

RAYTOWN  
QUALITY  
SCHOOLS  
Expect the Exceptional

2025-2026 CAREER & EDUCATIONAL PLANNING GUIDE



**Raytown Quality Schools Administrative Offices**  
6608 Raytown Road | Raytown, MO 64133  
(816) 268 - 7000



**Raytown High School**  
6019 Blue Ridge Boulevard | Raytown, MO 64133  
(816) 268 - 7300



**Raytown South High School**  
8211 Sterling Avenue | Raytown, MO 64138  
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**Herndon Career Center**  
11501 East 350 Highway | Raytown, MO 64138  
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**Raytown Success Academy**  
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**Raytown Central Middle School**  
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**Raytown Middle School**  
4900 Pittman Road | Raytown, MO 64133  
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**Raytown South Middle School**  
8401 East 83<sup>rd</sup> Street | Raytown, MO 64138  
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Dear Parents, Guardians, and Students:

This Career and Educational Planning Guide is intended to assist students as they make plans for a career that will lead to a rewarding and enjoyable future. We urge students and parents/guardians to work with the school faculty to review the information in this book in preparation for creating students' personal plans of study. The Individual Career and Academic Plan (ICAP) is the student's unique plan of study which outlines courses that align with future education and career goals. When students see the relevance of high school course work to what they aspire to in their future, they are more apt to take school more seriously and enroll in more rigorous courses. Remember, course selection is very important, and schedule changes can be very difficult. Each year you will revisit the student's Individual Career and Academic Plan (ICAP), and changes can be made as career goals/decisions are revised.

Parents/Guardians, please familiarize yourself with the abundance of information in this book and actively participate with your school and student in creating and reviewing your student's Individual Career and Academic Plan (ICAP). Students rank parents as the most influential people in their lives. Challenge your students to set high standards, select courses and school activities which directly help them achieve personal and career goals, work hard to achieve these goals, and attend classes daily. We hope you will embrace the power of your influence and genuinely engage in educational pursuits with your child(ren).

We look forward to partnering with you for a successful year. Please don't hesitate to contact us if we can be of assistance.

Sincerely,


Mr. Alonzo Burton  
School Board President

Dr. Chris Greiner  
Chief Executive Academic Officer

Dr. Penelope Martin-Knox  
Superintendent of Schools



The Profile of a Learner outlines the skills all RQS students will obtain, from grades PK through 12, to ensure a successful future. An RQS learner is academically sound, reflective, able to relate, a contributor and professional.




**RAYTOWN  
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Expect the Exceptional

# PROFILE OF A LEARNER

## IN RAYTOWN QUALITY SCHOOLS

Raytown Quality Schools is developing the skills and dispositions that will enable all learners to thrive as confident and capable individuals who are:



**ACADEMICALLY SOUND**

**REFLECTIVE**

**ABLE TO RELATE**

**CONTRIBUTORS**

**PROFESSIONAL**

**ACADEMICALLY SOUND**  
Foundational learning in reading, writing, math, science, and social studies will develop learners who are:

- Creative Thinkers
- Problem-Solvers
- Media Literate and Savvy
- Discerning

**REFLECTIVE**  
An ability to seek out, receive, and respond to feedback for continuous improvement will develop learners who are:

- Self-Aware
- Perseverant
- Goal-Oriented
- Coachable

**ABLE TO RELATE**  
Engaging with others through authentic, interpersonal interactions that build community, challenge thinking, and inspire success will develop learners who are:

- Empathetic
- Collaborative
- Effective Communicators

**CONTRIBUTORS**  
Instilling a sense of civic responsibility and community caretaking will develop learners who are:

- Positive
- Inclusive
- Networkers
- Action-Oriented

**PROFESSIONAL**  
A focus on preparing for success in the world of work no matter the chosen path will develop learners who are:

- Dependable
- Agile
- Self-Directed
- Continuous Learners

Raytown Quality Schools | 6608 Raytown Rd. | Raytown, MO 64133 | (816) 268.7000

Approved by BOE: January 13, 2025

Revised: January 17, 2025 (typos)

### **Non-Discrimination Notice**

The Raytown Consolidated School District No. 2 does not discriminate on the basis of race, ethnicity, national origin, sex, age, or disability in admission or access to programs, activities or employment. This notification is made to applicants for admission and employment; students; parents of elementary and secondary students; employees; sources of referral of applicants for admission or employment; and all unions or professional organizations holding collective bargaining or professional agreements. Any person having inquiries concerning Consolidated School District No. 2 compliance with the regulations implementing Title IV, Title IX, or Section 504 is directed to contact the Director of Administrative Services, 10750 E. 350 Highway, Raytown, MO 64138; 816-268-7000.

## Table of Contents

<b>Academic Calendar .....</b>	<b>8</b>
<b>Graduation Requirements – Traditional Diploma .....</b>	<b>9</b>
<b>Graduation Requirements – Advanced Diploma Paths .....</b>	<b>10</b>
<b>Graduation Requirements – Additional Requirements .....</b>	<b>11</b>
<b>General Credit Procedures.....</b>	<b>11</b>
<b>Assessment .....</b>	<b>12</b>
<b>Quarter &amp; Semester Grade Calculation Procedures .....</b>	<b>13</b>
<b>Grading Scale.....</b>	<b>13</b>
<b>Reading Support Classes (ELA Academy).....</b>	<b>13</b>
<b>Mathematics Support Classes (Math Academy) .....</b>	<b>13</b>
<b>English Language Development (ELD) .....</b>	<b>14</b>
<b>Freshman Seminar .....</b>	<b>14</b>
<b>Special Education .....</b>	<b>14</b>
<b>Section 504 .....</b>	<b>14</b>
<b>Credit Recovery.....</b>	<b>14</b>
<b>Summer School .....</b>	<b>15</b>
<b>Library Media Services.....</b>	<b>15</b>
<b>Athletics &amp; Activities – MSHSAA Eligibility .....</b>	<b>16</b>
<b>Athletics &amp; Activities – NCAA Eligibility .....</b>	<b>17</b>
<b>Athletics &amp; Activities – NAIA Eligibility .....</b>	<b>17</b>
<b>A+ Schools Program .....</b>	<b>18</b>
<b>Secondary Education Fees .....</b>	<b>19</b>
<b>Weighted Courses .....</b>	<b>20</b>
<b>Dual &amp; Articulated Credit Courses.....</b>	<b>20</b>
<b>Advanced Placement (AP) Courses.....</b>	<b>21</b>
<b>Missouri Seal of Biliteracy .....</b>	<b>21</b>
<b>High School Course Offerings Key .....</b>	<b>23</b>
<b>High School English Language Arts.....</b>	<b>24</b>
<b>High School Mathematics .....</b>	<b>29</b>
<b>High School Science.....</b>	<b>33</b>
<b>High School Social Studies .....</b>	<b>37</b>
<b>High School English Language Development (ELD).....</b>	<b>41</b>
<b>High School Speech &amp; Theatre .....</b>	<b>43</b>

<b>High School World Languages .....</b>	<b>46</b>
<b>High School Visual Arts .....</b>	<b>51</b>
<b>High School Music .....</b>	<b>55</b>
<b>High School Business .....</b>	<b>58</b>
<b>High School Marketing .....</b>	<b>59</b>
<b>High School Technology .....</b>	<b>61</b>
<b>High School Family and Consumer Science (FACS) .....</b>	<b>63</b>
<b>High School Project Lead the Way Engineering (PLTW).....</b>	<b>65</b>
<b>High School Project Lead the Way Computer Science (PLTW).....</b>	<b>67</b>
<b>High School Industrial Technology .....</b>	<b>67</b>
<b>High School Agriculture.....</b>	<b>68</b>
<b>High School PE &amp; Health.....</b>	<b>68</b>
<b>Raytown Success Academy (RSA) HS Electives.....</b>	<b>70</b>
<b>Additional High School Courses .....</b>	<b>71</b>
<b>Herndon Career Center (CTE).....</b>	<b>73</b>
<b>Southland Center for Advanced Professional Study (CAPS) .....</b>	<b>85</b>
<b>Summit Technology Academy (STA).....</b>	<b>88</b>
<b>University of Central Missouri (UCM) Workforce Development .....</b>	<b>89</b>
<b>Middle School Course Offerings Key .....</b>	<b>92</b>
<b>Middle School English Language Arts .....</b>	<b>93</b>
<b>Middle School Mathematics .....</b>	<b>95</b>
<b>Middle School Science.....</b>	<b>97</b>
<b>Middle School Social Studies.....</b>	<b>98</b>
<b>Middle School English Language Development (ELD) .....</b>	<b>99</b>
<b>Middle School Exploratory .....</b>	<b>100</b>
<b>Counseling for Career &amp; Educational Planning .....</b>	<b>108</b>
<b>Career Paths &amp; Clusters .....</b>	<b>109</b>
<b>Appendix A – Dual &amp; Articulated Credit Course List .....</b>	<b>110</b>

# Academic Calendar



## Elem. & Secondary

### Grading Periods

Qtr. 1 Aug. 20 - Oct. 10  
Qtr. 2 Oct. 13 - Dec. 19  
Qtr. 3 Jan. 5 - Mar. 13  
Qtr. 4 Mar. 16 - May 22

### Term Lengths

Qtr. 1 Oct. 10  
Qtr. 2 Dec. 19  
Qtr. 3 Mar. 13  
Qtr. 4 May 22

Grade cards are distributed  
approx. one week after grading  
periods end.

### Parent/Teacher Conferences

Fall Conf: Oct. 29-31  
Spring Conf: Mar. 25-27

### Graduation

#### Class of 2026

RH: \_\_, 10:00 a.m.  
SH: \_\_, 2:00 p.m.  
Location: \_\_\_\_\_

### Baccalaureate

Date: TBD by Graduation Committees

\*Missouri State statute requires  
districts to meet a minimum of  
1,044 student hours/year  
\*184 Teacher Contract Days

### Prof. Dev. Early

#### Release PK-12:

8/27, 9/3, 9/10, 9/17, 9/24, 10/1,  
10/8, 10/15, 10/22, 10/29, 11/12,  
11/19, 12/3, 12/10, 12/17, 1/7,  
1/14, 1/21, 1/28, 2/4, 2/11, 2/18,  
2/25, 3/11, 3/18, 3/25, 4/8,  
4/15, 4/22, 4/29, 5/6, 5/13, 5/20

- First/Last Day of School
- Non-Attendance PK-12
- Prof. Dev. Early Release
- Early Dismissal PK-12
- Early Dismissal 9-12
- Makeup Days

Tentative - Bd.  
Approved 1/8/24

## RAYTOWN QUALITY SCHOOLS

### 2025-2026 Academic Calendar

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August							September							October						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
November							December							January						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
February							March							April						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		
May							June							July						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	Fr	Sa	Su	M	T	W	Th	F	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

#### August

5-11 New Teacher Orientation  
12-19 Teacher Orientation  
20 First Day of School PK-12

#### September

1 Labor Day - No School

#### October

24 Teacher Professional Workday - No School  
30-31 No School  
Oct. 29-31 PK-12 Parent-Teacher Conf. Window

#### November

3 Teacher Professional Development - No School  
4 Teacher Professional Workday - No School  
24-28 Fall Break - No School

#### December

19 Early Dismissal PK-12  
22-31 Winter Break - No School

#### January

1 Winter Break - No School  
2 Teacher Professional Workday - No School  
5 Classes Resume PK-12  
19 Martin Luther King Day - No School

#### February

16 Presidents' Day - No School

#### March

20 Teacher Professional Workday - No School  
26-27 No School  
Mar. 25-27 PK-12 Parent-Teacher Conf. Window  
30-31 Spring Break - No School

#### April

1-2 Spring Break - No School  
3 Good Friday - No School

#### May

23 Proj. Last Day of School PK-12 - Early Dismissal



## Graduation Requirements – Traditional Diploma

Raytown Quality Schools offers three standard paths to a high school diploma. The requirements for the traditional diploma are outlined below. Students may also seek an Advanced Diploma. Those requirements are outlined in the section immediately following. It is the student's responsibility to ensure graduation requirements are met.

Students should meet with their counselor to discuss Individual Career & Academic Plans (ICAP). As part of their planning process, students should take care to speak to target post-secondary schools to ensure they meet entrance requirements.

	Raytown Quality Schools Diploma
	<b>25 total credits</b>
English Language Arts	4
Mathematics	3
Science	3
Social Studies <sup>+</sup>	3
Fine Arts	1
Practical Arts <sup>^</sup>	1
Physical Education <sup>#</sup>	1 ½
Speech <sup>*</sup>	½
Electives	8

+ - Passing American Government is a graduation requirement in the State of Missouri

^ - Passing Personal Finance is a graduation requirement in the State of Missouri

# - Passing Health is a graduation requirement in the State of Missouri

\* – Speech (Communications) is **required** by Raytown Quality Schools for cohorts graduating in 2026 or 2027. Not required for the 2028 cohort and beyond.

## Graduation Requirements – Advanced Diploma Paths

Raytown Quality Schools offers three standard paths to a high school diploma. The requirements for the advanced diploma paths are outlined below. Students may also seek a traditional Diploma. Those requirements are outlined in the section immediately preceding. It is the student's responsibility to ensure graduation requirements are met.

Students should meet with their counselor to discuss Individual Career & Academic Plans (ICAP). As part of their planning process, students are responsible for ensuring they meet entrance requirements of their target post-secondary schools.

	Raytown Quality Schools Advanced Diploma Path 1	Raytown Quality Schools Advanced Diploma Path 2
	27 total credits	28 total credits
English Language Arts	4	4 <sup>1</sup>
Mathematics	3	4 <sup>2</sup>
Science	3	4 <sup>3</sup>
Social Studies	3	4 <sup>4</sup>
Additional Core	1 <sup>5</sup>	N/A
Fine Arts	1	1
Practical Arts	1 ½	1 ½
Physical Education	1 ½	1 ½
Speech <sup>6</sup>	½	½
Electives	9 <sup>7</sup>	8 <sup>8</sup>

<sup>1</sup> – For Advanced Diploma Path 2, English Language Arts credits must include Composition or higher

<sup>2</sup> - For Advanced Diploma Path 2, Mathematics credits must include Pre-Calculus or College Algebra

<sup>3</sup>– For Advanced Diploma Path 2, Science credits must include two advanced courses

<sup>4</sup>– For Advanced Diploma Path 2, Social Studies credits must include one advanced course

<sup>5</sup>–For Advanced Diploma Path 1, an additional credit in Math, Science, or Social Studies credit must be acquired based on a student's ICAP, for a total of 14 core credits.

<sup>6</sup> – Speech is **required** for cohorts graduating in 2026 or 2027. Not required for the 2028 cohort and beyond.

<sup>7</sup> – For Advanced Diploma Path 1, electives should be focused on the successful completion of Personal Plan of Study

<sup>8</sup> – For Advanced Diploma Path 2, elective credits must include two years of the same World Language

## Graduation Requirements – Additional Requirements

### American Civics Test

Graduates of Raytown Quality Schools must take and pass an American Civics test produced by the United States Citizenship and Immigration Service.

### CPR Training

Graduates of Raytown Quality Schools shall be required to complete 30 minutes of CPR training provided by the Raytown C2 School District.

### United States & Missouri Constitution Tests

Graduates of Raytown Quality Schools must take and pass the United States Constitution test and the Missouri Constitution test.

## General Credit Procedures

### Classification

Students will be classified based on the number of credits earned at the beginning of the high school year:

- Freshman (9<sup>th</sup> Grade): < 5 credits
- Sophomore (10<sup>th</sup> Grade): 5 – 10.5 credits
- Junior (11<sup>th</sup> Grade): 11 – 16.5 credits
- Senior (12<sup>th</sup> Grade): > 16.5 credits

### Early Graduation

In accordance with Board Policy IKFA, students who complete graduation requirements in fewer than 8 semesters and want to be released from attendance at Raytown Quality Schools must contact their counselor and submit written notification to their head principal prior to approval of release.

### Schedule Changes

Students must carefully consider all classes in which they pre-enroll. It is expected that students will remain in the courses they select. If a schedule change is desired, students must complete the appropriate process via their counselor. Approval for changes is uncommon and limited to specific reasons, such as lack of prerequisite or repeated course.

## Assessment

Students are assessed in multiple ways through their time in high school. Standardized tests and common assessments are designed to give a comparative measure of students' academic growth and progress. Some standardized tests are used to measure what students have already learned. Other standardized tests are used to measure students' aptitudes and abilities. The following are some of the standardized tests students at Raytown Quality Schools will complete:

<b>ACT</b>	The ACT contains multiple choice tests in four areas: English, Mathematics, Reading, and Science (optional). Students should plan to take the ACT during the second semester of their junior year and/or early in their senior year. The ACT is required by many colleges and universities as part of the application process.
<b>ACT WorkKeys</b>	WorkKeys assessments are researched-based measurements of work-related skills required for success across multiple industries and occupations.
<b>Advanced Placement (AP) Exams</b>	Students enrolled in AP courses are strongly encouraged to complete the corresponding AP examinations. Cost of the examination is set by the College Board and is paid by the student. Students will need to review their prospective college or university's policy on Advanced Placement credit.
<b>Armed Services Vocational Aptitude Battery (ASVAB)</b>	The ASVAB is a multiple-aptitude battery which measures development of several academic skills. The ASVAB also provides career aptitude information for both military and civilian occupations.
<b>End-of-Course Assessments (EOC)</b>	End-of-Course assessments have been developed by the Missouri Department of Elementary and Secondary Education (DESE). DESE has stated the purpose of EOCs is to measure student achievement and progress toward postsecondary readiness. End-of-course assessments are given in Algebra I, Algebra II, English II, Biology, and Government.
<b>Preliminary Scholastic Aptitude Test (PSAT)</b>	The PSAT measures verbal, mathematic, and reasoning skills that are indicators of academic success in college.
<b>Technical Skills Attainment (TSA)/Industry Recognized Credentials (IRC)</b>	TSAs measure a student's competency level on a skill assessment aligned with industry-recognized certificates. Many career education programs have TSAs and IRCs that demonstrate students' proficiencies in such areas.
<b>Stackable Industry Recognized Credentials (IRCs)</b>	Stackable credentials are a series of certificates or other credentials that can be earned by enrolling and passing 2 credits in a career and technical course. These courses can be found under the Business, Marketing, Technology and Family and Consumer Science sections of the CEPG. These credentials help students gain industry certifications that can give them market value after graduating high school.

## Quarter & Semester Grade Calculation Procedures

Semester grades shall be calculated based on the running quarter grade record for both middle school and high school students. For high school students, 90% of the semester grade will come from the running quarter grade for the entire semester and 10% will be calculated from the final exam.

## Grading Scale

Grades at secondary Raytown Quality Schools sites are calculated and reported on grade cards / transcripts according to the chart on the right.

Students must earn a grade of 60% or greater to earn course credit.

A	95 - 100%
A-	90 - 94%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79 %
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	0 - 59%

## Reading Support Classes (ELA Academy)

Students in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade who qualify for a reading support class will be enrolled in ELA Academy. This support class is a Tier 3 Intervention. While credit bearing at the high school, ELA Academy may not be used for English Language Arts credit. **ELA Academy support classes count for elective credit.**

Students enrolled in ELA Academy are simultaneously enrolled in the appropriate grade level course. For instance, a freshman would be enrolled in English I *and* in ELA Academy to support their growth in reading and writing.

## Mathematics Support Classes (Math Academy)

Students in 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade who qualify for a math support class will be enrolled in Math Academy. This support class is a Tier 3 Intervention. While credit bearing at the high school, Math Academy may not be used for Math credit. **Math Academy support classes count for elective credit.**

Students enrolled in Math Academy are simultaneously enrolled in the appropriate grade level course. For instance, a freshman would be enrolled in Algebra I *and* in Math Academy to support their growth in mathematics.



## English Language Development (ELD)

Raytown Quality Schools offers English Language Development (ELD) services for students who score below 5.0 on the WIDA Screener or below 4.7 on the WIDA ACCESS tests. Placement is by the Director of Student Programs and the ELD Teacher. These courses are included within the Curricular Offerings section of the Career and Educational Planning Guide.

## Freshman Seminar

All incoming Freshmen are enrolled in a semester-long Freshman Seminar course. This course is designed to help students investigate and select a career path by learning about career clusters through the exploration of their own interests and strengths. Students will learn about personal skill development, academic success, along with how to gain employment and money management. The course will culminate in a service-learning project, and students will finish the semester with a high school and post-secondary plan. **Students earn .5 units of practical arts credit for this course.**

## Special Education

Raytown Quality Schools offers a full continuum of special education and related services for students identified with educational disabilities. All the special education services are individualized to meet the special needs of each student. Students with Individual Education Plans are eligible to enroll in core subject areas courses (English, math, science, and social studies) based on IEP team decisions. General Education courses can be modified to meet the individual learning needs of IEP students. Students receiving special services shall follow their Individualized Education Program (IEP). A student's IEP team determines the program of studies best suited for each of these students on an annual basis.

## Section 504

Section 504 includes general education accommodations to provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in preschool, elementary and secondary levels. If a student is determined eligible, accommodations, if any, will be determined by the 504 team and a copy of the Section 504 Plan will be provided to parents, teachers, the counselor/building 504 Coordinator, and the District Section 504 Coordinator.

## Credit Recovery

Placement in credit recovery programs is based on principal approval. Options could include computer assisted credit-recovery class, night school, and/or Summer School. Please see your counselor for further information.

## **Summer School**

Summer School is offered to students entering secondary (6<sup>th</sup> – 12<sup>th</sup> grade) school. For high school students, core classes and several other subjects are offered for credit recovery or first-time credit. Middle school students will have opportunities to develop skills and enrich their learning in core and elective classes. The summer school brochure containing dates, application information, and class details will be available in the schools and on-line by the end of March.

