1		X	X	X	X
	195610	English II	1		X	X	X	X
	195610	English III	1		X	X	X	X
	195610	English IV	1		X	X	X	X
	<b>Mathematics</b>							
	195620	Math I	1		X	X	X	X
	195620	Math II	1		X	X	X	X
	195620	Math III	1		X	X	X	X
	<b>Science</b>							
	195630	Science I	1		X	X	X	X
	195630	Science II	1		X	X	X	X
	195630	Science III	1		X	X	X	X
	<b>Social Studies</b>							
	195640	Social Studies I	1		X	X	X	X
	195640	Social Studies II	1		X	X	X	X
	195640	Social Studies III	1		X	X	X	X
	<b>Health/ PE</b>							
	<b>FACE Electives</b>							
	195010	Independent Living	1	Students identified per the IEP process	X	X	X	X
	994020	FACE Transition	1	Students identified per the IEP process	X	X	X	X
	195700	Work Experience	1	Students identified per the IEP process, 16 Years of Age		X	X	X

## SSD Elective Classes

Special School District	Course Code	Course Name	Credit	Prerequisite	Level			
					9	10	11	12
	195010	Teen Connect	.5 Meet Everyday		X	X	X	X
	195010	Executive Functioning	.5	Students identified per the IEP process	X	X		
	198600	Reading Strategies I	1	Based on Assessment Information	X	X		
	198600	Reading Strategies II	1	Based on Assessment Information	X	X		
	996400	PAR Personal Finance	.5	Students identified per the IEP process			X	X
	195800	Work Experience & Transition	2	Students identified per the IEP process, 16 Years of Age			X	X
	195800	Work COOP	1 or 2	Based on Assessment Information			X	X





***2024-2025***

## SECTION VI – Course Descriptions – Core Courses

### English Language Arts SCOPE AND SEQUENCE

9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade
English I		English II		English III		English IV
Honors English I		Honors English II		College Prep English III		College Prep English IV
Pre-AP English I		Pre-AP English II		AP Literature and Composition		AP Language and Composition
Intro to Speech & Debate		Journalism I		Advanced Theatre		Advanced Theatre
Intro to Theater Arts		Intro to Speech & Debate		Journalism I, II		Journalism I, II, III
Creative Writing I		Acting		Intro to Speech & Debate		Intro to Speech & Debate
Film Studies I		Creative Writing II		Intro to Theater Arts		Intro to Theater Arts
Intro to Stagecraft		Competitive Speech & Debate		Creative Writing II		Creative Writing II
		Film Studies I, II		Acting		Acting
		ACT Prep - ELA/Reading		Film Studies I, II		Film Studies I, II
		Intro to Stagecraft		Shakespeare		Shakespeare
				Competitive Speech & Debate		ACT Prep - ELA/Reading
				ACT Prep - ELA/Reading		African American Literature
				African American Literature		Competitive Speech & Debate
				Intro to Stagecraft		Contemporary Literature
						Intro to Stagecraft

Four (4) units of English are required for graduation. Students will fulfill this requirement by taking one unit of a required English class every year. In addition, a student may select other elective English courses if desired.

# English Language Arts

## English I

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The course includes studies of various literary genres: short story, poetry, novel, drama, and non-fiction. The development of critical reading and writing skills is a major emphasis of the course.

## Honors English I

**Prerequisite:** 8th Grade Teacher Recommendation

**Grade Placement:** 9

**Length of Course:** 2 semesters

**Credit:** 1

Honors English I provides a more challenging curriculum for academically advanced students who are self-directed and reflective learners. Students will study literature, informational texts, grammar, vocabulary, and research. Reading and writing units focus on critical thinking and literary analysis in addition to reading comprehension, literary techniques, and literary elements.

## Pre-AP English I

**Prerequisite:** 8<sup>th</sup> Grade Teacher Recommendation

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

This AP-preparatory English course combines the study of various genres including but not limited to: poetry, essays, novels, plays and short stories. These will be read, discussed, and analyzed with a focus on composition skills. Both formal and informal writing assignments are used to help students develop better academic writing skills. A persuasive research paper will be required. Students enrolled in this class will be expected to read two books over the summer before freshman year starts, resulting in a culminating project.

## English II

**Prerequisite:** English I

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This course includes a review of grammar skills, the teaching of intermediate composition skills, and an examination of various literary genres that include the short story, poetry, drama, non-fiction, and the novel. Emphasis in both semesters will be placed on vocabulary development, composition skills, critical reading, and critical writing skills. Students will take the EOC exam.

## Honors English II

**Prerequisite:** B+ English and Teacher Recommendation

**Grade Placement:** 10

**Length of Course:** 2 semesters

**Credit:** 1

This course provides a more challenging curriculum for academically advanced students who are self-directed and reflective learners. Students will study literature, informational texts, vocabulary, composition, grammar, and research. Reading and writing units focus on critical thinking and literary analysis in addition to reading comprehension, literary techniques, and literary elements. Students will improve their composition and research skills with a focus on critical thinking, mechanics and writing style. Students will take the EOC exam.

## **Pre-AP English II**

**Prerequisite:** Teacher Recommendation

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This is an AP-preparatory course that consists of a survey of world literature. Various genres, such as poetry, essays, novels, plays and short stories will be read, discussed, and analyzed. Both formal and informal writing assignments are used to help students develop more academic writing skills as well as helping them broaden their experiences and deepen their understanding of the world in which they live.

## **English III**

**Prerequisite:** English II

**Grade Placement:** 11

**Length of Course:** 2 Semesters

**Credit:** 1

This course is a study of American literature from the Colonial period to the twentieth century. This course will expand and refine writing skills and promote academic creativity through literature based writing as well as writings of personal experience and imagination. Activities include reading short stories, plays, poetry, novels, and essays in addition to peer editing; partner and group critiques; and the study of various methods of effective written communication.

## **Honors English III**

**Prerequisite:** B+ Honors II and Teacher Recommendation

**Grade Placement:** 11

**Length of Course:** 2 Semesters

**Credit:** 1

In this course, students will acquire the language, reading, writing, and speaking/listening skills necessary for success in college, career, and beyond. Students will become critical readers and thinkers as they dive deeply into the texts presented throughout this course.

## **College Prep English III**

**Prerequisite:** B+ Honors II and Teacher Recommendation

**Grade Placement:** 11

**Length of Course:** 2 semesters

**Credit:** 1

This course focuses on the development of writing techniques. Students will develop effective writing styles, writing processes, revision practices, and analytical skills. Students will read a variety of college level materials: essays, long form non-fiction, fiction, and articles.

## **Honors English IV**

**Prerequisite:** B+ Honors III and Teacher Recommendation

**Grade Placement:** 12

**Length of Course:** 2 semesters

**Credit:** 1

Students will study various literary periods with works from four genres of literature—poetry, drama, the short story, and the novel. In this focused course, students will be learning about how to analyze literature and create their own meaning of those pieces on the college level. Students will understand how to look at literature in terms of how the work is affected by the author and by the period in which it was written as well as how it affects them today.

## **AP Literature Composition**

**Prerequisite:** English II

**Grade Placement:** 11

**Length of Course:** 2 Semesters

**Credit:** 1

This college-preparatory course surveys World literature and authors from all time periods. Course content includes reading and responding to selections of prose and poetry, expanding vocabulary, and refining writing skills. Discussions, critical writings, projects and the research paper will be covered.

## English IV

**Prerequisite:** English III

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

This overview of British literature highlights authors and works that have influenced and formed the basis of literature. Activities in this course focus on critical reading and writing. A final research paper of 8 to 10 pages prepares students for college.

## College Prep English IV

**Prerequisite:** B in College Prep English III, 3.0 GPA, and Teacher Recommendation or Instructor Approval

**Grade Placement:** 12

**Length of Course:** 2 semesters

**Credit:** 1

This course builds on knowledge and skills learned in College Prep English III and primarily focuses on argumentative and persuasive writing techniques. Students will develop effective writing processes, writing styles, research abilities, analytical skills, and argumentative tools. Students will focus on research and read a wide variety of college level texts.

## AP Language Composition

**Prerequisite:** Teacher Recommendation

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

This college-level course surveys early non-fiction writing and the skill of the rhetor. Activities include critical reading, analytical writing, group and individual projects, and vocabulary study.

## English Language Arts Electives

**\*NOTE:** The English courses listed in section are elective courses in English. They do NOT fulfill the English requirements for graduation.

## Creative Writing I

**Prerequisite:** Teacher recommendation

**Grade Placement:** 9

**Length of Course:** 1 Semester

**Credit:** 0.5

In this course, students will develop their writing process through four units. In unit one, students will write a personal narrative which they will present to the class in either spoken word or oral narrative. In unit two, students will write a descriptive piece and present the process to the class. In unit three, students will write a persuasive essay. In unit four, students will write a research paper and give a presentation.

## Creative Writing II

**Prerequisite:** Creative Writing I

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Creative writing II is designed to facilitate the student's creative proficiencies and abilities. The course will serve as an introduction to the writing of original poetry and short fiction and drama. Instruction in literary techniques will direct the student's writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to exemplary texts by selected authors. Students will learn to critique their own work and the work of others by participating in writing workshops. Students will be introduced to markets for creative writing and will be encouraged to submit some work for publication.

## Journalism I

**Prerequisite:** English I

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Students will learn how to interview news sources, write a variety of stories in journalistic style, design layouts, and study advertising styles. Completed work will be compiled into a portfolio.

## Journalism II

**Prerequisite:** Journalism I, review of journalism portfolio, and application/interview

**Grade Placement:** 11-12      **Length of Course:** 2 Semesters      **Credit:** 1

With its primary mission to produce the school newspaper, class members will be required to contribute stories to The View Times by gathering news, interviewing, preparing copy, and designing layouts. Editor positions will be assigned to qualified class members. \*\* May be repeated for credit.

## Journalism III

**Prerequisite:** Journalism II, review of journalism portfolio, and application/interview

**Grade Placement:** 12      **Length of Course:** 2 Semesters      **Credit:** 1

With the primary mission to produce the school yearbook, class members will be required to contribute stories, photos, graphic designs, page designs, and ads. They will use skills such as interviewing, feature writing, editing, designing, and business sales. Editor positions may be assigned to qualified class members.

## Intro to Theater Arts

**Prerequisite:** None

**Grade Placement:** 9-12      **Length of Course:** 2 Semesters      **Credit:** 1

This course introduces the beginning actor to their inner resources: theater games, believable action, observation, concentration, sense recall, imagination, emotional response, movement, following stage directions, basic movement, motivation, oral interpretation, characterization, backstage theater, criticism and theater history. Students are recommended to participate in shows and compete in drama related competitions. Students will learn the basics of producing a play from the page to the stage. Students will be allowed to audition for the Acting course at the completion of this course.

## Advanced Theater

**Prerequisite:** Acting (With teacher's approval)

**Grade Placement:** 11-12      **Length of Course:** 2 Semesters      **Credit:** 1

This is an advanced performance course meant to be a capstone for scholars who have pursued theater through all prerequisites. In this course, scholars will be provided with more rigorous and challenging material to prepare them for professional and collegiate theater programs in addition to competitive theater. The goal of this course is to create young theater professionals through exposure to auditioning and advanced theater history.

## Acting

**Prerequisite:** Intro to Theater (formerly Theater Arts)

**Grade Placement:** 10-12      **Length of Course:** 2 Semesters      **Credit:** 1

This course is designed for students wishing to further study methods of acting and theater, beyond those explored in Intro to Theater (formerly Theater Arts). This course will provide students with further exposure to Acting Theories, Playwriting, Puppetry, Long-Form Improvisation, Theater History, etc. The goal of this course is to develop scholars into trained actors and prepare them for the topics covered in Advanced Theater. Students can audition for Advanced Theater after completing this course.

## Intro to Stagecraft

**Prerequisite:** None

**Grade Placement:** 9-12      **Length of Course:** 2 Semesters      **Credit:** 1

This course is designed for students who are new to Technical Theater and those who are interested in studying about the behind the scenes elements of the play production process. In this course, students will be provided with foundational skills and knowledge of production design, theater safety, stage make-up, crew member roles, state construction basis, and more. The goal of this course is to provide an introduction to the world of stagecraft in theatrical arts.

