

2025-2026

# SMITH-COTTON HIGH SCHOOL

## COURSE AND STUDENT RESOURCE GUIDE



SEDALIA SCHOOL DISTRICT #200

# SMITH-COTTON HIGH SCHOOL

## COURSE & STUDENT RESOURCE GUIDE



Dear Parents and Students:

This Course and Student Resource Guide contains a wealth of information to assist as you organize and implement a plan for your high school career and beyond, all centered around of Vision of a Graduate. This vision highlights the competencies chosen by stakeholders in our community. These competencies highlight specific knowledge and skills our students will be proficient in before leaving high school to ensure they are prepared for college, careers, military, or the workforce.

The career path information offers a range of possible careers for each student to consider. Parents can use the career path information to discuss career opportunities with their children.

Student course selection is very important. Schedule changes can be very difficult and/or denied; therefore, students and parents should carefully consider course selections to ensure the most appropriate choices for students. The teachers, counselors, and administrators are available to assist students and parents as they make course decisions. Please do not hesitate to ask for this assistance.

Sincerely,

*Smith-Cotton High School and Whittier Administrative & Counseling Teams*

**Located Digitally at**  
**[www.sedalia200.org](http://www.sedalia200.org)**

# Table of Contents

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|  |       |
|--|-------|
| Vision of a Graduate   | 4     |
| High School Graduation Requirement   | 5     |
| College Admissions Requirements and Recommendations                                    |       |
| College Admissions, Career Planning  | 6-7   |
| Missouri Connections   | 8     |
| General Enrollment Information   |       |
| Grades and Grade Point System, Honor Roll/Academic Honors, Advanced Studies            | 9     |
| Dual Credit Opportunities  | 10    |
| CAPS, WeMET, PLTW  | 11    |
| On Campus Dual Credit Options Weighted Class Information, Acceptance of outside credit | 12    |
| SCHS Assessment Plan   | 13    |
| Homeschool, Independent Study, Summer School, Community Service                        | 14    |
| Missouri Seal of Biliteracy, LAUNCH  | 15    |
| Missouri Options, A+ Program   | 16    |
| Upward Bound, Athletic Eligibility   | 17-18 |
| In-Person/Virtual Learning, Changing Schedules   | 18    |
| Smith-Cotton Courses and Flow Charts   | 19-24 |
| Course Descriptions Key  | 25    |
| Courses by Department  |       |
| English Department   | 26-27 |
| Social Studies Department  | 28-30 |
| Science Department   | 31-33 |
| Math Department  | 34-36 |
| Drama Department   | 37-38 |
| Art Department   | 39-40 |
| Music Department   | 41-42 |
| Engineering Department   | 43    |
| Biomedical Department  | 43    |
| Vocational Family & Consumer Science Department  | 44-45 |
| Business & Marketing Education Department  | 46-47 |
| Additional Practical Arts  | 47    |
| Physical Education Departments   | 48    |
| World Language Department  | 49-50 |
| Additional Electives   | 50-52 |
| CAPS   | 53    |
| Career & Technical Education (State Fair Career & Technical Center)                    | 54-55 |



# VISION OF A GRADUATE

**SHAPING  
FUTURES**

## **PROBLEM SOLVER**

Seek valid and reliable evidence

Creatively analyze multiple perspectives

Apply evidence in a variety of situations, including the unusual

Evaluate and defend thinking

## **ADAPTABLE**

Engage in productive struggle

Develop boundaries and motivations through self-advocacy

Design, monitor, and adjust goals using feedback for improvement

Persistent drive, effort and self-confidence

## **SELF-AWARE**

Set and maintain routines

Assess and monitor individual needs

Self-advocate for supports needed to balance mental, physical, and social-emotional wellness

## **KNOWLEDGEABLE**

Analyze and defend choices

Use basic skills and apply concepts creatively

Develop financial goals and manage money responsibly

Create sustainable plans

## **COMMUNICATOR**

Interpret meaning from others

Develop and initiate written and verbal communication

Form and deliver appropriate responses

Apply relevant understanding

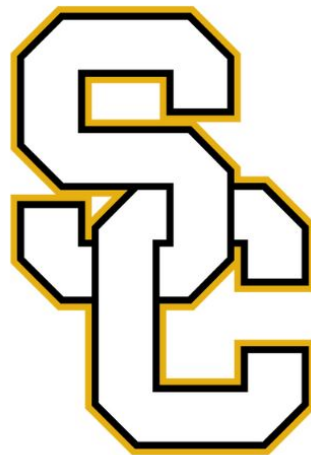
## **ENGAGED CITIZEN**

Display empathy in making decisions

Engage in activities to better serve others in various communities

Make positive impacts on peers and community

Follow through on commitments



# Graduation Requirements

EIGHT SEMESTERS of HIGH SCHOOL ATTENDANCE are strongly recommended for all students. If students have completed all required courses and have earned 24 units of credit, early graduation requests will be considered on a case-by-case basis. Students must submit a letter of their intent to graduate early to the principal the semester before they plan to graduate.

| CURRICULAR AREAS                   | COURSE OFFERINGS   |
|------------------------------------|--|
| <b>ENGLISH (4 Units)</b>           | English I, English II, English III, English IV, Lifetime Literacy TTR<br><br><u>Advanced Placement:</u> AP Seminar, AP English Literature and Composition, AP English Language and Composition<br><br><u>Dual Credit:</u> English Composition I & English Composition II   |
| <b>SOCIAL STUDIES (3 Units)</b>    | World History, U.S. History, U.S. Government, The Law & You, The Last 50 Years in History, Missouri History, Geography, The Holocaust, History of Vietnam War, Sociology, Psychology, 9/11 Era, Mysteries in History, World Religions, Forensic Psychology, America & World War II, Functional History TTR<br><br><u>Dual Credit:</u> US History Before 1877, US History Since 1877, U.S. Government                     |
| <b>MATHEMATICS (3 Units)</b>       | Integrated Pre-Algebra, Integrated Algebra I, Algebra II, Integrated Algebra II, Algebra III, Integrated Algebra III, Honors Algebra II, Geometry, Pre-Calculus, Introduction to Statistics, Real World Math, Applied Math I, Applied Math II, Functional Math TTR<br><br><u>Advanced Placement:</u> AP Calculus AB<br><br><u>Dual Credit:</u> Statistics, College Algebra, College Trigonometry, Pre-Calculus, Calculus |
| <b>SCIENCE (3 Units)</b>           | Biology, General Science, Physical Science, Earth Science, Environmental Science & Sustainability, Ecology, Chemistry I & II, Physics I & II, Zoology, Human Physiology, Astronomy, Meteorology, Functional Science TTR<br><br><u>Advanced Placement:</u> AP Biology, AP Environmental Science<br><br><u>Dual Credit:</u> Human Physiology, Human Biology, General Chemistry I w/ lab, Intro to Chemistry w/ lab         |
| <b>FINE ARTS (1 Unit)</b>          | See Course Offerings   |
| <b>PRACTICAL ARTS (1 Unit)</b>     | See Course Offerings   |
| <b>PHYSICAL EDUCATION (1 Unit)</b> | Personal Fitness, Introduction to Athletic Conditioning, Athletic Conditioning, Lifetime Sports, Adaptive Personal Fitness TTR   |
| <b>PERSONAL FINANCE (1/2 Unit)</b> | Personal Finance   |
| <b>HEALTH (1/2 Unit)</b>           | Health & Human Development   |
| <b>ELECTIVES (7 Units)</b>         | See Course Offerings   |
| <b>Totals</b>                      | <b>24 Credits</b>  |

# Student Resource Guide

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## College Admission Requirements and Recommendations

Requirements for admission to college will depend on the college to which you are applying, and the kind of program you expect to pursue. For example, a student planning to enter one of the most highly competitive colleges in the country will need to meet more demanding entrance requirements than a student planning to enter a state school or a community college. Four-year colleges and universities will often have specific requirements in certain subject areas in addition to a certain level of GPA performance and college admission test scores.

The best approach to college planning is to strive to keep options open by taking a good distribution of academic coursework all four years of high school, with as much preparation in each area as possible. You should begin planning early for college so you will have the necessary requirements when it is time to apply to the college of your choice. Many colleges and universities are increasing admission requirements, especially in the area of core courses. Parents and students should check individual institutions for specific requirements and work closely with your school counselor.

To serve as additional guidelines and as examples, the admission requirements for students planning to enter the University of Missouri system, as well as the requirements for students planning to enter other state colleges and universities, are shown.

### College Admissions–Minimum Post High School Requirements

#### **Freshman Entering University of Missouri (example)**

College-bound students should consider a high school program which will prepare them for university work.

4 credits English Language Arts

3 credits Social Studies

4 credits Math (Integrated Algebra I & higher)

3 credits Science

1 credit Fine Arts

2 years of same foreign language

Refer to the table on the University of Missouri website using class rank & ACT score.

#### **Community & Technical Colleges**

Required: High school Diploma, HiSet, or completion of a home school program

#### **Military Careers**

Required: High School Diploma

#### **Apprenticeships**

Required: High School Diploma or HiSet and must be at least 18 years of age.

## Career Planning

### **Purpose of Career Paths and Career 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 different 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 will probably 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.

## Benefits

Deciding on a career path can assist you in exploring your interests and preparing for your future. The intent is not for you to decide on a specific occupation for the rest of your life, but to select a career path into which you can begin directing your energies. Identifying a career path can help you in selecting school courses, activities, and part time employment. It can also help guide your participation in job shadowing, career exploration, and internships. A career path choice is not a permanent commitment. As you have new experiences, you learn new things about yourself and may decide to change career paths. If you decide on a different career path to explore, you should discuss it with your counselor and adjust your future course selections in accordance with your new career exploration.

## Career Exploration Assessments

Sedalia 200 students complete career exploration assessments starting in the 7th or 8th grade. This is a way the student can identify an initial career path choice. Counselors will then use this information to assist students in making course selections and developing a five-year plan. Steps for Choosing a Career Path or Cluster:

1. Identify your interests, abilities, and talents.
2. Identify the career path or cluster that relates to your interests, abilities, and talents.
3. Explore occupations in those career paths or clusters.
4. Decide how much education you want to receive after high school.
5. Develop an Individual Career and Academic Plan by selecting courses and cocurricular activities that relate to your career educational and career goal.
6. If undecided regarding a career path or cluster, choose courses from different career areas to give you a better idea of your interests.

## Career Planning Common Language

### Definition and Purpose:

1. Counseling Grade Level Expectations (GLEs): The systematic, sequential and developmentally appropriate set of knowledge, skill and understanding for the K-12 counseling curriculum.
2. Life Career Development: Self-development over the life span through the integration of roles, settings, and events of a person's life.
3. Individual Planning: The process of ongoing educational and career-planning services that helps all students develop Individual Career and Academic Plan (ICAP) organized around programs of study and their personal, career, and educational goals.
4. Individual Career and Academic Plan (ICAP): A student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster and their educational goals. Initiated in the eighth grade, it is designed to ensure a successful postsecondary transition and is the key component of the individual planning process. [Sedalia 200 ICAP Form](#)
5. Program of Study (POS): Secondary-to-postsecondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to attain a postsecondary degree or industry-recognized certificate or credential.
  - a. Process: Missouri currently uses a 10-step process for the development of Programs of Study that is aligned with federal guidelines which includes creation of POS templates and secondary/postsecondary curriculum alignment. This process is currently under review at the state level.
  - b. Template: The model or form developed by schools that lists courses, occupations and additional learning opportunities to help students develop their ICAP. The completion of the POS template does not infer that the POS process has been completed.
6. Career Paths (6) Clusters (16) Career Pathways (78): A progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.
7. Missouri Connections: A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create résumés. For additional information, see [MissouriConnections.org](http://MissouriConnections.org)





## FIND YOUR FUTURE IN CAREER PATHS & CAREER CLUSTERS

### Manufacturing

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

### Science, Technology, Engineering and Mathematics

Engineering and Technology  
Science and Math

### Transportation, Distribution and Logistics

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

### Architecture and Construction

Design and Pre-Construction  
Construction  
Maintenance and Operations

### Human Services

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

### Hospitality and Tourism

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

### Government and Public Administration

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

### Law, Public Safety, Corrections and Security

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

### Education and Training

Administration and  
Administrative Support  
Professional Support Services  
Teaching and Training

### Health Science

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

### Industrial & Engineering Technology

Building &  
Fixing Path

### Human Services

Helping Path

### Health Services

Health Path

### Essential Knowledge & Skills

Academic Foundations  
Ethics & Legal Responsibilities  
Systems Leadership & Teamwork  
Informational Technology Applications  
Employability & Career Development  
Problem Solving & Critical Thinking  
Safety, Health & Environmental  
Communications  
Technical Skills

### Arts & Communication

Creative Path

### Natural Resources Agriculture

Nature Path

### Business, Management & Technology

Business Path

### Agriculture, Food and Natural Resources

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

### Arts, A/V Technology and Communications

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

### Finance

Accounting  
Insurance  
Banking Services  
Business Finance  
Securities and Investments

### Information Technology

Network Systems  
Information Support and Services  
Web and Digital Communications  
Programming and Software Development

### Marketing

Marketing Management  
Marketing Communications  
Marketing Research  
Professional Sales  
Merchandising

### Business Management and Administration

General Management  
Human Resources Management  
Business Information Management  
Administrative Support  
Operations Management

**Missouri**  
Career Education

ESSENTIAL SKILLS FOR ALL STUDENTS

Department of Elementary and Secondary Education  
Division of Career Education  
P.O. Box 480  
Jefferson City, MO 65102-0480  
(673) 761-2260





# GENERAL ENROLLMENT INFORMATION

## GRADES AND GRADE POINT SYSTEM

Grades will be issued at the end of each 18-week semester. A progress report will be issued at mid-semester. It is the student's responsibility to present grades to parents. Semester grades are based on cumulative points in the following areas: Practice, Checks for Understanding, Performance and Semester Final. Grades are based on the following percentages:

|                |                |               |                |               |                |
|----------------|----------------|---------------|----------------|---------------|----------------|
| <b>95-100%</b> | <b>A 4.00</b>  | <b>80-82%</b> | <b>B- 2.67</b> | <b>67-69%</b> | <b>D+ 1.34</b> |
| <b>90- 94%</b> | <b>A- 3.67</b> | <b>77-79%</b> | <b>C+ 2.34</b> | <b>63-66%</b> | <b>D 1.00</b>  |
| <b>87- 89%</b> | <b>B+ 3.34</b> | <b>73-76%</b> | <b>C 2.00</b>  | <b>60-62%</b> | <b>D- 0.67</b> |
| <b>83- 86%</b> | <b>B 3.00</b>  | <b>70-72%</b> | <b>C- 1.67</b> | <b>0-59%</b>  | <b>F 0.00</b>  |

**Parents/Guardians can access observer accounts in Canvas to view grades, resources, and activities posted in their child's courses. The Canvas Parent App can be installed on mobile devices to make viewing more convenient. Observer accounts can: view student grades, read announcements, view the calendar, see the course syllabus, access a list of assignments with due dates, see online assignments, but not discussion posts, set up email or text notifications for announcements, assignments, and more. Please use this [resource](#) to help you set up your account and connect your account to your child's Canvas account.**

## HONOR ROLL / ACADEMIC HONORS

Smith-Cotton High School grades are based on a 4.0 scale. Honor roll is based on semester grades and grade point average. Students who obtain a 3.0 up to 3.66 will be on the Honor Roll. Those with 3.67 or above will be on the Principal's Honor Roll. Students can receive an academic letter by earning a 3.34 or above for 3 semesters.

### **Beginning with the Class of 2025:**

A Cum Laude Academic Distinction System will be bestowed as recognition of outstanding academic achievement and as a means to further encourage sound scholarship. They are awarded to every student attaining the required proficiency.

### **Program Proficiency Details:**

- **Summa Cum Laude:** is awarded to candidates whose grade-point-average is 4.00 or higher
- **Magna Cum Laude:** is awarded to candidates whose grade-point-average is 3.70-3.999
- **Cum Laude:** is awarded to candidates whose grade-point-average is 3.40-3.699

\**Valedictorian:* is awarded to the candidate with the highest grade-point-average of the class and will address their graduating class.

\**Salutatorian:* is awarded to the candidate with the second highest grade-point-average of the class.