## **Library Media Services**

Library Media Program services are available to all students in grades 6-12. All secondary schools employ a full-time certified library media specialist and a full-time library clerk. As a foundation for increased academic achievement, the Library Media Program will collaborate to enhance reading, research, and critical thinking skills, while providing flexible and equitable access to physical and digital resources. The Mission of the Library Media Program is to ensure all students and staff are effective users of ideas and information, empowering them to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

## Athletics & Activities – MSHSAA Eligibility

Students at Raytown Quality Schools secondary schools are encouraged to participate in athletics and activities that fit their interests. As a member of the Missouri State High School Activities Association (MSHSAA), students must meet eligibility requirements to participate. Knowing and following all MSHSAA guidelines will enable students to protect their eligibility for interscholastic competition. Academic requirements are as follows:

<b>Grades 9-12</b>	<ul style="list-style-type: none"><li>• You must have earned, the preceding semester of attendance, a minimum of 3.0 units of credit or have earned credit in 80% of the maximum allowable classes in which any student can be enrolled in the semester, whichever is GREATER, at your school.</li><li>• For your current semester, you must be enrolled in and regularly attending courses that offer 3.0 units of credit or 80% of the maximum allowable credits which may be earned at your school, whichever is GREATER.</li><li>• Credits earned or completed after the close of the semester will not fulfill this requirement. Summer high school courses for FALL academic eligibility may count provided the course is necessary for graduation or promotion or is a core subject course, and credit is placed on the school transcript. No more than one unit of credit in summer school shall be counted toward fall eligibility.</li><li>• Students promoted for the first time into 9th grade are considered academically eligible for the first semester after promotion.</li><li>• Do not drop courses without first consulting with your school principal, athletic director or counselor to determine whether doing so will affect your eligibility.</li></ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"><li>• You must be enrolled in a normal course load for your grade at the member school.</li><li>• You will be ineligible if you failed more than one class the previous grading period.</li><li>• You must have been promoted to a higher grade prior to the first day of classes for the new school year.</li><li>• Students promoted for the first time into 6th and 7th grade are considered academically eligible for the first grading period after promotion</li></ul>

### Citizenship

You must be a creditable citizen. Creditable citizens are those students whose conduct - both in school and out of school - will not reflect discredit upon themselves or their school. NOTE: Conduct involving law enforcement must be reported to your principal or athletic director immediately as your conduct may affect eligibility or contest outcomes.

### Discipline

If you commit an unsportsmanlike act while participating in an event, you could become ineligible. If your conduct as a spectator is found to be unsportsmanlike, you could be barred from attending any further high school contests. The unsportsmanlike conduct of any spectator, regardless of age, could cause that spectator to be barred from attending school contests.

### Attendance

Students are expected to attend school the entire day they participate in an athletic contest. Students not in attendance will be ineligible to participate in the contest unless approved by the building principal or athletic director. Students are expected to be at all team practices. If an athlete must miss practice, they must give a written excuse to one of the coaches stating the reason for the absence with their parent's signature.

Refer to the MSHSAA OFFICIAL HANDBOOK for additional requirements. Additional information about high school activities can be found at <https://www.mshsaa.org/>.

## **Athletics & Activities – NCAA Eligibility**

The National Collegiate Athletic Association (NCAA) establishes requirements that athletes must meet to be able to play at colleges and universities that sponsor sports in which NCAA conducts a championship. High school athletes should make certain they could meet the academic and core-course requirements of colleges that might recruit them or where they might participate in NCAA sports. More detailed information about eligibility requirements is available at <https://web3.ncaa.org/ecwr3/>.

Before a student is eligible to participate in college athletics at the NCAA Division I, II, or III level, the NCAA Clearinghouse Eligibility Center must certify the student. Part of that certification process ensures that student-athletes have taken the required core courses. Further eligibility requirements are available through the NCAA Eligibility Center.

College-bound student-athletes should ensure they have taken the following steps:

- ✓ Ensure the high school courses you take are on the school's list of NCAA-approved courses by visiting the [Eligibility Center](#)
- ✓ Register at the beginning of your sophomore year at <https://web3.ncaa.org/ecwr3/>
- ✓ Submit your high school transcripts to the NCAA Eligibility Center at the end of your junior year
- ✓ Send your ACT score to the Eligibility Center using code 9999
- ✓ Ensure you have completed the required NCAA core classes before graduation
- ✓ Complete final transcript request on senior checkout day, designating NCAA as one of the institutions receiving official final transcripts

## **Athletics & Activities – NAIA Eligibility**

The National Association of Intercollegiate Athletics (NAIA) website has additional information on playing sports at the NAIA level. Please visit <https://play.mynaia.org/> for information on eligibility.

## **A+ Schools Program**

Students graduating from a designated Missouri A+ School may qualify to receive 48 hours of college credit over a four-year period to assist with tuition, books, and fees to attend a Missouri community college or vocational/technical school. Both Raytown High School and Raytown South High School are designated A+ Schools.

To be eligible, each student must have entered into a written agreement with the school prior to high school graduation, and:

- Attended a designated A+ School for three consecutive years prior to high school graduation
- Graduated from high school with a GPA of 2.5 or higher
- Maintained at least a 95% attendance record
- Performed at least 50 hours of unpaid, school-based tutoring or mentoring for younger students
- Maintained a record of good citizenship and avoidance of unlawful use of drugs
- Score proficient or advanced on the Algebra I End of Course Exam or another approved math EOC (this requirement may be waived after completing one semester of post-secondary education with a 2.5 GPA or better)
- Male students at 18 years of age must register with the selective service
- Make a documented, good faith effort to secure all available federal post-secondary student financial assistance funds that do not require repayment (FAFSA).

The student financial incentive will be available for a period of four years after high school graduation. To maintain eligibility during that time, each participating student must enroll and attend a Missouri public community college or career-technical school on a full-time basis and maintain a GPA of 2.5 or higher.

Qualified A+ graduates are eligible to receive the following:

- Tuition and general fees to attend any public community college (some four-year schools accept A+ funds for the first two years), vocational school or technical school in the State of Missouri for two years
- The financial incentives will be available only after the student has made a documented effort to secure any available post-secondary student financial assistance funds that do not require repayment (See above section)
- The tuition incentives will only be made available to reimburse the unpaid balance of the cost of tuition and general fees after available federal financial aid funds have been applied to those costs.
- Students will be eligible to receive financial incentives for two years if they are enrolled as a full-time student (12 hours or more) and maintain a 2.5 GPA in the post-secondary setting.
- Private scholarships will not affect eligibility for the A+ Program, nor will they reduce the States' responsibility to a college or technical school.
- Students must complete the 48 college credit hours of full-time enrollment at a community college or public vocational / technical school within four years of graduating from Raytown High School or Raytown South High School
- Financial need is not a factor in determining eligibility for the A+ Program



## Secondary Education Fees

The following is a list of all Secondary Education Fees pending approval by the Board of Education for the 2025 - 2026 school year. Fees are listed per semester unless otherwise noted.

### High School

AP Tests	Varies, as determined by AP
Dual Credit	Varies, as determined by partner University
Senior Activity Fee	\$5 / paid Senior year
Student Parking Fee	\$21 / annual
Laptop Insurance	\$21* / annual, optional
Athletic Activity Fee	\$53 / annual, not to exceed \$106 per family
Fine Arts Activity Fee (Competitive Drama, Debate, Theater, Band, Orchestra, Choir)	\$26 / annual, not to exceed \$52 per family
Home Fall Season Ticket (Tournaments not included)	\$20
Home Winter Season Ticket (Tournaments not included)	\$25

Herndon Career Center and Summit Technology Academy fees vary by program. Please contact directly to determine precise student fees.

### Middle School

Laptop Insurance	\$21* / annual, optional
Athletic Activity Fee	\$53 / annual, not to exceed \$106 per family
Club Activity Fee	\$26 / annual, not to exceed \$52 per family

\* Students who qualify for Free/Reduced Lunch may receive the optional laptop insurance for \$11 per student with a \$22 / per family maximum.

## Weighted Courses

The classes listed in the course guide with the Weighted Grade icon are calculated for GPA using a weighted calculation for students earning a C or better in the classes. Students earning a grade of D or F will not benefit from a weighted calculation. This weighted calculation is given to recognize the increased rigor of these classes. Students taking these classes can increase their overall GPA by taking these more challenging courses.

Grade cards and transcripts report both a weighted and unweighted GPA. Most universities and the NCAA and NAIA Clearinghouses use an unweighted GPA. **However, the weighted GPA is used in calculating class rank.**

GPA is calculated by adding the proper GPA factor for each class and dividing by the number of classes taken. The GPA factors are as follows for regular and weighted classes:

GPA Factors	
Unweighted Course	Weighted Course
A – 4	A – 5
B – 3	B – 4
C – 2	C – 3
D – 1	D – 1
F – 0	F – 0

## Dual & Articulated Credit Courses

To assist students in making a smooth transition from high school to college, Raytown Quality Schools has several courses in which students may receive college credit while taking the course in high school. College tuition and fees may apply. The Coordinating Board of Higher Education requires students to meet specific GPA requirements. In addition, universities have attendance requirements to earn college credit. To assist the collaborating universities in verifying that students enrolled into the Dual Credit program meet these requirements, the district will share cumulative GPA with the university to which the student has completed an application. The district may also share course attendance percentage, for the enrolled dual credit course only, upon request of the university. Every university has specific requirements for eligibility to enroll in Dual Credit courses. Log into the university website for information on whether you qualify to enroll for dual credit courses.

UMKC Requirements: <https://www.umkc.edu/hscp/>

MCC Requirements: <https://www.mcckc.edu/college-acceleration-program/dual-credit.aspx>

UCM Requirements: [www.ucmo.edu/dualcredit/](http://www.ucmo.edu/dualcredit/)

NWMSU Requirements: <https://www.nwmissouri.edu/academics/dualcredit/>

Missouri S&T Requirements: <https://pltw.mst.edu/undergraduate-credit/>

Drury University Requirements: <https://www.drury.edu/go/dual-credit-program>

Enrollment in dual credit can be a complex and sometimes confusing process. Your teacher is your first connection to the process of enrolling in dual credit with an institution. By enrolling with a college partner, you are creating a relationship with that institution that is governed by the institution's rules and procedures. Your instructor will work hard to make sure you are aware of your responsibilities, but Raytown Quality Schools has little influence over issues of enrollment, billing, or other procedural questions with the different universities.

**Pay careful attention to deadlines, enrollment requirements, cost commitments, and communications from the university you are working with.** As a college student, you are responsible for meeting the requirements of the university with which you are enrolling. Please, if you have any questions, do not hesitate to ask your instructor, or seek guidance from your counselor.

To be eligible for dual credit courses, including career and technical education (CTE) courses, students must meet the same requirements for placement into individual courses as on-campus students. This includes meeting proficiency levels on placement tests like the ACT, ASSET, or COMPASS, or other tests as determined by the Coordinating Board for Higher Education. Students in the 11th and 12th grades must also meet additional criteria:

- **11th and 12th Graders with a GPA of 3.0 or higher:** Automatically eligible for dual credit courses.
- **11th and 12th Graders with a GPA between 2.5 and 2.99:** Must provide a signed letter of recommendation from their principal or guidance counselor, along with written permission from a parent or legal guardian.

For **9th and 10th graders** interested in dual credit, the following additional requirements apply:

- **10th Graders:** Must have a GPA of 3.0 or higher and provide a signed letter of recommendation from their principal and guidance counselor, along with written permission from a parent or guardian.
- **9th Graders:** Must have a GPA of 3.0 or higher, score at the 90th percentile or above on the ACT or SAT and provide a signed letter of recommendation from their principal and guidance counselor, along with written permission from a parent or guardian.

For a complete list of Dual and Articulated Credit offerings, see Appendix A.

## **Advanced Placement (AP) Courses**

Students may also earn Advanced Placement credit in Calculus, Statistics, Biology, Studio Art, and Music Theory. Colleges and universities give credit in these courses based on scores earned on nationally administered examinations. The College Board sets the fees for all AP exams. For more information about the AP exams and fees visit [www.collegeboard.com](http://www.collegeboard.com). See your counselor for more information.

## **Missouri Seal of Biliteracy**

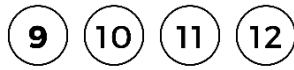
Students who demonstrate strong proficiency in English and a second language, and who use these languages to support others, may earn the Missouri Seal of Biliteracy upon graduation. This program is open to all students, including those taking World Languages courses and ELD courses. Students prove English proficiency through the English II EOC, ACT Reading test, or WIDA ACCESS and second language proficiency through the AAPPL test. Recipients of this award may earn 6 to 14 college credits in the second language at one of several Missouri universities. For more information, see your World Languages or ELD teacher.

HIGH SCHOOL



## High School Course Offerings Key

Each course offering is displayed according to the key below:



The grade level icons indicate when a course may be taken



The AP icon signifies an Advanced Placement course



The DC icon signifies a Dual Credit course



The W icon signifies a Weighted Grade course



The EOC icon signifies the course includes a Missouri End of Course exam



The NCAA icon signifies an NCAA approved course

~~Course flowcharts can be found in Appendix B.~~



## High School English Language Arts

### English I (HS 1010)

9



1 Unit | 2 Semesters

Prerequisite(s): None

Students focus on reading and writing skills. They read quality literature that develops their appreciation of both the writer and the art of writing. Students explore the value of well-crafted literature and how it speaks to the human experience. Students study poetry, novels, and short stories. Employing learning strategies, students improve sentence development, paragraph organization, diction, grammar and usage, vocabulary and spelling. Students practice revision and editing skills.

### English Academy I (HS 1020)

9

1 Unit | 2 Semesters

Prerequisite(s): None

**English I Academy is an ELA support class for students concurrently enrolled in English I. This course does not count as an English credit. Elective credit is awarded.** The course provides instructional time to master ELA skills necessary to be successful in English I. English I Academy offers reading and writing skills review, pre-teaching, and re-teaching of current English I skills and strategies. In addition, this course will provide support for students to grow their reading skills to increase their comprehension of various texts. Students will be enrolled in this class who demonstrate significant weaknesses in their reading and writing skills.

### English II (HS 1030)



9

10



1 Unit | 2 Semesters

Prerequisite(s): English I

This course is designed to focus on reading and writing skills. Students will read quality literature that challenges and further develops their appreciation of both writers, and the art of writing. Students explore the value of well-crafted literature and how it speaks to human experience. Students study poetry, novels, and short stories. Employing learning strategies, students improve sentence development, paragraph organization, diction, grammar and usage, vocabulary and spelling. During the second semester, students work on longer compositions using exposition and analysis when writing. Students practice revision and editing skills.

### English Academy II (HS 1050)

9

10

1 Unit | 2 Semesters

Prerequisite(s): English I

**English Academy II is an ELA support class for students concurrently enrolled in English II. This course does not count as an English credit. Elective credit is awarded.** The course provides instructional time to master ELA skills necessary to be successful in English II. English II Academy offers reading and writing skills review, pre-teaching, and re-teaching of current English II skills and strategies. In addition, this course will provide support for students to grow their reading skills to increase their comprehension of various texts. Students will be enrolled in this class who demonstrate significant weaknesses in their reading and writing skills.

## Enriched English II (HS 1040)



9 10

1 Unit | 2 Semesters



Prerequisite(s): English I

This course is designed to engage students planning on a college experience the opportunity to target the reading and writing skills and habits that will help make that a success. The first semester focuses on college-focused grammar and writing skills, while the second semester focuses on rigorous literary analysis to prepare for the text-evidence focus of college work.

---

## English III (HS 1070)

10 11 12

1 Unit | 2 Semesters



Prerequisite(s): English I, English II

This course is designed to engage students in activities surrounding literary analysis, academic writing, Socratic discussion, and verbal communication. Students will explore fiction and nonfiction texts spanning roughly 300 years of American authorship, while also understanding how each piece shaped American literary periods. Using a variety of methods, students will also receive academic writing instruction focusing on thesis development, diction, grammar, paragraph organization, and research. Students will also be asked to make judgements and draw conclusions while supporting those ideas with solid evidence.

---

## Expository Writing (HS 1095)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): English I, English II



This course is designed to engage students in work to develop more effective writing through work in sentence structure, paragraph development, modes of essay development and the writing process. They also learn to write a variety of thesis statements and develop longer compositions with a central idea, detailed support, and appropriate diction. Summary writing about articles on current issues, original essays in response to issues and analysis of selected material provide learning experiences. The writing in this course is designed to be preparation for college-level writing.

---

## African American Literature (HS 1155)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): English I, English II

This course is designed to engage students in deep literary analysis and reading as a preparation for college-level reading. This course surveys African American literature from pre-1600 to the present. Students read novels, short stories, plays, non-fiction, primary documents, and poetry to examine literary styles and philosophies and to consider the Black experience in America over the scope of American history. Students become acquainted with literary figures and significant pieces of writing useful in college. Emphasis is on reading, discussing, and writing.

### American Literature (HS 1145)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): English I, English II

This course is designed to engage students in deep literary analysis and reading as a preparation for college-level reading. This course surveys American literature. Students read novels, short stories, plays and poetry to examine literary styles and philosophies and to determine the contemporary values and problems. Students become acquainted with literary figures and significant pieces of writing useful in college. Emphasis is on reading, discussing, and writing.

---

### Women's Literature (HS 1285)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): English I, English II

This course is designed to engage students in deep literary analysis and reading as a preparation for college-level reading. This course surveys literature written by women across the spectrum of eras and backgrounds. Students read novels, short stories, nonfiction, and poetry to examine literary styles and philosophies and to determine the contemporary values and problems. Students become acquainted with literary figures and significant pieces of writing useful in college. Emphasis is on reading, discussing, and writing.

---

### English IV (HS 1080)

11 12

1 Unit | 2 Semesters



Prerequisite(s): English I, English II, English III

This year long course is designed to build upon the skills developed in the preceding English classes and will prepare students for a post-secondary path. Students will analyze and respond to a variety of texts and literature. Students will use a variety of writing techniques to share information and provide opinions. Students will be provided the opportunity to make real-world connections through project-based learning.

---

### Composition I (HS 1260W)

DC W

11 12

0.5 Unit | 1 Semester



Prerequisite(s): Expository Writing, Literature



This course introduces students to college-level reading, writing, and discourse analysis: it engages students in the analysis and creation of texts that reveal multiple perspectives about specific rhetorical situations and cultural issues. In addition to learning how to revise by analyzing their own writing, students will learn to edit their own work and use proper academic documentation. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

## Composition II (HS 1080W)



11 12



0.5 Unit | 1 Semester

Prerequisite(s): Composition I



This course works to further develop student's skills in analyzing and writing texts with an emphasis on the use of research, synthesizing ideas from multiple texts, and generating arguments through text analysis. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

---

## English 214 (HS 1290)



11 12

1 Unit | 2 Semesters

Prerequisite(s): Composition I, Composition II

Students will be introduced to the study of fiction as a literary art form. Students will continue to develop their understanding of fiction-writing in preparation for more advanced courses in literature and creative writing. Coursework will focus on close reading of short and long forms of fiction selected from a range of literary periods and world literature. Students are expected to interpret and analyze various forms of fiction and write critically about the role of fiction as a form of cultural discourse.

---

## Intro to Journalism (HS 1350)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This introductory will focus on a broad knowledge of journalism. Students will examine the production of all media formats to gain a better perspective of next level choices.

---

## Journalism I (HS 1150)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Intro to Journalism



This course is designed to teach students the skills necessary for telling journalistic stories using video and audio. The curriculum focuses on the methods and techniques for reporting, producing, and delivering news and entertainment programming via video/film and creating marketing materials for RQS Social Media outlets. This course provides introductory concepts in professional broadcast journalism, editing, producing, and directing. The curriculum includes instruction in the principles of filming; broadcast reporting; on- and off-camera and microphone procedures and techniques; program, sound, and video/film editing; program design and production; and an introduction to media law and policy, and professional standards and ethics. Students will focus on covering events and topics of interest to the student population and the greater Raytown community. This course requires students to collaborate with other students to create meaningful content, attend various events outside of school hours, and be responsible for the use and care of various professional equipment. This course **does not count** as an English credit. Elective credit is awarded.

## Journalism II (HS 1250)

11 12

0.5 Unit | 1 Semester



Prerequisite(s): Intro to Journalism, Journalism I

This course is designed to teach students the skills necessary for telling journalistic stories using video and audio. The curriculum focuses on the methods and techniques for reporting, producing, and delivering news and entertainment programming via video/film and creating marketing materials for RQS Social Media outlets. This course provides introductory concepts in professional broadcast journalism, editing, producing, and directing. The curriculum includes instruction in the principles of filming; broadcast reporting; on- and off-camera and microphone procedures and techniques; program, sound, and video/film editing; program design and production; and an introduction to media law and policy, and professional standards and ethics. Students will focus on covering events and topics of interest to the student population and the greater Raytown community. This course requires students to collaborate with other students to create meaningful content, attend various events outside of school hours, and be responsible for the use and care of various professional equipment. This course **does not count** as an English credit. Elective credit is awarded.

---

## School Publications I (HS 1180)

10 11 12

1 Unit | 2 Semesters



Prerequisite(s): Intro to Journalism

This class is responsible for creating and publishing the yearbook. In addition to critical thinking, time management, teamwork and commitment, this class teaches photography, writing, editing, and design. This is a workshop course that encourages students to interact with their classmates and take on leadership roles. There are student-led staff meetings during class periods. In-class work includes artwork, layout, typography, copywriting, proofreading, photography, selling and circulation. Instruction focuses on magazine-style writing. Students will gain interviewing, writing, editing, design, and photography skills. Students will also learn marketing skills by selling advertisements. Students will use the Adobe Creative Suite to produce industry-standard publications including InDesign and Photoshop. Credit cannot count toward English graduation requirement. A student may enroll in School Publications/Yearbook more than one semester. This course **does not count** as an English credit. Elective credit is awarded.

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## School Publications II (HS 1280)

11 12

1 Unit | 2 Semesters

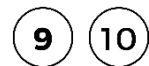


Prerequisite(s): Intro to Journalism, School Publications I

This class is responsible for creating and publishing the yearbook. In addition to critical thinking, time management, teamwork and commitment, this class teaches photography, writing, editing, and design. This is a workshop course that encourages students to interact with their classmates and take on leadership roles. There are student-led staff meetings during class periods. In-class work includes artwork, layout, typography, copywriting, proofreading, photography, selling and circulation. Instruction focuses on magazine-style writing. Students will gain interviewing, writing, editing, design, and photography skills. Students will also learn marketing skills by selling advertisements. Students will use the Adobe Creative Suite to produce industry-standard publications including InDesign and Photoshop. Credit cannot count toward English graduation requirement. A student may enroll in School Publications/Yearbook more than one semester. **This course does not count as an English credit. Elective credit is awarded.**

## High School Mathematics

### Algebra I (HS 3030)



1 Unit | 2 Semesters

Prerequisite(s): None

The Algebra 1 course provides students opportunity to develop algebraic reasoning and skills and concepts necessary to provide a foundation for future mathematics courses. Students will explore writing, solving, and graphing equations and inequalities of linear, exponential, and quadratic functions. The language and properties of algebra are reinforced through such topics as relations and functions, systems of equations, polynomials and factoring, and probability and data analysis as applied to practical situations. This course offers experiential learning with an emphasis on problem solving and collaboration. Students will link numeric, verbal, graphic, and symbolic representations of algebraic concepts.

---

### Math Academy I (HS 3040)



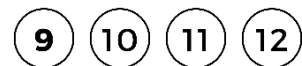
1 Unit | 2 Semesters

Prerequisite(s): None

**Math Academy I is a math support class for students concurrently enrolled in Algebra I or Gemetry. This course does not count as a math credit. Elective credit is awarded.** This course provides additional instructional time to master math skills necessary to be successful in high school mathematics. Math Academy offers tutorial support, pre-algebra skill review, and pre-teaching of algebra concepts. Test scores, grades, and teacher recommendations determine enrollment in this class.