## **Intro to Speech and Debate**

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to teach the basics of oral communication including small group communication, informative speaking, impromptu speaking, and articulation, with a focus on interpersonal communication. In this course, scholars will be introduced to formal styles of argumentation in addition to critical thinking and research analysis. This course is designed to teach students to engage in formal arguments on selected / researched topics, defend ideas, respond to feedback, and follow time restraints. They will practice their presentation skills working as individuals, in pairs and teams. They will learn to address both sides of an argument / issue. Students will leave the course with a greater understanding of more rigorous debate and speech structured formats. Students may qualify for competitive Speech and Debate at the completion of this course and may also become members of the school's speech / drama / debate team, based on grades, teacher recommendation and work ethic.

## **Competitive Speech and Debate**

**Prerequisite:** Speech I

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is for scholars who wish to continue with Speech and Debate on a more rigorous and competitive level after completing the required prerequisites. In this course, scholars will have greater opportunities to engage in critical thinking, problem solving, and teamwork through competition with other high school programs. The goal of this course is for students to become advanced speakers and critical analysts for the global stage.

## **ACT Prep English/Reading**

**Prerequisite:** None

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course will prepare college bound juniors and seniors planning to take the SAT/ACT, as well students preparing for workforce readiness assessments. The course will include essential concepts in reading, writing, grammar, and mechanics. The course is designed to increase reading and writing skills as it relates to ACT.

## **Film Studies I**

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is designed as an introductory level of film appreciation, consisting of: history of film and filmmaking, inventions, genres, film critique and analysis, design, music, current film trends, directors, actors, and public response. Course writings emphasize informative, persuasive and reflective writings. The study and use of beginning film terminology and the writing process are stressed throughout the course.

## **Film Studies II**

**Prerequisite:** Film Studies I

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course introduces the student to filmmaking in general through specific techniques of digital video production from the camera to the computer. They will learn the basic language of cinema through hands-on manipulation of the camera and editing software. Basic aspects of production, including preproduction and postproduction, will be studied.

## **Shakespeare**

**Prerequisite:** English II

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course provides students with the opportunity to study Shakespeare's plays and sonnets. Additionally, the history of theater will be studied and students will be required to perform Shakespearean scenes. There will be an emphasis on close reading, discussion, and universal themes. They will formally and informally present their knowledge and ideas through various writings.

## **African-American Literature**

**Prerequisite:** English II      **Grade Placement:** 11-12      **Length of Course:** 1 Semester      **Credit:** 0.5

Students in this course are introduced to the works of African American individuals from the periods of slavery to the great Harlem Renaissance to the contemporary era. Through close readings of selected literary works, students will enhance and increase their development of literary and analytical skills. Reading selections will include fiction, nonfiction, drama, and poetry. The writing assignments will include the modes of exposition, literary analysis, narration, and description. There will be assignments of a more creative nature as well.

## **Contemporary Literature**

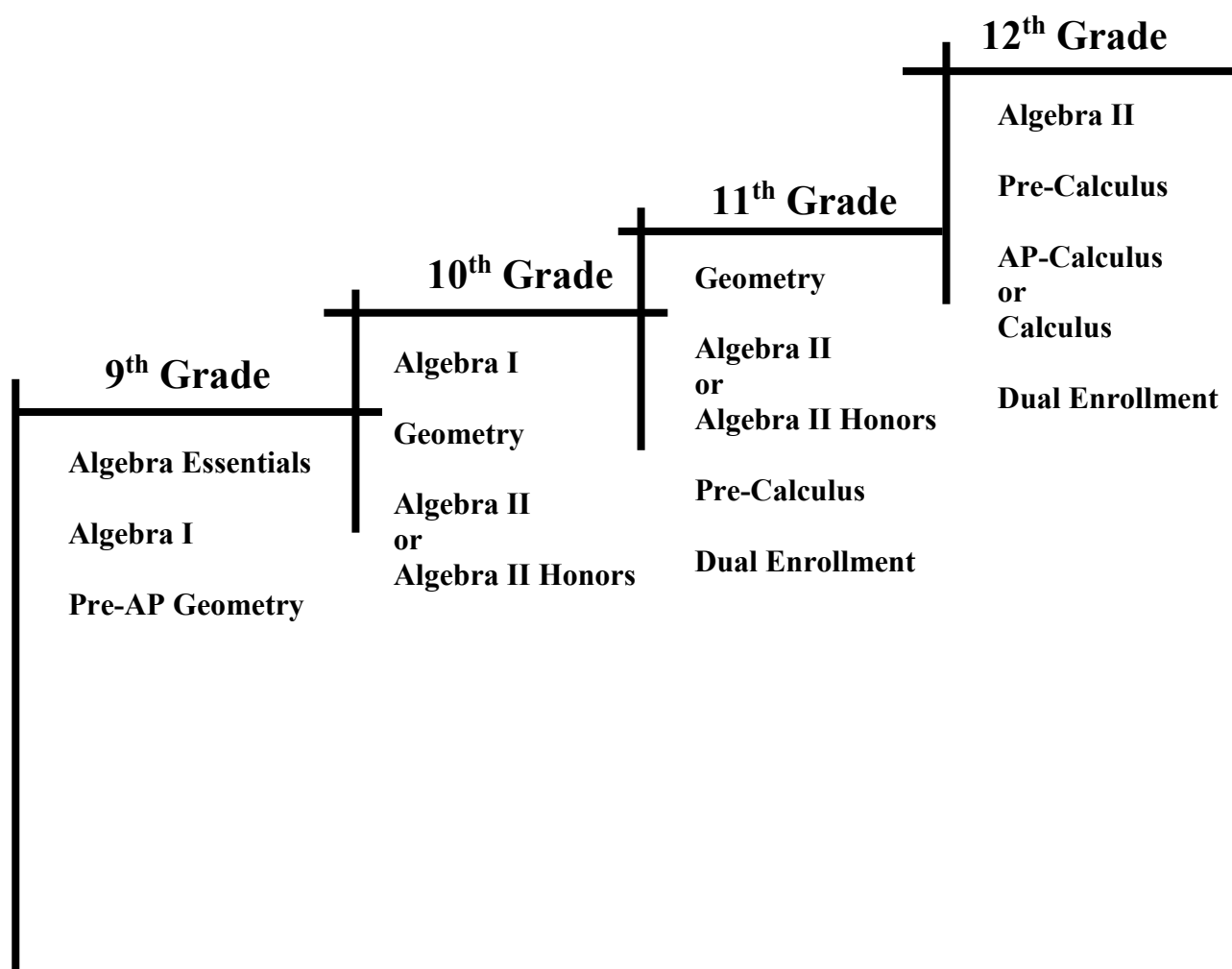
**Prerequisite:** English III      **Grade Placement:** 12      **Length of Course:** 2 Semesters      **Credit:** 1

Contemporary Literature is a year-long course in which you will explore the themes of contemporary novels. The course is designed with various learners' interests, abilities, and goals in mind: there will be choice with regard to the novels you read and the assignments allow you to meet your own, individual challenges. Students will identify and analyze themes in prose and provide evidence from the text to support their understanding.



# Mathematics

## SCOPE AND SEQUENCE



Three (3) units of math are required for graduation. College-bound students should take at least four years of Mathematics.

# Mathematics

Three (3) units of math are required for graduation. College-bound students should take at least four years of Mathematics.

**Note: To be eligible to enroll in Honors courses students must pass the Honors Placement Test in the content area. Students who score within 5 points of the required score may appeal to the Honors Committee for placement into the Honors course.**

## Algebra Essentials (Elective)

**Prerequisite:** Based on Algebra I Placement Test Results

**Grade Placement:** 9

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is designed to increase students' understanding of mathematical and algebraic concepts. The course covers basic mathematical concepts such as operations on integers and statistical measures. The course also covers algebra concepts such as evaluating expressions, graphing linear and nonlinear functions, operations on polynomials, solving and writing equations, rules of exponents, scientific notation; solving equations by graphing, rational expressions, analyzing linear and nonlinear functions. Students will use the graphing calculator to engage in higher order thinking learning activities.

## Algebra I

**Prerequisite:** Based on Algebra I Placement Test Results

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

Algebra I is designed to provide students with a formal development of the algebraic skills and concepts necessary for success in advanced courses. In particular, this course encourages the student to engage in a wide range of problem solving techniques and their applications. Topics include: Relationships between Quantities, Linear Relationships, Exponential and Quadratic Relationships, Advanced Functions and Equations and Data Analysis. Our goal is to encourage students to work at their potential, while developing and increasing the student's critical thinking skills.

## Geometry

**Prerequisite:** Algebra I

**Grade Placement:** 10-11

**Length of Course:** 2 Semesters

**Credit:** 1

Geometry is designed to enable the student to understand the relationships of geometric figures such as points, lines, angles, planes, space and plane/solid figures. The course will help the student understand and use deductive reasoning in writing proofs, solving problems and analyzing and interpreting information. In addition, this course will allow students to apply their algebraic skills in geometrical situations to enhance their understanding of Geometry.

## Pre-AP Geometry

**Prerequisite:** Honors Placement Test

**Grade Placement:** 9-11

**Length of Course:** 2 Semesters

**Credit:** 1

Honors Geometry is an Honors Level college-prep course designed for students with a strong background in math who may pursue a math related course of study in college. This course extends and deepens the topics of the regular Geometry course. Further development of critical thinking skills is stressed.

## Algebra II

**Prerequisite:** Algebra I and Geometry

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to prepare students for College Algebra and Trigonometry after completing Algebra I and Geometry. It provides for the development of the student's ability to solve algebraic equations and inequalities involving 2 or more variables; explore in greater depth the graphing of equations and inequalities in 2 variables; expand knowledge of functions such as logarithmic, exponential, and polynomial functions; introduce complex numbers; explore quadratic equations. Our goal is to develop a strong background in the algebraic concepts needed for higher-level mathematics courses.

## Algebra II Honors

**Prerequisite:** Honors Placement Test

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Honors Algebra II is an Honors Level college-prep course designed for students with a strong background in math who may pursue a math related course of study in college. This course includes an enhancement of Algebra I concepts using a variety of mathematical methods plus other areas of advanced study. Further development of critical thinking skills is stressed. This course prepares the student for College Algebra or Algebra/Trig Honors.

## Pre-Calculus

**Prerequisite:** Algebra II

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to cover topics in Algebra ranging from polynomial, rational, exponential and logarithmic functions to conic sections. Trigonometry concepts such as Laws of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take college algebra or college pre-calculus class.

## Calculus

**Prerequisite:** Pre-Calculus

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

Some of the topics covered include limits, continuity, derivatives, applications of derivatives (related rates, curve-sketching, optimization), integrals, applications of integrals (volumes, accumulation of change, differential equations), and techniques of integration.

## Pre-AP Calculus

**Prerequisite:** Algebra II

**Grade Placement:** 11

**Length of Course:** 2 Semesters

**Credit:** 1

The course will prepare students for the rigor and content of AP –Calculus. This course will to a stronger background in the algebraic concepts needed for higher-level mathematics courses. Pre-AP Calculus will prepare students for the AP Exam. It will also provide the student with the opportunity to identify and use the different trigonometric functions; determine trigonometric function values of special angles; use trigonometric functions to solve parts of a right triangle; determine and apply radian measure; graph trigonometric functions; verify trigonometric identities; solve trigonometric equations; use the laws of sines, cosines and tangents to solve problems involving triangles and vectors; perform operations on complex numbers; convert complex numbers from standard form to trigonometric form and vice versa; determine all possible complex solutions to a given equation; simplify logarithmic expression; and solve exponential and logarithmic equations.

## **AP Calculus**

**Prerequisite:** Pre-AP Calculus

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

Calculus is designed for students with a strong, successful, and rigorous background in mathematics, particularly in Algebra; and who plan to continue their mathematics education beyond high school. The course provides examination and development of the concepts and techniques of differentiation and integration and their applications; these concepts will be explored in a variety of approaches, including but not limited to graphically, numerically, and algebraically; emphasis on the graphic behavior of functions along with extensive use of technology, specifically the graphing calculator. The goal of the course is to foster and advance mathematical thought processes within the student that will help students understand and utilize the foundational principles of Calculus.

## **ACT Prep Math/Science (Elective)**

**Prerequisite:** Algebra I

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course will prepare college bound juniors and senior planning to take the SAT/ACT as well as students preparing for workforce readiness assessments. The course will include essential concepts in pre-algebra, algebra, geometry, statistics/probability and basic trigonometry. The course is designed to increase mathematical and science skills, develop reasoning techniques, apply graphing calculators to solve complex problems and develop test taking strategies. The instructional strategy will focus on problem solving and applying concepts aligned to SAT/ACT and workforce readiness assessments.

