

# University City High School

## Career and Education

### Planning Guide



## 2024 - 2025

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment and all professional organizations that have entered into agreements with the School District of University City ("School District") are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups. Any person having inquiries concerning the School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the respective Compliance Coordinator listed below, who oversees the School District's efforts to comply with the laws and regulations implementing the laws and regulations cited above. The School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District's Compliance Coordinator will provide information regarding those procedures upon request. Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office for Civil Rights, Region VII, at One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106 or 816-268-0550. Adult and Employee Compliance Coordinator: Kashina Bell., deputy superintendent, School District of University City, 7700 Olive Blvd, University City, MO 63130, 314-290-4021. Student Compliance Coordinator: Gary Spiller, executive director for Student Services and Innovations, School District of University City, 7700 Olive Blvd., University City, MO 63130, 314-290-4045

Updated 1/31/24

## PREFACE

University City High School (UCHS) has designed the UCHS Career and Education Planning Guide to help students and families choose the best possible program of study based upon a student's aspirations upon graduating from high school. The UCHS faculty has ensured that students have access to a well-rounded high school curriculum consisting of core courses in English language arts, mathematics, social studies and science, in addition to world languages, physical education, the arts, and career and technical education. The faculty further ensures that the current curriculum offers both the substance and the practicality needed to prepare students for future careers.

Course selection is a cooperative endeavor involving students, parents, teachers, and counselors. Parents/Caregivers and students are encouraged to read the UCHS Career and Education Planning Guide to jointly make decisions regarding course selection.

The UCHS Career and Education Planning Guide provides a brief description of material to be studied in each course. Because choosing the right courses often requires making difficult decisions, it is suggested students and parents follow the steps listed below:

- Students should speak with a counselor about credits earned and discuss any concerns or questions in regards to their current course of study before making course selections;
- Students should preview the entire UCHS Career and Education Planning Guide with particular attention to the Educational Development Plan, Graduation Requirements, and Preparing for Post University City High School;
  - Attention should be given to prerequisites (courses needed prior to a course being taken) and the grade level required for each course.
- Students should make course selections that are academically appropriate for the course of study, as determined by the chosen career pathway.
  - ***Please note that course offerings may change if less than 15 students seek enrollment in a course.***

The UCHS Career and Education Planning Guide assists students and parents/caregivers with registration for the upcoming school year and helps students choose a program of study, including four years of high school and the year following graduation. The counseling department will explain procedures for course selection and course registration starting in Winter/Spring of 2024. However, academic advising is an ongoing process with final course submission completed by mid-February. Students will be able to review choices submitted and make course changes once schedules are distributed (usually by mid-summer).

Students will work closely with their counselors to develop their "Career Pathway" program of study, which will provide an opportunity to develop, monitor, and manage an educational plan through a structured, systematic individual planning system. This process begins in eighth grade and is monitored by the school counselor. Questions or concerns regarding this process should be forwarded to the Counseling Office.

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## ACADEMIC INTEGRITY FOR FACULTY & STUDENTS

University City High School values academic integrity. Academic integrity requires:

**Honesty, which means:**

- A commitment to truthfulness, and
- The refusal to steal or mislead, cheat, or plagiarize.

**Fairness, which means:**

- The willingness to treat others as I would wish to be treated upon careful consideration.

**Respect, which means valuing, in attitude and practice:**

- All human beings,
- Myself, and
- The University City High School community and beyond.

**Responsibility, which means:**

- Recognizing that the quality of a UCHS education and the quality of the UCHS experience depend upon my behavior, and
- Accepting, at all times, the consequences of my actions.

As a member of the UCHS community, the students, faculty, and staff are responsible for upholding this value, supporting academic quality, academic rigor and an appropriate high school atmosphere.

### ACADEMIC INTEGRITY STATEMENT

University City High School values academic integrity (honesty, trust, fairness, respect and responsibility). It recognizes that individuals can achieve their maximum potential and contribute appropriately to the well-being of the larger community only if they recognize the ethical dimensions of decisions and actions. The school and district assumes all members of the academic community will exhibit academic integrity supporting student access, academic quality, academic rigor, innovation, and collegiality. For more specifics on plagiarism and cheating, please refer to the SDUC Student Handbook.

### DEFINITION OF PLAGIARISM

Plagiarism is defined as representing the words, ideas, or work of another as one's own in any academic exercise. Plagiarism consists of taking the words or substance of another work and either copying or paraphrasing without giving credit to the source. Plagiarism is applicable to written, oral and artistic work. The following examples are only some of the many forms plagiarism may take:

1. Word-for-word copying of work written by someone else;
2. Failure to give proper credit for ideas, statements of facts or conclusions derived by another;
3. Failure to use quotation marks when quoting directly from another, whether a paragraph, sentence or phrase; or
4. Close and extended paraphrasing of another's work without acknowledging the source.

### DEFINITION OF CHEATING

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. The following are only some of the many forms cheating may take:

- Copying another's work on a test, paper, or project;
- Using unauthorized materials in an exam or collaborating on work to be turned in for credit where the instructor disallows such collaboration;
- Taking an exam for another student, purposely allowing another student to copy during a test or providing coursework for another student to turn in as his or her own effort;
- Fabricating, falsifying or misrepresenting data or results from experiments, interviews or surveys;
- Submitting the same work in more than one class for credit without permission from the instructor; or
- Knowingly furnishing false information to a college.

## GRADUATION REQUIREMENTS

The requirements for graduation are as follows as established by the University City Board of Education in accordance with the Missouri Department of Elementary and Secondary Education:

SUBJECT AREA	CREDITS (Years)	Recommended for students who plan to attend a 4 year College/University
English Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies * .5 Government, 1 credit US History	3*	4
Fine Arts	1	1
Practical Arts	1	1
Physical Education	1	1
Health Education	0.5	
Personal Finance	0.5	
Electives <i>General (4 Credits)</i> <i>Core (3 Credits in English language arts, mathematics, science and/or social studies)</i>	7	
World Language		2
<b>TOTAL</b>	<b>24</b>	

### Graduation Progress

In order to remain on track for graduation students should meet the following minimum requirements.

- 6-7 credits by the Fall of 10th grade year
- 12-14 credits by the Fall of 11th grade year
- 18+ credits by the Fall of 12th grade year

### PLANNING FOR COLLEGE AND CAREERS

The UCHS counseling office is an extraordinary resource for our students and families as it relates to the post secondary planning process. In addition to connecting students with information, including 2 year/4 year colleges and universities, technical schools, scholarship searches, financial aid, postsecondary training programs, and career interest assessments, the office regularly organizes both virtual and face-to-face visits for students to interact with colleges, potential employers, and service providers.

### MISSOURI CONNECTIONS

<https://www.MissouriConnections.org>

Missouri Connections is a web-based resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create resumés. Sponsored by the Department of Elementary and Secondary Education and the Department of Economic Development, Missouri Connections is available to students, parents, school counselors, educators, and job seekers.

### COLLEGE BOUND

College Bound provides promising high school students with the academic enrichment, social support, and life skills needed to apply, enroll, and succeed in four-year colleges. The College Bound program begins in the spring of freshman year. Select students remain in the program throughout high school and college. The program includes weekly, off-campus sessions focused on college knowledge, financial literacy, career exploration, weekend study sessions at Washington University, summer programs on college campuses, ACT prep, assistance applying for financial aid, college tours, application assistance, internships, community service, cultural field trips, and support for students in college.

Prerequisites include:

- 2.5+ cumulative GPA entering sophomore or junior year

- must be enrolled or willing to enroll in Honors, AP, and/or Dual Credit coursework.

## **MIDDLE SCHOOL COURSES ON HIGH SCHOOL TRANSCRIPT**

The following courses taken in Middle School will appear on a student's high school transcript and will count towards credits needed for high school graduation, upon the displaying of mastery on course exit exams:

- Algebra
- Honors Geometry
- Honors Algebra 2
- World Language (French, Latin, and Spanish)

Courses will appear as credits towards high school graduation and the grade will be included in the student's high school cumulative grade point average (GPA) calculation.

## **High School Credit for Middle School World Language Students**

### **Purpose and Rationale**

The School District of University City currently provides high school level curriculum to middle school students and will award transcript credit to students who successfully complete the full course of study at the end of their 8th grade year.

SDUC's world language program aims to provide immersive learning experiences that will prepare students to be successful global citizens by making language more accessible, developing understanding and appreciation of different cultures, and developing deep proficiency in a second language. In Missouri, all world language teachers are certified for K-12 instruction.

**The Seal of Biliteracy-** The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. It encourages students to pursue biliteracy, honors the skills our students attain, and evidences skills that are attractive to future employers and college admissions offices.



### **Benefits of The Seal of Biliteracy**

- Up to 12 hours of college credit at universities across the country.
- Nationally recognized distinction of biliteracy.
- Becoming a compassionate global citizen.

### **Student Impact**

- ★ World Language Learner Recipients
  - Middle School Pathway Awards (25-30)
  - High School Seal of Biliteracy (20-30)
- ★ English Language Learner Recipients
  - Middle School Pathway Awards (6-10)
  - High School Seal of Biliteracy (6-10)

### **Criteria for Middle School Students to Earn High School Credit in a World Language**

Students will meet the following criteria:

- Be enrolled in a language course in 7th grade and 8th grade at Brittany Woods Middle School (or have the equivalent course work from another institution).
- Demonstrate successful completion of course work with an average grade of 70% for 1A and 70% for 1B or better.
- Demonstrate proficiency in the language by taking an exit exam and scoring 70% or better.

Teachers will support student success with the following:

- Meeting unit goals,
- Communicating with teachers and school counselors regarding student eligibility for transcript credit,
- Providing high quality coursework and creative assessments to support student learning through courses for level 1A and 1B.

**Award Requirements-** Students will need to complete the following to earn the Seal of Biliteracy:

- Successfully complete all graduation requirements

- Earn a proficient score on an approved other language exam
- Earn a proficient score on an approved English exam
- Earn a proficient score on a Cultural Competency Project

### Scope and Sequence

All coursework offered at Brittany Woods Middle School will align with the scope and sequence offered for Level 1 coursework at University City High School. In addition, all units of study will align to the World-Readiness Standards of Learning Languages as outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards are detailed in the Appendix.

The learning objectives have been agreed upon by Brittany Woods Middle School and University City High School teachers and are outlined in the Appendix.

### Assessment

All 8th grade students enrolled in Level 1B of a world language at Brittany Woods Middle School will take an exam upon completion of the course work. The exams are 50 to 70 multiple choice questions; students must demonstrate proficiency in the language by taking the exit exam and scoring a minimum of 70%.

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## GRADING

The grading scale is based on mastery of grade level content per the Missouri Learning Standards and is based upon the following weighting: 70% of the grade will be comprised of summative assessments and 30% of the grade will be comprised of formative assessments. Letter grades will be assigned based on the following descriptions.

Letter Grade	Numerical Grade	Grade Point Average	Meaning
A	90-100%	4.0	Outstanding achievement of the goals, objectives, and skills of course
B	80-89%	3.0	Very good achievement of the goals, objectives, and skills of course
C	70-79%	2.0	Satisfactory achievement of the goals, objectives, and skills of course
CR	60-69%	1.0	Minimum achievement of the goals, objectives, and skills of the course
NC	below 60%	--	Minimum achievement not met, no weight
I	--	--	Incomplete course; the student is given a set period of time to complete missing work.

Semester grades are calculated by averaging term grades and the final exam.

### GRADING IN HONORS, DUAL CREDIT/ENROLLMENT, AND ADVANCED PLACEMENT COURSES

Dual credit, dual enrollment, and Advanced Placement course grades are calculated into a student's Grade Point Average on a weighted scale. Below are the weighted scales for GPA calculations.

Honors	AP and Dual Credit/Enrollment
A=4.5	A = 5.0
B = 3.5	B = 4.0
C = 2.5	C = 3.0
CR=1.0	CR = 1.0
NC	NC

### LAUDE SYSTEM AND GPA

The Laude system recognizes the academic achievement of our students with five designations:

- *Summa Cum Laude*: 3.9+ GPA
- *Magna Cum Laude*: 3.75-3.89 GPA
- *Cum Laude*: 3.5-3.74 GPA
- High Merit: 3.2-3.49 GPA
- Merit: 3.0 - 3.19 GPA

This is based off of an updated grading system:

- A - 4 points
- B - 3 points
- C - 2 points
- CR - 1 point
- NC - No academic weight

The Laude system replaces the grade point average/class rank system previously used and eliminates the naming of an annual valedictorian and salutatorian based on the highest two GPAs.

## **HONORS COURSES**

Honors courses engage students in active, high-level learning, thereby ensuring that students develop the skills, habits of mind, and strategies to succeed in Advanced Placement, Dual Credit and Dual Enrollment courses. Students can earn a weighted grade in the following honors courses offered at UCHS:

- Honors Literature and Composition I and II
- Honors Geometry and Honors Algebra 2
- Honors Biology and Honors Chemistry
- Honors U.S. History

## **INDEPENDENT STUDY**

Students may apply to take one course per semester of independent study for credit. An independent study must be approved by a teacher, counselor, and grade level administrator. Independent study may be arranged for courses that are offered but cannot be scheduled due to irresolvable conflict. The counselors determine eligibility for a course. Faculty members who sponsor students on independent study are responsible for complete, specific information on the Independent Study Form. Teachers are also responsible for documenting the completion of assigned readings, assignments, and conferences before awarding credit for the study. In no instance is an independent study credit to be awarded without adequate performance.

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## **CREDIT RECOVERY: EdGENUITY**

Edgenuity is a computer-based instructional program designed to provide students with the opportunity to fulfill requirements for graduation through credit recovery of a previously failed course. All course work is aligned to Missouri state standards and the Common Core standards. Students are able to learn at their own pace and make meaningful academic gains. Edgenuity provides learning opportunities for students in traditional, non-traditional, at-risk, homebound, or other alternative settings to recover credits through online courses in a flexible and engaging environment. Counselors and administrators can assign, monitor, and assess student progress through management, tracking, and reporting tools.

Edgenuity provides classes for students in grades 9-12 in the elective and core content areas including mathematics, science, English language arts, and social studies courses. Enrollment requirements are as follows:

- Students may be enrolled in Edgenuity courses for credit recovery only.
- Students may be enrolled in the Edgenuity class during the regular school schedule in lieu of an elective class.
- Students may also be enrolled outside the school day for credit recovery.
- If a student is enrolled in the course during the day, the student will be assigned to a classroom. The teacher/computer lab aid will help with technical problems but does not instruct the student. The teacher will take attendance, help with any problems accessing the course or online materials, any technical issues, or computer problems.
- Edgenuity Credit Recovery online courses are not approved by the NCAA Eligibility Center.

## **ONLINE LEARNING: LAUNCH**

<https://fueledbylaunch.com/>

Launch provides course access for students in need of flexible, personalized learning options. The Launch course catalog offers a variety of courses including synchronous/asynchronous, credit acquisition, credit recovery, AP, and NCAA Eligibility Center approved courses. Course options are available online and in a detailed course catalog. UCHS counselors can provide more information and a catalog of LAUNCH courses offered at UCHS. Please note that synchronous Launch courses follow the Springfield Public Schools calendar. Most Launch courses are approved by the NCAA Eligibility Center.



### **ROAR Academy @ LIEBERMAN LEARNING CENTER (LLC)**

ROAR Academy @ LLC is an option that provides a unique learning experience for students apart from the traditional high school environment. The goal of the program is to provide an opportunity for students to continue earning credits during a period in which they may experience difficulty in meeting expectations and requirements of the traditional high school. ROAR Academy also offers the opportunity to earn a high school diploma for students who are at least 17 years of age, and at risk of dropping out or not graduating with their cohort group.

ROAR Academy @ LLC will provide:

- Flexible schedules
- Smaller class sizes
- An opportunity for more individualized instruction
- An opportunity to earn credit through employment and/or community service

Students are admitted to the program through an application process. A student, parent/guardian, counselor, social worker, or administrator can initiate an application through the Counseling Office. After the counselor has spoken with the student and a parent/guardian, the application is sent to Roar Academy along with a copy of the student's transcript, and attendance and discipline records. The application is then evaluated based upon the number of specific credits needed to determine if Roar Academy can assist the student. Students are then notified of acceptance into the program. All students accepted into the program must then have a student parent/guardian conference with the program administrator and counselor prior to being admitted. Applications are accepted on an ongoing basis based upon student need.

### **EARLY SENIOR GRADUATION**

Seniors may depart from school before their anticipated graduation date if the following criteria have been met:

- Fulfillment of all graduation requirements
- Written parental consent is submitted to the school counselor
- The student makes a formal application at least one semester before the proposed completion date. Late applications are accepted only if extenuating circumstances merit special consideration.

Please note that early graduates are able to participate in any and all student activities during the second semester that do not require regular attendance in school. All fees must be paid prior to graduation. Final approval for early graduation is made by the grade level administrator and the student's counselor. Interested students should see the counselor for an early graduation application form.

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### **DESCRIPTION OF COLLEGE AND CAREER READINESS ASSESSMENTS**

The University City School District offers testing sites within the district for many of the tests listed below. Please contact the Counseling Office to obtain information regarding testing dates, sites, and costs. The Counseling Office also offers a number of resources to help students prepare for the tests.