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### Geometry (HS 3150)



1 Unit | 2 Semesters

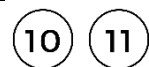


Prerequisite(s): Algebra I

The Geometry course formalizes what students have learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. The fundamentals of algebra are applied in the development of geometric phenomena. The student will develop precision and clarity in presenting logical arguments as well as making connections between mathematics in the world around them by measuring, reasoning, and applying geometrical ideas. Students in this course study properties and applications of common geometric figures in two and three dimensions. Geometry also includes the study of transformations, right triangle trigonometry, circles, and the application of probability. Inductive and deductive thinking skills are used in problem solving situations and applications to the real world are stressed.

---

### Math Academy II (HS 3050)



1 Unit | 2 Semesters

Prerequisite(s): None

**Math Academy II is a math support class for students concurrently enrolled in Algebra I or Geometry. This course does not count as a math credit. Elective credit is awarded.** This course provides additional instructional time to master math skills necessary to be successful in high school mathematics. Math Academy offers tutorial support, pre-algebra skill review, and pre-teaching of algebra concepts. Test scores, grades, and teacher recommendations determine enrollment in this class.

## Enriched Geometry (HS 3160)

9 10



1 Unit | 2 Semesters

Prerequisite(s): Algebra I  $\geq$  B and/or teacher recommendation

Enriched Geometry is designed to challenge students beyond the basic application of geometric concepts developed within a regular geometry course. This course demands strong algebraic skills and academic discipline. Formulating what students have learned in middle school geometry, this course focuses on reasoning and making mathematical arguments. The fundamentals of algebra are applied in the development of geometric phenomena. The student will develop precision and clarity in presenting logical arguments as well as making connections between mathematics in the world around them by measuring, reasoning, and applying geometrical ideas. Students in this course experience in depth exploration of proofs and applications through the study of transformations, right triangle trigonometry, circles, and the application of probability. Inductive and deductive thinking skills, visualization, spatial reasoning and geometric modeling are used in problem solving situations while applications to the real world are stressed. Students develop their ability to construct formal, logical arguments in geometric settings and multi-step problems.

---

## Algebra II (HS 3220)

EOC

10 11 12



1 Unit | 2 Semesters

Prerequisite(s): Geometry

Algebra II extends the essential ideas of Algebra I and Geometry in order to make sense of and solve math problems in context. The study of equations, inequalities, graphs and their applications will relate mathematics to the world and include the following topics: polynomial, rational, radical, exponential, and logarithmic, as well as inferences and conclusions from data. Algebra II students hone their abilities to model situations and expand their understanding of problems to include complex solutions. The content of this course is important for success on both the ACT and college entrance exams.

---

## Enriched Algebra II (HS 3230)

EOC

10 11



1 Unit | 2 Semesters

Prerequisite(s): Enriched Geometry  $\geq$  B and/or teacher recommendation

Enriched Algebra II is designed to challenge students beyond the basic application and integration of algebraic and geometric concepts expected in a regular Algebra II course. This course demands strong algebraic skills, geometric reasoning, and academic discipline. The essential ideas of Algebra 1 and Geometry are extended in order to make sense of and solve problems in context. The study of equations, inequalities, graphs and their applications will relate mathematics to the world and include the following topics: polynomial, rational, radical, exponential, and logarithmic as well as inferences and conclusions from data. Students hone their abilities to model situations and expand their understanding of problems to include complex solutions.



## Applied Mathematics (HS 3090)

11 12

1 Unit | 2 Semesters

Prerequisite(s): Geometry

Applied Mathematics is an upper level math course for students who are on non-STEM career pathways. This course will focus on the goals that are essential for mathematical ideas needed in core-required college coursework, careers and daily life. The focus of this course will be on critical thinking with numerical or mathematical information and less on formal calculations. The skills and activities in this course will emphasize quantitative reasoning, analysis and communication so that students possess strong skills in critical and logical thinking and can make wise personal decisions, navigate the media and be informed citizens. After taking this course, students will be more prepared for their next steps, non-STEM college/career pathways and everyday life. **Prior to 2025-2026, this course was titled *Advanced Algebra Applications*.**

---

## Advanced Math Topics (HS 3240)

12

1 Unit | 2 Semesters

**NCAA**

Prerequisite(s): Algebra II or Applied Math  $\geq$  C

Advanced Math Topics is a study of topics from discrete mathematics and statistics, with special emphasis placed on attaining a better understanding of the world around us and providing mathematical methods for thinking critically about issues. It is intended to prepare students to enter the world of work in the twenty-first century. Topics such as the mathematics of fairness and social choice, problem solving using graph theory, the digital revolution, the application of appropriate statistical methods, and the mathematical modeling of patterns related to shape, growth, and form are explored.

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## College Algebra (HS 3340W)

DC W

11 12

1 Unit | 2 Semesters

**NCAA**

Prerequisite(s): Algebra II or Enriched Algebra II  $\geq$  B and/or teacher rec

In College Algebra, students work at a level of difficulty that demands academic discipline for a successful experience. This course is the standard course in college-level algebra. Topics include basic concepts of algebra; linear, quadratic, rational, radical, logarithmic, exponential, and absolute value equations; linear, and absolute value inequalities, and complex number system; graphs of linear, polynomial, exponential, logarithmic, rational, and absolute value functions; inverse functions; operations and composition of functions; systems of equations; sequences and series; and the binomial theorem. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

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## Pre-Calculus (HS 3310W)

DC W

11 12

1 Unit | 2 Semesters

**NCAA**

Prerequisite(s): Enriched Algebra II  $\geq$  C or College Algebra  $\geq$  B

Pre-Calculus is designed to prepare students for calculus and abstract algebra. There is a rigorous coverage of the real number system, algebra polynomials, the complex number system, trigonometry and vectors. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

**Calculus (HS 3430W)****12**

1 Unit | 2 Semesters

Prerequisite(s): Pre-Calculus  $\geq$  C

Calculus studies both differential and integral calculus and is intended to be equivalent to a college level Calculus 1 course. This course will cover the standards for the Advanced Placement Calculus AB course including limits and continuity, derivatives, derivative applications, definite integrals, differential equations, and applications of definite integrals. Students who successfully complete the course are prepared to take the AP Calculus examination and have the ability to earn college credit by passing the exam. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

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**Statistics (HS 3120W)****11 12**

1 Unit | 2 Semesters

Prerequisite(s): Algebra II or Enriched Algebra II  $\geq$  B and/or teacher rec

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major topics include exploring data, sampling and experimentation, anticipating patterns, and statistical inference and hypothesis testing. Students who successfully complete the course are prepared to take the AP Statistics examination and have the ability to earn college credit by passing the exam.

## High School Science

### Physical Science (HS 4010)



Prerequisite(s): None

9 10 11 12

1 Unit | 2 Semesters

This course provides the prerequisite science background for future secondary courses. The framework of the scientific method services as the underlying theme of the Physical Science curriculum. Chemistry and Physics are the two content area topics of emphasis: students will be able to gather evidence, formulate arguments, and apply scientific concepts to real world scenarios. For Physics, students apply math to formulate patterns of interaction between energy, forces, and motion. Chemistry emphasizes periodic trends, physical properties and chemical properties, and understanding how and why chemical reactions occur. Students will evaluate the interdependence of science and technology, and the impact human activity has on the world in which we live, including an emphasis on literacy through current articles, graphs, charts, and data analysis. Instruction includes active learning, labs, discussion, and lecture.

### Biology (HS 4210)



Prerequisite(s): Physical Science



9 10 11 12

1 Unit | 2 Semesters

This course is a required introductory level course that unveils the processes of life on all scales. Students will explore a variety of life science themes ranging from ecology, environmental science, cell biology, genetics, evolution and molecular biology. Each of the life science themes will be instructed with the intention of strengthening our students' scientific inquiry skills through a variety of active learning labs, discussion, research and argumentative writing.

### Enriched Biology (HS 4230)



Prerequisite(s): Physical Science  $\geq$  B and/or teacher rec



9 10

1 Unit | 2 Semesters

This course is designed to challenge students and prepare them for advanced life science courses such as AP Biology. Enriched Biology will prioritize and focus deeply on four core areas: ecological systems, evolution, cellular systems, and genetics. Enriched Biology students engage deeply with science practices to construct and revise their biological knowledge as well as cross-disciplinary reading, writing, and data-analysis skills. Students make meaningful connections among the structures, processes, and interactions that exist across biological systems—from cells to ecological communities. Enriched Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving.

### Geology (HS 4025)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): Physical Science, Biology

This course is divided into three major components: Earth's Materials and Systems, System Interactions, and Human Impacts on Earth's Systems. Topics include, but are not limited to, Earth's natural resources, plate tectonics and internal forces, oceans, weather, and climate. Each area of study utilizes inquiry-based learning to understand and apply concepts to everyday life and real world issues. Instruction includes activities, non-fiction reading, and interactive lecture.

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### Astronomy (HS 4535)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): Physical Science, Biology

This course introduces students to the composition and structure of the Universe and explores interactions with Earth systems. Topics include but are not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the Earth as a system in space, the Earth/Moon System, the Sun as a star, and the stars beyond. Each area of study utilizes inquiry-based learning to understand and apply concepts to everyday life and real world issues. Instruction includes inquiry activities, non-fiction reading, and interactive lecture.

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### Microbiology (HS 4235)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): Biology

Offered during the spring semester, this course classifies microbes based on genetic similarities, protein structures, anatomical features, and patterns of development. Students develop an understanding that microbes play important ecological roles in the environment and can significantly affect human health. An overview of epidemiology lays the foundation for investigating and analyzing current events in microbiology. Instruction includes discussion, current events, non-fiction reading, and a strong emphasis on laboratory settings.

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### Genetics (HS 4225)

10 11 12

0.5 Unit | 1 Semester



Prerequisite(s): Biology

Offered during the fall semester, this course explores the structure and function of DNA, which is contained in all living organisms. Students investigate how chromosomes and cellular components transfer hereditary information to offspring during reproduction to predict the inheritance of traits. An analysis of cancer provides a thorough explanation for its occurrence and students make connections to what environmental factors alter specific genes (epigenetics). Current events for genetic engineering and technology are identified due to the rapidly growing impact of genetics on society. Instruction includes discussion, current events, non-fiction reading, and a strong emphasis on laboratory settings.

**Chemistry I (HS 4410)****10** **11** **12**

1 Unit | 2 Semesters



Prerequisite(s): Physical Science, Geometry



This lab-based course expands on the Chemistry content identified in Physical Science. Students apply the scientific method to record data from performed experiments that reinforce concepts taught in class. The properties of elements on the periodic table are thoroughly examined to develop an understanding of chemical bonding. Algebra will be applied to various types of chemical problems. Students will learn to predict the amount of a product or products resulting from a reaction with a given amount of reactants (stoichiometry). Upon completion of Chemistry I, students are able to describe real-world processes at the molecular level. Instruction includes lecture, discussion, applied algebra, and a strong emphasis on laboratory settings.

**Enriched Chemistry I (HS 4430)****10** **11** **12**

1 Unit | 2 Semesters



Prerequisite(s): Physical Science, Geometry



Enriched Chemistry is designed to challenge students and prepare them for advanced physical science courses such as College Chemistry and a future STEM major or career. Enriched Chemistry will prioritize and focus deeply on core areas needed for future chemistry success: quantitative dimensional analysis, stoichiometry, advanced chemical nomenclature as well as diving deeper into the curriculum. Enriched Chemistry students engage deeply with science practices to construct and revise their scientific knowledge as well as cross-disciplinary reading, writing, and data-analysis skills. Students make meaningful connections among the structures, processes, and interactions that exist across chemical systems—from the atomic to macroscopic world. Enriched Chemistry motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving.

**Chemistry 211 (HS 4430W)****DC** **W****11** **12**

1 Unit | 2 Semesters

Prerequisite(s): Chemistry I



This course covers the same content as Chemistry I, but probes further into each concept. This course incorporates a high level of math and challenging scenarios similar to a college chemistry class. Self-direction and motivation are essential for this course to appropriately complete assignments and prepare for exams. This class is appropriate for an individual interested in pursuing a degree in science. Instruction includes lecture, applied algebra, and laboratory investigations. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

**Physics (HS 4510W)****W****10** **11** **12**

1 Unit | 2 Semesters



Prerequisite(s): Physical Science, Algebra II (May be co-enrolled)



This course elaborates on concepts introduced in Physical Science. This is a one year course designed to study topics in both classic and modern physics. First semester is the study of kinematics, the motion and interaction of objects on a macroscopic scale. Second semester consists of the study of wave motion, light, sound, and electricity. Instruction includes lecture, applied algebra, and laboratory investigations, with a focus on relating the topics back to the real world. This course is designed to prepare students for a college level, algebra based, physics course.

**Physics 210 (HS 4520W)****11 12**

1 Unit | 2 Semesters



Prerequisite(s): Algebra II

This course includes introductions to kinematic motion / mechanics, wave motion, sound, heat, and thermodynamics. Other topics may be included depending on the students' interest. This course should be especially useful to students who need an algebra based physics class to fulfill general education requirements as well as students who are interested in pursuing careers in the science and mathematics fields. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

**Anatomy & Physiology (HS 4240)****10 11 12**

1 Unit | 2 Semesters



Prerequisite(s): Biology

This course is taught in a systems-based manner that covers human anatomy. The systems covered are integumentary (skin), muscular, skeletal, nervous, digestive, respiratory, cardiovascular, reproductive, and urinary systems. Analysis of the system relationships occurs to develop a clear representation of how the human body functions. This course provides hands-on, applied experience such as eliciting patellar reflexes, measuring blood pressure, feeling for a pulse and mammalian dissection. This course is essential for anyone aspiring to work in the medical field. Instruction includes anatomical models, dissection, lecture, composition, and extensive identification.

**Anatomy & Physiology 118 (HS 4240W)****10 11 12**

1 Unit | 2 Semesters



Prerequisite(s): Biology

This course is taught in a systems-based manner that covers human anatomy. The systems covered are integumentary (skin), muscular, skeletal, nervous, digestive, respiratory, cardiovascular, reproductive, and urinary systems. Analysis of the system relationships occurs to develop a clear representation of how the human body functions. This course provides hands-on, applied experience such as eliciting patellar reflexes, measuring blood pressure, feeling for a pulse and mammalian dissection. This course is essential for anyone aspiring to work in the medical field. Instruction includes anatomical models, dissection, lecture, composition, and extensive identification. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

**AP Biology (HS 4220W)****11 12**

1 Unit | 2 Semesters



Prerequisite(s): Biology, Chemistry I

This course provides students an opportunity to develop a deep understanding of Biology, with an emphasis on scientific practices such as experimental design and data collection. These practices establish lines of evidence and use them to develop and refine testable hypotheses and build explanations of natural phenomena. Any student considering a career in science or health profession should strongly consider this course. The rigor of this course is designed to prepare students for college science courses and to take the Advanced Placement Exam for Biology to potentially earn college credit. Class content includes: evolution, cellular structures and processes, genetics, and biotechnology, biochemistry and ecology.

## High School Social Studies

### American History (HS 2040)

9

NCAA

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to cover the growth and development of our modern American nation from the post-Civil War era to contemporary America. Students will learn about industrialization, immigration, and urbanization in America; as well as the rise of America as a global power and its role in global affairs. The course will focus on the changing role of government and the feelings the people experienced during periods of economic boom and bust, expansion and war, and political and social change.

### World History (HS 2170)

10

NCAA

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to examine the growth and development of the modern world from the end of the Middle Ages into the twenty-first century. Students will learn about the birth of the modern world, new global connections, the age of revolutions, the global conflicts of World War I and World War II, and the modern era. The course will focus on changes in government, culture, and religion.

### American Government (HS 2010)

EOC

11

NCAA

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to study American politics and government at the local, state, and national levels. The student will also study the U.S. and Missouri constitutions. **The passing of this course and the U.S. and Missouri constitutions tests are required by state law in order to meet graduation requirements.**

### American History 1350/1351 (HS 2020W)

DC

W

10

11

12

NCAA

1 Unit | 2 Semesters

Prerequisite(s): GPA  $\geq$  3.0 **or** GPA  $\geq$  2.5 with letter of rec

This course is a survey course designed to cover early North American civilizations to contemporary America. Students will explore the unique combination of Europeans, Africans, and Native Americans as they chart the course for the beginnings of a new nation. The course will examine economic, social, cultural, intellectual, and political developments that challenged America from the beginnings of a new nation to the current day. Included in the course is a study of both Federal and Missouri Constitutions. Students may earn 3 college credits (per semester) from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)



### World History 1402 (HS 2080W)

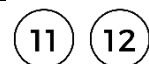


1 Unit | 2 Semesters

Prerequisite(s): GPA  $\geq$  3.0 **or** GPA  $\geq$  2.5 with letter of rec

This course is a survey course designed to study the history of major world civilizations over the past two and a half centuries. The student will examine the diversity of human experiences and the ways in which the past has shaped the world we now inhabit. The course will proceed in a roughly chronological manner through four stages of history: The Age of Revolutions (1750-1850), Imperialism and World Wars (1850-1950), Decolonization and Nation-Building (1950-1991) and the Contemporary World (1991-present). At each turn, students will explore important developments, ideas, and people across the world. Students may earn 3 college credits from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

### American Government 1510 (HS 2010W)

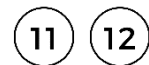


1 Unit | 2 Semesters

Prerequisite(s): GPA  $\geq$  3.0 **or** GPA  $\geq$  2.5 with letter of rec

This course focuses on the nature, philosophical bases, development, functions, structure, and processes of the government and politics of the United States and of Missouri. Emphasis on and analysis of the nature and development of the provisions and principles of the Constitution of the United States and of Missouri. Students may earn 3 college credits from a partner university, if students enroll through the University of Central Missouri. (Tuition cost is determined by the university.)

### Psychology (HS 2415)



0.5 Unit | 1 Semesters

Prerequisite(s): None

This course is designed to study human behavior in response to the environment. The students will study the history of Psychology, the body and mind, theories of learning and cognition, human development, and personality theory. Students should learn to recognize that many of the motives they attribute to others are really reflections of their own needs and values.

### Sociology (HS 2315)



0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to provide students with the opportunity for open discussion and inquiry into modern society and its impact on the individual. The students will study the Sociological Perspective, culture, socialization, social organization and inequalities, and social change. The student will apply the sociological imagination throughout each unit and reflect on their own beliefs and practices

### Global Conflicts (HS 2155)

11 12



Prerequisite(s): None

0.5 Unit | 1 Semester



This course is designed to study the nature, causes and results of conflict among peoples and nations of the world. The course will use contemporary conflicts as an area of study to provide the students with a modern frame of reference.

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### World Religions (HS 2145)

11 12



Prerequisite(s): None

0.5 Unit | 1 Semester



This course is designed to study the human development of religion and explore attitudes and values toward the spiritual. The course investigates the historical growth, beliefs, rituals and customs of the world's major religious movements—Hinduism, Buddhism, Sikhism, Judaism, Islam, and Christianity.

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### African American History (HS 2050)

11 12



Prerequisite(s): None

0.5 Unit | 1 Semester



This course is designed for students to explore the various contributions African-Americans have made in forming the United States. The course will focus on the experiences and contributions of African Americans throughout U. S. History. Topics include ancient Africa, the Atlantic slave trade, Black experiences in early America, abolition and emancipation, Reconstruction and civil rights, and contemporary issues.

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### Ancient Civilizations (HS 2185)

11 12



Prerequisite(s): None

0.5 Unit | 1 Semester



This course is designed to trace the development of world civilizations from the origins of human culture in prehistoric times to the establishment of advanced civilizations in Mesopotamia and Ancient Egypt. This course will also examine the classical civilizations of Greece and Rome.

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### Abnormal Psychology (HS 2425)

12



Prerequisite(s): None

0.5 Unit | 1 Semester



This course is designed to be a comprehensive look at the field of mental disorders. The student will study the causes of abnormality from current research models, personality disruptions, anxiety distress disorders and psychotic behaviors. The course will focus on the symptoms, process, and treatment of disorders.

## Philosophy (HS 2515)



Prerequisite(s): None



0.5 Unit | 1 Semester



The term philosophy comes from two Greek words: “philos,” which means lover and “sophia,” which means wisdom. Hence, philosophers are lovers of wisdom in all its forms. What’s the right thing to do, and why? What should governments do and how should they be organized? What makes an argument logical and what makes it fallacious? What does it mean to know something? Philosophy considers these questions and many more. Philosophy is designed to teach introductory level concepts in philosophy specifically in the areas of ethics, political and social philosophy, logic, and epistemology. The course is reading and writing intensive. **This course does not count as an Social Studies credit. Elective credit is awarded.**

## High School English Language Development (ELD)

### ELD Beginning Language Arts (HS 1014)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Placement based on WIDA test scores

Course Description: This ELA course, taught by an ELL-certified teacher, is designed to support students who have recently arrived in the United States and are just beginning to understand English. Students will work with a variety of materials to develop beginning social English skills and academic English skills in Language Arts, Math, Science, and Social Studies. The course will establish a foundation of English language skills in the domains of listening, speaking, reading, and writing. The instruction is in English, but sometimes the students will use their native language to help explain the lesson to others. Students in this class may also enroll in ELD Beginning Language Arts Lab HS1114 and ELD Newcomer Content Area Reading Lab HS1024. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

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### ELD Beginning Language Arts Lab (HS 1114)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Placement based on WIDA test scores

Taught by an ELL-certified teacher, this second ELD course for beginners, more individualized than ELD Beginning English Language Arts HS1014, is an elective in which students may continue to work on vocabulary, grammar, and reading activities. Students enrolled in ELD Beginning Language Arts Lab work on independent assignments in conjunction with their other ELD classes(s). Students in this class may also enroll in ELD Beginning English Language Arts HS1014 and ELD Newcomer Content Area Reading Lab HS1024. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

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### ELD Intermediate ELA (HS 1034)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Placement based on WIDA test scores

This ELA class, taught by an ELL-certified teacher, is for those students who are more advanced. Students will expand their vocabulary, work with more complex grammar, and learn to read literature in English in order to express themselves better in English. The course objectives mirror those of the mainstream ELA courses in order to prepare ELD students to transition into those courses. The instruction is in English but students will sometimes use their native language to help explain the lesson to others. These students may also take ELD Content Area Reading Lab HS1024. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

### ELD Newcomer Content Area Reading Lab (HS 1024)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Placement based on WIDA test scores

This elective course is for Newcomer ELD students to provide support in the academic vocabulary of their core/mainstream classes. The class lessons focus on context-rich vocabulary and background information taught through mini-lessons in the academic subjects of English, Social Studies, Science, and Math. This class is taught in small groups, while focusing on individualized support at a Newcomer level in reading and content area understanding and class grade management. It is offered in addition to their regular grade level and exploratory classes. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

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### ELD Content Area Reading Lab (HS 1029)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Placement based on WIDA test scores

This elective course, taught by an ELL-certified teacher, is designed to extend and develop reading vocabulary and topical concepts that will assist ELD students to succeed in content area classes. The class lessons focus on context-rich vocabulary and background information taught through mini-lessons in the academic subjects of English, Social Studies, Science and Math. This class is taught in large and small group instruction, while focusing on individualized support in reading and content area understanding and class grade management. It is offered in addition to their regular grade level and exploratory classes. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

## High School Speech & Theatre

### Competitive Drama (HS 1380)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): None



This course is designed to introduce students to the art of performing competitively. Opportunities are offered for students to use skills outside of the classroom to network with students from other schools. Students will be required to participate in a minimum of two contests per semester and help host the school's invitational tournament. **Students in graduating cohort of 2026 and 2027 may take Competitive Drama to fulfill the Speech requirement.**

### Communications (HS 1335)

9 10 11 12

0.5 Unit | 1 Semesters



Prerequisite(s): None



This course is designed to include an understanding of verbal and nonverbal communication in relation to self and others. Activities will include: speaking/listening assignments, working in problem-solving groups, developing an understanding of group dynamics and discussion skills, individual speeches, practical skills used in a successful interview and the practice of good delivery techniques (vocal variety, eye contact, facial expression, gestures etc.). **Communications is required for graduating cohorts of 2026 and 2027.**

### Theatre I (HS 1450)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None



This course is designed to develop the student's appreciation and understanding of drama. The student will learn self-expression, discipline, and control through various activities. Acting skills are emphasized by using body movement, voice, improvisation, and characterization. The student is exposed to all aspects of theatre, discovering how each element contributes to a finished performance by performing short scenes. Students desiring to enroll in Theatre II must have earned a passing grade in Theatre I and instructor recommendation. Students who passed middle school theatre may skip to Theatre II.