## **College Algebra (Dual Enrollment)**

**Prerequisite:** Algebra II \*This class is taken at Florissant Valley Community College\*

**Grade Placement:**

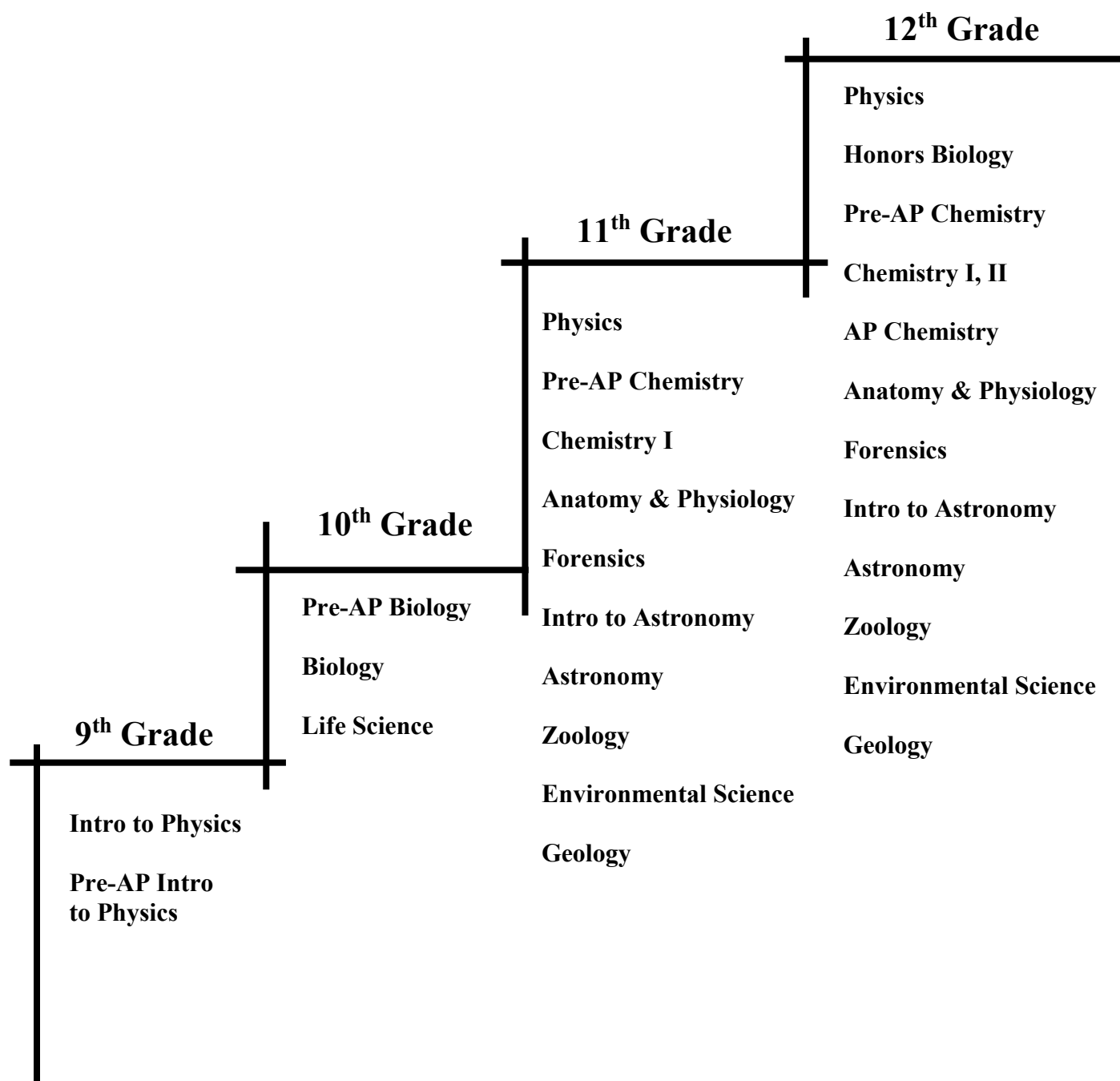
**Length of Course:** 2 Semesters

**Credit:** 1 to 3

The topic includes a quick and intense review of the topics from Algebra, including algebraic expressions, polynomials, equations, problem solving, complex numbers, and graphing. Major topics include functions, exponential and logarithmic functions, matrices, polynomial equations, inequalities, introduction to analytic geometry, conic sections, systems of equations, mathematical induction, and the binomial expansion theorem.

# Science

## SCOPE AND SEQUENCE



Three (3) units of science are required for graduation. College-bound students should take at least four years of Science.

# Science

Three (3) units of science are required for graduation. College-bound students should take at least four years of science.

## Intro to Physics

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

This course provides students with instruction in the nature of science, including scientific processes, the scientific method and scientific inquiry. It covers safety in the lab and the field, principles for conducting experiments and the need for scientific communication. The course then covers the atomic nature of matter, classification for the elements, the periodic table, acids and bases. Next, students are introduced to energy. They learn what energy is and various forms of energy. They explore energy transformations and specifically discuss the production of electricity. The course discusses energy in motion, with emphasis on defining work, power, velocity, acceleration, forces and gravity. Students learn about Newton's laws of motion and simple machines and have the opportunity to design their own machine using the basic principles of physics.

## Life Science

**Prerequisite:** Physical Science (D or F)

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This course will act as a support for students before entering biology. Students will learn about organisms' need for survival while working on basic science skills and developing reading strategies. Students who fail Intro to Physics or receive a D both semesters will take Life Science as a sophomore rather than biology.

## Pre-AP Biology

**Prerequisite:** Intro to Physics (A or B)

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Biology is the study of living things. Students will learn about different levels of organisms—from molecules, to cells to entire ecosystems—and how these operate to maintain life on earth. Students would study the chemistry of living things. Students would also do enrichment activities that extend beyond the biology course. Laboratory work provides hands-on opportunities that reinforce biological concepts with everyday experiences. The course would move at an accelerated rate from biology. The course meets the college entrance requirements for a lab science credit.

## Biology

**Prerequisite:** Intro to Physics (C and D or better)

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Biology is the study of living things. Students study life from the one-celled structure to mammals. Laboratory work provides hands-on opportunities that reinforce biological concepts with everyday experiences. The course meets the college entrance requirements for a lab science credit.

## Honors Biology

**Prerequisite:** Chemistry and Biology (or pre-AP Chemistry and pre-AP biology—A or B)

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This class will cover a year's worth of college-level biology, including topics such as biochemistry, DNA and genetics, ecology, and evolution. Class periods will be structured around students observing and reflecting on a biological phenomenon, and daily application of the material to real-world research, healthcare, etc. will be assessed. Students will be introduced to novel biotechnologies, including gene editing, bacterial culture and antibiotic use, and genetic screening. Students who meet STLCC's requirements can receive a college science credit upon completion.

## Pre-AP Chemistry

**Prerequisite:** Algebra I, Biology (A or B) /Pre-AP Biology

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This is an introductory chemistry course designed to prepare students for AP Chemistry or an introductory college level course. Students will do enrichment activities that extend beyond the chemistry course. Laboratory work will provide hands-on opportunities for students to observe chemical reactions and learn to form their own conclusions. This course will move at an accelerated pace.

## Chemistry

**Prerequisite:** Algebra I, Biology

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Chemistry is an introductory college prep course designed to challenge students as they learn how to explain the world around them in terms of atoms and molecules. A large amount of laboratory experience will be gained as students observe chemical reactions and learn to make their own conclusions. This course will prepare the student for future chemistry courses.

## AP Chemistry

**Prerequisite:** Pre-AP Chemistry (A or B) and concurrent enrollment in Pre-Calculus or Calculus

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

The AP Chemistry course is the requirement of freshmen college chemistry course. After completion, students should be able to enroll in a second year chemistry course or meet the prerequisite chemistry requirement for other areas of study. AP chemistry includes topics covered in regular college chemistry courses. The students will perform laboratory exercises for a minimum of 25% of the course time.

## Physics

**Prerequisite:** Geometry (C or better), Algebra II (C or better or concurrent enrollment)

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed for students with a strong foundation in mathematics and physical sciences. The format will include lecture, discussion problem-solving, and laboratory work. Quantitative skills learned in second-year algebra and chemistry will be employed in the problem-solving concepts covered. General areas of study will include concepts of mechanics, motion, astronomy, heat, light sound, magnetism, and electricity.

## Chemistry II

**Prerequisite:** Chemistry I and Algebra I

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Chemistry II focuses on comprehensive applications introduced in Chemistry I. A large amount of laboratory experience includes topics such as gas laws, molecular structures and interactions, neutralization reactions, and introduction to organic chemistry. Advanced calculations will allow students to learn to make their own conclusions.

## Science Electives

### Zoology

**Prerequisite:** Biology (C or better)

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course focuses on animal biology. It will include a survey of invertebrates and vertebrates as well as animal taxonomy. In this course students will learn about the major divisions of the animal kingdom, along with anatomy and physiology, classifications, and identifications of animals. This course will include dissections of various organisms to gain a better understanding of structures and functions. Zoology is a lab intensive, college preparatory course that will help students develop scientific processing skills. This course is heavy in reading and vocabulary.

## **Forensics**

**Prerequisite:** Biology

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Forensic Science is a one-semester class. This class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies.

## **Anatomy & Physiology**

**Prerequisite:** Biology (C or better)

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is a study of the human body in reference to the different systems: integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, digestive, respiratory, endocrine and reproductive. The study of physiology and anatomy provides answers to questions regarding the functioning of the body in both health and disease. Course work includes: lab work, lecture and evaluation of system malfunctions. This course is heavy in reading and vocabulary.

## **Intro to Astronomy**

**Prerequisite:** Intro to Physics

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Intro to Astronomy is a one semester course that focuses on investigating the world beyond earth. Topics of study will include the sun, moon, stars and constellations, solar system, galaxies, and the universe. Students will also learn about space technology including satellites and telescopes.

## **Astronomy**

**Prerequisite:** Intro to Physics

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Astronomy is a two semester course that focuses on investigating the universe beyond earth. Topics of study will include the sun, moon, stars and constellations, solar system, galaxies, and the universe. Students will also learn about space technology including satellites and telescopes.

## **Environmental Science**

**Prerequisite:** Biology

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course will be a lab-based course which integrates the study of ecology and natural resources. Energy, recycling, pollution, population dynamics and cultural perspectives will be studied. The scientific, economic, and social issues underlying major environmental problems will be presented through guest speakers, readings, and discussions, and hands-on experiments.

