


Hazelwood School District

*"A Culture of High Expectations and Excellence!"*

# HAZELWOOD SCHOOL DISTRICT

2026-2027

High School Course Catalogue






In accordance with the provisions of The Americans With Disabilities Act, Title VI of the Civil Rights Act of 1964,

Title IX of the Education Amendments of 1972 and the Regulations thereunder, and P.L. 93-112: Rehabilitation Act of 1973 and Section 504 thereunder, it shall be the policy of the Hazelwood School District that no person shall, on the basis of age, sex, race, handicap, national origin, political or religious beliefs, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity conducted by the District, including the employment of professional and non-professional personnel.

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

Assistant Superintendent of Student Services Hazelwood School District
15955 New Halls Ferry Road, Florissant, MO 63031
(314) 953-5000
Relay Service 1-800-735-2466

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# REGULATIONS AND PROCEDURES FOR HIGH SCHOOL GRADUATION

## POINTS TO CONSIDER WHEN PLANNING YOUR HIGH SCHOOL PROGRAM OF STUDY

A. A student's program of studies should be cooperatively planned by the student and parent with the assistance of the school to meet the individual needs of the student.

B. All students will be expected to choose a career pathway by the end of 8th grade.

C. To meet high school graduation requirements, all students will complete an Individual Career and Academic Plan (ICAP) consisting of the required units of credit beginning in grade 08 and to be reviewed each year thereafter in grades 09, 10, 11 and 12. Courses should be chosen based on the student's chosen career pathway listed on their ICAP.

D. Some courses may not be available at your school because of enrollment numbers.

E. All courses available in the Hazelwood School District are approved by the Board of Education.

## VIRTUAL LEARNING OPPORTUNITIES

A. Missouri Course Access and Virtual School Program (MOCAP) – Any student enrolled in the Hazelwood School District can apply to take courses virtually through the MOCAP. Any student enrolled full time in MOCAP will, upon acceptance from the full-time MOCAP provider, be transferred to the host school district of the MOCAP provider. Full-time students in MOCAP will not be allowed to continue as students of Hazelwood School District. Note: Missouri State High School Activities Association (MSHSAA) does not allow MOCAP students to participate in sports or activities in host districts. To participate in MOCAP, the full-time virtual vendor will need to first approve the student's enrollment. Students with IEP's will need approval from the IEP team to be considered for MOCAP.

B. High School Students only can participate full time virtually through Launch, a full-time virtual provider offered through Springfield Public Schools, and remain students in the Hazelwood School District. Students with IEP's will need approval from the IEP team to be considered for Launch.

C. Parents can request MOCAP or Launch through Parent Portal or by contacting the full-time MOCAP vendor directly. Parents should call the District's Virtual Learning Office at 314-953-5204 for more information.

## COMMUNITY SERVICE REQUIREMENTS

Every student must accumulate 12.5 hours of community service per year of enrollment or have at least 50 hours total of community service to graduate. The district recommends that 25 of these hours or 6.25 hours per year are in an area related to the student's chosen career

pathway. Transfer students into the Hazelwood School District will be required to complete twelve and one-half hours of community service for each complete or partial year of enrollment in the district.

The Assistant Principal in charge of Community Service at the high school will provide students with the approval and evaluation forms and will record the service hours upon successful completion of each project.

## GRADUATION REQUIREMENTS

Students should be aware that when courses are taken resulting in more or less than the required units of credit, the cumulative grade point average (GPA) may be affected. This includes summer school, night school, virtual learning courses, and other courses.

### HAZELWOOD SCHOOL DISTRICT HIGH SCHOOL GRADUATION REQUIREMENTS

1. Students must take the **Missouri End-Of-Course** tests for available courses once they complete the course successfully. End of Course tests required are English 2, Government, Algebra 1, and Biology. If a student earns an A, B, or C in Algebra 1 in middle school, then they should take Algebra 2 in 9th grade. If a student earns a D or F in Algebra 1 in middle school, then they should take Algebra 1 in 9th grade.

2. A passing score on the Missouri and US Constitution test is required.

3. A passing score on the provisions and principles of American Civics test will be required for students entering ninth grade after July 1, 2017.

4. It is highly recommended that students take at least two College and Career Ready assessments such as ACT, ACT WorkKeys, ASVAB, etc.

The following is a program that meets the minimum Missouri requirements for high school graduation.

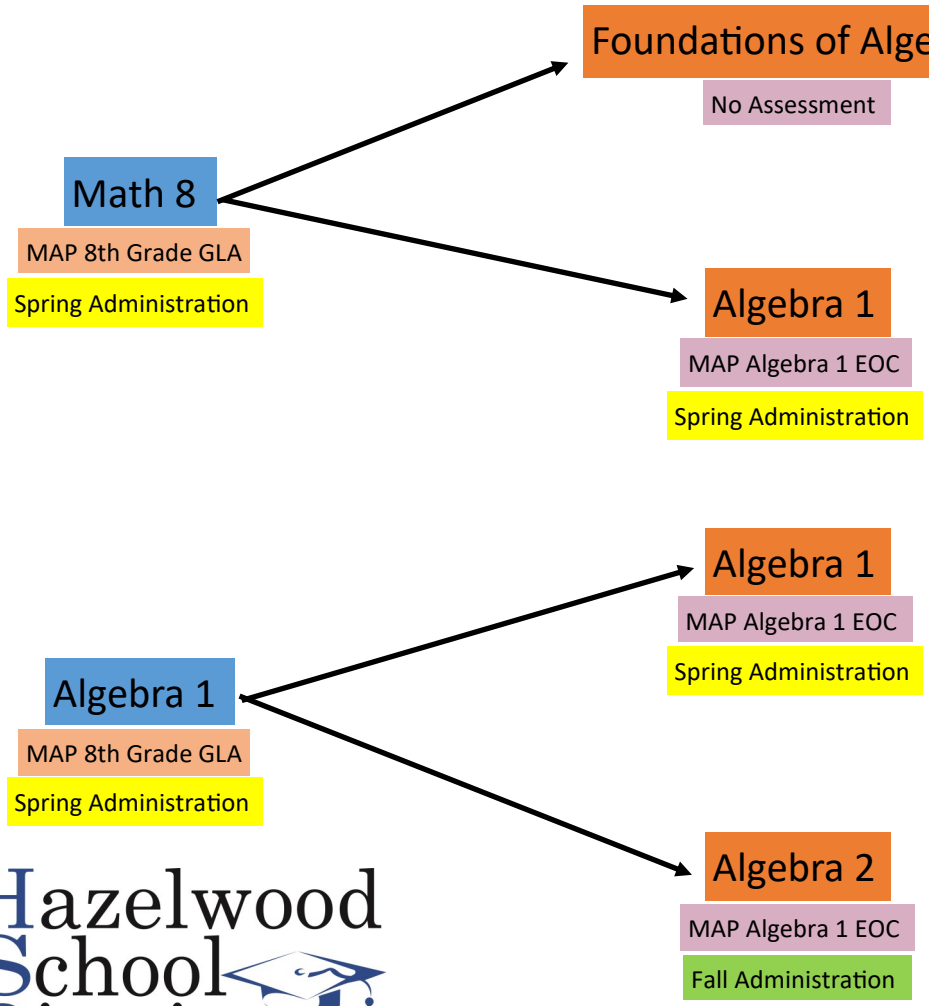
| | **2024-2025** |
|---|---|
| English Language Arts | 4.0 credits |
| Mathematics | 4.0 credits |
| Science | 3.0 credits |
| Social Studies | 3.0 credits |
| Fine Arts | 1.0 credit |
| Practical Arts | 1.0 credit |
| Personal Finance | 0.5 credit |
| Health Education | 0.5 credit |
| Physical Education | 1.0 credit |
| Electives | 6.0 credit |
| | |
| **TOTAL** | **24 credits** |

# Mathematics Pathways from Middle School into High School

## 8th Grade Year

## 9th Grade Year

## Rationales




**8th grade students who score below basic or basic on the MAP 8th Grade GLA will be placed into Foundations of Algebra at the start of 9th grade.**

**8th grade students who score proficient or advanced on the MAP 8th Grade GLA will be placed into Algebra 1 at the start of 9th grade.**

**8th grade students who receive a course grade of D or F, will be placed into Algebra 1 at the start of 9th grade.**

**8th grade students who receive a course grade of A, B, or C, will be placed into Algebra 2 at the start of 9th grade.**

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## COURSES REQUIRED FOR GRADUATION BY DEPARTMENT

| ENGLISH LANGUAGE ARTS<br>4 credits | MATHEMATICS<br>4 credits* | SOCIAL STUDIES<br>3 credits | SCIENCE<br>3 credits*** |
|---|---|---|---|
| English 1<br>Honors English 1 (.5W), or ESOL 1, 2, 3 | Algebra 1, Algebra in Manufacturing*, or Foundations of Algebra** | US History or<br>Honors US History (.5W)<br>or<br>AP US History (W) | Physics First~~,~~<br>Honors Physics (.5W), or<br>Principles of Biomedical Sciences (W) |
| English 2<br>Honors English 2 (.5W), or ESOL 1,2,3 | Geometry or<br>Honors Geometry (.5W) | World History or<br>AP World History (W) | Biology,<br>Honors Biology (.5W) |
| English 3 or<br>AP English Language and Composition (W) | Algebra 2 or<br>Honors Algebra 2 (W) | Government or<br>AP Government (W) | Chemistry or<br>Honors Chemistry (.5W)<br>or<br>AP Biology (W) |
| 1 English Credit | 1 Math Credit | | |

*Algebra in Manufacturing is offered only at East High School

**Students placed in Foundations of Algebra may earn .5 -1 math credits and may complete math requirements after completing Algebra 2.

***Students can take any science course sequence. Three credits are required, and one credit MUST be Biology. Elective science courses count towards the remaining two credits.

NOTE: Per Board Policy IKF, "a student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any English language arts, mathematics, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course statewide assessment. Unless otherwise waived by law, students who substitute certain courses with agricultural or career and technical courses are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process."

## COLLEGE ADMISSION REQUIREMENTS

The Missouri Coordinating Board of Higher Education (CBHE) has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at an additional time and expense to the student.

| Coordinating Board of Higher Education Recommended Coursework | | |
|---|---|---|
| **ENGLISH** | **4 CREDITS** | Speech courses may be included. Courses that emphasize student publications, broadcast media, or theater are not accepted as core curriculum. |
| **MATHEMATICS** | **4 CREDITS** | At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12. Coursework that emphasizes pre-algebra, computer math/programming, consumer/basic math, or business math/accounting is not accepted as core curriculum. |
| **SOCIAL STUDIES** | **3 CREDITS** | Including one credit of U.S. History and one credit of Government |
| **SCIENCE** | **3 CREDITS** | Not including general science, one of which must be a laboratory course |
| **FINE ARTS** | **1 CREDIT** | Selected from courses in visual arts, music, dance, or theater. Critical analysis, theory, or "appreciation" courses may be included. |
| **ADDITIONAL COURSEWORK** | **3 CREDITS** | Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2) |
| **ELECTIVES** | **6 CREDITS** | All students should complete at least 3 total elective units in world language and/or other courses within high school core content areas defined below. Two units of a single world language are strongly recommended. |

***The counseling office has information about Missouri vocational and technical schools, community colleges, four-year colleges, and universities. ACT and SAT admission test registration information and forms are also available. Admission representatives schedule meetings at each high school throughout the school year and meet with prospective students at the District's College and Career Night held each fall.***

For more information on college/university selection criteria, please click here:
https://dhewd.mo.gov/ppc/college-career-readiness/students

# NCAA COLLEGE FRESHMAN ELIGIBILITY REQUIREMENTS

In addition to standard college entrance requirements, a student planning to participate in college athletics must meet other specific requirements. Below are criteria for students and parents to review. Please speak with the high school counselor or athletic/activities director for additional information should you need assistance. ***Edgenuity courses will not count as credit for NCAA.***

If planning on attending a NCAA Division 1 or Division 2 school**,** a student **MUST** sign up with the NCAA eligibility center at www.eligibilitycenter.org . Prospective student-athletes must also:

- Pay a fee of $100 (if a student has received a fee waiver for the ACT, they may receive a waiver from the NCAA eligibility center)
- Each high school in the Hazelwood School District has an assigned school code that students will need to register:
  - Central School Code: 261102
  - East School Code: 261108
  - West School Code: 261109
- Final transcripts will be sent by the high school

*(In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for all student-athletes who initially enroll full time on or after August 1, 2023. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.)*

**NCAA Division 1 Requirements**: (Ex. Mizzou, SLU, SEMO, Missouri State, Lindenwood, SIU-E, SIU-C). Prospective student-athletes must:

- Be admitted by regular admissions process.
- Complete 16 core-course units in the required subject areas.
- Meet core-course progression before the seventh semester.
- Have a **CORE-COURSE** GPA of 2.3 or better in the required subject area.
- Submit proof of graduation to the Eligibility Center.

| | **DIVISION I**<br>**16 Core Course Rule**<br>**16 CORE COURSES:** |
|---|---|
| 4 | years of English |
| 3 | years of mathematics (Algebra 1 or higher) |
| 2 | years of natural/physical science (1 year of lab if offered by high school). |
| 1 | year of additional English, mathematics or natural/physical science. |

| | |
|---|---|
| 2 | years of social science |
| 4 | years of additional courses (from any area above, world language or non-doctrinal religion/philosophy). |
| Earn a 2.3 GPA in all core courses | |

**NCAA Division 2 Requirements:** (Ex. UMSL, Maryville, University of Central Missouri, Missouri Western). Prospective student-athletes must:

- Be admitted by regular admissions process.
- Complete 16 core-course units in the required subject areas.
- Have a Core GPA of 2.2 or higher
- Submit proof of graduation to the Eligibility Center.

| DIVISION II<br>16 Core Course Rule<br>16 CORE COURSES: | |
|---|---|
| 3 | years of English |
| 2 | years of mathematics (Algebra 1 or higher) |
| 2 | years of natural/physical science (1 year of lab if offered by high school). |
| 3 | years of additional English, mathematics or natural/physical science. |
| 2 | years of social science |
| 4 | years of additional courses (from any area above, world language or non-doctrinal religion/philosophy). |
| Earn a 2.2 GPA in all core courses | |

**NCAA Division 3 Requirements**: (Ex. Washington U., Webster, Westminster, Greenville). Prospective student-athletes must:

- Exhibit academic success in high school

***NCAA Division 3 colleges give grants for assistance and do not give athletic scholarships.**

For the latest, comprehensive information on NCAA initial-eligibility requirements and a list of approved high school core classes, we recommend visiting the official NCAA website at https://www.ncaa.org/. To find additional details about the recruiting process and how to register with the NCAA, please consult the following link: http://eligibilitycenter.org.

**NAIA Requirements:** (Ex. Missouri Valley, Central Methodist, Culver-Stockton)

If planning on attending an NAIA school, a student **MUST** sign up with the NAIA eligibility center at www.playnaia.org. Signing up allows prospective student-athletes the opportunity to create a personal profile that can be sent to selected NAIA schools. Prospective student-athletes must also:

- Pay a fee of $100 (if a student has received a fee waiver for the ACT, they may receive a waiver from the NAIA eligibility center)
- Final transcripts will be sent by the high school
- Send ACT scores directly to:
  NAIA Eligibility Center, P.O. Box 15340, Kansas City, MO 64106
  Code: **9876**
- Be admitted into school by regular admissions process

- Meet **2 of 3** following criteria:
    - Minimum **OVERALL** GPA of 2.000 on a 4.0 scale
    - Minimum composite ACT score of 18
    - Be in Top 50% of graduating class

**Junior College Requirements**: (St. Louis Community Colleges, St. Charles Community College, Fort Scott, Kaskaskia College, Mineral Area, Moberly). Please visit www.njcaa.org for NJCAA Eligibility Requirements.

Prospective student-athletes must:

- Be a graduate of a high school with an academic diploma, general education diploma or a state department of education approved high school equivalency test.
- Be an amateur

***To see what courses are eligible for NCAA approval at your high school, please click here:***
***https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool***

***To find additional NCAA resources and information, please click here:***
***https://web3.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks***

***NCAA courses in the Hazelwood School District are up to date as of 11/19/25.***

# EDUCATIONAL OPTIONS

The Hazelwood School District realizes that an effective educational program is one that provides opportunities for students to learn both within and beyond the traditional classroom. These expanded opportunities are viewed as educational options designed to supplement the regular educational program.

## I. STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

### 1. Modified Curriculum

A student may only be enrolled in a modified class if that service is specified in his/her Individualized Education Plan (IEP).

- Course Title ("Modified" followed by the standard course title).

**Modified Credit: A student may earn credit for a modified course when the following guidelines are met:**

- The student meets state standards as expressed in the grade level or course level expectations.
- The student will have modifications and/or adaptations in 50% or more of the class work in a regular education class, in the areas and settings specified by the IEP team. The preference is always for the student to receive instruction in a regular education class. **OR**
- The student may receive instruction in a separate modified class in which 50% or more of the instruction is modified or adapted, in the areas and settings specified by the IEP team. The preference is always for the student to receive instruction in a regular education class.

**Content**

- Course content meets state standards as expressed in the grade level or course level expectations.
- Instructional strategies, assessment strategies, and learning and assessment time may be adapted or modified, but not the grade level expectations.

**Performance and Assessment**

- Student will complete at least one performance activity each quarter. Project work will be assessed and averaged as a performance evaluation grade.
- Student will complete self-reflection activities that will be assessed and averaged as a learning activity or performance evaluation grade.
- Any assessment may be modified or adapted, including the amount of time allotted for the assessment, but the student must be assessed on the appropriate grade level expectations.

**Materials**

- Regular education course materials will be used, but may be supplemented, modified, or adapted.
- Students will use technology for at least part of the coursework to support their learning.

**2. Functional Curriculum**

A student may only be enrolled in a functional class if that service is specified in his/her Individualized Education Program (IEP).

- Course Title ("Functional" followed by the standard course title)

**Functional Credit**

- A student may earn credit for a Functional course when he/she meets standards as modified or adapted from the grade level or course level expectations in the areas and settings specified by the IEP team.
- The student will meet the requirements of the functional curriculum written by the Special School District staff.