### Debate (HS 1360)

9 10 11 12

1 Unit | 2 Semesters



Prerequisite(s): None



This course is designed to teach students the fundamentals of team and Lincoln/Douglas debate. Students will learn to do in-depth research on the debate topics; organize materials; see two or more sides of a controversial question; and present their ideas in a thoughtful, logical, and persuasive manner. Opportunities are offered for students to use their newly found skills outside the classroom. Students will be required to participate in a minimum of two contests per semester and help host the school's invitational tournament. **Debate may not be used to fulfill the Fine Arts requirement.**

### Advanced Competitive Drama (HS 1390)



1 Unit | 2 Semesters



Prerequisite(s): Competitive Drama and Teacher Recommendation

This course is designed on a personalized instruction basis with the student refining and demonstrating the techniques of individual events. A student may enroll in Advanced Competitive Drama for more than one year and may accumulate 3 units of credit. Contest will serve as an outlet for student skills. Students will be required to participate in a minimum of three contests per semester and help host the school's invitational tournament. Selection for the course will be by credit earned in Competitive Drama and by recommendation of the instructor. This is a Fine Arts credit. (Tuition cost is determined by the university.)

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### Advanced Debate (HS 1370)



1 Unit | 2 Semesters



Prerequisite(s): Debate and Teacher Recommendation

This course is designed on a personalized instruction basis with the student refining and demonstrating the techniques of debate. A student may enroll in Advanced Debate more than one year and may accumulate 3 units of credit. Contest will serve as an outlet for student skills. Students will be required to participate in a minimum of three contests per semester and help host the school's invitational tournament. Advanced Debate may be used as 0.5 Elective English Language Arts credit. **Advanced Debate may not be used to fulfill the Fine Arts requirement.**

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### College Debate (HS 1380W)



0.5 Unit | 1 Semester



Prerequisite(s): None

This course provides college credit (3 hours) through the University of Central Missouri. Students will refine and demonstrate the techniques of debate skills. Students may take the course for college credit only one time. Students must enroll in Advanced Debate class. Students will be required to participate in a minimum of four contests per year. Selection for the course will be by recommendation of the instructor. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

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### Public Speaking (HS 1345W)



0.5 Unit | 1 Semester



Prerequisite(s): None

Students in Public Speaking will refine and demonstrate the techniques of presenting a variety of different speeches. Students may take the course for college credit only one time. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)



## Theatre II (HS 1415)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Theatre I or MS Theatre or Teacher Recommendation



The course is designed to enhance the students' knowledge of basic principles learned in Theatre I. Students will use stagecraft skills to build and design sets for theatrical productions, incorporate advanced stage movements, use advanced characterization in variety of acting scenes and monologues, and learn history of theatre in other cultures.

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## Acting (HS 1445)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Theatre II or Teacher Recommendation



The course is designed to enrich the advanced theatre student's background in acting and directing. Students will learn to develop materials for an audition. Projects focus on characterization, directing, playwriting, and playwrights' contribution to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills. Students will perform a variety of drama, comedy, tragedy, classical and original works.

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## Theatrical Design (HS 1455)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Theatre II or Teacher Recommendation



This course is designed to focus on production design and non-acting elements of theatre. Students will acquire and utilize advanced design elements and practice technical theatre tasks. Practical skills will be used to design and build a set, create props, program the lighting and sound board, sew costumes, publish press releases, sell tickets, draft programs, and execute hair/makeup for Raytown productions.

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## Repertory Theatre (HS 1450)

11 12

1 Unit | 2 Semesters

Prerequisite(s): Acting or Theatrical Design or Teacher Recommendation



The course is designed to build upon past theatre experiences and prepare students for college and professional work. Students will be introduced to techniques of children's theatre and special creative dramatic activities. Students will be given an opportunity to participate in the presentation of repertory productions before an audience. Technical production knowledge will be developed through special projects. A student may enroll in the course for more than one year and may accumulate 2 units of credit, completing advanced work the second year. This course is designed for student led theatrical productions produced for a public audience. Advanced students who are a junior or senior and participate in the co-curricular program may skip the prerequisites with Instructor approval.

## High School World Languages

### French I (HS 9510)



Prerequisite(s): None

9 10 11 12

1 Unit | 2 Semesters



This course is designed for the student with little or no background in French. The student will learn listening techniques for comprehension of basic phrases and dialogues and will communicate employing basic vocabulary and grammatical patterns. Students will read cultural selections and authentic language excerpts. Students will write on topics related to unit objectives such as food and cultural patterns. Recordings by native speakers, cultural realia, games, pop songs and video, will enhance comprehension skills and initiate students' further language production. Students will participate in applied activities such as self-portraits, student interviews, map and Internet research.

### French II (HS 9520)



Prerequisite(s): French I

10 11 12

1 Unit | 2 Semesters



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

### French III (HS 9530)



Prerequisite(s): French II

11 12

1 Unit | 2 Semesters



This course is designed to build upon the skills learned in French II. Students will engage in conversation, language structure, culture, customs, and selected readings throughout this course. Reading material about cultural traditions and the contemporary life of French-speaking people improves comprehension and provides subjects for writing activities. The student will continue to expand communication skills in French. Native speaker recordings and authentic texts in French will serve to hone student skills. Applied activities will include a study of French history, student selected research topics using French information found on the Internet, participation in role plays simulating real life situations, and creative projects such as, designing their dream bedroom.

**French 110 (HS 9530W)****11** **12**

1 Unit | 2 Semesters

Prerequisite(s): French II



This course is designed to build upon the skills learned in French II. Students will engage in conversation, language structure, culture, customs, and selected readings throughout this course. Reading material about cultural traditions and the contemporary life of French-speaking people improves comprehension and provides subjects for writing activities. The student will continue to expand communication skills in French. Native speaker recordings and authentic texts in French will serve to hone student skills. Applied activities will include a study of French history, student selected research topics using French information found on the Internet, participation in role plays simulating real life situations, and creative projects such as, designing their dream bedroom. After successful completion of this course, students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

**French IV (HS 9540)****12**

1 Unit | 2 Semesters

Prerequisite(s): French III



This course is designed as a continuation of the skills learned in French III. The student will refine listening comprehension, reading, speaking and writing skills learned in the three previous levels of French. Students will apply pronunciation and structural principles in conversations with classmates and in oral presentations. Students will master sophisticated grammatical structures including future, past conditional and subjunctive tenses. Students will read and comprehend selections of authentic material and francophone literature. Students will create original compositions using newly acquired vocabulary and structures. Applied activities will include research on culture from francophone countries, interviewing classmates, presentations to classmates on various topics such as health, foods, and education and writing on topics thematically related to unit themes.

**French 120 (HS 9540W)****12**

1 Unit | 2 Semesters

Prerequisite(s): French III



This course is designed as a continuation of the skills learned in French III. The student will refine listening comprehension, reading, speaking and writing skills learned in the three previous levels of French. Students will apply pronunciation and structural principles in conversations with classmates and in oral presentations. Students will master sophisticated grammatical structures including future, past conditional and subjunctive tenses. Students will read and comprehend selections of authentic material and francophone literature. Students will create original compositions using newly acquired vocabulary and structures. Applied activities will include research on culture from francophone countries, interviewing classmates, presentations to classmates on various topics such as health, foods, and education and writing on topics thematically related to unit themes. After successful completion of this course, students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

### Spanish I (HS 9610)



Prerequisite(s): None

9 10 11 12

1 Unit | 2 Semesters



This course is designed for the student who has had little or no background in Spanish. The student will communicate in Spanish using basic vocabulary and grammatical structures. Students will do a variety of activities to develop writing, reading comprehension, speaking, and listening skills in Spanish and to establish an understanding of Hispanic culture.

### Spanish for Heritage Speakers (HS 9600)

9 10 11 12

1 Unit | 2 Semesters



Prerequisite(s): Student considered native/heritage speaker of Spanish

This course is designed to introduce Spanish classes to students who already speak Spanish. This is meant to replace Spanish I and Spanish II and prepare students to enter Spanish II, Spanish IV, or Spanish V based on age and readiness level. Students will learn common literacy skills in Spanish for reading, writing, speaking and listening as well as an introduction to Spanish grammar and structure in a more tailored manner to fit students who already speak Spanish. For students who desire to take two years of Spanish, they will take at least one more year after this course.

### Spanish II (HS 9620)



Prerequisite(s): Spanish I

9 10 11 12

1 Unit | 2 Semesters



This course is designed to build upon the skills learned in Spanish I. Students will be able to communicate in Spanish orally and in written activities by using new vocabulary and sentence patterns as well as the material learned in Spanish I. Students will read and discuss cultural traditions and contemporary life of Spanish-speaking people. They will demonstrate comprehension by participation in class discussion and do applied activities such as write paragraphs and speak in the present and past tense.

### Spanish III (HS 9630)



Prerequisite(s): Spanish II

10 11 12

1 Unit | 2 Semesters



The course is designed to build the students' knowledge of the Spanish language and increase their proficiency to a novice-high/intermediate-low level. Students will build upon their previous levels, increasing vocabulary, grammar, spoken and understood in the target language. Communicative and cultural goals are achieved through listening, speaking, reading and writing in Spanish. Also, the student will develop cultural awareness through discussions and authentic material presented in class. This advanced-level course will be taught primarily in Spanish. Students will review grammatical structures, write compositions, make oral presentations, and read and discuss a variety of texts at an advanced level.

### Spanish 1601 (HS 9630W)



1 Unit | 2 Semesters



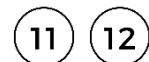
Prerequisite(s): Spanish II



The course is designed to build the students' knowledge of the Spanish language and increase their proficiency to a novice-high/intermediate-low level. Students will build upon their previous levels, increasing vocabulary, grammar, spoken and understood in the target language. Communicative and cultural goals are achieved through listening, speaking, reading and writing in Spanish. Also, the student will develop cultural awareness through discussions and authentic material presented in class. This advanced-level course will be taught primarily in Spanish. Students will review grammatical structures, write compositions, make oral presentations, and read and discuss a variety of texts at an advanced level. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

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### Spanish IV (HS 9640)



1 Unit | 2 Semesters



Prerequisite(s): Spanish III



This course is designed to build students' in-depth knowledge of the Spanish language and increase their proficiency to an intermediate-low/mid-level. Students will build upon their previous levels, increasing vocabulary, grammar, spoken and understood in the target language. Communicative and cultural goals are achieved through listening, speaking, reading and writing in Spanish. The student will develop cultural awareness through discussions and authentic material presented in class. This advanced-level course will be taught primarily in Spanish. It is important to remember that this course is taught as a college credit course. Work includes longer readings and more extensive writing. Students will review grammatical structures, write compositions, make oral presentations, and read and discuss a variety of texts at an advanced level.

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### Spanish 1602 & 2601 (HS 9640W)



1 Unit | 2 Semesters



Prerequisite(s): Spanish III



This course is designed to build students' in-depth knowledge of the Spanish language and increase their proficiency to an intermediate-low/mid-level. Students will build upon their previous levels, increasing vocabulary, grammar, spoken and understood in the target language. Communicative and cultural goals are achieved through listening, speaking, reading and writing in Spanish. The student will develop cultural awareness through discussions and authentic material presented in class. This advanced-level course will be taught primarily in Spanish. It is important to remember that this course is taught as a college credit course. Work includes longer readings and more extensive writing. Students will review grammatical structures, write compositions, make oral presentations, and read and discuss a variety of texts at an advanced level. (Tuition cost is determined by the university.)

## Spanish V (HS 9670)

12



Prerequisite(s): Spanish IV

1 Unit | 2 Semesters



This course is designed for students to continue to build their in-depth knowledge of the Spanish language and increase their proficiency to an intermediate-high/advanced-low level. Students will build upon their previous levels, increasing vocabulary, grammar, spoken and understood in the target language. Communicative and cultural goals are achieved through listening, speaking, reading and writing in Spanish. The student will develop cultural awareness through discussions and authentic material presented in class. Students will review grammatical structures, write compositions, make oral presentations, and read and discuss a variety of texts at an advanced level.

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## Spanish 2602 (HS 9670W)



12



Prerequisite(s): Spanish IV

1 Unit | 2 Semesters



This course is designed for students to continue to build their in-depth knowledge of the Spanish language and increase their proficiency to an intermediate-high/advanced-low level. Students will build upon their previous levels, increasing vocabulary, grammar, spoken and understood in the target language. Communicative and cultural goals are achieved through listening, speaking, reading and writing in Spanish. The student will develop cultural awareness through discussions and authentic material presented in class. Students will review grammatical structures, write compositions, make oral presentations, and read and discuss a variety of texts at an advanced level. After successful completion of this course, students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

## High School Visual Arts

### Introduction to Visual Arts (HS 5015)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to give students an introduction to the visual arts programs at the high school level. Students will work with a variety of two-dimensional and three-dimensional art media. Assignments will include two-dimensional projects in drawing, painting and design and in various three-dimensional materials. Although the course is primarily project oriented, the students will also get a chance to discover the artwork of famous artists and see how they fit into art history. Students must supply a sketchbook.

### Graphic Design I (HS 5025)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to give students an introduction in Graphic Design. Students will use the elements of art and the principles of design learned in the Introduction to Visual Arts course and apply these concepts to graphic design assignments. The student will work on a variety of creative design projects, such as, logo design, brochures, restaurant menus, stationary, magazine cover designs, character design and more. These projects will provide the vehicle for learning about lettering and fonts, layout skills, and basic visual design. This creative course includes “hands-on” computer lessons using Adobe Photoshop and Adobe Illustrator software.

### 3-D Ceramics I (HS 5045)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to be a beginning course in three-dimensional arts. Students will learn the skill of creating ceramic clay pottery, although other three-dimensional projects of mixed media may be included. Basic ceramic topics covered include hand building, wheel throwing methods, glazing and art history.

### Photography I (HS 5085)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to be a beginning course in black and white film photography and digital photography. Students will learn camera and darkroom techniques through classroom instruction and a variety of lab projects. By the completion of the course, students will be able to correctly expose film using a 35mm manual (adjustable) camera, develop their own film and make prints from their negatives. Students will be able to manipulate digital photographs using basic software and editing tools. Students will also study the history of photography and career opportunities in the field of photography. Students will be encouraged to evaluate their own work both in terms of artistic and technical qualities.



### **Drawing & Painting I (HS 5035)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to explore a variety of drawing, painting and/or printmaking media and techniques. Students will learn to use pencil, charcoal, marker, tempera paint, and watercolor paint. Students will also explore career opportunities in drawing and painting. Students will have the opportunity to develop their critique skills by analyzing their work and the work of others. Styles of art and particular artists will be studied to increase the students' understanding of art throughout the ages

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### **Graphic Design II (HS 5125)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Graphic Design I

This course is designed to build upon the skills learned in Graphic Design I. The student will refine skills in advertising art, layout design character design and create a portfolio of their work. The course will be primarily computer based. Advanced lessons in Adobe Photoshop, Adobe Illustrator and other graphic software will be presented. Students completing this course are encouraged to consider the Advertising and Display Art program at the Herndon Career Center.

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### **3-D Ceramics II (HS 5145)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): 3-D Ceramics I

This course is designed to build upon the skills learned in 3-D Ceramics I. Students will further develop skills of forming, glazing and firing ceramics as well as knowledge of ceramics in art history. Forming processes will be explored through hand building techniques, use of the potter's wheel and sculpture. Critique periods will be held throughout the semester.

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### **Photography II (HS 5185)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Photography I

The course is designed to build upon the students' basic understanding of the 35 mm film and digital camera developed in Photography I. The student will learn what makes a good photographic image. Different camera techniques, such as the use of deep and shallow depth-of-field, unique point of view, panning, and framing will be demonstrated and practiced. Also, new lab techniques, such as dodging and burning, the use of contrast filters and other image manipulation techniques will be introduced through various lab and digital assignments. Students will develop their skills in evaluating their own work and the work of others through regular classroom critiques. Students must supply a SD card.

## **Drawing & Painting II (HS 5135)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Drawing & Painting I

This course is designed to build upon the foundation established in Drawing and Painting I. Students will further develop their ability to produce quality two-dimensional artwork. New materials such as Acrylic paint on canvas will be explored. Students will be encouraged to make choices and solve problems related to their own artistic creations. Students will participate in critique periods, designed to further enhance their appreciation, understanding, and judgment of artwork.

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## **Graphic Design Studio (HS 5225)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Graphic Design II, teacher approval

This course is designed to further develop the students' interests and abilities in graphic design. The emphasis will be on providing extended opportunities for students who are interested in pursuing this field after graduation. Students will learn advanced techniques and processes. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor. This course is repeatable and new projects and techniques will be introduced each time the student takes it.

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## **3-D Ceramic Studio (HS 5245)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): 3-D Ceramics II, teacher approval

This course is designed to further develop the students' interests and abilities in ceramics, With an emphasis on the creation of quality 3-D artworks. Students will work independently, solving artistic and technical problems and developing their skills and interests. Advanced techniques and processes will be emphasized. Students will be exposed to artists and art movements to deepen their appreciation of art. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor. This course is repeatable and new projects and techniques will be introduced each time the student takes it.

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## **Photography Studio (HS 5285)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Photography II, teacher approval

This course is designed to further develop the students' interests and abilities in photography, with an emphasis on the creation of quality photographic images. Students will work independently, solving artistic and technical problems and developing their skills and interests. Advanced darkroom techniques and processes will not be emphasized, but optional for students who desire this path. Students will select photographers and photographic techniques for research to deepen their appreciation of the craft. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor. This course is repeatable and new projects and techniques will be introduced each time the student takes it. Students must supply a SD card.

## Drawing & Painting Studio (HS 5285)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Drawing & Painting II, teacher approval

This course is designed to further develop the students' interests and abilities in drawing and painting, with an emphasis on the creation of quality visual images. Students will work independently, solving artistic and technical problems and developing their skills and interests. Advanced techniques and processes will be emphasized. Students will select artists and art movements for research to deepen their appreciation of the art form. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor. This course is repeatable and new projects and techniques will be introduced each time the student takes it.

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## AP 2-D Art & Design (HS 5370W)

DC W

11 12

0.5 Unit | 1 Semester

Prerequisite(s): Drawing & Painting II, teacher approval

Students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted. There is no preferred (or unacceptable) style or content.

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## AP 3-D Art & Design (HS 5350W)

DC W

11 12

0.5 Unit | 1 Semester

Prerequisite(s): 3-D Ceramics II, teacher approval

Students are asked to demonstrate understanding of 3-D design through any three-dimensional approach, including, but not limited to, figurative or non figurative sculpture, architectural models, metal work, ceramics, glass work, installation, performance, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content.

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## AP Drawing (HS 5360W)

DC W

11 12

0.5 Unit | 1 Semester

Prerequisite(s): Drawing & Painting II, teacher approval

Students may address drawing issues through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously. There is no preferred (or unacceptable) style or content.

## High School Music

### Lifetime Music (HS 9180)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Approval by Special Services Case Manager

This course is designed for students who are part of the Community-Based Instruction (CBI) program. Students will learn a variety of music skills, such as rhythm reading and performance, reading and writing music notation, performance skills, music history, and creating electronic music via student laptops.

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### Treble Choir (HS 5540)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed as a choral ensemble for treble voices. Students choosing to take this class should have a strong desire to sing. Students will focus on the study and performance of soprano/alto choir literature, as well as vocal techniques specific to the treble voice. This is a co-curricular class. Attendance of every member is required at all after school rehearsals and performances. This choir participates in MSHSAA events throughout the year.

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### Treble-Base Choir (HS 5550)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed as a choral ensemble for tenor/bass voices at the high school level. Students choosing to take this class should have a strong desire to sing. Students will focus on the study and performance of tenor/bass choir literature, as well as vocal techniques specific to the tenor/bass voice. This is a co-curricular class. Attendance of every member is required at all after school rehearsals and performances. This choir participates in MSHSAA events throughout the year.

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### Concert Choir (HS 5660)

10 11 12

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed as a choral ensemble for tenor/bass voices at the high school level. Students choosing to take this class should have a strong desire to sing. Students will focus on the study and performance of tenor/bass choir literature, as well as vocal techniques specific to the tenor/bass voice. This is a co-curricular class. Attendance of every member is required at all after school rehearsals and performances. This choir participates in MSHSAA events throughout the year.

### Chamber Choir (HS 5660)

11 12

1 Unit | 2 Semesters

Prerequisite(s): Selected by Audition

*Camerata* at Raytown High School. *Cardinal Chorale* at Raytown South High School. This course is designed as a highly select group of singers chosen solely by audition. Students will focus on the study of advanced level repertoire representing a variety of periods of music history and musical styles. Emphasis will be placed on the study and performance of advanced choral literature and music literacy. This is a co-curricular class. Attendance at all after school rehearsals and performances is required of each member. This choir participates in MSHSAA events throughout the year. Prior enrollment in Treble Choir/Tenor-Bass Choir/Concert Choir is recommended.