## **Geology**

**Prerequisite:** Biology

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

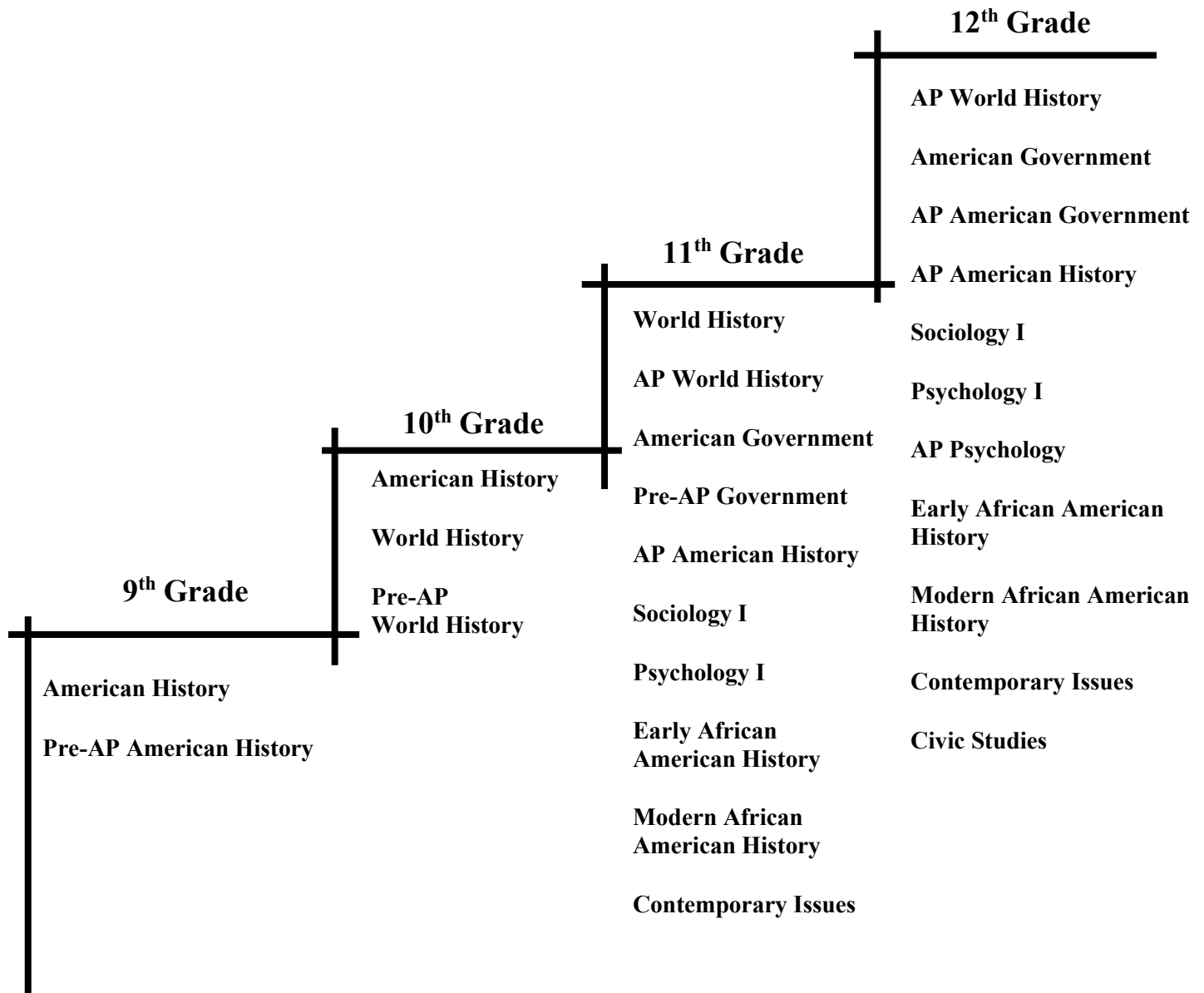
**Credit:** 0.5

Geology involves the study of geologic principles, which act upon the Earth to produce our physical world. Topics to be included are physical geology (rocks and minerals) and historical geology (fossils). Students will discover these topics by engaging in science and engineering practices to promote high-level problem-solving skills. Extensive lab activities will be utilized and students will be expected to collect and analyze data throughout the course.



# Social Studies

## SCOPE AND SEQUENCE



Three units of social studies are required for graduation (American History, World History, and American Government are required. Students must also pass U.S. and Missouri Constitution tests)

## Social Studies

### American History

**Prerequisite:** None

**Grade Placement:** 9-10

**Length of Course:** 2 Semesters

**Credit:** 1

The survey of modern America will begin with Reconstruction, the consolidation of the American West, the development of industry and urbanization, the emergence of a middle class, populism and progressivism, depression, the world wars and America's emergence as a world power, immigration and the struggles of minorities for equal rights, and the continuing quest for an American identity, both at home and abroad.

### Pre-AP American History

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

The course of modern America history will begin with Reconstruction, the consolidation of the American West, the development of industry and urbanization, the emergence of a middle class, populism and progressivism, depression, the world wars and America's emergence as a world power, immigration and the struggles of minorities for equal rights, and the continuing quest for an American identity, both at home and abroad.

### AP American History

**Prerequisite:** Pre-AP course

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course will prepare students for the AP Exam. The course is aligned to the content of a first year college level American History course. This course covers all materials from the pre-Columbian Era to the Contemporary Period.

### World History

**Prerequisite:** American History

**Grade Placement:** 10-11

**Length of Course:** 2 Semesters

**Credit:** 1

This course will include events from Reformation to the present day. The growth of democracies, the progress of industry and technology, the tensions between conflicting ideologies, the problems of developing nations and the struggle for world peace are some of the topics introduced. The beginnings of our own nation and its participation in world affairs are woven into this course.

### Pre-AP World History

**Prerequisite:** American History

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This course will prepare students for AP World History. This course will review skills and themes associated with AP World History.

### AP World History

**Prerequisite:** Pre-AP course

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This rigorous course covers World History from its foundation to the present. The course is primarily concerned with the evolution of global processes and contacts in interactions with different types of human societies. Lecture analysis of primary source documents and discussion will be the standard approach to the course content. Critical thinking and writing skills are emphasized. The student will be expected to do daily reading outside of class. This course will prepare students for the AP Exam. The course is aligned to the content of a first year college level World History course.

## **American Government (EOC)**

**Prerequisite:** American History

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course deals with the rights and responsibilities of citizenship in the United States, focusing on government at the national, state and local levels. Included in this course is the study of the Missouri Constitution and the U.S. Constitution. An economics component will stress the role of the student as a taxpayer, producer and consumer in the free market system of the American economy.

## **AP American Government**

**Prerequisite:** Pre-AP course

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

American Government will cover the same material as the standard American Government course, but will be more rigorous and in-depth than the standard course. The course will include required Document Based Question studies and related essays, Socratic Seminars, and research paper components in each semester.

## **Social Studies Electives**

### **Sociology I**

**Prerequisite:** Must have passed US and World History

**Grade Placement:** 11-12

**Length of Course:** 1 Semester (only Semester 2)

**Credit:** 0.5

Sociology is defined as the study of the behavior of human groups. The course will concentrate upon human needs, communications, social organizations and cultural change. It will further focus on social institutions and social problems. Topics covered will include family, minority groups, culture, poverty and crime. Students will be introduced to careers in sociological-related fields and the methodologies employed by sociologists. Active participation in class discussion is a part of the grade for this course.

### **Psychology I**

**Prerequisite:** Must have passed US and World History

**Grade Placement:** 11-12

**Length of Course:** 1 Semester (only Semester 1)

**Credit:** 0.5

This course is open to all juniors and seniors interested in learning more about themselves and others. The course primarily is based on class discussions, psychological experiments and audiovisual aids. Some of the topics to be covered include misconceptions of psychology, states of consciousness, personality, human relations, mental retardation, mental illness and therapy, and group behavior.

### **AP Psychology (College Credit Option)**

**Prerequisite:** Must have passed US and World History

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

## **Early African American History**

**Prerequisite:** Must have passed US and World History

**Grade Placement:** 11- 12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is a study of black experiences from the West Coast of Africa through the Civil War. Special emphasis will be paid to issues and themes not covered in detail in a regular American history course, such as alternatives to assimilation and the free black experience prior to emancipation.

## **Modern African American History**

**Prerequisite:** Must have passed US and World History

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Modern African American History is the study of black experiences from the Reconstruction and proceeding up to the modern day. Special emphasis will be paid to issues and themes not covered in detail in a regular American history course, such as arguments within the civil right movement, and the battle to define "black" between a rising black middle class and the dominant hip-hop culture of the lower class.

## **Civic Studies**

**Prerequisite:** Must have passed US and World History

**Grade Placement:** 12

**Length of Course:** 1 Semester

**Credit:** 0.5

Crash course study over the basics of US government, economics and civic participation. Should help students (seniors) who have failed one semester of American Government get their credit and prepare for EOC (only offered second semester, compiled of students who failed with below a 50 percent in semester 1)

## **Contemporary Issues**

**Prerequisite:** None

**Grade Placement:** 11-12

**Length of Course:** 1 Semester (only Semester 2)

**Credit:** 0.5

This Social Science course is designed to introduce students to contemporary issues through the perspective of History and Political Science. The course will focus on the general issues and trends facing the modern-day world as they enter the media spotlight on a weekly basis. The purpose of this course is to familiarize students with the major events occurring on the state, national, and international stage. In order to accomplish this task, students will be engaged in and assessed through a variety of activities such as group discussions, oral presentations, debates, news portfolios, and quizzes

# Art

One (1) unit of fine arts is required for graduation (also see Music).

## Art Literacy and Development

**Prerequisite:** None

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is designed for students who have an interest in art, music, and creative writing, and want to further develop their skill and understanding. Students will create their own sketchbooks and utilize them for idea generation, technical skill development, critical analysis, and reflection. This course will provide students with an understanding of the interdisciplinary connections in the arts and access to the opportunity to develop those skills not covered in traditional art classrooms. Topics include: non-traditional approaches to art production such as manga, anime, and the comic book form, creative writing, and the influence of music in contemporary society.

## Fundamentals of Art

**Prerequisite:** None

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

Fundamentals of art, is a one-semester course providing experience in aesthetics and techniques basic to a total art program. The projects are based on the use of elements and principles of art and will be explored through a variety of media. Two and three dimensional projects in drawing, painting, printmaking and design as well as color theory will be offered in this course. Students will also be exposed to art criticism, some art history and recognition of artists' work, classical to contemporary.

## Multi-Cultural Arts & Crafts

**Prerequisite:** Fundamentals of Art

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

Multicultural Arts and Crafts, a one-semester course providing experience in aesthetics and techniques from a variety of cultures around the world examining the diverse historical and social impact on art. The projects are based on the elements and principles of design. Line, shape, color, space and texture will be explored through a variety of media. Two and three dimensional projects will be created. Projects may include fibers, printmaking, painting, drawing and crafts. Students will also note arts and crafts from artists from around the globe.

## Design

**Prerequisite:** Fundamentals of Art and a Grade of at least a C or better

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Design, a level 2, one semester art course is designed to provide students with the design process of creating and expressive use of art elements and principles. Students will explore design from cultures, design from nature, manmade design, functional design from technology and industry, and classical design. Students will examine design based on advanced techniques, ancient classics, designs, and styles. Students will develop a portfolio of work from a variety of media and equipment to broaden their design aesthetics and creation.

## **Ceramics I**

**Prerequisite:** Fundamentals of Art

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This level 2 art course introduces students to methods of hand-building, construction and a variety of glazing techniques. Clay qualities, vocabulary and tools also are emphasized.

## **Ceramics II**

**Prerequisite:** Fundamentals of Art, Ceramics I and Instructor Approval

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This level 2 art course is designed to familiarize students with combinations of hand-construction methods, with emphasis on developing individual styles. Molds, surface textures, kiln operations, clay composition and glazes are explored through creative experimentation.

## **Ceramics-Pottery Wheel**

**Prerequisite:** Fundamentals of Art, Ceramics I, Ceramics II, and Instructor Approval

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Advanced level 3 ceramics course is designed as an advanced ceramic class to familiarize students with combination hand building and potter's wheel methods, with emphasis on developing individual styles. Molds, surface textures, kiln operations, clay composition and glazes are explored through creative experimentation.

## **Drawing and Painting I**

**Prerequisite:** Fundamentals of Art

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

Drawing and Painting I is a one-semester course providing experience in materials and processes basic to the total art program. Students will touch upon illustration, portraiture, contour, rendering, perspective, sculpture, assemblage, collage, abstraction and other art areas. Students will continue their studies of art, artist and culture.

## **Drawing and Painting II**

**Prerequisite:** Fundamentals of Art, Drawing and Painting I, and Instructor Approval

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Drawing and Painting II is the continuation of Drawing and Painting 1 in fine art studios providing extended experiences in more advanced materials and processes to the art program. Students will strengthen technique and style, and expand their portfolio worth artwork. Students will be required to participate in exhibits and be able to discuss their work.

## **Sculpture I**

**Prerequisite:** Fundamentals of Art and a Grade of at least a C or better

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This level 2 sculpture course is designed to provide experiences in working with three-dimensional art forms. Method of modeling, carving, additive, subtractive and constructive techniques of 3-D art is introduced. Various media and materials will be handled. Skills and craftsmanship will be developed and used in three-dimensional design. Projects will range from free form art to everyday useful items.

## **Sculpture II**

**Prerequisite:** Fundamentals of Art, Sculpture I, and Instructor Approval

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

A level 3 sculpture course provides additional in-depth experience in working with three-dimensional forms.

## **Independent Study**

**Prerequisite:** Fundamentals of Art and instructor approval and a Grade of at least a C or better

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is an extension of the 2 and 3 dimensional art courses. The course will focus on advanced work in specific areas of concentration and exploration. A plan of work will be developed with the course instructor to map out goals and assessments for the semester. High expectations, art criticism, self-motivation, development of a personal style and portfolio worthy art will be stressed.

**Independent study may be repeated for credit.**

## **AP Studio Art**

**Prerequisite:** Completion of Fundamentals of Art and a Grade of at least a B or better and/or instructor approval

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is a direct application of student's prior art courses. Finished work, set goals and an elevated bar for standards are the focus. This one-year course can be taken for college credit. A portfolio must be developed and reviewed. This class is tailored to the career and college oriented art student.