**Content**

- Course content meets state standards as modified from the grade level or course level expectations.
    - Instructional strategies, assessment strategies, learning and assessment time, and grade level expectations may be adapted or modified.

**Performance and Assessment**

- Student will complete at least one performance activity each quarter. Project work will be assessed and averaged as a performance evaluation grade.
- Student will complete self-reflection activities that will be assessed and averaged as a learning activity or performance evaluation grade.
- Any assessment and grade level expectation may be modified or adapted, including the amount of time allotted for the assessment, in the areas and settings specified by the IEP team.

**Materials**

- Course materials will align to modified or adapted grade level expectations.
- Students will use technology for at least part of the coursework to support their learning

## II. GIFTED EDUCATION

For high school students who are identified as gifted, a gifted education facilitator is available to deliver a range of personalized services. These services include:

- Supporting students in their transition from middle school to high school
- Delivering information and guiding students and their parents and families in developing long-range plans to help them prepare to apply and then gain admission to highly selective colleges and universities and military service academies and/or pursue other post-secondary college and career preparation options
- Helping students to select classes that best serve their unique needs, including Advanced Placement, dual credit, and advanced STEM, arts, and world language classes
- Connecting students with opportunities for academic enrichment, both within our schools and outside of our schools at our local universities and other providers of educational services
- Aiding students in gaining acceptance to and participating in academic enrichment and professional/career exploration and readiness programming both during the school year and in the summer
- Promoting the emotional and physical health of our students in collaboration with licensed providers of specialized health services both within our high schools and in the Hazelwood and Saint Louis metropolitan area

# DUAL CREDIT

Students who meet the minimum instruction-based requirements may achieve college credit through a cooperative arrangement with Saint Louis University, Saint Louis Community College, University of Central Missouri, or University of Missouri – St. Louis. Sophomores, juniors and seniors may receive both high school and college credit for selected regular high school courses. A tuition fee is charged by the university. These courses are taught at the high school. Dual Credit may or may not be based on teacher certification. Dual credit course pricing and acceptance criteria are determined by the credit issuing university and are subject to change at their discretion. Hazelwood School District has Dual Credit agreements for the following courses. The courses are listed by the credit issuing institution. Students should double check with their counselor to make certain the course is offered in their building. Should Dual Credit for a course not be available at your school, the counselor will make accommodations to the student's schedule to allow for the Dual Credit.

| **St. Louis Community College**<br>https://stlcc.edu/admissions/college-credit-in-high-school/dual-credit.aspx | |
|---|---|
| Drone Pilot Certification | Medical Interventions |
| Computer Science A | Cybersecurity |
| Biology | AP English Language and Composition |
| AP English Literature and Composition | AP Environmental Science |
| | |
| | |

| **University of Missouri-St. Louis**<br>https://www.umsl.edu/acp/index.html | |
|---|---|
| Advanced Child and Human Development | Exploring the Teaching Profession |
| Teaching Profession Internship | AP Government |
| Anatomy and Physiology | AP Environmental Science |
| AP Biology | AP Psychology |
| AP Calculus | Pre-Calculus |
| | |

| **Missouri State University**<br>https://dualcredit.missouristate.edu/ | |
|---|---|
| Culinary Arts 2 | |
| | |

| St. Louis University<br>https://www.slu.edu/1818/index.php | |
|---|---|
| AP English Language and Composition | AP English Literature and Composition |
| Astronomy | AP Physics 1 |
| Spanish 3 | Spanish 4 |
| | |

| St. Louis University-PLTW<br>https://www.slu.edu/science-and-engineering/about/pre-college-programs/project-lead-the-way.php | |
|---|---|
| Civil Engineering & Architecture | Cybersecurity |
| Digital Electronics | Human Body Systems |
| Medical Interventions | Principles of Biomedical Sciences |
| Principles of Engineering | |

| St. Cloud State University<br>https://www.stcloudstate.edu/ets/pltw.aspx | |
|---|---|
| Engineering Essentials | Introduction to Engineering Design |
| Principles of Engineering | Digital Electronics |
| Civil Engineering & Architecture | Aerospace Engineering |
| PLTW Capstone | Computer Science Essentials |
| Computer Science Principles | Computer Science A |
| Cybersecurity | Principles of Biomedical Sciences |
| Human Body Systems | Medical Interventions |

# DUAL ENROLLMENT

Students on track for graduation and not deficient on credits may enroll in colleges or universities; these courses are taught on the college campus. Students must meet the requirements of the specific institution to participate, and Hazelwood School District must have an agreement in place with the college or university. A fee may be applicable. Students may receive high school credit for dual enrollment classes **if pre-approved by the building principal and Assistant Superintendent over the high schools** prior to the start of the school year. The course must be a course that the school does not already offer for dual credit or AP credit.

According to the state of Missouri Department of Elementary and Secondary Education, typical conversion is: a five hour dual enrollment course is the equivalent of one high school credit, a four-hour dual enrollment course is the equivalent of three quarters of a high school credit, a three-hour dual enrollment course is the equivalent of a half of a high school credit. All Dual Enrollment programs/courses will be weighted grades on student transcripts.

| Dual Enrollment Program | Description | Link for more Information |
|---|---|---|
| Access Point | Partnership with Daugherty Business Solutions in which students will dually enroll with St. Louis Community College. This program is designed for students in the Computer Science pathway. | https://stlcc.edu/programs-academics/access-point.aspx |
| Early College | Students are able to graduate from high school with a high school diploma and an Associate's Degree. | https://stlcc.edu/admissions/college-credit-in-high-school/early-college.aspx |
| Emerson STEM | Students take entry level STEM classes. Students receive free textbook rental and have access to a STLCC ESA Staff Liaison to help support their dual enrollment journey. | https://stlcc.edu/admissions/college-credit-in-high-school/emerson-stem-academy.aspx |
| EMBARK | Students can earn a Life Science Lab Assistant Certification. Students earning the credential are prepared to work in bioscience laboratories. | https://stlcc.edu/admissions/college-credit-in-high-school/track-programs.aspx |
| Precision Machining Technology | Students will learn to safely set up and operate milling machines, lathes, grinders, drill presses and the basics of Computer Numerical Control machine setup and operation. Students graduate with a Certificate of Specialization in Precision Machining. | https://stlcc.edu/admissions/college-credit-in-high-school/track-programs.aspx |
| Make it Count | Designed for 2nd semester Seniors, who take a full semester of college classes. Students have the option of enrolling in courses under the CORE 42 framework. | https://stlcc.edu/admissions/college-credit-in-high-school/makeitcount.aspx |
| HCHS Thematic School | Students at HCHS have the opportunity to participate in Dual Enrollment courses/programs at StLCC on Fridays. | Contact your counselor for more information: https://chs.hazelwoodschools.org/counselor/school-counseling-department |
| HWHS Dual Enrollment | Students at HWHS have the opportunity to participate in Dual Enrollment courses/programs. | Contact your counselor for more information: https://docs.google.com/document/d/1tFcysLxNKQzwRC5C0dY3wKo |

| | | |
|---|---|---|
| HEHS Dual Enrollment | The Hazelwood East Dual Enrollment Program is an extension of the East Middle Accelerated Program. Students continuing into Hazelwood East High School follow an advanced academic track that includes honors, Advanced Placement, and dual credit courses, preparing them for Dual Enrollment in their junior year. | Contact your counselor for more information: https://sites.google.com/hazelwoodschools.org/school-counseling/home |

# A+ SCHOLARSHIP PROGRAM

The A+ Scholarship Program is a merit-based scholarship that provides scholarship funds to eligible graduates of A+ designated high schools who attend **participating public community colleges or vocational/technical schools**, or certain private two-year vocational/technical schools. The information on this page is effective for the 2024-2025 academic year, unless otherwise noted.

Additional information: https://dhewd.mo.gov/ppc/grants-scholarships/a-plus

### Criteria for High School Students

- Be a U.S. citizen or permanent resident.
- Enter into a written agreement with your high school prior to graduation.
- Attend a designated A+ high school for 2 years prior to graduation.
    - 2020 High School Seniors and Forward who attended an A+ designated high school for any 2 years of the 4 years prior to high school graduation have met this requirement.
    - In addition, regardless of graduation year, if one of the parents is a member of the military on active duty or has retired from the military and relocated to Missouri within one year of their retirement, the student is exempt from this requirement. However, they must attend an A+ designated high school in the school year immediately preceding graduation and meet all of the other high school eligibility requirements.
- Graduate from an A+ designated high school with an overall unweighted grade point average of 2.5 or higher on a 4.0 scale.
- Have at least a 95% attendance record overall for grades 9-12.
- Perform at least 50 hours of unpaid tutoring or mentoring, of which up to 25% may include job shadowing prior to graduation.
    - High school policy may allow this criterion to be met up to 6 months beyond high school graduation in exceptional circumstances.
- Maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol while in grades 9-12.
- Have achieved a score of proficient or advanced on the Algebra I end of course exam or a higher level DESE approved end-of-course exam in the field of mathematics.
    - **2018 High School Seniors and Forward** - If a student meets all of the eligibility requirements for their high school graduating class except the end of course exam requirement, they may establish eligibility by achieving a combined Pre-ACT or ACT math subscore and high school GPA in accordance with the following scale.

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

    - A student may achieve the qualifying score as a high school or postsecondary student. If the student achieves the score as a postsecondary student, they may be eligible for an award in the same term that they take the test provided that they established eligibility before the institution's reimbursement request is submitted.

# ADVANCED PLACEMENT (AP) COURSES

Students may obtain advanced placement and/or college credit by taking advanced courses and receiving a particular score on the AP exam. Awarded credit will be determined by the post-secondary institution. **Students who take Advanced Placement courses are strongly encouraged to take the AP exam**. There are no specific course requirements for a student to be eligible to take the AP exam. However, there are specific advanced courses which will prepare students to be successful on the exam. Advanced Placement courses are available in all content areas. Each course is designed to assist students in preparing for the AP exam. Each AP course is also a weighted course which will be designated with a "W" on the student's transcript. For each AP course in which a student receives a "C" or better, one point will be added to the total of his/her grades to recognize the rigor of the course.

Students in AP courses will have access to extra support through AP Integrated Seminar and AP Boot Camp. AP Integrated Seminar offers weekly tutoring sessions for students and AP Boot Camp will be offered to support students in strengthening their prerequisite knowledge, test taking skills, close reading skills, and writing skills. Students who earn a C or lower in an AP class who would like to take an AP class or classes in the same content area in the upcoming year will be encouraged to attend AP Boot Camp over the summer or an accelerated support option approved by the principal. The school district will cover the cost for AP assessments, but this is subject to change.

| **ENGLISH LANGUAGE ARTS** | **SOCIAL STUDIES** | **WORLD LANGUAGES** |
|---|---|---|
| • AP English Literature and Composition<br>• AP English Language and Composition | • AP World History<br>• AP Government<br>• AP Comparative Government & Politics<br>• AP U.S. History<br>• AP Human Geography<br>• AP Psychology<br>• AP African American Studies | • AP Spanish Language and Culture<br>• AP French Language and Culture<br>• AP German Language and Culture |
| **SCIENCE** | **FINE ARTS** | **MATHEMATICS** |
| • AP Environmental Science<br>• AP Biology<br>• AP Physics 1<br>• AP Chemistry | • AP Art History<br>• AP Art & Design<br>• AP Music Theory | • AP Statistics<br>• AP Pre-Calculus<br>• AP Calculus |
| | **CAREER AND TECHNICAL EDUCATION** | |
| | • Computer Science Principles<br>• Computer Science A | |

## HIGH SCHOOL CERTIFICATE OF ATTENDANCE INTERNATIONAL EXCHANGE STUDENTS ONLY

When parents, students and school staff agree that the international exchange student cannot meet the graduation requirements, the student will be classified as a junior and may be placed in a program leading to a certificate of attendance.

## SEAL OF BILITERACY

Students who are awarded the Seal of Biliteracy may receive college or university credit for a world language. Students who are interested in applying for the Seal of Biliteracy should see their counselor for more information.

## RECOGNITION SYSTEM

Graduating seniors will be recognized with a "cum laude" system, using the following grade point ranges:

| | |
|---|---|
| 4.00 and above: | Summa cum laude |
| 3.75 – 3.99: | Magna cum laude |
| 3.50 – 3.749: | Cum laude |

"Cum laude," "Magna cum laude" or "Summa cum laude" will appear on the diplomas of qualifying students and on their transcripts issued after graduation. Class quartile will also be designated on the transcripts. The purpose of this plan is to encourage more students to take more rigorous courses.

## INDEPENDENT STUDY

Credit may be granted to students for Independent Study and counted toward the high school graduation requirements. The courses are offered for the advanced student who demonstrates a need to pursue development in a particular curriculum beyond the regular program of studies according to the following guidelines:

1. The program is under the guidance and direction of the school district faculty.
2. The program is carefully planned, supervised, and evaluated in accordance with Board of Education policies and administrative regulations on curriculum development and special programs.
3. The student has demonstrated high academic achievement and the ability to sustain a long-term project.
4. The program meets the criteria specified by the State Department of Education.
5. Parental approval is given in writing.

6. The student and the program have been approved by the principal in advance.

Prior to the beginning of the semester, the proposed program of studies must be submitted to the supervising Assistant Superintendent for Instruction for approval.

## TRANSFER STUDENTS

Transfer students will be permitted to graduate if they are unable to meet specific requirements due to conditions beyond their control according to the following:

A. They would have graduated from the former school if they had not transferred.
B. They continue to do satisfactory work after the day of transfer.
C. They have transferred from an accredited school under the supervision of administrators and instruction of teachers who meet other standards of the North Central Association or the regional accrediting association where the former school is located, or the standards of a foreign country in case of transfers from foreign schools.
D. The credit transferred is acceptable under Missouri law.

**Appropriate coursework will be determined for Immigrant and Refugee students by the EL staff.*

# WEIGHTED COURSES

Students have the opportunity to earn weighted credit in two different scenarios. Honors and Weighted courses are considered more advanced and rigorous; therefore are worth additional credit. Students who earn a "C" or better in Honors Courses will earn an additional weight of 0.5 towards their grade point average (GPA). Students who earn a "C" or better in Weighted Courses will earn an additional weight of 1.0 towards their GPA. Both Honors and Weighted Courses will be indicated on a student's transcript with "Honors" or "W" within the course title.

The following weighted grade point scale will be used to differentiate between weighted and non-weighted courses.

| Grade | Non-Weighted Course | Honors Weighted Course | Weighted Course |
|---|---|---|---|
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1 | 1 |
| F | 0 | 0 | 0 |

| Honors Courses (.5W) | |
|---|---|
| Honors English 1 | Honors Physics |
| Honors English 2 | Honors Chemistry |
| Honors US History | Honors Biology |
| Honors Geometry | Honors Theatre Practicum |
| Honors Algebra 2 | |

| Weighted Courses (W) | |
|---|---|
| All Dual Enrollment Courses | All Project Lead the Way Biomedical Sciences courses |
| All Dual Credit Courses | All Project Lead the Way Engineering courses |
| All AP Courses | All Project Lead the Way Computer Science courses |
| Spanish/French/German 3 | Drone Pilot Certification |
| Spanish/French/German 4 | Teaching Profession Internship |
| Spanish/French/German 5 | Culinary Arts 2 |
| Astronomy | Advanced Child and Human Development |
| Anatomy and Physiology | Exploring the Teaching Profession |
| Organic Chemistry | Biochemistry |
| | CISCO Networking (Available at North Technical High School |

# VIRTUAL LEARNING COURSES AND NIGHT COURSES

Students in grades 9-12 may enroll in virtual learning courses or night courses. The Hazelwood School District offers virtual learning courses through Launch. Students may also take virtual learning courses through any Missouri Course Access and Virtual School Program (MOCAP) provider. Virtual learning courses may not be recognized by NCAA. Credit may be counted toward high school graduation requirements if the following criteria are met:

A student must meet with a counselor at the high school at which they attend to begin participation in any of the programs listed.

**Night Courses:**

- The credit earned meets the requirements of the Hazelwood School District for high school graduation.
- The night school course is offered by a school accredited by a state department of education or the North Central Association.
- The student must receive written approval from the building principal before enrolling in the course.

**Credit Recovery:**

- Currently the Hazelwood School District offers virtual learning course work and credit recovery with Edgenuity. Edgenuity is a rigorous online program for students to earn high school credit. Students and parents may contact a counselor at any time to see if Edgenuity is right for their child. The Hazelwood School District will pay for students to take courses through Edgenuity if the courses do not extend beyond a student's full course load. Edgenuity courses will not count as credit for NCAA.

**Missouri Course Access Program Virtual Learning Courses:**

- Missouri Course Access and Virtual School Program (MOCAP) – Any student enrolled in the Hazelwood School District can apply to take courses virtually through the MOCAP. Any student enrolled full time in MOCAP will, upon acceptance from the full-time MOCAP provider, be transferred to the host school district of the MOCAP provider. Full-time students in MOCAP will not be allowed to continue as students of Hazelwood School District. Note: Missouri State High School Activities Association (MSHSAA) does not allow MOCAP students to participate in sports or activities in host districts. To participate in MOCAP, the full-time virtual vendor will need to first approve the student's enrollment. Students with IEP's will need approval from the IEP team to be considered for MOCAP.