#### **PSAT10 (10th Grade & PSAT/NMSQT 11<sup>th</sup> Grade) Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

The PSAT/NMSQT measures verbal, writing, and mathematics reasoning skills important for academic success in college. It serves three purposes:

- practice for the SAT I assessment,
- the first step in qualifying for scholarships sponsored by the National Merit Scholarship Corporation and other scholarship programs,
- provides opportunities for students to participate in the Student Search Service.

This test is approximately two hours in length and is primarily taken in the junior year; it is sometimes appropriate for the student to take this test during sophomore year for practice. Students should consult counselors for additional information.



## **SAT I & II (11th-12th Grades)**

### **SAT I: Reasoning Test (Scholastic Aptitude Test)**

SAT is an assessment used to predict students' performance in college and is required by some schools as part of the application process. This test has two sections, verbal and mathematics. Questions in the verbal section are divided into reading passages, analogies, and sentence completion. Questions in the mathematics section cover standard multiple-choice, quantitative comparisons, and grid-in answers. The Counseling Office can provide additional information, or students can go to [www.collegeboard.org](http://www.collegeboard.org) for more information. It is recommended that students take this test during the Spring of their Junior year or Fall of Senior year.

## **ACT (11th-12th Grades)**

### **American College Testing Program**

The ACT consists of four examinations in English, math, reading, and science—each of which yields separate scores measuring developed abilities in those areas. The ACT assessment also offers an optional writing test. The test is required by some colleges as part of the application process for admission. Students should verify which colleges require this assessment. The Counseling Office can provide the student with additional information.

### **ACT WorkKeys Assessment (11th - 12th Grades)**

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs.

As part of ACT's Work Readiness System, ACT WorkKeys has helped millions of people in high schools, colleges, professional associations, businesses, and government agencies build their skills to increase global competitiveness and develop successful career pathways.

Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning ACT's National Career Readiness Certificate (ACT NCRC), a portable credential earned by more than 2.3 million people across the United States and over 300 business in the St. Louis Region.

Source: <http://www.act.org/products/workforce-act-workkeys/>

### **Armed Services Vocational Aptitude Battery (ASVAB) - 10th, 11th & 12th Grades**

The ASVAB assessment is the most widely used and the most up-to-date multiple aptitude battery in the United States that provides measures of aptitudes for general academic areas and for career areas that encompass most of the civilian as well as the military world. It is an excellent and useful test for all high school students grades 10 through 12. The ASVAB is free with no military obligation attached. The UCHS Counseling Office has information about this valuable test.

**NOTE:** In addition to the tests described above, some colleges require their own on-campus placement tests before college enrollment is completed. UCHS suggests that each college-bound student explore the issue of college-related testing with the UCHS Counseling Department.

### **ACCUPLACER Placement Test and Multiple Measures**

St. Louis Community College uses the Accuplacer Placement Test, an untimed, computerized placement test to evaluate academic skills and place students into appropriate courses. Grade Point Averages (GPA) can be used as another measure of placement. Placement Test Scores indicate areas in which students are strong and areas in which they may need help. Following testing, results will be reviewed with students to determine appropriate coursework to align with the displayed academic skills and chosen program of study.

The Accuplacer Placement Test is required of all students unless academic credentials are submitted that qualify students to take such courses without testing. STLCC may waive all or part of the placement test if students provide documentation of one of the following:

- A college transcript or grade report documenting successful completion (with a grade of “C” or higher) of reading, writing or mathematics course prerequisites
- A college degree from an accredited institution
- An ACT score earned within the last three years documenting:
  - A reading score of 18 or above to waive the reading test
  - An English score of 18 or above to waive the writing test
  - A math score of 23 or above to waive the math test
- An SAT score earned within the last three years documenting:
  - A critical reading score of 500 or above to waive the reading and writing tests
  - A math score of 580 or above to waive the math test

In addition, some selective admission programs may require additional assessment exams or skills tests.

If a student is unable to document that alternative assessment criteria has been met (as noted above), they will be required to take the appropriate placement test(s) through STLCC before enrollment. If the student has a disability that requires accommodations for the entry assessment, the Access office at the campus or school of choice can be contacted for an appointment prior to testing. Documentation will be required.

More information about the Accuplacer placement test is provided in the preparation video and the online guide. Students and parents/caregivers can call or visit the Assessment Center at the campus of choice to set a testing appointment. .

**Florissant Valley**

Admin Building, First Floor  
314-513-4292

**Forest Park**

E-219  
314-644-9233

**Meramec**

Communications North 122  
314-984-7596

**Wildwood**

Student Services Area  
636-422-2000

### ***Other Required Assessments for High School Graduation***

#### **Missouri and U.S. Constitution Tests**

Per the Department of Elementary and Secondary Education, to be eligible for graduation from high school, a student must satisfactorily pass a test or tests on the provisions and principles of the U.S. and Missouri constitutions in order to graduate. These tests are taken in 8th grade. Students who transfer into the district during high school will need to take and pass this exam during Junior year.

#### **End of Course Exam (EOC)**

As part of the Missouri Assessment Program, UCHS requires End-of-Course (EOC) assessments in the subject areas of Algebra I, Literature and Composition II, Biology and Government. EOC assessments are taken when a student has received instruction on the course-level expectations for an assessment, regardless of grade level.

# UNext-COLLEGE CREDIT OPTIONS

## ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) courses follow a national curriculum provided by The College Board, the publishers of the SAT college entrance exam. These courses give students the opportunity to earn college credit while still in high school. Each May, AP exams are offered to students as they complete their coursework. Students earning a minimum score on the exam may be eligible to receive either elective credit or course replacement credit, depending on the college or university policy. Parents and students are encouraged to review these policies on the college website for the colleges in consideration. These are college-level courses that reflect a student's willingness to follow the demands and rigor of college-level studies. AP courses assist students in stretching themselves to think and learn at a higher level and will help students stand out in the college admission process. A fee is required for each AP exam (approximately \$84). Many students may qualify for a reduced rate based upon need. The following AP courses are offered at UCHS:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science Principles
- AP Computer Science A
- AP English Language and Composition
- AP English Literature and Composition
- AP Latin
- AP Spanish
- AP French
- AP Studio Art: Drawing
- AP Government
- AP World History
- AP Psychology
- AP African American History-pending College Board publication

\* Additional AP courses may be available through Launch.

## DUAL CREDIT (DC)

Dual Credit is an opportunity for qualified sophomore, junior and senior students to enroll in college courses that earn both high school and college credit simultaneously without having to leave the high school campus. Dual Credit is a platform that provides for a seamless transition from secondary to postsecondary education. It involves close collaboration between high school and college educators through ongoing communication and planning for an integrated program of study. There are several benefits and challenges associated with dual credit courses. The majority of UCHS Dual Credit courses are part of the Missouri CORE 42, which means they are transferable to any public college or university in the State of Missouri. **The School District of University City will pay the St. Louis Community College dual credit tuition fee (\$25 per credit hour) for all Core 42 courses. This includes dual credit courses that serve as a prerequisite for Core 42 and pathway courses.**

### Course Prerequisites

Dual credit students must satisfy the same course prerequisites required of non-dual credit students. These prerequisites are outlined in the college catalog. The majority of these course prerequisites are *Reading Proficiency*.

### Reading Proficiency

ACT Reading Subscore: 18 or higher OR ACCUPLACER Reading Subscore: 250 or higher OR High School Coursework: Last two high school English grades were B or better OR Last high school grade was an A GPA of 2.5 or higher or higher for juniors and seniors and 3.0 or higher for sophomores

### English 101 Placement

ACT Reading Subscore: 18 or higher OR ACCUPLACER Reading Subscore: 250 or higher OR High School Coursework: Last two high school English grades were B or better OR Last high school grade was an A GPA of 2.5 or higher for juniors and seniors and 3.0 or higher for sophomores

## **Math Placement**

Math placement is complex and can depend on a variety of factors. STLCC is currently accepting high school class history as sufficient evidence of math placement, along with standardized test scores. Details of how students can satisfy prerequisite requirements for each of our dual credit math courses can be found in the chart below. Please note, students only need to meet one of the course's math placement requirements, along with Reading Proficiency, to be eligible to register.

### **MTH 140: Intermediate Algebra**

Reading Proficiency (No math placement required when taken as dual credit.)

### **MTH 160: Precalculus Algebra**

Reading Proficiency and one of the following: ACT Math: 22 or higher; SAT Math: 540 or higher; Advanced Algebra Accuplacer: 231 or higher High School Math Class: B or higher in Algebra II C or higher in STLCC's MTH 140; High School Math Class: B or higher in Algebra II

#### **Benefits:**

- Provides a head start on postsecondary core requirements
- Lowers cost of college (credits earned are discounted to the student)
- Extends the variety of classes available to high school students

#### **UCHS offers the following courses for dual credit at the high school:**

- ACC 100: Applied Accounting
- BIO 111: Biology
- BIO 109: Human Biology
- BUS 104: Introduction to Business Administration
- CHEM 105, 106: General Chemistry
- ENG 101: College Comp I
- ENG 102: College Comp II
- HST 101: US History to 1865
- HST 102: US History from 1865
- HST 115: Ancient and Medieval History to 1865
- HST 128: Western Civilization from 1500 to Present
- HST 137: African American History Through Reconstruction
- HST 138: African American History From Reconstruction to the Present
- HST 141: US History 1945-Present
- MTH 140: Intermediate Algebra
- MTH 160: Pre-calculus Algebra
- MTH 170: Pre-calculus Trigonometry
- MTH 210: Analytic Geometry and Calculus I
- MTH 220: Analytic Geometry and Calculus II
- MUS 113: History of Jazz
- MUS 114: Music Appreciation
- PSC 101: Introduction to American Politics
- PSC 103: State and Local Politics
- PSC 205: Constitutional Issues
- STR 100: Smart Start

## DUAL ENROLLMENT

Dual enrollment is an option available to qualified junior and senior students. Students may enroll in a college-level course for college and/or high school credit while remaining enrolled at UCHS. Enrollment in a class that is below college level will be taken for high school credit only. To be eligible, seniors must:

- Have a cumulative 2.0 GPA or higher;
- Have met or are meeting all graduation requirements through the regular high school program; and
- Enroll in a college course that is not available in the high school program, either because it is not offered or because of a conflict of time in the schedule.

Dual enrollment is available through the University of Missouri-St. Louis, St. Louis Community College, and Harris Stowe State University, as well as other area colleges. This option is generally open to seniors only and requires parent, counselor, and administrator approval prior to enrollment. Dual Enrollment Forms should be obtained from the Counseling office. As most college and university semesters do not coincide with high school calendars, forms must be completed and submitted by the colleges' deadlines.

To arrange dual enrollment, students must meet with their counselor after locating the course they wish to take. The counselor will examine records and write the permission letter for all qualifying students. Students will earn 1.5 high school credits for 5 credit hour college courses and 1 high school credit for 3 credit hour college courses.

## EARLY COLLEGE EXPERIENCE

Identified sophomores are invited to apply for the Early College Experience, an early-entrance-to-college program that allows students to earn college credit towards an associate degree while still in high school at no cost to the family. Students will take dual enrollment courses at St. Louis Community College-Forest Park beginning the summer between their sophomore and junior year. As juniors, participating students will take dual credit courses at UCHS. As seniors, they will complete their remaining coursework on the STLCC-Forest Park campus. Successful candidates can graduate with not only a UCHS diploma, but also an associate's degree in general studies. Our Early College graduates are routinely admitted into competitive programs at colleges and universities across the country. Applications are due in early March of sophomore year. For more details contact: Dr. Samuel Martin, Coordinator of Student Transition and Strategic Partnerships, [stmartin@ucityschools.org](mailto:stmartin@ucityschools.org) or call 314-290-4104.



## SAINT LOUIS COMMUNITY COLLEGE ARTICULATED CREDIT

**What is articulated credit?** Articulated credit is college credit earned while a student is in high school. The credit is awarded for a high school course that is associated with a comparable college-level course, for which there is a signed articulation agreement developed by St. Louis Community College (STLCC) faculty and agreed upon by administration at both the high school and college level. Articulated credit can be applied at STLCC toward an Associate in Applied Science degree or certificate program.

**What classes at University City High School are articulated with STLCC?**

- Office Productivity Suite I and II (equivalent to Computer Applications I & II)
- Business Management

**So if I take these courses and earn articulated credit can it only be applied to STLCC?**

Yes. These articulation agreements are exclusive with STLCC Career and Technical Education programs. These credits are not transferable to other colleges or universities.

**If I take these courses and earn these credits, do I have to pay for them at STLCC?**

No, if students earn the credit at UCHS, then they are college credits earned FREE of charge! But students will only be eligible to use the articulated credit within three years of graduating from UCHS.

**What must I do to earn the articulated credit other than being enrolled in the course at UCHS?**

Students must earn a “B” or better.

**How can I get more information?**

Check with a school counselor or a faculty member in the CTE Department.

### **A+ Program**

The A+ Schools Program was established as part of the Missouri Outstanding Schools Act of 1993 in order to provide incentives for local high schools to raise academic expectations, reduce their dropout rate, establish relationships with the business community, and provide better career pathways to students. Administration of the scholarships of the A+ Program is coordinated through the Missouri Department of Higher Education. Additional details can be found by visiting the Missouri Department of Higher Education website: <http://dhe.mo.gov/ppc/grants/aplusscholarship.php>

Students who graduate from an A+ designated high school may qualify for a state-paid financial incentive to attend a public community college or public career or technical school in Missouri.

#### **Becoming A+ Eligible**

- Be a U.S. citizen or permanent resident
- Complete your A+ application prior to graduation
- Attend a designated A+ high school for 2 years prior to graduation.
- Graduate from an A+ designated high school with an overall unweighted grade point average of 2.5 or higher on a 4.0 scale.
- Have at least a 95% attendance record overall for 9-12.
- Perform at least 50 hours of unpaid tutoring or mentoring, of which up to 25% may include job shadowing prior to graduation.
- Maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol while in grades 9-12.
- Have achieved a score of proficient or advanced on the Algebra I End of Course Exam or a higher level DESE approved end-of-course exam in the field of mathematics.

If students meet all of the eligibility requirements, except the end of course exam requirement, they may establish eligibility by achieving a combined ACT math subscore and high school GPA in accordance with the following scale and may achieve the qualifying score as a high school or postsecondary student. If they achieve the score as a postsecondary student, they may be eligible for an award in the same term that they take the test.

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

Students interested in participating in the A+ Program should contact UCHS’ A+ coordinator, Linda Pritchard at [lpritchard@ucityschools.org](mailto:lpritchard@ucityschools.org) or 314-290-4100 ext. 2102. More information about the A+ Program including A+ Agreement, A+ Partnership Plan and A+ Manual are available at [uchs.ucityschools.org](http://uchs.ucityschools.org).

## TECHNICAL SCHOOL

North County Technical High School offers students in grades 10-12 the opportunity to earn professional licenses and certifications, college credits through articulation and dual enrollment agreements, and advanced placement in 12 apprenticeship programs. Course offerings range from traditional technical fields, such as precision machining and construction, to high-demand fields such as health sciences and network administration. Students must complete an application for admission. For additional information, please see your school counselor. A complete list of courses is listed below delineated by career cluster.

### **Advanced Manufacturing**

- Precision Machining
- Welding

### **Arts and Communication**

- Architectural Design and Geospatial Technology
- Fashion Design
- Graphic Design
- Graphic Production and Printing

### **Business and Information Technology**

- Business and Financial Management
- CISCO Networking Academy
- Hospitality, Tourism and Event Planning
- Web and Computer Programming

### **Construction**

- Carpentry
- Construction Trades
- Electrical Trades
- Heating, Ventilation and Air Conditioning
- Plumbing

### **Human Services**

- Cosmetology
- Culinary Arts

- Early Childhood Education

### **Medical, Plant and Animal Sciences**

- Health Science
- Landscaping and Horticulture
- Veterinary Assistant

### **Public Safety/**

### **Emergency Medical Technician**

- Firefighting
- Homeland Security
- Law Enforcement

### **Transportation**

- Auto Body
- Automotive Technology
- Diesel Technology



## PATHWAY TO ENGINEERING

The Project Lead the Way (PLTW) Pathway to Engineering (PTE) program is a sequence of courses that follows a hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical-thinking, and problem-solving skills. Students discover the answers to questions like how are things made and what processes go into creating products?

Students use the same industry-leading 3D design software used by companies like Intel, Lockheed Martin and Pixar. They explore aerodynamics, astronautics and space life sciences. Students apply biological and engineering concepts related to biomechanics, such as robotics. They design, test and actually construct circuits and devices such as smartphones and tablets and work collaboratively on a culminating capstone project. Project Lead the Way is STEM (Science Technology Engineering and Mathematics) education and is at the heart of today's high-tech, high-skill global economy.

Course offerings include, Introduction to Engineering Design (IED), Principles of Engineering (POE) and Computer Science Principles (CSP) and Engineering Design and Development (EDD).