# Foreign Language

## French I

**Prerequisite:** Teacher Recommendation

**Grade Placement:** 10-12      **Length of Course:** 2 Semesters      **Credit:** 1

French I is a course with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing.

## French II

**Prerequisite:** French I

**Grade Placement:** 10-12      **Length of Course:** 2 Semesters      **Credit:** 1

French II is designed to strengthen reading, writing, speaking, and listening skills initiated in the French I class.

## French III

**Prerequisite:** French II

**Grade Placement:** 11-12      **Length of Course:** 2 Semesters      **Credit:** 1

French III is designed to reinforce and develop speaking, reading, writing, and listening skills introduced in French I and II. Projects will emphasize writing skills. Students are expected to communicate in French.

## French III [Honors]

**Prerequisite:** Honors Placement Test

**Grade Placement:** 11-12      **Length of Course:** 2 Semesters      **Credit:** 1

French III Honors is designed to reinforce and develop speaking, reading, writing, and listening skills introduced in French I and II. Projects will emphasize writing skills. Students are expected to communicate in French.

## French IV

**Prerequisite:** French III

**Grade Placement:** 12      **Length of Course:** 2 Semesters      **Credit:** 1

French IV is designed to fine-tune speaking, listening, writing and reading skills taught in French I-III. Third and fourth quarter projects will emphasize writing skills. Students are expected to communicate in French.

## French IV [Honors]

**Prerequisite:** Honors Placement Test

**Grade Placement:** 12      **Length of Course:** 2 Semesters      **Credit:** 1

French IV Honors is designed to fine-tune speaking, listening, writing and reading skills taught in French I-III. Third and fourth quarter projects will emphasize writing skills. Students are expected to communicate in French.

## Spanish I

**Prerequisite:** None

**Grade Placement:** 9-12      **Length of Course:** 2 Semesters      **Credit:** 1

Spanish I is designed to initiate and develop basic reading, writing, listening and speaking skills in the Spanish language. It will provide the student with a general introduction to the Spanish language: sound system, pronunciation, cultural information, and basic grammatical structures.

## Spanish II

**Prerequisite:** Spanish I

**Grade Placement:** 10-12      **Length of Course:** 2 Semesters      **Credit:** 1

Spanish II is designed to continue developing skills in the areas of reading, writing, listening and speaking in the Spanish language.



## Spanish III

**Prerequisite:** Spanish II

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Spanish III is designed to further the fundamental skills in language use; to increase and strengthen the listening, comprehension and speaking skills stressed in Spanish I and II; and to strengthen reading comprehension skills.

## Spanish III [Honors]

**Prerequisite:** Honors Placement Test

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Spanish III Honors is designed to further the fundamental skills in language use; to increase and strengthen the listening, comprehension and speaking skills stressed in Spanish I and II; and to strengthen reading comprehension skills.

## Spanish IV

**Prerequisite:** Spanish III with grade of C or better

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

Spanish IV is designed to fine-tune the grammatical concepts taught in Spanish I-III, improve speaking and writing skills, and emphasize reading comprehension

## Spanish IV [Honors]

**Prerequisite:** Spanish III with grade of C or better, Honors Placement Test

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

Spanish IV Honors is designed to fine-tune the grammatical concepts taught in Spanish I-III, improve speaking and writing skills, and emphasize reading comprehension.

**Completing more than two years of a foreign language will help students become more fluent in speaking the language.**

**It is recommended that students complete at least two years of a foreign language.**

# Career and Technical Education

One (1) unit of career and technical education is required (also see Trade and Industrial Technology and Family and Consumer Science).

## BUSINESS EDUCATION

### Computer Business Applications I (1st Semester)

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 1<sup>st</sup> Semester ONLY

**Credit:** 1

This course is designed to help students master beginning and advanced skills in the areas of MS Word Level 1-3, Word: (mail merge, styles and macros, templates, forms), Excel Level 1-3 (spreadsheet applications) and Internet usage. Articulated credit with St. Louis Community College is available with a passing score of 80%.

### Computer Business Applications II (2nd Semester)

**Prerequisite:** Computer Business Applications I: Assessment option is available

**Grade Placement:** 9-12

**Length of Course:** 2<sup>nd</sup> Semester ONLY

**Credit:** 1

This course is designed to help student's master beginning and advanced skills in the areas of Access Level 1-3 (database management) and electronic presentations (PowerPoint). Articulated credit with St. Louis Community College is available with a passing score of 80%.

## **Intro to Business Communication**

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** Semester

**Credit:** 0.5

This course offers students an investigation into the different forms of communication media used in business by a wide variety of professionals. Students will learn, discuss, and apply proper skills/techniques necessary used by successful people in business. Emphasis on planning, organizing, composing and revising business documents and presentations using word processing software for written documents, and presentations graphics software to create and deliver professional oral reports.

## **Graphic Arts/Desktop Publishing (1<sup>st</sup> Semester)**

**Prerequisite:** Computer Business Applications I

**Grade Placement:** 10-12

**Length of Course:** 1 Semester Each

**Credit:** 0.5 each

Students will develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

## **Multimedia (2<sup>nd</sup> Semester)**

**Prerequisite:** Computer Business Applications I

**Grade Placement:** 10-12

**Length of Course:** 1 Semester Each

**Credit:** 0.5 each

Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art, graphics, photography, animation, audio and video for presentations in various media formats.

## **Personal Finance**

**Prerequisite:** Must have at least 12 credits

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve financial success.

## **Accounting**

**Prerequisite:** None

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This one-year course is designed to build a basic understanding of accounting principles, concepts, and procedures. Students will learn to analyze daily accounting transactions for a service business organized as a proprietorship and a merchandise business organized as a corporation. Activities include using the accounting equation, completing the accounting cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements and reports, managing payroll systems, completing banking activities, calculating taxes, and performing other related tasks. Accounting simulations are used to reinforce accounting concepts and skills. Articulated credit with St. Louis Community College is available with a passing score of 80%.

## **Business Technology**

**Prerequisite:** Computer Business Applications

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Students will be provided with an opportunity to develop and apply advanced business skills necessary for employment. They will develop advanced computer skills using Microsoft Office Suite. At completion of course, students will have the opportunity to gain an Industry Recognized Credential.

## **Business and Personal Law**

**Prerequisite:** Students must have a minimum of 12 Credit Hours

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is an introductory course that is designed to emphasize student's understanding of how laws affect them as a minor and as a citizen. Enforcement and origins of law, crimes, torts, and the court system are thoroughly analyzed and discussed. The content includes the basic characteristics of the sources of law, the court system and trial procedures. Other topics include contracts, ethics, consumer protection, ownership and transfer of property, landlord and tenant relationships, employment law and personal credit. Students also are provided with suggestions on how to solve problems relating to common experiences, analyze and judge real world cases, and orally present law related current events.

## **Web Design I (1st Semester)**

**Prerequisite:** None

**Grade Placement:** 10 - 12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is designed to introduce students to the fundamentals of producing web-based products through emerging technologies. The course introduces the basics of creating web pages using Hypertext markup Language (HTML). Students should be familiar with the Windows interface and be able to copy and paste material from one document to another, as well as move, change, re-size, and manage multiple windows. All students will be provided with log in codes and access to online tutorials, and websites. The goals of the course are for the students to gain an in-depth understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining websites. Students will also learn how to incorporate text, still images, multimedia, lines, tables, and frames into their web pages.

## **Web Design II (2nd Semester)**

**Prerequisite:** Web Design I earning a C or better

**Grade Placement:** 10 - 12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course will provide students with additional knowledge in web page construction. Students will incorporate animation in the web page design with use of Adobe Dreamweaver. Web page layout, navigation and interactivity will be supported with a comprehensive presentation utilizing Adobe Dreamweaver. At course completion, students will be administered an Industry Recognized Credential (IRC)/Technical Skill Attainment (TSA).

## **College and Career Seminar**

**Prerequisite:** None

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to help students facilitate a successful transition to college. Students will be introduced to the process and purpose of obtaining a higher education and learn about resources available to assist them with their transition towards a post-secondary education. Students must have a minimum unweighted 2.5 GPA or above to participate in Dual Credit with St. Louis Community College.

## **Supervised Business Employment**

**Prerequisite:** Currently enrolled in Business Technology, Accounting, or Graphic Arts

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** Work- One

(1 credit - 10 hrs./week) or Two (2 credits – 20 hrs./week)

This course is the application of school experiences in a business environment. Students are released from school early for supervised on-the-job training. The student must maintain a job throughout the school year and be able to obtain transportation off campus as well as to and from work. Criteria for work study will be identified through the application process with SBE Coordinator.

## **MARKETING EDUCATION**

### **Entrepreneurship**

**Prerequisite:** May be taken with Supervised Marketing Employment

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Entrepreneurship I--Semester 1: Focus on ownership of a business with an emphasis on competitive events in marketing.

Entrepreneurship II--Semester 2: Focus on management of a business with an emphasis on competitive events in marketing and preparing for the Industry Recognized Credential (IRC) and Technical Skill Attainment (TSA) assessments.

An instructional program that provides a background for the development and operation of a business starting with the role of the entrepreneur in our economy to development of a business plan and the application of specific marketing skills and concepts within the business environment.

### **Hospitality Management**

**Prerequisite:** May be taken with Supervised Marketing Employment

**Grade Placement:** 10-12

**Length of Course:** 1<sup>st</sup> Semester ONLY

**Credit:** 0.5

An instructional program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

### **Travel and Tourism**

**Prerequisite:** May be taken with Supervised Marketing Employment

**Grade Placement:** 10-12

**Length of Course:** 2<sup>nd</sup> Semester ONLY

**Credit:** 0.5

An instructional program that prepares individuals to manage travel related enterprises and related convention and/or tour services includes instruction in travel agency management tour arranging and planning, convention and event planning, travel counseling, travel industry laws, international and domestic operations, and travel and tourism policy.

### **Sports and Entertainment Marketing**

**Prerequisite:** May be taken with Supervised Marketing Employment

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

An instructional program that focuses on marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to

hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. At course completion, students will be administered an Industry Recognized Credential (IRC)/Technical Skill Attainment (TSA).

## **Fundamentals of Marketing (Marketing I) 1st Semester**

**Prerequisite:** May be taken with Supervised Marketing Employment

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

An instructional program for students who are interested in a career in the field of marketing and management. This course includes instructional areas designed to provide an understanding of the fundamental marketing processes and an orientation to the American free enterprise system. The program may utilize the Marketing Education internship to support classroom instruction. At course completion, students will be administered an Industry Recognized Credential (IRC)/Technical Skill Attainment (TSA).

## **Advanced Marketing (Marketing II) 2nd Semester**

**Prerequisite:** May be taken with Supervised Marketing Employment

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

An instructional program that describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making. At course completion, students will be administered an Industry Recognized Credential (IRC)/Technical Skill Attainment (TSA).

## **Introduction to Fashion Merchandising**

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

**Credit:** 1

~~In this course, students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and selling of fashi~~

## **Marketing - Introduction to Fashion Merchandising**

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

**Credit:** 1

**Semester 1 will focus on Trend Research, Design, Buying, Pricing & Markdowns, and Retail Location.**

**Semester 2 will focus on Window Display & Merchandising, Staffing & Selling Strategies, Social Promotion, Fashion Financials, Turnaround, and Capstone Project (Fashion Mogul).**

A program that prepares individuals to promote product lines/brands, and organize promotional campaigns at the wholesale level to attract retailer interest, wholesale purchasing, and supply contracts. This course includes instruction in wholesaling, wholesale advertising, selling, and customer relations.

## **Marketing - Advanced Fashion Merchandising/Retailing**

**Prerequisite:** Fashion Merchandising

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

The course would afford students an opportunity to assume the actual role of coordinator who actually organizes, plans and conducts a real-world-world fashion show. Course can be taken as an Independent Study or a class within a class with permission from the instructor.

## **Supervised Marketing Employment**

**Prerequisite:** Concurrently enrolled in a Marketing Course

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** - One (1 credit - 10 hrs/week)  
or Two (2 credits – 20 hrs/week)

Students are placed in employment that directly contributes to the development of the competencies necessary for successful employment in the field of marketing. Students must be concurrently enrolled in either Marketing Fundamentals and/or Advanced Marketing courses. This is a cooperative vocational education program and must follow guidelines established for these programs.