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### Campus Band (HS 5710)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Selected by Audition

This course is designed to be a non-competitive band course for students who have attained a high degree of proficiency on a musical instrument. Students enrolled in this course should have a minimum of 2 years prior experience in band, or receive the director's approval to take the course. Students will focus on the study, preparation and performance of music literature selected from all periods of music history. The course will continue to stress the improvement of instrumental technique and performance practices. Attendance at all performances is required. It is the discretion of the instructor whether or not a student may retake the course if they receive a failing grade the semester prior.

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### Concert Band (HS 5700)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Selected by Audition

This course is designed to be an auditioned ensemble course for students who have attained a high degree of proficiency on a musical instrument. Students will focus on the study, preparation and performance of music literature selected from all periods of music history. The course will continue to stress the improvement of instrumental technique and performance practices. Attendance at all performances and participation in the marching band is required. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument.

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### Symphonic Band (HS 5810)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Selected by Audition

This course is designed to be a highly-select instrumental ensemble chosen solely by audition for students who have attained a high degree of proficiency on a musical instrument. Students will focus on the study, preparation and performance of music literature selected from all periods of music history. This course will continue to stress the improvement of instrumental technique and performance practices. Attendance at all performances and participation in the marching band is required. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument.

### Concert Orchestra (HS 5820)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Middle School Orchestra, Selected by Audition

This course is designed for string players who have attained an average degree of playing proficiency on an orchestra instrument and need further instruction before enrolling in Symphony Orchestra. Students will continue to focus on the fundamental techniques of tone quality, intonation, hand and playing positions as well as other basic techniques. Attendance at all performances of the Concert Orchestra is required. Private lessons on a string instrument are encouraged. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument.

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### Symphonic Orchestra (HS 5940)

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Middle School Orchestra, Selected by Audition

This course is designed for students who have attained a high degree of proficiency on an orchestra instrument. Students will focus on the preparation of advanced high school orchestra literature and the further development of musical taste and knowledge of our musical and cultural heritage. Attendance at all Symphony Orchestra performances is required. Students will participate in State Large Ensemble Music Festivals each year. Students will be required to prepare a solo or small ensemble for possible District Music Festival performances. Private lessons on the instrument are encouraged. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument.

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### Jazz Improvisation (HS 5960)

11 12

1 Unit | 2 Semesters

Prerequisite(s): Selected by Audition

This course is designed to introduce and develop skills needed to perform Jazz nomenclature. Students must have a high school level of proficiency as an instrumentalist or vocalist. This includes vocal, wind, string, and percussion instruments. Styles studied will include blues, bebop, and swing. There will be an emphasis on listening, form and analysis, and theory and ear training. There is no emphasis on competition/chair placement. Students will develop at their own pace or rate. Each student is recommended to also enroll in an existing performing ensemble in the music department. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument.

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### AP Music Theory (HS 5980W)

DC W

11 12

1 Unit | 2 Semesters

Prerequisite(s): HS Performance Ensemble, teacher recommendation

This course is designed to be an advanced study of music theory. Students demonstrate understanding and master the rudiments and terminology of music including notational skills, scales, keys, intervals, chords, meter and rhythm through practices including writing bass lines for melodies, implying appropriate harmony and harmonization, realization of figured bass, Roman numeral progression, harmonic analysis, motivic treatment analysis, scales including major, minor, pentatonic, and whole tone, triadic harmony, non-harmonic tones, seventh and secondary dominant chords, modulations, phrase structure, and small forms. The course utilizes listening skills, sight-singing, written exercises, and creative exercises to develop musical skills. The course includes the study of a variety of music from standard Western tonal repertoire. **Exam Fees: An AP Music Theory Exam Fee is required to take the exam in the spring.**

## High School Business

### Business Fundamentals (HS 6035)

9 10

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to provide a foundation for other business courses. Students will learn accounting, management, marketing, money management, and technology in the business world. They will learn leadership skills, types of business ownerships, personnel management, and developing networking. The course focuses on developing professional documents and effective use of technology.

### Applied Accounting I (HS 6180W)

DC W

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to prepare students for college and career readiness including a career in the accounting field. All students will benefit from this course regardless of their occupational choice since accounting is an integral part of every business institution or organization. Accounting is designed to build an understanding of accounting principles, concepts, and procedures related to day-to-day business transactions. 11<sup>th</sup> & 12<sup>th</sup> grade students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

### Business Management (HS 6065)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

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 course will introduce students to the use of computers and software tools in making business decisions as part of accounting, sales analysis, and inventory control.

### Economics (HS 6135)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will cover the basics of economic principles. Students will learn the law of supply and demand, money and prices, inflation and deflation cycles. The course prepares students with work readiness, entrepreneurship and financial literacy. Students will be exposed to Junior Achievement where they develop the skills they need to experience the realities and opportunities of work and entrepreneurship in the 21<sup>st</sup> century global marketplace.

### Personal Finance (HS 6085)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course teaches students financial literacy and responsibility. Students will look at their personal financial decisions, make future financial goals, recognize their rights/responsibilities as consumers, and apply the knowledge learned in their personal finances. The student will learn how to make wise spending, saving, and credit decisions. **This course is a Missouri state graduation requirement.**

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### Applied Accounting II (HS 6195)

11 12

0.5 Unit | 1 Semester

Prerequisite(s): Applied Accounting I

This course builds on the concepts learned in Applied Accounting I. Students in this course need to have demonstrated strong skills in Applied Accounting I. This course is a crucial component for students who will pursue entrepreneurial ventures such as owning a small business. Students will acquire a more thorough and in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions.

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### College & Career Prep (HS 6125)

12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to prepare students for college following high school graduation. Students will compare colleges, investigate majors/minors, apply to colleges, research and apply to scholarships and prepare for the ACT. This course will help make the transition between high school and college seamless. It is recommended for seniors who plan on attending college and post-secondary training.

## High School Marketing

### Travel & Tourism (HS 6635)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will explore the opportunities for marketing in the world of professional sports, restaurant services, travel and tourism, and hotel management. Students will get to design items such as food courts, themed hotels, and amusement parks. The course provides the opportunity to be an active participant in the DECA Organization.

11 12



## Entrepreneurship (HS 6265)

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will teach how to open, operate, and own your own business. Students will get hands-on experience through the school store by learning how to keep inventory, run a cash register, interact with customers, make product decisions, and create a business plan. This course provides the opportunity to be an active participant in the DECA Organization.

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## Marketing (HS 6370)

11 12

1 Unit | 2 Semesters

Prerequisite(s): None

This course follows the journey of a small idea to a major product. Students will spend time in the product development process through production and testing. Once the product is created, this class will explore the promotion, pricing and sales techniques that it takes to sell millions of products and make billions of dollars. The course provides the opportunity to be an active participant in the DECA Organization.

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## Advanced Marketing (HS 6380)

12

1 Unit | 2 Semesters

Prerequisite(s): None

This course utilizes marketing research for active participation in the DECA organization. Students that take this class have already excelled in Fundamentals of Marketing and wish to dig deeper into the marketing process. The course will explore research techniques and develop effective marketing research elements. Students will also participate in a DECA project and enter that project into DECA Competitions.

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## Marketing Internship (HS 6460)

12

0.5 or 1 Unit | 1 or 2 Semesters

Prerequisite(s): Must be enrolled in Marketing

This course is an opportunity for students to attend school half day and earn credit for working at a job. Students will earn either a half credit (10-19 hours/week) or a whole credit (20 + hours /week) by validating work hours (paycheck stub). Students will have the option of leaving school after 4th, 5th, or 6th hour. Students are required to find their own job for successful completion of the course. ***This course does meet as a class.***

HS6460 (2 semesters for 1 unit)/(2nd semester only for 0.5 unit) Marketing Internship 5th, 6th & 7th hours  
HS6470 (2 semesters for 1 unit)/(2nd semester only for 0.5 unit) Marketing Internship 6th and 7th hours  
HS6480 (2 semesters for 1 unit)/(2nd semester only for 0.5 unit) Marketing Internship 7th hour

## High School Technology

### Computer Applications (HS 6250)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to provide content knowledge and skills required in the technology-based workplace. Students will learn advanced skills in Microsoft Word, Excel, and PowerPoint. Students will also improve keyboarding skills and receive internet safety skills. Students will receive skills in this class that are vital as they prepare to enter the workforce or post-secondary education.

### Desktop Publishing (HS 6225)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to utilize advanced graphic arts skills to increase their production efficiency and improve the creativity and quality of business documents and marketing publications. Students will learn how to combine text and graphics to produce professional quality printed and web ready documents. The student will learn how to design and produce flyers, brochures, newsletters, letterheads, advertisements, and correspondence as well as materials for presentations.

### Foundations of Web Design (HS 3480)

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will cover Web programming languages, graphics applications, and other Web authoring tools. Students will create and manage web pages containing text, images, hyperlinks, animations, sounds, videos, and interactive elements. Students will learn such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.

### Computer Programming (HS 3450)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to teach 21st century computer skills which permeate the entire workplace. Students will learn abilities to become highly employable and a vital component to any business. Students will write their own computer programs, using Alice and Java software. Students will learn the basics of programming through 3-D graphics, coding and application development.

### Student Technology Assistant (HS 9030)

11 12

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to teach 21st century computer skills which permeate the entire workplace. Students will learn abilities to become highly employable and a vital component to any business. Students will write their own computer programs, using Alice and Java software. Students will learn the basics of programming through 3-D graphics, coding and application development.

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### Leadership (HS 9200W)

DC W

11 12

1 Unit | 2 Semesters

Prerequisite(s):  $\geq 3.0$  GPA, selected by interview

This class is designed to develop leadership skills by emphasizing the following areas: leadership, character, integrity, citizenship, service, and scholarship. Students will be given opportunities to learn about various aspects of leadership. Students will have opportunities to make a difference in the school and the community, upholding and improving the atmosphere and facilities at the school, and giving students practical experience in areas that will be necessary beyond high school. This class serves as leadership for Student Council, and will help lead all meetings, activities, and service projects involving Student Council. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

***Underclassmen may apply for Leadership with instructor's prior approval.***

## High School Family and Consumer Science (FACS)

### Food Prep I (HS 6565)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will cover nutrition, principles of healthy eating, food preparation, and food service careers. Students will practice proper cooking techniques of fruits, vegetables, quick breads, eggs, dairy and soups. Students will also learn how to use different kitchen tools, kitchen management techniques, and practice proper knife skills. This course is recommended for all high school students, as the fundamentals of cooking and nutrition are necessary for a successful adult life.

### Food Prep II (HS 6575)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Food Prep I

This course involves in depth study of nutrition, food preparation, and food service careers. Students will focus on nutrition needs for specific populations, restaurant management, and advanced cooking techniques including knife skills. Students will prepare food from scratch; units include yeast breads, mother sauces, spices, seasonings, meats and seafood, grains, legumes, cakes and pastries. This class is required for students wishing to attend the Herndon Culinary program. This class is required for students wishing to attend the Herndon Culinary program.

### World Foods (HS 6585)

11 12

0.5 Unit | 1 Semester

Prerequisite(s): Food Prep I, Food Prep II

This course covers the preparation of cultural foods and the culture and traditions of other countries. In this class you will study food, culture, travel, and culinary techniques from Western Europe, the Mediterranean, Asia, Mexico and South America, as well as the Regional U.S. This class will create the most difficult recipes of any food classes and all items are made from scratch. Taste the world without ever leaving the classroom, take World Foods!

### Fashion Design I (HS 6555)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is an introduction to the fashion industry. It will cover introducing industry terminology, fashion and culture, historical fashion and the influence it has on modern fashion, elements and principles of design and how they are used, natural and synthetic fibers, basic fabric care, and basic sewing skills. This course is recommended for any person interested in fashion, art, theater/costuming, medicine (fine motor skills from sewing), retail, fashion merchandising, or styling clothing.

### **Fashion Design II (HS 6545)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Fashion Design I

This course will cover careers related to the fashion industry, marketing and merchandising in the fashion industry, a more in-depth look at fiber and fabrics and their uses, and higher level sewing skills. Students in this course will create a seam sample notebook and use their higher level sewing skills to create several projects including one garment of their choosing. This course is recommended for any person interested in fashion, art, theater/costuming, medicine (fine motor skills from sewing), retail, fashion merchandising, or styling clothing.

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### **Fashion Design III (HS 6560)**

11 12

1 Unit | 2 Semesters

Prerequisite(s): Fashion Design I, Fashion Design II

In this course you will hone your construction skills and design skills. You will review your basic sewing skills and use them to construct full garments, create patterns, work with the theater department on costuming, and practice alteration skills. This course is recommended for any person interested in fashion, art, theater/costuming, medicine (fine motor skills from sewing), retail, fashion merchandising, or styling clothing.

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### **Child Development I (HS 6655)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will cover the fundamentals of pregnancy, labor and delivery, and the family unit. Students will learn about family dynamics, parenting, pregnancy, labor & delivery, prenatal development, as well as prenatal care. Then you will learn how to take care of a newborn, infant, and toddler. Students will observe different types of live births. Students in this course will also participate in a mock parenting experience during the course. This course is recommended for future teachers, nurses, social workers, doctors, or anyone who wants children in their future.

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### **Child Development II (HS 6665)**

11 12

0.5 Unit | 1 Semester

Prerequisite(s): Child Development I

This course will cover an advanced study in child development and guidance; including physical, social, emotional, intellectual and moral development of preschoolers. Students will learn about teacher preparation, observations, childcare management and about child development careers. Students will have actual experience in observing and working with children to improve parenting skills, explore careers related to child development and enhance general employment skills. This class is perfect for anyone wanting to enter the field of education or pediatric care. This course is recommended for students who wish to attend the Southland Caps program of Education Exploration.

## Relationships through the Lifespan (HS 6605)

11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will cover the following units: Personality Development, Relationship Development, Marriage and Families, and Sexuality. Students will learn more about what makes relationships healthy, strong, and long-lasting. This course provides students with information and activities to understand and accept the uniqueness of each individual and the development of individual, family relationships as well as different components of healthy and unhealthy relationships. Emphasis is placed on developing interpersonal communication skills, conflict resolution skills, and public speaking skills. Anatomy and physiology of the human reproductive systems, as well as conception are STD's, and contraceptives are covered.

## High School Project Lead the Way Engineering (PLTW)

### Intro. To Engineering & Design (HS 6790)

DC

9 10 11 12

1 Unit | 2 Semesters

Prerequisite(s): None

This class is designed for students wanting to learn more about Engineering and an introduction to Engineering to new students and is a continuation of the PLTW Gateway courses offered in Middle School. Students will learn how engineers design products and solutions with a creative design process. Students will gain practical skills like technical drawing, precision measurement, modeling and teamwork. Students will create models of their projects with 3D modeling software and a 3D printer. This course should be taken before other PLTW offerings. If not already successfully taken, students need to be simultaneously enrolled in Algebra 1 as freshmen to prepare for Principles of Engineering. Dual credit can be attained by achieving both a B or better in this course and another PLTW course as well as achieving a predetermined minimum score on the EOC as determined by the state of Missouri.

### Principles of Engineering (HS 6780W)

DC W

10 11 12

1 Unit | 2 Semesters

Prerequisite(s): Introduction to Engineering & Design

Principles of Engineering (POE) is a course that exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students should take Algebra I and pass with a B or better before enrolling in POE. Dual credit can be attained by achieving both a B or better in this course and another PLTW course as well as achieving a predetermined minimum score on the EOC as determined by the state of Missouri.

**Civil Engineering & Architecture (HS 6780W)****11 12**

1 Unit | 2 Semesters

Prerequisite(s): Principles of Engineering

This class is for the student who is interested in learning more about the act of planning and designing of water systems, sewer systems, buildings, and roads. Students will use a CAD system to design and draw buildings and interior layouts. Students will learn about the different regulations involved in basic commercial and residential systems. Students will work in small teams to do the planning for a residential building and improving a commercial building. This course may be applicable as dual credit through examination. Dual credit can be attained by achieving both a B or better in this course and another PLTW course as well as achieving a predetermined minimum score on the EOC as determined by the state of Missouri.

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**Digital Electronics (HS 6800W)****11 12**

1 Unit | 2 Semesters

Prerequisite(s): Algebra I  $\geq$  B or Principles of Engineering

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will learn the basics of digital electronics by using different logic circuits to create clocks, timers, adders, and counters. Dual credit can be attained by achieving both a B or better in this course and another PLTW course as well as achieving a predetermined minimum score on the EOC as determined by the state of Missouri.

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**Engineering Design & Development (HS 6880W)****12**

1 Unit | 2 Semesters

Prerequisite(s):

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the “Don’t you hate it when...” statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future. This course may be applicable as dual credit through examination.

## High School Project Lead the Way Computer Science (PLTW)

### Computer Science Principles (HS 6870W)



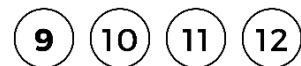
1 Unit | 2 Semesters

Prerequisite(s): Algebra I  $\geq$  B

This course will aim to develop computational thinking, generate excitement about the field of computing, and introduce computational tools that foster creativity. Projects and problems include application development, visualization of data, cybersecurity, and simulation. Students have the option for either Advanced Placement or Dual Credit. Dual credit can be attained by achieving both a B or better in POE and achieving a predetermined minimum score on the EOC as determined by the state of Missouri. This course may be applicable as dual credit through examination. Students may substitute Project Lead the Way (PLTW) Computer Science course for a Math or Science credit – please see counselor for more information.

## High School Industrial Technology

### Woodworking I (HS 6810)



1 Unit | 2 Semesters

Prerequisite(s): None

This course is a beginning (basic) woodworking class introducing students to the proper use of hand tools and power tools. Students will learn how to measure using the standard and metric system, work with fractions, calculate material costs, and safely use hand and power tools. Students also learn project planning, finishing, and workmanship by building several projects.

### Woodworking II (HS 6820)

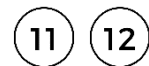


1 Unit | 2 Semesters

Prerequisite(s): Woodworking I

This course is designed for the student who has satisfactorily completed Functional Woodworking Technology and wishes a more in depth knowledge of the industrial woodworking industry. Students will learn about the application of basic furniture design and planning, cabinet and furniture construction, wood finishing, plastic laminates and wood bending and lamination.

### Woodworking III (HS 6830)



1 Unit | 2 Semesters

Prerequisite(s): Woodworking I, Woodworking II

This course is designed as a student-driven course. The student will practice the planning, designing, and manufacturing skills gained in the previous courses. The student will find a client within the school district and work with the client to design and plan what will be built. The student will then build the object to the agreed upon criteria.



## High School Agriculture

### Intro to Animal & Plant Science (HS 4650)

9 10 11 12  
1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to introduce students to general agriculture and horticulture. Students will learn about animal breeds, animal reproduction, animal nutrition, agribusiness, plant growth, plant reproduction, crop science, and forestry. Students will have opportunities to learn about leadership and also be introduced to the National FFA Organization and have the opportunity to become a member.

## High School PE & Health

### General Physical Education (HS 7015)

9 10 11 12  
0.5 Unit | 1 Semester

Prerequisite(s): None

This course will provide students the opportunity to participate in the following activities: touch football, basketball, volleyball, speedball, table tennis, racquetball, track and field, softball, fleet ball, soccer, team handball, pickleball, physical fitness testing and low organized games. Students will be constantly engaged in applying knowledge of activities while actively participating safely.

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### Lifetime Sports (HS 7335)

9 10 11 12  
0.5 Unit | 1 Semester

Prerequisite(s): None

The purpose of this course is for students to recognize the importance of physical health and lifelong activities through a healthy lifestyle. This course may include activities such as: power walking, badminton, pickleball, cornhole, Spikeball and Frisbee golf. These activities will give students opportunities to improve their skill and health related fitness components including cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

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### Team Sports (HS 7315)

11 12  
0.5 Unit | 1 Semester

Prerequisite(s): None

This course will provide students the opportunity to participate in the following team sports: flag football, basketball, volleyball, speedball, team handball, and soccer. Students will be taught rules, strategy for playing games, skills and care of equipment. Students will be constantly engaged in team competition as they apply what they have learned through participation.

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### **Fitness Walking (HS 7455)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

The purpose of this class is to assist the student in the improvement of their cardiovascular fitness through walking. This course also seeks to increase the students knowledge of training methods so that they may develop their own programs. There will be an emphasis on stretching, conditioning exercises, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. Student progress will be assessed and analyzed throughout the course. Students will be required to keep a walking log and submit weekly to the instructor. Heart rate, total steps, and intensity will be recorded.

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### **Fitness Weight Training (HS 7415)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will provide students the opportunity to participate in activities that will help develop their optimum physical condition. Students will be taught different theories of weight training and conditioning as they apply what they learn when completing their own personal fitness plan. Activities used for implementing this course will be running, jogging, weight training and rope jumping. This course is open to all students, regardless of gender, who are interested in improving their fitness.

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### **Advanced Fitness Weight Training (HS 7425)**

10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): Fitness Weight Training

This course will provide students the opportunity to follow-up the basic fitness weight-training course with a program of continued weight training and physical fitness. Application of weight training skills will be performed as students complete a personal fitness plan. Other activities offered in the course will be running, flexibility exercises, and rope jumping.

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### **Aerobics, Rhythms, and Body Conditioning (HS 7445)**

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will give students an opportunity to maintain ideal weight and improve cardiovascular fitness through aerobic and rhythmic movements. Students will participate in a daily aerobic jazzercise program, including rhythmic activities such as slimnastic exercises, rope jumping, creative dances, line dances, and ethnic dances. Students will demonstrate an understanding of concepts learned by performing and/or composing their own original rhythmic workouts and dances.

## Health & Family Education (HS 7705)

9 10 11 12

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will help students develop intelligent and desirable attitudes toward health, which will affect their immediate, as well as future personal life. This course deals with broad aspects of health and safety which include: physiology of the body, mental health, drugs, alcohol, tobacco, appearance, personality, diseases, health services, first aid and career opportunities. **This course is a Missouri state graduation requirement. Prior to 2025-2026, this course was titled *Wellness*.**

### Raytown Success Academy (RSA) HS Electives

Raytown Success Academy utilizes many of the same elective courses found in our comprehensive high schools. However, the courses that follow are unique to RSA and only offered at this site.

## Personal Development (HS 7910)

9

1 Unit | 2 Semesters

Prerequisite(s): None

This course offers students a blend of experiences in the areas of physical education and the arts.