## **PLTW BIOMEDICAL SCIENCES**

Professionals in biomedical science are tackling some of the biggest health challenges in order to make the world a healthier place. By discovering treatments for cancer or engaging in healthy lifestyle choices with their communities, biomedical professionals are making a difference.

PLTW Biomedical Science students are taking on these same real-world challenges - and they're doing it before they even graduate from high school! Working with the same equipment and tools used by lab professionals, PLTW Biomedical Science students are empowered to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills like critical thinking and communication.

Course offerings include, Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovation.



### **PATHWAY TO AGRICULTURAL SCIENCE CAREERS**

Agricultural Science courses at UCHS utilize CASE, or Curriculum for Agricultural Science Education. In CASE curricula, each lesson has a list of concepts directly related to that lesson's major topics. Major concepts reach beyond a lesson and are emphasized in all CASE courses. The following major concepts are underlying themes throughout CASE curricula.

1. Agriculture, food, and natural resources systems produce the food, fiber, and fuel essential to daily life and contribute to the nation's economic wealth.
2. Individuals who pursue a program of study in agricultural education will benefit from leadership development, personal growth, and career exploration.
3. Agricultural science and engineering contribute to the development, improvement, and sustainability of living things.
4. Agricultural education establishes a relevant setting for applying mathematical practices and principles.
5. Effective interpersonal communication skills facilitate group processes and aid in solving complex problems and the achievement of common goals.
6. Reading and writing interpretation skills are necessary for educational and professional development.
7. Safety is an attitude of personal responsibility that students must practice in the agricultural classroom, laboratory, shop, greenhouse, and facilities.
8. Inquiry activities are essential in the practice of scientific processes and the world of research.
9. The use of technology and computer applications is critical to modern agricultural practices.
10. The ethical, environmental, social, and economic impacts of agricultural practices are essential to being a responsible, involved citizen.
11. Individuals involved with agricultural production processes must be proficient when performing technical skills.
12. Critical thinking involves using a variety of problem-solving techniques in real-life contexts.

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## ATHLETIC ELIGIBILITY

University City High School is a member of the Missouri State High School Activities Association (MSHSAA) and abides by all the rules and regulations pertaining to eligibility for student-athletes and the rules and regulations as established by the Association. The School District of University City has placed increased standards on student-athletes and expects all participants to meet both MSHSAA and District guidelines for participation.

- Participation in athletics and activities is considered a privilege and not a right.
- Students must be considered a “credible citizen” to be eligible to compete. This includes actions at school and in the community and is in effect 365 days a year.
- MSHSAA Academic Eligibility Standards require that students be enrolled in a minimum of 3.0 credits (typically 6 classes) in the semester they compete.
- MSHSAA Academic Eligibility Standards require that students earn a minimum of 3.0 credits (6 classes) the semester prior to competition. (Summer may be included.)
- University City High School requires students that have below a 2.5 cumulative GPA to attend academic tutoring and be enrolled in the Academic Improvement Program (AIP) in order to gain the privilege of competition.
- If students are not permitted to attend school for disciplinary reasons, they are not allowed to participate in interscholastic athletics. Students who receive Out-of-School Suspension (OSS) may not practice or compete until they complete a full day of attendance. Students that receive In-School Suspension (ISS) may practice but not compete until they complete a full day of attendance.
- Students must report all arrests and actions taken by law enforcement to the Athletic Director within 24 hours (excluding traffic violations) to determine if the action will have an effect on athletic eligibility.
- If a student-athlete is absent after the completion of the first period, they may practice but not compete until they complete a full day of attendance. Students absent on Fridays may not compete over the weekend. Absences may be approved by the Athletic Director in rare cases if permission is granted in advance, such as for a doctor’s @appointment, college visit, funeral, etc.
- Students who represent University City High School by participating in interscholastic athletics may not compete as members of a non-school team in the same sports season. Students may compete with an organized non-school team in a different sport if there is no practice or competition for the in-school team on that day.
- Students must maintain their amateurism and may not accept any award directly tied to athletics or performance in excess of \$25.
- Students and parents are required to read and abide by the “Student-Athlete Handbook” located on the District website at [uchs.ucityschools.org](http://uchs.ucityschools.org).

**\*\* See the Athletic Director for additional information or any questions \*\***

## NATIONAL COLLEGE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY STANDARDS

### Core Courses:

NCAA Divisions I and II requires 16 core courses. This rule applies to any student first entering any Division I college or university. Core courses include courses in the following areas: English, Math, Natural/Physical Science, Social Science, World Language, and Comparative Religion/Philosophy.

### Test Scores:

- Divisions I and II have sliding scales for test score and grade point average.
- The SAT score used for NCAA purposes includes the critical reading and math sections.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

### Grade Point Average:

- Only core courses (English Language Arts, Social Studies, Science, Math, and World Languages) are used in the calculation of the grade point average.
- Be sure to look at the high school’s list of NCAA-approved core courses on the Eligibility Center’s website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to make certain that courses being taken have been approved as core courses. High school

students in Missouri can now have NIL deals (Name Image Likeness). For any questions please see someone in the Athletic Department.

**Important Information:**

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center website. Students need to request final amateurism certification prior to enrollment.

**Please note that NCAA Eligibility Center Information is subject to change. For the latest information regarding the eligibility rules, please go to [www.NCAA.org](http://www.NCAA.org)**

### **High School Eligibility FAQs**

In order to play sports at the high school level, a student must earn a minimum of 3.0 credits in the prior semester to participate in MSHSAA sanctioned Activities and Athletics. In addition, the student must have a Pre Participation Physical Evaluation completed by a physician, parent and student.

Here are some common questions about high school eligibility:

- When do we calculate the credits?

*Credits are calculated on the last day of the semester. This means that once the semester is over, a student can not turn in more work to get a passing grade.*

- Can I take an incomplete to make up work and still be eligible?

*No, an incomplete means that you did not earn a credit. Therefore, you would not be eligible for the next semester.*

- Do credits earned in online courses count towards athletic eligibility?

*Online courses must be completed by the last day of the semester to count for the following semester.*

- What about summer school?

During the summer you can earn up to one (1.0) credit toward eligibility for the next semester. However, the course must count toward a graduation requirement.

# MISSOURI CAREER PATHWAYS

**What is a Career Path?** The state of Missouri has identified six Career Paths as a way to help students become aware of and explore careers in a logical and meaningful way. They include Arts and Communication, Business, Management and Technology, Health Services, Human Services/Transportation, Industrial and Engineering Technology, and Natural Resources and Agriculture.




**What is a Career Cluster?** Missouri uses 16 Career Clusters as a way of organizing occupations and careers to assist educators in tailoring rigorous coursework and related activities for all students. The Career Clusters include all occupations, even those not usually found in career and technical education.


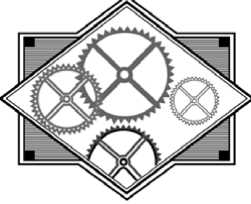

**What is a Career Pathway?** Occupations within a Career Cluster are further grouped according to shared commonalities such as skill sets or common roles. This grouping is called a Career Pathway. Each cluster contains two to seven Career Pathways. Career Pathways assist educators in the development of a coordinated and non-duplicative sequence of courses that identifies both secondary and postsecondary education elements; includes challenging academic and career and technical education content; and culminates in one or more of the following: technical skill proficiency, a credential, a certificate, or a degree at the secondary or postsecondary level.

Who can help you understand Career Pathways? A school counselor as well as any Career and Technical Education teacher can assist students in understanding Career Pathways.

Where can you get more information regarding the Career Pathways at University City High School? Right here in this book! Read all about them in the pages that follow. Or, visit our website for more information.

State Resources: <https://dese.mo.gov/college-career-readiness/career-education>

Career Paths	Description	Career Clusters	Possible Careers
<b>Arts and Communication</b> 	<b><i>Creative Path</i></b> Are you a creative person? Do you like to perform for others or create a work of art? Are you imaginative and innovative?	Arts, A/V Technology and Communications	Communications Occupations Performing Arts Occupations Visual Arts Occupations Computer Engineers Audio Visual Engineers
<b>Business, Management, and Technology</b> 	<b><i>Business Path</i></b> Are you a leader? Do you like to organize meetings or projects? Are you able to talk to people and communicate your idea or a vision? Can you carry out a project to completion?	Information Technology Marketing, Sales and Service Business, Management and Administration Finance	Executive, Administrative and Managerial Occupations Marketing and Sales Occupations Administrative Support Occupations, Including Clerical Computer, Mathematical and Operations Research Occupations Computer Engineers
<b>Health Services</b> 	<b><i>Health Path</i></b> Do you like helping people get well or even stay well? Are you interested in diagnosing a health issue in a patient? Are you interested in the human body and how it functions?	Health Science	Health Services Occupations Health Assessment and Treating Occupations Health Diagnosing Practitioners Health Technologists and Technicians Biomedical Engineering
<b>Human Services/Transportation</b>	<b><i>Helping Path</i></b> Do you like to problem solve and make things better for	Human Services Hospitality and Tourism Government and Public Administration	Legal Careers Religious Occupations Educational Occupations Food and Beverage Preparation

	<p>others?</p> <p>Are you open to new ideas or opinions?</p> <p>Do you have an outgoing and friendly personality?</p>	<p>Law, Public Safety, Corrections and Security</p> <p>Education and Training</p>	<p>and Service Occupations</p> <p>Personal, Building, and Ground Service Occupations</p> <p>Protective Service Occupations</p> <p>Social and Recreational Occupations</p> <p>Civil Engineers</p>
<p><b>Industrial and Engineering Technology</b></p> 	<p><i>Building and Fixing Path</i></p> <p>Do you like building things?</p> <p>Are you interested in determining how things work?</p>	<p>Manufacturing</p> <p>Transportation, Distribution and Logistics</p> <p>Science, Technology, Engineering and Mathematics</p> <p>Architecture and Construction</p>	<p>Engineers</p> <p>Architects and Surveyors</p> <p>Plant and Systems Operators</p> <p>Mechanics, Installers and Repairers</p> <p>Metalworking and Plastics-Working</p> <p>Printing Occupations</p> <p>Construction Trades Occupations</p>
<p><b>Natural Resources and Agriculture</b></p> 	<p><i>Nature Path</i></p> <p>Do you like nature and the outdoors?</p> <p>Do you like to be physically active?</p> <p>Would you like to determine the cause of environmental problems?</p>	<p>Agriculture, Food and Natural Resources</p>	<p>Food Scientist</p> <p>Botanist</p> <p>Veterinarian</p> <p>Agricultural Engineer</p> <p>Forest, Fisheries or Mining Engineer or Technician</p> <p>Hazardous Materials Handler</p> <p>Livestock Buyers/Seller</p>

## MO CAREER CERTIFICATE CRITERIA

In the State of Missouri students who meet certain requirements will earn a Career Certificate. The requirements for the CTE Certificate are as follows:

1. Meet all requirements set forth in state and local board of education policies related to earning a high school diploma.
2. Qualify as a career and technical education (CTE) concentrator. A CTE concentrator is defined as a student who has earned three or more credits in a sequence in any department-approved career education program area as defined on the student's Individual Career and Academic Plan (ICAP).
3. Maintain a minimum grade point average of 3.0 on a 4.0 point scale in the CTE area of concentration as defined on the student's personal plan of study.
4. Pass an approved Technical Skill Assessment (TSA) and/or earn an approved Industry-Recognized Credential or Certificate (IRC) aligned with the student's CTE area of concentration.
5. Complete a minimum of 50 hours of appropriate work-based learning experiences aligned with the student's CTE area of concentration. Work-based learning experiences may include Registered Apprenticeships, Cooperative Career Education programs, internships, clinical settings, job shadowing, entrepreneurial experiences, school-based enterprises, structured business/industry field trips, service learning or other opportunities that provide students with real-time, authentic work experiences.
6. Maintain at least a 95% attendance record overall for grades 9-12.
7. Demonstrate attainment of soft-skills/business skills. The requirement can be met in one of three ways:

- Active participation in a Career and Technical Student Organization during the junior or senior year; or
- Score at proficient or advanced level on a district-developed or adopted soft skill/ethics assessment during the junior and/or senior year; or
- Three or more letters of recommendation, from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of soft-skill efficacy and is career ready. Letters may not be from a relative or student.

8. Achieve a score at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, ACT WorkKeys®, or the Armed Services Vocational Aptitude Battery as determined in the most current MSIP performance standards. Schools are to use the .75 weighted measures described in the Assessment Scores Matrix as the standard. This matrix is found in Appendix C of the MSIP 5 Comprehensive Guide to the Missouri School Improvement Program, 2016.

### **INDUSTRY-RECOGNIZED CREDENTIALS (IRCs)**

High-quality credentials are recognized by multiple employers across an industry. To help better identify and prioritize such credentials, ACTE proposes the following uniform definition of “industry-recognized” be implemented across federal legislation when referencing credentials. The term “industry-recognized,” used with respect to a credential, means a credential that—

- A. is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and,
- B. where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

**SCHOOL DISTRICT OF UNIVERSITY CITY  
CAREER PATHWAYS AND PROGRAMS OF STUDY**

**What is a program of study?**

Graduation requirements and core classes are still required for all students in the State of Missouri. Programs of study are intended to drive a student's elective choices. A student's chosen program of study should help them earn additional certificates, credentials, college credit or even an Associate's Degree depending upon their career pathway and program of choice.

<b>CAREER CLUSTERS</b>	<b>PROGRAMS OF STUDY</b>
<b>ART, DESIGN AND COMMUNICATION</b>	Performing Arts: Theater Music-Band, Choir Orchestra Dance Visual Arts 2-D and 3-D Graphic Design-CTE Certificate Eligible Journalism and Digital Media
<b>BUSINESS</b> -All programs CTE Certificate Eligible	Business Management Marketing Entrepreneurship Sports Marketing
<b>HUMAN SERVICES</b>	AFJROTC Government and Public Administration Law Public Services Teaching (dual enrollment opportunity)
<b>STEM</b> -All programs CTE Certificate Eligible	Biomedical Sciences Computer Science Engineering Agriculture Education



## CORE COURSES PROGRAM OF STUDY

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
9th	Literature & Composition I Honors Literature & Composition I Comprehensive Literacy Creative Writing Intro to Journalism	Algebra I Algebra I Lab Geometry Honors Geometry Algebra 2 Honors Algebra 2	*Earth Science, Honors Biology	US History, Honors US History
10th	Literature & Comp II Honors Literature & Composition II Creative Writing Intro to Journalism Yearbook Newspaper	Geometry Honors Geometry Algebra 2 Honors Algebra 2 DC Precalculus	Biology Honors Biology Chemistry Honors Chemistry	World History, AP/DC World History
11th	American Literature AP/DC English Language & Composition DC College Comp. I and II African American Literature Speech and Debate Creative Writing Yearbook Newspaper	Algebra 2 Honors Algebra 2 DC Intro to College Algebra DC Precalculus Probability and Stats. AP/DC Calculus AB	Chemistry Honors Chemistry Physics AP/DC Biology AP/DC Chemistry DC Human Anatomy/Phys PLTW Biomedical, Intro to Agriculture	Government, .5 credit required AP/DC Government
12th	World Literature AP/DC English Literature Composition African American Literature Speech and Debate DC College Comp. I and II Creative Writing Yearbook Newspaper	DC Intro to College Algebra Algebra 2 Probability and Stats. DC Precalculus AP/DC* Calculus AB AP/DC Calculus BC	Physics AP/DC Biology AP/DC Chemistry DC Human Anat/Phys PLTW Biomedical Sciences Intro to Agriculture	DC Criminal Law and Criminal Procedure Psychology AP/DC Psychology AP/DC World History AP/DC African-American History

Other graduation requirements include:

- 1 credit Fine Arts
- 1 credit Practical Arts
- .5 credit Health
- .5 credit Personal Finance
- 1 credit Physical Education

See course descriptions for course prerequisites.