## ADVANCED STUDIES

Several special programs are designed to meet the needs of academically talented students, providing intellectual challenge through curriculum. These programs are designed to provide students a competitive advantage for college admission or other advanced study and increase their scholarship opportunities. The programs are listed below:

**Advanced Placement (AP), Dual Credit, Project Lead the Way (PLTW), and Articulated Credit**

Students and their parents should meet with a school counselor to investigate all opportunities and options available through the programs. Please be aware that acceptance of credit through these programs is determined by individual colleges. Students and parents will also find the following brief explanations of each program helpful.

## **Advanced Placement (AP)**

The Advanced Placement Program is essentially a way for schools to provide their stronger students with courses of study appropriate to their abilities and interests, with reasonable assurance that these studies will not be repeated at college.

Smith-Cotton High School offers several AP courses to sophomores, juniors and seniors. All AP courses culminate in a comprehensive AP examination administered by the College Board, a non-profit organization that administers the program. Most colleges will accept successful completion of the exam for either advanced placement alone or for both dual credit and advanced placement. Up-to-date information concerning university recognition policies can be found at <http://www.collegeboard.com/student/testing/ap/about.html>.

**Students are strongly encouraged to take the final AP examination and must receive a particular score to receive college credit. Please refer to the college of choice or bring questions to the Smith-Cotton High School Counseling office. LAUNCH AP courses may be taken with administrative approval. Advanced Placement examination fees will be determined and assessed in the fall semester.**

## **Dual Credit Opportunities**

Smith-Cotton students have the opportunity to earn both high school credit and college credit at the same time through dual credit. There are several different ways to go about getting dual credit. Please see the sections below explaining the Tiger Roadrunner Express, WeMET, PLTW, and possible on-campus dual credit.

### **College Credit to High School Credit**

When attending college, students earn college credit hours. Equating college hours to high school credit has been established as: 5 college hours = 1 unit of high school credit; 3 college hours = ½ unit of high school credit. To enroll or to obtain more specific details on "Dual Credit" and how it would fit into a daily school schedule, parents and students should contact a school counselor. Any dual credit class taken which is not "on level" or which is considered remedial will be awarded an elective credit.

### **Books, Tuition, and Fees**

Books, tuition, and fees for these courses must be paid to the college. Students may apply for possible scholarships. Students should communicate with their grade level counselors for more information.

### **Drop/Withdrawal**

It is the practice of the high school to apply a deadline to drop or withdraw from a course. Courses dropped after the first 3-weeks of the semester will have an "F" noted on the transcript as a result of not completing the course. Please speak to your student's counselor for more details.

Dual Credit Courses – Please note that students taking a dual credit course through one of our cooperative post-secondary institutions must follow that institution's drop/withdrawal policy to avoid fees or other repercussions. The district is bound to the dates set by the university.

### **Other Information**

ACT/Accuplacer scores must be on file in the counseling office by the end of the school year in order to enroll in a dual credit course.



## Queen City CAPS

Queen City CAPS is a professional learning experience for high school juniors and seniors, offering four distinct strands: Engineering & Manufacturing, Medicine & Healthcare, Business & Entrepreneurship, and Digital Media & Technology. Students step beyond the traditional classroom, working at various host sites throughout the community to develop professional skills, explore career paths, and gain hands-on experience through client-based and personal projects.



## WeMET

WeMET is a consortium in conjunction with UCM. This partnership allows Smith-Cotton students to have access to the full dual credit course catalog. If students are interested in dual credit through UCM, please reach out to your grade level counselor.



## PLTW Dual Credit

**Project Lead the Way (PLTW)** is a nationally recognized engineering curriculum being offered through the Sedalia School District. There are three different engineering pathways offered at Smith-Cotton High School: Pathway to Engineering, Pathway to Computer Science, and Pathway to Biomedical Science. Each of these pathways offer engineering courses that engage students in hands-on activities, projects, and problems that are reflective of real-world challenges. This compelling, real-world approach empowers students to learn essential, in-demand skills validated by the world's leading companies, while also providing an invaluable connection between what students are learning in the classroom today and how it applies to the paths they will take in the future. Ask your school counselor about information regarding PLTW or go to [www.pltw.org](http://www.pltw.org). **Dual credit can be awarded through SFCC, UCM, or Missouri University of Science and Technology. See the Project Lead the Way instructor for more information.**



## **On Campus Dual Credit Options**

On campus dual credit options will vary from semester to semester. They will be determined through enrollment process, staffing needs, etc. Information will be sent to students about all on campus dual credit options.

### **Articulated Credit**

Articulation agreements are set up for certain career, technical and occupational courses that are offered through a post-secondary institution such as State Fair Community College. Articulated credit is earned by successfully completing a career, technical or occupational course with an 80% or higher. Enrollment for articulated credit must be made while the student is enrolled in the high school equivalent course. The college credit will appear on a college transcript once a student graduates high school and earns 15 hours of college credit through the post-secondary institution. There is no cost to the student for articulated credit. Smith-Cotton does offer some articulated credit through State Fair Community College.

## **Weighted Class Information**

***Weighted classes are given one (1) additional grade point to count toward a student's grade point average. Weighted courses offer a more rigorous curriculum to prepare students for post-secondary education.***

Dual Credit and Advanced Placement classes are all weighted. These courses are noted in the planning guide with Tiger Paw. Suggested courses for the Core 42 can be found [here](#).

## **Acceptance of Outside & Transfer Credits**

**Definition:** An outside credit is defined as any credit earned by completing an approved correspondence course, an approved home-school course, or by attending another accredited school district's summer school or credits earned via Smith-Cotton High School's summer school. If enrolled in Smith-Cotton summer school, no outside credit will be awarded during that summer semester.

### **Regulations:**

1. The maximum number of outside credits, which may be counted toward the total credits required to graduate from Smith-Cotton High School, is three units of credit (6 semester courses).
2. No more than two outside credits (4 semester courses) may be counted in any one school year.
3. The principal and/or counselor may request a copy of the course syllabus, tests, and method of grade determination for any outside credit courses prior to accepting these as appropriate for fulfilling the graduation requirements of the Sedalia School District.
4. A consultation with the high school counselor is recommended prior to enrolling in any courses taken outside of the regular school day.
5. A student must request an "outside credit" form from his/her counselor.
6. Please see Board Policy 2510 in regards to transfer students and credits.
7. Transfer credits will not hold their weighted credit when inputted on a Smith-Cotton transcript.

# **Smith-Cotton High School Assessment Plan**

Standardized tests are designed to give a common measure of students' performance. These assessments help compare an individual's performance with the performance of a group of students from a given class, school, or school system. Since large numbers of students throughout the country take the same test, "standards" can be developed to show whether school programs are succeeding and how students are performing. Standardized achievement tests measure how much students have already learned about school subjects such as reading, math, language skills, spelling, or science. On the other hand, standardized aptitude tests measure your student's ability to learn in school. They measure verbal ability, mechanical ability, creativity, clerical ability, or abstract reasoning.

## **PreACT & ACT (American College Testing Program)**

The Pre-ACT is a preparatory test for the ACT, designed to help students gauge their academic readiness for college. It provides practice with ACT-style questions, predicts potential ACT scores, and identifies areas for improvement. The test also offers career insights based on student interests, supporting early college and career planning. The ACT is a battery of four examinations in English, math, reading, and science reasoning, each of which yield separate scores measuring developed abilities. The ACT is required by many colleges as part of the application process for admission.

## **Advanced Placement (AP)**

Students enrolled in AP courses are strongly encouraged to complete the AP examination for which the course has prepared them. Cost of the examination will be paid by the student. Information is available from the teachers of the AP courses. Each college or university determines which of these examination scores it will accept. It is important for students to have accurate information from the school they plan to attend regarding the acceptance of AP credit.

## **Benchmarks**

Benchmark assessments are conducted in a majority of our courses to determine a student's progress and growth within the priority standards of a class/content area.. These assessments help teachers to determine instructional needs up to 3 times a year.

## **ASVAB (The Armed Services Vocational Aptitude Battery)**

The ASVAB is a multiple-aptitude battery that measures development of academic skills. The ASVAB also provides career information for various civilian and military occupations and is an indicator for success in future endeavors including college, vocational school and/or a military career.

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

End of Course assessments are required by the Missouri Department of Elementary and Secondary Education for various high school level classes. Smith-Cotton will administer these assessments in the appropriate courses where the standards are addressed and students are required to complete these assessments for graduation: Algebra I, Biology, English II, and Government.

## **PSAT / NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)**

The PSAT/NMSQT measures verbal mathematics reasoning skills important for academic success in college. It serves three purposes: gives the student writing practice for the SAT I; is the first step in qualifying for scholarships sponsored by the National Merit Scholarship Corporation and other scholarship programs; gives the student the opportunity to participate in the Student Search Service. This test is taken in the junior year for NMSQT qualification.

## **Technical Skills Attainment (TSA)/Industry Recognized Credentials (IRC)**

Technical Skills Attainment (TSA) measures a student's competency level on a skill assessment aligned with industry-recognized certifications (IRC). It is a requirement under The Perkins Act of 2006. Industry recognized credentialing tests are assessments that are subject specific nationally recognized certificates and/or licensure tests.

## **WorkKeys ACT**

WorkKeys assessments are research-based measures of foundation work skills required for success across industries and occupations.

## **Homeschool**

When enrolling or re-enrolling students that have been homeschooled, review the following information (as per 167.031 RSMo).

- a. A plan book, diary, daily log, or written record indicating the subjects taught and the activities engaged in with the student; and
- b. A portfolio containing samples of the student's academic work; and
- c. A record of evaluation of the student's work; or
- d. Other written, or credible evidence equivalent to subparagraphs a, b, and c above.

If the parents have the above information we will award credit based on their documentation.

In grades 9-12, students with partial documentation or no documentation will not be awarded credit. Under certain circumstances, students with partial documentation may complete a competency test for each course to determine if credit will be awarded. Any student with partial documentation will need to go through the Office of Curriculum and Instruction to determine placement.

## **Independent Study/Class by Arrangement** **For Grades 10-12**

In this program, a student may further his/her study independently under the supervision of the teacher. The school counseling department has more information for those interested students. This is determined on an individual basis.

## **Summer School**

Sedalia School District #200 may provide a summer school program for those students who have been unable to meet the basic requirements for graduation and for other students wishing additional coursework. Students who have failed a required course should see a counselor and enroll for summer course work.

## **Community Service**

Community service is designed for any student with the desire to spend time in documented, approved service to some agency or project with a community service orientation. Examples of this would be assisting in local service club projects, aiding city and state agencies, helping at hospitals and schools, etc. Eighty hours of documented service will equate to  $\frac{1}{2}$  credit of elective credit. Up to two hours of elective credit may be counted toward graduation. Each student will maintain records of dates, times, and services rendered, along with required signatures. A brief checklist will also rate the success of the effort. To receive credit, the student will also compose a summary of the total experience and submit it along with the documentation. **The service projects will be performed outside of regular school hours. This class is pass/fail. See your school counselor for more information.**





## **Missouri Seal of Biliteracy**



The Sedalia School District has chosen to develop an award to encourage the study of world languages and to recognize the achievement of students who attain proficiency in both English and another language. In order to recognize and encourage linguistic proficiency and cultural literacy, the Sedalia School District shall present a biliteracy award to each graduating high school student who demonstrates proficiency in speaking, reading, and writing in one or more languages in addition to English. The Superintendent will approve applications based on a review of student qualifications in accordance with the Board of Education policy and district-established criteria. Several state universities are working with DESE to offer upper level foreign language credit to students who meet the requirements for the Seal of Biliteracy.



LAUNCH is Missouri's solution for course access for school districts and families in need of flexible and personalized learning options. LAUNCH courses meet both individual student's needs and the needs of the Sedalia School District #200 by providing virtual course options for the students. Through this program, Smith-Cotton can offer high quality virtual courses in which Missouri teachers teach Missouri learning standards. Administrative approval is required to be a part of this program.

# Missouri Options

Students that will complete or have completed U.S. Government, Personal Finance, Health, one full credit of PE, one full credit of Practical Art and one full credit of Fine Art, and are behind on core credits can prepare for the Missouri Options test by attending classes at the SFCC Career and Technical Center. After taking and passing the Missouri Options test, a Smith-Cotton High School diploma can be awarded, provided the basic requirements have been met in accordance with the MISSOURI OPTIONS contract. **STUDENTS ARE NOT ELIGIBLE FOR THIS PROGRAM UNTIL THE YEAR THEIR COHORT GROUP GRADUATES!**

## A+ Schools Program

The A+ Schools Program strives to ensure that students are prepared for and successful in life beyond high school. The A+ Schools Program provides students with continuous, progressive career information throughout the students' years at Smith-Cotton. The program focuses on ensuring students have course offerings that are rigorous and relevant to the world outside the classroom that will better prepare them for their paths after high school.

### **An A+ Student must:**

- Must be a US Citizen or permanent resident (See the A+ Coordinator with any questions).
- Sign a **Letter of Intent** to participate in the program prior to or during the last 3 years of high school.
- Attend an **A+ School** for six consecutive semesters prior to graduation (grades 10-12).
- Graduate with an **unweighted** cumulative GPA of 2.5 or higher on a 4.0 scale. Graduate with at least a **95%** cumulative attendance record for grades 9-12.
- Perform **50 hours** of unpaid tutoring to other students in the district.
- Maintain a record of good citizenship and avoid the use of alcohol and unlawful drugs.
- Apply for **non-repayable federal tuition assistance** by filling out the Free Application for Federal Financial Aid (FAFSA). This must be completed before requesting A+ Student Financial Incentive Assistance.
- Students must score **proficient or advanced** on **ONE** of the following End of Course Exams: **Algebra I, Algebra II, or Geometry**.
- If a student takes the Algebra I End of Course Exam as an 8<sup>th</sup> grader and passes with a proficient or advanced, then they have satisfied this requirement.

### **HOW DO YOU BECOME AN A+ STUDENT?**

To become part of the A+ Schools Program, read the citizen guidelines and complete the agreement. It is recommended that students sign up early in their high school careers. Doing so, allows the A+ Coordinator to monitor the students' GPA and attendance, provide college and career information, and assist students in fulfilling the tutoring portion of the A+ requirements. Students are encouraged to enroll in the A+ Schools Program even if they plan to attend a four-year college or enter the workforce rather than attend college. This program is an opportunity for students to access additional education after high school; it does not obligate them to use the A+ tuition reimbursement.

### **WHAT ARE THE BENEFITS OF BEING AN A+ STUDENT?**

- A student graduating with A+ status may be eligible for two years of tuition grants to attend any accredited public Missouri community college or vocational/technical school as a full-time student. Tuition benefits may cover tuition and general fees.
- The tuition grants may be available to the A+ student up to four years after high school graduation.

Parental income is not a criteria for A+ student incentive reimbursement.

**The rules and reimbursement for the A+ Schools Program are determined by the State Legislature. They may change at any time.**

***For additional information about the A+ Schools Program, contact the A+ Coordinator.***

# **Upward Bound--State Fair Community College**

The SFCC Upward Bound program is a partnership between Sedalia School District #200 and State Fair Community College. Upward Bound is a federally funded college academic enrichment opportunity targeting first-generation college bound high school students. Housed at Smith-Cotton High School, the program motivates participants to develop the skills necessary to complete high school and successfully pursue a four-year college degree.

Throughout the academic year, participants receive individual peer-led tutoring, academic performance stipends, college campus visits, fine arts enrichment activities, cultural field trips, a financial aid seminar, leadership training, and ACT preparation instruction. During the summer, participants take part in a 6-week college immersion experience where students live in the SFCC residence hall and take college prep classes on the college campus.

Upward Bound provides services to 50+ students attending Smith-Cotton High School. There is no cost to the participant or to the family. To qualify, applicants must meet one of the following criteria: be a first-generation college student (cannot reside with a natural/adoptive parent who has a bachelor's degree) -or- must meet a federally regulated income guideline set annually by the federal government. For more information, visit the Upward Bound Office or the State Fair Community College website.

## **Athletic Eligibility**

### **Missouri State High School Activities Association (MSHSAA) Eligibility**

Knowing and following all MSHSAA standards will enable a student to protect his/her eligibility for MSHSAA interscholastic competition. Activity participation should be for all students making appropriate progress toward graduation and otherwise in good standing. For students in grades 9-12: Grades received the preceding semester will determine eligibility to participate in interscholastic activities.