# CAREER AND TECHNICAL EDUCATION (CTE)

When choosing a career pathway, students have the opportunity to choose a pathway that makes them a CTE student. While in a CTE pathway, students will be able to participate in rigorous and applicable curriculum in a CTE pathway. Students in CTE pathways will also have the opportunity to:

- Learn how to use industry standard software and equipment
- Earn an industry credential
- Participate in a work-related learning experience (internship, etc.)
- Earn the Missouri CTE Certificate
- Participate in a Career and Technical Student Organization
    - Future Business Leaders of America (FBLA)
    - Distributive Education Clubs of America (DECA)
    - Family, Career, and Community Leaders of America (FCCLA)
    - Technology Student Association (TSA)
    - Health Occupation Students of America (HOSA)
    - Future Farmers of America (FFA) (available at North Tech High School)
    - Skills USA (available at North Tech High School)

All Hazelwood School District students are eligible to participate in the following CTE programs:

- Business Education
- Marketing Education
- Family and Consumer Sciences Education
    - Culinary
    - Exploring Teaching
- Health Occupations
- Biomedical Sciences
- Engineering
- Computer Science

While participating in a CTE program, students are eligible to earn the following credentials:

| CREDENTI | HAZELWOOD COURSE |
|---|---|
| ServSafe-Food Handler | Culinary Arts 1 |
| AAFCS-Culinary | Culinary Arts 2 |
| ServSafe-Food Manager | Culinary Arts 3 |
| AAFCS-Education Fundamentals; Frontline | Exploring Teaching |
| AAFCS-Fashion | Fashion Merchandising |
| AAFCS-Housing and Interiors | Housing and Design |
| ASK-Business Fundamentals | Business Technology |
| ASK-Marketing | Advanced Marketing 2 |

| | |
|---|---|
| Microsoft Office Specialist | Microsoft Office Skills |
| CareerSafe Workplace Readiness | Business Internship, Marketing Internship, Culinary Internship, CAPS Medicine & Bioscience, Teaching Internship |
| Part 107 FAA Pilot's License | Drone Pilot Certification |
| Basic Life Saving | Health Occupations/CAPS Medicine and Bioscience |
| OSHA 10-Healthcare | Health Occupations/CAPS Medicine and Bioscience |
| Accounting Basics | Accounting 2 |
| *For information on each credential click here: https://dese.mo.gov/media/pdf/new-irc-and-tsa-guidance* | |

# NORTH TECHNICAL HIGH SCHOOL

Hazelwood School District students also have the opportunity to apply for and participate in programs at North Technical High School. A one-year or half year exploratory option for sophomores is available with two-year, hands on training to follow for qualifying students. Two-year programs for juniors are available on a half-day basis. For half-day programs, technical classes will be taken at North Technical High School, and remaining classes will be taken at the home high school.

| | | |
|---|---|---|
| Auto Collision Repair | Emergency Medical Technician | Fashion Design |
| Automotive Technology | Firefighting | Law Enforcement |
| Carpentry | Graphic Design & Multimedia | Precision Machining |
| CISCO Networking Academy | Health Sciences | Veterinary Assistant |
| Diesel Technology | Heating Ventilation & Air Conditioning | Web and Computer Programming |
| Early Childhood Education | Cosmetology | Welding |
| Electrical Trades | Construction Innovations | Construction Trades |

North Technical High School course descriptions are available in the counseling office at each high school or at North Tech.

**Half-Day Program:** Academic classes are completed at the student's Hazelwood High School and the technical classes are completed at the Technical High School.

**When to Apply?** Students planning to attend North Tech in the fall are strongly encouraged to apply as early as September, the school year prior to enrollment. Lottery selection takes place in November (for January enrollment) and in January (for August enrollment). It will be important to apply prior to the priority deadline. Acceptance rounds begin in late fall and continue through the school year. It is important to apply early as programs will fill.

**How to Apply?**

- Complete an application online at: https://northtech.ssdmo.org/future-students
- If you have questions, meet or contact your school's admission representative to complete the application process: https://northtech.ssdmo.org/future-students

| CREDENTIAL | NORTH TECHNICAL HS PROGRAM |
|---|---|
| Automobile Service Excellence (ASE) Student Certification in Nonstructural / Paint & Refinishing; S/P2 Safety Certification; I-Car Prolevel 1: Non Structural Repair; I-Car Prolevel 1: Painting and Refinishing | Automotive Body Collision |
| Automobile Service Excellence (ASE) Student Certification in Brakes, Electrical, Engine, Performance Suspensions; S/P2 Safety Certification; EPA 609, Snap-On Certification | Automotive Technology |
| Occupational Safety and Health Administration (OSHA) – 10 hour Construction; CPR and First Aid Certification | Carpentry (for Seniors only) |
| CompTIA A+ Certification; Cisco Certified Network Associate (CCNA) Certification; Intro to Cybersecurity Certification; Cisco Certified Support Technician (CCST) Networking and/or Cybersecurity Certification | CISCO Networking Academy |
| Occupational Safety and Health Administration (OSHA) – 10 hour Construction; CPR Certification | Construction Trades (for Seniors only) |
| Cosmetology Missouri State Board Certification; Barbicide Salon Certification (Attendance requirement of the course must be maintained to ensure eligibility for the Missouri State Board of Certification exam) | Cosmetology |
| Dental Assisting National Board, Missouri Test of Basic Dental Assisting Skills Exam; CPR Certification; OSHA-10 Healthcare Certification | Dental Sciences |
| Automobile Service Excellence (ASE) Student Certification in Diesel Engines; Electrical/Electronic Brake Systems, Brakes and Steering & Suspension; EPA 609; S/P2 Safety | Diesel Technology |
| American Association of Family & Consumer Sciences (AAFCS) – Early Childhood Certification; CPR and First Aid Certifications; ServSafe Food Handler; Child Development Associate Credential | Early Childhood Education |
| Occupational Safety and Health Administration (OSHA) – 10 hour; Construction Industry; CPR Certification; First Aid Certification | Electrical Trades (for Seniors only) |
| MO Fire I and Fire II certifications; Emergency Medical Technician Basic Certification through National Registry; National First Responder Certification; Hazardous Materials Awareness and Operations Certification; AHA Heartsaver CPR and First Aid; FEMA Incident Command System 100, 200, 700 | Firefighting/Emergency Medical Technician (EMT) |

| | |
|---|---|
| Adobe Certifications in Illustrator, InDesign, and Photoshop | Graphic Design |
| Certified Nursing Assistant (CNA) – State of Missouri Certification; Occupational Safety and Health Administration (OSHA) –10 hour General Industry – Healthcare Certification; CPR and First Aid Certifications | Health Sciences |
| Occupational Safety and Health Administration (OSHA) – 10 hour Construction Industry Certification; Environmental Protection Agency (EPA) – 608; Refrigeration Handling Certification; CPR and First Aid Certification | Heating, Ventilation, and Air Conditioning (HVAC) (for Seniors only) |
| International Academies of Emergency Dispatch; Emergency Telecommunicator Certification; CPR and First Aid Certification; OSHA for Law Enforcement; FEMA Incident Command System 100, 200, 700 | Law Enforcement |
| Adobe Certified Professional Certification in Premiere Pro, Photoshop, and After Effects | Multimedia |
| National Institute for Metalworking Skills (NIMS): Measurement, Materials & Safety Certification, Job Planning, Benchwork & Layout Certification | Precision Machining |
| Certified Vet Assistant - State of Missouri Vet Med Association | Veterinary Assistant |
| HTML/CSS; Python Javascript; C#; HTML/CSS Python Javascript | Web and Computer Programming |
| American Welding Society (AWS) – multiple entry-level welding certifications available; S/P2 Safety Certification; Occupational Safety and Health Administration (OSHA) – 10 hour | Welding (for Seniors only) |
| *For more information on these programs click here: https://northtech.ssdmo.org/programs* | |

# CTE COURSE SUBSTITUTION

**House Bill 1189**

**Policy and Procedures**

Hazelwood School District policy IKF states that "A student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any English language arts, mathematics, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course statewide assessment. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (§ 170.017, RSMo.)."

**This policy allows students in the Hazelwood School District to choose to take an extra CTE (Career and Technical Education) credit in place of one English, Science, Social Studies, or Math credit. In order for students to replace a core area credit for a CTE credit, the following criteria must be met:**

- Student must be in Junior or Senior standing during year of substitution.
- Student must be on track to graduate high school as scheduled.
- Student must get application signed by parent/guardian and approved by counselor, building principal, CTE Coordinator, and Assistant Superintendent of High Schools.
- Student may not substitute a core area class that has an associated End Of Course exam.
- Students may substitute up to one credit from each of the four content areas (English, Math, Science, and Social Studies).
- Students may not substitute for a failed core area course.
- Students may only substitute with the following CTE courses:

  - Advanced Marketing 1 & 2
  - Marketing Education Internship
  - Business Technology
  - Business Education Internship
  - Introduction to Teaching
  - Exploring The Teaching Profession
  - Teaching Profession Internship
  - Culinary Arts 2
  - Health Occupations 1
  - Health Occupations 2
  - Introduction to Engineering Design
  - Principles of Engineering
  - Digital Electronics
  - Civil Engineering & Architecture
  - Culinary Arts 3
  - Culinary Internship
  - Engineering Essentials
  - Aerospace Engineering
  - Computer Science Essentials
  - Computer Science Principles
  - Computer Science A
  - Cybersecurity
  - Principles of Biomedical Sciences
  - Human Body Systems
  - Medical Interventions
  - PLTW-Capstone
  - CAPS: Medicine and Bioscience
  - CAPS: Engineering and Construction

**House Bill 1189 (Policy IKF)**
**Application**

Student Name:_____ Student ID:_____

Current Grade Level: 10 or 11 School Year Substitution Will Occur:_____

**Please check which CTE course(s) the student would like to take:**

☐Advanced Marketing 1 & 2
☐Marketing Education Internship
☐Business Technology
☐Business Education Internship
☐Introduction to Teaching
☐Exploring The Teaching Profession
☐Teaching Profession Internship
☐Culinary Arts 2
☐Health Occupations 1
☐Health Occupations 2
☐Introduction to Engineering Design
☐Principles of Engineering
☐Digital Electronics
☐Civil Engineering & Architecture
☐Civil Engineering & Architecture
☐Aerospace Engineering
☐Computer Science Essentials
☐Computer Science Principles
☐Computer Science A
☐Cybersecurity
☐Principles of Biomedical Sciences
☐Human Body Systems
☐Medical Interventions
☐PLTW CAPSTONE
☐CAPS: Medicine and Bioscience
☐CAPS: Engineering and Construction
☐Engineering Essentials

**Core area course(s) to be substituted:**

ELA:_____ Math:_____
Science:_____ Social Studies:_____

**Approval:**

Counselor:_____ Parent/Guardian:_____

Principal:_____ CTE Curr. Coordinator:_____

Assist Superintendent of High School Programming:_____

*Please check with your prospective post-secondary institution to verify that the substitution will be accepted.*

# FOUR YEAR ATTENDANCE REQUIREMENT

Early graduation is an opportunity for competent students to complete their high school graduation (adhere to this rule) requirements by the end of Junior year (6th semester) or December of Senior year (7th semester) to continue their educational experience in college, vocational school, or employment/apprenticeship training program.

**Early Graduation Criteria and Requirements**

Students must complete the required units of credit for graduation and maintain a 3.0 cumulative GPA to qualify. If a student does not meet the GPA requirement, special cases caused by unforeseen or extenuating circumstances, including health reasons, may be presented to a committee for review. The head principal, counselor, junior or senior assistant principal are committee members. In addition, students must complete all state-required End of Course exams and score at the Basic level on all four exams; complete two post-secondary assessments; complete and pass a college dual/credit course; submit a completed plan of study (ICAP); attend Hazelwood's annual Early Graduate Career Fair (when the event is offered); and submit documented completion of the community service requirement needed for graduation. The specific details of the standard diploma requirements and early graduation requirements may be found in the High School Course Registration Guide.

**Early Graduation Procedure**

Students wishing to graduate early must work with their counselors to submit a completed application by the end of their first semester of Junior year (5th semester). A complete application consists of the following:

1. Early Graduation Application
2. Parent Approval Form
3. Counselor Recommendation Form
4. Principal Approval Form

The principal will review and sign the application before submitting it to the Assistant Superintendent for approval. The Assistant Superintendent will either approve the application or deny the application and return it to the student along with a written explanation for the denial.

Before the student will be granted the opportunity to graduate early, he/she must fulfill all of the district's graduation requirements to earn a standard diploma by the end of their 6th or 7th semester. Failure to complete all required courses and/or verification of a post-secondary plan will void the early graduation agreement.

Students may graduate in less than four years if the following criteria are met:

**Early Graduation Procedure**

- Completion of graduation requirements (24 credits in required areas)
- Cumulative 3.0 GPA or higher, or approval from the committee for a GPA lower

than 3.0

- Completion of EOC Exams (must score Basic or above on Algebra 1, English II, Biology, and Government exams)
- Completion of two Post Secondary Assessments (ACT, SAT, Accuplacer, ASVAB, ACT WorkKeys)
- Completed ICAP
- Completion of 50 community service hours, transferred community service hours will be accepted
- Attendance at Early Graduate Career Fair (if offered)
- Early Graduation Packet
    - Early Graduation Application with verification of post-secondary plan (college acceptance letter, employment training verification, etc.)
    - Parent Approval Form
    - Counselor Approval Form (with most recent transcript)
    - Principal Approval Form
    - Assistant Superintendent Approval Form

**Please see your counselor or principal for the necessary paperwork*

# MISSOURI OPTION PROGRAM

The Missouri Option program is a high school diploma program developed by the Missouri Department of Elementary and Secondary Education (DESE). The program is for students who are at least seventeen (17) years of age and are in their fourth year of high school, or not older than twenty (20), who are at least one academic year behind their cohort (7 credits) or have other demonstrated needs. Cohort is defined as the year that the student enrolled in kindergarten.

A. The process for enrollment is as follows:
    1. Students must be officially enrolled in one of the three Hazelwood School District high schools to enroll in the Missouri Option Program. The student does not need to be enrolled when they apply, but once they are accepted, they must enroll. The student must also live in the District's boundary area.
    2. Students must demonstrate a minimum proficiency of at least the 8th grade on the reading and mathematics sections of the Test of Adult Basic Education (TABE). Monthly test dates are scheduled for each high school by the Missouri Option teacher.

B. A student will complete the program and receive their Hazelwood School District diploma when they have met the following criteria:
    1. ½ credit in an American Government class and:
        a) A passing score on the Missouri Constitution Test
        b) A passing score on the U.S. Constitution Test
    2. ½ credit in a Personal Finance class
    3. ½ credit in a Health class
    4. Complete required EOC exams
        a. Algebra 1
        b. Algebra 2
        c. Biology
        d. Government
        e. English
    5. Earn passing scores on the five sections of the High School Equivalency Test (HiSET) exam
        a. Language Arts – Writing – 2 parts
        b. Language Arts – Reading
        c. Mathematics
        d. Social Studies
        e. Science
    6. Successful completion of the fifteen (15) classroom hours per week required for the program by the Department of Elementary and Secondary Education (DESE)

# HAZELWOOD HIGH SCHOOLS PROGRAM OF STUDIES

## LANGUAGE ARTS

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | | | | English 1 or Honors English 1 (.5W) | 1 |
| 09 | 10 | | | English 2 or Honors English 2 (.5W) | 1 |
| | | 11 | | English 3 | 1 |
| | | 11 | 12 | AP English Language and Composition (W) | 1 |
| | | | 12 | AP English Literature and Composition (W) | 1 |
| 09 | 10 | 11 | 12 | *English for Speakers of Other Languages 1 | 1 |
| 09 | 10 | 11 | 12 | *English for Speakers of Other Languages 2 | 1 |
| 09 | 10 | 11 | 12 | *English for Speakers of Other Languages 3 | 1 |
| 09 | 10 | 11 | 12 | *English For Speakers of Other Languages 4 | 1 |
| 09 | 10 | 11 | 12 | *Sports Writing | .5 |
| 09 | 10 | 11 | 12 | Reading/Writing Workshop | .5 |
| 09 | 10 | 11 | 12 | *Media Literacy | .5 |
| | 10 | 11 | 12 | *Media Production | .5 |
| 09 | 10 | 11 | 12 | Speech 1 | .5 |
| 09 | 10 | 11 | 12 | Speech 2 | .5 |
| 09 | 10 | 11 | 12 | Debate | .5 |
| | | 11 | 12 | College Prep English | .5 |
| | 10 | 11 | 12 | Creative Writing | .5 |
| 09 | 10 | 11 | 12 | Scholastic Journalism 1 | .5 |
| | 10 | 11 | 12 | Scholastic Journalism 2 | .5 |
| | | 11 | 12 | *Scholastic Journalism 3 | 1 |
| | 10 | 11 | 12 | *ACT Prep (Not an English Credit. Elective Credit Only) | .5 |
| 09 | 10 | 11 | 12 | *AP Integrated Seminar (Elective Credit Only) | .5 |

**Not NCAA approved*

## WORLD LANGUAGES

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Spanish 1 | 1 |
| 09 | 10 | 11 | 12 | Spanish 2 | 1 |
| | 10 | 11 | 12 | Spanish 3 (W) | 1 |
| | | 11 | 12 | Spanish 4 (W) | 1 |
| | | 11 | 12 | AP Spanish Language and Culture (W) | 1 |
| | | | 12 | Spanish 5 (W) | 1 |
| | | | | | |
| 09 | 10 | 11 | 12 | French 1 | 1 |
| 09 | 10 | 11 | 12 | French 2 | 1 |
| | 10 | 11 | 12 | French 3 (W) | 1 |
| | | 11 | 12 | French 4 (W) | 1 |
| | | 11 | 12 | AP French Language and Culture (W) | 1 |
| | | | 12 | French 5 (W) | 1 |
| | | | | | |
| 09 | 10 | 11 | 12 | German 1 | 1 |
| 09 | 10 | 11 | 12 | German 2 | 1 |
| | 10 | 11 | 12 | German 3 (W) | 1 |
| | | 11 | 12 | German 4 (W) | 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | 11 | 12 | AP German Language and Culture (W) | 1 |
| | | | 12 | German 5 (W) | 1 |

## SOCIAL STUDIES

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | US History or Honors US History (.5W) | 1 |
| | 10 | 11 | 12 | World History or AP World History (W) | 1 |
| | | 11 | 12 | Government or AP Government (W) | 1 |
| | | 11 | 12 | Sociology | .5 |
| | 10 | 11 | 12 | Economics | .5 |
| | | 11 | 12 | Psychology | .5 |
| | | 11 | 12 | AP Psychology (W) | 1 |
| | | 11 | 12 | Experimental Psychology | .5 |
| 09 | 10 | 11 | 12 | AP US History (W) | 1 |
| | | 11 | 12 | Women's Studies | .5 |
| | | 11 | 12 | Justice and Social Issues | .5 |
| | | | 12 | AP Comparative Government and Politics | 1 |
| | | 11 | 12 | AP Human Geography (W) | 1 |
| | | 11 | 12 | AP African American Studies (W) | 1 |
| 09 | 10 | 11 | 12 | *AP Integrated Seminar (Elective Credit Only) | .5 |