## ART, DESIGN AND COMMUNICATION CAREERS

### PROGRAMS OF STUDY

	Visual Arts	Theater Arts	Music	Dance	Digital Media	World Languages
<b>9th Grade/ Level One</b>	Introduction to Art and Design, Crafts, Printmaking	Theater I	Orchestra, Band, Choir; Beginning Band, Beginning Orchestra	Beginning Dance: Introduction to Movement	Introduction to Journalism	Spanish I, French I or Latin I
<b>10th Grade/ Level Two</b>	Drawing or Ceramics and Sculpture	Theater I and/or II	Orchestra, Band, Mixed Choir	Intermediate: Fundamentals of Dance	Newspaper or Yearbook	Spanish, French or Latin II
<b>11th Grade/ Level Three</b>	Drawing, Honors Drawing, Ceramics II and Sculpture II, or Graphic Design	Theater II	Orchestra, Band, Mixed Choir	Advanced: Movement with Meaning	Newspaper or Yearbook	Spanish, French or Latin III
<b>12th Grade/ Level Four</b>	Art, Graphic Design Capstone	Theater II	Orchestra, Band, Mixed Choir	Advanced: Movement with Meaning	Creative Writing	Spanish, French or Latin IV; AP Spanish or Latin
<b>Other Cluster Electives</b>	World Languages	Creative Writing, Dance Courses, Music Courses, World Languages	Dual Credit Music Appreciation, Jazz Band, Percussion, World Languages	Intermediate/Advanced: Designing Choreography World Languages	Speech and Debate, Graphic Design, World Languages, Creative Writing	
<b>Capstone, Dual Credit and/or Certificate (IRC)</b>	AP Portfolio, Internship, Dual Credit	Capstone Project, Internship, Dual Credit	Capstone Performance, Internship, Dual Credit	Capstone Performance-Kinesis, Residency, Internship	Capstone Portfolio, Internship	

#### Also Available at North Technical High School:

##### Arts and Communication

- Architectural Design and Geospatial Technology
- Fashion Design
- Graphic Design
- Graphic Production and Printing

## BUSINESS CAREERS PROGRAMS OF STUDY

	Business	Marketing
<b>9th Grade/ Level One</b>	Office Productivity Suite I and II	Office Productivity Suite I and II
<b>10th Grade/ Level Two</b>	Office Productivity Suite II Marketing and Social Media Personal Finance	Office Productivity Suite II or Entrepreneurship Marketing and Social Media Personal Finance
<b>11th Grade/ Level Three</b>	Entrepreneurship I Sports and Entertainment Marketing DC Accounting	Entrepreneurship I Sports and Entertainment Marketing
<b>12th Grade/ Level Four</b>	Entrepreneurship II DC Business Management	Entrepreneurship II and/or Entrep. Capstone, Business Management
<b>Other Cluster Electives</b>	SBE, World Languages, Speech and Debate, World Languages	SBE, World Languages, Marketing, Graphic Design, Speech and Debate
<b>Capstone, Dual Credit and/or Certificate (IRC)</b>	Entrep. Capstone Project-school store, TSA Certification, dual credit, STLCC Articulated Credit	Dual Credit, Marketing Certification, Office Certification, STLCC Articulated Credit

### Also available at North Technical High School:

#### Business and Information Technology

- Business and Financial Management
- CISCO Networking Academy
- Hospitality, Tourism and Event Planning
- Web and Computer Programming

## STEM CAREERS\* PROGRAMS OF STUDY

	Health Sciences/Biomedical Science	Engineering	Computer Science	Agriculture
<b>9th Grade/ Level One</b>	Intro to Biomedical	Intro. to Eng. and Design	Computer Science Discoveries, Intro to Gaming Design	Introduction to Agriculture, Food and Natural Resources
<b>10th Grade/ Level Two</b>	Human Body Systems	Principles of Eng.	AP Computer Science Principles, Intro to Gaming Design	Plant Science
<b>11th Grade/ Level Three</b>	Medical Interventions	AP Computer Science Principles	AP Computer Science A Intro to Gaming Design	Business Agriculture, coming 25-26
<b>12th Grade/ Level Four</b>	AP Bio, or Anat/Phys Dual Credit, Biomedical Innovations	Eng. Design and Development, AP Computer Science A	Launch Code 101 and Launch Code Internship Intro to Gaming Design	Animal and Plant Biotechnology, coming 26-27
<b>Other Cluster Electives</b>	AP Bio, AP Chemistry, Latin	Woods I, Construction Technology World Languages	World Languages	AP Biology, AP Chemistry
<b>Capstone, Dual Credit and/or Certificate (IRC)</b>	Dual Credit, Internship Biomedical Innovation	Dual Credit, Internship	Dual Credit, AP Credit, Internship	Fresh Harvest 365 Pre-Apprenticeship; Lab Science Technician

### Also available at North Technical High School:

#### Advanced Manufacturing

- Precision Machining
- Welding

#### Construction

- Carpentry
- Construction Trades
- Electrical Trades
- Heating, Ventilation and Air Conditioning
- Plumbing

#### Medical, Plant and Animal Sciences

- Health Science
- Landscaping and Horticulture
- Veterinary Assistant
- Agricultural

#### Transportation

- Auto Body
- Automotive Technology
- Diesel Technology

## PUBLIC SERVICE CAREERS PROGRAMS OF STUDY

	Government and Public Admin.	Law	AFJROTC	Teaching	Human Services
<b>9th Grade/ Level One</b>	US History, Pre-AP US History	US History, Pre-AP US History	AFJROTC I		US History, Pre-AP US History, Restorative Practices
<b>10th Grade/ Level Two</b>	World History, AP/DC World History, Restorative Practices	World History, AP/DC US History, Restorative Practices	AFJROTC II		World History, AP/DC World History, Restorative Practices
<b>11th Grade/ Level Three</b>	Government, AP/DC Government, Speech and Debate, Restorative Practices	Government, AP/DC Government, Restorative Practices, Speech and Debate	AFJROTC III	Early College	Psychology, Social Justice, Restorative Practices
<b>12th Grade/ Level Four</b>	DC Criminal Law and Procedure, Restorative Practices, and/or Speech and Debate, AP World History	DC Criminal Law and Procedure, Restorative Practices, or Speech and Debate	AFJROTC IV	UMSL or STLCC Dual Enrollment	AP Psychology, AP US History, or AP World History
<b>Other Cluster Electives</b>	Psychology, AP Psychology, DC African American History, African American Literature, World Languages, AP US History	AP Psychology, Psych., World Languages, DC African American History, African American Literature, AP World History	Physical Education Electives, World Languages, World Literature, Speech and Debate	Psychology, AP World, DC African American History, African American Literature, World Language, Speech and Debate	World Languages, World Literature, DC African American History, African American Literature, Speech and Debate
<b>Capstone, Dual Credit and/or Certificate (IRC)</b>	Dual Credit, AP, Internship	Dual Credit, AP, Law Internship	ASVAB and Branch Placement	Dual Credit, AAFCS Ed Fundamental TSA, Classroom Capstone Experience Registered Behavior	Dual Credit, Internship, Registered Behavior Technician

**Also available at North Technical High School:**

Human Services

- Cosmetology
- Culinary Arts
- Early Childhood Education

Public Safety

- Emergency Medical Technician

- Firefighting
- Homeland Security
- Law Enforcement

## Other Programs of Study

	Physical Education	Early College Experience
<b>9th Grade/ Level One</b>	Comprehensive Physical Education, Health	Honors Literature & Composition I Honors Geometry Algebra 2 Honors Algebra 2 Honors Biology Honors US History Personal Finance/Health
<b>10th Grade/ Level Two</b>	Competitive Sports, Lifetime Sports, Weight Training, Health	Honors Literature & Composition II Honors Geometry Algebra 2 Honors Biology Chemistry AP/DC World History Business Management
<b>11th Grade/ Level Three</b>	Competitive Sports, Lifetime Sports, Weight Training, Advanced Weight Training	DC College Comp I/II DC Intro to College Algebra DC Precalculus AP/DC Calculus AB AP/DC Biology AP/DC Chemistry DC Human Anat/Phys DC History of Jazz DC Music Appreciation
<b>12th Grade/ Level Four</b>	Competitive Sports, Lifetime Sports, Weight Training, Advanced Weight Training	STLCC Full-Time

## COURSE DESCRIPTIONS

Course descriptions are by department. Departments are listed in alphabetical order.

### ENGLISH LANGUAGE ARTS

*4 English Language Arts credits are required for graduation.*

S1050 COMPREHENSIVE LITERACY.....YEAR  
COURSE

This intervention course is structured to support students who have not mastered their overall literacy skills. Students will be placed in this course based on their performance on multiple criteria, including state and district assessments. Students will engage in lessons that focus on reading essentials including vocabulary, phonics, fluency, and comprehension. This course does not supplant core English courses and requires simultaneous enrollment in Literature and Composition I.

Homework: 20-30 minutes of reading daily or a literacy activity

Note: **This course counts as an elective credit, not an English credit.**

S1100 LITERATURE & COMPOSITION I.....YEAR COURSE  
(9)

The theme for this course is **coming of age**. This course is designed to help students improve their reading, writing, and speaking skills through assignments based on a variety of literary works. The basic components of the course include a refinement of study skills, vocabulary skills, and test-taking skills, as well as a strong focus on the communication arts skills of listening, writing, reading, and speaking effectively.

Homework: 20-30 minutes of reading daily.

S1120 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) .....YEAR COURSE  
(9-12)

This course is for those students whose proficiency in any of the English language arts modalities (reading, writing, listening, or speaking) is significantly below that of their peers. Only students classified as Limited English Language Learners are eligible for this course.

S1150 HONORS LITERATURE & COMPOSITION I.....YEAR COURSE (9)

The theme for this course is **coming of age**. This is a course designed for students who want to be challenged and whose reading and writing skills are at or above grade-level. Students will read and study a variety of texts with a focus on analyzing literary devices, theme, tone, and story structure. Detailed writing assignments which develop skills in analysis, synthesis, argument and narrative writing, as well as other expository techniques, are an integral part of the curriculum. Activities also include a refinement of vocabulary, grammar, listening skills, research skills, and presentation skills.

Note: All students taking honors coursework are required to complete a summer assignment. Rising 9th graders are expected to participate in the Summer Honors Institute. Proficient or advanced 8th grade MAP score in English Language Arts is strongly recommended.

Homework: 30 minutes of reading and/or writing daily.

S1200 LITERATURE & COMPOSITION II.....YEAR COURSE  
(10)

The theme for this course is **culture**. Students will be challenged to use evidence from texts in both written and oral responses. For example, students will study the extent to which one's culture influences one's worldview, and incorporate textual evidence in a written argument. Research and film texts also play an important role in this course. Students will enhance their critical thinking skills by performing rigorous reading and writing tasks to synthesize learning.

Prerequisite: HONORS LITERATURE & COMPOSITION I

Homework: 20-30 minutes of reading and/or writing daily.

S1250 HONORS LITERATURE & COMPOSITION II.....YEAR COURSE (10)

The theme for this course is **culture**. This is a course designed for students who want to be challenged and whose



reading and writing skills are at or above grade-level. Students will read and study a variety of texts with a focus on higher order analytical skills, such as discerning symbolism, figurative language and author's message. Students will discover universal truths in texts and make connections between these truths and the author's purpose, then apply this knowledge to their writing while exploring several patterns of development: character analysis, the researched essay, compare/contrast, and literary analysis.

Prerequisite: LITERATURE & COMPOSITION I

Note: All students taking honors coursework are required to complete a summer assignment. Earned a "B" or better in LITERATURE & COMPOSITION I (strongly recommended)

Homework: 40 minutes of reading and/or writing daily.

S1300 AMERICAN LITERATURE AND COMPOSITION.....YEAR COURSE (11)

The theme for this course is **the American Dream**. Students will explore concepts that have shaped American thought and discourse since its revolution through the study of American literature and rhetoric. Students will read full-length works from the 20th century and gather evidence from texts to incorporate in writing, speeches, performances, and presentations about the American Dream, what it means to be an American, the freedom of speech, the role of media in a democracy, and literary movements.

Prerequisite: Literature and Composition II

Homework: 40 minutes of reading and/or writing daily.

S1370 ADVANCED PLACEMENT/DUAL CREDIT ENGLISH LANGUAGE AND COMPOSITION.....YEAR COURSE (11)

As specified by the College Board, this course is intended to approximate an entry-level college English course. This course is designed for self-motivated students who want to be challenged and whose reading and writing skills are at or above grade-level. Students will read and study a variety of texts in order to examine authors' rhetorical techniques, tools, and structures. This studied analysis of writers' craft will lead to practice in personal narratives, persuasive essays, literary analysis, research synthesis, and argument writing. Students are strongly encouraged to take the AP exam and, in preparation for it, learn the fundamentals of answering objective and essay questions. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Completion of summer reading and a writing assignment is required for this course.

**Note: Taking this course for dual credit will earn students a college credit as a "Composition" class, which is the same credit students can receive from College Composition I/II. As a result, students should take AP English Language and Composition or College Composition I/II.**

Prerequisite: Literature and Composition II, All students taking honors coursework are required to complete a summer assignment.

Recommended: Proficient or advanced on English II EOC score, a "B" or better in Literature and Composition II, teacher recommendation, proficient reading level.

Homework: 1 hour of reading and/or writing daily.

S1400 WORLD LITERATURE AND COMPOSITION.....YEAR COURSE (12)

The theme for this class is **perspectives**. Senior English offers many opportunities for students to synthesize their learning through rigorous writing and speaking tasks. Independent research, film study, and presentations go hand in hand with the study of print texts, and allows students to develop complex and nuanced understandings of the texts, films, and issues in the course. Students will focus on both literary and informational texts that include film, photography and media coverage of newsworthy events.

Prerequisite: American Literature or AP English Language and Composition.

Homework: 40 minutes of reading and/or writing daily.

S1460 ADVANCED PLACEMENT/DUAL CREDIT ENGLISH LITERATURE AND COMPOSITION.....YEAR COURSE (12)

As specified by the College Board, this course is intended to approximate an entry-level college English course. This course is designed for self-motivated, college-bound students who want to be challenged, whose reading and writing skills are at or above grade level, and who plan to take the AP exam at the end of the year. In preparing students to take the exam, the teacher will select reading materials from a variety of sources and genres that reflect the rigor of an introductory college-level communication arts course. Daily instruction, discussion, and written work will focus on the identification and analysis of the rhetorical devices and strategies employed by writers. Students will be assessed on how well they use the language of rhetoric in analyses of texts, as well as their ability to effectively convey that knowledge in a college-level composition (a 5 or higher on the College Board's 9-point scoring guide).

Scoring a 3 or better (out of 5) on the AP exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Completion of a summer reading and writing assignment is required for this course. This includes a commitment to a semester-long undertaking of a self-selected Author's Study project, which the student is expected to present in January.

**Prerequisite:** American Literature or AP English Language and Composition, All students taking honors coursework are required to complete a summer assignment.

**Recommended:** A grade of "B" or higher in either American Literature or AP Language and Composition, a score of proficient or advanced on the English II EOC (if scores are available), teacher recommendation, proficient reading level

**Homework:** An average of 1 hour of reading and/or writing daily

- S1470 DC COLLEGE COMPOSITION I.....SEMESTER COURSE (11/12)  
**STLCC ENG 101. College Composition I ( MOTR ENGL 100) 3 Credit Hours.** This course primarily focuses on the development of writing techniques. Students will develop effective writing styles, writing processes, revision practices, and analytical skills. Prerequisites: [ENG 030](#) or [ENG 070](#) with a grade of "C" or better or recommendation of department and Reading Proficiency or concurrent enrollment in [RDG 030](#)  
**Note: Taking DC COLLEGE COMPOSITION I/II will earn students a college credit as a "Composition" class, which is the same credit students can receive from taking AP English Language and Composition. As a result, students should take AP English Language and Composition or College Composition I/II.**
- S1475 DC COLLEGE COMPOSITION II.....SEMESTER COURSE (11/12)  
**STLCC ENG 102. College Composition II ( MOTR ENGL 200). 3 Credit Hours.** This course builds on knowledge and skills learned in [ENG 101](#) and primarily focuses on argumentative and persuasive writing techniques. Students will develop effective writing processes, writing styles, research abilities, analytical skills, and argumentative tools. Prerequisites: ENG 100 or [ENG 101](#) with a grade of "C" or better or department approval and Reading Proficiency.  
**Note: Taking DC COLLEGE COMPOSITION I/II will earn students a college credit as a "Composition" class, which is the same credit students can receive from taking AP English Language and Composition. As a result, students should take AP English Language and Composition or College Composition I/II.**
- English Language Arts Electives
- S1500 INTRODUCTION TO JOURNALISM.....YEAR COURSE (9-12)  
This course serves as a required prerequisite for all school publications courses unless the student is a senior and obtains approval from the school publications advisor. This course is reading and writing intensive. Students are introduced to the fundamentals of journalism, including writing for publication, layout and design, photography and advertising. Ethics, history, and principles of journalism will be researched and studied, along with the newest forms of the genre. Students will be trained in publishing software, such as Adobe InDesign and Adobe Photoshop. Students' work will be considered for publication in the U-Times student newspaper and website and Dial yearbook. If students excel during the first semester, they may be asked to join the Newspaper (U-Times) or Yearbook (Dial) staff for the second semester.  
**Note:** This course serves as a required prerequisite for all school publications courses unless the student obtains approval from the school publications adviser.
- S1510 SCHOOL PUBLICATION: NEWSPAPER (U-TIMES) .....YEAR COURSE (10-12)  
In this course, students create the school newspaper and manage its website. As part of the newspaper staff, students are expected to have the written and oral communication skills needed to publish a quality newspaper and website and may have to spend considerable amounts of time outside of class to complete assignments.  
**Prerequisite:** Course application; English I; Introduction to Journalism with a grade of B or above  
**Note:** Students may be exempt from this if granted approval by the school publications advisor.  
**This course can be used in place of a Practical Arts credit or it can be repeated one or more times for English elective credit with advisor's approval.** Editors-in-Chief receive weighted grades.
- S1520 SCHOOL PUBLICATION: YEARBOOK (DIAL) .....YEAR COURSE (10-12)  
Students will receive instruction in the techniques of producing a quality yearbook that will become an accurate historical and artistic record of the school year. Because the yearbook is a mini business with students assuming the

financial responsibility for the publication, they will also gain experience in sales, public relations, and advertising. Students are required to spend considerable time in the summer as well as during the school year promoting yearbook sales, advertising, and fundraising events. This course may be repeated one or more times for English elective credit or Practical Arts credit with the advisor's approval. Selections for staff editorial positions will be made each spring.