- The student shall have earned, the preceding semester, a minimum of 3.0 units of credit. This means students must pass 6 of 7 classes the previous semester.
- The student shall currently be enrolled in and regularly attending courses that offer 3.0 units of credit. (Teacher aides and study halls are non-credit classes)
- A beginning ninth grade student shall have been promoted from the eighth grade to the ninth grade for first semester of eligibility.
- A student must be making satisfactory progress towards graduation as determined by local school policies. There is a maximum age limit for participation.

### **Dual Enrollment/MOCAP**

Students planning to participate in dual enrollment/MOCAP classes should visit with their counselor or Activities Director to make sure they will be eligible to participate in MSHSAA sanctioned activities. More information can be found at: [www.mshsaa.org](http://www.mshsaa.org).

### **National Association of Intercollegiate Athletics (NAIA)**

Please go to [www.playnaia.org](http://www.playnaia.org) for information about eligibility to play NAIA athletics.

### **National Collegiate Athletic Association (NCAA)**

Before a student is eligible to participate in college athletics at the NCAA Division I, Division II or Division III level, the NCAA Clearinghouse Eligibility Center must certify the student. Part of that certification process includes making sure that the student has successfully taken the required number of core courses. The required number of core courses is listed below. For further requirements to be deemed eligible contact the Counseling Office or visit NCAA Eligibility Center on the web.

### **Checklist for College-Bound Student-Athlete**

- ☐ Register at the beginning of your sophomore year at <http://web3.ncaa.org/ecwr3>.
- ☐ Send your transcripts to the NCAA Eligibility Center at the end of your junior year.
- ☐ Take the ACT or SAT and use the code 9999 to have your official scores sent directly to the NCAA Eligibility Center.
- ☐ Check with your high school counselor to make sure you are on track to graduate on time with your class and have the required amount of core courses.
- ☐ Request final amateurism certification during your senior year (starting April 1).
- ☐ Ask your high school to submit your final transcript with proof of graduation.



CORE UNITS REQUIRED FOR NCAA CERTIFICATION

(Families need to check the NCAA website for the most up to date information as there are additional requirements such as GPA, etc.)

Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s website to make certain that courses being taken have been approved as core courses. The website is [www.ncaa.org](http://www.ncaa.org) and click on “Eligibility Center.”

|   | <u>Division I</u> | <u>Division II</u> |
|---|-------------------|--------------------|
| <b>English core</b>   | <b>4 years</b>    | <b>3 years</b>     |
| <b>Mathematics core</b>   | <b>3 years</b>    | <b>2 years</b>     |
| <b>Science core</b>   | <b>2 years</b>    | <b>2 years</b>     |
| <b>Social Studies Core</b>  | <b>2 years</b>    | <b>2 years</b>     |
| <b>From English, Math, or Science</b>   | <b>1 year</b>     | <b>3 years</b>     |
| <b>Additional Core</b> (English, Math, Science, Social Studies, Foreign Language, Computer Science) | <b>4 years</b>    | <b>4 years</b>     |
| <b>TOTAL CORE UNITS REQUIRED</b>  | <b>16</b>         | <b>16</b>          |

National Collegiate Athletic Association (NCAA) Eligibility Center

All high school student-athletes wishing to compete in college must register with the NCAA Eligibility Center. Information about the Eligibility Center can be found in the Guide for the College-Bound Student-Athlete. The NCAA national office does not handle initial-eligibility certifications. Please do not contact the NCAA national office with inquiries regarding an individual’s initial-eligibility status, including whether transcripts, student release forms, etc., were received or about when you will be cleared. The Eligibility Center maintains and processes all of the initial-eligibility certifications. You can go to [www.ncaa.org](http://www.ncaa.org) for more information and click on “Eligibility Center.”

In-Person/Virtual Learning

It will be the practice of Smith-Cotton High School to focus on in-person learning opportunities for all high school courses. In the event that Smith-Cotton is unable to obtain a qualified instructor, we will look at virtual options to allow our students to still have the opportunity to take the provided course. We will notify the student and parent/guardian if this change will take place before the start of the semester.

Changing Schedules

Students will be able to view their schedules starting August 1st for the upcoming school year. Any student who is wanting to request a schedule change must email their grade level counselor. All schedule change requests must be submitted by Monday, August 18, 2025. **There will be NO schedule changes once classes begin for the 2025-2026 school year.**

Last Name A - D : New Counselor -

Last Name E-K - Katie Ellis - [ellisk@sedalia200.org](mailto:ellisk@sedalia200.org)

Last Name L-Rh : Michael Horton - [hortonm@sedalia200.org](mailto:hortonm@sedalia200.org)

Last Name Ri-Z : Ashley McKee - [mckeea@sedalia200.org](mailto:mckeea@sedalia200.org)

# SMITH-COTTON

## COURSES

### **ENGLISH**

|   |        |
|---|--------|
| English I                               | 1 unit |
| English II                              | 1 unit |
| English III                             | 1 unit |
| English IV                              | 1 unit |
| AP Seminar*                             | 1 unit |
| AP English Language & Composition*      | 1 unit |
| AP English Literature & Composition*    | 1 unit |
| Global Studies                          | ½ unit |
| English Language (ESOL) I, II, III & IV | 1 unit |
| Rewards TTR                             | 1 unit |
| Lifetime Literacy TTR                   | ½ unit |
| Functional English TTR                  | 1 unit |

### **SOCIAL STUDIES**

|                              |        |
|------------------------------|--------|
| World History                | 1 unit |
| U.S. History                 | 1 unit |
| U.S. Government              | 1 unit |
| Dual Credit U.S. History*    | 1 unit |
| Dual Credit U.S. Government* | 1 unit |
| The Law and You I            | ½ unit |
| The Law and You II           | 1 unit |
| The Last 50 Years in History | ½ unit |
| Missouri History             | ½ unit |
| Geography                    | ½ unit |
| The Holocaust                | ½ unit |
| History of the Vietnam War   | ½ unit |
| 9/11 Era                     | ½ unit |
| Mysteries in History         | ½ unit |
| World Religions              | ½ unit |
| America & World War II       | ½ unit |
| Psychology                   | ½ unit |
| Forensic Psychology          | ½ unit |
| Sociology                    | ½ unit |
| Functional History TTR       | 1 unit |

### **SCIENCE**

|  |        |
|--|--------|
| Biology                                | 1 unit |
| Introduction to Physics & Chemistry    | 1 unit |
| Human Physiology                       | 1 unit |
| Chemistry I                            | 1 unit |
| Chemistry II*                          | 1 unit |
| General Science                        | 1 unit |
| Physics I                              | 1 unit |
| Physics II*                            | 1 unit |
| Earth Science                          | 1 unit |
| Environmental Science & Sustainability | ½ unit |
| Ecology                                | ½ unit |
| Zoology*                               | 1 unit |
| Astronomy                              | ½ unit |
| Meteorology                            | ½ unit |
| AP Biology*                            | 1 unit |
| AP Environmental Science*              | 1 unit |
| Functional Science TTR                 | 1 unit |
| Principles of Biomedical Science #*    | 1 unit |
| Human Body Systems #*                  | 1 unit |

### **MATHEMATICS**

|                            |        |
|----------------------------|--------|
| Real World Math            | 1 unit |
| Applied Math I             | 1 unit |
| Applied Math II            | 1 unit |
| Integrated Pre-Algebra     | 1 unit |
| Integrated Algebra I       | 1 unit |
| Integrated Algebra II      | 1 unit |
| Integrated Algebra III     | 1 unit |
| Honors Algebra II*         | 1 unit |
| Geometry                   | 1 unit |
| Introduction to Statistics | ½ unit |
| Pre-Calculus #*            | 1 unit |
| Statistics #*              | ½ unit |
| College Algebra #*         | ½ unit |
| College Trigonometry #*    | ½ unit |
| Calculus #*                | 1 unit |
| AP Calculus AB*            | 1 unit |
| Functional Math TTR        | 1 unit |

### **FINE ARTS**

#### **DRAMA**

|                               |        |
|-------------------------------|--------|
| Theatre I                     | ½ unit |
| Theatre II                    | ½ unit |
| Theatre III                   | 1 unit |
| Theatre IV                    | 1 unit |
| Film Appreciation             | ½ unit |
| Repertory Theatre             | 1 unit |
| Stagecraft                    | 1 unit |
| Competitive Speech and Debate | 1 unit |

#### **ART**

|                                |        |
|--------------------------------|--------|
| Art Expo                       | ½ unit |
| Drawing                        | 1 unit |
| Fibers                         | 1 unit |
| Painting                       | 1 unit |
| Mixed Media                    | 1 unit |
| Printmaking                    | 1 unit |
| Pottery and Sculpture          | 1 unit |
| Advanced Pottery and Sculpture | 1 unit |
| Portfolio Development          | 1 unit |

#### **MUSIC**

|  |        |
|--|--------|
| Mixed Chorus                             | ½ unit |
| Trebles                                  | 1 unit |
| Bassics                                  | 1 unit |
| New Score*                               | 1 unit |
| New Voices                               | 1 unit |
| Vox                                      | 1 unit |
| Music Explorations I                     | ½ unit |
| Music Explorations II 21st Century Music | ½ unit |
| Band*                                    | 1 unit |
| Orchestra*                               | 1 unit |
| Jazz Ensemble*                           | 1 unit |

**PRACTICAL ARTS****ENGINEERING DEPARTMENT**

|                                    |        |
|------------------------------------|--------|
| Intro to Engineering and Design #* | ½ unit |
| Principles of Engineering #*       | 1 unit |
| Robotics                           | 1 unit |
| AP Computer Science A (CSA)        | 1 unit |

**BIOMEDICAL DEPARTMENT**

|                 |        |
|-----------------|--------|
| HOSA Leadership | ½ unit |
|-----------------|--------|

**VOC. FAMILY & CONSUMER SCIENCE**

|  |        |
|--|--------|
| Nutrition & Wellness                     | ½ unit |
| Creative Foods I                         | ½ unit |
| Creative Foods II                        | ½ unit |
| International Foods                      | ½ unit |
| Sewing & Construction I                  | ½ unit |
| Sewing & Construction II                 | ½ unit |
| Fashion & Merchandising                  | ½ unit |
| Introduction to the Hospitality Industry | ½ unit |
| Child Development                        | ½ unit |
| Parenting                                | ½ unit |
| Housing & Interior Design                | ½ unit |
| FCCLA Leadership                         | ½ unit |

**BUSINESS & MARKETING EDUCATION**

|                                     |        |
|-------------------------------------|--------|
| Business & Entrepreneurship I       | ½ unit |
| Business & Entrepreneurship II      | 1 unit |
| Tiger Productions                   | 1 unit |
| Business Leadership                 | ½ unit |
| Personal Finance                    | ½ unit |
| Digital Media & Technology I        | ½ unit |
| Digital Media & Technology II       | 1 unit |
| Marketing I                         | ½ unit |
| Marketing II                        | 1 unit |
| Marketing Leadership                | ½ unit |
| Retail Store Operations (Retailing) | ½ unit |
| Life Skills TTR                     | 1 unit |
| On Job Training                     | varies |
| Transition Skills TTR I/II          | 1 unit |

**PHYSICAL EDUCATION & HEALTH**

|                                       |        |
|---------------------------------------|--------|
| Personal Fitness                      | ½ unit |
| Introduction to Athletic Conditioning | 1 unit |
| Athletic Conditioning                 | 1 unit |
| Lifetime Sports                       | ½ unit |
| Adaptive Personal Fitness TTR         | ½ unit |
| Health & Human Development            | ½ unit |

**ELECTIVES****WORLD LANGUAGE**

|                               |          |
|-------------------------------|----------|
| Spanish I, II, *III, *IV, *V  | 1 unit/s |
| French I, II, *III, *IV       | 1 unit/s |
| Spanish History & Literature* | 1 unit   |

**ADDITIONAL ELECTIVES**

|   |        |
|---|--------|
| Collegiate Athletic Preparation             | ½ unit |
| English Language (ESOL) I, II, III & IV     | 1 unit |
| English Language Communications             | ½ unit |
| English Language Study Skills & Strategies  | ½ unit |
| Archives                                    | 1 unit |
| Library Worker                              | 0 unit |
| Study Hall                                  | 0 unit |
| Junior Reserve Officer Training Corps       | 1 unit |
| JROTC Cadet Staff Leadership/Mgt*           | 1 unit |
| Transition to High School                   | ½ unit |
| Tiger Tutors                                | ½ unit |
| Office Worker                               | 0 unit |
| Work Study                                  | ½ unit |
| Career Pathways for the Teaching Profession | ½ unit |
| Study Skills TTR                            | 1 unit |
| Social Skills TTR                           | 1 unit |
| Education Resource TTR                      | 1 unit |

**Queen City CAPS**

|                                  |         |
|----------------------------------|---------|
| Medicine & Healthcare CAPS       | 3 units |
| Business & Entrepreneurship CAPS | 3 units |
| Digital Media + Technology CAPS  | 3 units |
| Engineering & Manufacturing CAPS | 3 units |
| Human Services CAPS              | 3 units |

**CAREER & TECHNICAL EDUCATION**

|                                  |         |
|----------------------------------|---------|
| Automotive Service Technology    | 3 units |
| Building Trades                  | 3 units |
| Criminal Justice                 | 3 units |
| Early Childhood Careers          | 3 units |
| Graphic Design                   | 3 units |
| Health Occupations               | 3 units |
| Industrial Equipment Maintenance | 3 units |
| Precision Machining              | 3 units |
| Welding                          | 3 units |
| CTC Embedded Math                | 1 unit  |
| CTC Embedded Language Arts       | 1 unit  |

# ACADEMIC CORE: ENGLISH LANGUAGE ARTS

4 CREDITS REQUIRED

PATHWAYS



OPTION 1

OPTION 2

GRADE  
9

ENGLISH I  
1 CREDIT

ENGLISH I  
1 CREDIT

GRADE  
10

ENGLISH II  
1 CREDIT

AP Seminar  
1 CREDIT

GRADE  
11

ENGLISH III  
1 CREDIT

AP ENGLISH  
LANGUAGE &  
COMPOSITION  
1 CREDIT

ENGLISH  
COMPOSITION I  
& II\*  
1 CREDIT

GRADE  
12

ENGLISH IV  
1 CREDIT

ENGLISH  
COMPOSITION I & II\*  
1 CREDIT

AP ENGLISH  
LITERATURE &  
COMPOSITION  
1 CREDIT

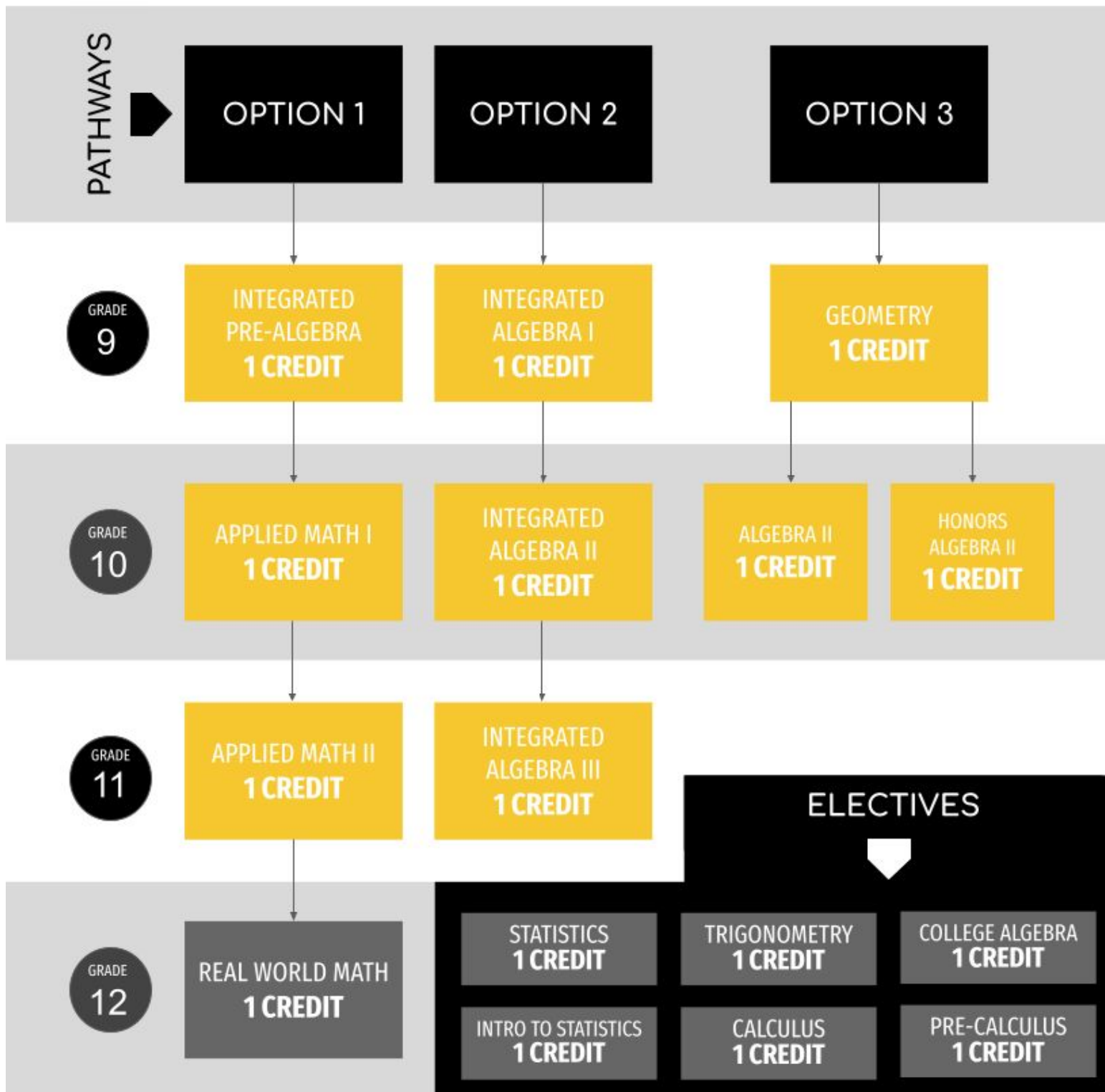
ENGLISH IV  
1 CREDIT

Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.