**Not NCAA approved*

## MATHEMATICS

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | | | | *Foundations of Algebra | .5 – 1 |
| 09 | 10 | 11 | 12 | Algebra 1 | 1 |
| 09 | 10 | 11 | 12 | *Algebra Math Lab (Not a Math Credit. Elective Credit Only) | .5 – 1 |
| | | 11 | 12 | *Algebra in Manufacturing/ Business Management Processes | 2 |
| | 10 | 11 | 12 | Geometry or Honors Geometry (.5W) | 1 |
| 09 | 10 | 11 | 12 | Algebra 2 or Honors Algebra 2 (.5W) | 1 |
| | 10 | 11 | 12 | College Preparatory Algebra | 1 |
| | 10 | 11 | 12 | Statistics | 1 |
| | 10 | 11 | 12 | AP Statistics (W) | 1 |
| | 10 | 11 | 12 | Pre-Calculus with Trigonometry | 1 |
| | 10 | 11 | 12 | AP Pre-Calculus (W) | 1 |
| | | 11 | 12 | Calculus | 1 |
| | | 11 | 12 | AP Calculus (W) | 1 |
| | 10 | 11 | 12 | *ACT Prep (Not a Math Credit. Elective Credit Only) | .5 |
| 09 | 10 | 11 | 12 | *AP Integrated Seminar (Elective Credit Only) | .5 |

- **Not NCAA approved*
- *Algebra in Manufacturing is offered as one Math credit and Business Management Processes is one CTE credit; both courses must be taken concurrently.*

## SCIENCE

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Physics First, Honors Physics (.5W), or Principles of Biomedical Sciences (W) | 1 |
| | 10 | 11 | 12 | Chemistry or Honors Chemistry (.5W) | 1 |
| | 10 | 11 | 12 | Biology or Honors Biology (.5W) | 1 |
| | 10 | 11 | 12 | Astronomy (W) | .5 |
| | | 11 | 12 | Anatomy and Physiology (W) | 1 |
| | | 11 | 12 | Organic Chemistry (W) | .5 |
| | | 11 | 12 | Bio-Chemistry (W) | .5 |
| | | 11 | 12 | AP Environmental Science (W) | 1 |
| | | 11 | 12 | AP Biology (W) | 1 |
| | | 11 | 12 | AP Chemistry (W) | 1 |
| | 10 | 11 | 12 | AP Physics 1 (W) | 1 |
| 09 | 10 | 11 | 12 | *AP Integrated Seminar (Elective Credit Only) | .5 |

**Not NCAA approved*

## PROJECT LEAD THE WAY (PLTW) BIOMEDICAL SCIENCES (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Principles of Biomedical Sciences (W) | 1 |
| | 10 | 11 | 12 | Human Body Systems (W) | 1 |
| | | 11 | 12 | Medical Interventions (W) | 1 |
| | | | 12 | PLTW CAPSTONE | 1 |

## FINE ARTS

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Art and Design | .5 |
| 09 | 10 | 11 | 12 | Drawing 1 | .5 |
| | 10 | 11 | 12 | Drawing 2 | .5 |
| 09 | 10 | 11 | 12 | Pottery 1 | .5 |
| | 10 | 11 | 12 | Pottery 2 | .5 |
| 09 | 10 | 11 | 12 | Painting 1 | .5 |
| | 10 | 11 | 12 | Painting 2 | .5 |
| 09 | 10 | 11 | 12 | Fiber Arts | .5 |
| | 10 | 11 | 12 | Computer Graphics | .5 |
| | 10 | 11 | 12 | Advanced Studio Art | .5 |
| | | 11 | 12 | Independent Study for Visual Arts | .5 - 3 |
| | | 11 | 12 | AP Art & Design (W) | 1 |
| | | 11 | 12 | AP Art History (W) | 1 |

## MUSIC

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Popular Music in American History | .5 |
| 09 | 10 | 11 | 12 | Mixed Choir | .5 - 1 |
| 09 | 10 | 11 | 12 | Girls' Choir | .5 - 1 |
| 09 | 10 | 11 | 12 | Boys' Choir | .5 - 1 |

| | | | | | |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Concert Choir | .5 - 1 |
| | 10 | 11 | 12 | Music Theory 1 | .5 |
| | 10 | 11 | 12 | Music Theory 2 | .5 |
| 09 | 10 | 11 | 12 | Cadet Band | 1 |
| 09 | 10 | 11 | 12 | Concert Band | .5 - 1 |
| 09 | 10 | 11 | 12 | Symphonic Band | .5 - 1 |
| 09 | 10 | 11 | 12 | Concert Orchestra | .5 - 1 |
| 09 | 10 | 11 | 12 | Symphonic Orchestra | .5 - 1 |
| 09 | 10 | 11 | 12 | Drum Corps | .5 - 1 |
| | | 11 | 12 | AP Music Theory (W) | 1 |
| 09 | 10 | 11 | | RadioACTIVE (EHS only; elective credit only) | .5 |

## DRAMA

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Introduction to Theater | .5 |
| 09 | 10 | 11 | 12 | Acting 1 | .5 |
| | 10 | 11 | 12 | Acting 2 | .5 |
| 09 | 10 | 11 | 12 | Stage Design 1 | .5 |
| | 10 | 11 | 12 | Stage Design 2 | .5 |
| | 10 | 11 | 12 | Stage Movement | .5 |
| 09 | 10 | 11 | 12 | High School Public Speaking | .5 |
| | | 11 | 12 | Independent Study for Theater | .5 – 1.5 |
| | | 11 | 12 | Honors Theatre Practicum (.5W) | .5 |

## BUSINESS/MARKETING EDUCATION (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| | | 11 | 12 | Microsoft Office Skills | 1 |
| 09 | 10 | 11 | 12 | Introduction to Graphic Design and Multimedia | .5 |
| | 10 | 11 | 12 | Entrepreneurship | 1 |
| | | 11 | 12 | Algebra in Manufacturing/ Business Management Processes | 2* |
| | | 11 | 12 | Web Design | .5 |
| | 10 | 11 | 12 | Technical Reading and Writing | .5 |
| | | | 12 | Business Technology | 1 |
| | | | 12 | Business Education Internship | 2-4 |
| | | 11 | 12 | Personal Finance | .5 |
| | | 11 | 12 | Virtual Personal Finance | .5 |
| | 10 | 11 | 12 | Accounting 1 | 1 |
| | | 11 | 12 | Accounting 2 | 1 |
| | 10 | 11 | 12 | Business & Personal Law | .5 |
| | | 11 | 12 | Business Management & Leadership | .5 |
| | 10 | 11 | 12 | Marketing Fundamentals | .5 |
| | | | 12 | Advanced Marketing 1 | .5 |
| | | | 12 | Advanced Marketing 2 | .5 |
| | | | 12 | Marketing Education Internship | 2-4 |

- *Algebra in Manufacturing is offered as one Math credit and Business Management Processes is one CTE credit; both courses must be taken concurrently.*

## FAMILY AND CONSUMER SCIENCES (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Nutrition and Wellness | .5 |
| | 10 | 11 | 12 | Culinary Arts 1 | .5 |
| | | 11 | 12 | Culinary Arts 2 (W) | 1 |
| | | 11 | 12 | Tastes of Culture | .5 |
| | | | 12 | Culinary Arts 3 | 1 |
| | | | 12 | Culinary Internship | 2-4 |
| 09 | 10 | 11 | 12 | Apparel & Textiles | .5 |
| | | 11 | 12 | Housing and Design | .5 |
| | 10 | 11 | 12 | Family Living & Parenthood | .5 |
| 09 | 10 | 11 | 12 | Child Development, Care & Guidance | .5 |
| | 10 | 11 | 12 | Advanced Child and Human Development (W) | .5 |
| | | 11 | 12 | Introduction to Teaching | 1 |
| | | | 12 | Exploring Teaching (W) | 1 |
| | | | 12 | Teaching Internship (W) | 2-4 |

## PROJECT LEAD THE WAY (PLTW) ENGINEERING (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Engineering Essentials (W) | 1 |
| | 10 | 11 | 12 | Principles of Engineering (W) | 1 |
| | | 11 | 12 | Introduction to Engineering Design (W) | 1 |
| | | 11 | 12 | Digital Electronics (W) | 1 |
| | | 11 | 12 | Civil Engineering & Architecture (W) | 1 |
| | | 11 | 12 | Aerospace Engineering (W) | 1 |
| | | | 12 | PLTW CAPSTONE | 1 |

## PROJECT LEAD THE WAY (PLTW) COMPUTER SCIENCE (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | | | Computer Science Essentials (W) | 1 |
| | 10 | 11 | 12 | Computer Science Principles (W) | 1 |
| | | 11 | 12 | Cybersecurity (W) | 1 |
| | | 11 | 12 | Computer Science A (W) | 1 |

## HEALTH OCCUPATIONS (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| | | | 12 | Health Occupations 1 | 2 |
| | | | 12 | Health Occupations 2 | 2 |

## CENTER FOR ADVANCED PROFESSIONAL STUDIES (CAPS) (CTE)

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| | | | 12 | CAPS Medicine and Bioscience Strand | 4 |
| | | | 12 | CAPS Engineering and Construction Strand | 2 |

## INDUSTRIAL TECHNOLOGY

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | 10 | 11 | 12 | Wood Technology | .5 |
| | 10 | 11 | 12 | Advanced Wood Technology | .5 |
| 09 | 10 | 11 | 12 | Metal Technology | .5 |
| 09 | 10 | 11 | 12 | Home Repair and Maintenance | .5 |
| | | 11 | 12 | Drone Pilot Certification (W) | 1 |

## PHYSICAL EDUCATION, HEALTH AND SAFETY EDUCATION

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| 09 | | | | Physical Education A (required) | .5 |
| | 10 | | | Physical Education B (required) | .5 |
| | | 11 | 12 | Physical Education C (elective) | .5 |
| 09 | 10 | 11 | 12 | Adaptive Physical Education | .5 |
| 09 | | | | Health (required) | .5 |
| | 10 | 11 | 12 | Lifeguard Training | .5 |
| | 10 | 11 | 12 | Personal Fitness | .5 |
| | 10 | 11 | 12 | Driver Education | .5 |
| | | 11 | 12 | Sports Officiating | .5 |

## NON-CREDIT OR CREDIT BY SPECIAL ASSIGNMENT

| Recommended Grade Placement | | | | Subject | Credits Offered |
|---|---|---|---|---|---|
| | 10 | 11 | 12 | Office Assistant | |
| | 10 | 11 | 12 | Laboratory Assistant | |
| | | 11 | 12 | Independent Study (Credit arranged) | |
| | | | 12 | A+ Tutoring | |
| | 10 | 11 | 12 | Smart Start | |
| | 10 | 11 | 12 | Dual Enrollment | |

# COURSE DESCRIPTIONS

## English Language Arts

| English 1 (required)<br>Prerequisite: n/a | 1 credit | Grade(s): 9 | Course Code:<br>H10500S1, H10500S2 |
|---|---|---|---|
| The English Language Arts English I course will continue to build student literacy through immersive reading, writing, speaking, discussion, and reflection. Students will acquire new thinking both independently and collectively through independent practice, partner and group work discourse and critical thinking. Students will expand their vocabulary through direct vocabulary instruction and repeated opportunities to apply their newly acquired vocabulary to their reading, writing, and presenting. Throughout this course, students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia texts presented through a variety of cultures, races, and ethnicities in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Instruction will be provided in small groups, flexible groups, whole groups and individually. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas in both speech and writing. English I is a required course for ninth grade students. | | | |

| Honors English 1 (.5W)<br>Prerequisite: n/a | 1 credit<br>.5 Weighted | Grade(s): 9 | Course Code:<br>H10590WS1,<br>H10590WS2 |
|---|---|---|---|
| The English Language Arts English I course will continue to build student literacy through immersive reading, writing, speaking, discussion, and reflection. Students will acquire new thinking both independently and collectively through independent practice, partner and group work discourse and critical thinking. Students will expand their vocabulary through direct vocabulary instruction and repeated opportunities to apply their newly acquired vocabulary to their reading, writing, and presenting. Throughout this course, students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia texts presented through a variety of cultures, races, and ethnicities in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Instruction will be provided in small groups, flexible groups, whole groups and individually. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas in both speech and writing. English I is a required course for ninth grade students. | | | |

| English 2 (required)<br>Prerequisite: English 1 | 1 credit | Grade(s): 10 | Course Code:<br>H10790S1, H10790S2 |
|---|---|---|---|
| The English II course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia texts presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. English II is a required course for tenth grade students. | | | |

| Honors English 2 (.5W)<br>Prerequisite: n/a | 1 credit<br>.5 Weighted | Grade(s): 10 | Course Code:<br>H10790WS1,<br>H10790WS2 |
|---|---|---|---|
| The Honors English II course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia texts presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Honors English II is a required course for tenth grade students. | | | |

| English 3 (required)<br>Prerequisite: English 2 | 1 credit | Grade(s): 11 | Course Code:<br>H10900S1, H10900S2 |
|---|---|---|---|
| The English Language Arts English III course will continue to build student literacy through immersive reading, writing, speaking, discussion, and reflection. Students will acquire new thinking both independently and collectively through independent practice, partner and group work discourse and critical thinking. Students will expand their vocabulary through direct vocabulary instruction and repeated opportunities to apply their newly acquired vocabulary to their reading, writing, and presenting. Throughout this course, students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia texts presented through a variety of cultures, races, and ethnicities in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Instruction will be provided in small groups, flexible groups, whole groups and | | | |

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| individually. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas in both speech and writing. English III is a required course for eleventh grade students. |

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|---|---|---|---|
| AP English Language and Composition (W)<br>Prerequisite: n/a | 1 credit - Weighted | Grade(s): 11-12 | Course Code:<br>H12750WS1,<br>H12750WS2 |
| The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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|---|---|---|---|
| English for Speakers of Other Languages (ESOL 1)<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H15100S1,<br>H15100S2 |
| ESOL 1 is for Hazelwood students in Grades 9-12 who come to the district from other countries or from homes where languages other than English are spoken. Eligible students have a recently assessed overall English proficiency level of 1.0-1.9 where 1.0 is the entering level and 6.0 is reaching full academic English proficiency. ESOL 1 assists Newcomers in acclimating into the American public school system and acquiring the basic vocabulary and cultural information needed for success in our school system. The course focuses on developing academic language and providing targeted, explicit and systematic instruction in reading fundamentals (phonics, phonemic awareness, building fluency), literary analysis, vocabulary, listening and speaking, comprehension and critical thinking, strategies, grammar and sentence structure, and writing with special consideration given to the needs of non- native speakers of English at the Entering Level 1.<br>NOTE: All ESOL credits count as required English credits for high school graduation. Students at Entering Level 1 are exempt from taking English 1, 2, or 3. ESOL students in 12th grade are required to take the English EOC regardless of English proficiency level in order to graduate from high school. | | | |

| | | | |
|---|---|---|---|
| English for Speakers of Other Languages (ESOL 2)<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H15200S1,<br>H15200S2 |
| ESOL 2 is for Hazelwood students in Grades 9-12 who come to the district from other countries or from homes where languages other than English are spoken. Eligible students have a recently assessed overall English proficiency level of 2.0-2.9 where 1.0 is the Entering Level 1 and 6.0 is the Reaching Level 6. ESOL 2 assists English Learners at the Emerging Level 2 of English proficiency. The course is designed to develop academic language and provide targeted, explicit and systematic instruction in reading (phonics, phonemic awareness, building fluency), literary analysis, vocabulary, listening and speaking, comprehension and critical thinking, | | | |

reading strategies, grammar and sentence structure, and writing with special consideration given to the needs of non- native speakers of English at the Emerging Level 2.

NOTE: All ESOL credits count as required English credits for high school graduation. Students at Emerging Level 2 are exempt from taking English 1, 2, or 3. ESOL students in 12th grade are required to take the English EOC regardless of English proficiency level in order to graduate from high school.

| English for Speakers of Other Languages (ESOL 3)<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H15300S1,<br>H15300S2 |
|---|---|---|---|
| ESOL 3 is for Hazelwood students in Grades 9-12 who come to the district from other countries or from homes where languages other than English are spoken. Eligible students have a recently assessed overall English proficiency level of 3.0-3.9 where 1.0 is the Entering Level 1 and 6.0 is the Reaching Level 6. ESOL 3 assists English Learners at the Developing Level 3 of English proficiency. The course builds on ESOL 1 and 2, but is also designed to provide instruction targeted to each student's assessed needs in English language development. Explicit and systematic instruction in reading (phonics, phonemic awareness, building fluency), literary analysis, vocabulary, listening and speaking, comprehension and critical thinking, reading strategies, grammar and sentence structure, and writing with special consideration given to the needs of non- native speakers of English at the Developing Level 3.<br>NOTE: All ESOL credits count as required English credits for high school graduation. Students at Developing Level 3 may be exempt from taking English 1, 2, or 3. ESOL students in 12th grade are required to take the English EOC regardless of English proficiency level in order to graduate from high school. | | | |

| English for Speakers of Other Languages (ESOL 4)<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H15400S1,<br>H15400S2 |
|---|---|---|---|
| ESOL 4 is for Hazelwood students in Grades 9-12 who come to the district from other countries or from homes where languages other than English are spoken. Eligible students have a recently assessed overall English proficiency level of 4.0-4.7 where 1.0 is the Entering Level 1 and 6.0 is the Reaching Level 6. ESOL 4 assists English Learners at the Expanding Level 4 of English proficiency. The course builds on ESOL 3, but is also designed to provide instruction targeted to each student's assessed needs in English language development. Explicit and systematic instruction in reading (phonics, phonemic awareness, building fluency), literary analysis, vocabulary, listening and speaking, comprehension and critical thinking, reading strategies, grammar and sentence structure, and writing with special consideration given to the needs of non- native speakers of English at the Expanding Level 4.<br>NOTE: While all ESOL credits count as required English credits for high school graduation, students at the Expanding Level 4 in English proficiency will also be enrolled in the English course appropriate for their grade level or in English 2 if they are in 10th, 11th, or 12th grade to prepare to take the English 2 EOC. | | | |

| Reading/Writing Workshop<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H12600 |
|---|---|---|---|
| The Reading Writing Workshop course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely | | | |

analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Reading Writing Workshop is an elective course for 10th, 11th and 12th grade students.