## **Cooperative Career Education (COE)**

**Prerequisite:** Concurrently enrolled in a Business and/or Marketing Course

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** - One (1 credit - 10 hrs./week)  
or Two (2 credits – 20 hrs./week)

### **Cooperative Career Education 1 (Program Code 0304)**

An instructional program that provides essential skills for career planning and advancement. It helps students develop occupationally specific skills and career development competencies in a cross-section of career areas. An internship component that matches the student career goals is also provided.

### **Cooperative Career Education 2 (Program Code 0304)**

An instructional program offering preparation for employment in a wide range of occupations. Students enrolled in the program will receive classroom training and supervised employment in a variety of occupational areas, including agribusiness, office, marketing, health, and trades. Where enrolment in a particular occupational area is sufficient or where more than a teacher coordinator is employed, instruction should be delivered through occupationally specific programs. CCE programs may operate as either.

- a) Two consecutive years of enrollment, with the junior year for classroom preparation for employment and the senior year for specialized classroom occupational training with supervised employment.
- b) It is recommended that only students with senior standing be placed in supervised employment.
- c) A senior only offering, with or without prerequisites to qualify applicants, that has specialized classroom occupational training with supervised employment.

## **FAMILY & CONSUMER SCIENCES**

### **Career Development and Entrepreneurship**

**Prerequisite:** None

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

Career Development and Entrepreneurship is designed to provide another avenue for Riverview Gardens High School students to acquire career development, preparation, entrepreneurship skills and performance competencies. Goals of this course are to provide students with: 1. Meaningful instruction related to career development/preparation and entrepreneurship 2. Effective, appropriate communication skills for the workplace 3. Problem-solving skills related to the development of entrepreneurship; and 4. Tools to make responsible decisions that impact career development and establishment of entrepreneurship ventures.

### **Family/Consumer Resource Management**

**Prerequisite:** Required course for approved program

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course enables students to construct meaning through interpreting family values, needs, and wants, and make decisions that contribute to economic stability and quality of life for families.

### **Child Development, Care and Guidance (Intermediate – 1st Semester)**

**Prerequisite:** None

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This instructional program studies the intellectual, social, emotional, and biological development of children and the planning and design of related human services. It includes instruction in parent-child relations, parenting practices, special needs of children, parental and environment influences on child development, external support services, and related public policy issues.

### **Child Development, Care and Guidance (Advanced – 2nd Semester)**

**Requisite:** Child Development Semester 1

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

**Course Description:** This instructional program studies the intellectual, social, emotional, and biological development of children and the planning and design of related human services. It includes instruction in parent-child relations, parenting practices, special needs of children, parental and environment influences on child development, external support services, and related public policy issues. At course completion, students will be administered an Industry Recognized Credential (IRC)/Technical Skill Attainment (TSA).

### **Nutrition and Wellness**

**Prerequisite:** None

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

This instructional program prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

### **Foods, General**

**Prerequisite:** Nutrition and Wellness

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is designed to develop skills in planning and preparing meals that are appetizing, attractive, palatable, nutritious, and suited to individual and family needs. The criteria needed for making effective choices in the foods market as a means of contribution to the health and well-being of the family is addressed. Also covered are the various methods of meal service, cultural influences on foods in America, and foods in different parts of the world.

### **International Foods**

**Prerequisite:** Nutrition and Wellness and Food, General

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course will provide students with the knowledge of the customs of various people as well as their foods and methods of serving and eating. The goals of this course: 1. Students will travel around the tables of the world and the regional areas of the United States. 2. Learn customs of the various peoples as well as their foods and methods of serving and eating. 3. Be an informed world traveler and employee of tomorrow's global companies.

### **Apparel, Textiles and Interior Design Pathway, Level 1**

**Prerequisite:** None

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed for the student interested in a career in fashion apparel, textiles or interior design. In this course students will obtain a foundation in the knowledge needed for more advanced studies of fashion apparel, textiles or interior design. Students will cover the basics of the physical, psychological, social and cultural reasons for how we dress and where we live, the elements and principles of design, textiles, fabric construction and selection for apparel and home use, introductory sewing skills that are applied in a variety of samples and apparel or home goods projects. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course where art, communication, mathematics, science and technology are applied.

### **Apparel, Textiles and Interior Design Pathway, Level 2**

**Prerequisite:** Apparel, Textiles, and Interior Design Pathway, Level 1

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course develops a more advanced knowledge and application of sewing skills. It is designed for students interested in a career in fashion apparel, accessory design, costume design, interior design and more. This course utilizes more advanced garment construction techniques, basic patterning and textile knowledge. Successful completion of his class provides students with an understanding of construction and quality. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course in which art, communication, mathematics, science and technology are applied.

## **Housing and Home Furnishings and Equipment**

**Prerequisite:** Required course for approved program

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course describes the design and implementation of policies and processes contributing to successful individual and family resource management. It includes instruction in setting financial goals and strategies; managing household income, assets and debt; preventing and resolving financial difficulties; and using relevant public resources.

## **ProStart I**

**Prerequisite:** Nutrition and Wellness Foods, General, International Foods

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This basic course from the National Restaurant Association introduces students into the world of professional cooking. Basic communication skills, safety and sanitation, food preparation, meal planning, and other topics are taught in this beginning course. FCCLA is an integral part of this course and students must become a member of FCCLA by paying dues or fundraising. Also, students must pass the Level 1 Certificate of Achievement to proceed to Level 2.

## **ProStart II**

**Prerequisite:** Nutrition and Wellness, Foods, General, International Foods and receive Level 1 Certification of Achievement from ProStart I.

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Students will continue to be trained for employment in restaurants. The basic skills taught in ProStart I will be reviewed and additional skills such as customer relations, accounting procedures, and more advanced food preparation skills will be taught. FCCLA is an integral part of this course and students must become a member of FCCLA by paying dues or fundraising.

# **Project Lead the Way**

## **Computer Science Essentials (CSE)**

**Prerequisite:** "C" or better in Algebra I

**Grade Placement:** 9 - 12

**Length of Course:** 2 Semesters

**Credit:** 1

CSE is designed to be the first computer science [coding](#) course for students who have never programmed before. In Computer Science Essentials (CSE) students will learn the basics of computer coding using block coding and text based coding using Python. They will create apps, explore website development, learn how to make computers work together and to put their new knowledge into practice. They will work together as a Scrum team and learn to communicate as computing professionals, to create products that address topics that are important to them. Students taking the PLTW Computer Science course can receive one unit of academic credit towards graduation for mathematics, science, or practical arts.

## **Introduction to Engineering Design (IED)**

**Prerequisite:** Concurrent enrollment in geometry or teacher recommendation 2.0 GPA

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

**Credit:** 1

Introduction to Engineering Design (IED) is a fast-paced advanced course, which develops student problem solving and brief design skills. Students will learn the engineering design process by applying math, science and engineering standards to their own hands-on-projects. They will use sketching, documentation skills and 3-D modeling software



during class. Students will work to develop an engineering mindset to find solutions for real world problems. Various design applications will be explored with discussion of possible career opportunities.

## **Civil Engineering and Architecture (CEA)**

**Prerequisite:** Introduction to Engineering Design and Principles of Engineering with minimum of a B average from both course and approval from the instructor. Concurrent enrollment in college preparatory math.

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Units of study include materials and systems, structural design, cost efficiency analysis, storm water management, site design, utilizes and services, building codes, and architectural styles. RGHS is a PLTW Certified School. Students adequately completing the PLTW course series with 80% and above are eligible for college credit at PLTW participating universities.

## **Principles of Engineering (POE)**

**Prerequisite:** Introduction to Engineering Design with a Grade of at least a B or better or instructor approval

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about and to answer the questions, "Is a career in engineering or engineering technology for me?"

## **Digital Electronics (DE)**

**Prerequisite:** A or B in POE or teacher approval and passing grade in college preparatory math

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

Digital Electronics is a course of study in applied digital logic. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Students will design circuits using Circuit Maker, export their designs to a printed circuit auto routing program that generates printed circuit boards, and construct the design using chips and other components.

## **Computer Integrated Manufacturing**

**Taught at St. Louis Community College, Florissant Valley**

**(Transportation provided-bus leaves promptly at 7:15am)**

**Prerequisite:** Introduction to Engineering Design and concurrent enrollment in college preparatory mathematics and science

**Grade Placement:** 11-12

**Length of Course:** 1 Semesters- Meets every day from 7:30- 9:00

**Credit:** 1

This course builds upon the computer solid modeling design skills developed in Introduction to Engineering Design. Students will be presented with design problems that require the use of Inventory to develop solutions to the problems. Students will be expected to communicate the process and results of their work through oral and written reports.

## **Civil Engineering Architecture**

**Prerequisite:** Introduction to Engineering Design and Principles of Engineering with a Grade of at least a B or better or instructor approval. Concurrent enrollment in college preparatory mathematics.

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 1

Units of study include materials and systems, structural design, cost efficiency analysis, storm water management, site design, utilities and services, building codes, and architectural styles.

**RGHS is a PLTW Certified school.** Students adequately completing the PLTW courses series with 80% and above are eligible for college credit at PLTW participating universities.

## **AP Engineering Design and Development –EDD [Honors Cr.]**

**Taught at St. Louis Community College, Florissant Valley**

**(Transportation provided-bus leaves promptly at 7:15am)**

**Prerequisite:** All previous PLTW courses and passing grade in college preparatory mathematics and science

**Grade Placement:** 12

**Length of Course:** 1 Semester –

**Credit:** 1

Meets every day from 7:30- 9:00

In this course, students will work in teams of two to four to design and construct the solution to an engineering problem, applying the principles developed in the preceding four courses. Each team will be responsible for delivering progress reports and making final presentations of their project for an outside review panel. The completed portfolios will be invaluable as students apply to college.

## **J.A.G. (Jobs for America's Graduates) - On Campus**

**Prerequisite:** Selected by a School Advisory Committee

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

JAG is designed to equip students with 37 to 84 competencies that will prepare them to secure a quality job and/or pursue a post-secondary education beyond high school graduation. Students are also involved in a co-curricular club National Career Association in which many of the competencies are taught. The students are selected by a school advisory committee and must agree to participate in the program

## **AVID (Advancement Via Individual Determination)**

**Prerequisite:** none for incoming freshman, sophomores, juniors and seniors must maintain a GPA of at least a 2.5

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

The AVID elective course is designed to give students the skills and knowledge to prepare them for the rigor of college and university work. This course offers a challenging curriculum that exposes students to college level reading and writing in an attempt to develop student's academic skills. Student's learn organizational study skills, and critical thinking strategies. The AVID curriculum enables students to use learned strategies to improve their success in all their other classes. It is the expectation that students will participate in the AVID program for all 4 years of high school.

# Music

## Fundamentals of Musicianship

**Prerequisite:** Must be in Band or Choir

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 0.5

The general music course offers students the opportunity to develop melodic and rhythmic competence, gain an understanding of the structure of music and develop an awareness of how music creates the emotional responses that are felt by its listeners. Students will also learn to read music, improve listening skills, and compose music. Music terminology and their application in music will also be developed.

## Music Appreciation

**Prerequisite:** Fundamentals of Musicianship

**Grade Placement:** 9-12

**Length of Course:** 1 Semester (A second semester course) **Credit:** 0.5

The general music course offers students the opportunity to study the fundamentals of music. The course is designed for both the performer and non-performer. Students enrolling need no previous instruction in music. Emphasis in the course will be on learning music notation and terms, different forms of music, major periods of music history, major composers, and the four different families of instruments. This course will cover basic music theory as applied to composition, including rhythm, harmony, musical forms, and analysis. Students will explore the world of music technology from its origins in history to today's state of the art software and computer applications. Students will learn about the physics of sound, sequencing, synthesizers, recording techniques and equipment, sound mixing, and music writing software. Projects throughout the semester will demonstrate their knowledge of all these different aspects of composition and technology. This course is not for students enrolled in performing music classes.

## Beginning Choir

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 2 Consecutive Semesters

**Credit:** 1

This course is designed as a **performance class** for students with little or no formal training in singing. It provides an introductory practice of basic vocal techniques, music notation, ear training, sight singing, and artistic interpretation. Quarterly performances are mandatory. Our goal is to build a solid foundation of fundamental skills and knowledge that will prepare students to perform and understand music in a variety of genres and styles.