# ACADEMIC CORE: MATHEMATICS

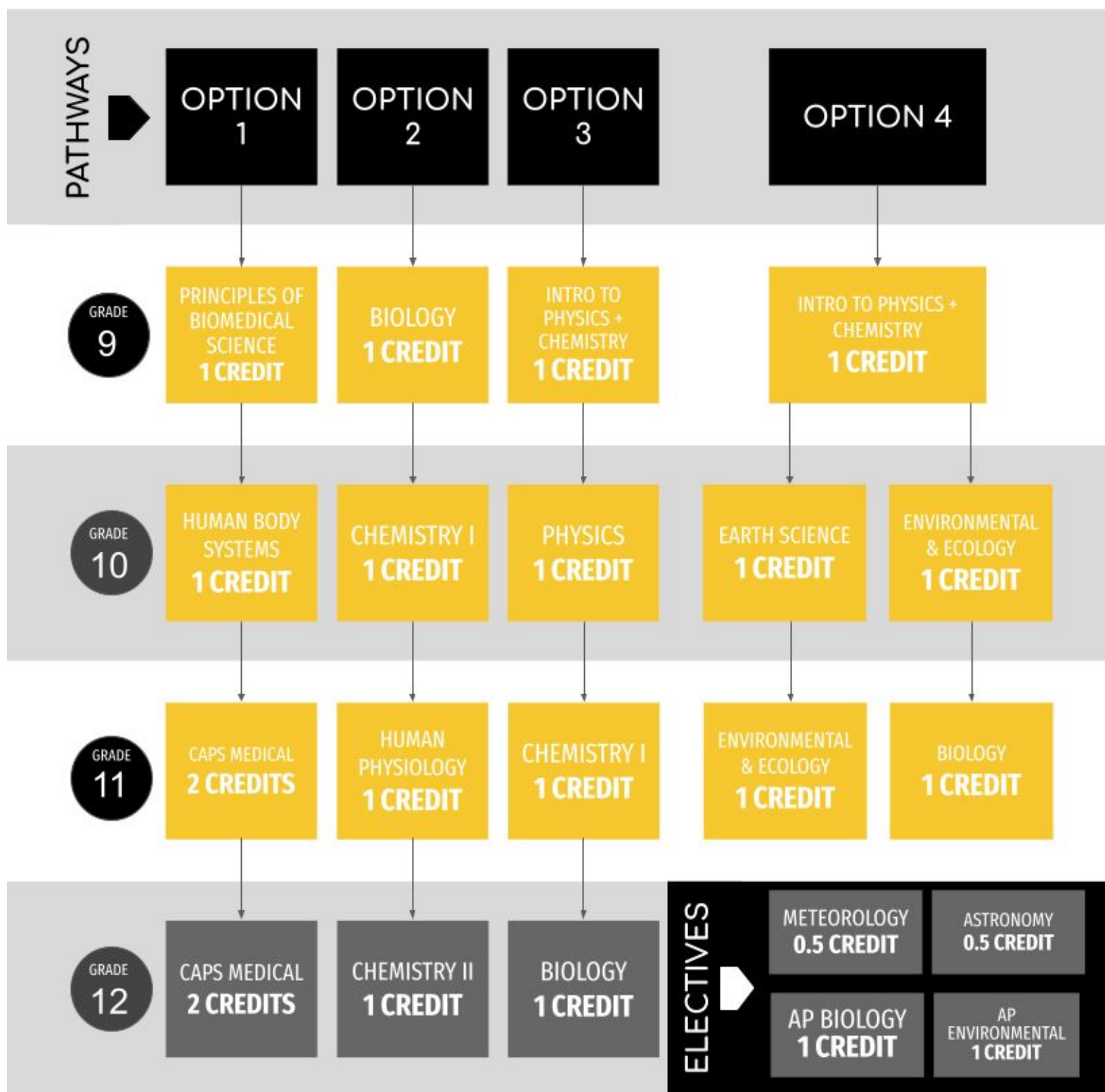
3 CREDITS REQUIRED • 4 CREDITS RECOMMENDED FOR POST-SECONDARY EDUCATION



Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

# ACADEMIC CORE: SCIENCE

3 CREDITS REQUIRED • 4 CREDITS RECOMMENDED FOR POST-SECONDARY EDUCATION



Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

# ACADEMIC CORE: HISTORY

3 CREDITS REQUIRED

PATHWAYS



OPTION 1

OPTION 2

GRADE

9

WORLD HISTORY  
1 CREDIT

WORLD HISTORY  
1 CREDIT

GRADE

10

U.S. HISTORY  
1 CREDIT

DUAL CREDIT U.S.  
HISTORY  
1 CREDIT

GRADE

11

U.S. GOVERNMENT  
1 CREDIT

DUAL CREDIT U.S.  
GOVERNMENT  
1 CREDIT

ELECTIVES



THE LAW & YOU  
0.5 CREDIT

LAST 50 YEARS  
0.5 CREDIT

MISSOURI HISTORY  
0.5 CREDIT

AP COURSES  
1 CREDIT

THE HOLOCAUST  
0.5 CREDIT

HISTORY OF CIVIL WAR  
0.5 CREDIT

HISTORY OF VIETNAM WAR  
0.5 CREDIT

SOCIOLOGY  
0.5 CREDIT

Pathways shown above are suggested methods to complete graduation requirements. Students have the opportunity to move between pathways based on the ability and choice.

# COURSE DESCRIPTIONS

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## *Curricular Key*

### **Color Coding:**


Each grade level is associated with color below:



### **Dual Credit/Enrollment & AP Courses:**

Students enrolling in dual credit and/or AP classes need to check with the college/university they are planning on attending regarding transferability and required grades.

### **Weighted/Honors:**

Courses will be marked with a Tiger Paw 

### **Fees:**

All fees listed in this course book are subject to change.



# ENGLISH LANGUAGE ARTS

## English I

1 Credit

9

English I focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Students will engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly. **This class is the standard, baseline course for English I.**

## English II

1 Credit

10

Students will complete a rigorous study of vocabulary, grammar, usage, punctuation, writing process, note taking, research skills, and literature. Students will be expected to use prewriting techniques, write rough drafts, revise, edit, and document sources. Students will follow MLA format and use parenthetical documentation in the research process. Students will write a literary analysis. The writing process will also include the development of argumentative, expository, and narrative writing. The study of literature will include short stories, poetry, nonfiction, drama, and a novel. **An End of Course exam is required at the completion of this course for graduation.**

## English III

1 Credit

11

Emphasis in this course will be a thorough and rigorous study of grammar, composition, critical and literary analysis, research paper preparation, and vocabulary building. The study of American literature will include essays, poems, short stories, dramas, and novels. This course of study is designed to assist students in adjusting to college instruction by promoting self-initiating skills in the areas of note taking, studying for various types of examinations, problem solving, and composition forms, which include descriptive, expository, persuasive, and narrative writing, critiques and essay exams.

## English IV

1 Credit

12

This course of study is designed to assist students in adjusting to the modern workplace and/or college instruction by promoting self-initiating skills in the areas of communication, note taking, various types of examinations, problem solving, and written expression. Emphasis in this course will include developing writing skills for various situations, such as narrative writing, reflective writing, research, and literary analysis. Instruction in grammar, punctuation, usage, and vocabulary will be developed during the writing units. The study of literature will include fiction, novels, drama, epic, nonfiction, independent reading, and other forms of literature providing a basis for reading and comprehension.

## AP Seminar

1 Credit



10

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 oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are assessed with two through-course performance tasks and one end-of-course exam. AP Seminar that can be considered an elective college credit. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Advanced Placement English Language & Composition

1 Credit



11 12

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Advanced Placement English Literature & Composition

1 Credit



11 12

This course will provide students with the opportunity to earn college credit while still in high school, this Advanced Placement English Literature course follows the curricular requirements described in the most current AP English Course Description, and is designed to help students develop a critical awareness about literature; recognize connections among works of literature that span time, nationality, and genre; increase their awareness of literature and good writing as major sources of civilization's significant ideas; respond thoughtfully to literature; vary the tone and form of their writing; evaluate their own writing as well as the writing of their peers; and grow intellectually and develop the skills necessary for critical reading, writing, and thinking. **Prospective students will be given a recommended summer-reading list. Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Global Studies

1/2 Credit

12

Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Through the use of a variety of mentor texts and supplemental works (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students will continue to develop more precise writing skills and write literary analysis, arguments, and narrative pieces, focusing on the skills of topic development, organization, diction/syntax, and the use of textual evidence.

## English Language (ESOL) - Levels I, II, III & IV

1 Credit

9 10 11 12

**Students in these courses are placed by English language ability.** This course is a multi-level English Language class designed to improve students' Academic English language skills, learning strategies, study habits, and overall abilities across content areas in reading, writing, listening and speaking. The class will focus on the development of technological and study skills/strategies that empower students to improve their abilities in academic English. The goal of this class is to empower students with the tools and confidence they need to be successful in high school and beyond.

## Rewards TTR

1 Credit

9 10 11 12

**Prerequisite: Teacher/team referral required.** This course is for students who need to increase their reading skills toward grade level. The focus will be on improving reading skills in a variety of areas including: word attack, vocabulary, fluency, sight word and comprehension. In an effort to measure progress in the course, periodic screenings will be administered to students enrolled in this course.

## Lifetime Literacy TTR

1/2 Credit

11 12

**Prerequisite: Teacher/team referral required.** The goal of this program is to assist students in becoming academically independent by increasing their abilities in reading comprehension and written expression strategies. The class will reflect academic core instruction, but take into account the student's needs for accommodations and modifications. This course will reflect skills-based instruction that will assist with transitional needs in the areas of communication, technology, and post-secondary goals.

## Functional English TTR

1 Credit

9 10 11 12

**Prerequisite: Teacher/Team referral.** This course addresses the comprehension of functional reading materials that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are recounting events related to the theme or central idea, determining how individuals, ideas, or events change or develop over the course of a text, and comparing and contrasting arguments made by two different texts on the same topic.

# SOCIAL STUDIES

## World History

1 Credit

9

This course will examine how the development of world history has impacted the development of United States history. Although the course will predominantly emphasize events that have occurred since 1450, some attention will be given to an understanding of the features of geography, the development of civilization, the rise of Christianity, the rise of Islam, the development of feudalism and the manor economy of the Middle Ages, the importance of the Magna Carta in relation to the U.S. Constitution, and the Renaissance of classical Greek and Roman learning. Some emphasis, though marginal, will also be given to the non-western world.

## U.S. History

1 Credit

10

This course is a survey of American history from the reconstruction of the Union after the Civil War to the present day. The course focuses on the following topics: Reconstruction, westward expansion, the industrialization of the United States, immigration in the 19<sup>th</sup> and early 20<sup>th</sup> century, the Progressive Era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights Era, and the Vietnam War. The course focuses on social, political, and economic trends during the time examined.

## U.S. Government

1 Credit

11 12

This social studies course is designed to provide students with the knowledge necessary to be informed citizens in order to maintain our democracy. The following units of study will be included: the philosophical and historical foundations of the American political system, how the Framers created the Constitution, how the values and principles embodied in the Constitution shaped American institutions and practices, how the protections of the Bill of Rights developed and expanded, governmental systems, and facts and requirements for elected representatives. Students will be taught and tested over the United States Constitution and the Missouri State Constitution. **Passing both constitution tests is a requirement for high school graduation. An End of Course exam is required at the completion of this course for graduation.**

## Dual Credit U.S. History

1 Credit



10 11 12

HI118 Development of the United States II through Central Methodist University. This fulfills the American History credit for graduation. Prerequisite: 3.0 GPA, strong reading and writing skills. This is a survey of American History from Reconstruction to the present. Topics include: basic institutions (family, religion, education, politics, and economics); the transition from an isolationist regional power to an internationalist world power; the decline of laissez-faire; democratization; recent constitutional interpretation; and the changing status of minority groups. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States History.

The course is part of the state's CORE 42 transfer program. Students earn dual credit (high school and college credit) through Central Methodist University

## Dual Credit U.S. Government

1 Credit



11 12

CMU Dual Credit US American Government; offered through Central Methodist University. Prerequisite: 3.0 GPA; strong reading and writing skills. This course is an overview of American Government and its structure. Topics include: civil rights, civil liberties, federalism; the role of the presidency, Congress, and the Judiciary in government; the Constitution; the American Revolution and its role in creating American government; political socialization; political parties and interest groups; and the federal bureaucracy. Missouri and Federal Constitution test must be passed with a 70% or better to receive credit for the course. This course is structured to foster the skills and factual knowledge necessary to think critically regarding the activities and nature of American government.

The course is part of the state's CORE 42 transfer program. Students earn dual credit (high school and college credit) through Central Methodist University. It is a yearlong course (August-May), 3 credit hour courses. A study of the US and Missouri Constitutions is included to meet state law.

## The Law and You I

1/2 Credit

10 11 12

This course allows students to study the criminal and civil justice systems. Students will study principles of Constitutional Democracy as it relates to historical and contemporary issues and determine the civic responsibilities of individual citizens as well as how those responsibilities form our national fabric. Emphasis will be placed on the rights and responsibilities of the individual in a democratic society. Students will study case law and law precedent to help them understand our legal system.

## The Law and You II

1 Credit

11 12

**Prerequisite:** Law and You I. Law and You II will provide students the opportunity to observe law in action from multiple perspectives, deepening their understanding of the legal system. Students will explore advanced topics in criminal and civil law, focusing on real-world application through courtroom observation, guest speakers, and field trips to legal institutions. Emphasis will be placed on legal procedures, case analysis, and advocacy skills. Through hands-on experiences, students will participate in more complex simulations and mock trials, enhancing their knowledge of trial processes, legal research, and the ethical considerations within the law. Students will also explore different lenses such as the roles of prosecutors, defense attorneys, judges, and jurors in shaping legal outcomes. Critical thinking and civic engagement will remain central, with students analyzing current legal issues and their impact on society.

## The Last 50 Years in History

1/2 Credit

9 10 11 12

This course is a survey of American history from the end of the Vietnam War to the present time. The course focuses on the following topics: the first and second Oil Shocks, Feminism, Watergate, stagflation, détente, the Iran Hostage crisis, Three Mile Island, the Reagan Revolution, Afghanistan, the Iran-Contra scandal, Desert Storm, the Clinton presidency, race relations in the 90's, the Contract with America, domestic terrorism, the rise of Al-Qaeda, the internet, 9/11, Operation Iraqi Freedom, Katrina, the Obama Presidency, the rise of the Tea Party, healthcare reform, and the political rise of Donald Trump. The course is designed to compensate for the fact that often, American history survey courses run out of time and thus do not cover events to the present day.

## Missouri History

1/2 Credit

9 10 11 12

This course presents the history and government of Missouri, its natural resources, its agricultural and industrial advantages, the importance of conservation, the institutions of the state, and the famous people of Missouri.