Prerequisite: Course application; English I; Introduction to Journalism with a grade of "B" or above

Note: Students may be exempt from this if granted approval by the school publications advisor. **This course counts as an English or Practical Arts Elective, not English credit.** Editors-in-Chief receive weighted grades.

S1590 SPEECH & DEBATE .....YEAR COURSE (9-12)

This course is designed to help students develop better speaking and listening skills. Students will be able to recognize the importance of effective speech communication in everyday life. Developing confidence and improving presentation skills will be explored through speech writing and the delivery of a variety of speeches. Students will learn to accept and give constructive criticism. Students will explore the role of debate and, through participation in a variety of debate formats, students will understand the importance of constructing a valid argument, finding appropriate supporting evidence, and evaluating and refuting the arguments of opponents. Students interested in pursuing a degree in Law, Politics or simply interested in improving their own personal discourse are highly encouraged to enroll in this course. A course in public speaking will better prepare students for required college oral communication courses.

No Prerequisite

Note: This course counts as an English elective credit.

S1810 CREATIVE WRITING.....SEMESTER COURSE (9-12)

In this course, students will receive a variety of assignments to explore a variety of writing genres and will introduce them to fun and engaging aspects of writing. Students will be encouraged to try new techniques to develop a personal style of writing. This course will center rich, powerful texts from varied genres as mentor texts. Emphasis will be placed on discussion, re-visioning work, class critiques and experimentation. It is through writing that life becomes more meaningful. Writing can clarify, heal, excite, encourage, remind, inspire, and make the world a better place. This class is a beginning for students to become authors, poets, free-lance writers, story tellers, script-writers, non-fiction writers, blog writers, and more.

No Prerequisite

Note: This course counts as an English elective credit.

S1600 AFRICAN AMERICAN LITERATURE.....SEMESTER COURSE (11-12)

The theme of this course is **Freedom Dreaming: the Pursuit of the American Dream**. It will center the relationship between race, representation, and identity and will explore the relationship between being black and being American through the rich, powerful, enabling texts of many writers and artists who worked to shift narratives and representations of Black Americans through art. This course will examine some of the major debates and central texts of African American literature and the social construction of 20th-century African American literature, contextualized within a framework of American history to understand how authors expressed themselves through various artistic genres as they sought to establish a unique identity within an oppressive, racist, gender-biased, and capitalistic society.

No Prerequisite

Note: This course counts as an English elective credit.

## FINE ARTS

*(Visual Arts)*

S6000 INTRODUCTION TO ART AND DESIGN.....YEAR COURSE  
(9-12)

This is the basic exploratory course in art and design. Students are introduced to the elements and principles of design and use them to find unique and individual solutions to artistic problems. Emphasis will be placed on drawing, painting, rendering techniques, modeling, construction, art history, art vocabulary, and basic graphic design using the Internet as a research tool. This course is a foundational course for students pursuing a career pathway in art, graphic design, interior design, fashion design, architecture or other design-related field. (formerly Studio Art)

S6130 DRAWING.....YEAR  
COURSE(10-12)

This is an advanced art course. Students with a special interest in drawing and two-dimensional art will investigate a wide variety of techniques and media used by artists. Drawing is a skill that can be learned and highly developed with study and practice. Students will learn about historically important artists, and will use skills, techniques and styles to express their personal ideals and beliefs. Emphasis will be placed on developing an art portfolio appropriate for use in applying to colleges or for obtaining a job in fine arts, graphic arts, interior design, fashion design or architectural school.

Prerequisite: A or B in Introduction to Art and Design or permission from Instructor.

S6140 HONORS DRAWING.....YEAR COURSE (11-12)

Honors Drawing is a preparatory class for juniors who plan to enroll in AP in their senior year. Students will work to develop mastery of content and techniques within Drawing, 2-D and 3-D design. Students will begin to build an extensive portfolio of work which will be part of the portfolio submitted to the College Board the following year in AP Studio Art. Students in Pre-AP Studio Art will build portfolios to submit to the College Board for college credit in their senior year in AP Studio Art..

Prerequisite: Earned A or B in at least two Visual Arts courses or permission from the Instructor.

S6150 AP DRAWING.....YEAR COURSE  
(12)

This Advanced Placement class is offered to students who have a special interest in Drawing, 2-D and 3-D art/design. Students will work to develop mastery of content and techniques within Drawing, 2-D and 3-D design. Students will create an extensive portfolio of work which reflects quality, breadth, and sustained investigation. Submission of portfolios to the College Board provides students the possibility to earn college credit. Students may take multiple semesters of AP Studio Art.

Prerequisite: Earned A or B in Pre-AP Art: Drawing or permission of Instructor.

S6210 CRAFTS.....SEMESTER COURSE  
(9-12)

Students will learn about traditional and contemporary crafts and produce objects that are both functional and decorative. Students will explore the tools and techniques used by many cultures, especially Native American, Indian, and African craftsmen/artists. Some of the crafts that may be explored are weaving, basket making, batik, macramé, papier-maché, tin work, and handmade paper.

S6220 PRINTMAKING.....SEMESTER COURSE  
(9-12)

Students are introduced to traditional and contemporary printmaking techniques. Students will create a variety of prints such as linocuts, collagraphs, etchings, and silkscreen prints. Emphasis will be placed on using basic design principles as well as technical skills such as creating printing plates, inking, and using a printing press or hand printing.

S6310 CERAMICS I .....SEMESTER COURSE  
(9-12)

This course will include various hand building techniques and varied glazing and surface decoration techniques. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. Students will also explore historical influences, as well as contemporary ceramicists.

S6320 CERAMICS II .....SEMESTER COURSE (10-12)

This course is an advanced continuation of Ceramics I. Students will improve hand building techniques and be introduced to throwing techniques through projects that are more technically challenging. Knowledge of kiln functions, decorative techniques and advanced glazing techniques will be broadened and an emphasis will be placed on aesthetic judgment.

Prerequisite: A or B in Ceramics I or permission from Instructor.

S6410 SCULPTURE I .....SEMESTER COURSE (9-12)

This course is devoted to experimentation with a variety of methods, media, techniques, themes, and styles of three-dimensional sculpture from various sources. A cultural overview of art is used as a reference for student art production and study. Students demonstrate appropriate use of equipment in accordance with established safety guidelines.

S6420 SCULPTURE II .....SEMESTER COURSE

(10-12)

This course is an advanced continuation of Sculpture I. The course concentrates on advanced techniques in the production of sculptural artworks. Students study the historical and cultural background of traditional and modern sculptural techniques. Various sculptural media are used to create technically challenging 3-D projects.

Prerequisite: A or B in Sculpture I or permission from Instructor.

S6510 GRAPHIC ARTS.....YEAR COURSE

(11-12)

This is an advanced art course. Students will gain an understanding of basic processes and procedures that make up the graphic arts concept. Students will learn various lettering techniques, logo design, poster design, package design, brochure/book production, and storyboard production. Students will learn basic board techniques and various computer software as well as scanning digital photography and production tools (Adobe Illustrator CS, Adobe Photoshop CS, Google platform),. Design and typography principles will apply to all projects. In addition to the graphic design curriculum, WashUCity is an established partnership with Washington University's visual communications department. In this project college students develop and teach design curriculum to high school students and assist students in solving class-related design problems, in addition to advising and mentoring students.

Prerequisite: Successful completion of Drawing, Newspaper, and Yearbook or teacher permission.

## FINE ARTS COURSES

*(Performing Arts)*

S6630 JAZZ BAND.....YEAR COURSE

(9-12)

It is required that all students be auditioned. Instruments being utilized in this class include trumpets, trombones, saxophones, keyboards, lead and bass guitar, tuba, and percussion. The class will emphasize performance in the jazz and commercial music styles and will include instruction in jazz improvisation. The students will perform at least one concert each semester.

Prerequisite: Audition and concurrently enrolled in Band.

S6640 BAND.....YEAR COURSE (9-12)

Students will further their skills in interpreting and expressing music through performance of band literature carefully chosen to include classical transcriptions and contemporary band pieces within a comprehensive range of playing styles and periods. Participation at all concerts and public performances is required. Students will also perform as a marching band and pep band at selected athletic events, parades and other activities throughout the metro area. Students who have not been enrolled in Band must be auditioned by the director for proper placement. Note: The number of percussionists will be limited in the band. All students who wish to perform on percussion instruments will be asked to audition privately with the director. All percussionists will attend a special percussion clinic during the summer.

Prerequisite: Audition.

S6610 BEGINNING BAND.....YEAR COURSE (9-12)

The UCHS Beginning Band is designed for students who did not get the opportunity to learn an instrument in middle school, or would like the opportunity to learn a different instrument from one they have previously studied. The goal of this class is to prepare the students for inclusion in the regular Band and Percussion classes at the conclusion of the course. No prior musical experience is necessary. The instruments offered are: Flute, Oboe, Clarinet, Saxophone (Alto, Tenor and Baritone), French Horn, Trumpet, Trombone, Baritone, Tuba and Mallet Percussion. Students are given the opportunity to try the different instruments before they choose one to focus on. Students will be supplied with lesson books but will need to provide their own instruments that are in working condition. Rental and purchase options will be discussed in class. The number of percussionists will be limited and decided upon during the first month of class. Students will perform in at least one concert during the semester.

S6650 PERCUSSION.....YEAR COURSE (9-12)

Students will further their skills in interpreting and expressing music through performances of band and percussion literature. This literature is carefully chosen to include a wide variety of percussion music with a wide range of playing styles. Students are expected to participate as part of the high school marching band and pep band at events both at UCHS and throughout the St. Louis area. Participation at all performances is required.

Note: The number of percussionists will be limited in the band. All students who wish to perform on percussion

instruments will be asked to audition privately with the director. All percussionists will attend a special percussion clinic during the summer.

Prerequisite: Attendance at summer percussion clinic, audition

S6680 ORCHESTRA.....YEAR COURSE (9-12)

Orchestra at UCHS provides an artistic, project-based, performance experience where students will learn and perform different styles and genres of music together as a group. Students will further their individual technical skills and confidence in performing on their stringed instruments, develop fluency in speaking and writing about the content, and make creative connections among different subjects and to the world around them. Students will perform one concert per semester with opportunities for additional performance and creative experiences both during and after school."

Prerequisite: Participation in middle school orchestra or an audition

S6665 BEGINNING STRINGS.....YEAR COURSE  
(9-10)

Beginning Strings at UCHS provides an opportunity for students to learn an orchestral stringed instrument (violin, viola, cello or bass) as a new player that did not participate at the elementary or middle school level. (Students that received some strings instruction prior to high school but do not feel ready to join the full orchestra may also select this option as a refresher course). Students will learn to decode (read) the language of music, and will learn the technical performance skills needed to be successful at any level of playing in a step-by-step, supportive manner.

S6730 CONCERT CHOIR.....YEAR COURSE (9-12)

Admission to this course is by audition only. This is a class for students who want to study advanced music theory, advanced sight singing/aural training, and choral ensemble production. The repertoire will include standard and advanced high school and college literature. Students participating in this class will participate in a variety of appearances throughout the community and state.

Prerequisite: Audition.

S6710 MIXED CHOIR.....YEAR COURSE (9-12)

This class is offered to both male and female students interested in singing in a choral performance group. This class emphasizes the basics of singing and performance.

Note: this class can be taken more than one time with permission of the instructor. The group is required to perform a minimum of two concerts.

S6740 WOMEN'S CHOIR.....YEAR COURSE (9-12)

This class is offered to female students interested in singing in a choral performance group. This class emphasizes the basics of singing and performance.

Note: This class can be taken more than one time with permission of the instructor only.  
The group is required to perform a minimum of two concerts.

S6750 MEN'S CHOIR.....YEAR COURSE (9-12)

This class is offered to male students interested in singing in a choral performance group. This class emphasizes the basics of singing and performance.

Note: This class can be taken more than one time with permission of the instructor only.  
The group is required to perform a minimum of two concerts.

S6760 DC MUSIC APPRECIATION.....SEMESTER COURSE (11-12)

**STLCC MUS 114. Music Appreciation (MOTR MUSC 100). 3 Credit Hours.**

This class is a survey of various aspects of music including the philosophy, science, theory, anthropology, sociology, history, and physical act of producing music. A wide variety of musical styles and associative composers will be used to explore these aspects of music.

Prerequisite: Reading Proficiency.

S6780 DC/UMSL ACCELERATED CREDIT MUSIC THEORY.....SEMESTER COURSE  
(11-12)

In this course, students will recognize and deepen their knowledge of the basic musical concepts and processes, which

are used to understand, analyze, and create music. These concepts and processes will be demonstrated through reading, speaking, writing, and performing on their instruments or voices. Students must be actively enrolled in orchestra, choir, or band in order to have the appropriate knowledge base necessary for flourishing in this course.

S6810 Theater I.....SEMESTER COURSE  
(9-12)

A hands-on course designed to introduce students to various elements of theater and to encourage students in further theater study. Students will examine the role that acting, directing, writing, sound, lights and set play in the creation of a production. Through warm-ups, monologue scene work and improvisation, students will learn how to become more comfortable on stage. Basic techniques of movement, voice projection, character development and performance will be taught.

S6820 Theater II.....SEMESTER COURSE  
(9-12)

This is a continuation of the work covered in Acting I in an advanced context. Students will engage in more intensive preparation of their craft. The creative, physical, emotional and mental aspects of performance are studied through scene work and audition techniques. This course also includes an introduction to directing and writing for theater. Written critiques and participation in a one-act play will be part of the final class project for the semester. Students may be able to take this course in multiple years with permission of the instructor.

Prerequisite: successful completion of Acting I, or by permission of instructor.

S6860 ADVANCED TECHNICAL THEATER.....YEAR COURSE (10-12)

In this course, students will build on the continuation of advanced technical theater and production skills, introduction to design, properties management, stage management, and costuming for a production. Students will contribute to the course through individual projects based upon production schedule, design opportunities, advanced lighting and sound console operations, and stage management of productions. Students will explore and apply advanced stage lighting and sound, advanced scenic design, and practical application of technical theatre. learn advanced technical theater design, construction, stage operations, and facilities management techniques via hands-on application while working on productions and events. Through these opportunities, students will explore their individual gifting and abilities, and improve their work ethic and communication capabilities. Students will contribute to the design, operation, and building aspects of the school year productions.

Prerequisite: Theatre (B or above) and/or involvement in school productions with teacher recommendation. Can be taken all three years.

S6910 BEGINNING DANCE: INTRODUCTION TO MOVEMENT.....YEAR COURSE  
(9-12)

This course introduces students to an array of dance styles and techniques including classical ballet, jazz, tap, modern, Dunham Technique, African, more! Students will become familiar with basic skills and warm up combinations for each style. Students develop an understanding of the compositional elements of dance, and are required to perform in a school formal dance concert as well as the opportunity to perform in various district and community engagements each year.

S6920 INTERMEDIATE: FUNDAMENTALS OF DANCE.....YEAR COURSE  
(9-12)

This course is designed for students who are becoming more serious about dance and have an interest in performing. Students must physically and verbally demonstrate a clear understanding of beginning dance vocabulary to participate in this class. Participation in workshops and residency programs (on/off campus) led by professional dancers and choreographers aid in the introduction of compositional elements throughout the year. Students contribute to produced works performed in the required formal dance concert as well as the opportunity to perform in various district and community engagements throughout the school year and summer break.

Prerequisite: *Students must physically and verbally demonstrate a clear understanding of beginning dance vocabulary to participate in this class.*

S6930 ADVANCED DANCE: MOVEMENT WITH MEANING.....YEAR COURSE  
(9-12)

This course is for students who have studied dance extensively and desire to make dance a part of their daily lives. Students continue development in classical ballet, modern, tap, jazz, Dunham Technique, African, etc. Students participate in several residency programs throughout the year, workshops on/off campus as well as exposure to



collegiate recruitment opportunities. Creating a collective within the class allows experimentation with partnering and fusion to develop choreography to be presented in the formal dance concert.

**Prerequisite:** *Instructor Permission; must physically and verbally demonstrate a clear understanding of intermediate dance vocabulary to participate in this class.*

S6940 INTERMEDIATE/ADVANCED: DESIGNING CHOREOGRAPHY.....YEAR COURSE  
(9-12)

This course is ideal for students who have studied dance extensively and desire to create choreography. Students continue development in classical ballet, modern, tap, jazz, Dunham Technique, African, etc. Creating a collective within the class allows experimentation with partnering and fusion to develop choreography to be presented in the formal dance concert as well the opportunity to perform in various district and community engagements throughout the school year and summer break.

**Prerequisite:** *Instructor Permission; must physically and verbally demonstrate a clear understanding of intermediate or higher dance vocabulary to participate in this class.*

S6635 DC HISTORY OF JAZZ.....SEMESTER COURSE (11-12)

**STLCC MUS 114. Music Appreciation ( MOTR MUSC 100J). 3 Credit Hours.**

This class is a review of artists, composers, and other influences associated with the art of Jazz music. It examines the impact of Jazz on culture in the United States and the world. Prerequisite: Reading Proficiency.