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| Media Literacy<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H12230 |
| In this introductory course, students will gain the ability to critically examine modern media to identify its impact in society and themselves. Students will learn about the legalities of media such as copyright and trademark as well as examine their personal digital footprints. Students will evaluate a variety of sources. Students will learn about the purposes of, perspectives portrayed within, and strategies used to create media messages. Students will learn persuasive techniques used in propaganda to reach a target audience. Students will both evaluate and create advertising messages in multiple media formats. | | | |

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| Sports Writing<br>Prerequisite: Lexile score of 1050 or greater | .5 credit | Grade(s): 9-12 | Course Code:<br>H12650 |
| Sports Writing course is designed to develop students' skills in sports journalism and provide an in-depth understanding of the sports writing industry. Throughout the course, students will learn the principles of effective sports writing, including storytelling techniques, analysis, and reporting. | | | |

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| Media Production<br>Prerequisite: Media Literacy or taken concurrently | .5 credit | Grade(s): 10-12 | Course Code:<br>H12240 |
| This English elective is designed to apply media literacy strategies developed in Media Literacy. Students will study the importance of mass media and its creation in modern life at the local, national, and global levels. Students will create mass media artifacts that can be applied to mass communication broadcasts and create a digital portfolio of works. Students will recognize the impact of mass media messages through news, TV, documentaries, and persuasion on contemporary society. Students will analyze and evaluate the structure, strategies, and ethical issues of mass media to gain a perspective of how influential mass broadcast communication has become. Students will prepare for their roles as informed and engaged citizens in a democracy. They will use media literacy and communications skills to become writers, speakers, or media producers who address content issues and the impact of mass communication. They will become knowledgeable consumers and educated producers of mass media information. | | | |

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|---|---|---|---|
| AP English Literature and Composition (W)<br>Prerequisite: English 3 or AP English Language and Composition | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H12770WS1,<br>H12770WS2 |
| AP English Literature and Composition is a thematic, cross-cultural approach to world literature with emphasis on analytical and critical reading and writing. Students will write formal and informal expository papers, reflective journals, and two research papers. Activities will focus on improvement of writing skills, analytical thinking and reading skills, presentation skills, discussion skills, and listening skills. Students will use technology and conduct independent research. They will read college-level material with mature content, respond to AP-style essay prompts, and overall, be expected to perform at a college level. This course will prepare students for the Advanced Placement English Literature and Composition exam in the spring. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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|---|---|---|---|
| College Prep English<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H12800 |
| The College Prep English course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. College Prep English is an elective course for 11th and 12th grade students. | | | |

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| Creative Writing<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H12500 |
| The Creative Writing course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literary texts to use as mentor texts for their own creative writing. Students will use multiple online tools to produce their writing and provided feedback for one another on their writing, including blogs, educational social media sites, and online writing communities. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will also have opportunities to publish their writing or share their writing with a wider audience. Students will produce multiple pieces of writing for a variety of purposes. Creative Writing is an elective course for 10th, 11th and 12th grade students. | | | |

| Scholastic Journalism 1<br>Prerequisite: Semester grade of A or B in English 1 OR Lexile of 1050 or greater | .5 credit | Grade(s): 9-12 | Course Code:<br>H12890 |
|---|---|---|---|
| Scholastic Journalism 1 will introduce students to journalism principles and practices applied to one publication or type of publication, research, critical thinking and publication practices, and application of these practices to a broad survey of media communications mediums (i.e. websites, blogs, social posts, newspapers, presentation formats, news/media clips, etc.). Scholastic Journalism places an emphasis on the ethical and legal responsibilities of communicating in a digital world and will help students learn to create meaningful dialogue that considers community member viewpoints and analyze the validity of information sources and potential counterclaims/arguments. Students will learn about and practice applying a code of ethics based on professional standards. | | | |

| Scholastic Journalism 2<br>Prerequisite: Scholastic Journalism 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H12900 |
|---|---|---|---|
| Scholastic Journalism 2 will expand on the principles and practices of journalism covered in Scholastic Journalism 1. Students will engage in the process of researching stories, analyzing and creating content, and publishing original work. Students will get a feel for how journalism and the media function in society through hands-on experiences in interviewing, researching, and writing journalistically. Students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. | | | |

| Scholastic Journalism 3<br>Prerequisite: Scholastic Journalism 2 or concurrently enrolled in Scholastic Journalism 2 | 1 credit | Grade(s): 11-12 | Course Code:<br>H12950S1,<br>H12950S2 |
|---|---|---|---|
| In Scholastic Journalism 3, students will refine and enhance their journalistic skills and their understanding of journalistic ethics and standards, research self-selected topics, and plan, organize, and prepare projects for publication. Students will continue to learn to communicate in a variety of forms for a variety of audiences and purposes. Students will plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Not NCAA approved. | | | |

| Speech 1<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H11700 |
|---|---|---|---|
| The Speech 1 course is designed to promote the development of essential communication skills for High School students. Students will develop their knowledge of verbal and nonverbal communication and their ability to | | | |

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| explain their ideas verbally to others. They will develop their public speaking stamina and the ability to clearly articulate their ideas to audiences. |

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| Speech 2<br>Prerequisite: Speech 1 | .5 credit | Grade(s): 9-12 | Course Code:<br>H11800 |
| The Speech 2 course is designed to further develop essential communication skills and public speaking skills for High School students. In addition to increased exposure to public speaking and further development of public speaking skills, students will also learn about the use of rhetoric in speaking and persuasion, policy debate, and oral interpretation. | | | |

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| Debate<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H11750 |
| In this course students discuss contemporary problems and debate current universal issues. Research techniques, organizational skills, and the fundamentals of oral presentation will be key components. Students will do written casework, in-class evaluations, and formal oral presentations of both policy and value debates. | | | |

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|---|---|---|---|
| ACT Prep<br>Prerequisite: n/a | .5 credit<br>Not Math or English credit | Grade(s): 10-12 | Course Code:<br>H32800 |
| This course will allow students to spend a semester preparing for the ACT exam. Students will learn content and test- taking strategies in English, math, reading, and science. Students will complete exercises, take practice tests and set goal scores. The course will be taught by an English teacher and a math teacher and will count for .5 elective credits. | | | |

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| AP Integrated Seminar<br>Prerequisite: n/a | .5 credit<br>Pass or Fail course<br>Elective Credit Only | Grade(s): 9-12 | Course Code:<br>H30260 |
| The AP Integrated Seminar course is designed to support students currently enrolled in one or more AP, Dual Credit, or Honors courses. This course will provide support for students in advanced level courses. This course will be offered at least two times during the same block. One class will be taught by an ELA or social studies teacher trained in an AP course. The second course will be taught by a math or science teacher trained in an AP course. Students will be able to receive support in all of the core content areas no matter which block the student is assigned. | | | |

## World Languages

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| Spanish 1<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H16000S1,<br>H16000S2 |
| Spanish 1 students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant | | | |

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| connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connections to other disciplines. By the end of Spanish, students will be able to speak, read, write, and comprehend complete sentences in dialog and composition. |

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| Spanish 2<br>Prerequisite: Spanish 1 | 1 credit | Grade(s): 9-12 | Course Code:<br>H16100S1,<br>H16000S2 |
| Students will improve their existing Spanish skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of Spanish speech. They will use increasingly advanced vocabulary and grammar, including past tense. Students will be able to write short paragraphs. During the second semester, students will comprehend and use present and past tenses in speaking, reading and writing. Students will study thematic units in the Spanish 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in Spanish. | | | |

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| Spanish 3 (W)<br>Prerequisite: Spanish 2 | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H16230WS1,<br>H16230WS2 |
| Spanish 3 students will improve their existing Spanish skills. They will read, write, and comprehend longer, quicker Spanish exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic Spanish periodicals and publications. The students will critique and analyze materials using their knowledge base of Spanish. Students will spend an increased amount of class time speaking only Spanish. During the second semester, students will expand their world language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will build on their existing skills using the Spanish 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency, and speed. | | | |

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| AP Spanish and Language Culture (W)<br>Prerequisite: Spanish 3 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H16450WS1,<br>H16450WS2 |
| The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| Spanish 4 (W)<br>Prerequisite: Spanish 3 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H16320WS1,<br>H16320WS2 |
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| In Spanish 4, students improve their existing Spanish skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of Spanish-speaking people. The students and teacher will communicate primarily in Spanish. The students will write a paper in Spanish using advanced Spanish grammar and vocabulary, and they will read at least one novel in Spanish. During the second semester, students will refine the use of idioms, vocabulary, and the nuances of grammar through creative and spontaneous communication in Spanish. The students will read more challenging short stories and authentic Spanish periodicals/publications. The students will critique and analyze materials using their knowledge of Spanish, and they will read at least one novel in Spanish. | | | |

| Spanish 5 (W)<br>Prerequisite: Spanish 4 | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H16420WS1,<br>H16420WS2 |
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| Students will use Spanish to discuss, read, and write about current issues in English-speaking and Spanish-speaking communities. This course provides insight into cultural values and contributions of Spanish-speaking people throughout history. The students will critique and analyze these by writing essays and giving oral presentations in Spanish. The students and teacher will communicate primarily in Spanish. During the second semester, students engage in advanced readings, discussions, and explorations of global topics, as well as comparing and contrasting Spanish-speaking and English-speaking cultures. They will critique and analyze these by writing essays and giving oral presentations in Spanish. They will read at least one novel in Spanish. | | | |

| French 1<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H16500S1,<br>H16500S2 |
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| French 1 students explore the world of French-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connections to other disciplines. By the end of French 1, students will be able to speak, read, write, and comprehend complete sentences in dialog and composition. | | | |

| French 2<br>Prerequisite: French 1 | 1 credit | Grade(s): 9-12 | Course Code:<br>H16700S1,<br>H16700S2 |
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| The 2nd year French textbook will be the primary resource for French 2. Students will also improve their existing French skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of French speech. They will use increasingly advanced vocabulary and grammar, including past tense. Students will be able to write short paragraphs. During the second semester, students will comprehend and use present and past tenses in speaking, reading, and writing. Students will study thematic units in the French 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in French. | | | |

| French 3 (W)<br>Prerequisite: French 2 | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H16820WS1,<br>H16820WS2 |
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| French 3 students will improve their existing French skills. They will read, write, and comprehend longer, quicker French exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic French periodicals and publications, and they will read at least one novel in French. The students will critique and analyze materials using their knowledge base of French. During the second semester, students will expand the world language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will read at least one novel in French. They will build on their existing skills using the French 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency, and speed. Students will spend an increased amount of class time speaking only French. | | | |

| French 4 (W)<br>Prerequisite: French 3 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H16920WS1,<br>H16920WS2 |
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| In French 4, students improve their existing French skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of French-speaking people. The students will write a paper in French using advanced French grammar and vocabulary.<br><br>During the second semester, students will refine the use of idioms, vocabulary, and the nuances of grammar through creative and spontaneous communication in French. The students will read more challenging short stories and authentic French periodicals/publications. The students will critique and analyze materials by writing a paper using their knowledge of French. They will read at least one novel in French. The students and teacher will communicate primarily in French. | | | |

| AP French Language and Culture (W)<br>Prerequisite: French 3 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H17050WS1,<br>H17050WS2 |
|---|---|---|---|
| The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| French 5 (W)<br>Prerequisite: French 4 | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H17020WS1,<br>H17020WS2 |
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| Students will use French to discuss, read, and write about current issues in English-speaking and French-speaking communities. This course provides insight into cultural values and contributions of French-speaking people throughout history. The students will critique and analyze these values and contributions by writing essays and giving oral presentations in French, and they will read at least one novel in French. During the second semester, students engage in advanced reading, discussions, and explorations of global topics, as well as comparing and contrasting French-speaking and English-speaking cultures. This course provides insight into cultural values and contributions of French-speaking people throughout history. Students will critique and analyze these values and contributions by writing essays and giving oral presentations in French. They will read at least one novel in French. The students and teacher will communicate primarily in French. | | | |

| German 1<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H17100S1,<br>H17000S2 |
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| German 1 students explore the world of German-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connection to other disciplines. By the end of German 1, students will be able to speak, read, write, and comprehend complete sentences in dialog and composition. | | | |

| German 2<br>Prerequisite: German 1 | 1 credit | Grade(s): 9-12 | Course Code:<br>H17200S1,<br>H17200S2 |
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| The 2nd year German textbook will be the primary resource for German 2. Students will also improve their existing German skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of German speech. They will use increasingly advanced vocabulary and grammar including past tense. Second semester students will comprehend and use present and past tenses in speaking, reading, and writing. Students will study thematic units in the German 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in German. | | | |

| German 3 (W)<br>Prerequisite: German 2 | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H17320WS1,<br>H17320WS2 |
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| German 3 students will improve their existing German skills. They will read, write, and comprehend longer, quicker German exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic German periodicals and publications, and they will read at least one novel in German. The students will critique and analyze materials using their knowledge base of German. During the second semester students will expand the world language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will build on their existing skills using the German 3 text. This course offers extended speaking opportunities, with higher expectations of length, | | | |

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| grammatical complexity, overall fluency, and speed. Students will spend an increased amount of class time speaking only German. |

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| German 4 (W)<br>Prerequisite: German 3 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H17420WS1,<br>H17420WS2 |
| In German 4, students improve their existing German skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of German-speaking people. The students and teacher will communicate primarily in German. The students will write a paper in German using advanced German grammar and vocabulary, and they will read at least one novel in German. Second semester students will refine the use of idioms, vocabulary, and the nuances of grammar through creative and spontaneous communication in German. The students will read more challenging short stories and authentic German periodicals/publications. The students and teacher will communicate primarily in German. The students will critique and analyze materials using their knowledge of German, and they will read at least one novel in German. | | | |

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| AP German Language and Culture (W)<br>Prerequisite: German 3 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H17550WS1,<br>H17550WS2 |
| The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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| German 5 (W)<br>Prerequisite: German 4 | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H17520WS1,<br>H17520WS2 |
| Students will use German to discuss, read, and write about current issues in English-speaking and German-speaking communities. This course provides insight into cultural values and contributions of German-speaking people throughout history. The students will critique and analyze these by writing essays and giving oral presentations in German. During the second semester, students engage in advanced readings, discussions, and explorations of global topics, as well as comparing and contrasting German-speaking and English-speaking cultures. They will critique and analyze these by writing essays and giving oral presentations in German. They will read at least one novel in German. The students and teacher will communicate primarily in German. | | | |

## Social Studies

| U.S. History (required)<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H22421S1,<br>H22421S2 |
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| This course will allow students to examine history from Reconstruction to present day. Students will examine the major events, movements, and issues which have shaped the United States. Included will be evaluation of Reconstruction, Industrial Revolution, Progressive Movement, World War I, The Twenties, Depression Era, World War II, Cold War, Civil Rights Movement, Women's Movement and the philosophical attitudes of the Seventies, Eighties, and Nineties. Students will acquire an understanding of the forces that have shaped the nation in which they live. Students will use reading and writing strategies in the content area, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical events. | | | |

| Honors U.S. History<br>Prerequisite: n/a | 1 credit<br>.5 Weight | Grade(s): 9-12 | Course Code:<br>H23830WS1,<br>H23830WS2 |
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| This course will provide more in-depth knowledge and analysis of history from Reconstruction to present day to prepare students for AP US History. Students will examine, compare and analyze the primary events, movements, issues, places, and people who have combined to create US history. Included will be evaluation of Reconstruction, Industrial Revolution, Progressive Movement, World War I, The Twenties, Depression Era, World War II, Cold War, Civil Rights Movement, Women's Movement and the philosophical attitudes of the Seventies, Eighties, and Nineties. Students will acquire an understanding of the forces that have shaped the nation in which they live. Students will use reading and writing strategies in the content area, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical events. | | | |

| AP U.S. History (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 9-12 | Course Code:<br>H23840WS1<br>H23840WS2 |
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| Students in this course will analyze and interpret United States history from the age of exploration to the present. Emphasis will be placed on critical and evaluative thinking skills, essay writing, interpretation of primary source documents and creation of visual and written projects to synthesize learning. Students will complete independent research projects using primary sources and respond to document-based questions. Students successfully completing this course will be prepared for the AP examination. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| World History (required)<br>Prerequisite: n/a | 1 credit | Grade(s): 10-12 | Course Code:<br>H22215S1,<br>H22215S2 |
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| This course requires students to examine world history from The Renaissance through modern times. Students will examine the major events, movements, and issues which have shaped the world. Included are evaluation of The Renaissance, Exploration, The Enlightenment, worldwide revolutions, World War I, Depression Era, World War II, Cold War, and the philosophical attitudes through present day. Students will acquire an understanding | | | |

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| of the forces shaping the world in which they live. Students use reading and writing strategies, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical events. |

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| AP World History (W)<br>Prerequisite: n/a | 1 credit | Grade(s): 10-12 | Course Code:<br>H22210WS1,<br>H22210WS2 |
| AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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| Government (required)<br>Prerequisite: n/a | 1 credit | Grade(s): 11-12 | Course Code:<br>H22300S1,<br>H22300S2 |
| Students will study the foundations of American government and examine the Constitution. They will identify the powers of each branch, critique their roles, analyze types of political views, and interpret the Bill of Rights. Students will examine local, state, and federal governments as well as current issues. Students will examine their role in the government and analyze the rights and responsibilities of citizens and the government. Students will examine economic concepts, evaluate their effects on citizens and compare how the United States economy affects and is affected by the world economy. Students will use reading and writing strategies in the content area, use research and information skills, and actively engage in evaluation, analysis and synthesis of government and economics. | | | |