## Geography

1/2 Credit

9 10 11 12

This semester course will provide students with the necessary geography skills to be competent in our ever-changing mobile society.

## The Holocaust

1/2 Credit

11 12

The Holocaust will be examined extensively from a historical and political perspective. It will examine the groups of individuals associated with the Holocaust and look at the development and implementation of the Holocaust in terms of political, social, military, and economic factors. The study of the systematic genocide will also examine the question, "Can it happen again?"

## History of the Vietnam War

1/2 Credit

11 12

This course would cover the strategic initiatives resulting in U.S. involvement in Vietnam. It also explores Vietnamese culture from the perspective of its history of struggle. It would pay particular attention to the individuals/institutions contributing to the conflict with America, and it would examine the social situation leading to loss of support for the war in America. The course would be a mixture of military, diplomatic, and social concerns regarding the war.

## 9/11 Era

1/2 Credit

9 10 11 12

9/11 Era is a semester course in history, criminology, and political science. It specifically analyzes America's foreign and domestic policies on terrorism from 1979 to present day. The course analyzes causes of terrorism including radicalization and terrorist groups. The course also analyzes specific events such as the 1993 World Trade Center bombing, the Oklahoma City Bombing, the USS Cole, September 11th and the ensuing War on Terror, Seal Team 6's mission Operation Neptune's Spear, and more. This course provides a wide variety of Social Studies lenses for students with an interest in politics, law, law enforcement, history, foreign policy and more.

## Mysteries in History

1/2 Credit

9 10 11 12

This Mysteries in History course takes students through some of the most well-known mysteries and phenomena in History. Some of the topics include the Trojan Horse, Stonehenge, Nazca Lines, Easter Island, Mary Celeste, Salem Witch Trials, disappearance of Amelia Earhart, and the Rosenbergs' conviction. Through the analysis of primary and secondary sources, students will use higher-order thinking skills to investigate mysteries with the purpose of developing conclusions supported by evidence. Students will explore geography and historical backgrounds related to each event. They will also conduct a research project into a modern day mystery at the end of the course.

## World Religions

1/2 Credit

10 11 12

Welcome to the fascinating world of religions! In this high school course, students will embark on a captivating journey through the diverse tapestry of world religions, delving into the beliefs, practices, histories, and cultural influences that shape the lives of billions of people across the globe. Through engaging discussions, immersive activities, and thoughtful exploration, students will gain a deeper understanding of the world's major religions and their impact on society, history, and individuals. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Taoism, and cult practices. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

## America & World War II

1/2 Credit

9 10 11 12

This course will examine World War II from the perspective of American involvement. It will begin with Roosevelt's efforts to help the Allies before December 7th, 1941. It will examine the reasons for the American failure to anticipate Pearl Harbor and will continue with the US reaction to that event. It will examine early US forays into combat, starting with the Guadalcanal campaign and the North African campaign. It will continue with the invasion of Sicily and Italy, as well as the first major American success in the Pacific—Midway. Further, it will explore D-Day and the American contribution to the Allied front in France. It will follow the island-hopping campaign, culminating in the invasion of Okinawa and the use of the atomic bomb. The development of American war industry will be explored. Finally, the establishment of the US as a superpower will be examined, and how that new status affects US policy to this day.

## Psychology

1/2 Credit

10 11 12

**Psychology** — This course offers an engaging exploration of human behavior and mental processes. Students will investigate the biological foundations of behavior, sensation and perception, states of consciousness, and key aspects of physical, social, and cognitive development. Topics also include theories of learning, memory, and intelligence; motivation, emotion, and personality; the impact of stress on health; and an overview of psychological disorders. This course is ideal for students interested in careers in education, business, healthcare, and other fields that benefit from a deeper understanding of human behavior.

## Forensic Psychology

1/2 Credit

11 12

**Prerequisite: Psychology** Forensic Psychology is the application of psychology to legal issues. This course will provide a foundational understanding of the intersection of psychology and the law and introduce students to related topics such as the roles and responsibilities of forensic psychologists, forensic psychological assessments, lie detection, evaluation of DNA and physical evidence, jury selection, the insanity defense, criminal profiling, eyewitness and expert testimony, offender treatment, the death penalty and correctional psychology. By examining case studies, trials, established and emerging laws, and relevant research, students will gain knowledge into psychological aspects of criminal activity and the people who commit those crimes, as well as a basic understanding of the major mental disorders and how they may cause, aggravate or mitigate criminal conduct. **\*Please note: In the course of studying Forensic Psychology, we will examine case studies that deal with mature content and sensitive topics.**

## Sociology

1/2 Credit

9 10 11 12

This course will define the concept and origins of sociology as it relates to Social Scientists of the past. Students will examine topics of interest to sociologists, such as culture, society, social interaction, socialization, groups, deviance and social control, social class, and global stratification. The course will conclude by looking at several different components of society such as gender, age, race and ethnicity, marriage and family, education, and religion.

## Functional History TTR

1 Credit

9 10 11 12

**Prerequisite: Teacher/Team referral.** This course addresses functional skills to develop how to become good civic citizens. Students work on their individual levels and at their own pace. Sample skills addressed are the use of news models to follow current events, understanding the Missouri and US Constitutions, and how to access local government agencies for necessary support and to enhance the quality of their lives



# SCIENCE

## Biology

1 Credit

9 10 11 12

This course consists of a general study and laboratory exercise designed to aid the individual in understanding himself and the world in which he lives. Topics covered include a survey of the plant and animal kingdoms as to their classification, structure, and functions; an introduction into the study of ecology and how it relates to the world we live in; a look into life of the past; an introduction into genetics and heredity and a general understanding of the functioning of the human body.

## Introduction to Physics & Chemistry

1 Credit

9 10 11 12

Introduction to Chemistry & Physics is a comprehensive high school-level course designed to provide students with a solid foundation in the fundamental principles of both chemistry and physics. This course will explore the basic concepts of matter, energy, and the physical world, equipping students with the knowledge and problem-solving skills essential for further studies in science. Through engaging hands-on experiments and interactive activities, students will gain an understanding of atomic structure, chemical reactions, forces, motion, and the laws governing the physical universe. Whether you are considering a future in science or simply want to appreciate the beauty of the natural world, this course offers an accessible and stimulating introduction to the captivating worlds of chemistry and physics.

## Human Physiology

1 Credit



10 11 12

**Prerequisite:** Biology. This course is a study of the structure and function of the human body. It includes a study of basic activities of cells, tissues, organs, and a general survey of major systems of the body such as the digestive, respiratory, circulatory and reproductive systems. This course should provide a special understanding of body functions and provide a sound background in all health related occupations. Materials are presented through lecture, lab, and audio-visual programs. *\*If you have taken Human Body Systems, do not enroll in this course.*

## Chemistry I

1 Credit

10 11 12

This course is a study of the basic principles underlying the structure of matter and the changes it may undergo. Materials are presented through class discussions, problem solving, and laboratory investigations. Among the topics included are atomic structure, chemical bonding, formula and equation writing, physical states of matter, and the properties of chemical compounds.

## Chemistry II

1 Credit



11 12

**Prerequisite:** Must pass Chemistry I and Algebra II. Chemistry II is a course to solidify the knowledge of those planning on math or science as careers. The course is divided into two areas: 1) 1<sup>st</sup> semester: review of Chemistry I, equilibrium, solubility, advanced atomic theory, the chemistry of legends, advanced analytical techniques; 2) 2<sup>nd</sup> semester: organic chemistry and laboratory procedures, and biochemistry and molecular biology applications.

## General Science

1 Credit

10 11 12

Introduction to general science provides a wonderful opportunity for students to begin their high school science career with an exciting, hands-on, comprehensive approach. Students will construct a solid foundation of science/lab measurement skills while learning concepts in life science, physical science and earth science.

## Physics

1 Credit

10 11 12

**Prerequisite:** Enrolled in or passed Algebra II, or teacher approval. Physics I is a college-preparatory class in the Engineering, Energy Generation, Meteorology, and Forensics Pathways. The class integrates scientific thinking, math, and theoretical physics concepts. Physics deals with the motions and interactions of physical objects from the smallest constituents of matter to the largest entities in our universe. Topics studied include one dimensional and two dimensional motion, forces, energy, and momentum. The inquiry format of the course will assist students in the continuing development of critical thinking skills and the use of scientific rationale. Coursework will include keeping laboratory notebooks, performing laboratory experiments, performing laboratory practicums, homework, quizzes, and exams.

## Physics II

1 Credit



11 12

**Prerequisite:** Completed Physics I and Algebra II, Physics II is a weighted, college-preparatory class in the Engineering and Forensics Pathways. The class integrates scientific thinking, math, and theoretical physics concepts. Physics deals with the motions and interactions of physical objects from the smallest constituents of matter to the largest entities in our universe. Topics are continuations of topics in Physics I, including oscillating motion, wave motion, sound, light, charges, electricity, and magnetism. The inquiry format of the course will assist students in the continuing development of critical thinking skills and the use of scientific rationale. Coursework will include keeping laboratory notebooks, performing laboratory experiments, performing laboratory practicums, homework, quizzes, and exams.

## Earth Science

1 Credit

10 11 12

Earth Science involves an exploration of geological aspects of minerals/rocks, weathering/erosion, and landform development. The course includes comprehensive examination of weather phenomena, weather forecasting, and causes/effects of various weather systems. Oceanography will be explored in context to physical systems and human exploration. The astronomy of the solar system and nearby galaxies will be included. Appropriate experiments and data gathering techniques will be incorporated throughout the course.

## Environmental: Sustainability & Resource Management

1/2 Credit

10 11 12

Embark on a captivating journey through environmental science, delving into the core concept of sustainability and its pivotal role in Earth's well-being. Grasp a comprehensive understanding of competing viewpoints on resource management, honing your skills to evaluate information accuracy and source reliability. Explore environmental issues from diverse perspectives and differing worldviews shaping environmental values. Uncover historical timelines, recognizing crucial unaddressed problems and the influential figures who made lasting environmental impacts. Analyze energy sources, weighing their pros and cons, and understand greenhouse gases significance in the context of global climate change. Moreover, master the art of data interpretation, equipping yourself to propose meaningful changes for a sustainable future, mitigating climate change and air pollution threats.

## Ecology

1/2 Credit

10 11 12

Embark on a captivating exploration of ecology and environmental sustainability, gaining the ability to explore stages of primary and secondary succession in plant and wildlife communities. Delve into the profound impact of intact forest areas on regional climate, water availability, wildlife habitats, human well-being, and the economy. Finally, develop the skills to make informed management decisions, promoting responsible utilization of forest resources with a balance between profit and environmental conservation.

## Zoology

1 Credit



10 11 12

**Prerequisite:** Biology. This course will introduce the student to the world of animals and how animals are “put together.” We will discuss classification, relationships, interrelationships, and organization of organisms from unicellular protists to multicellular mammals. Emphasis will be placed on their niche in their ecosystem, and their evolutionary scheme of development. The effects of animals on man, and man's effect on other animals and their environment will also be discussed.

## Astronomy

1/2 Credit

11 12

**Prerequisite:** Earth Science. Study of the solar system, galaxy, and universe in which we live. Areas of study will include history of astronomy; planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in our solar system; stellar evolution; types of galaxies; cosmology and big bang theory; large-scale structure of the universe and the possibilities of extraterrestrial life. Students will be expected to complete independent night sessions of astronomical viewing. Reading and writing intensive.

## Meteorology

1/2 Credit

11 12

**Prerequisite:** **Earth Science.** Study of the atmosphere and local, regional, and global weather patterns. Areas of study will include history of meteorology, atmospheric structure, components of weather, air masses and fronts, station models and forecasting, severe weather, and climate change. Reading and writing intensive.

## Advanced Placement Biology

1 Credit



11 12

**Prerequisite:** **Biology & Chemistry.** This course is a college level class that offers highly motivated students the opportunity to earn college Biology credits. The major units of study for this course are the following: chemistry, cells, cellular energetics, genetics, biotechnology, evolution, biodiversity, and ecology. Laboratory work and writing are involved. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Advanced Placement Environmental Science

1 Credit



10 11 12

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Functional Science TTR

1 Credit

9 10 11 12

**Prerequisite:** **Teacher/Team referral.** This course addresses functional scientific claims that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their own individual levels and at their own pace. Sample skills addressed are using graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter, using a model of Earth and the sun to show how Earth's tilt and orbit around the sun cause the changes in seasons, and constructing an argument for a strategy to conserve, recycle, or reuse resources. This can be taken as science credit or practical art.

## (PBS) Principles of Biomedical Science - Dual Credit

1 Credit



9 10 11 12

This is the foundational course of the biomedical science program, and it is intended to be the first course taken by students interested in biomedical science. Students are introduced to biomedical science through exciting hands-on projects and problems. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This can be taken as science credit or practical art. **You must have at least a B in both semesters of 8th grade science.**

## (HBS) Human Body Systems - Dual Credit

1 Credit



10 11 12

**Prerequisite:** **PBS.** This is the second foundation course of the biomedical science program, and it is intended to be taken after PBS. Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. This can be taken as science credit or practical art.

# MATHEMATICS

## Real World Math

1 Credit

11 12

**Prerequisite:** Integrated Pre-Algebra and Applied Math I. First semester topics will cover consumer math topics. Second semester topics will include applied math topics (agriculture, building trades, health occupations, etc.) and an EOC Algebra I Review. **Algebra I End of Course exam is required at the completion of this course for graduation.**

## Applied Math I

1 Credit

10 11 12

This course is designed for students that are looking at a more foundational math approach. These students will be asked to build basic math practices such as number sense, mathematics in the workplace, real world application, mathematics in technology, and build critical thinking skills thus preparing students for career and technical education placement exams.

## Applied Math II

1 Credit

11 12

**Prerequisite:** Applied Math I. This course will ask students to build on mathematical practices from previous years. Students will be asked to build on concepts of various career practices, understand workplace etiquette, mathematics in technology, real world applications, build critical thinking thus preparing students for career and technical education placement exams.

## Integrated Pre-Algebra

1 Credit

9

Integrated Pre-Algebra bridges the gap between junior high school math knowledge and entry-level high school concepts. It achieves this through reinforcing foundational math skills, teaching essential algebraic concepts, introducing basic geometry principles, applying math to real-world problems, improving mathematical communication, integrating technology for problem-solving, and promoting collaborative learning. This course prepares students for success in Integrated Algebra I and beyond.

## Integrated Algebra I

1 Credit

9 10

Integrated Algebra I is a high school math course that combines algebraic fundamentals with basic geometry concepts. Students master algebraic operations, equations, and functions while exploring core geometric principles. This course equips students with problem-solving skills and shows how algebra and geometry connect, providing a solid foundation for future math courses and real-world applications. Using interactive tools and practical examples, students gain a well-rounded mathematical skill set, enhancing their academic and career prospects.

## Integrated Algebra II

1 Credit

10 11

**Prerequisite:** Integrated Algebra I. Integrated Algebra II is the next step after Integrated Algebra I, building on foundational algebra and geometry concepts. This course covers advanced algebraic topics and deeper geometric principles, preparing students for more complex problem-solving, mathematical modeling, and real-world applications. Using interactive methods and technology, students gain a comprehensive skill set for future academic and career opportunities. Integrated Algebra II is an essential bridge to advanced math courses and diverse fields, including engineering, science, and finance.

## Integrated Algebra III

1 Credit

11 12

**Prerequisite:** Integrated Algebra II. Integrated Algebra III represents the pinnacle of the integrated algebra curriculum. This advanced high school math course deepens algebra and geometry skills, covering complex topics and fostering expert problem-solving abilities. Students explore advanced algebraic and geometric concepts, preparing them for success in higher-level math courses and diverse STEM fields. The course continues to utilize interactive tools and technology, ensuring a profound understanding of algebra and geometry interplay. Upon completion, students possess a comprehensive mathematical mastery, equipping them for success in various academic and career paths. Integrated Algebra III is the final step in this pathway, shaping students into real-world, skilled mathematical thinkers and problem solvers.