## Concert Choir I, II, III, IV

**Prerequisite:** Beginning Choir and instructor's approval

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 1

This course is designed as an advanced **performance class** for students who are dedicated to singing. Enrollment is contingent upon **teacher approval** following auditions. It provides in depth practice of advanced vocal techniques, music notation, ear training, sight singing, and artistic interpretation. Quarterly performances are mandatory. Our goal is to apply fundamental skills and knowledge to the performance of challenging music in a variety of genres and styles.

## Swing Choir

**Prerequisite:** Beginning Choir and instructor's approval

**Grade Placement:** 10-12

**Length of Course:** 2 Consecutive Semesters

**Credit:** 1

This course is designed as an advanced **performance class** for students who enjoy singing and dancing. Enrollment is contingent upon **teacher approval** following auditions. It provides in depth practice of advanced vocal techniques,

music notation, ear training, sight singing, and artistic interpretation. Quarterly performances are mandatory. Our goal is to apply fundamental skills and knowledge to the performance of challenging music and choreography in a variety of genres and styles.

### **Mixed Choir I, II, III, IV**

**Prerequisite:** Beginning Choir

**Grade Placement:** 10-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

This course is designed as a performance class for students who enjoy singing. It provides continued practice of intermediate vocal techniques, music notation, ear training, sight singing, and artistic interpretation. Quarterly performances are mandatory. Our goal is to apply fundamental skills and knowledge to the performance of music in a variety of genres and styles.

### **Beginning Band**

**Prerequisite:** None

**Grade Placement:** 9-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

Throughout this course, students will be introduced to the basic fundamentals of music as they relate to specific instruments. Students will also be required to participate and perform with the Marching Band and Pep Band, as well as perform advanced concert Literature.

### **Music Theory**

**Requirement:** Fundamentals of Musicianship

**Grade Placement:** 9-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

The course focuses on harmony, keyboard, dictation, analysis, ear training, vocal activity and the study of formal design and methods of structural treatment in monophonic, homophonic and polyphonic compositions will be included.

### **Concert Band/Marching Band I, II, III, IV**

**Prerequisite:** Beginning Choir and instructor's approval

**Grade Placement:** 9-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

This course is a performance group for the **intermediate** student. Throughout this course student will be required to participate and perform with the Marching Band and Pep Band, and perform concert literature. (Marching band is during the Fall Semester, Symphonic and Pep Bands are during the Spring Semester.)

### **Symphonic Wind Ensemble (SWE)/Marching I, II, III, IV**

**Prerequisite:** Band experience and instructor's approval

**Grade Placement:** 9-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

This course is an **audition-only** performance group for **advanced** students. Throughout this course student will be required to participate and perform with the Marching Band and Pep Band, and perform advanced concert literature. (Marching band is during the Fall Semester, Symphonic and Pep Bands are during the Spring Semester.) Participation in all activities is required.

### **Percussion Techniques I, II, III, IV**

**Prerequisite:** Beginning Band and instructor's approval

**Grade Placement:** 9-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

This course is a performance group for the **intermediate and advanced** percussionists. Throughout this course student will be required to participate and perform with the Marching Band and Pep Band, and perform concert literature. (Marching band is during the Fall Semester, Symphonic and Pep Bands are during the Spring Semester.) Participation in all activities is required.

### **Jazz Band I, II**

**Prerequisite:** Enrollment in Concert/SWE/ Marching Band and instructor's approval

**Grade Placement:** 9-12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

This course is designed for the more advanced jazz performer. The band will rehearse and perform big band and combo charts at various functions both at school and outside of school. Participation in all activities is required.

## **AP - Music Theory**

**Prerequisite:** Instructor's approval

**Grade Placement:** 11 -12      **Length of Course:** 2 Consecutive Semesters      **Credit:** 1

This course focuses on advanced harmony, keyboard, dictation, analysis, ear training, vocal activity and the study of formal design and methods of structural treatment in monophonic, homophonic and polyphonic compositions on the collegiate level.

## **Studio Voice**

**Prerequisite:** Fundamentals of Musicianship or Instructor Approval

**Grade Placement:** 9-12      **Length of Course:** 1 Semester      **Credit:** 0.5

Students will study the anatomy of the voice as well as the science of sound production. Through a variety of physical and vocal exercises, students will unlock the potential of their solo voices. Literature will be varied including everything from today's popular songs to American standards, musical theater, classical art songs, and arias. Students will regularly perform for one another and become skilled in giving and receiving constructive feedback. Through this process they will develop a critical ear. Students will perform a formal recital at the end of the semester to showcase what they have learned.

# Physical Education

One-half unit of health is required for graduation. One unit of physical education also is required for graduation. One-half unit is required in grade 9 and one-half unit in grade 10-12. A maximum of one-half unit may be taken per year except for makeup classes. Students may take an elective physical education class during their junior and senior year if requirements have been fulfilled. **A physical education class may not be repeated once a passing grade is achieved.**

## Physical Education Girls

## Physical Education Boys

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course will cover a wide variety of fitness concepts centered around the five health related areas of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Course activities will include circuit training, fitness walking, interval training, resistance training and weight training. This course is required for graduation.

## Health

**Prerequisite:** None

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is required for graduation. The course focuses on the physical, mental and social areas of health as it covers the various body systems. Cardiopulmonary Resuscitation (CPR) and the Heimlich Maneuver will be presented in this course.

## Team Sports Girls - Team Sports Boys

**Prerequisite:** Physical Education

**Grade Placement:** 10 -12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course offers a variety of team-oriented activities. The course activities focus on skill, strategy, and teamwork.

## Lifetime Sports

**Prerequisite:** Physical Education

**Grade Placement:** 10 -12 (Co-ed class)

**Length of Course:** 1 Semester

**Credit:** 0.5

This course offers a variety of individual and lifetime sports. The course activities focus on skill and strategy. The following activities will be covered: archery, badminton, golf, pickle ball, tennis, and track.

## Wellness and Fitness

**Prerequisite:** Physical Education

**Grade Placement:** 10-12 (Co-ed class)

**Length of Course:** 1 Semester

**Credit:** 0.5

This course will cover a wide variety of fitness activities. The student will learn how to create and implement an individualized fitness program. Course activities will include, but not limited to, fitness walking, circuit training, weight lifting, and resistance training.

## **Adaptive PE**

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 1 Semester

**Credit:** 0.5

Course can fulfill PE requirements and may be repeated.

This class is designed for students who need accommodations for Physical Education. The course activities are designed to meet the needs of the students and may change each semester based on need.

## **Weight Training for Athletes**

**Prerequisite:** Completion of Boys/Girls PE – teacher recommendation required for PE department

**Grade Placement:** 10-12

**Length of Course:** 1 Semester

**Credit:** 0.5

**Elective only: This course will not satisfy the PE requirement – Course may be repeated.**

This course offers students opportunities to learn and use different fitness techniques that will assist students in obtaining optimal physical fitness and improving athletic performance. Course activities will include strength, agility, plyometric, speed, and endurance training.

<div><h1 style="text-align: center;">NJROTC</h1><h2 style="text-align: center;">Naval Junior Reserve Officers Training Corps</h2></div>
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### Naval Science I

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

**Credit:** 1

This is the first year of a four-year NJROTC curriculum. Topics include: proper wear of the uniform, military drill, physical fitness, military custom and courtesies, leadership, citizenship, foundations of our government, Navy ships, and naval aviation.

### Naval Science II

**Prerequisite:** Naval Science I

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

This is the second year of a four-year NJROTC curriculum. Topics covered include: proper wear of the uniform, military drill and physical fitness, leadership, citizenship, foundations of our government, Navy ships, naval aviation, maritime history and nautical sciences including maritime geography, oceanography, meteorology, astronomy, and physical science.

### Naval Science III

**Prerequisite:** Naval Science II

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This is the third year of a four-year NJROTC curriculum. Cadets will continue training from concepts based on the Naval Science II course and build on basic military customs, courtesies, physical fitness, ASVAB, and SAT/ACT prep online test paid by NJROTC Curriculum Program.

### Naval Science IV

**Prerequisite:** Naval Science III

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

This is the fourth year of a four-year NJROTC curriculum. Cadets will continue the course teachings from Naval Science I, II, and III including ASVAB and SAT/ACT prep online test, paid for by the NJROTC Curriculum Program.



## Student School Support Services

### Library Aide

### Office Aide

### Guidance Aide

**Prerequisite:** Minimum 2.0 GPA and librarian's, assistant principal's or guidance chairperson's approval, and good behavior.

**Grade Placement:** 12

**Length of Course:** 2 Semesters

**Credit:** 1

Duties will include running passes, operating office machines, and performing general office procedures as assigned by the supervisor. Pass/fail grade will be issued based on performance and attendance. Students can only earn one credit as an aide.

### Restorative Justice

**Prerequisite:** Selected by a School Advisory Committee

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

The class teaches students the social science behind restorative practices and techniques to not only improve their lives but also build strong, positive relationships within the school culture.

### Seminar Studies

**Prerequisite:** Selected by a School Advisory Committee

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This is a multifaceted program designed to provide students with advocacy, study help, and skill development. Seminar Studies is designed to help students become more creative and self-directed in their learning and to give them more opportunities to become more effective in the realms of citizenship, interpersonal relationships, and personal development.

## S.T.A.M.P. (Student Tutoring and Mentoring Program)

### S.T.A.M.P.

**Prerequisite:** Students must have an approved A+ Student Agreement Form on file and satisfy all A+ eligibility requirements prior to enrollment in this course- 2.5 cumulative grade point average and a 95% attendance rate- Signature of the A+ Coordinator is required. Once a student is placed -- drops will NOT be permitted!

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

S.T.A.M.P. is a service-learning course designed to assist elementary students. The emphasis is placed on high school students tutoring and mentoring younger students in the elementary schools. This course is open to junior and senior students participating in the A+ Schools Program. Students enrolling in the course will be provided with classroom training in providing cross-age tutoring and mentoring prior to placement in positions in elementary schools. Students will provide their own transportation, maintain service logs and other requirements. This course fulfills the tutoring/mentoring requirement for the A+ Student Financial Incentive Program. Letter grades will be issued based on performance and attendance.

\*This course may be repeated for credit.

## SECTION VII – Course Descriptions – Special School District (SSD)

### Support Services Courses

**The following Support Services are determined by the Individual Education Plan (IEP) process.**

The Individuals with Disabilities Act (IDEA) reauthorized by Congress in 1997, requires that special education supports and services be provided for students with disabilities for participation and progress in the general education curriculum. To meet Missouri School Improvement Program standards, Riverview Gardens School District's curriculum must be aligned with the Missouri Show-Me Standards and the Missouri Frameworks. When appropriate, a functional skills curriculum may be utilized for students with disabilities based on the Missouri Alternate Framework for Curricula Development. Students with disabilities, in the Riverview Gardens School District, are taught using the district's curriculum guides as the foundation instructional planning tool in all special education parallel courses. Students with an educational disability and a current Individual Education Plan (IEP) are eligible for services from the Special School District of St. Louis County. Course recommendations are discussed at the IEP.

#### SSD English Language Arts

**CL= Collaborative Learning:** Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services.

**PAR=Parallel Courses:** This course is taught by a special education teacher. The content of this course is a combination of I.E.P. goals/objectives and the general education curriculum.

**FACE ENGLISH:** In the area of English Language Arts, the standards are aligned in the following areas: Reading Standards for Informational Texts, Standards for Writing, Standards for Speaking and Listening, and Standards for Language.

#### CL-English I

#### PAR-English I

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

This introductory English course combines the study of literary genre with a focus on composition skills. Students will learn effective communication skills by focusing on writing developed using the Gateway Writing Project. Oral communication and research skills are included.

#### CL-English II

#### PAR-English II

**Prerequisite:** None

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This intermediate English course combines the study of world literature along with a continued focus on composition skills. Students will read, reflect, synthesize and respond to several different types of world literature. A research paper is a requirement.

### **CL-English III**

### **PAR-English III**

**Prerequisite:** None

**Grade Placement:** 11

**Length of Course:** 2 Semesters

**Credit:** 1

This course is a study of American literature from the Colonial period to the twentieth century. This course will expand and refine writing skills and promote academic creativity through literature based writing as well as writings of personal experience and imagination. Activities include reading short stories, plays, poetry, novels, and essays in addition to peer editing; partner and group critiques; and the study of various methods of effective written communication.

### **CL-English IV**

### **PAR-English IV**

**Prerequisite:** None

**Grade Placement:** 11

**Length of Course:** 2 Semesters

**Credit:** 1

This overview of British literature highlights authors and works that have influenced and formed the basis of literature. Activities in this course focus on critical reading and writing.