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| AP Government (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H22320WS1,<br>H22320WS2 |
| AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| Justice and Social Issues<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H26000 |
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| Students will use research strategies to examine topics such as ableism, classism, sexism, racism and religious freedom. Through extensive research and discussion, students will improve critical and evaluative thinking skills, and actively engage in the evaluation, analysis and synthesis of controversial social issues and their impacts on individuals in society. Students will respectfully express and evaluate varying and diverse viewpoints. | | | |

| Economics<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H22030 |
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| Students will study Missouri government as well as local government. They will learn a variety of economic concepts and examine the effects of these economic concepts on citizens. Students will evaluate the American economic system and compare it to other types of economies. They will also identify and analyze how global issues affect the world economy. Students will use reading and writing strategies for the content area, use research and information skills, and actively engage in evaluation, analysis and synthesis of global issues and their impact on the American economy. | | | |

| Women's Studies<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H25000, |
|---|---|---|---|
| Students in this course will explore how women's roles in U.S. history have changed and expanded by analyzing and evaluating political, social, economic, educational, and gender issues. Students will read and analyze complex texts from multiple sources including non-fiction and primary source documents; skillfully utilize media and technology to explore course topics; express ideas in written form, including arguments, exposition, research, and narrative; effectively present and discuss findings in both small-group and whole-class settings; and broaden their content knowledge and critical thinking skills while respectfully considering multiple perspectives. | | | |

| Sociology<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H21700 |
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| Students will study the effect of environment and cultural heritage in shaping behavioral patterns. They will investigate the results of human interaction in meeting the challenges of poverty, crime, and racism in our modern urban society. Other topics include group processes, leadership, and group behavior. Students will improve critical and evaluative thinking skills, create case studies and use research and information skills throughout the course. | | | |

| Psychology<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H22800 |
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| In this course, students will develop an understanding of psychology as an empirical science and then look at the major subfields that are within psychology. They will be introduced to the major parts of the brain and nervous system and how changes in those systems can affect behavior. Students will also study sleep, dreams, and sleep disorders. Students will assess the difficulty in diagnosing abnormal behavior and the different classifications of mental disorders. Students will analyze case studies to see how society and culture influence the individual while also examining learning and memory. Students will use reading and writing strategies to research and actively engage in the evaluation, analysis, and synthesis of psychological issues. | | | |

| AP Psychology (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H22810WS1,<br>H22810WS2 |
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| The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| Experimental Psychology<br>Prerequisite: Successful competition of Psychology is strongly suggested | .5 credit | Grade(s): 11-12 | Course Code:<br>H21500 |
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| This introductory course allows students to examine human and animal behavior through psychological research, experimentation, and analysis of data. By conducting experiments in a laboratory situation, students can relate the basics of psychology to laws of human behavior, to daily life, and to understanding the scientific method. | | | |

| AP Comparative Government and Politics (W)<br>Prerequisite: n/a | .5 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H22330W |
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| AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain; Mexico; Russia; Iran; China; and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| AP Human Geography (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H23606WS1,<br>H23606WS2 |
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| AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| AP African American Studies (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H26500WS1, H26500WS2 |
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| AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of African and the African diaspora. | | | |

| AP Integrated Seminar<br>Prerequisite: n/a | .5 credit<br>Pass or Fail course<br>Elective Credit Only | Grade(s): 9-12 | Course Code:<br>H30260 |
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| The AP Integrated Seminar course is designed to support students currently enrolled in one or more AP, Dual Credit, or Honors courses. This course will provide support for students in advanced level courses. This course will be offered at least two times during the same block. One class will be taught by an ELA or social studies teacher trained in an AP course. The second course will be taught by a math or science teacher trained in an AP course. Students will be able to receive support in all of the core content areas no matter which block the student is assigned. | | | |

## Mathematics

| Foundations of Algebra<br>Prerequisite: n/a | .5-1 credit | Grade(s): 9 | Course Code:<br>H30000 |
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| Foundations of Algebra is designed to prepare students who have not mastered the algebra readiness topics. Students will be placed into this class, before Algebra 1, based on state and district assessment data. Topics include number systems and operations, properties of numbers, proportional thinking, properties and classification of geometric figures, measurement, Pythagorean relationships, data analysis, probability, simplifying and solving algebraic equations, patterns, and functions. One elective credit will be given to students who need extended time to complete Foundations of Algebra. | | | |

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| Algebra 1 (required)<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H30700S1,<br>H30700S2 |
| In Algebra 1, students work with real data, real-life situations, and real-world applications. They learn new materials and skills in hands-on investigations. These investigations introduce concepts that involve data gathering, interpretation and analysis, finding a model, and using the model. Technology is incorporated throughout. Graphing-calculators, Dynamic Mathematics software, and sensor technologies provide opportunities for in-depth explorations. This course integrates algebra with geometry, statistics, data analysis, functions, probability, and trigonometry. It builds mathematical English Language Arts. Students work in cooperative groups to share ideas and learn from each other. Listening to others and resolving disagreements strengthens mathematical understanding as well as English Language Arts. Algebraic concepts include proportional reasoning and variation, linear equations, fitting a line to data, systems of equations and inequalities, exponents, functions, transformations, and quadratic models. | | | |

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| Algebra Math Lab<br>Prerequisite: n/a | .5-1 credit<br>Elective Credit Only | Grade(s): 9-12 | Course Code:<br>H30200 |
| The Algebra Math Lab course is designed to formalize and extend the mathematics that students learned in the middle grades to facilitate their success in a dually enrolled Algebra 1 course. Because this course is built mostly upon the middle grades standards, this is a cognitive development tool to support more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, where students engage in methods for analyzing, solving, and using linear and basic quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. | | | |

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| Algebra in Manufacturing Processes, Entrepreneurship, and Design (AMPED) (CHS only)<br>Prerequisite: n/a | 1 credit (Math)<br>1 credit (CTE) | Grade(s): 11-12 | Course Code:<br>H30750S1,<br>H30750S2 |
| This course is one part of the combined AMPED course. The course engages students in extending the mathematics they learned in the earlier grades in an authentic business setting. Students will explore and apply functions, compare their key characteristics, and translate between graphical, numerical and symbolic representations of them. They will create and solve equations and inequalities, systems of equations involving linear and quadratic expressions, extend the laws of exponents to rational exponents, and compare/contrast linear and exponential functions. Students will use regression techniques to describe linear relationships between quantities and use technology as an instructional tool throughout the course as they explore and make sense of problems in a real-world context. This contextual learning experience combines all Algebra 1 standards and business entrepreneurship standards through relevant and interactive, career-centered projects. Students will be enrolled in two courses and receive both an Algebra 1 and a CTE credit. | | | |

| Geometry (required)<br>Prerequisite: Algebra 1 | 1 credit | Grade(s): 10-12 | Course Code:<br>H30900S1,<br>H30900S2 |
|---|---|---|---|
| In Geometry, students use the tools of geometry to conduct investigations, compare ideas, and make conjectures about geometric relationships. Through the investigative process, students discover important principles of geometry and develop conceptual understanding. They prepare for formal proof by beginning with paragraph, flowchart, and algebraic proofs. Students experience an active, hands-on approach of investigation and exploration. Algebra is incorporated throughout this course. Technology is integrated throughout this using graphing calculators in algebra applications and The Geometer's Sketchpad in geometry investigations. Geometric concepts include geometric design, reasoning, construction, triangle, polygon, and circle properties, transformations, area, volume, similarity, and trigonometry. | | | |

| Honors Geometry<br>Prerequisite: n/a | 1 credit<br>.5 Weighted | Grade(s): 10-12 | Course Code:<br>H30910WS1,<br>H30910WS2 |
|---|---|---|---|
| In Honors Geometry, students use the tools of geometry to conduct investigations, compare ideas, and make conjectures about geometric relationships. Through the investigative process, students discover important principles of geometry and develop conceptual understanding. They prepare for formal proof by beginning with paragraph, flowchart, and algebraic proofs. Students experience an active, hands-on approach of investigation and exploration. Algebra is incorporated throughout this course. Technology is integrated throughout this using graphing calculators in algebra applications and The Geometer's Sketchpad in geometry investigations. Geometric concepts include geometric design, reasoning, construction, triangle, polygon, and circle properties, transformations, area, volume, similarity, and trigonometry. Additional Topics which differentiate Honors from standard geometry curriculum include: reciprocal trig functions, law of sine and cosine, advanced circle proofs and constructions, vectors in geometric form, and "Honors Projects" for each unit. | | | |

| Algebra 2 (required)<br>Prerequisite: Algebra 1 | 1 credit | Grade(s): 9-12 | Course Code:<br>H31100S1,<br>H31100S2 |
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| In Algebra 2, students work with real data, real-life situations, and real-world applications to realize the value of learning mathematics. This course incorporates investigations, experiments, and cooperative learning. Students approach traditional and contemporary algebra topics from many different perspectives, exploring concepts informally and intuitively before seeing algebra in its abstract, symbolic representations. Students use technology such as graphing calculators and computers, to explore problems, ideas, and concepts from different viewpoints. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understanding. Algebra 2 integrates algebra with geometry, statistics, data analysis, functions, probability, and trigonometry. This course prepares students for additional study of mathematics, science, and courses rich in data analysis and statistics, in high school and beyond. Algebra concepts include patterns and recursions, linear systems, rational, exponential, quadratic, and logarithmic functions, conic sections, and series. | | | |

| Honors Algebra 2<br>Prerequisite: n/a | 1 credit<br>.5 Weighted | Grade(s): 9-12 | Course Code:<br>H31110WS1,<br>H31110WS2 |
|---|---|---|---|
| In Honors Algebra 2, students work with real data, real-life situations, and real-world applications to realize the applications value of learning contextualized mathematics. This course incorporates investigations, experiments, discourse, error analysis, and cooperative learning. Students approach traditional and contemporary algebra topics from many different perspectives, exploring concepts informally and intuitively before seeing algebra in its abstract, symbolic representations. Students use technology such as graphing calculators and computers, to explore problems, ideas, and concepts from different viewpoints. Explorations and investigations emphasize fluency, symbol sense, algebraic manipulations, and conceptual understanding. Honors Algebra 2 integrates algebra with geometry, statistics, data analysis, functions, probability, and trigonometry. This course prepares students for additional study of mathematics, science, and courses rich in data analysis and statistics, in high school and beyond. Algebra concepts include patterns and recursions, linear systems, rational, exponential, quadratic, piecewise, absolute value, and logarithmic functions. | | | |

| College Prep Algebra<br>Prerequisite: Algebra 2 | 1 credit | Grade(s): 10-12 | Course Code:<br>H31400S1,<br>H31400S2 |
|---|---|---|---|
| The College Prep Algebra course is designed to review and strengthen skills and knowledge of mathematics which are necessary for success regarding college placement, ACT, and SAT tests, and career readiness. Our students work with real data, real-life situations, and real-world applications to realize the applications value of learning contextualized mathematics. This course incorporates investigations, experiments, discourse, error analysis, and cooperative learning. Students approach traditional and contemporary algebra topics from many different perspectives, exploring concepts informally and intuitively before seeing algebra in its abstract, symbolic representations. Students use technology such as graphing calculators and computers, to explore problems, ideas, and concepts from different viewpoints. Explorations and investigations emphasize fluency, symbol sense, algebraic manipulations, and conceptual understanding. Topics include those found in a typical college entry level math course. This course prepares students for additional study of mathematics, science, and courses rich in data analysis and statistics, in high school and beyond. The course content includes algebraic concepts, geometry, number systems and theory, and probability and statistics. | | | |

| Statistics<br>Prerequisite: Algebra 2 | 1 credit | Grade(s): 10-12 | Course Code:<br>H31500S1<br>H31500S2 |
|---|---|---|---|
| Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four conceptual themes: exploring data, planning a study, anticipating patterns from models of probability theory and simulation, and statistical inference. Students will encounter several types of assessment within this course: unit quizzes and exams, comprehensive exams, research projects, and experimental investigations that require collecting and analyzing data using technology. Students wanting to take Statistics for honors credit or the AP Statistics Test should register for AP Statistics. | | | |

| AP Statistics (W)<br>Prerequisite: Algebra 2 | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H31520WS1,<br>H31520WS2 |
|---|---|---|---|
| AP Statistics will be a rigorous course, preparing students for the Advanced Placement Statistics test. Several advanced concepts will be taught in addition to the objectives listed in the regular statistics curriculum. This course will be taught at a faster pace since students must master all of these objectives before the AP test is administered each May. In addition to the quicker pace, homework assignments will include challenging problems and the suggested exercises. Alternative assessments such as projects or experiments will be more frequent and require more detail and work outside of the classroom. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| Pre-Calculus with Trigonometry<br>Prerequisite: Algebra 2 and Geometry | 1 credit | Grade(s): 10-12 | Course Code:<br>H31700S1,<br>H31700S2 |
|---|---|---|---|
| Pre-Calculus introduces students to the major concepts and tools needed to study calculus: a strong background in functions of all types, an introduction to series and sequences, and an introduction to limits. Students will encounter several types of assessment within this course: unit quizzes and exams, comprehensive exams, research projects, and experimental investigations that require collecting and analyzing data using technology. Students may take Pre- Calculus with Trigonometry concurrently with Geometry. | | | |

| AP Pre-Calculus (W)<br>Prerequisite: | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H31720WS1<br>H31720WS2 |
|---|---|---|---|
| In AP Pre-calculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. | | | |

| Calculus<br>Prerequisite: Pre-Calculus with Trigonometry or Honors Pre-Calculus with Trigonometry | 1 credit | Grade(s): 11-12 | Course Code:<br>H31900S1,<br>H31900S2 |
|---|---|---|---|
| This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are made through the study of derivatives, integrals, limits, approximation, application, and modeling. Technology will be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions to confirm written work, to implement experimentation, and to assist in interpreting results. Students wanting to take Calculus for honors credit, or the AP Calculus Test should take AP Calculus. | | | |

| AP Calculus (W)<br>Prerequisite: Pre-Calculus with Trigonometry or Honors Pre-Calculus with Trigonometry | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H31920WS1,<br>H31920WS2 |
|---|---|---|---|
| AP Calculus will be a rigorous course, preparing all students for the Advanced Placement Calculus test. Several advanced concepts will be taught in addition to the objectives listed in the regular calculus curriculum. This course will be taught at a quicker pace since students must master all of these objectives before the AP test is administered in May. In addition, homework assignments will include AP test preparation problems. Alternative assessments such as projects or experiments will be more frequent and require more detail and work outside the classroom. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

| ACT Prep<br>Prerequisite: n/a | .5 credit<br>Not Math or English Credit | Grade(s): 10-12 | Course Code:<br>H32800 |
|---|---|---|---|
| This course will allow students to spend a semester preparing for the ACT exam. Students will learn content and test- taking strategies in English, math, reading, writing, and science. Students will complete exercises, take practice tests and set goal scores. The course will be taught by an English teacher and a math teacher and will count for .5 elective credit. | | | |

| AP Integrated Seminar<br>Prerequisite: n/a | .5 credit<br>Pass or Fail course<br>Elective Credit Only | Grade(s): 9-12 | Course Code:<br>H30260 |
|---|---|---|---|
| The AP Integrated Seminar course is designed to support students currently enrolled in one or more AP, Dual Credit, or Honors courses. This course will provide support for students in advanced level courses. This course will be offered at least two times during the same block. One class will be taught by an ELA or social studies teacher trained in an AP course. The second course will be taught by a math or science teacher trained in an AP course. Students will be able to receive support in all of the core content areas no matter which block the student is assigned. | | | |

## Science

| Physics First<br>Prerequisite: n/a | 1 credit | Grade(s): 9-12 | Course Code:<br>H40200S1,<br>H40200S2 |
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| Physics First emphasizes the science behind real world applications of electricity, motion, forces, and energy. The force and motion units will include velocity, acceleration, and Newton's Laws. Hands-on explorations using math and technology are incorporated to gain well-rounded knowledge of science concepts. Students will build scientific models to describe the physical world. Lab activities are designed to develop skills in experimental design and data analysis. (Students who completed Algebra 1 in 8th grade may enroll in Honors Physics) | | | |

| Honors Physics<br>Prerequisite: n/a | 1 credit<br>.5 Weight | Grade(s): 9-12 | Course Code:<br>H40210WS1,<br>H40210WS2 |
|---|---|---|---|
| Honors Physics students will learn to analyze the physical world and apply general laws of motion, energy, and matter to mechanical systems. Investigations will include constant and accelerated motion, Newton's Laws, gravitation, circular motion, projectiles, conservation of energy, and momentum. This course will provide the students with a foundation of basic principles to allow them to be competitive in today's technological society. Laboratory investigations are included in each unit. During the second semester, students will continue to analyze concepts affecting their physical world including wave motion and electromagnetism. Investigations will include wave characteristics, wave interactions, reflection, refraction, electricity, and magnetism. This course will provide the student an understanding to analyze the benefits and dangers of new technologies. Laboratory investigations are included in each unit. | | | |

| Chemistry<br>Prerequisite: n/a | 1 credit | Grade(s): 10-12 | Course Code:<br>H40900S1,<br>H40900S2 |
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| Chemistry is the study of matter which makes up all substances in the universe. By taking chemistry, students will learn about the atom, the basic building block of all matter. Students will learn how the composition of atoms lead to the different types of elements as well as the properties of those elements. Students will learn how elements combine together to form more complex matter and the factors that determine how these elements interact. Students will examine the interaction between matter and energy. Finally students will examine how human activity affects the chemical composition of the atmosphere, which in turn can have detrimental effects on human lives. | | | |

| Honors Chemistry<br>Prerequisite: It is recommended that students successfully complete Physics First or be concurrently enrolled in Algebra 2 | 1 credit<br>.5 Weight | Grade(s): 10-12 | Course Code:<br>H40910WS1,<br>H40910WS2 |
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| Honors Chemistry is a study of the properties of matter and the changes that matter undergoes. Students will study atomic structure, electron distribution models, the periodic table, and chemical bonding. This course will include a variety of hands-on laboratory activities and prepare students for further science study. The second semester continues the investigation into properties of matter and the changes that matter undergoes. Students will study chemical formulas, chemical reactions, stoichiometry, kinetic molecular theory, physical states of matter, and acid/base chemistry. | | | |

| Biology (required)<br>Prerequisite: n/a | 1 credit | Grade(s): 10-12 | Course Code:<br>H42000S1,<br>H42000S2 |
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| Biology is devoted to the study of living things and their processes. Throughout the year this course provides opportunities for students to develop scientific process skills, laboratory techniques, and an understanding of the diversity of living organisms and their ecological roles, cellular structures and their functions, cellular processes like photosynthesis, cellular respiration, cell transport, and cell reproduction. Students will explore biological science as a process, cell structure and functions, genetics and heredity, natural selection and | | | |

adaptations. An end of course exam (EOC) will be administered in April, which covers objectives for both semesters.