## Honors Algebra II

1 Credit



10

**Prerequisite:** **Algebra I and Geometry.** This course is designed for tenth (10<sup>th</sup>) grade students who have successfully completed Algebra I and Geometry. Students will develop methods for approaching and discussing algorithms involving linear equations and inequalities (both 2 and 3 dimensional); linear systems and matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include polynomial functions; exponential and logarithmic functions; counting method, probability, and data analysis; sequences and series; and an introduction to trigonometry. Students will move at a challenging pace and investigate these topics at a deeper level than a regular Algebra II class. Students should be prepared to discuss and explain material in formal written and oral format. This class will require outside research as well as disciplined dedication to independent practice. **If students took Algebra I as an eighth (8<sup>th</sup>) grader, then the state requires they take Algebra II EOC for graduation.**

## Geometry

1 Credit



**Prerequisite:** **Algebra I.** This course is designed for students who have successfully completed two semesters of Algebra I. The students will study the Euclidean concepts of geometric figures, learn basic constructions, and study the different types of reasoning skills including proofs. Area and volume of common figures and practical applications will be incorporated.

## Introduction to Statistics

1/2 Credit



**Prerequisite:** **Algebra II.** Completing this one semester course will give students a solid foundation in statistics so that they will experience success when they pursue post-high school studies including technical, associate's and/or bachelor's programs. The course will include elementary topics in descriptive statistics and key concepts in probability, estimation, measures of central tendency, interpreting and constructing graphs, and making sound statistical decisions.

## Pre-Calculus - Dual Credit

1 Credit



**Prerequisites:** **Algebra II (second semester grade of a B- or higher is HIGHLY recommended), and Geometry and College Placement Test (ACT).** Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Completion of this course is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. For this course, instructional time will focus on functions, including polynomial, rational, logarithmic, and exponential. Further work will be done with conics, systems of equations and inequalities, trigonometry, and vectors. Enrollment in Calculus will require successful completion of both semesters of Pre-Calculus. \*Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.

## Statistics - Dual Credit

1/2 Credit



**Prerequisite:** **Algebra II & College Placement Test (ACT).** This course covers a study of elementary statistics. Topics covered include descriptive statistics, basic design of surveys and experiments, inferential statistics, and tests of statistical hypothesis.

## College Algebra - Dual Credit

1/2 Credit



**Prerequisite:** **College Placement Test (ACT).** **Pre-Calculus is recommended.** This course will include properties of functions and their graphs, variation, solving polynomial equations, the fundamental theorem of algebra, properties of logarithms, logarithmic and exponential equations, exponential growth and decay, linear systems in more than two variables, matrices and determinants.

## College Trigonometry- Dual Credit

1/2 Credit



**Prerequisite:** **Algebra II or College Algebra and College Placement Test (ACT).** Topics include radius vector, right triangle and unit circle definitions of trigonometric functions, trig identities, graphs, inverse trigonometric functions, trigonometric equations, DeMoivre's Theorem, and conics.



## Calculus- Dual Credit

1 Credit



11 12

**Prerequisite:** Precalculus and College Placement Test (ACT). This course is intended to develop an understanding of the basic concepts of plane analytic geometry, the limit process, continuity of functions, differentiation, integration, and areas under and between curves. It also provides an introduction to various applications of calculus including the use of first and second derivatives in graphing functions, extrema problems, the approximation of areas of plane regions, and selected applications of calculus in the areas of business, economics and physical sciences. Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.

## AP Calculus AB

1 Credit



11 12

**Prerequisite:** Pre-Calculus. In this course you will work with functions represented graphically, numerically, analytically and verbally as you study limits, derivatives and integrals. Successful completion of this course will prepare you to take the AP Calculus AB exam. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Functional Math TTR

1 Credit

9 10 11 12

**Prerequisite:** Teacher/Team referral. This course addresses functional math elements that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are determining the value of a quantity that is squared or cubed, identifying corresponding congruent and similar parts of shapes, interpreting general trends on a graph or chart, and determining arithmetic sequences with whole numbers when provided a recursive rule.

# FINE ARTS

*Courses in the DRAMA, ART and MUSIC departments will satisfy the FINE ART requirement.*

## DRAMA DEPARTMENT

All students taking courses in the Drama Department will be required to attend Smith-Cotton drama productions performed for the public during the school year.

### Theatre I

1/2 Credit

9 10 11 12

This hands-on introductory course examines the major contributors to the theatrical event: the stage and backstage equipment, scene designer, the lighting designer, the director and the actor. Students will understand and appreciate the entire spectrum of drama, from the stage techniques of theatre, to the production itself. **Students will be required to participate in class performance.**

### Theatre II

1/2 Credit

9 10 11 12

**Prerequisite:** Theatre I. This course will continue the student's exploration of the theatre. Students will study the areas of acting, directing, and playwriting in more depth than the Theatre I course. Students will participate in major acting and directing projects and do in-depth study on plays and playwrights. Students will also focus on the technical aspect of theatre. Students will understand the relationship actors and crew must have for theatre to exist. The hands-on experience may include set, lights, sound, costume, make-up, hair, public relations, props, stage managing, and directing. This course is for students who wish to strive to dig deeper into the study of theatre. **Students will be required to participate in class performance.**

### Theatre III

1 Credit

10 11 12

**Prerequisite:** Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the areas of acting and technical theatre in Theatre I and Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. The student will write, act, design, direct, research, compare, analyze, and understand context. Units include Reader's Theatre, Play production, and research on famous playwrights, Technical Theater Concepts, two play evaluations, long improv elements, and puppets. Project based and requires some outside class time.

### Theatre IV

1 Credit

11 12

**Prerequisite:** Theatre I, II, III and teacher approval. This advanced course is designed for students who have demonstrated exceptional skill and commitment in the areas of acting and technical theatre in Theatre I, II, and III. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. Students in this course will focus on Directing, Monologue Workshop/Resume/Portfolio/Headshots, Acting for Film and Television, and an Advanced Theatre Showcase. Project based and requires some outside class time.

### Film Appreciation

1/2 Credit

10 11 12

This course is designed to introduce the student to the elements of cinematic art through analysis of key films including ones from the AFI top 100 films. Students will critically view film as a literary work with respect to authorship, setting, character, plot, theme, symbolism, and cultural significance. Students will participate in listening and speaking activities including class discussions, informal responses, formal presentations and projects. Students will read a variety of literary works, which may include novels, short stories, and writings dealing with film theory, filmmaking, and film review. A substantial written component of the course consists of informal personal responses, film reviews, and formal analytical essays. More than just a class for movie watching, this course is designed for those students who are serious about learning to listen, speak, read, and write better through the study of film. Due to the nature of the course, regular attendance is especially important to its successful completion.

## Repertory Theatre

1 Credit

11 12

**Students will be required to participate in the Spring One-Act Festival.** **Prerequisite:** Teacher approval. This course offers students an opportunity to create fully realized theatre productions using skills previously learned in Acting and Technical Theatre. Students will also be able to explore an area of specialization and experience a collaborative process as they create productions. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this production, only students who are seriously interested in organizing a production should enroll.

## Stagecraft

1 Credit

10 11 12

**Prerequisite:** Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the area of acting and technical theatre in Theatre I & Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. We will learn about safety, construction, painting, rigging and shifting of stage scenery. Once we learn how to build sets safely, students will be put to the test. Students will work in the scene shop to help build the set for both the fall musical and the spring play. Project based and requires some outside class time.

## Competitive Speech and Debate

1 Credit

9 10 11 12

**Students will be required to compete as a member of the Smith-Cotton High School Speech and Debate Team.** In Competitive Speech, students will research, analyze, and prepare Interpretations, where scenes from plays, books, or other forms of literature are memorized and presented in their own unique way. Events could include Dramatic and Humorous Interpretation, Prose, Poetry, Original Oratory, Radio, Duet Acting, and Storytelling. In Competitive Debate, students will be assigned topics that they must defend and oppose. Students will research the issues introduced and craft arguments that support their side. Types of debate include Lincoln-Douglas and Public Forum Debate. This course is designed to complement the Speech and Debate program at Smith-Cotton High School that competes at tournaments throughout the state. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this team, only students who are seriously interested in performing and working on advanced research should seek this class.

## ART DEPARTMENT

### Art Expo

1/2 Credit



This course should be taken before taking any advanced Art classes. This is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will be introduced to drawing, painting, mixed media, sculpture and fibers techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience. Art 1 is designed to introduce students to the Artist Studio Process. **Incoming freshman can skip Art Expo with 8th grade teacher recommendation.**

### Drawing

1 Credit



Drawing is a choice-based class giving students the opportunity to design and create their own drawing projects with guidance from the teacher. Students will explore a variety of drawing media, techniques, and further develop their drawing skills. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

### Fibers

1 Credit



Fibers is a choice-based class giving students the opportunity to design and create their own fibers projects with guidance from the teacher. Students will explore a variety of techniques such as embroidery, crochet, surface design, sewing, weaving, felting, basketry techniques, bookmaking, papermaking, tie dye and shibori. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

### Painting

1 Credit



**Prerequisite:** Art Expo. Painting is a choice-based class giving students the opportunity to design and create their own painting projects with guidance from the teacher. Students will explore watercolor, acrylic, mixed media, and alternative painting techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

### Mixed Media

1 Credit



**Prerequisite:** Art Expo. Mixed Media is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will explore mixed media techniques that combine drawing, painting, collage, fibers, and sculpture together. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

### Printmaking

1 Credit



**Prerequisite:** Art Expo. Printmaking is a choice-based class giving students the opportunity to design and create their own printmaking projects with guidance from the teacher. Students will be introduced to a variety of printmaking techniques, such as stamping, frottage, collograph, Gelli plate, monoprinting, relief, reduction and silkscreen. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

### Pottery and Sculpture

1 Credit



**Prerequisite:** any Art class. This course introduces students to a variety of methods, tools, and techniques used to create 3-D artwork. Studies include clay, wire, and plaster. Glaze and firing techniques will be studied to enhance understanding of this ancient art. This course also covers detailed studies of ceramics and sculpture and is geared toward the serious student.

### Advanced Pottery and Sculpture

1 Credit



**Prerequisite:** Pottery & Sculpture and teacher approval. This course is designed to accommodate students who have shown both talent and desire and wish to pursue detailed studies in Pottery & Sculpture. Students will be creating a portfolio of their work for college, the job market, or personal growth. The student will work independently with emphasis on solid technique, contest level of production, and display of work.

**Prerequisite:** Students must have a B average in art and the instructor's approval. Work done outside the class constitutes one-third of the course. A capstone experience for gifted visual arts students, this self-directed course is a convergent multi-media opportunity for students to explore their area of interest. It involves integrated studies, offers vocational and self-expressive growth potential, and is an avenue for competition resulting in personal and institutional recognition.



## MUSIC DEPARTMENT

### Mixed Chorus

1/2 Credit



This is a general non-audition music course open to any student who would like to sing and learn about music. This course is designed for students interested in developing their vocal skills in a collaborative choral setting. Open to all voice types, the Mixed Choir offers a comprehensive approach to singing, focusing on vocal technique, music literacy, and performance practice across a diverse range of musical styles, including classical, contemporary, folk, and multicultural music.

### Trebles

1 Credit



**Students are required to perform at all vocal concerts.** This course is a general, non-auditioned vocal ensemble open to any 9th-12th grade female students. The intention of this course is to develop vocal musicianship skills, which include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. This course is an excellent option for students whose skills are not yet developed enough for an audition-based ensemble, as well as students who are interested in singing, but have no vocal music experience prior to their interest in this course.

### Bassics

1 Credit



**Students are required to perform at all vocal concerts.** This course is a general, non-auditioned vocal ensemble open to any 9th-12th grade male students. The intention of this course is to develop vocal musicianship skills, which include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. This course is an excellent option for students whose skills are not yet developed enough for an audition-based ensemble, as well as students who are interested in singing, but have no vocal music experience prior to their interest in this course.

### New Score

1 Credit



**By audition only. Students are required to perform at all vocal concerts/competitions.** The number of students accepted into this choir will be determined according to the balance of parts. Students will be required to participate in all choral performances, concerts, and contests, scheduled by the director. This advanced mixed show choir will learn a variety of musical styles including competition show music and standard choral music. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions and community events throughout the school year. Members will be responsible for their costume and accessories. There will be evening rehearsals with this ensemble especially during competition season.

### New Voices

1 Credit



**By audition only. Students are required to perform at all vocal concerts.** This course is an audition-based vocal ensemble open to any 9th grade student. Students are only to be admitted into this course after director approval following a formal audition process. This ensemble is for students who possess a serious desire to further advance their vocal musicianship skills. These skills include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. The primary function of this ensemble is to develop its members into potential members of the advanced vocal ensemble, New Score.

### Vox

1 Credit



**By audition only. Students are required to perform at all vocal concerts.** This course is an audition-based vocal ensemble open to 9th-12th grade female students. Students are only to be admitted into this course after director approval following a formal audition process. This ensemble is for students who possess a serious desire to further advance their vocal musicianship skills. These skills include but are not limited to, breath support, phonation, aural skills, music literacy, performance skills, discipline, and work ethic. Students will learn the aforementioned skills in a supportive environment through use of musical repertoire of varying styles and from different eras of music history. The primary function of this ensemble is to develop its members into potential members of the advanced vocal ensemble, New Score.

## Music Explorations I

1/2 Credit



This non-singing fine arts course covers a wide variety of topics related to music and its role and importance in society. Students will learn from a variety of resources including textbooks, videos and online sources including YouTube and other websites. Topics will include, but are not limited to the following: Musical Instruments, Composers (past and present), and Music Theory (basic, fundamental concepts). Music Explorations I is a course designed to expose students to the philosophy, principles, and materials of music from a variety of genres of music, including the current, contemporary period. Students will be introduced to music from the Baroque Period, Classical Period, Romantic Period, Contemporary Classical Music and Popular Music. The students will also gain the ability to identify musical instruments and their use in today's music performances and recordings. Students taking Music Explorations I will develop an appreciation of music, as a whole, by exposure to many musical styles, composers, historical trends, as well as increasing their aural, verbal and writing skills in describing music through writing, presentation and group discussion.

## Music Explorations II - 21st Century Music

1/2 Credit



**Prerequisite:** Music Explorations I. This non-singing fine arts course is focused on the emergence of new musical styles, evolved during the 20th and 21st Centuries. We will study historical music and the birth of Jazz, Blues, Swing, R & B and many more musical genres. Students will learn about the music, performers and the impact that music genres have had on society throughout history and up to the current styles of the 21st century. Students will study current trends in music and careers of popular artists of today. This course is designed to give the student broad exposure and understanding of all kinds of music. The student will develop an ongoing appreciation for the aesthetic value of performance, as a whole, in a variety of musical styles and performance venues, recognize competency of music performance, and learn to enjoy a variety of music activities through classroom collaboration, critical thinking and classroom discussion while increasing aural, verbal and writing skills in describing music through writing, presentation and group discussion.

## Band

1 Credit



**Prerequisite:** 8<sup>th</sup> grade band or by audition. This course consists of marching band during the first quarter, including some summer practices and evening rehearsals. This group performs at local parades, competitions, and football games. Around the end of the first quarter, the marching band will shift to concert band and focus on concert literature and techniques, and do so for the rest of the year. This ensemble performs at least three concerts, as well as District and State contests. If numbers allow, the band may split into two bands for the spring semester, but both will meet during the same block. **Any student wishing to enroll who did NOT play in 8<sup>th</sup> grade must audition for the director before enrolling.**

## Orchestra

1 Credit



**Prerequisite:** 8<sup>th</sup> grade strings or by audition. **All performances and practices are required.** This course is a study in string techniques for high school students who play a traditional string instrument (violin, viola, cello, bass). The String Orchestra provides students the opportunity to play age/skill level appropriate orchestral literature at the highest possible standards. Rehearsal and performance participation are requirements of the class. This ensemble rehearses during the school day and performs at local concerts, events, and adjudicated festivals.

## Jazz Ensemble

1 Credit



**Prerequisite:** By audition only and students MUST be enrolled in band or orchestra. **All performances and practices are required.** This course is a study of various jazz styles, jazz theory and improvisation. The Jazz Ensemble performs at concerts and area festivals, local events, school events, and home basketball games.

# PRACTICAL ARTS

Courses in **ENGINEERING, COMPUTER SCIENCE, BIOMEDICAL, VOCATIONAL FAMILY & CONSUMER SCIENCE, BUSINESS EDUCATION, MARKETING EDUCATION and SFCC CAREER & TECHNICAL CENTER** meet the **PRACTICAL ART requirement**.

## ENGINEERING DEPARTMENT

### (IED) Introduction to Engineering Design - Dual Credit

1/2 Credit



**A lab fee of \$10 is required.** This is the first course of the engineering pathway. In this course, students will explore the engineering design process by applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Student projects include designing products that will be 3D printed and kept by students, various reverse engineering projects, and architectural models.