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## College & Career Prep (HS 6120)

12

1 Unit | 2 Semesters

Prerequisite(s): GPA  $\geq$  2.0

Ready for college? If not, this course is for YOU! Students will compare colleges, investigate majors/minors, apply to colleges, research and apply to scholarships and prepare for the ACT. This course will help make the transition between high school and college seamless. It is recommended for juniors and seniors who plan on attending college and post-secondary training.

## Additional High School Courses

### Freshman Seminar (HS 9005)

9

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to help students investigate and select a career path by learning about career clusters through the exploration of their own interests and strengths. Students will learn about personal skill development, academic success, along with how to gain employment, and money management. The course will culminate in a service learning project, and students will finish the semester with a high school and post-secondary plan. High school students will take this course the first semester of their freshman year. **This course awards practical arts credit.**

### ACT Prep (HS 9815)

11

12

0.5 Unit | 1 Semester

Prerequisite(s): Algebra II (may be concurrently enrolled)

This course is designed to equip high school students with the essential skills and strategies necessary to excel in the ACT exam. Through a comprehensive curriculum, students will engage in targeted instruction, practice tests, and feedback sessions to maximize their performance across all sections of the ACT: English, Math, Reading and Science. This course will not only focus on content mastery but also in test-taking strategies, time management, and confidence-building techniques to help students approach the exam with clarity and assurance. **This course awards elective credit.**

### Independent Study (HS 9155)

9

10

11

12

0.5 Unit | 1 Semester

Prerequisite(s): Approved case-by-case

Independent study may be available for a student who has a special interest, motivation or ability and has the commitment to complete course work independently. It is the student's responsibility to find a certified teacher willing to offer a course independently. The building principal and department chair must approve all requests. All independent study courses will earn .5 credit per semester and will receive a P/F grade. Forms for independent study requests may be accessed in the counseling office. **This course awards elective credit.**

### AP Seminar (HS 9750)

11

12

1 Unit | 2 Semesters

Prerequisite(s): None

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver presentations. Ultimately, this course aims to equip students with the power to analyze and evaluate information with accuracy. This is the first course in a two-year sequence culminating with AP Research in year two. **This course awards elective credit.**





# CAREER & TECHNICAL ED



# HERNDON CAREER CENTER

## Location and Duration

Herndon Career Center courses are offered in daily, yearlong, AM/PM session blocks at Herndon Career Center.

## Fees

Select programs at Herndon Career Center have fees. Course fees are listed in the course descriptions and will be due at the beginning of the school year.

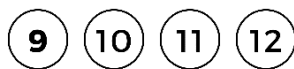
## Center of Excellence

Center of Excellence is the site of a specialty career-related program. Acceptance into a Center of Excellence program requires a student to have a minimum 2.0 GPA and a 90% or better attendance rate. Students interested should contact their counselor to learn more. Programs marked with the CE icon are approved Center of Excellence programs.

## Industrial Internships

Industrial Internships are available to qualified seniors during the second semester of a one-year program or at an approved time during a two-year program. Interested students should contact their HCC instructor or counselor for information about internship opportunities and eligibility.

Each course offering is displayed according to the key below:



The grade level icons indicate when a course may be taken



The CE icon signifies Center of Excellence program



The I icon signifies program with Industrial Internship opportunity



The W icon signifies a Weighted Grade course



The DC icon signifies a Dual Credit course



The AC icon signifies an Articulated Credit course

## Advertising & Graphic Design I



11 12

Prerequisite(s): Minimum 2.0 GPA; 90 % attendance record; successful completion of English II and Algebra I with a C or better

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Introduction to the Visual Arts, Graphic Design II

First year curriculum consists of an in-depth study and application of Adobe Creative Suite, specifically Adobe InDesign, Illustrator and Photoshop. This course will prepare students to continue their training and education in the design and print industry. The emphasis is on creative problem solving and workflow, artistic critiques, print production, branding, and the use of technology in design to develop skills necessary for continuing education. Students will engage in client-connected design and print production utilizing commercial printing equipment.

**Students receive Adobe Certified Associate Certificate and OSHA-10 training.** As such, appropriate footwear and safety standards must be adhered to in the classroom and shop environments.

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## Advertising & Graphic Design II



11 12

Prerequisite(s):  $\geq 93\%$  attendance **and**  $\geq B-$  or better in Advertising & Graphic Design I

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Second year students will build on their foundation by expanding their two-dimensional design skills and advancing their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. Students will follow Adobe Certification Criteria and work towards Adobe Certification. Students in the second year of this program will serve in a management role as they work directly with client relationships and engage in professional opportunities. Second year students will also serve as project managers and lead a team of students in creative client projects. **An articulation agreement exists with the Metropolitan Community College for up to 6 hours of college credit.**

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## Auto Collision & Repair Technology I



11 12

Prerequisite(s): Min 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Industrial technology, metalwork, art, and computer skills

This course is the first year of a two-year program designed to prepare students for entry-level jobs repairing and refinishing collision damaged vehicles. Employment opportunities exist in automotive dealerships, independent repair shops, specialty shops or fleet operations. Students will learn to identify and locate cosmetic and structural panels used in construction of vehicles using program trainer vehicles. Students will be able to identify and use collision repair tools current with industry standards, and demonstrate the safe use of auto body hand and power towels in shop activities. Students will learn basic mig-welding techniques as used in panel replacement and will learn to demonstrate the ability to set up and operate welding equipment used in the repair of major collision damage. Students will learn industry standard metal straightening techniques used to return damaged panels to factory specifications. **Students will be eligible to earn their OSHA-10 safety card and their I-CAR Pro Level i Body Non-structural Certification during the first year of this program.** Appropriate dress and safety standards are required at all times within the shop environment.



## Auto Collision & Repair Technology II



12

3 Units | 2 Semesters

3 hours daily, AM/PM Sections

Location: HCC

Prerequisite(s):  $\geq 90\%$  attendance **and**  $\geq$  B- or better in Auto Collision & Repair Technology I

This course is the second year of a two-year program designed to further develop skills for entry-level or advanced positions in the automotive collision industry. Students will expand their knowledge gained in year one by working on client projects and learning appropriate mechanical services necessary in the field. Second-year content includes color theory, color matching techniques, and the safe setup and use of HVLP paint equipment. Students will practice industry techniques related to the refinish process, including basecoat and clearcoat application, mixing multi-stage finishes, and identifying and addressing refinishing defects. **Students will be eligible to earn the I-CAR Pro Level 1 Refinish Technician certification and may earn up to 26 articulated credits through agreements with Metropolitan Community Colleges and Kansas City Kansas Community College.**

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## Automotive Technology I



11 12

3 Units | 2 Semesters

3 hours daily, AM/PM Sections

Location: HCC

Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better.

Recommended: Basic technical writing course and power technology or equivalent course

This course is the first year of a two-year program preparing students for entry-level technician roles in the maintenance and repair of passenger cars and light trucks. Students will receive both classroom instruction and laboratory experiences, with about 60% of the time spent in the classroom. Training emphasizes proficiency in automotive service tools and advanced scientific and mechanical principles. The two-year program includes hands-on experience in areas such as transmissions, brakes, electrical systems, engine performance, heating and air conditioning, drivetrain, suspension, and general automobile service technology. **Students will be eligible to earn their Automotive Service Excellence Entry-Level Certifications.**

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## Automotive Technology II



12

3 Units | 2 Semesters

3 hours daily, AM/PM Sections

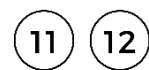
Location: HCC

Prerequisite(s):  $\geq 90\%$  attendance **and**  $\geq$  B- or better in Automotive Technology I

This is the second year of a two-year course intended to prepare students for entry-level employment as technicians in the maintenance and repair of passenger cars and light trucks with special emphasis in the use of test equipment for the purpose of diagnosing engine malfunction, steering suspension and alignment adjustment, as well as air-conditioning repair. Instruction covers automatic transmission/transaxle, brakes, electrical/electronic systems, engine performance, engine repair, heating & air conditioning, manual drivetrain and axles, suspension and steering, maintenance and light repair, and automobile service technology. Students will be eligible to earn their Automotive Service Excellence Entry-Level Certifications. Students completing two years of Automotive Technology will have received all curriculum needed to pass the Automotive Service Excellence Entry Level Certification in all content areas listed above. **Students may be eligible to earn their Snap-On Multimeter Certification, ASE 609 Refrigerant Certifications, and the S/P2 Automotive Service Pollution Prevention Certification.**



## HVAC/Industrial Maintenance I



Prerequisite(s): Min 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Industrial Technology class

The HVAC/Industrial Maintenance Program provides students with the knowledge and skills necessary to assemble, install, troubleshoot, repair, and modify machinery and systems that are mechanically or electronically controlled in residential, commercial, and manufacturing environments. This program includes training in heating, venting, air conditioning, refrigeration, air distribution, plumbing, pipe fitting, and electrical systems. Classroom instruction combined with hands-on experience emphasizes applying principles using actual industry equipment in real-world applications. **Students completing the first year of this program will be eligible to earn their OSHA-10 card and the EPA-608 Refrigerant Handling Certification.** Shop safety is paramount and requires industry-appropriate clothing, including a long-sleeved cotton work shirt, leather work boots, and industrial work pants (jeans with no holes/coveralls).

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## HVAC/Industrial Maintenance II



Prerequisite(s):  $\geq 93\%$  attendance **and**  $\geq$  B- or better HVAC/Industrial Maintenance I, OSHA 10 Certification

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

The HVAC/Industrial Maintenance Program provides students with the knowledge and skills to assemble, install, troubleshoot, repair, and modify machinery and systems that are mechanically or electronically controlled in residential, commercial, and manufacturing environments. This program includes training in heating, venting, air conditioning, refrigeration, air distribution, plumbing, pipe fitting, electrical systems, print/schematic reading, programmable logic controls (PLCs), and equipment operation and maintenance. Classroom instruction combined with hands-on experience emphasizes applying principles using actual industry equipment. Second-year students receive advanced instruction in drafting, design, and facility maintenance procedures, including the use of refrigerant reclamation systems. **Students will be eligible to earn their Environmental Protection Agency Section 608 Certification.** Shop safety is paramount and requires industry-appropriate clothing, such as long-sleeved cotton work shirts, leather work boots, and industrial work pants (jeans with no holes/coveralls).

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## Construction Technology I



Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Industrial technology courses in wood, metal, electricity, and drafting

This course provides instruction in Blueprint Reading, Basic Concrete Finishing, Structural Framing, Electrical, Plumbing, Interior Finishing, Roofing, and Heavy Equipment operation. Safety is emphasized through a 10-hour OSHA training program and proper use of hand and power tools. Students develop technical skills and workplace readiness through classroom instruction and hands-on projects. Using the Carpenter Millwright curriculum, students can eliminate some entry-level training and start at a higher pay rate. Those seeking more in-depth study may return for a second year if space is available. **This course is required to obtain the 14 college credits affiliated with Construction Technology II.**

## Construction Technology II



12

Prerequisite(s):  $\geq 93\%$  attendance **and**  $\geq B-$  or better Construction Technology I, IRC, OSHA 10 Certification

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

This course is designed to prepare students to enter into the construction career field. The second year is a higher level process of construction and will require more in-depth knowledge of the units covered in Construction Technology I. Students will be expected to do independent research of jobs and how trades work together effectively to complete a project. Students will work on personal skills of how to manage a job and the work of others, including the estimation of costs and labor. Students will continue learning basic skills in all areas of construction along with construction math skills, problem solving skills, material estimation, labor calculations, goal setting, and business development. Students will acquire knowledge and develop technical skills through classroom instruction as well as planning and constructing related projects. Students will complete the Carpenters Level 3 certification through this program which could result in a higher rate of pay if joining a Carpenters Union Contractor. **Students completing two years of Construction Technology are eligible for up to 14 college credit hours at Metropolitan Community College.**

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## Cosmetology



12

Prerequisite(s): Min. 2.0 GPA; 90% attendance record; Biology or Chemistry with a C or better; successful completion of English II and Algebra I with a C or better. Applicants must have completed all high school graduation requirements (except Practical Arts electives and English IV) by the beginning of their senior year.

8 Units | 2 Semesters  
8 hours, 20 minutes daily  
Location: HCC

Recommended: Art, anatomy and physiology, business management and communications.

The Cosmetology program at Herndon Career Center prepares students for the Missouri State Board of Licensing exam and employment as a cosmetologist. This 1,220-hour, full-day program covers hair and scalp properties, haircutting techniques, chemical applications, skin care, makeup, nail care, hygiene, business ethics, safety, sanitation, salesmanship, communication skills, and state laws. Students must work well in teams, wear approved uniforms daily, and provide transportation home due to extended hours (7:40–2:20 on Monday and Friday; 7:40–4:15 Tuesday through Thursday). **Graduates are eligible for the Missouri State Board exam and earn certifications including Milady Rise, Barbicide COVID-19, Barbicide, and OSHA-10 for general industry.**

**Fees & Expectations:** Students must purchase a salon kit costing approximately \$1,100, which includes tools for the State Board of Cosmetology exam and a foundation kit for entering the profession. Optional licensing opportunities may require additional fees throughout the year. While a social security number is not needed to enroll, it is required for the state board exam. A \$100 deposit is due by May 15 for selected students, and once ordered, kits are non-returnable, making students responsible for the full cost.

## Culinary Arts I



11 12

Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better. Food Prep I and Food Prep II.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Business Fundamentals

The capstone classes offered at Herndon Career Center are under the umbrella of the National Restaurant Association called ProStart. ProStart is a two-year hospitality program that will develop the aspiring young leader with the restaurant skills that will lead them into college and their career. ProStart culinary classes offer a block of time that will teach students the foundation of the restaurant industry where they will apply cooking methods while learning both front of the house restaurant standards and back of the house operations. Students will do so through running a student-run restaurant CINDER. Students will learn safety and sanitation and advanced cooking methods. Students will also earn their ServeSafe certification for food safety. Students will demonstrate ability to calculate food, labor costs, and recipe development throughout their two years in the program.

**Fees & Expecations:** Students will order a uniform to be worn daily during class. Students may occasionally be required to work after regular school hours in order to participate in catered events and ProStart activities. Student fees will be approximately \$150 to cover uniforms.

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## Culinary Arts II



12

Prerequisite(s): Completion of Culinary Arts I with B- or better and 93% attendance.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Foods and nutrition courses, health courses, business courses

The capstone classes offered at Herndon Career Center are under the umbrella of the National Restaurant Association called ProStart. ProStart is a two-year hospitality program that will develop the aspiring young leader with the restaurant skills that will lead them into college and their career. ProStart culinary classes offer a block of time that will teach students the foundation of the restaurant industry where they will apply advanced cooking methods while learning both front of the house restaurant standards and back of the house operations.

**The successful ProStart student will graduate with two national certifications.** One being in safety and sanitation and the other is a Certificate of Achievement. Both tie in with many post-secondary culinary institutions known as articulation agreements, such as Johnson County Community College and Sullivan University. **Successful students are eligible to earn up to seven hours of credit in the Johnson County Community College Culinary Arts program, and up to 12 credit hours from Sullivan University.**

**Fees & Expectations:** Students will order a uniform to be worn daily during class. Students may occasionally be required to work after regular school hours in order to participate in catered events and ProStart activities. Student fees will be approximately \$150 to cover uniforms.

2nd Year Culinary Arts Special Topics: Students must meet the 90% minimum attendance rate and B- average in order to return for the 2nd year of curriculum.

## Diesel, Industrial, & Agricultural Mechanics I



11 12

Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Industrial Technology courses

This course is the first year of a two-year program preparing students as entry-level technicians for heavy construction equipment, trucks, and industrial plant vehicles. Students will practice maintaining, servicing, and repairing engines, power trains, controls, and other components on heavy trucks, earth-moving equipment, and stationary power plants. Many graduates enter the diesel industry or post-secondary internships in diesel mechanics. Key topics include oils and fuels, basic engines, HVAC, electronics, hydraulics, welding, air brakes, pneumatic systems, and transmissions, with strong industry involvement throughout the course. **Students will be eligible to earn their ASE Medium/Heavy Truck certification, ASE 609 certification, and their OSHA-10 hour safety card.**

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## Diesel, Industrial, & Agricultural Mechanics II



12

Prerequisite(s):  $\geq 90\%$  attendance **and**  $\geq$  B- or better Diesel, Industrial, & Agricultural Mechanics I

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

This course is the second year of a two-year program preparing students as entry-level technicians for heavy construction equipment, trucks, and stationary power plants. Students will practice maintaining, servicing, and repairing engines, power trains, controls, and other components on heavy trucks, earth-moving equipment, and lift trucks. Many graduates enter the diesel industry or post-secondary internships in diesel mechanics. With strong industry involvement, the curriculum covers topics such as oils and fuels, basic engines, HVAC, electronics, hydraulics, welding, air brakes, pneumatic systems, and transmissions. **Students will be eligible to earn their ASE Medium/Heavy Truck certification, ASE 609 certification, and their OSHA-10 hour safety card.**

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## Emergency Medical Technician



12

Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; Biology, English II and Algebra I with C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Anatomy & Physiology

The Emergency Medical Technician program trains students to provide pre-hospital assessment and care for patients of all ages with various medical conditions and traumatic injuries. Topics include emergency medical services systems, EMT roles and responsibilities, anatomy and physiology, medical emergencies, trauma, pre-hospital considerations, and patient transportation. This physically demanding course requires a dedicated student focused on mastering the knowledge and skills needed to pass the EMT Basic exam. Clinical observations may occur after school hours and require personal transportation. Completing the HCC EMT program qualifies students to take the NREMT exam. **Completion of program and IRC will allow students to articulate five credits through Metropolitan Community College.**

**Fees & Expectations:** Student fees will be approximately \$150 and include CPR, uniform, and required equipment.

## Foundations of Nursing I



Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; Biology, Chemistry or Principles of Biomedical Science with a C or better; English II and Algebra 1 with C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Anatomy and Physiology, Intro to Health Careers, Chemistry, Psychology

This one-year program is designed for students to explore a career in Nursing and related health careers. This program includes classroom and hands-on/clinical experiences. Classroom instruction includes anatomy, physiology, medical terminology, and entry level nursing topics. Classroom instruction also includes American Heart Association CPR and First Aid certification. Students will learn and practice clinical skills in a controlled simulation lab. Students will then spend 100 hours at various long-term care facilities perfecting their clinical skills. Students will have opportunities to observe other health care professionals. **Students who complete the program will have met the requirements to take the final examination to become a Certified Nurse Assistant (CNA).**

**Fees & Expectations:** The student must provide his/her own transportation to the clinical sites. A background check will be required for clinical experiences as well as a TB skin test, and a physician's statement acknowledging the student can physically handle the required tasks to obtain the CNA. Students must have a social security number in order to get the background screening (Family Care Registry) and meet the clinical site requirements. Students may need to provide proof of vaccination against COVID-19 or an exemption to participate in clinicals. Uniforms will be required for clinical experiences, and paid for through student fees. Student contribution to course expenses could be approximately \$175 (for equipment, scrubs, etc.).

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## Foundations of Nursing II



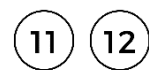
Prerequisite(s): Completion of Foundations of Nursing I with a cumulative grade of 90% or better, 93% attendance (with no unexcused absences) in Foundations of Nursing. Free from major disciplinary action at HCC, no more than 3 clinical and classroom evaluations less than 80%.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Anatomy and Physiology, Intro to Health Careers, Chemistry, Psychology

Students who successfully pass their Certified Nursing Assistant certification as a Junior, may elect to enroll in the course a second year to focus on leadership skills, Medical Terminology, Drug Calculation and shadowing opportunities. Dual Credit opportunities in Medical Terminology and Drug Calculation will be earned through UMKC. Each class is a one credit hour class taught online. The cost for each credit hour is determined by UMKC (approx. \$125 per credit) plus textbook fee. Enrollment is limited to two second-year students per section. Shadowing opportunities may include but are not limited to Long Term Care facilities, Raytown Quality Schools district nursing staff in the elementary schools, physician offices, chiropractic office, physical therapy, public health department, and wellness clinics.

## Behavioral Health I & II



3 Units | 2 Semesters

3 hours daily, AM/PM Sections

Location: HCC

Prerequisite(s): Biology Grade of C or better, English & Math at the 10th grade level

The Behavioral Health program supports students interested in careers as community health advocates, particularly in the behavioral health field. It provides a comprehensive understanding of fundamental concepts and practices to equip students with skills to support individuals facing behavioral health challenges, promote mental well-being, and improve community mental health. Entry-level roles include direct service professional, behavioral health technician, or registered behavior technician, while long-term career paths may include counselor, social worker, psychiatrist, or behavior analyst. **Students can earn their Registered Behavior Technician and BLS Heartsaver Certification.** The second-year curriculum focuses on community health initiatives, with opportunities for client-connected projects, job shadowing, and internships. To return for the second year, students must maintain a B- or better and 90% attendance.

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## Intro to Physical Therapy & Sports Medicine I



3 Units | 2 Semesters

3 hours daily, AM/PM Sections

Location: HCC

Prerequisite(s): Minimum 2.0 GPA; 90% attendance record; Algebra I, Biology I, English II with C or better.

Recommended: Anatomy and Physiology, Intro to Health Careers, Chemistry, Psychology

Prepare for a rewarding career as a valued member of the physical therapy and sports medicine team while learning all about the human body, specific injuries and disorders, and the way rehab professionals treat these disorders. Students will explore the history of various healthcare professions and the similarities and differences between physical therapy, athletic training, occupational therapy, and a variety of kinesiology and sports medicine careers. Students will learn how to communicate effectively using proper medical terminology with health care professionals and patients. Students will learn proper body mechanics and how to safely move patients. Students will come to understand how to help patients walk with assistive devices like walkers, crutches, and canes. Students will learn about functional anatomy, injury recognition and prevention, exercise programming, and neurological disorders. Students will understand common physical therapy techniques, including the use of various modalities, and their effects on the body. By the time students finish this course, they will have gained valuable knowledge and be well on the way to becoming an important member of the physical therapy and sports medicine team! **Students in this course will have the opportunity to earn their OSHA 10-Healthcare certification, American Heart Association BLS certification, and dual credit for Intro to Kinesiology.**



## Intro to Physical Therapy & Sports Medicine II



12

Prerequisite(s): 90% or above in Intro to Physical Therapy and Sports Medicine I, professional behavior at proficient level (80%) or above, no major HCC discipline. Transportation required for clinical rotations.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Anatomy and Physiology, Intro to Health Careers, Chemistry, Psychology

This course is designed for students to further develop the knowledge and skills which will best prepare them for a future in the fields of physical therapy and/or sports medicine. Students will take a more in-depth look at the anatomy of the human body and develop a deeper understanding as to how they can assess and respond to patients who experience a particular injury or illness. Students will gain additional exposure to hands-on learning, enhance patient care and employability skills, provide mentorship to peers, and participate in ongoing career exploration. Students will have the opportunity to renew their BLS certification. Upon completing this course, students will be well on their way to becoming an important member of the physical therapy and sports medicine team! **Successful completion of the second year curriculum will also allow students to sit for the National Academy of Sports Medicine Certified Personal Trainer certification exam (NASM-CPT) with the opportunity to begin work as a personal trainer when passed.**

**Fees & Expectations:** Students will be expected to provide their own transportation to and from any individual site visits. Professional dress (as indicated by industry site) with closed-toe shoes is expected during industry interactions. Clinical sites may require students to possess a background check, TB skin test, and physician's statement acknowledging the student can physically handle the required tasks. Student transportation may be required to clinical observations. Clinical sites may require students to possess a background check, updated vaccinations, TB skin test, and a physician's statement acknowledging the student can physically handle the required tasks.