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| Honors Biology<br>Prerequisite: n/a | 1 credit<br>.5 Weight | Grade(s): 10-12 | Course Code:<br>H42010WS1,<br>H42010WS2 |
| This course provides more in-depth knowledge and analysis for students to prepare for the AP Biology course. Biology will establish the principles and foundations for the study of living organisms and life functions. Through the application of the scientific method and other research processes, the following topics will be studied: ecological interactions between organisms and the environment; cellular structure, function, and reproductive processes; and a study of genetics and the field of biotechnology. The second semester continues the study of living organisms and life functions by explorations into the diversity of living things. A study of classification and phylogenetic grouping of protists, fungi, bacteria, viruses, plants, and animals presents the diversity and organizational complexity of life to the student. In-depth investigations using the scientific method and other research processes will be used to study life processes such as photosynthesis, respiration, and plant and animal structure, function, and reproduction. | | | |

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| Astronomy (W)<br>Prerequisite: n/a | .5 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H43600W |
| This course teaches students to understand the basic principles of astronomy, including the motion of objects, relative distances, and the fundamental processes that govern the formation of celestial objects. Students will investigate the characteristics of the universe, solar system, galaxies, stars, and planets. In addition, they will develop an understanding of the basic principles that govern the motion of celestial objects. Laboratory investigations are included in each unit. | | | |

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| Anatomy and Physiology (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H43800WS1,<br>H43800WS2 |
| Students will study human systems in terms of the essential functions they serve: deriving energy from food, internal coordination, protection against injury, and continuity of life. Laboratory experiences and various case studies will be emphasized for better understanding and preparation toward medically related careers: medical doctor, nursing, medical technicians, physical therapist, etc. | | | |

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| Organic Chemistry (W)<br>Prerequisite: Honors Chemistry or AP Chemistry | .5 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H45100W |
| Organic chemistry is the study of the composition and properties of compounds that are made from carbon. Carbon is a very unique element which forms chains with itself and therefore the amount of variation in organic compounds is virtually limitless. For this reason, life is based on carbon. Organic compounds are also central to the economic growth of the U.S. since they are used in industries such as the rubber, plastics, fuel, pharmaceutical, cosmetics, detergent, coatings, dyestuffs, and agrichemicals industries. This course builds on concepts introduced in general chemistry and focuses in much more detail on the element carbon, exploring the structures of compounds it forms as well as their properties. The course will include laboratory experiments | | | |

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| which include the synthesis and characterization of organic compounds. Organic Chemistry is a prerequisite to many medical careers. |

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| Biochemistry (W)<br>Prerequisite: Organic Chemistry | .5 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H45310W |
| Biochemistry is the study of the chemicals of living systems and their interactions. Though on their own these chemicals are not living, together their interactions work to create and sustain living organisms. This course focuses on how the material, energy and information in biological systems are created and processed on the molecular level. It builds on concepts introduced both in general chemistry, general biology and organic chemistry. It is a sort of hybrid of chemistry and biology, exploring the details of how biological organisms use chemicals. The course will include laboratory experiments. Biochemistry is a very active research field and is a prerequisite to most medical careers. | | | |

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| AP Environmental Science (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H42120WS1,<br>H42120WS2 |
| This course will provide students with the scientific principles and concepts required to understand the interrelationships of the natural world. Students will analyze and interpret information and data; identify and analyze environmental problems; evaluate the ecological and human health risks associated with these problems; and critically examine various solutions for resolving or preventing them. This course will include laboratory and field investigation. The course includes the following six content areas: Earth Systems and Resources; The Living World; Population; Land and Water Use; Energy Resources; and Consumption. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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| AP Biology (W)<br>Prerequisite: Honors Biology or Teacher Recommendation | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H42220WS1,<br>H42220WS2 |
| Students will study the scientific method, biochemistry, and cell structure and function from a standpoint of application to scientific research. The scientific method of problem solving, laboratory experience, essay writing, and independent projects will be emphasized. This course is designed to prepare students for the Biology Advanced Placement exam. During the second semester, students will study cell processes, reproduction and development, and heredity from a standpoint of application to scientific research. Methods of problem solving, laboratory experience essay writing, and independent projects will be emphasized. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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| AP Chemistry (W)<br>Prerequisite: Honors Chemistry or Teacher Recommendation | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H42320WS1,<br>H42320WS2 |
| Students will investigate important areas of chemistry focusing on atomic theory, the periodic table, bonding, molecular structure, gas laws, kinetic molecular theory, and stoichiometry calculations. This course is designed to prepare students for the Chemistry Advanced Placement exam. During the second semester, students | | | |

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| continue to investigate important areas of chemistry focusing on stoichiometry calculations, electrochemistry, properties of solutions, acids and bases, equilibrium, rates of reaction, thermodynamics, nuclear chemistry, and organic chemistry. Laboratory experience is extensive, and the time and effort required of students differs significantly from the usual high school science course. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. |

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| AP Physics 1 (W)<br>Prerequisite: Honors Physics or Teacher Recommendation | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H42420WS1,<br>H42420WS2 |
| This course is the follow-up to Physics. A student who succeeds in this course will be well prepared for any introductory college physics course. This course will expand the concepts of mechanics, light, and sound covered in Physics. This course will expand the concepts of electricity and magnetism covered in Physics. It will additionally cover thermal physics and modern physics. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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| AP Integrated Seminar<br>Prerequisite: n/a | .5 credit<br>Pass or Fail course<br>Elective Credit Only | Grade(s): 9-12 | Course Code:<br>H30260 |
| The AP Integrated Seminar course is designed to support students currently enrolled in one or more AP, Dual Credit, or Honors courses. This course will provide support for students in advanced level courses. This course will be offered at least two times during the same block. One class will be taught by an ELA or social studies teacher trained in an AP course. The second course will be taught by a math or science teacher trained in an AP course. Students will be able to receive support in all of the core content areas no matter which block the student is assigned. | | | |

## Project Lead the Way (PLTW) Biomedical Sciences

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| Principles of Biomedical Sciences (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 9-12 | Course Code:<br>H43400WS1,<br>H43400WS2 |
| In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. | | | |

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| Human Body Systems (W)<br>Prerequisite: Principles of Biomedical Sciences | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H43300WS1,<br>H43300WS2 |
| Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal | | | |

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| Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. |

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| Medical Interventions (W)<br>Prerequisite: Principles of Biomedical Sciences and Human Body Systems | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H42510WS1,<br>H42510WS2 |
| Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. | | | |

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| PLTW Capstone<br>Prerequisite: Principles of Biomedical Sciences, Human Body Systems, and Medical Interventions | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H99340S1,<br>H99340S2 |
| PLTW Capstone is a capstone course for students who are completing any of PLTW's high school programs. It is an open-ended research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem.<br><br>Teams draw on the knowledge, skills, and interests of each member, as they perform research to select, define, and justify a problem. Given this collaboration, team members leave the course with a broadened skillset and an appreciation for learning from their peers. After carefully defining the design requirements and creating multiple solution approaches, student teams select an approach, create, and test or model their solution prototype. As they progress through the problem-solving process, students work closely with experts and continually hone their organizational, communication, and interpersonal skills, creative and problem-solving abilities, and their understanding of the integration of processes such as the design process, experimental design, and the software development process. At the conclusion of the course, teams present and defend their original solution to an outside panel. | | | |

## Fine Arts

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| Art & Design<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H50100 |
| This beginning course is the foundation for all other art courses. The elements and principles of art are explored by creating two dimensional and three-dimensional works of art using different materials. In this course the student will obtain the knowledge needed to be successful in the more advanced art classes. It is strongly recommended that Art & Design be taken prior to any other visual arts class. | | | |

| Drawing 1<br>Prerequisite: Art & Design is strongly recommended | .5 credit | Grade(s): 9-12 | Course Code:<br>H50200 |
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| Elements and techniques of drawing including value, contour line, and perspective will be explored in this course focusing on working from direct observation. The students will develop an understanding of expressive drawing and produce works in subject matter such as still life, figurative works, landscapes and portraits. Since students will build upon the basic understanding of line, value, color, shape, and proportion learned in Art & Design it is strongly recommended that they complete Art & Design prior to taking this course. | | | |

| Drawing 2<br>Prerequisite: Drawing 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H50300 |
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| In this course students will create more challenging drawings involving a variety of subject matter, techniques, and materials. An emphasis will be placed on the student developing a personal style of drawing. Due to the advanced nature of this course, it is strongly recommended that the student complete Art & Design and demonstrate proficiency in Drawing 1. | | | |

| Pottery 1<br>Prerequisite: Art & Design is strongly recommended | .5 credit | Grade(s): 9-12 | Course Code:<br>H50600 |
|---|---|---|---|
| This introductory course encourages students to create original works of art by using pottery construction methods such as pinch, coil, slab, and wheel throwing. Students will become familiar with the cultural, chemical and geological origins of clay. Simple glaze decoration and firing techniques will be explored. Students will learn of various cultures and the artists who have played an important role in the history and evolution of ancient pottery to present day. This interactive class enables the student to discover the process of pottery production from design through firing. Students should have a proficient understanding of the elements and principles of art; therefore, taking Art & Design is strongly recommended prior to taking this course. | | | |

| Pottery 2<br>Prerequisite: Pottery 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H50700 |
|---|---|---|---|
| This advanced level studio course is developed for the serious ceramic student who has demonstrated the technical proficiency and the creative ability to continue working towards a career in ceramics. Emphasis is placed upon mastering advanced hand-building and wheel throwing techniques, developing a sense of style, achieving unique creativity in design, and striving for perfection in craftsmanship. Students will continue the exploration of ceramic vocabulary, advanced glaze chemistry, and firing techniques. An increased understanding of art criticism and appreciation will also be targeted. Students will be expected to complete portfolio quality work suitable for submission to institutions of post-secondary training and the professional job market. Due to the advanced nature of this course, it is strongly recommended that the student demonstrate proficiency in Pottery 1. | | | |

| Painting 1<br>Prerequisite: Art & Design is strongly recommended | .5 credit | Grade(s): 9-12 | Course Code:<br>H50400 |
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| Students will apply color theory, basic skills, and drawing techniques to create two-dimensional works of art through the medium of paint. They will develop artistic criticism skills in examining the works of others. Students should have an understanding of color theory and basic drawing techniques and principles; therefore, taking Art & Design is strongly recommended prior to taking this course. | | | |

| Painting 2<br>Prerequisite: Painting 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H50500 |
|---|---|---|---|
| Students will develop advanced painting techniques by exploring a variety of subject matter including both two and three- dimensional painting and other experimental forms of art. They will examine works of various artists, historic art movements and painting styles. Students will use various media and tools to create painted works of art for portfolio use. Painting 1, previous drawing knowledge, and Art & Design will provide a foundation for students to be successful in this course. | | | |

| Fiber Arts<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H50900 |
|---|---|---|---|
| Students will create two and three-dimensional artwork using various fibers while applying the elements and principles of design. They will learn about historical and contemporary fiber artists and techniques. Long-term projects may include artwork such as: batik, basketry, surface design, papermaking, and bookmaking. | | | |

| Computer Graphics<br>Prerequisite: Drawing 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H51400 |
|---|---|---|---|
| Students will apply industry standards to create a variety of artwork using multiple graphic images, a variety of fonts and letter types, illustrations, and photo enhancements on MAC-based computers and Adobe programs. They will create, plan, and develop computer graphic projects that will provide them with basic skills and knowledge essential to a career in the graphic arts. Basic drawing skills and working knowledge of the elements and principles of art are essential components in translating ideas into images. | | | |

| Advanced Studio Art<br>Prerequisite: Art & Design and successful completion of two consecutive art courses; Drawing 1 & 2, Painting 1 & 2, Pottery 1 & 2, and Fibers. Recommendation from art teacher in area of concentration required. | .5 credit | Grade(s): 10-12 | Course Code:<br>H51200 |
|---|---|---|---|
| This advanced course will serve to build and expand the students' previous knowledge and art experiences while exploring and discovering deeper meaning, techniques and other artistic possibilities through their work. This course will also allow the student to concentrate on his/her area(s) of interest while compiling a body of work to be used in their personal portfolio. | | | |

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| AP Art History (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H51500WS1,<br>H51500WS2 |
| In the AP Art History course, students will investigate specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they receive a qualifying score. | | | |

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| AP Art & Design (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H50120WS1,<br>H50120WS2 |
| The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—students will choose which of the courses and portfolios to explore. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. | | | |

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| Independent Study for Visual Arts Prerequisite: Art & Design, successful completion of courses in area of concentration, and recommendation from art teacher in area of concentration | See description below | Grade(s): 11-12 | | Course Code:<br>H51212 |
| The following advanced level courses are for individual students who want to pursue advanced study in a specific area of concentration. At the onset of the course, the student will be provided with a set of goals and a minimum number of projects to be completed during each quarter. The student will be provided space to work independently while another course is being taught. The student will create a portfolio of exemplary work to be used in pursuing a career in visual arts and to apply for college and scholarships.<br><br>▪ Independent Study, Painting (.5 credit)<br>▪ Independent Study, Drawing (.5 credit)<br>▪ Independent Study, Pottery (.5 credit)<br>▪ Independent Study, Fibers (.5 credit) | | | | |

## Music

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| Popular Music in American History<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H54900 |
| This course will help students understand American History through their knowledge of song and to help them understand American song through their knowledge of history. Popular songs not only reflect moments in social, political, and military history, but at times help to shape those moments. This course will show the lyrical link between American historical events and the music they inspired. | | | |

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| Mixed Choir<br>Prerequisite: n/a | .5 credit<br>(course may be repeated) | Grade(s): 9-12 | Course Code:<br>H54100 |
| This course is a non-auditioned group for senior high students wanting to develop basic skills needed to perform within a large ensemble. Students will study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. After one semester, the student should be prepared to audition for Girls', Boys' and/or Concert Choir. Performances are optional unless required at the direction of the teacher. | | | |

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| Girls' Choir<br>Prerequisite: n/a | .5 – 1 credit<br>(by audition only) | Grade(s): 9-12 | Course Code:<br>H54200 |
| This choir is a highly selective auditioned choir for the advanced senior high young lady who exhibits outstanding technique skills, maturity, and positive learning skills necessary for artistic solo and ensemble performances. Female students will study advanced vocal techniques, ensemble skills, theory, and history as related to aesthetic performance practices. All performances are required and graded. Placement is by teacher recommendation only. Enrollment is based upon voice classification and balance. **Girls' choir members will perform in all choir performances.** | | | |

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| Boys' Choir<br>Prerequisite: n/a | .5 – 1 credit<br>(by audition only) | Grade(s): 9-12 | Course Code:<br>H54300 |
| This course is a select choir for the advanced high school boy who exhibits outstanding ensemble technique skills, maturity, and positive learning skills necessary for artistic ensemble performances. Students will study vocal techniques, ensemble skills, theory, and history as related to aesthetic performance practices. All performances are required and graded. Placement will be by teacher recommendation only. Enrollment is based upon voice classifications and balance. | | | |

| Concert Choir<br>Prerequisite: n/a | .5 – 1 credit<br>(by audition only) | Grade(s): 9-12 | Course Code:<br>H54400 |
|---|---|---|---|
| This choir is a highly selective auditioned choir for the advanced senior high student who exhibits outstanding technique skills, maturity, and positive learning skills necessary for artistic solo and ensemble performances. Students will study advanced vocal techniques, ensemble skills, theory, and history as related to aesthetic performance practices. All performances are required and graded. Placement is by teacher recommendation only. Enrollment is based upon voice classification and balance. Concert choir members will perform in all concert choir performances. | | | |

| Music Theory 1<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H54500 |
|---|---|---|---|
| This course is designed for students who desire to learn music theory and notational skills, composition and arranging techniques, and a survey of music history and literature. Enrollment is open to all students regardless of musical background. | | | |

| Music Theory 2<br>Prerequisite: Music Theory 1 or teacher recommendation | .5 credit | Grade(s): 10-12 | Course Code:<br>H54600 |
|---|---|---|---|
| This course is a continuation of Music Theory 1. It is designed for students who desire to learn music theory and notational skills, composition and arranging techniques, and a survey of music history and literature. Enrollment is open to all students regardless of musical background. | | | |

| Cadet Band<br>Prerequisite: Instructor approval | 1 credit | Grade(s): 9-12 | Course Code:<br>H54600S1,<br>H54600S2 |
|---|---|---|---|
| The Cadet Band offers students the opportunity to strengthen their instrumental, vocal, and ensemble skills while exploring a wide range of musical styles. Students perform Grade 2 literature with focused attention on tone quality, dynamics, phrasing, and technical accuracy, including advanced rhythmic patterns, mixed meters, and both major and minor tonalities. Instruction emphasizes breath control, stick and mallet technique, pitch matching, and expressive interpretation of standard musical symbols, articulations, and tempo markings. Students also create and improvise short melodic and rhythmic phrases, analyze musical form, and connect the traditions of American March and Jazz to their historical and cultural contexts. Participation fosters teamwork, perseverance, and commitment, preparing students for advanced band experiences and a lifelong appreciation of music. | | | |

| Concert Band<br>Prerequisite: n/a | .5 – 1 credit | Grade(s): 9-12 | Course Code:<br>H55200 |
|---|---|---|---|
| This course is designed for students who wish to continue their band experience. Enrollment in Concert Band is based on auditions and directors' recommendation. Concert Band provides continued instruction of ensemble skills. Students performing on an extra-curricular basis are expected to meet eligibility standards as specified by the Missouri State High School Activities Association. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. Students are expected to provide their own instrument and supplies. | | | |

| Symphonic Band<br>Prerequisite: n/a | .5 – 1 credit | Grade(s): 9-12 | Course Code:<br>H55100 |
|---|---|---|---|
| This class demonstrates skills necessary for musical performances. Enrollment in Symphonic Band is based on auditions and director's recommendation. Symphonic Band builds on fundamentals taught in Concert Band by providing instruction in advanced ensemble techniques. Marching Band is integrated into the band experience as a co-curricular or extra- curricular activity. Students performing on an extra-curricular basis are expected to meet eligibility standards as specified by the Missouri State High School Activities Association. Attendance at all performances is required according to the Fine Arts Musical Performance Attendance Guideline form. Students are expected to provide their own instruments and supplies. | | | |
| Concert Orchestra<br>Prerequisite: n/a | .5 – 1 credit | Grade(s): 9-12 | Course Code:<br>H55400 |
| This course is an auditioned ensemble for high school students who exhibit skills necessary to perform as a soloist and a large ensemble member. Students will study instrumental techniques, ensemble skills, theory, and history as related to appropriate music. Placement is by instructor's recommendation only. Prior experience is required. All performances are required and graded. Enrollment is based upon instrumental needs. | | | |

| Symphonic Orchestra<br>Prerequisite: n/a | .5 – 1 credit | Grade(s): 9-12 | Course Code:<br>H55300 |
|---|---|---|---|
| This highly selective auditioned orchestra is for the advanced high school student who exhibits outstanding ensemble skills, maturity, and technique necessary for artistic solo and ensemble performance. Students will study highly advanced instrumental techniques, ensemble skills, theory, and history as relates to aesthetic performance practices. Extensive prior experience is necessary. Placement by instructor's recommendation only. All performances are required and graded. Enrollment is based upon instrumentation and balance. Other ensemble requirements are at the discretion of the instructor. | | | |