## MATHEMATICS COURSES

*3 Mathematics credits are required for graduation.*

[Mathematics Placement Process](#)

S4105 ALGEBRA 1 LAB (ELECTIVE CREDIT).....SEMESTER/YEAR COURSE (9)

This elective course is designed to reinforce and support concepts taught within the Algebra 1 class. A variety of methods will be used to help reinforce the concepts.

S4140 ALGEBRA 1.....YEAR COURSE  
(9)

Students learn relationships between quantities and reasoning with equations. Students engage in methods for analyzing, solving, and using quadratic functions. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and use them to solve problems. Students will learn function notation and develop the concepts of domain and range. They compare and contrast linear and exponential functions. Students explore systems of equations and inequalities. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions. Students consider and create quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined. Students will use statistics to summarize, represent, and interpret data in real-world situations, and understand that specific types of graphs are better at displaying different types of data.

S4240 GEOMETRY .....YEAR COURSE  
(9-12)

Students will study geometric concepts, mathematical logic, and formal deductive proofs. Students will build on their work with the Pythagorean Theorem to find distances, use a coordinate system to verify geometric relationships, including properties of triangles, quadrilaterals, and parallel and perpendicular lines. Students will establish triangle congruence criteria and will use congruence as a foundation for the development of formal proof. Additional topics will include angle relationships, 2-3 dimensional figures as well as embedded algebra concepts.

**Prerequisite:** Algebra 1

S4255 HONORS GEOMETRY.....YEAR COURSE (9-10)

The students will study the same geometric concepts and topics that are covered in Geometry. However, they will be required to do more challenging problems and complex applications. Students will apply trigonometry to general triangles. An emphasis will be placed on the student's ability to prove basic theorems using a variety of formats.

**Prerequisite:** [District placement process](#)

S4305 ALGEBRA 2 Lab (ELECTIVE CREDIT).....SEMESTER/YEAR COURSE  
(9-12)

This elective course is designed to reinforce and support concepts taught within the Algebra 2 class. A variety of methods will be used to help reinforce the concepts

- S4340 ALGEBRA 2.....YEAR COURSE (10-12)  
 Students will improve algebra skills and progress to more advanced algebra topics. Students will synthesize and generalize what they have learned about a variety of function families. Students will explore systems of equations and inequalities, and find and interpret their solutions. Students will identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations. Additional topics will include operations with real numbers, rational expressions, factorization, solutions of linear and quadratic equations, graphs, rational, irrational, and complex numbers.  
Prerequisite: Geometry
- S4355 HONORS ALGEBRA 2.....YEAR COURSE (9-12)  
 This course is intended for students who have above-average mathematical and problem-solving skills and above average grades in Algebra 1 and Honors Geometry. Students will study the concept of a function as it relates to algebraic, exponential, logarithmic, and trigonometric expressions. Advanced and accelerated content will be included within this course.  
Prerequisite: Proficient/Advanced score on the Algebra 1 EOC and/or [District placement process](#)
- S4410 DC Intro to College Algebra .....YEAR COURSE (10-12)  
**STLCC Math 140. Intermediate Algebra 3 credit hours.**  
 This course is designed to provide the transition from high school algebra courses to college algebra/precalculus algebra. Its design is that of a college-level intermediate algebra course, complete with a college-level textbook. This course will help students avoid taking remedial/developmental math courses in college, which are costly and time-consuming and may not count toward degree requirements. This course can also provide a good foundation for students who want to take Precalculus the following year. Topics include operations on rational expressions, operations on radicals, solving quadratic equations, and the rectangular coordinate system are among the topics covered. Prerequisite: Algebra 2 or corresponding Accuplacer Score  
 Note: GPA requirement must be met for Dual Credit eligibility.
- S4450 DC PRECALCULUS.....YEAR COURSE (10-12)  
**1st semester: STLCC Math 160. Precalculus Algebra (MOTR 130). 3 hours**  
**2nd semester: STLCC Math 170. Precalculus Trigonometry. 3 hours**  
 This dual credit course will offer students an opportunity to continue the study of advanced algebra topics that will prepare them for the study of calculus. Topics will include polynomial, rational, radical, exponential, logarithmic, and trigonometric functions, and an introduction to conics and vectors.  
Prerequisite: Honors Algebra 2 or Intro to College Algebra, or corresponding Accuplacer Score  
Note: B or better in Honors Algebra 2 or Intro to College Algebra is required for Dual Credit eligibility.
- S4510 AP/DC CALCULUS AB .....YEAR COURSE (11-12)  
**STLCC Math 210. Analytic Geometry & Calculus. 5 credit hours.**  
 Students will study and apply principles of calculus. Topics will include limits, derivatives, and integrals of algebraic and transcendental functions, approximations, applications, and modeling. This course is recommended for college-bound students who plan to major in mathematics or a math-related field. Students taking this course are strongly encouraged to take the AP exam offered in the spring. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation.  
Prerequisite: Precalculus or appropriate Accuplacer score  
 Note: B or better in both semesters of PreCalculus is required for Dual Credit eligibility.
- S4520 AP CALCULUS BC.....YEAR COURSE (11-12)  
**STLCC Math 220. Analytic Geometry & Calculus II. 5 credit hours**  
 Students will study the same topics and concepts covered in AP Calculus AB with more detail given to some areas. Additional topics covered include hyperbolic functions, arc lengths and surface of revolutions, indeterminate forms, improper integrals, trigonometric substitution, partial fractions, series, polar coordinates, and vectors. Students taking this course are strongly encouraged to take the AP exam offered in the spring. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation.  
Prerequisite: AP Calculus AB  
Note: Students also have the option of taking this course as a semester-long course at St. Louis Community

**College through a Dual Enrollment agreement. B or better in AP/DC Calculus AB is required for Dual Credit eligibility.**

S4610 PROBABILITY AND STATISTICS.....YEAR COURSE  
(10-12)

This course is designed as a general-purpose introduction to the field of statistics and probability. Students will need a working knowledge of algebra in order to successfully solve the problems in this course. The primary objective of this course is to enhance statistical literacy. Topics include organizing and displaying data using various forms of frequency distributions and analyzing data using measures of central tendency, measures of variation, measures of relative standing, probability, probability distributions, the central limit theorem, confidence intervals and hypothesis testing. Students will solve problems involving permutations and combinations.

Prerequisite: Geometry.

## PHYSICAL EDUCATION COURSES

S8010 HEALTH.....SEMESTER COURSE  
(10-12)

This class explores techniques and choices for maximum wellness. Healthy, responsible choices require awareness about the whole human being, not just physical concerns, but mental, emotional and social components as well. Topics include personal health, physical fitness, first aid, and nutrition. Some pressing concerns confront adolescents today, such as substance abuse, sexual choices and consequences, suicide, and prevention of stress-related illness. Class time and attention will be focused on these major concerns.

Note: This course is required for graduation in the State of Missouri.

S8020 COMPREHENSIVE PHYSICAL EDUCATION.....YEAR COURSE (9-12)

This course provides students with an introduction to a variety of activities, personal fitness, individual and team sports, rules, and game strategies. Lead-up skills and drills will assist students in successfully performing motor skills. Students will also participate in physical fitness testing.

Note: This course is required for graduation in the State of Missouri.

S8040 COMPETITIVE SPORTS.....SEMESTER COURSE (10-12)

This class incorporates a variety of drills and practical strategies with an in-depth knowledge of game rules to engage the serious student to optimal performance in the game of football, volleyball, and basketball during first semester. Second semester will emphasize basketball, soccer and softball.

Prerequisite: Pass Comprehensive Physical Education.

S8060 LIFETIME SPORTS.....SEMESTER COURSE (10-12)

The activities in this class will concentrate on sports and personal fitness that will be used throughout the student's adult life. Students will demonstrate skills and game strategies by participating in activities such as bowling, badminton, ping-pong, and volleyball.

Prerequisite: Pass Comprehensive Physical Education.

S8080 PERSONAL FITNESS TRAINING.....SEMESTER COURSE (10-12)

Students will engage in activities such as power walking, body sculpting, Pilates, aerobics, step aerobics, yoga, introduction to beginning weight training, and other light cardiovascular activities that can be incorporated into a healthy lifestyle throughout adult life. Specific sports (basketball, football etc.) will not be included in this course.

Prerequisite: Pass Comprehensive Physical Education.

S8130 WEIGHT TRAINING.....SEMESTER COURSE (10-12)

This class is for individuals serious about conditioning. Classes will include mastering standard weight room safety and spotting techniques, circuit training, cross training, and other fitness-related activities.

Prerequisite: Pass Comprehensive Physical Education.

S8140 ADVANCED WEIGHT TRAINING.....SEMESTER COURSE (10-12)

This class introduces more advanced weight lifting techniques and strategies. Circuit training, cross training, and other fitness-related activities are included.

Prerequisite: Pass Weight Training.

## PRACTICAL ARTS COURSES

*(Career and Technical Education)*

- S7865 PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE.....YEAR COURSE (9-12)  
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This course can count as a Science credit for graduation purposes to be determined with a school counselor.  
Note: Students interested in life science or who are currently enrolled in Biology are highly recommended.
- S7870 PLTW: HUMAN BODY SYSTEMS.....YEAR COURSE (10-12)  
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This course can count toward a third unit of Science credit for graduation purposes to be determined with a school counselor.  
Prerequisite: Principles of Biomedical Science
- S7880 Dual Credit PLTW: MEDICAL INTERVENTIONS, STLCC Basic Lab Methods and Biotechnology.....YEAR COURSE (11-12)  
In the Medical Interventions course, students will investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Each family case scenario will introduce multiple types of interventions and will reinforce concepts learned in the previous two courses, as well as present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. This course can count toward a third unit of Science credit for graduation purposes.  
Prerequisite: Human Body Systems or approval by school counselor
- S7890 PLTW: BIOMEDICAL INNOVATIONS.....YEAR COURSE (12)  
In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. This course can count toward a third unit of Science credit for graduation purposes.  
Prerequisite: Medical Interventions
- S7100 PERSONAL FINANCE.....SEMESTER COURSE (11-12)  
Understanding and managing personal finances is key to one's future financial success. 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 personal financial success.  
Note: **This course is required for graduation in the State of Missouri.**
- S7120 OFFICE PRODUCTIVITY SUITE.....SEMESTER COURSE (9-12)  
This entry-level course is designed to help students master beginning and advanced skills in the areas of word

processing applications. Students will be prepared for the Microsoft Certification Exam in Word. This course is the equivalent of Computer Business Applications and is available for articulated credit at STLCC.

- S7125 OFFICE PRODUCTIVITY SUITE II.....SEMESTER COURSE (9-12)  
This course builds upon the level I course and continues into Excel. Students will be prepared to take the Microsoft Certification Exam in Excel. This course is the equivalent of Computer Business Applications II and is available for articulated credit at STLCC.
- S7140 DC PRINCIPLES OF ACCOUNTING.....SEMESTER COURSE (11-12)  
**STLCC ACC: 100 Applied Accounting**  
Principles of Accounting provides students with an understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities. They learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets. Students also examine career opportunities and the professional certifications and designations earned by individuals in the accounting profession.  
Prerequisite: Reading Proficiency
- S7220 MARKETING AND SOCIAL MEDIA.....YEAR COURSE (10-12)  
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.
- S7230 SPORTS AND ENTERTAINMENT MARKETING.....SEMESTER COURSE (11-12)  
In this course students will gain an understanding of the sports and entertainment industries through the lens of business, economics, finance, and communications.  
Prerequisite: Marketing and Social Media preferred, but not required
- S7160 DC BUSINESS MANAGEMENT.....SEMESTER COURSE (11-12)  
**STLCC BUS: 104 Introduction to Business Administration**  
This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.  
Prerequisite: Reading Proficiency
- S7170 ENTREPRENEURSHIP I.....YEAR COURSE (10-12)  
Using NFTE Curriculum this program provides a background for the development and operation of a business starting with the role of the entrepreneur in the economy to the development of a business plan and the application of specific marketing skills and concepts within the business environment.
- S7175 ENTREPRENEURSHIP II.....YEAR COURSE (11-12)  
This course is a capstone class where students apply the learning from Entrepreneurship I in hands-on, experiential activities, including starting their own business and interacting with business professionals in the community. Students in this class may also take responsibility for operating the school store.  
Prerequisite: Entrepreneurship I and Business Management or other Business Course and Recommendation of Teacher
- S7210 SUPERVISED BUSINESS EMPLOYMENT (ONE OR TWO PERIODS) .....YEAR COURSE (11-12)  
Supervised Business Employment prepares students for employment in the workplace. The academic and practical on-the-job experience relates to the student's career goal. Students who have taken business courses in a particular career path (Business, Management and Administration, Finance and Information Technology, Finance, Information Technology) are given the opportunity to work in a related occupation while still enrolled in school. The teacher-coordinator works with business and industry to place students in an occupation that will further develop competencies acquired by the student through class work.  
Prerequisite: Concurrently enrolled in a business course.
- S7810 PLTW: INTRODUCTION TO ENGINEERING AND DESIGN (IED).....YEAR COURSE (9-12)

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

- S7820 PLTW: PRINCIPLES OF ENGINEERING (POE) .....YEAR COURSE (9-12)  
This survey course exposes students to major concepts encountered in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions. Articulation and Dual Credit agreements are possible with a number of state colleges for this course.
- S7840 PLTW: ENGINEERING DESIGN & DEVELOPMENT (EDD).....YEAR COURSE (12)  
The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.  
Prerequisite: Computer Science Principles, Introduction to Engineering Design and Principles of Engineering.
- S7910 COMPUTER SCIENCE DISCOVERIES.....YEAR COURSE (9-12)  
Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn web design using HTML and CSS and game design using JavaScript.
- S7911 INTRODUCTION TO GAMING DESIGN..... SEMESTER COURSE (9-12)  
This elective semester course serves as an introduction to programming concepts through the creation of simple game programs. The games will be created in 2-D using Game Maker and Scratch and in 3-D using Alice. All three software programs use a click-and-drag method to enter code. Programming structures and logic will be studied in the fun environment of creating games using object-oriented programming. Students interested in detailed work and planning to study computer science in college should take this course.
- S7830 AP COMPUTER SCIENCE PRINCIPLES (AP CSP).....YEAR COURSE (10-12)  
AP Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cyber-security, and simulation. Students use Python® as a primary tool and incorporate multiple platforms and languages for computation, this course aims to develop computational thinking. Code.org is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP).
- S7920 AP COMPUTER SCIENCE A through LAUNCH.....YEAR COURSE (11-12)  
AP CS A is offered through Launch, an online, asynchronous course, introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for development solutions that can scale up from small, simple problems to large, complex problems. By the end of this course, students will be able to: Design and implement computer-based solutions to problems. Use and implement commonly used algorithms and data structures. Develop and select appropriate algorithms and data structures to solve new problems. Write, run, test and debug solutions in the Java programming language. Read and understand programs consisting of several classes and interacting objects. Read and understand a description of the design and development process. Understand the ethical and social implications of computer use.  
Prerequisite: B or better in AP Computer Science Principles
- S7930 LAUNCH CODE 101 High School.....YEAR COURSE (11-12)  
LaunchCode 101 is an accelerated introductory computer science course where students learn how to think like a developer as they use the Python programming language to solve problems and make cool things happen on the screen. After mastering some fundamental coding skills, students combine Python with HTML and CSS to build interactive web apps. Each semester students develop independent projects to show off what they have learned.  
\*High school Launch Code certificate given with the completion of this course. Students will then qualify for

continued learning opportunities with LaunchCode- including possible apprenticeships.

Prerequisite: 11th or 12th grade

S7010 Introduction to Agriculture.....YEAR COURSE (9-12)

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students use the introductory skills and knowledge developed in this course throughout the CASE curriculum. This course can count toward a third unit of Science credit for graduation purposes to be determined with a school counselor.

Note: Students interested in life science or who are currently enrolled in Biology are highly recommended.

S7020 PLANT SCIENCE.....YEAR COURSE (10-12)

This is the second course in the new Agriculture pathway at University City High School. This course teaches students

the form and function of plant systems through experiments to learn plant anatomy and physiology, classification, and

the fundamentals of production and harvesting. This course can count toward a third unit of Science credit for graduation purposes to be determined with a school counselor.

Prerequisite: Introduction to Agriculture

Coming in 25-26

Agriculture Business Foundations

Coming in 26-27

Animal and Plant Biotechnology

## **AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORP COURSES**

MINIMUM GRADUATION REQUIREMENTS: None. Course is for elective credit.