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## Law Enforcement Science I



11 12

Prerequisite(s): Min 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

This year-long course provides students with knowledge in law enforcement/police science and prepares them for further education and eventual employment in related fields. It introduces students to historical perspectives on law enforcement and explores various criminal justice careers, including Crime Scene Investigation, Patrol Theories, Legal Studies, and Leadership Competencies. Course content may include discussions and viewing of crime scene videos and photographs. Students will engage in use-of-force scenarios, determining appropriate responses, and real-world scenarios reflecting authentic law enforcement encounters. Guest speakers from various specialties will present on law enforcement topics. The course aims to increase awareness of the social forces shaping law enforcement and provide insight into its impact on society's views and approaches to handling crime. **This course is eligible for up to six credit hours of dual credit through Missouri State University and six credit hours through MCC.**

**Fees & Expectations:** A shirt will be issued to students. Students may be expected to purchase a pair of khaki style pants and black leather tennis shoes or boots.

## Law Enforcement Science II



12

Prerequisite(s): Completion of Law Enforcement/Police Science I with a B- or better, 93% attendance during first year of the course. Transportation required for off-site scheduled opportunities.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

This course is an expansion of the first year of the Law Enforcement/ Police Science program. This opportunity will include opportunities for students to job shadow or intern with local police departments, courts, or correctional institutions. Students will be required to engage in at least one civic engagement/community service project at the local school. Students in the second year of this program will support skill acquisition of first-year students while reinforcing their knowledge of appropriate tactics and procedures when conducting patrol work, police investigations, or other types of arrest procedures. Students will receive advanced training in professional skills such as de-escalation skills, leadership skills, ethical decision making, social responsibility, empathy, critical thinking, and time management. Students will continue to engage in video and picture content of real crime scenes and police work which may contain language and actions consistent with what law enforcement may encounter in the community. A variety of guest speakers from various specialties will present on law enforcement related topics. Use-of-force incidents will be discussed and students will participate in reality-based training to determine the amount of reasonable force. Legal proceedings and court cases will be discussed as a basis for understanding the legal process after the point of arrest. This will also help broaden student understanding of law enforcement's obligation to provide court testimony and support student learning in the importance of note-taking, technical writing, and objective based observations. **College credit may be available through Missouri State University for field experience and six credit hours through MCC.**

**Fees & Expectations:** A shirt will be issued to students. Students may be expected to purchase a pair of khaki style pants and black leather tennis shoes or boots.

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## Welding & Metal Fabrication I



11 12

Prerequisite(s): Min 2.0 GPA; 90% attendance record; successful completion of English II and Algebra I with a C or better

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommended: Students should take basic drafting and metals classes if they are available at their high school

This course is the first year of a two-year program that prepares students to meet the American Welding Society's entry-level employment requirements or pursue post-secondary training. Laboratory work includes basic flame cutting, oxy-fuel welding and shielded metal arc welding of mild steels. Classroom instruction covers welding theory, terminology, techniques, measuring, mathematics and beginning blueprint reading. **All students will receive a 10-hour OSHA certification card. All students will receive an AWD SENSE online certification for academic welding knowledge.** Students who meet qualifications as outlined and specific to welding processes have the opportunity to test for AWS certification. **Students who complete Welding & Metal Fabrication I and II may be eligible for up to 20 hours of articulated credit through Ozark Technical Community College.**

**Fees & Expectations:** Students must supply their own protective cotton clothing (a long-sleeved work shirt, welding cap, above-the-ankle leather work boots, and jeans or coveralls in good condition). Students who wear glasses are recommended to purchase prescription safety glasses. Students are responsible to replace any equipment initially supplied by the school, such as gloves, helmet, goggles, pliers, etc. Safety, work ethic, employability skills, quality of work and pride in workmanship are emphasized at all times.



## Welding & Metal Fabrication II



12

Prerequisite(s): Successful completion of Welding/Metal Fabrication I with a grade of C or better and 90% attendance.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

This class is the second year of a two-year program that prepares students to meet the American Welding Society's entry-level employment requirements or pursue post-secondary training. Major units of study include advanced shielded metal arc welding (structural and pipe), plus gas metal arc welding, gas tungsten arc welding and plasma arc cutting on carbon, stainless steel and aluminum. Classroom instruction covers advanced welding theory, blueprint reading, and layout and fit-up. **All students will receive a 10-hour OSHA certification card. All students will receive an AWD SENSE online certification for academic welding knowledge. Students who complete Welding & Metal Fabrication I and II may be eligible for up to 20 hours of articulated credit through Ozark Technical Community College.**

**Fees & Expectations:** Students must supply their own protective cotton clothing (a long-sleeved work shirt, welding cap, above-the-ankle leather work boots, and jeans or coveralls in good condition). Students who wear glasses are recommended to purchase prescription safety glasses. Students are responsible to replace any equipment initially supplied by the school, such as gloves, helmet, goggles, pliers, etc. Safety, work ethic, employability skills, quality of work and pride in workmanship are emphasized at all times.

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## Special Topics



12

Prerequisite(s): The Herndon instructor, director and sending school counselor must approve enrollment in Special Topics.

1.5 Units | 1-2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

This course is designed for students who wish to develop higher-level skills. It will be offered to students who have successfully completed their program or are currently enrolled in the advanced level. The instructor will provide an individual syllabus for each student. Required supplies are the responsibility of the student.

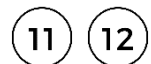
## Southland Center for Advanced Professional Study (CAPS)



Southland CAPS (Centers for Advanced Professional Studies) provides students the opportunity to dive into the professional world by working on real-life projects, by having industry mentors, and by being immersed in a professional culture. Students at Southland CAPS are enrolled in an exploratory program that allows them to test-drive their future career goals in high skilled, high demand industries while earning high school credit.

Each Southland CAPS student has the opportunity to enroll in dual credit with local universities. Southland CAPS courses are offered in daily, year-long, AM/PM session blocks at various sites throughout the Kansas City metro area. Each CAPS course may have specific requirements based on the industry partners. Students are notified of requirements at the beginning of the school year. For more information, visit: <http://www.hcc.raytownschools.org> and select Southland CAPS.

### Animal Health Science



Prerequisite(s): Students need to be on track for graduation and have a desire to be in a setting that encourages teamwork in a project-based real-world environment. A grade of C or better is recommended in Biology.

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: Kansas City Zoo & Aquarium

This course is designed for students who have an interest in pursuing a career within the Animal Health field. This career exploration course will allow students an opportunity to discover a variety of career options in the animal health industry. Students will have the opportunity to learn from professionals in the field of large animals, marine animals, small animals, exotics, wildlife, and animal research. This course is not teacher and curriculum driven. It is a hands-on, project based exploratory opportunity. Students should be prepared to work in a team environment with professionals on real-world company based projects. Classroom location for Animal Health Sciences is at the Kansas City Zoo. **Students must provide their own transportation. This program is eligible for 1-4 credits of dual credit work through Northwest Missouri State University.**

2nd Year Prerequisite: Students must meet eligibility requirements including 93% attendance at HCC and a cumulative Southland CAPS grade of 80% or higher and a positive internship evaluation. Students must also desire to be out in industry 4 days a week on an internship setting. Students engaging in second year programming should be prepared to complete an advanced and elevated passion project.

## Aviation Maintenance



12

Prerequisite(s): GPA  $\geq$  2.2

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: Aviation Maintenance  
Institute

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real-world environment.

The Aviation Institute of Maintenance is designed to help students complete the FAA General Aviation courses. Students are eligible for 19 articulated credit hours which include: Aviation General Science I, Aviation General Science II, Aviation General Science III, and Aviation General Science IV. Students will gain knowledge in aircraft types, a study into the charts, diagrams and text, access doors, zoning, physical locations of major structural aspects of the aircraft, FAA literature, aircraft service procedures, and an introduction to electrical theory and operation. **Students must provide their own transportation.**

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## Business Innovation & Creation



11 12

Prerequisite(s): None

3 Units | 2 Semesters  
3 hours daily, AM/PM Sections  
Location: HCC

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real-world environment.

This course is designed for students who have an interest in the business innovation and creation field. This career education course will allow students an opportunity to creatively problem solve for new, existing, and expanding markets. Students will have the opportunity to learn from professionals in the field of entrepreneurship, patent development, marketing, and economic development. This course is not teacher and curriculum driven. It is a hands-on, project-based exploratory opportunity for students. Students should be prepared to work with professionals on real-world company based projects. **Student transportation is recommended for off-site experiences and for students seeking internships second semester. This program is eligible for 1-4 credits of dual credit work through Northwest Missouri State University.**

2nd Year Prerequisite: Students must meet eligibility requirements including 93% attendance at HCC, cumulative HCC grade of 80% or higher, and positive internship evaluations. Students must also desire to be out in industry 4 days a week on an internship setting.

## Education Exploration



3 Units | 2 Semesters

3 hours daily, AM/PM Sections

Location: Varies

Prerequisite(s): None

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real-world environment. Child Development encouraged.

This course is designed for students who have an interest in learning about future careers in teaching and education. Students will have the opportunity to observe pre-K through secondary instruction, collaborate with educators, lead classroom instruction, and explore post-secondary opportunities. The program is largely centered on learning about classroom teaching, including time devoted to field trips and guest speakers to learn about varying careers within education. Returning students have the opportunity to complete a year long student teaching internship. Location of the program is to be determined. **Students must provide their own transportation. First year students may earn up to six (6) college credits. Returning students have the opportunity to earn an additional three (3) college credits.**

2nd Year Prerequisite: Students must meet eligibility requirements including 93% attendance at HCC, cumulative HCC grade of 80% or higher and positive internship evaluation. Students must also desire to be out in industry 4 days a week on an internship setting.

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## Turf Management & Horticulture



3 Units | 2 Semesters

3 hours daily, AM/PM Sections

Location: Kansas City Zoo & Aquarium

Prerequisite(s): None

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real-world environment. A strong foundation in the core science classes is strongly encouraged.

This course is designed for students who have an interest in learning about careers in the plant science field. Students will have the opportunity to learn from professionals and explore how soil fertility, turf grass management, irrigation, landscape plants, landscape construction, pruning, plant disease, insect control, and horticultural mechanics all play a role in horticulture science. Students will also explore careers related to turf management in residential and commercial settings such as the golf and sporting industries, greenhouse management, public horticulture, and more. This course is not teacher and curriculum driven. It is a hands-on, project based exploratory opportunity for students. Students should be prepared to work with professionals on real-world company based projects. Class is located at the Kansas City Zoo. **Students must provide their own transportation. This program is eligible for 1-4 credits of dual credit work through Northwest Missouri State University.**

2nd Year Prerequisite: Students must meet eligibility requirements including 93% attendance at HCC, cumulative HCC grade of 80% or higher, and positive internships evaluation. Students must also desire to be out in industry 4 days a week on an internship.

## Summit Technology Academy (STA)



SUMMIT TECHNOLOGY  
ACADEMY

Academics Amplified. Professions Launched.

**SUMMIT TECHNOLOGY ACADEMY** is located at The Missouri Innovation Campus Building, 1101 NW Innovation Parkway, Lee's Summit, MO (STA.LSR7.org).

The list below denotes the courses available to Raytown Quality Schools students through our partnership with Summit Technology Academy. All courses are pending Lee's Summit Board of Education approval. For the most accurate course descriptions, including requirements and pre-requisites, visit <https://documents.lsr7.org/view/615574317/> or <https://sta.lsr7.org/> and look for the "catalog" tab.

All STA capstone courses are part of the International Baccalaureate Career-Related Program course, which incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCP encourages students to benefit from an IB education, through a selection of two or more Diploma Programme courses in addition to a unique IBCP core, comprised of a Personal and Professional Skills course (see description in the social studies section of the course guide), a reflective project, language development, and community service. All Summit Tech Academy programs require home internet access.

[Digital Electronics \(STA\)](#)

[Computer Integrated Manufacturing \(STA\)](#)

[Aerospace Academy \(STA\)](#)

[DevSecOps \(STA\)](#)

[Advanced Networking & Cyber Concepts \(STA\)](#)

[Cyber Security \(STA\)](#)

[Cyber Operations \(STA\)](#)

[Internship in MIC \(STA\)](#)

[Software Development – Python \(STA\)](#)

[Software Development – Java \(STA\)](#)

[Software Development – Applications \(STA\)](#)

[Biomedical Innovation PLTW \(STA\)](#)

[Professional Nursing \(STA\)](#)

[Allied Health Academy \(STA\)](#)

[Digital Media Technology \(STA\)](#)

[Teacher Education Academy \(STA\)](#)

[International Studies Academy \(STA\)](#)

[Business Finance & FinTech \(STA\)](#)

[Hospitality, Tourism & Recreations Management \(STA\)](#)

[Environmental Studies \(STA\)](#)

[Firefighter Academy \(STA\)](#)

## University of Central Missouri (UCM) Workforce Development



### Warehouse Jumpstart Certificate

11 12

0.5 Unit | 1 Semester

Prerequisite(s): Student must be 18 years of age

This training certificate program prepares students to work as effective and safe entry-level stock movers, material movers, freight movers, and laborers in the construction, warehouse, distribution, and supply chain/logistics fields, with rapidly growing career opportunities in the KC metro and local region, as well as advancement potential. The program includes key components such as OSHA 10, Forklift Safety and Operation, and CoreBuilders© Workplace Success Skills, which cover Active Learning, Self-Leadership, Integrity, Teamwork, Communications, Human Behavior, Goals, Problem Solving, and Career Management. Students will participate in a holistic learning program that strengthens their ability to apply the related knowledge, skills, and abilities required to perform successfully in both life and on-the-job. In addition to industry and technical competencies, the curriculum effectively addresses the Personal Effectiveness, Academic, and Workplace

Competencies (Tiers 1-3) of the DOL-ETA Competency Model Pyramid. **This course awards practical art credit.**

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### Phlebotomy Technician Certificate

11 12

1 Unit | 2 Semesters

Prerequisite(s): Student must be 18 years of age

The Phlebotomy Technician Certificate Program prepares students to enter the healthcare field and pursue certification from the National Workforce Career Association via the industry exam. Students will learn blood specimen collection procedures, including the order of draw, universal precautions, venipuncture, and the related terminology, anatomy, and physiology. The program covers quality assurance, legal issues, infection control, laboratory operations, blood banks and typing, medical terminology, and lab theory. Students will also gain knowledge in the anatomy and physiology of the circulatory system, specimen collection and processing, pediatric and geriatric procedures, capillary and arterial procedures, heel puncture protocols, and respiratory isolation protocols. Additionally, the program emphasizes workplace success skills such as active learning, self-leadership, integrity, teamwork, communication, human behavior, problem-solving, and career management. In addition to healthcare technical competencies, the curriculum addresses personal effectiveness, academic, and workplace competencies as outlined in the DOL-ETA Competency Model Pyramid. This holistic approach ensures that students are equipped to apply their knowledge and skills effectively in both professional and personal settings, preparing them to perform at a high level in the healthcare field. **This course awards practical art credit.**

### Computer Support Specialist Certificate

11 12

1 Unit | 2 Semesters

Prerequisite(s): Student must be 17 years of age

The Computer Support Specialist program provides students with a comprehensive understanding of computer hardware, software, and peripherals, including CPUs, servers, network systems, and mobile devices. Students will learn to identify, connect, and troubleshoot hardware, install and support Windows operating systems, and configure laptops and mobile devices. The curriculum covers network connections like Wi-Fi and TCP/IP, security practices, and additional operating systems, including Mac OS, Linux, and mobile OS. To support remote work, the program includes the Workplaceless certification in Remote Worker exam and emphasizes workplace success skills like communication, teamwork, problem-solving, and career management. Aligned with the DOL-ETA Competency Model Pyramid, the program ensures students are prepared for high-level performance in technical and workplace settings. **This course awards practical art credit.**

### Project Management Certificate

11 12

1 Unit | 2 Semesters

Prerequisite(s): Student must be 17 years of age

Students in the Project Management program develop the skills and techniques needed to lead teams toward achieving project goals. Examples of projects include developing software to improve business processes, constructing new buildings, or coordinating relief efforts after a natural disaster. Students will focus on identifying and managing risks, efficient resource management, smart budgeting, and effective communication across teams and stakeholders to ensure projects are successfully completed. During the program, students can also earn the PMI Project Management Ready certification. **This course awards practical art credit.**





MIDDLE SCHOOL



## Middle School Course Offerings Key

Each course offering is displayed according to the key below:



The grade level icons indicate when a course may be taken



The GLA icon signifies the course includes a Missouri Grade Level Assessment exam



The EOC icon signifies the course includes a Missouri End of Course exam

~~Course flowcharts can be found in Appendix B.~~

## Middle School English Language Arts

### English Language Arts (ELA) 6



6

1 Unit | 2 Semesters

Prerequisite(s): None

This blocked course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

### English Language Arts (ELA) 7



7

1 Unit | 2 Semesters

Prerequisite(s): None

This blocked course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

---

## Enriched English Language Arts (ELA) 7



7

1 Unit | 2 Semesters

Prerequisite(s): None

This course is for students who show strong English Language Art skills. This blocked course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize complex texts and demonstrate this understanding in their writing. Students will engage and assess in course work that consists of 7th and 8th grade curriculum. Students will be expected to maintain a B average at the end of each semester to continue in this course.

## English Language Arts (ELA) 8



8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

---

## English Language Arts (ELA) Academy

8

1 Unit | 2 Semesters

Prerequisite(s): None

**English Language Arts Academy is an ELA support class for students concurrently enrolled in English Language Arts 8.** The course provides instructional time to master ELA skills necessary to be successful in English Language Arts class. English Language Arts Academy offers reading and writing skills review, pre-teaching, and re-teaching of current English Language Arts skills and strategies. In addition, this course will provide support for students to grow their reading skills to increase their comprehension of various texts. Students will be enrolled in this class who demonstrate significant weaknesses in their reading and writing skills.

---

## English I



8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to cover both reading and writing skills. Students will read quality literature that develops their appreciation of both the writer and the art of writing. Students will explore the value of well-crafted literature and how it speaks to the human experience. Students will study poetry, novels, and short stories. Employing learning strategies, students improve sentence development, paragraph organization, diction, grammar and usage, vocabulary and spelling. Students practice revision and editing skills. Students will be expected to maintain a B average at the end of each semester to continue in this course. **This is a high school level course, however, high school credit is not awarded.**

## Middle School Mathematics

### Math 6



6

1 Unit | 2 Semesters

Prerequisite(s): None

Math 6 includes the study of ratios and proportional relationships; number system and operations; expressions, equations, and inequalities; geometry and measurement; and data analysis, statistics and probability. Math 6 is designed to develop students' mathematical knowledge, understanding, and skills through structured problem solving. Math 6 strengthens students' ability to reason and communicate mathematical ideas while developing a productive disposition toward the discipline of mathematics. It enhances students' awareness and appreciation for connections among mathematical strands as well as between math and other disciplines.

### Math 7



7

1 Unit | 2 Semesters

Prerequisite(s): None

This course includes the in-depth study of ratio and proportional relationships including rates, percentages, and constants of proportionalities. Math 7 is designed to develop students' mathematical understanding of number concepts by working with integers in expressions, equations, and inequalities. Data analysis, geometric concepts and probability are also studied within this course. Technology is used to enhance mathematics learning and allow for creativity in problem solving in Math 7. Math 7 strengthens students' ability to communicate mathematical ideas through modeling, reason quantitatively and abstractly, and justify solutions while critiquing the reasoning of others through problem solving.

### Enriched Math 7



7

1 Unit | 2 Semesters

Prerequisite(s): None

Enriched Math 7 is designed to prepare students for a formal algebra course through the development of algebraic reasoning skills and rational number concepts. In addition to strengthening students' ability to reason and communicate mathematical ideas, Enriched Math 7 engages students in opportunities to interpret, create and justify mathematical relationships in the context of proportions, rational numbers, equations, inequalities, geometry, measurement, and data. Students will be expected to maintain a B average at the end of each semester to continue in this course.

### Math Academy

**6** **7** **8**

1 Unit | 2 Semesters

Prerequisite(s): None

**Middle school Math Academy is a math support class for students concurrently enrolled in Math 6, Math 7 or Math 8.** The course provides additional instructional time to master math skills necessary to be successful in mathematics. Middle school Math Academy offers tutorial support, skills review, pre-teaching of new concepts, and re-teaching of current math concepts. Test scores, grades, and teacher recommendations will determine enrollment in this class. Students will be enrolled in this class who have had difficulty being successful in mathematics and demonstrate significant weaknesses in fundamental mathematics skills. Math Academy is offered for grades 6, 7 and 8 and taken in addition to the grade level math class.

---

### Math 8

GLA

**8**

1 Unit | 2 Semesters

Prerequisite(s): None

Math 8 course includes the study of operations with real numbers, problem solving, algebra, geometry, and data analysis. Math 8 is a prerequisite for the Algebra 1 Course. The language and properties of algebra are introduced with emphasis on problem solving and such topics as patterns, multiple representations, Pythagorean Theorem, functions, and solving linear equations. Students apply pre-algebraic skills and concepts through the use of technology linking numeric, verbal, graphic, and symbolic representations.

---

### Algebra I

EOC

**8**

1 Unit | 2 Semesters

Prerequisite(s): Enriched Math 7

Algebra 1 provides students opportunity to develop algebraic reasoning, skills and concepts necessary to provide a foundation for future mathematics courses. Students will explore writing, solving, and graphing equations and inequalities of linear, exponential, and quadratic functions. The language and properties of

algebra are reinforced through such topics as relations and functions, systems of equations, polynomials and factoring, and probability and data analysis as applied to practical situations. This course offers experiential learning with an emphasis on problem solving and collaboration. Students will link numeric, verbal, graphic, and symbolic representations of algebraic concepts. Students will be expected to maintain a B average at the end of each semester to continue in this course. **This is a high school level course, however, high school credit is not awarded.**

## Middle School Science

### Science 6

6

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to cover scientific processing skills to study life science concepts. Areas of emphasis include planning and conducting investigations, cell basics, body systems, genetics basics, traits of organisms, ecology, and human impacts on the environment. Students will learn how to use evidence to justify their claims and apply reasoning. Students will learn how to distinguish between living and non-living things and the systems within organisms that help keep them alive. Students will also learn how humans impact organisms and their environment.