### **PAR-English IA with Reading Strategies I**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

This introductory English course combines the study of literary genre with a focus on composition skills and reading skills. Students will learn effective communication skills by focusing on writing developed using the Gateway Writing Project. Oral communication and research skills are included.

### **PAR-English IIA with Reading Strategies II**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This intermediate English course combines the study of world literature along with a continued focus on composition skills and reading skills. Students will read, reflect, synthesize and respond to several different types of world literature. A research paper is a requirement.

# SSD Mathematics

**CL= Collaborative Learning:** Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services.

**PAR=Parallel Courses:** This course is taught by a special education teacher. The content of this course is a combination of I.E.P. goals/objectives and the general education curriculum.

## CL-Algebra 1

## PAR-Algebra 1

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

Algebra I is designed to provide students with a formal development of the algebraic skills and concepts necessary for success in advanced courses. In particular, this course encourages the student to engage in a wide range of problem solving techniques and their applications. Topics include: Relationships between Quantities, Linear Relationships, Exponential and Quadratic Relationships, Advanced Functions and Equations and Data Analysis. Our goal is to encourage students to work at their potential, while developing and increasing the student's critical thinking skills.

## CL-Geometry

## PAR-Geometry

**Prerequisite:** Algebra 1

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Geometry is designed to enable the student to understand the relationships of geometric figures such as points, lines, angles, planes, space and plane/solid figures. The course will help the student understand and use deductive reasoning in writing proofs, solving problems and analyzing and interpreting information. In addition, this course will allow students to apply their algebraic skills in geometrical situations to enhance their understanding of Geometry.

## CL-Algebra II

## PAR-Algebra II

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to prepare students for College Algebra and Trigonometry after completing Algebra 1 and Geometry. It provides for the development of the student's ability to solve algebraic equations and inequalities involving 2 or more variables; explore in greater depth the graphing of equations and inequalities in 2 variables; expand knowledge of functions such as logarithmic, exponential, and polynomial functions; introduce complex numbers; explore quadratic equations. Our goal is to develop a strong background in the algebraic concepts needed for higher-level mathematics courses.

## SSD Science

**CL= Collaborative Learning:** Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services.

**PAR=Parallel Courses:** This course is taught by a special education teacher. The content of this course is a combination of I.E.P. goals/objectives and the general education curriculum.

**FACE ENGLISH:** In the area of English Language Arts, the standards are aligned in the following areas: Reading Standards for Informational Texts, Standards for Writing, Standards for Speaking and Listening, and Standards for Language.

### PAR-Biology

**Prerequisite:** None

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Biology is the study of living things. Students study life from the one-celled structure to mammals. Laboratory work provides hands-on opportunities that reinforce biological concepts with everyday experiences. The course meets the college entrance requirements for a lab science credit.

### PAR-Chemistry

**Prerequisite:** None

**Grade Placement:** 10-12

**Length of Course:** 2 Semesters

**Credit:** 1

Chemistry is an introductory college prep course designed to challenge students as they learn how to explain the world around them in terms of atoms and molecules. A large amount of laboratory experience will be gained as students observe chemical reactions and learn to make their own conclusions. This course will prepare the student for future chemistry courses.

### PAR-Physics

**Prerequisite:** None

**Grade Placement:** 9-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course will serve as an introduction to the field of physics and the wide variety of topics within physics. The course will focus on the concepts of physics with basic mathematical skills.

## SSD Social Studies

**CL= Collaborative Learning:** Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services.

**PAR=Parallel Courses:** This course is taught by a special education teacher. The content of this course is a combination of I.E.P. goals/objectives and the general education curriculum.

### CL-American History

### PAR-American History

**Prerequisite:** None

**Grade Placement:** 9

**Length of Course:** 2 Semesters

**Credit:** 1

The survey of modern America will begin with the Civil War and Reconstruction, the consolidation of the American West, the development of industry and urbanization, the emergence of a middle class, populism and progressivism, depression, the world wars and America's emergence as a world power, immigration and the struggles of minorities for equal rights, and the continuing quest for an American identity, both at home and abroad.

### CL-World History

### PAR-World History

**Prerequisite:** None

**Grade Placement:** 10

**Length of Course:** 2 Semesters

**Credit:** 1

This course will include events from Reformation to the present day. The growth of democracies, the progress of industry and technology, the tensions between conflicting ideologies, the problems of developing nations and the struggle for world peace are some of the topics introduced. The beginnings of our own nation and its participation in world affairs are woven into this course.

### CL-American Government

### PAR-American Government

**Prerequisite:** None

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course deals with the rights and responsibilities of citizenship in the United States, focusing on government at the national, state and local levels. Included in this course is the study of the Missouri Constitution and the U.S. Constitution. An economics component will stress the role of the student as a taxpayer, producer and consumer in the free market system of the American economy.

## SSD Electives

**CL= Collaborative Learning:** Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services.

**PAR=Parallel Courses:** This course is taught by a special education teacher. The content of this course is a combination of I.E.P. goals/objectives and the general education curriculum.

### Teen Connect

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 1 Semester; Meet Every day

**Credit:** 0.5

Teen Connect is an educational program that addresses each student's emotional, behavioral, and/or mental health concerns. The goal of the program is to address the student's emotional concerns in grades 9-12 by strengthening the school's capacity to serve them while working to increase the student's ability to handle challenging issues. The Teen Connect staff provides students with knowledge, skills, and support to increase each student's understanding of their unique emotional, behavioral, or mental health concerns. Students will need to meet behavioral criteria before entering the program.

### Executive Functioning

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-10

**Length of Course:** 1 Semester

**Credit:** 0.5

Methods are explored with students to understand potential deficits with regard to executive functioning and how this impacts overall learning, grades and behavior. Through the incorporation of instructional strategies and environmental supports, participants will directly apply several strategies taught within the classroom each week. Students will be given the opportunity to demonstrate an ability to generalize skills (organization, task completion, note taking, etc.) within the special and general education environments. The instructional focus will be in the following areas: Behavioral/Emotional Regulation, Attention and Working Memory, and Planning and Organization. Instructors will collaborate with general education teachers to share best practices, strategies, and tools to assist with student generalization of skills.

### Reading Strategies I, II

**Prerequisite:** Based on Assessment Information

**Grade Placement:** 9-10

**Length of Course:** 2 Semesters

**Credit:** 1

This course is paired with English IA or English IIA. This course is part small group instruction and part online programming focusing on solidifying literacy skills and reading strategies. Explicit instruction includes: Word Training: Consonants and Vowels, Fluency, Morphology, Greek and Latin Roots, and Encoding and Decoding & Text Training: Vocabulary/Morphology, Grammar, Syntax, and Usage, Reading Comprehension and Building Content Knowledge, and Speaking and Writing for Effective Expression. This course is based on reading placement scores from assessments.

## **Par-Personal Finance**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 11-12

**Length of Course:** 1 Semester

**Credit:** 0.5

This course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve financial success. The student must have an IEP math goal to take this course.

## **Work Experience and Transition Skills**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to prepare students for the world of work through voluntary work experience on campus. Students will explore career areas as they build the workplace skills needed for a successful transition to the world of work. Students will gain actual work experience in the community. Additionally, this course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school into the competitive workforce--Two periods per day.

## **Work COOP**

**Prerequisite:** Based on Assessment Information

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

(1 credit -10hrs/week) or (2 credits-20hrs/week)

COOP is a program for students with disabilities, age 16 and older who's IEP (Individual Education Plan) reflects a need for work experience in a competitive setting and who are eligible as clients Vocational Rehabilitation. This program provides an opportunity for students to gain work experience and obtain elective high school credit. Students should be currently employed and like to receive credit. Students will need a WEC signature for course approval.

# **FACE Functional Program**

## **Functional Academic Community Experience**

### **FACE-English**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 2 semesters

**Credit:** 1

Course Description: This course is taught by Special Education teachers which provide students with special needs and more significant cognitive delays, with differentiated material in English Language Arts. Unique Learning Systems has been aligned to the English Language Arts Content Standards. The lessons provided are also aligned to the Dynamic Learning Maps Essential Elements. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible.

In the area of English Language Arts, the standards are aligned in the following areas: Reading Standards for Literature, Reading Standards for Informational Texts, Standards for Writing, Standards for Speaking and Listening, and Standards for Language.



## **FACE – Mathematics**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 2 semesters

**Credit:** 1

Course Description: This course is taught by Special Education teachers which provide students with special needs and more significant cognitive delays, with differentiated material Mathematics. Unique Learning Systems has been aligned to the Math Content Standards. The lessons provided are also aligned to the Dynamic Learning Maps Essential Elements. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible. In the area of Mathematics, the standards are aligned in the following areas: Math Standards in Algebra-Seeing Structure in Expressions, Math Standards in Algebra-Creating Equations, Math Standards for Algebra-Reasoning with Equations and Inequalities, Math Standards for Geometry-Congruence, Math Standards for Geometry-Similarity, Right Triangles and Trigonometry, Math Standards for Geometry-Circles, Math Standards for Geometry-Geometric Measurement and Dimension, Math Standards for Geometry-Modeling with Geometry, Math Standards for Statistics and Probability-Interpreting Categorical and Quantitative Data, Math Standards for Statistics and Probability-Making Inferences and Justifying Conclusions, Math Standards for Life Skills for Measurement, Math Standards for Life Skills for Ratio and Proportional Relationships

## **FACE – Science**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 1 semester

**Credit:** 0.5

This course is taught by Special Education teachers which provide students with special needs and more significant cognitive delays, with differentiated material in Science. Unique Learning Systems has been aligned to the Science Content Standards. The lessons provided are also aligned to the Dynamic Learning Maps Essential Elements. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible. In the area of Science, the standards are aligned in the following areas: Earth and Space Science (Environmental Science), Life Science (Biology), Physical Science (Physics and Chemistry), and Scientific Inquiry

## **FACE – Social Studies**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 1 semester

**Credit:** 0.5

Course Description: This course is taught by Special Education teachers which provide students with special needs and more significant cognitive delays, with differentiated material in Social Studies. Unique Learning Systems has been aligned to the Social Studies Content Standards. The lessons provided are also aligned to the Dynamic Learning Maps Essential Elements. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible. In the area of Social Studies, the standards are aligned in the following areas: US History, World History, Civics / Government (American Government), Geography (World Geography), and Economics (Economics and Financial Literacy).

## **FACE – Independent Living**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 2 semesters

**Credit:** 1

This course is taught by Special Education teachers which provide students with special needs and more significant cognitive delays, with differentiated material aligned to the independent living standards. Unique Learning Systems has been aligned to the English Language Arts Content Standards, Math Content Standards, Science Content Standards, Social Studies Content Standards, and Transition Standards. The lessons provided are also aligned to the Dynamic Learning Maps Essential Elements. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible. This course describes the design and implementation of policies and processes contributing to successful individual and family resource management. It includes instruction in setting financial goals and strategies; managing household income, assets and debt; preventing and resolving financial difficulties; and using relevant public resources.

## **FACE-Transition**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 9-12

**Length of Course:** 2 semesters **Credit:** 1

This course is taught by Special Education teachers which provide students with special needs and more significant cognitive delays, with differentiated material in Transition Planning. Unique Learning Systems has been aligned to the Local Industry Standards. The lessons provided are also aligned to the Dynamic Learning Maps Essential Elements. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible.

## **FACE -Work Experience/Transition**

**Prerequisite:** Students are identified per the IEP process

Academic Community Experience program.

**Grade Placement:** 10-12 and must be 16 years of age **Length of Course:** 1 semester **Credit:** 1

Course Description: This Special School District course is taught on a functional level. This is an elective course. This course is for students who are sophomores as well as 16 years of age. The course is designed to prepare students for the world of work through voluntary work experience on campus. Students will receive on the job training related to job skills (being on time for work, being dressed appropriately, responding appropriately to supervisors, customer courtesy etc.)

## **CBVI Off campus/Community Based Vocational Instruction**

**Prerequisite:** Students are identified per the IEP process

**Grade Placement:** 11-12

**Length of Course:** 2 Semesters

**Credit:** 1

This course is designed to prepare students for the world of work through voluntary work experience off campus. Students will explore career areas as they build the workplace skills needed for a successful transition to the world of work. Students will gain actual work experience in the community. Additionally, this course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school into the competitive workforce -- Three periods per day.

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