*The mission of the AFJROTC program is to build better citizens for America. The goals of the program are to instill values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment in high school students. The objectives of AFJROTC are to educate and train high school cadets in citizenship; promote community service; instill responsibility, character, and self-discipline; and provide instruction in air and space fundamentals.*

**HEALTH & WELLNESS NOTE:** *All courses include the JROTC wellness program, which is a minimum of one day a week (usually Friday) of physical fitness exercises and the development of an individual lifetime health and wellness plan. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education I. Activities include team sports enhancing team building and leadership skills. Personal improvement will be rewarding. The program comprises 19 exercises (including the 1-mile run). The exercises develop all muscle groups and provide sufficient anaerobic and aerobic intensity.*

S9015 AEROSPACE SCIENCE 1/LEADERSHIP EDUCATION 1: .....YEAR Course (9-12)

THE SCIENCE OF FLIGHT/ CITIZENSHIP, CHARACTER, &

AIR FORCE TRADITIONS/DRILL & CEREMONIES

The Science of Flight is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. Leadership Education 1 introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear, customs, courtesies and other military traditions, health & wellness, fitness, individual self-control, and citizenship. Drill & Ceremonies introduces the importance of drill with regards to basic military drill. Cadets will learn basic commands and characteristics of the command voice, identify the types of commands used during the basic military drill movements and the necessary qualities of the command voice. Drill may continue throughout each AS year.

S9015 AEROSPACE SCIENCE 2/LEADERSHIP EDUCATION 2: .....YEAR (10-12)

A JOURNEY INTO AVIATION HISTORY/COMMUNICATION, AWARENESS, & LEADERSHIP

A Journey into Aviation History focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Communication, Awareness & Leadership stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches complement the academic materials.

Prerequisite: Pass Aerospace Science 1 and permission of Senior Aerospace Science Instructor/Aerospace Science Instructor.

S9035 AEROSPACE SCIENCE 3/LEADERSHIP EDUCATION 3: .....YEAR Course (11-12)

EXPLORING SPACE (THE HIGH FRONTIER)/LIFE SKILLS & CAREER OPPORTUNITIES

Exploring Space (The High Frontier) begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and the trajectories of unmanned satellites, and space probes, and investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. The Life Skills & Career Opportunities component of this course will be helpful to students in deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included along with how to begin the job search for students who decide not to go to college or vocational school. Students will learn life skills such as financial planning, legal information, and citizenship.

Prerequisite: Pass Aerospace Science 2 and permission of Senior Aerospace Science Instructor/Aerospace Science Instructor.

S9035 AEROSPACE SCIENCE 4: PRINCIPLES OF MANAGEMENT.....YEAR Course (11-12)

This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. This course will equip students with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions. During the fourth year, the cadets manage the entire corps.

Prerequisite: Pass Aerospace Science 3 and permission of Senior Aerospace Science Instructor/Aerospace Science Instructor.

## SCIENCE

*3 Science credits are required for graduation.*

S3120 EARTH SCIENCE.....YEAR COURSE (9)

Earth Science is the scientific study of how we as citizens use our understanding of Earth processes and resource distribution to make informed decisions about how we consume Earth materials. Students explore the patterns between Earth materials and everyday life, using models of the cycling of matter to explain the relationship between the two. They will explore how Earth's surface processes affect the cycling and arrangement of matter on Earth at the macroscale and microscale and the energy that drives these processes. Next, students will investigate how Earth's interior processes affect the cycling and arrangement of matter on Earth at the macroscale and microscale. Finally, they will discover how resources are distributed on Earth's surface. Students will examine the social relationships among and between animal species. This study will include a look at causes and effects of environmental factors and geographic distribution of animals and plants. Students will make observations and have experiences in the field and lab.

S7010 INTRO TO AGRICULTURE.....YEAR COURSE (9-10)

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students use the introductory skills and knowledge developed in this course throughout the CASE curriculum. This course can count toward a third unit of Science credit for graduation



purposes to be determined with a school counselor. This course is also considered a practical art.  
Note: Students interested in life science or who are currently enrolled in Biology are highly recommended.

- S7860 PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE.....YEAR COURSE (9-12)  
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This course can count as a third unit of Science credit for graduation purposes to be determined with a school counselor.  
Note: Students interested in the medical field or who are currently enrolled in Biology are highly recommended.
- S3210 BIOLOGY.....YEAR COURSE  
(10-12)  
Students will be introduced to the scientific study of living things. First semester biology covers cellular biology, genetics, biotechnology, biochemistry. Second semester biology covers evolution, classification, microorganisms, ecology, and comparative zoology. Laboratory experiments are frequently performed. Students will take the Missouri End-Of-Course Biology Exam near the end of their second successful semester of Biology.  
Prerequisite: Physical Science, PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE, or Introduction to Agricultural
- S3250 HONORS BIOLOGY.....YEAR COURSE  
(9-10)  
This class is the Pre-AP equivalent of Biology. First semester biology covers cellular biology, genetics, biotechnology, biochemistry. Second semester biology covers evolution, classification, microorganisms, ecology, and comparative zoology. Laboratory experiments are frequently performed and students will participate in the UCHS annual biotechnology debate in the spring. Students will take the Missouri End-Of-Course Biology Exam near the end of their second successful semester of Honor Biology.  
Prerequisite: Physical Science or 8th grade teacher recommendation. Rising 9th graders are expected to participate in the Summer Honors Institute. Proficient or advanced 8th grade MAP score in Science is strongly recommended for 9th graders.  
Note: B or better in Physical Science, PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE, or Introduction to Agricultural is strongly recommended. All students taking honors coursework are required to complete a summer assignment.
- S3310 CHEMISTRY.....YEAR COURSE  
(10-12)  
Topics covered include chemical bonds, naming compounds, types of reactions, mole and acid/base chemistry.  
Prerequisite: Algebra 1, Biology  
Note: B or better Algebra 1 is strongly recommended
- S3350 HONORS CHEMISTRY.....YEAR COURSE  
(10-12)  
This course is the Pre-AP equivalent of Chemistry. Topics covered include chemical bonds, naming compounds, types of reactions, gas laws, stoichiometry, mole and acid-base chemistry. Topics covered in Pre-AP Chemistry will be taught at a more rigorous and quantitative level than those taught in Chemistry. Students must pass first semester Pre-AP Chemistry to remain enrolled in second semester Pre-AP Chemistry.  
Prerequisite: Algebra 1, Biology  
Note: B or better in Algebra 1 and Honors Biology is strongly recommended.
- S3510 LAUNCH AP PHYSICS.....YEAR COURSE  
(10-12)  
Students will be introduced to theories (models) of the physical world, and to the relationship of these theories to the people and the times in which they were first developed. Topics will include mechanics, electricity and magnetism, and atomic physics. This course includes extensive problem solving.  
Prerequisites: Completed Biology and Algebra 2 or taken Algebra 2 concurrently.  
Note: B or better in Algebra 2 and Chemistry is strongly recommended
- S3610 AP/DC BIOLOGY.....YEAR COURSE (11-12)

### **STLCC BIO: Introductory Biology I MOTR BIOL 100L**

This is a rigorous college level course. Topics covered include molecular and cellular biology, physiology, population biology, taxonomy, ecology, and behavior. Students are expected to do extensive out of class preparation. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Students must also enroll in AP Biology Lab. Students must pass first semester AP Biology to remain enrolled in second semester AP Biology. Although not a prerequisite, students should highly consider taking Physics before taking a second biology course.

Prerequisites: Biology and Chemistry.

Note: B or better in Physical Science, Biology and Chemistry is strongly recommended

S3620 AP/DC CHEMISTRY.....YEAR COURSE  
(11-12)

Students will explore the ideas developed in the first-year chemistry course in greater depth as well as learn new material. Topics covered will include quantum theory, measurement, bonding, thermochemistry, thermodynamics, equilibrium, kinetics, and acid-base chemistry. Students are expected to do extensive out of class reading and preparation. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Students must also enroll in AP Chemistry Lab. Students must pass first semester AP Chemistry to remain enrolled in second semester AP Chemistry.

Prerequisites: Biology and Algebra 2.

Note: B or better in Biology and Algebra 2 is strongly recommended.

S3710 HUMAN ANATOMY AND PHYSIOLOGY (DUAL CREDIT - BIOLOGY 109).....YEAR COURSE (11-12)  
**STLCC BIO 109. Human Biology ( MOTR LIFS 100). 3 Credit Hours.**

This course is an introduction to basic human structure, function and the human body's interaction with its surroundings, including cell theory, genetics, systems biology, ecology and evolution. This course does not fulfill any of the Allied Health and Nursing program requirements at St Louis Community College. This course may fulfill Allied Health and Nursing program requirements at other institutions.

Prerequisites: Physical Science, Biology and Chemistry and reading proficiency.

S3420 ECO Act .....YEAR COURSE  
(11-12)

ECO-ACT is a yearlong environmental leadership course for juniors and seniors in high school, operated by the Missouri Botanical Garden in partnership with St. Louis area schools and districts. Students enroll for a full year and receive course credit from their schools. There are three components to the course: teaching, the environmental project, and outdoor recreation and service opportunities. This course can count toward a third unit of Science credit for graduation purposes to be determined with a school counselor. Note: Students interested in environmental science and/or teaching are highly recommended.

## **SOCIAL STUDIES**

*3 Social Studies credits are required for graduation.*

S2210 U.S. HISTORY.....YEAR COURSE  
(9)

University City requires students to take this course during the freshman year. Students will survey United States history from the end of the 19th century to the present with emphasis on the 20th century. Students will analyze issues in great detail and read a variety of materials. Special attention will be given to the history of African Americans, Indigenous and Native Americans, women, and the labor movement. This course will trace the ideas and traditions that are fundamental to the American government while focusing on significant individuals and organizations that have influenced the American political system. Considerable emphasis will be placed on current problems, civil rights, world leadership, capitalism, and the U.S. economic system.

S2250 HONORS U.S. HISTORY.....YEAR COURSE  
(9)

University City requires students to take this course during the freshman year. In this course, students will survey United States history from the end of the 19th century to the present. Study topics include the social, economic, and political development of the nation throughout the 20th century. Study topics also include women, African Americans, and other minorities. Learning activities include research projects, role-playing, primary and secondary source evaluations, debating, inductive and deductive reasoning activities, and other hands-on student learning. Students will complete a major paper or project each semester.

Prerequisite: Teacher recommendation and summer assignment. Attendance at Summer Honors Institute is strongly recommended.

S2110 WORLD HISTORY.....YEAR COURSE  
(10)

The purpose of the study of World History is to create a better understanding of why individuals, families, communities, and nations cooperate and compete with one another. Exploring how and why ideas from the past have worked or failed is essential to developing critical and independent thinkers who can make positive contributions to the world. Topics will include Eastern and Western philosophy and major religions; European, Asian, and African foundations; Nationalism, Imperialism, and Democratization; historic events in Africa, Asia, Europe, and the Americas; historical international conflicts; and much more.

S2170 AP/DC WORLD HISTORY.....YEAR COURSE (10-12)

**1st Semester: STLCC HST 115. Ancient and Medieval History to 1500 (MOTR WCIV 101). 3 Credit Hours**

**2nd Semester: STLCC HST 128. Western Civilization from 1500 to Present (MOTR WCIV 102). 3 Credit Hours**

This course offers a secondary school equivalent to an introductory college course. The purpose of the course is to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. The curriculum highlights a combination of factual knowledge, appropriate analytical skills, and a high level of document-based writing assignments. The course builds on understanding historical evidence through cultural, institutional, and technological precedents that, along with geography, set apart different human civilizations. Specific themes and periodization is explicitly discussed to give chronological order of world events to make the class balanced and challenging. This rigorous course parallels college-level courses and meets the expectations of the College Board for a World History Advanced Placement course. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Summer reading of designated books and documents are a requirement of this course. The dual credit component of this course operates simultaneously with Advanced Placement, however, where AP credit is earned from passing the exam in May, performance over the entire semester earns college hours at a specific institution of higher education; 3 hours per semester. The “dual” refers to the high school and college credit earned within a single course. AP-Dual Credit is a hybrid in which high school and two types of college credit can be earned within a single course and classroom simultaneously.

Prerequisite: Minimum GPA: 9th Grade, 3.0, 11-12th Grade, 2.5

S2310 GOVERNMENT.....YEAR COURSE  
(11)

**Missouri law requires that all students take and pass at least one semester of a government or civics class and pass the Missouri and U. S. Constitution exams in order to meet state graduation requirements.** Students in this course will learn about the foundations of the government of the United States of America, the State of Missouri, and local governments. Students will have learning activities to help understand the three branches of government and how they work, including an in-depth study of the political system and the roles of citizens in this process. Students will also compare other political systems and philosophies with the democratic republic of the U.S. A major goal is that students (all of whom will soon be able to vote) will be well-informed citizens who understand the political processes that operate around them locally, statewide, and nationally.

S2360 AP/DC GOVERNMENT.....YEAR COURSE  
(11-12)

**1st Semester: STLCC PSC 101. Introduction to American Politics (MOTR POSC 101). 3 Credit Hours**

**2nd Semester: STLCC PSC 205. Constitutional Issues. 3 Credit Hours Missouri law requires that all students take and pass at least one semester of a government or civics class and pass the Missouri and U. S.**

**Constitution exams in order to meet state graduation requirements.** Students in this course will learn about the foundations of the government of the United States of America, the state of Missouri, and local government. Students will study in depth the U.S. political system, historical documents, individuals and organizations that have impacted the government from pre-colonial days through the 21st century, and the roles and responsibilities of citizenship. This rigorous course parallels college-level courses and meets the expectations of the College Board for a Government Advanced Placement course. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Summer reading of designated books and documents are a requirement of this course.

Prerequisite: U.S. History. Note: B or better in U.S. History is strongly recommended.

- S2511 PSYCHOLOGY.....YEAR COURSE (11-12)  
 This is a survey course covering various psychological concepts. Topics include development, socialization, perception, communication, deviant behavior, pathology, and personality theory. Students will be required to write at least four analytical papers during this course.  
Prerequisite: U.S. History.
- S2550 AP PSYCHOLOGY.....YEAR COURSE (11-12)  
 This is a survey course covering various psychological concepts. Topics include development, socialization, perception, communication, deviant behavior, pathology, and personality theory. Students will be required to write at least four analytical papers during this course. This rigorous course parallels college-level courses and meets the expectations of the College Board for a Psychology Advanced Placement course. Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation. Summer reading of designated books and documents are a requirement of this course.  
Prerequisite: U.S. History. B or better in a prior social studies course is strongly recommended
- S2715 DUAL CREDIT CRIMINAL JUSTICE (formerly Law and You).....YEAR COURSE (11-12)  
**Semester 1: STLCC CRJ 122. Introduction to Criminal Justice3 Credit Hours.**  
**Semester 2: CRJ 124. Criminal Law and Procedures. 3 Credit Hours.**  
 Introduction to Criminal Justice is a survey of the history and philosophy of the criminal justice system in America. The course examines the three major components: police, courts, and corrections. Emphasis will be given to the system's response to crime in society as well as theories of crime, punishment, and rehabilitation.  
 Prerequisites: Reading Proficiency  
 Criminal Law and Procedures introduces students to the study of American criminal law and procedure. Major topics of study include the purposes of criminal law, the elements of criminal law, defenses and justifications, and constitutional limitations.  
 Prerequisites: Concurrent or prior enrollment in CRJ 122 with a minimum grade of "C" and Reading Proficiency
- S2730 DUAL CREDIT AFRICAN AMERICAN HISTORY.....YEAR COURSE  
 (11-12)  
**1st Sem: STLCC HST 137. African-American History Through Reconstruction (MOTR HIST 101AA). 3 Credit Hours.**  
**2nd Sem: STLCC HST 138. African American History From Reconstruction to Present (MOTOR HIST 102AA). 3 Credit Hours**  
 A dual credit option may be available based upon student enrollment. Students will survey the experiences of enslaved Africans and their African American descendents from the year 1619-present. This course focuses on the history and culture of African Americans and explores different aspects of contemporary American life, from mass incarceration to rush-hour traffic, that have their roots in slavery and its aftermath. From the Transatlantic slave trade to Reconstruction, students will study the lived and shared experiences and place the legacy of slavery and the contributions of African Americans at the center of our national narrative. Students who take this course may decide to take the AP African American History exam in lieu of dual credit.  
Prerequisite: U.S. History.

## WORLD LANGUAGE COURSES

- S5110 FRENCH I.....YEAR COURSE  
 (9-12)  
 This introduction to the French language is available to students with no prior world language experience and to students who explored French in elementary or middle school. Students will emphasize speaking and listening skills, learning the vocabulary of daily life and such basic skills as making a purchase, asking directions, and ordering from a menu. The course includes audio and video lessons which supplement the textbook.
- S5120 FRENCH II.....YEAR COURSE  
 (9-12)  
 Second-year students will practice conversational skills, expand their knowledge of important grammatical structures and verb tenses, and begin writing original paragraphs in French. There is a special focus on the cultures of the French-speaking world which includes units on the Caribbean and Africa. Students will use the Internet for research and greatly expand their French vocabulary.

Prerequisite: French I or French Ia and Ib (middle school courses).