### Science 7

7

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to cover scientific processing skills to study and apply concepts of physical science. Areas of emphasis include planning and conducting investigations, matter and its interactions, chemical reactions, force and motion, energy and waves. Students will learn how to use evidence to justify their claims and apply reasoning. Students will learn how the physical world, matter, and energy influence the world around them. Advanced seventh grade students may take Science 8 in seventh grade. Successful completion of Science 8 in seventh grade (B or better) allows them to take Physical Science as an eighth grader.

### Science 8



7

8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to cover scientific processing skills to study a combination of physical, life, and Earth science concepts. Areas of emphasis are Earth and space science, including the Earth-moon-sun system,

atmosphere, weather & climate, and Earth's structure and function. Students will learn how to use evidence to justify their claims and apply reasoning. Students will also learn about all of the factors that help shape our weather and geological history of the Earth from 4.2 BYS ago to the present. For advanced seventh grade students, successful completion will allow selected students to enroll in Physical Science during their eighth grade year.

---

## Physical Science



8

1 Unit | 2 Semesters

Prerequisite(s): Student selected by grades, scores, and teacher rec

Students will learn to gather evidence, formulate arguments, and apply scientific concepts to real world scenarios. For Physics, students will learn to apply math to formulate patterns of interaction between energy, forces, and motion. For Chemistry, students will learn to evaluate periodic trends, physical properties, chemical properties, and understand how and why chemical reactions occur. Students will also learn to evaluate the interdependence of science and technology, and the impact human activity has on the world in which we live. Students will be expected to maintain a B average at the end of each semester to continue in this course. **This is a high school level course, however, high school credit is not awarded.**

## Middle School Social Studies

### Social Studies 6

6

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to study early civilizations from the beginning of man through the Middle Ages. The course will focus on the history, geography, culture, government, and contributions of each civilization.

---

### Social Studies 7

7

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to explore patterns and relationships throughout the world while applying the five themes of geography and economic reasoning. The course will focus on the government, economics, political and physical geography, and culture of each area of study.

---

### Social Studies 8

8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to examine the history of the United States from the time of exploration through the Civil War Era. The course will focus on the development and changes in the American nation through the examination of government, economics, geography, and culture.

## Middle School English Language Development (ELD)

### ELD Beginning Language Arts

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This elective course, taught by an ELL-certified teacher, helps ELD students build reading vocabulary and topical concepts to support success in content area classes. Lessons focus on context-rich vocabulary and background information through mini-lessons in English, Social Studies, Science, and Math. Instruction includes large and small group activities with individualized support in reading, content understanding, and grade management. Offered alongside regular grade-level and exploratory classes, placement is based on WIDA test scores and recommendations from the ELD teacher or Director of Student Programs.

### ELD Intermediate Language Arts

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This ELA course, taught by an ELL-certified teacher, is designed for students to improve their English-language skills while focusing on reading, writing, listening, and speaking. Students will collaborate with peers on a daily basis through interactive writing sessions, reader's and writer's workshop, and analytical writings. Online individual curriculum content parallels regular English Language Arts classes on a 3-year rotating basis: this content may be differentiated in order to provide additional support. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

### ELD Content Area Reading Lab

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This elective course, taught by an ELL-certified teacher, is designed to extend and develop reading vocabulary and topical concepts that will assist ELD students to succeed in content area classes. The class lessons focus on context-rich vocabulary and background information taught through mini-lessons in the academic subjects of



English, Social Studies, Science and Math. This class is taught in large and small group instruction, while focusing on individualized support in reading and content area understanding and class grade management. It is offered in addition to their regular grade level and exploratory classes. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

---

### ELD Newcomer Content Area Reading Lab

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This elective course is for Newcomer ELD students to provide support in the academic vocabulary of their core/mainstream classes. The class lessons focus on context-rich vocabulary and background information taught through mini-lessons in the academic subjects of English, Social Studies, Science, and Math. This class is taught in small groups, while focusing on individualized support at a Newcomer level in reading and content area understanding and class grade management. It is offered in addition to their regular grade level and exploratory classes. Course placement is based on WIDA test scores and recommendation of ELD teacher and/or Director of Student Programs.

### Middle School Exploratory

#### Communications

7

0.5 Unit | 1 Semester

Prerequisite(s): None

**This is a required exploratory class.** This course is designed to explore theatre, competitive drama, and debate. Students will learn the craft of Presentation, Communication, Listening, Persuasive Argumentation, and Performance Arts. Students will work to develop self-confidence and presentation which is applicable to all other aspects of their academic careers. **Prior to 2025-2026, this course was titled *Speech*.**

---

#### Theatre

7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to introduce students to readers theatre, acting, elements of design, careers in theatre, and play production. Students will learn practical theatre applications through preparation and performance. Students will also have the opportunity to participate in various workshops with the high schools and professional groups.

---

#### Competitive Drama/Debate

7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is a performance based class designed to teach students the fundamentals of debate styles, speech writing, and oral interpretation of literature. Students will learn to research a topic, organize materials, see two or more sides of a controversial question, and present their ideas in a forceful, logical, and persuasive manner. In addition, the course will stress the use of body and voice in a variety of exercises to improve performance techniques. 7th grade students may elect to take this class to fulfill their Communications requirement if they

are concurrently enrolled in Enriched 7th grade ELA. 8th grade students may elect to retake this course if they completed it during their 7th grade year.

---

## World Languages

7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to explore the French and Spanish languages and cultures through student-centered activities. The students will learn basic vocabulary, such as numbers, colors, alphabet, polite phrases, family members, sports, and other essential vocabulary and phrases. Students practice easy conversational phrases to learn basic communication skills. This course is a prerequisite for full-year Spanish in the 8th grade year. This recommendation can be waived with teacher recommendation.

## Spanish I

8

1 Unit | 2 Semesters

Prerequisite(s): World Languages and/or teacher approval

This course is designed for the student who has had little or no background in Spanish. The student will communicate in Spanish using basic vocabulary and grammatical structures. Students will do a variety of activities to develop writing, reading comprehension, speaking, and listening skills in Spanish and to establish an understanding of Hispanic culture. Students will be expected to maintain a B average at the end of each semester to continue in this course. **This is a high school level course, however, high school credit is not awarded.**

---

## Art I

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to explore art production, art criticism, art history, and aesthetics. Student will learn to use the art elements and principles in their work. Students will produce artwork in 2-dimensional forms including drawing, painting, and printmaking. Students will also create 3-dimensional work using varied media. Students will use the art criticism process to describe, analyze, interpret, and judge the subjects, themes, compositions of artwork by others. Students will speak about their own work and the work of others using art vocabulary. Students will understand the value of the visual arts as an ongoing record of the human experience across all time and cultures.

---

## Art II

7 8

0.5 Unit | 1 Semester

Prerequisite(s): Art I

This course is designed to deepen students' understanding of art production, art criticism, art history, and aesthetics. Students will learn to use the art elements and principles in their work to communicate ideas then be able to give reasons for their artistic choices. Students will produce artwork in 2-dimensional forms including

drawing, painting, and printmaking. Students will also create 3-dimensional work using varied media. Students will use the art criticism process to describe, analyze, interpret, and judge the subjects, themes, compositions, and the meaning of their own work and the work of others using art vocabulary. Students will understand the value of the visual arts as an ongoing record of the human experience across all time and cultures.

---

### General Music

6

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to foster appreciation of music, and build upon what students have learned in elementary school by exploring music history, music theory, basic singing skills, music literacy, and world music. Students will be expected to actively participate in class by listening to, creating, and performing music.

### Beginning Choir

6

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to serve as a beginning choir for 6th grade students. Students will focus on music literacy, vocal production, and concert preparation. Techniques will be developed that are specific to the adolescent changing voice. The choir will give public performances throughout the year, as well participation in festivals and clinics. Students will be required to attend events designated by the director. Students enrolled in band or orchestra may take Beginning Choir as a semester course, during the fall.

---

### Introduction to Music Technology

7

8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to cover the basics of music technology. Using school-issued Chromebooks and hardware, students will learn the basics of music theory, music notation, music terminology, recording, editing, and the history of the music recording industry. Students will complete and turn in work via web-based software.

---

### Mixed Choir

7

8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to serve as an intermediate choir for 7th and 8th grade students. Students will focus on music literacy and concert preparation, and techniques will be developed that are specific to the adolescent changing voice. The class will also cover music fundamentals, music history, and popular music. The Mixed Choir will give a public performance at the end of the semester, as well as possible festivals. Students will be required to attend events designed by the director. This class may be repeated.

---

### Concert Choir

7

8

1 Unit | 2 Semesters

Prerequisite(s): Selected by director

This course is designed to serve as an advanced choir for 7th and 8th grade students. Students will focus on music literacy and concert preparation, and techniques will be developed that are specific to the adolescent changing voice. The choir will give public performances throughout the year, as well as festivals. Students will be required to attend events designed by the director. Students will also have the opportunity to participate in solo/small ensemble contest in the spring. This class may be repeated.

---

### **Beginning Band**

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to be a beginning instructional course for traditional band instruments. Students are expected to provide their own instrument. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument, if available.

### **Intermediate Band**

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to be an intermediate level band class and requires 1 year of prior music training. Students are expected to provide their own instrument. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument, if available.

---

### **Advanced Band**

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): Selected by director

This course is designed to be an advanced level band class and requires 1-2 years of prior music training and/or music director's approval. Students are expected to provide their own instrument. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument, if available.

---

### **Beginning Orchestra**

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to be a beginning instructional course for traditional orchestra instruments. Students will learn basic techniques necessary for successful advancement. Students are expected to provide their own instrument. Students will pay a usage fee of \$26.00 per year to use a school-owned instrument, if available.

---

### **Intermediate Orchestra**

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed as a continuation of middle school orchestra for intermediate students of any grade level, but primarily 7th grade students. It is designed to continue the study of basic string techniques which will

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emphasize improved bowing, fingering, tone control, vibrato and dynamics. General musicianship is stressed through the study of appropriate orchestra literature. Students will pay a usage fee of \$26.00 per year to use a school owned instrument. (Cellos and Bases)

---

### Advanced Orchestra

6 7 8

1 Unit | 2 Semesters

Prerequisite(s): None

This course is designed to further develop the practice of proper techniques of bowing, fingering, tone quality, vibrato, dynamics, balance and general musicianship through the study of appropriate orchestra literature and prepare students for the high school orchestra program. This course is primarily (but not limited) for 8th graders, Students will pay a usage fee of \$26.00 per year to use a school owned instrument. (Cellos and Bases)

8

### Career Exploration

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to introduce 8th grade students to their future career opportunities. Students will learn about how their personality correlates to the 6 different career paths and 16 different career clusters. Students will also have to budget their future lifestyle to see if they can stay on budget with a given income. The student will develop a 4 year plan that maximizes their high school experience. **Prior to 2025-2026, this course was titled *Connections*.**

---

### Family & Consumer Science I

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course is designed to teach students fundamentals of independent living. Students will study nutrition, basic cooking, hand sewing, family structures, childcare, and personal development. The course will utilize hands-on learning methods and students will develop skills in organization and teamwork. This course prepares students to become more independent and promote a safe and healthy lifestyle.

---

### Family & Consumer Science II

7 8

0.5 Unit | 1 Semester

Prerequisite(s): Family & Consumer Science I

This course is designed to introduce students to future career paths in the family and consumer science pathway. Students will learn nutrition and culinary arts, design concepts, machine sewing and consumer marketing and advertising. Students will develop career soft skills such as communication, organization, teamwork, and responsibility. This course prepares students for future Career and Technical Education courses at the high school level.

---

### App Creators (PLTW)

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

App Creators introduces students to computer science through the creation of mobile apps. Students are challenged to be creative and innovative, as they work together to design and develop mobile solutions to real-world problems. Students will experience the positive impact that computer science can have to society, including biomedical science.

---

### Design and Modeling (PLTW)

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

Design and Modeling provides students opportunities to apply the design process to creatively solve problems. Students learn and use methods for communicating design ideas through sketches, 3D models, and statistical models. Students will use models to represent a real-world situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and create prototypes to satisfy the client.

### Automation and Robotics (PLTW)

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

In the Automation and Robotics unit, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build and program real-world objects such as traffic lights, toll booths, and robotic arms.

---

### Medical Detectives (PLTW)

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

Uncover medical mysteries and become a medical detective! In this hands-on unit, students step into the role of real-life medical investigators as they explore the inner workings of the human body, diagnose diseases, and tackle health challenges. By applying experimental design, creative thinking, and problem-solving skills, students analyze medical data, measure and interpret vital signs, and investigate disease outbreaks. Through engaging labs and projects, they'll dissect a sheep brain, uncover the causes of dysfunction in the human body, and solve complex medical cases to improve human health.

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### Boys/Girls Physical Education

6 7 8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will provide students the opportunity to participate in team sports lifetime activities (such as pickleball and badminton), physical fitness testing, aerobics and low organized games such as (kickball, mat ball, cage ball, cup stacking, jump roping and dance). Students will be taught rules, strategies for game play, skills, care of equipment and safety protocols. Students will be engaged in applying knowledge of the safety requirements and rules for activities while actively participating and practicing skills. Appropriate Physical Education uniforms are available for purchase through building PTSA organizations. **One semester of PE is required in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade.**

## Health

8

0.5 Unit | 1 Semester

Prerequisite(s): None

This course will help students develop intelligent and desirable attitudes toward health, which will affect their immediate, as well as future personal life. This course deals with broad aspects of health and safety which include: physiology of the body, mental health, drugs, alcohol, tobacco, diseases, first aid, abstinence, STDs and nutrition. Emphasis will be placed on making healthy choices for each of these topics. **One semester of Health is required in 8<sup>th</sup> grade.**

## Challenge

6

1 Unit | 2 Semesters

Prerequisite(s): Placement based prior enrollment

Students will practice critical thinking skills and affective awareness. They will work both individually and collaboratively on projects related to science and engineering. In addition, students will increase their vocabulary and cover the material presented in Ancient Civilizations in a modified format. This course is for students previously identified as a Challenge student in elementary school.





ADDITIONAL INFORMATION

## **Counseling for Career & Educational Planning**

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

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

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

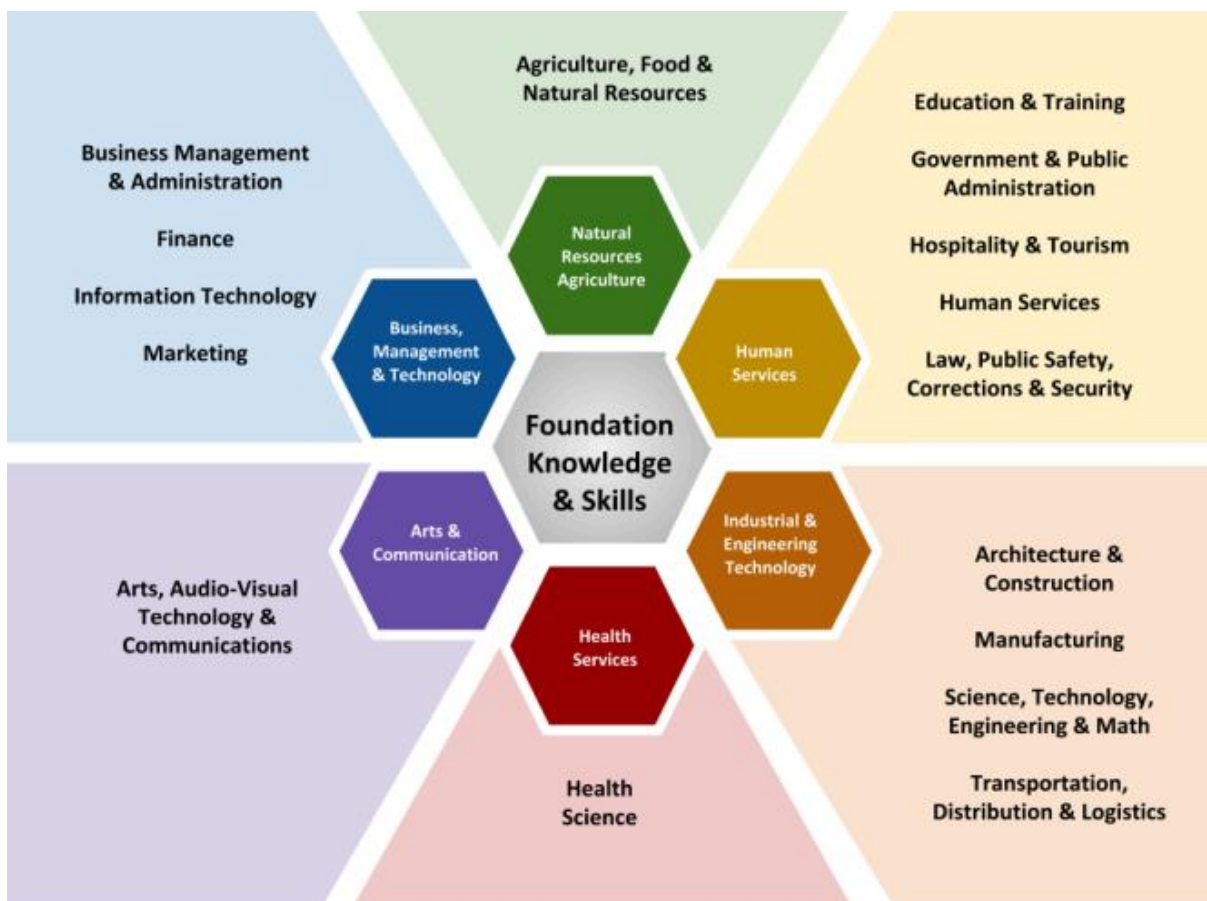
- Personal/social development
- Educational planning and development
- Career exploration and planning

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

Counseling services are available in grades 6-12. There are full time counselors in the middle and high school counseling offices to assist students with their academic, career, and personal-social interests and concerns. In addition to counseling, materials are available concerning areas of occupation or college information. Each student is encouraged to visit with their counselor. As part of the continuing guidance services offered to students as they graduate, exit surveys and one and five-year follow-up surveys are conducted. Information gathered includes documentation of graduate plans. It also provides information relative to graduates continuing the paths they initially planned. All surveys collect information on the quality of education provided and how helpful it was in preparing graduates for further education and careers. Finally, this service offers updated demographic information on our graduates.

## Career Paths & Clusters

Career paths are clusters of occupations/careers grouped according to participants' interests and talents or skills. All paths include a variety of occupations that require various levels of education and training. Thus, career paths provide a plan for all students, whatever their interests, abilities, talents, or desired levels of education. Selecting a career path provides a student with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue. The focus of career paths is on helping students choose a career path, not a specific occupation. Selecting a career path is not a lifelong commitment; it is a place to begin focusing one's energies. As students take different courses and learn more about themselves and careers, they may change career paths. Students who understand the career paths concept will be aware that there are a variety of other related possibilities if the first path no longer fits them. If different career paths become more interesting, the students can reevaluate plans, make appropriate decisions, and revise their high school plans, as necessary.



The 16 Career Clusters is an organizing framework for careers based on common knowledge and skills. The clusters assist students and educators in tailoring coursework and experiences that will best prepare them for success in their chosen career areas. The clusters provide depth to Missouri's six Career Paths, which have been used by educators for years with younger students, and the clusters further narrow with pathways that describe a more specific collection of careers.

Raytown's students complete career exploration assessments starting in the 8th grade. This is a way the student can identify an initial career path choice. Counselors and Advisory teachers will then use this information to assist students in making course selections and developing a five-year plan.

## Appendix A – Dual & Articulated Credit Course List

Composition I	AP 2-D Art and Design
Composition II	AP 3-D Art and Design
College Algebra	AP Drawing
Pre-Calculus	AP Music Theory
Calculus	Introduction to Engineering & Design (PLTW)
Applied Accounting I	Principles of Engineering (PLTW)
Chemistry 211	Civil Engineering and Architecture (PLTW)
College Physics 210	Digital Electronics (PLTW)
Anatomy & Physiology 118	Engineering Design & Development (PLTW)
AP Biology	Computer Science Principles (PLTW)
College American History 1350/1351	Animal Health Sciences (Southland CAPS)
College World History 1402	Education Exploration (Southland CAPS)
College American Government 1510	Turf Management & Horticulture (Southland CAPS)
Leadership	Business Innovation & Creation (Southland CAPS)
College Debate	Aviation Maintenance (Southland CAPS)
Public Speaking	Advertising and Graphic Design I & II (HCC)
Advanced Competitive Drama	Auto Collision and Repair Tech I & II (HCC)
Advanced Debate	Construction Technology I & II (HCC)
French 110/120	Culinary Arts II (HCC)
Spanish 1601/1602/2601/2602	Emergency Medical Technician (HCC)
AP Art and Design Program	Law Enforcement / Police Science I & II (HCC)
	Welding/Metal Fabrication I & II (HCC)

Digital Electronics (STA)	Biomedical Innovation PLTW (STA)
Computer Integrated Manufacturing (STA)	Professional Nursing (STA)
Aerospace Academy (STA)	Allied Health Academy (STA)
DevSecOps (STA)	Digital Media Technology (STA)
Advanced Networking & Cyber Concepts (STA)	Teacher Education Academy (STA)
Cyber Security (STA)	International Studies Academy (STA)
Cyber Operations (STA)	Business Finance & FinTech (STA)
Internship in MIC (STA)	Hospitality, Tourism & Recreations Management (STA)
Software Development – Python (STA)	Environmental Studies (STA)
Software Development – Java (STA)	Firefighter Academy (STA)
Software Development – Applications (STA)	

To be eligible for dual credit courses, including career and technical education (CTE) courses, students must meet the same requirements for placement into individual courses as on-campus students. This includes meeting proficiency levels on placement tests like the ACT, ASSET, or COMPASS, or other tests as determined by the Coordinating Board for Higher Education. Students in the 11th and 12th grades must also meet additional criteria:

- **11th and 12th Graders with a GPA of 3.0 or higher:** Automatically eligible for dual credit courses.
- **11th and 12th Graders with a GPA between 2.5 and 2.99:** Must provide a signed letter of recommendation from their principal or guidance counselor, along with written permission from a parent or legal guardian.

For **9th and 10th graders** interested in dual credit, the following additional requirements apply:

- **10th Graders:** Must have a GPA of 3.0 or higher and provide a signed letter of recommendation from their principal and guidance counselor, along with written permission from a parent or guardian.
- **9th Graders:** Must have a GPA of 3.0 or higher, score at the 90th percentile or above on the ACT or SAT and provide a signed letter of recommendation from their principal and guidance counselor, along with written permission from a parent or guardian.