### (POE) Principles of Engineering - Dual Credit

1 Credit



**Prerequisite: IED. Students who have not taken IED need to obtain special permission from teacher/administration and demonstrate competency in mathematics.** This is the second course of the engineering pathway. This course explores various engineering disciplines along with the math, science, design, and problem solving skills associated with each of them. Students explore a broad range of engineering topics including mechanisms, electronics, robotics, and machining. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will learn about various engineering principles and apply them to a variety of hands-on projects.

### Robotics

1 Credit



**Prerequisite: IED & POE and must currently be on Team SCREAM or by prior teacher approval.** This course is for students to explore the mechanical, electrical, and programming requirements of competitive robotics. Students will design, build, and program a variety of robotics projects while learning the engineering principles associated with each project.

### (CSA) AP Computer Science A

1 Credit



This course is designed to prepare each student to complete the AP Computer Science A exam. Students will use the Java programming language to explore object-oriented programming and logical problem-solving skills. Students will explore topics such as classes, methods, algorithms, and syntax structures. They will apply these skills to a variety of programming assignments and projects. **Advanced Placement examination fees will be determined and assessed in the fall semester. Students can also earn an embedded credit of math or science with this course.**

## BIOMEDICAL DEPARTMENT

### HOSA Leadership

1/2 Credit



**HOSA membership is required. Fee is \$35.** This course provides HOSA members an opportunity to build leadership skills by developing and planning HOSA chapter activities. In addition, students will use class time to prepare for regional, state and international competitive events that are part of HOSA Leadership Conferences. This class can be taken more than once, if the student's schedule allows, and permission is granted by the teacher. Participation in HOSA competitive events is required for class participants.

## VOCATIONAL FAMILY & CONSUMER SCIENCE

### Nutrition & Wellness

1/2 Credit

9 10 11 12

Students will learn the basics of nutrition and its relationship to health and wellness. Student labs will teach them to make basic healthy snacks and meals. Using their own data, students will learn what calorie needs are best for themselves and their activity level. This is a prerequisite to take Creative Foods II or International Foods.

### Creative Foods I

1/2 Credit

9 10 11 12

This course explores different cooking techniques and the preparation of a variety of different foods. Topics include the selection and care of food, meal management, optimal use of the food dollar, basic skills involved in the art and science of baking and food combinations from stir-fry's to casseroles.

### Creative Foods II

1/2 Credit

9 10 11 12

**Prerequisite:** Creative Foods I. This is an upper level course where students use techniques and preparation skills learned in Creative Foods I and build upon those concepts. Students will explore other areas of cooking that were not covered in Creative Foods I.

### International Foods

1/2 Credit

9 10 11 12

**Prerequisite:** Creative Foods I or Nutrition and Wellness. This course is designed to introduce you to the countries, people, and foods of the world. A different country or group of countries will be studied in units. Food preparation labs will stress safety, sanitation, and efficiency. Students will participate in a variety of activities including recipe preparation, hands-on projects, learning games, internet research and computer applications to learn course objectives.

### Sewing & Construction I

1/2 Credit

9 10 11 12

Students will learn hand and machine sewing techniques to create, alter, or repair clothing and home decor items. Students will also learn about clothing care, laundry, ironing and other skills needed to work with clothing and textiles. Most supplies are provided with the fee, however students may choose to purchase fabrics of their own. This course is a prerequisite for Sewing and Construction II.

### Sewing & Construction II

1/2 Credit

9 10 11 12

**Prerequisite:** Sewing and Construction I. This class builds off the skills and knowledge gained in Sewing and Construction I. Students will use their sewing skills to create items for community service, school projects, and their own use. Students will create one personal large project for their final. Most supplies are provided with the fee, however students may choose to purchase fabrics of their own.

### Fashion & Merchandising

1/2 Credit

9 10 11 12

Students will focus on the business aspects of the fashion industry and learn how to build a career in buying, merchandising, marketing, product development, creative fashion presentations, styling, sales, or management. Students will also learn to sketch designs, consider the elements and principles of design as it relates to fabrics and clothing.

### Introduction to the Hospitality Industry

1/2 Credit

9 10 11 12

The course will introduce students to one of the world's largest and fastest-growing industries- the hospitality and tourism industry. Students are introduced to the four career pathways: Travel and Tourism, Lodging, Restaurant and Food/Beverage Services, and Recreation/Amusement and Attractions. Instruction will emphasize content for events, meetings, and convention planning.

## Child Development

1/2 Credit



Students study the physical, intellectual, social, and emotional development of a child from conception to five years of age. This course teaches parenting and caregiving roles in relation to the developing child as well as guiding them in the learning process. Students will be required to attend sessions at the Loftus Early Childhood Center to allow for actual experience in planning and implementing lessons and observing preschool children. This class is a basic foundation course for any student wanting to pursue a career in education or working with children in any capacity.

## Parenting

1/2 Credit



**Prerequisite: Child Development** This course is designed to prepare students with the skills necessary in a future role as a parent, family member or child care worker. The course is designed to address the roles and responsibilities of parenting, societal conditions and influences on the family, human growth and development, and community and family support services. The course will enable students to examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles now and in their future. Students will also examine the biological processes of parenting and the impact of lifestyle, emotional factors and technology on this process.

## Housing & Interior Design

1/2 Credit



Students will learn about how housing meets human needs, the history of housing, technology, green building, and interior design styles. Students will use basic math skills to draw scale floor plans and understand buying vs. renting homes. Careers in the housing field will also be discovered.

## FCCLA Leadership

1/2 Credit



**FCCLA Participation is required.** This course provides vocational, family, and consumer science students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in FCCLA activities on the local and state level in competitive events.



## BUSINESS & MARKETING EDUCATION

### Business & Entrepreneurship I

1/2 Credit



Business & Entrepreneurship I is the foundational course for students interested in the dynamic world of business and entrepreneurship. This course provides students with a strong foundation in business principles, entrepreneurial concepts, and basic accounting principles. Students will develop essential business skills, explore market analysis, learn to create business plans, and understand financial statements.

### Business & Entrepreneurship II

1 Credit



**Prerequisite:** Business & Entrepreneurship I. Business & Entrepreneurship II is the advanced course in our business and entrepreneurship program, building on the foundational knowledge acquired in Business & Entrepreneurship I. In this course, students will deepen their business skills by exploring financial planning, entrepreneurial ventures, and advanced accounting principles. Students will engage in a series of hands-on projects, developing practical skills, critical thinking, and a deeper understanding of the business world.

### Tiger Productions

1 Credit



Tiger Productions is a dynamic course that empowers students to harness their creativity and digital media skills to produce captivating content for the Sedalia School District. This hands-on program encompasses a diverse range of digital media projects, including graphic design, social media management, podcast creation, video production, and engaging interviews. Students will play a pivotal role in enhancing the school district's online presence, while honing their digital media and communication talents.

### Business Leadership

1/2 Credit



**FBLA Participation is required.** This course provides business students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in FBLA activities including local, state, and national competitive events and the Business Achievement Awards. This course provides an opportunity for students to work on FBLA activities in class. This class can be taken more than once, if the student's schedule allows.

### Personal Finance

1/2 Credit



This course is designed to assist the student in preparation of his/her personal finance records and teach basic skills in budgeting, insurance, saving, credit, using a checking account, income tax preparation, and basic math skills. Students will begin to develop the knowledge to cope with everyday consumer matters and learn record keeping skills that can carry over to entry-level jobs. Students will use the computers to enhance such skills and complete financial simulations. **This course is a state requirement for graduation and does not meet the Practical Art requirement.**

### Digital Media & Technology I

1/2 Credit



Digital Media & Technology I is the foundational course for students interested in the dynamic world of digital media and technology. In this course, students will build essential technical and creative skills, including multimedia design, media production, and basic programming. They will explore the fundamentals of digital storytelling and content creation while gaining exposure to various technology tools and their applications.

### Digital Media & Technology II

1 Credit



**Prerequisite:** Digital Media & Technology I. Digital Media & Technology II is the advanced course in our digital media and technology program, building on the foundational knowledge acquired in Digital Media & Technology I. In this course, students will deepen their skills in multimedia design, media production, technology applications, and computer programming. They will also engage in project-based learning to create innovative digital content.

### Marketing I

1/2 Credit



This course introduces students to the dynamic world of marketing, equipping them with essential concepts, strategies, and practical skills. This foundational course provides a comprehensive exploration of marketing principles, consumer behavior, market research, and advertising techniques. Through a combination of theory and real-world projects, students will develop a strong understanding of marketing fundamentals, preparing them for diverse marketing roles and future marketing studies.

## Marketing II

1 Credit

10 11 12

**Prerequisite:** Marketing I. This course is the advanced course in our marketing program, offering students an in-depth exploration of marketing strategies and techniques. Building upon the knowledge gained in Marketing I, this course dives deeper into advanced topics, including digital marketing, international marketing, brand management, and marketing analytics. Through a mix of theory and hands-on projects, students will hone their marketing expertise and develop skills critical for success in the competitive marketing landscape.

## Marketing Leadership

1/2 Credit

11 12

**Prerequisite:** Marketing. DECA participation is required. This course provides marketing students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in DECA activities including local, state, and national competitive events and serve as project managers for our Chapter Events. This course provides an opportunity for students to work on DECA activities in class, as well as give time for them to become engaged with the community during school hours. This class can be taken more than once, if the student's schedule allows, and permission is granted by the teacher.

## Retail Store Operations (Retailing)

1/2 Credit

10 11 12

**Prerequisite:** Marketing with a grade of C or better. An instructional program that prepares individuals to apply marketing skills in retail establishments by giving students hands-on experience operating the school store. Principles, practices and procedures are taught as related to the field of retailing.

## ADDITIONAL PRACTICAL ARTS

### Life Skills TTR

1 Credit

9 10 11 12

**Prerequisite:** Teacher/team referral required. This course is designed to improve communication skills for students in the areas of writing, speaking and listening. Specific life/work skills relating to decision making, problem solving and cooperating with others will be emphasized. In addition, students will be assisted in developing positive attitudes and skills which will increase their success in work, independent living and citizen responsibility. To facilitate the process of assessing student's current knowledge on the topic and to provide more specific instruction to areas that need further development, students will be given assessments in the areas of, but not limited to, readiness for employment, self-determination, independent living, and post-secondary preparation.

### On Job Training (number of credits arranged)

12

**Prerequisite:** Teacher/team referral required. The Cooperative School-Work Program for students, who have individualized plans, provides an opportunity, based on age and ability, to receive on the job training for payment of work or on a volunteer basis with permission of and supervision by the Work Experience Coordinator.

### Transition Skills TTR I/II

1 Credit

11 12

This course provides opportunities to develop skill areas based on individual students' needs and may include pre vocational and vocational skills development, academics, independent living, leisure skills, social communication, self-determination and self-advocacy. Student programs are determined by the IEP team with a focus on independent living, employment, and post-secondary training. Instruction delivered in the classroom, in the community and at job internship sites. Learning objectives for this course are individualized and aligned with student's IEP goals and objectives. This class will cover a variety of life skills education and is designed to help students live independently after high school. Banking, consumer education, budgeting, social skills, filling out forms, responsible citizenship, problem solving, cooking and a variety of other topics will be included in the curriculum. Students will use the skills learned in class on community outings. Using public transportation will also be discussed.

# PHYSICAL EDUCATION

## Personal Fitness

1/2 Credit

9 10 11 12

This class will cover units on individual/team sports and lifelong fitness activities. Specific units will vary from the fall to spring semester.

## Introduction to Athletic Conditioning

1 Credit

9 10 11 12

This class will focus on strength conditioning through weight training, agility drills, and knowledge of nutrition. This course may be taken more than once with instructor approval. Classes will be coed.

## Athletic Conditioning

1 Credit

9 10 11 12

**Prerequisite:** Students must be a participant in a MSSHA sponsored activity. This class will focus on strength conditioning through weight training, agility drills, and knowledge of nutrition. This course may be taken more than once with instructor approval. Classes will be coed.

## Lifetime Sports

1/2 Credit

10 11 12

**Prerequisite:** Prior PE credit & teacher approval. Through participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers and develops an appreciation for the degree of fitness necessary to participate. The following sports are included in the course Lifetime Sports: archery, tennis, badminton, bowling, golf, washers, shuffleboard, ultimate frisbee/football, ping pong, and other athletic-related activities.

## Adaptive Personal Fitness TTR

1/2 Credit

9 10 11 12

This course is designed to introduce students safely to the basic postures, breathing techniques and practices of relaxation. Students get the chance to develop and practice the benefits of stretching, moving and breathing freely as they relieve stress, learn to relax and ultimately learn to enjoy day-to-day life. The aim of the course is to promote vibrant health and reach the body's energy reserves.

## Health & Human Development

1/2 Credit

9 10 11 12

This course will discuss basic health information and services, human growth and development, the human body and its functions, and nutrition. Students will be able to use this information to help promote lifetime health and wellness. **This class is a state requirement for graduation.**

# ELECTIVES

## Level I - Spanish

1 Credit

9 10 11 12

The level I Spanish course will introduce students with little or no Spanish knowledge to basic vocabulary and sentence structure. Students will explore customs and traditions of Spanish-speaking countries. *This course is not designed for native Spanish speakers, who would be better placed beginning in a more advanced level.* **If students take Spanish I as an eighth (8<sup>th</sup>) grader, then they must pass both semesters with a B- or higher to receive high school credit.**

## Level I - French

1 Credit

9 10 11 12

The level I French or German course will introduce students to basic vocabulary and sentence structure. Students will explore customs and traditions of French or German-speaking countries.

## Level II - Spanish

1 Credit

9 10 11 12

**Prerequisite:** The level II Spanish course is a continuation of level I, emphasizing the ability to narrate the past. *This course is not designed for native Spanish speakers, who would be better placed beginning in a more advanced level.*

## Level II - French

1 Credit

10 11 12

**Prerequisite:** The level II French or German course is a continuation of level I, emphasizing the ability to narrate the past.

## Level III - Spanish

1 Credit



10 11 12

**Prerequisite:** Level II or native Spanish speaker. The level III Spanish course is a continuation of level II, emphasizing communication skills and intermediate concepts.

## Level III - French

1 Credit



11 12

**Prerequisite:** Level II. The level III French or German course is a continuation of level II, emphasizing communication skills and intermediate concepts.

## Level IV - Spanish

1 Credit



11 12

**Prerequisite:** Level III or native Spanish speaker. The level IV Spanish course is a continuation of level III, emphasizing communication skills and advanced concepts. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Level IV - French

1 Credit



11 12

**Prerequisite:** Level III. The Level IV Foreign Language course is a college level class and will follow the Advanced Placement Program curriculum. Interested students will sign up for this class with a limited number being admitted. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Level V - Spanish

1 Credit



12

**Prerequisite:** Level IV or native Spanish speaker. The level V Spanish course is a continuation of level IV, emphasizing communication skills and advanced concepts. This class is conducted almost entirely in Spanish. **Advanced Placement examination fees will be determined and assessed in the fall semester.**

## Spanish History & Literature

1 Credit



**Prerequisite:** Level III or IV or native speaker. This course is recommended for native Spanish speakers and advanced Spanish students. It focuses on the history and literature of Spain and Latin America.

## ADDITIONAL ELECTIVES

### Collegiate Athletic Preparation

1/2 Credit



**Teacher/Coach approval and/or recommendation needed.** This course will assist student athletes in preparing and promoting themselves for athletic recruitment by colleges and universities. It is a requirement for the athlete to take the course during the season of their primary sport. Students will develop and maintain academic and athletic profiles through online resources to help student athletes continue participation at the post-secondary level. NCAA & NAIA clearinghouse procedures will be completed.

### English Language (ESOL) - Levels I, II, III & IV

1 Credit



**Students in these courses are placed by English language ability.** This course is a multi-level English Language class designed to improve students' Academic English language skills, learning strategies, study habits, and overall abilities across content areas in reading, writing, listening and speaking. The class will focus on the development of technological and study skills/strategies that empower students to improve their abilities in academic English. The goal of this class is to empower students with the tools and confidence they need to be successful in high school and beyond.

### English Language Communications

1/2 Credit



**Students in these courses are placed by English language ability.** In this course, students in the EL program will primarily build their academic English language abilities in speaking and writing to encourage them to reach their potential to not only exit the EL program, but also reach their academic goals across content with higher standards in academic speaking and writing skills assessment outcomes. Additionally, students will develop more technological and study skills/strategies to improve their academic abilities over all.