- S5130 FRENCH III.....YEAR COURSE (10-12)  
Third-year students will continue their study of grammatical structures and emphasize writing and reading skills. Conversational activities will be based on themes, such as leisure activities, health, communications, and travel. The spring semester will include an introduction to French literature. Students will use terminology to explore areas of interest.  
Prerequisite: French II.
- S5140 FRENCH IV.....YEAR COURSE (11-12)  
French IV combines the study of French grammar, civilization, and literature. Grammatical studies include the introduction of the compound tenses, the subjunctive mood, and the appropriate use of pronouns. Students will survey French civilization, emphasizing vocabulary and conversational skills. The spring semester will include the reading of a novel and the writing of short compositions on topics of historical and literary significance.  
Prerequisite: French III.
- S5160 AP FRENCH.....YEAR COURSE (11-12)  
This course combines the study of French grammar, civilization, and literature at an advanced level. This advanced placement course emphasizes skills such as translating articles and editorials from newspapers, magazines and daily news shows, preparing short speeches in French, comprehending audio programs and excerpts, and reading from selected works of nationally designated authors. All activities and skill acquisition in the target language will help the student prepare for the AP Exam in the spring.  
Note: Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation.  
Prerequisite: French IV
- S5210 LATIN I.....YEAR COURSE  
(9-12)  
This course of study begins with vocabulary and basic grammatical forms. Reading and translation are used as a means of practicing these forms. Roman history and culture are examined as the context in which the Latin language developed. Correspondence between Latin and English language arts is noted.
- S5220 LATIN II.....YEAR COURSE  
(9-12)  
This course of study continues with vocabulary and basic grammatical forms. Reading and translation are used as a means of practicing these forms. Students delve deeper into Roman history and culture as the context in which the Latin language developed. Students continue to learn the relationship between Latin and English language arts.  
Prerequisite: Latin I or Latin 1a and 1b (middle school courses).
- S5230 LATIN III.....YEAR COURSE (10-12)  
As an advanced course, student vocabulary and basic grammatical forms continue to be expanded. Reading and translation focus on more complex text with the study of Latin literature, as well as the practice of complex grammatical forms. Roman history and culture are more deeply examined.  
Prerequisite: Latin II.
- S5240 LATIN IV.....YEAR COURSE (11-12)  
This advanced Latin course prepares students for the National Latin Exam with extensive literature, vocabulary and grammar. Students continue to explore Roman history and culture.  
Prerequisite: Latin III.
- S5250 AP LATIN.....YEAR COURSE  
(11-12)  
This course of study is designed to prepare students for the Advanced Placement examination given in May. This course will focus on an in-depth study of the Aeneid, stressing translation, literary devices, essay writing, grammar review, and vocabulary acquisition. Students taking this course are strongly encouraged to take the AP exam offered in the spring.  
Note: Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation.

Prerequisite: Latin IV

- S5310 SPANISH I.....YEAR COURSE  
(9-12)  
Spanish I is a beginning course which introduces basic concepts of Spanish. Emphasis is placed on intensive audio-lingual drills that concentrate on correct pronunciation, intonation, simple conversation, and auditory perception. This additional emphasis on sentence structure, vocabulary, and reading permit greater familiarity with varied aspects of Spanish culture. Games, songs, movies, contests, and theme readings all will add spice to this course.
- S5320 SPANISH II.....YEAR COURSE  
(9-12)  
This continuing course after Spanish I presents more challenging concepts from the Spanish language. Students learn more about the lives, countries, and cultures of Spanish-speaking people. Students will learn more advanced grammar and vocabulary in order to improve their basic communication skills.  
• Prerequisite: Spanish I or Spanish 1a and 1b (middle school courses).
- S5330 SPANISH III.....YEAR COURSE (10-12)  
This course of intermediate Spanish concentrates on speaking and listening skills with an increased emphasis on practical dialogues and conversation. Practice drills are designed to help students develop facility in the use of the Spanish language while attention is given to the cultures of several Hispanic countries and to Spain. The reading of some introductory literary works enhances the “gusto” of this level of Spanish.  
Prerequisite: Spanish II.
- S5340 SPANISH IV.....YEAR COURSE (11-12)  
This more advanced course of presentation and review serves to solidify self-confidence and some research skills of the individual student. Language structure is taken through most tenses with concentrated review in spoken and written formats. Readings in several works of prose brighten the outlook of this course.  
Prerequisite: Spanish III.
- S5350 AP SPANISH.....YEAR COURSE (11-12)  
The Advanced Placement course emphasizes refining the product of individualized assignments and capabilities. Skills such as translating articles and editorials from newspapers and magazines, preparing short speeches in Spanish, comprehending audio programs and excerpts, and reading from selected works of nationally designated authors all help to ready the student for the AP exam.  
Note: Students who take this course are expected to take the AP Exam in May. Scoring a 3 or better on this exam will yield 3-6 credit hours at the vast majority of colleges and universities in the nation.  
Prerequisite: Spanish IV

## SPECIAL SCHOOL DISTRICT COURSES

- MATH: PRE ALGEBRA.....YEAR COURSE  
(9-10)  
Pre-Algebra offers students an opportunity to continue their study on the fundamental mathematical concepts learned at the middle school level and prepare for transition into Algebra 1. Students will focus on rational numbers, relationships, order of operations, and ways of representing them. Basic characteristics of two and three dimensional shapes will be covered. Students will learn about the measurable attributes of objects and use appropriate units to find area and perimeter. Using data displays, students will analyze and make interpretations, calculate the mean, median and mode. Students will understand and apply basic concepts of probability. Additional topics include representing and analyzing mathematical situations using elementary algebra. Students will complete the course at a pace compatible with their learning and use supplementary material for multi-sensory experiences.  
Prerequisite: IEP team decision.
- MATH: PARALLEL ALGEBRA I.....YEAR COURSE  
(9-12)  
Parallel Algebra 1 is a modified curriculum course which uses supplementary materials and activities to teach the basic concepts and skills of elementary algebra. Skills to be covered at a gradual pace include: analyzing and explaining the process of solving equations, writing, interpreting, and translating between forms of linear equations and inequalities, function notation, domain and range, translating expressions and equations, operations with real

numbers, properties of real numbers, measures of central tendency, ratios and proportions, systems of equations, exponential functions, and operations with polynomials.

Prerequisite: IEP team decision.

MATH: PARALLEL GEOMETRY.....YEAR COURSE  
(9-12)

Parallel Geometry is a year-long geometry sequence. Students will study geometric concepts, mathematical logic, and deductive proofs. Students will build on their work with the Pythagorean Theorem in the 8th grade to find distances, use a coordinate system to verify geometric relationships, including properties of triangles, quadrilaterals, and parallel and perpendicular lines. Students will establish triangle congruence criteria with postulates. Additional topics will include angle relationships, 2-3 dimensional figures as well as embedded algebra concepts. Students will complete the course at a slower pace and use supplemental materials for learning. During the second semester, students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area, and volume formulas. Students will continue to work with the Pythagorean Theorem, including properties of special right triangles. Students will develop the Laws of Sines and Cosines in order to find missing measures of general triangles. Students will study geometric concepts, mathematical logic, and deductive proofs. Students will use the languages of set theory to expand their ability to compute and interpret the probabilities of compound events. Students will complete the course at a slower pace and use supplemental materials for learning.

Prerequisite: Algebra 1. 2 and IEP team decision.

MATH: PARALLEL ALGEBRA 2.....YEAR COURSE  
(9-12)

Parallel Algebra 2 is a modified curriculum course which uses supplementary materials and activities to improve algebra skills and progress to more advanced algebra concepts. Skills to be covered at a gradual pace include: functions, systems of equations and inequalities, polynomial equations, operations with real number rational expressions, factorization, solutions of linear and quadratic equations, exponential functions, and operations with polynomials.

Prerequisite: Algebra I, Geometry, and IEP team decision.

ENGLISH LANGUAGE ARTS: PARALLEL LITERATURE & COMP I.....YEAR COURSE  
(9)

This is a course designed to parallel S1110, Literature and Composition I. Students will read a variety of texts with a focus on the choices authors make as they tell their stories. Students will improve critical reading and analysis skills through making inferences, noticing patterns, and recognizing symbolism. There is a focus on grammar and writing skills.

Prerequisite: IEP team decision.

ENGLISH LANGUAGE ARTS: PARALLEL LITERATURE & COMP II.....YEAR COURSE  
(10)

This is a course designed to parallel S1210, Literature and Composition II. Students will read a variety of texts with a focus on the choices authors make as they tell their stories. Students will improve critical reading and analysis skills through making inferences, noticing patterns, and recognizing symbolism. There is a focus on grammar and writing skills.

Prerequisite: English I and IEP team decision.

ENGLISH LANGUAGE ARTS: PARALLEL AMERICAN LITERATURE AND COMPOSITION.....YEAR COURSE (11)

Students will be exposed to a variety of texts which include novels, short stories, poetry, and film which are considered relevant and unique to the American experience. Through specialized instruction, students will understand the historical, social and literary context and relevance of texts. Students will increase, develop and strengthen writing abilities in a variety of academic genres. Students will increase their ability to understand the connections of standard English usage and conventions in formal assignments. Students will increase their interpersonal communications skills through a variety of activities, group projects, and speaking and listening exercises in the classroom.

Prerequisite: English II and IEP team decision.

ENGLISH LANGUAGE ARTS: PARALLEL WORLD LITERATURE AND COMPOSITION.....YEAR COURSE (12)

Students will be exposed to a variety of texts which include novels, short stories, poetry, and film which are considered relevant to the human race throughout the world. Through specialized instruction, students will

understand the historical, social and literary context and relevance of texts. Students will increase, develop and strengthen writing abilities in a variety of academic genres. Students will increase their ability to understand the connections of standard English usage and conventions in formal assignments. Students will increase their interpersonal communications skills through a variety of activities, group projects, and speaking and listening exercises in the classroom.

Prerequisite: American Literature and IEP team decision.

Science: PARALLEL PHYSICAL SCIENCE.....Year Course (9)

This is a course designed to parallel the Physical Science course. Students will explore a variety of topics associated with Physics and Chemistry. These topics include properties and structures of matter, physical and chemical changes in matter, laws of motion, work, and energy. Students will be required to read informational text and write in this course.

Prerequisite: IEP team decision

Social Studies: PARALLEL GOVERNMENT.....Year Course (11-12)

Students will examine the foundations of government in the United States of America, the State of Missouri, and local government. They will participate in learning activities that will help them understand the three branches of government and how they work. Included in their learning experiences are in-depth study of the U.S. political system and the role of citizens in this process. The Government course meets the State of Missouri's requirement for a civics course. Students will also focus on IEP goals in the areas of reading, writing, organization, and study skills. Course expectations include successfully passing a state required examination on the provisions and principles of American Civics as well as completion of the Missouri End of Course assessment.

Prerequisite: IEP team decision

PRACTICAL ARTS: PARALLEL PERSONAL FINANCE.....SEMESTER COURSE (11-12)

This course is designed for students with an IEP, and curriculum is modified to best meet the needs of individual students. 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. The course content is designed to help students make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. This course is required for graduation in the State of Missouri.

Prerequisite: IEP team decision.

PRACTICAL ARTS: COMMUNITY WORK EXPERIENCE.....YEAR COURSE 3.0 CREDITS (10-12)

This course is a volunteer program providing "hands on" experiences to qualified students recommended by teachers. It involves leaving the campus from 7:30 AM to approximately 10:00 AM on Mondays, Tuesdays, Thursdays, and Fridays. Instruction is primarily at the work site with department employees acting as natural supports in conjunction with the high school teacher, and in the classroom on Wednesdays. Class work, homework, and exams will be based on daily living skills, social skills, and occupational guidance. Transportation to the work site is provided by school bus.

Prerequisite: Completion of at least one year of high school, teacher recommendation, and IEP team decision.

Note: Elective & Practical Arts Credits

ELECTIVE: CAREERS 1&2.....YEAR COURSE (10-12)

This course is designed for students with an IEP, age 16 and older who have goals reflecting a need for work experience in a competitive setting, and who are eligible as clients of Vocational Rehabilitation (VR). Students will explore potential careers using a variety of resources. Students will learn how to find and maintain employment, and earn competitive wages.

Prerequisite: Enrolled in Work Experience Program.

Note: Elective Credit.

ELECTIVE: LEARNING STRATEGIES-Math, Literacy and/or Social and Emotional Skills.....YEAR COURSE (9-12)

Students will explore what it means to be a learner, what learning looks like, why it is important, and how learning can impact a person's life. As students explore the fundamentals of learning, students will be exposed to a wide variety of strategies that can be applied to their core and elective courses. Students will also work on developing stronger social/emotional, reading, writing, organizational, study, and task related skills.

Prerequisite: IEP team decision.



- Learning Strategies: Literacy Skills .....YEAR COURSE (9-12)  
 The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across the academic community and to employment settings to achieve goals based on reading, writing, speaking and listening skills addressed in the student's individual education plan (IEP.) This course is designed for students with disabilities who need intensive individualized interventions in reading, writing or listening/speaking skills. This course may address academic skills deficits enabling students to learn strategies to access the general curriculum and close educational gaps.  
Prerequisite: IEP Team Decision
- Learning Strategies: Math Skills.....YEAR COURSE (9-12)  
 Students will learn, demonstrate, and use learning strategies and study skills with a focus on math. Emphasis will be given to academic areas of concern. Students will be exposed to a wide variety of strategies that can be applied to their core and elective courses. Students will also work on developing stronger reading, writing, organizational, study, and task related skills. Student's IEP goals will be addressed.  
Prerequisite: IEP Team Decision
- Learning Strategies: Social/Emotional/Study Skills.....YEAR COURSE (9-12)  
 This class will offer critical thinking and decision making skills necessary to analyze and respond to ever-more complex situations and to recognize, understand, and appropriately manage their own emotions, self discipline and regulation. Students will Learn how to control impulsive behavior; accurately identify choices, assess the consequences of actions, and make responsible decisions and strengthen task focus skills. The class will be taught using evidence based curriculum such as strong teens, brain wise and activities that build school success.
- ELECTIVE: UZONE.....YEAR COURSE (9-12)  
 This support transition program is a multi-disciplinary program designed to build a strong academic and emotional foundation which will empower students to use their strengths to overcome barriers to academic success and actualize their full potential. Using a social-emotional curriculum, this course offers a safe and supportive environment where students can explore the issues that might be contributing to their academic difficulties. Students must meet certain entry criteria as determined by the U-Zone building team.  
Prerequisite: UZONE team recommendation.
- ELECTIVE: COMMUNITY WORK EXPERIENCE.....YEAR COURSE 3.0 CREDITS (10-12)  
 Students get hands-on experience in a variety of jobs at a local business through a volunteer program. They also experience job-related activities such as completing applications and interviewing and exploring independent living skills such as banking and budgeting. Students are required to get a Hepatitis A shot before beginning. A uniform is required: white polo-style or button-up shirt, black slacks, and black shoes for males; white blouse or polo-style top, black slacks or dress of appropriate length, and black shoes for females. Transportation is provided. This class requires a block of time involving three class periods (1, 3, 4). Credits are elective.  
Prerequisite: Completion of at least one year of high school, teacher recommendation, and IEP decision.
- COMMUNITY BASED INSTRUCTIONAL PROGRAM PART I.....YEAR COURSE 2.0-3.0 CREDITS (9-10)  
 This course is offered in a block at the beginning of the school day. The goal is to help students gain work and social skills in a real work setting. Students volunteer their time during the school day to learn skills alongside employees. They will also participate in weekly trips in the community to gain social, academic, community, and life skills. Students will work on functional and work-related academics along with self-advocacy and social skills. They may also take extra classes in the afternoon that build on the skills from the morning instructional block. A uniform may be required. Credits may be electives or core.  
Prerequisite: IEP team decision.
- COMMUNITY BASED INSTRUCTIONAL PROGRAM PART II.....YEAR COURSE 2.0-3.0 CREDITS (11-12)  
 This course is offered in a block schedule at the beginning of the school day. The goal is to help students gain work and social skills in a real-world vocational setting. Students volunteer their time during the school day to learn job skills alongside actual employees. They will also participate in weekly trips throughout the community to gain social, academic, community access, and life skills. When in the classroom, the students will work on functional and work-related academics along with self-advocacy and social skills. In addition, students may take elective or core

classes in the afternoon to help build on the skills from the morning instructional block.  
Prerequisite: IEP team decision.

# UNIVERSITY CITY HIGH SCHOOL

7401 Balson Ave  
University City, MO 63130

**(314) 290-4100**

## ADMINISTRATION AND SUPPORT

Superintendent of Schools.....	Dr. Sharonica
Hardin-Bartley	
Principal.....	Dr. Michael
Peoples	
Associate Principal.....	Mr. Ernest
Carter	
Assistant Principal.....	Dr. Valerie
Carter-Thomas	
ROAR Academy Coordinator.....	Ms. Nikole
Shurn	
Dean of Students.....	Mr. T-Herbert
Jeffrey	
Coordinator, Student Transition & Strategic Partnerships.....	Dr. Samuel
Martin	
Athletic Director.....	Mr. Lawndale
Thomas	
Special School District Secondary Coordinator.....	Ms. Bri'Ana
Martin	
Dual Credit & Early College Counselor .....	Ms. Kimberly Merrill
Counselor (P-Z).....	Ms. April Lawrence
Counselor (H-O).....	Mr. Melvin Bond
Counselor (A-G).....	Ms. Theresa Covington
ROAR Academy Counselor.....	Ms. Ebonie Davis



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