### English Language Study Skills & Strategies

1/2 Credit



**Students in these courses are placed by English language ability.** In this course, students in the EL program will learn study skills and strategies to empower them to reach their academic goals. Students are required to bring in class work, texts, etc. from which to take notes and use various support strategies to aid in the comprehension of core class content, improve grades, and assessment outcomes.

### Archives

1 Credit



**Archives:** Yearbook Class is a year-long exploration where students take part in the time-honored tradition of yearbook creation. This course provides students with the opportunity to become the chroniclers of the school year, working together to produce the yearbook. From photography and design to writing and project management, students will develop practical skills while crafting a cherished keepsake.

### Library Worker



**This class does not receive credit.** Students will perform, but not limited to, the following duties: check books in and out, help students and teachers find resources in the library, return books to bookshelves, and deliver materials to classrooms. Good customer service skills are important. Students may enroll multiple semesters.

### Study Hall



**This class does not receive credit.** Study Hall provides students in grades 9-12 with a structured, quiet environment to focus on academic tasks. Students use this time to complete homework, study for exams, collaborate on group projects, or seek additional support from peers. Under supervision, students learn time management and independent work skills essential for academic success. Study Hall encourages self-discipline, organization, and responsibility, helping students make the most of their school day by dedicating time to academic pursuits in a supportive atmosphere.



## Junior Reserve Officer Training Corps

1 Credit



JROTC is a Leadership and Character Development program. The Program of Instructions being taught uses the latest instruction technologies and focuses on the student ("cadets") centered learning in a structured environment. Through participation in the learning process cadets are able to get a deeper understanding of the subjects and how they may apply what they have learned. Co-curricular and competitive activities include Color Guard Team, Drill Team/Exhibition without Arms, Drill Team/Exhibition with Arms, Raider Team, Academic Team, Leadership Team, Cadet Challenge competitions, Leadership/Adventure Training events, field trip(s), an annual District JROTC Ball, and an optional summer camp. In addition to an academic elective credit for the course cadets can earn a Smith-Cotton Varsity letter for competing on one of the teams. They also earn rank and JROTC awards for their achievements. (The Sedalia Board of Education policy allows one (1) credit of Physical Education upon the completion of the second year in JROTC). Certification of a cadet's physical health is also a requirement to be enrolled in this class. The JROTC Program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities, which will benefit the student, community and nation. JROTC provides education and training in skills and knowledge like Leadership, Service Learning, Community Service, Geography, and Goal Planning, which are useful to students upon graduating from high school. In addition to classroom instruction, students are expected to properly wear the JROTC uniform one day per week (mandatory) and participate in physical training events as required.

## JROTC Cadet Staff Leadership & Management

1 Credit



**Prerequisite:** Minimum 3.5 GPA in JROTC courses and minimum 3.0 GPA in all other courses; Senior Instructor permission/signature approval. The JROTC honors program is oriented toward those cadets already identified as outstanding and are doing the work required of JROTC students. The honors course builds upon previous JROTC Leadership Education and Training courses. Students must have previously demonstrated above average leadership, communication skills and performance in JROTC. Students for this advanced leadership course serve as members of the JROTC cadet senior staff. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous JROTC courses. Students are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. Students who are approved for this course are expected to occasionally be available at times in excess of daily class (i.e. before/after school meetings, weekend trips/activities, etc.). Students will conduct long and short-range planning, exercise decision-making, coordination, control and execution of cadet activities during the school year. Students are expected to apply high-level leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students in this honors class are required to establish a personal portfolio and work toward a major continuous improvement project, complete with a formal presentation and briefing to official Army inspectors and Sedalia 200 School District officials.

## Transition to High School

1/2 Credit



This course is specifically designed to support freshmen as they transition into high school, helping them navigate the academic, social, and personal challenges of this new environment. Through engaging activities, discussions, and projects, students will develop essential skills for success in high school and beyond. The course focuses on building effective study habits, time management, goal-setting, and organizational skills, while also addressing topics such as personal responsibility, mental health, conflict resolution, and navigating peer relationships. Students will explore the importance of self-advocacy and leadership, preparing them for greater independence and involvement in their school community.

## Tiger Tutors

1/2 Credit



**Prerequisite:** Must be able to meet A+ guidelines regarding attendance, G.P.A. and citizenship. This course will help fulfill state requirements for 50 hours of tutoring/mentoring by students pursuing A+ status. The class will meet in a designated area for the first day and students will report to their assigned school the second day of class. Students will be placed with a supervising teacher at the district's elementary, secondary, or high schools for the semester. **Students must provide their own transportation to the field schools. A parent or guardian must sign a transportation waiver. Those without a driver's license will either be placed at the high school (if appropriate) or may earn their hours under alternate tutoring options.**

## Office Worker



**OFFICE WORKER: 12<sup>th</sup> grade given priority. This class does not receive credit.** Students are assigned to work in either the principal or the school counseling offices.

## Work Study

1/2 Credit



**(11<sup>th</sup> graders will need counselor approval.)** This is a program for students who are employed in a regular job and wish to receive credit for working. A student must be employed a minimum of 8 hours per week per block of work study. Work hours must be maintained throughout the semester with pay stubs turned in after each pay period. Students must pass all other courses the semester before entering Work Study. If a student fails Work Study, they will be removed from the course the following semester.

## Career Pathways for the Teacher Profession

1/2 Credit

10 11 12

This class is designed for students who are considering the elementary or secondary teaching profession or corporate educator. The course focuses on the general theory and practice of learning and teaching. The first course includes the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

## Study Skills TTR

1 Credit

9 10 11 12

**Prerequisite:** Teacher/team referral required. This course will include individualized instruction in specific compensatory skills as well as assistance in an identified area of difficulty, including continual development and improvement in overall vocabulary. In addition, students will be instructed in workplace skills including skills and techniques for interacting appropriately with others.

## Social Skills TTR

1 Credit

9 10 11 12

**Prerequisite:** Teacher/team referral required. This course will include individualized instruction in specific social interactions, as well as assistance in an identified area of difficulty, including continual development and improvement in overall social vocabulary. In addition, students will be instructed in workplace skills including skills and techniques for interacting appropriately with others.

## Education Resource TTR

1 Credit

9 10 11 12

**Prerequisite:** Teacher/team referral required. This course is designed for students who wish to improve conduct and behaviors. The primary goal of the course is to instruct students in the skills and techniques needed to interact appropriately with others. Instruction is provided to address specific behavioral concerns. Students will be exposed to vocational and other transition related information. To facilitate the process of assessing student's current knowledge on the topic and to provide more specific instruction to areas that need further development, students will be given assessments in the areas of, but not limited to, readiness for employment, self-determination, independent living, and post-secondary preparation.

## Medicine & Healthcare CAPS

**3 Credits**
**11 12**

**Prerequisites are not required but it is highly recommended that students take Principles of Biomedical Science, Human Body Systems, and/or Human Physiology. Students will receive science credit for this course.** Medicine & Healthcare CAPS serves as the capstone course of our biomedical science program, offering students immersive experiences in the world of medicine and healthcare. Students will engage in clinical rotations, work on healthcare projects, develop critical skills and knowledge necessary for success in healthcare professions, and take part in passion projects that align with their individual healthcare interests. This course spans three consecutive class periods each day, with locations alternating between Smith-Cotton High School, Bothwell Regional Medical Center, and various healthcare providers. Aspiring healthcare professionals will gain insights into patient care, medical technology, and healthcare ethics, setting the stage for successful careers in these vital fields. This course is eligible for articulated/dual credit. Additionally, students will also receive one English credit.

## Business & Entrepreneurship CAPS

**3 Credits**
**11 12**

**Prerequisites are not required but it is highly recommended that students take Business & Entrepreneurship I & II and/or Marketing I & II.** Business & Entrepreneurship CAPS is the capstone course of our business education program, designed to immerse students in real-world business challenges and entrepreneurship opportunities. This course provides students with hands-on experience in tackling entrepreneurial projects and exploring business pathways. Students will develop key skills, build a professional network, and make a meaningful impact on local businesses and their own entrepreneurial visions. This course spans three consecutive class periods each day, with locations alternating between Smith-Cotton High School and prominent business and innovation hubs. Students engage in a diverse array of hands-on projects, collaborative ventures, and immersive experiences, both in partnership with local businesses and pursuing their entrepreneurial passions. Students will work closely with industry partners to address real-world challenges by crafting solutions that offer tangible benefits to their respective businesses. This class is eligible for articulated/dual credit. Additionally, students will also receive one English credit.

## Digital Media & Technology CAPS

**3 Credits**
**11 12**

**Prerequisites are not required but it is highly recommended that students take Digital Media & Technology I & II and/or Marketing I & II.** Digital Media & Technology CAPS is the capstone course of our digital media & technology program, designed to provide students with immersive experiences in the digital world. Students will engage in media production, explore advanced technology, and gain hands-on experience in creating digital content. This course prepares students for careers in digital media and technology industries, both by collaborating with industry partners on digital projects and pursuing passion projects. This course spans three consecutive class periods each day, with locations alternating between Smith-Cotton High School and local businesses. This course is designed to equip students with comprehensive knowledge, practical experience, and essential professional skills in the fields of digital media and technology. Students will explore the exciting worlds of digital media, marketing, web development, coding, and emerging technologies. This class is eligible for articulated/dual credit. Additionally, students will also receive one English credit.

## Engineering & Manufacturing CAPS

**3 Credits**
**11 12**

**Prerequisites are not required but it is highly recommended that students take Introduction to Engineering Design and Principles of Engineering prior to enrolling in this course.** Engineering & Manufacturing CAPS is the capstone course of our engineering program, designed to immerse students in open-ended engineering research and practical industry partner projects. This course offers students an opportunity to tackle real-world challenges and pursue student passion projects, contributing to both our community and individual development. Students will not only explore potential career opportunities but also hone their durable skills and extend their professional network. This course spans three consecutive class periods each day, with locations alternating between Smith-Cotton High School and various industry partner facilities. This course is designed to introduce students to the exciting world of engineering and to prepare them to be successful in pursuing careers in this field. This course is eligible for articulated/dual credit. Additionally, students will also receive one English credit.

## Human Services CAPS

**3 Credits**
**11 12**

**Prerequisites are not required, but it is highly recommended that students take courses in related fields such as social sciences, government, or family and consumer sciences before enrolling in this course.** Human Services CAPS is the capstone course of our human services program, designed to immerse students in real-world experiences within career fields such as hospitality, tourism, law, politics, public service, mental health services, and education. This course provides students with hands-on opportunities to explore careers that focus on serving communities, with a focus on leadership, communication, and problem-solving in dynamic environments. Students will engage in meaningful projects and partnerships with industry professionals, allowing them to make a positive impact while honing essential skills for careers in human services. This course spans three consecutive class periods each day, with locations alternating between Smith-Cotton High School and various community organizations, government offices, and public service facilities. Students will develop both durable skills and a professional network, preparing them to pursue a wide range of service-oriented professions. This course is eligible for articulated/dual credit. Additionally, students will also receive one English credit.

# CAREER & TECHNICAL EDUCATION

## State Fair Career & Technology Center (CTC)

**State Fair CTC courses will meet the PRACTICAL ARTS requirement. Students enrolling in the CTC must be making adequate progress toward meeting graduation requirements in the core subjects. Classes at the CTC are FULL YEAR classes and students should plan to be in attendance the full year.**

### Automotive Service Technology

3 Credits

11 12

The Automotive Service program is a two-year ASE (Automotive Service Excellence) certified course of study, providing basic entry-level skills in a variety of automotive service areas or for advanced placement in college automotive technology programs. Students completing our ASE-certified program have the opportunity to gain certifications in the following areas: Brakes, Steering & Suspension, Engine Performance, and Electrical. **This course is eligible for dual credit.**

### Building Trades

3 Credits

11 12

The Building Trades program is a two-year course of study that prepares students for a variety of jobs in the construction industry. This program consists of classroom instruction enhanced by the hands-on experience of building a house. Students completing this course will gain valuable knowledge and skills that will prepare them for entry level positions among various construction trade areas such as carpentry, masonry, concrete, and many others. Students will also be prepared to pursue post-secondary education or certifications in construction management programs. **This course is eligible for dual credit.**

### Criminal Justice

3 Credits

11 12

The Criminal Justice program is a two-year plan of study that prepares students for entry-level employment in criminal justice fields or advanced placement in post-secondary training or college programs. Students who enroll in this course learn about our criminal justice system and law enforcement practices. In addition to the criminal justice content, this course works extensively with communication, leadership, community service, and leadership skills which are all crucial to modern criminal justice careers. **This course is eligible for dual credit.**

### Early Childhood Careers

3 Credits

11 12

The Early Childhood Careers program is a two-year course of study designed for students who want to work in careers involving young children and their families. Students will have experiences with infants, toddlers, preschoolers and their parents. Early Childhood Career students will be responsible for planning activities that stimulate a child's cognitive, physical, emotional and social growth. In addition, trainees will learn to provide a safe, healthy and loving environment that will allow children to explore and develop their natural curiosity and imagination. Students will complete practical experience in area schools and child care facilities. This course of study is for those interested in teaching Pre K or working as a daycare provider. **This course is eligible for dual credit.**

### Graphic Design

3 Credits

11 12

The Graphic Design program is a two-year course of study that is created to enhance students' skills and opportunities related to the graphic design industry. Students will learn technical knowledge and skills in electronic layout design, principles of graphic and web design, digital manipulation, sublimation printing, vinyl design and preparation, and screen-printing. In addition, this program provides outside experience to further student's experience and skill levels. Students who complete this program will be qualified for entry level positions in various graphic design opportunities or they can further their education through post-secondary certificate or degree programs. **This course is eligible for dual credit.**

### Health Occupations

3 Credits

11 12

The Health Occupations program is a one-year plan of study that prepares students for employment in the healthcare field. Students will learn the basic nursing skills of vital signs, personal care/hygiene, food service, and transfer techniques. Students will have the opportunity to apply their skills at a local health care facility, and will job shadow in the healthcare field. Students who successfully complete the first year program will become a registered CNA and are eligible to apply for the nursing program at SFCC and begin classes a year early. This program prepares students to obtain entry-level employment as a CNA and it prepares them to further their education in health care related programs at the college level. **This course is eligible for dual credit.**

## Industrial Equipment Maintenance

3 Credits

11 12

The Industrial Equipment Maintenance program will prepare students for a wide variety of opportunities in technical careers related to electrical and industrial professions. Students will obtain skills for entry-level positions in manufacturing and electrical installations, service, or maintenance. The program can be applied to certificates and an Associate of Applied Science (AAS) degree, or qualify you for advanced placement in college programs. Students will work on a variety of electrical, mechanical, and industrial projects and labs along with classroom instruction. **This course is eligible for dual credit.**

## Precision Machining

3 Credits

11 12

The Precision Machining Technology program is a two-year course of study designed to expose students to the high-tech world of advanced manufacturing. Students will receive experiences in operating machines such as drill presses, milling machines, lathes, grinders, and Computer Numeric Controlled (CNC) machines including computer controlled lathes, mills, and lasers. Students who complete the program will be eligible for entry-level positions in precision machining and manufacturing jobs. They can also further their education by enrolling in post-secondary certificate or college programs. **This course is eligible for dual credit.**

## Welding

3 Credits

11 12

The Welding program is certified by the American Welding Society (AWS) and is a two-year course of study that covers the four basic welding processes: Arc, Mig, Tig, and Oxyacetylene. In addition to the welding processes students will learn about weldment print reading and safe operating procedures. Each student will spend a significant amount of time in the welding lab developing successful welding techniques. Students who complete the course will be eligible for entry-level positions as a welder or they can pursue additional certifications or college degree programs. **This course is eligible for dual credit.**

## CTC Embedded Math

1 Credit

12

Students enrolled in CTC programs will receive embedded math content throughout their two year programs provided by a certified math instructor. Students who complete both years of their program will receive one (1) credit for math. **This course is eligible for dual credit. SEE YOUR COUNSELOR FOR ELIGIBILITY REQUIREMENTS FOR THIS EMBEDDED CREDIT.**

## CTC Embedded Language Arts

1 Credit

12

Students enrolled in CTC programs will receive embedded language arts content throughout their two year programs provided by a certified language arts instructor. Students who complete both years of their program will receive one (1) credit for language arts. **This course is eligible for dual credit. SEE YOUR COUNSELOR FOR ELIGIBILITY REQUIREMENTS FOR THIS EMBEDDED CREDIT.**