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| Drum Corps (EHS Only)<br>Prerequisite: n/a | .5 – 1 credit | Grade(s): 9-12 | Course Code:<br>H56000 |
| Drum Corps is designed to help percussion students further their musical skills outside of regular band class. Students will further develop their music reading skills, musicality, music terminology, music history, and music theory. Students will study, practice, and perform a wide variety of percussion literature with emphasis on the continual development of technical facility, precision movement, and musical notation reading skills. Drum Corps will perform frequently throughout the year at school, community, and festival events. | | | |

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| AP Music Theory (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H54700WS1,<br>H54700WS2 |
| The AP Music Theory course corresponds to a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand the basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. Students taking this course are strongly encouraged to take the Advanced Placement exam. Students taking the Advanced Placement exam may receive college credit if they | | | |

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| RADIOACTIVE (EHS only)<br>Prerequisite: n/a | .5 credit<br>Elective credit only | Grade(s): 9-11 | Course Code:<br>H58500 |
| RadioACTIVE will continue and build upon the activities and learning students experienced in the blendLAB course. The class will provide students with opportunities that offer experiences in today's fastest growing fields in multimedia such as podcasting, streaming, gaming, advertising, and more through a combination of entertainment, STEM, and entrepreneurship. | | | |

## Drama

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| Introduction to Theater<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H56700 |
| This course is for students interested in a broad overview of theater. This course introduces students to a variety of elements and principles used in the process of theatre production and appreciation of theatre arts. The class experience will also provide a technical overview of producing a play, including business management. This course will help students interested in pursuing theater after high school by allowing students to learn about all sides of theater. This course provides a foundation for the other drama classes, and it is strongly recommended that students take this class as a prerequisite for all other drama courses. | | | |

| Acting 1<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H56400 |
|---|---|---|---|
| This beginning course focuses on the basic elements of stage acting. The student will develop skills in concentration, memorization, movement, and voice, and will learn stage areas and theatrical stage positions. This course is the prerequisite for Acting 2, Directing Independent Study, and Honors Theater Practicum. | | | |

| Acting 2<br>Prerequisite: Acting 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H56500 |
|---|---|---|---|
| This upper-level course focuses on the advanced elements of stage acting. Students will perform scenes to develop skills in movement, characterization, and stylization. This course is a prerequisite for Independent Study and Honors Theatre Practicum. | | | |

| Stage Design 1<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H56100 |
|---|---|---|---|
| This beginning course offers an overview of practical application through experiences in technical theatre, including scenic design, set construction, painting, lighting, sound, and the use of stage materials. This course is a prerequisite for Stage Design 2. | | | |

| Stage Design 2<br>Prerequisite: Stage Design 1 | .5 credit | Grade(s): 10-12 | Course Code:<br>H56200 |
|---|---|---|---|
| This course offers a more in-depth practical application of technical theatre concepts. A strong emphasis will be placed on the design process regarding scenery, lighting, sound, costumes, and make-up. Students will develop practical skills in a variety of backstage areas and contribute to successful productions. This course can only be taken after the student has passed Introduction to Theater and Stage Design I. This course is a prerequisite for Independent Study and Honors Theatre Practicum. | | | |

| Stage Movement<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H56600 |
|---|---|---|---|
| This basic movement class will provide the student with the beginning basic knowledge of pantomime, ballet, tap, modern, jazz, folk, and ballroom dance. Students will be exposed to the elements of choreography and have an opportunity to choreograph a dance. | | | |

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| High School Public Speaking<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H56800 |
| High School Public Speaking is designed to develop students' confidence, effective communication skills, and ability to deliver impactful speeches. Through a series of engaging activities and practice opportunities, students will learn fundamental techniques for public speaking, including speech preparation, delivery strategies, and audience engagement. This course aims to foster self-expression, critical thinking, and persuasive communication skills in a supportive and inclusive environment. | | | |

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| Honors Theater Practicum<br>Prerequisite: Students must have passed Acting 1 and 2; or Stage Design 1 and 2; Stage Movement | .5 credit<br>.5 Weight | Grade(s): 11-12 | Course Code:<br>H56720W |
| This advanced course provides the student with an opportunity for intensified study in selected areas of theatre such as acting, choreography, playwriting, design, directing, stage management, theatre history, dramatic theory, and criticism. Portfolios will be developed, and theater scholarships opportunities and auditions will be discussed. | | | |

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| Independent Study for Theater<br>Prerequisite: Successful completion of courses in area of concentration, and recommendation from teacher in area of concentration | See description below | Grade(s): 11-12 | Course Code:<br>H56712 |
| The following advanced level courses are for individual students who want to pursue advanced study in a specific area of concentration. At the onset of the course, the student will be provided with a set of goals and a minimum number of projects to be completed during each quarter. The student will be provided space to work independently while another course is being taught. The student will create a portfolio of exemplary work to be used in pursuing a career in theater arts and to apply for college and scholarships.<br><br>▪ Independent Study, Directing (.5 credit)<br>▪ Independent Study, Technical Design (.5 credit)<br>▪ Independent Study, Dance Choreographer (.5 credit) | | | |

## Business and Marketing Education

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| Microsoft Office Skills<br>Prerequisite: n/a | 1 credit | Grade(s): 11-12 | Course Code:<br>H60100S1,<br>H60100S2 |
| Students will develop and reinforce skills in keyboarding input methods and basic computer operations. Students will gain proficiency in Microsoft Word, Microsoft PowerPoint, and Microsoft Excel. Students will have the opportunity to become certified in each of the Microsoft platforms. These certifications will help students with their chosen pathway and will serve as a credential they can include on their resume. | | | |

| Introduction to Graphic Design & Multimedia<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H62000 |
|---|---|---|---|
| Introduction to Graphic Design and Multimedia is an entry-level course in which students will develop graphic design and multimedia skills. Students will develop technical skills including computer animation, the creation of original graphic images, and the development of a personal portfolio through the use of computer software such as Adobe Illustrator, Adobe Animate and Adobe PhotoShop. | | | |

| Web Design<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H66800 |
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| This course deals with the use of Web programming languages(HTML, JavaScript, etc.), graphics applications and other Web authoring tools to design, edit, launch and maintain Websites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation and emerging Web technologies will be included. | | | |

| Entrepreneurship Prerequisite: Microsoft Office Skills is recommended | 1 credit | Grade(s): 10-12 | Course Code:<br>H60400S1,<br>H60400S2 |
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| Entrepreneurship is a year-long one credit course that will focus on the 8 Foundational Principles, the process to start a business, and "Market Day." During the first semester, students will learn the skills and knowledge necessary to start and run a business. During the second semester, students will use the gained knowledge to build their own business. They will design a product as a small group, market the product, and sell the product during "Market Day." Market Day allows students to deepen their entrepreneurial way of thinking by giving them the opportunity to own and operate a startup for a designated period of time. Students pitch their products and apply for a "loan" to purchase materials for production. Once they sell their product, they pay off their "loan" and keep any profit they make. | | | |

| Business Management Processes (CHS only)<br>Prerequisite: n/a | 1 credit | Grade(s): 11-12 | Course Code:<br>H66000S1<br>H66000S2 |
|---|---|---|---|
| This course is one part of the combined AMPED (Algebra 1 in Manufacturing Processes, Entrepreneurship, and Design) course. This Career and Technical Education (CTE) course engages students by integrating entrepreneurship skills with the math skills they are learning in their Algebra 1 course in an authentic, real-world setting. Students will solve real-world, career-centered problems as they run an advanced fabrication lab customizing textile products. The proceeds generated from the business aspect of the program will be utilized to self-fund the venture and provide philanthropic opportunities for students through community service or monetary gifts to local charities. This contextual learning experience combines business entrepreneurship and all Algebra I standards through relevant and interactive, career-centered projects. Students will be enrolled in two courses and receive both an Algebra I and CTE credit. | | | |

| Business Technology<br>Prerequisite: It is preferred that students take Microsoft Office Skills | 1 credit | Grade(s): 12 | Course Code:<br>H60800S1,<br>H60800S2 |
|---|---|---|---|
| Students will be provided with an opportunity to develop and apply advanced business skills necessary for employment. They will develop advanced computer skills using the Microsoft Office Suite. In addition, students will develop skills that will be important in their career in a professional or business position. Students may participate in Business Education Internship when enrolled in this class. | | | |

| Business Education Internship<br>Prerequisite: Concurrently enrolled in Business Technology or Accounting 2 | 2-4 credits | Grade(s): 12 | Course Code:<br>H61001S1,<br>H61001S2 |
|---|---|---|---|
| This course is the application of school experiences in a business setting. Students are released from school early for supervised on-the-job training. Students also must be enrolled in Business Technology or Accounting 2. Criteria for internship will be identified through the application process. | | | |

| Personal Finance (required)<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H23500 |
|---|---|---|---|
| Understanding and managing personal finances are key to one's future financial success. This one semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. | | | |

| Virtual Personal Finance<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H23500V |
|---|---|---|---|
| Virtual Personal Finance (VPF) is a completely asynchronous course that can serve as the Personal Finance Graduation requirement. Virtual Personal Finance is designed to be taken by students with scheduling conflicts due to dual enrollment programming, North Technical High School, or any other scenario which prevents them from taking the in-person course. VPF is the exact same curriculum as in-person Personal Finance and is taught by a Hazelwood Business Education teacher. Please consult with your counselor to see if you qualify for enrollment. VPF and Personal Finance have the same course description (please see above for more information). | | | |

| Accounting 1<br>Prerequisite: n/a | 1 credit | Grade(s): 10-12 | Course Code:<br>H60200S1,<br>H60200S2 |
|---|---|---|---|
| This full-year course is an introduction to accounting principles and procedures as they apply to the basic accounting cycle. Students pursuing a college degree in business, finance, marketing, or accounting will find this course extremely beneficial for college preparation. Students will learn to maintain financial records for a service and merchandising business. Students will use computers to prepare financial information. | | | |

| Accounting 2<br>Prerequisite: Accounting 1 | 1 credit | Grade(s): 11-12 | Course Code:<br>H60300S1,<br>H60300S2 |
|---|---|---|---|
| This full year course will broaden a student's knowledge of accounting principles and procedures. It will enhance a student's preparation for a college major in accounting. Students will learn new procedures for preparing adjustments, calculating depreciation, and preparing payrolls. Accounting procedures for a manufacturing business, cost accounting, and financial statement analysis will be introduced in this second year. Computerized accounting will be used to assist in the preparation of payrolls, financial statements, and budget analysis. Students pursuing a college degree in business, finance, marketing, or accounting will find this course extremely beneficial for college preparation. | | | |

| Business and Personal Law<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H60700 |
|---|---|---|---|
| This course includes the study of practical application of law dealing with the individual's need for protection of his/her personal rights and obligations in everyday life and business agreements. Students will study the origin of law, ethics, legal terminology, contracts, insurance, and property rights (renting, owning). | | | |

| Business Management and Leadership<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H61200 |
|---|---|---|---|
| This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis and inventory control is also introduced. | | | |

| Technical Reading and Writing<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H60900 |
|---|---|---|---|
| This course provides reinforcement of students' basic language skills (composition, grammar, spelling, punctuation, etc.) and development of essential competencies for oral and written communication in today's technological workplaces. The focus is to write and communicate technically about a subject which requires instruction, explanation, or illustrations.<br><br>Emphasis is placed on using technology and available resources to compose and produce accurate and effective documents (including e-mail messages, letters, memos, reports, etc.) for personal and professional purposes. Using technology to develop oral communication skills, creating instructions, and making reports in an effective manner is reinforced in this course. | | | |

| Marketing Fundamentals<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H63000 |
|---|---|---|---|
| Marketing Fundamentals is a single semester course designed to introduce students to the dynamic processes and activities in marketing. The course develops student understanding and skills in the functional area of marketing. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Students are encouraged to join DECA, a nationally recognized, co-curricular student organization. Completion of Marketing Fundamentals meets the prerequisite to enroll in Marketing Internship. | | | |

| Advanced Marketing 1<br>Prerequisite: Marketing Fundamentals | .5 credit | Grade(s): 12 | Course Code:<br>H64000 |
|---|---|---|---|
| The Advanced Marketing 1 course has been developed as the second course, first semester, in the marketing series to give students an opportunity to delve more deeply into the marketing functions and their application and impact on business operations. Advanced Marketing 1 includes a review of the basics of marketing, market planning, product/service management, and pricing. Advanced Marketing 1 and 2 make up the full-year course taken concurrently with Marketing Internship for students enrolled in cooperative education. All marketing students are encouraged to join DECA, a nationally recognized, co-curricular student organization. Upon completion of Advanced Marketing 1 and 2 students will be required to take a marketing "industry readiness" certification exam. | | | |

| Advanced Marketing 2<br>Prerequisite: Advanced Marketing 1 | .5 credit | Grade(s): 12 | Course Code:<br>H64100 |
|---|---|---|---|
| The Advanced Marketing 2 course is a continuation of first semester Advanced Marketing 1. Advanced Marketing 2 is the third course, second semester, in the marketing series to give students an opportunity to delve more deeply into the marketing functions and their application and impact on business operations. Advanced Marketing 2 includes a study of marketing-information management, promotion, selling, and channel management. Advanced Marketing 1 and 2 make up the full-year course taken concurrently with Marketing Internship for students enrolled in cooperative education. All marketing students are encouraged to join DECA, a nationally recognized, co-curricular student organization. Upon completion of Advanced Marketing 1 and 2 students will be required to take a marketing "industry readiness" certification exam. | | | |

| Marketing Education Internship<br>Prerequisite: Concurrently enrolled in Advanced Marketing 1 and 2 | 2-4 credits | Grade(s): 12 | Course Code:<br>H61500S1,<br>H61500S2 |
|---|---|---|---|
| Students will develop and reinforce skills in application of school experiences in a business setting. They will gain proficiency in using school knowledge for personal and professional benefits in business settings. In this course the students are released from school early for supervised on-the-job training. Students also must be enrolled in Advanced Marketing 1 & 2. Criteria for internship will be identified through the application process. | | | |

**Family and Consumer Sciences**

| Nutrition & Wellness<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H63300 |
|---|---|---|---|
| Nutrition and Wellness students will explore topics related to nutrition, food economics, sustainability, and ecology. They will develop skills to communicate effectively with family members, consumer groups and the food service industry. Students will solve problems related to health and wellness, as well as food needs, through the application of mathematics and science principles and make responsible decisions involving family and individual food needs, the use of the food dollar, and the care of food. Nutrition and Wellness is a prerequisite for Culinary Arts 1. | | | |

| Culinary Arts 1<br>Prerequisite: Nutrition & Wellness | .5 credit | Grade(s): 10-12 | Course Code:<br>H63600 |
|---|---|---|---|
| Students will explore the skills and information needed to pursue a career in the food service industry. Topics explored include industry opportunities, food safety and sanitation, kitchen basics, intro to management, and cooking methods. Students must complete Culinary Arts 1 before enrolling in Culinary Arts 2. | | | |

| Tastes of Culture<br>Prerequisite: Culinary Arts 1 | .5 credit | Grade(s): 11-12 | Course Code:<br>H63610 |
|---|---|---|---|
| Tastes of Culture is a semester-long course where students will explore the connections between what they eat and cultures around them. As we move around the globe, this course will cover the history and topography as it relates to each region's dietary customs, cuisines and cooking methods. | | | |

| Culinary Arts 2<br>Prerequisite: Culinary Arts 1 | 1 credit | Grade(s): 11-12 | Course Code:<br>H63700WS1,<br>H63700WS2 |
|---|---|---|---|
| During this year long class, students will explore the skills required by the food and restaurant industry preparing them for an entry-level position in the culinary field or entrance to a culinary arts program. A variety of food preparation techniques and applications will be taught. Students will be given a technical skills assessment at the end of the course which could award them a scholarship through the National Restaurant Association if all the requirements are met. | | | |

| Culinary Arts 3<br>Prerequisite: Culinary Arts 2 | 1 credit | Grade(s): 12 | Course Code:<br>H63800S1,<br>H63800S2 |
|---|---|---|---|
| Restaurant and foodservice operations make up one of the most dynamic industries in the United States—covering everything from corner diners to food trucks to the most acclaimed restaurants in the world. The foodservice industry is a shining example of the entrepreneurial spirit, where you can begin as a dishwasher and one day own your own restaurant.<br><br>This course applies additional skills needed in the Culinary Arts profession. It includes the application of skills within a school-based, community-based experience, or work-based internship. Students enrolled in this course will learn and practice skills from a management perspective within the industry. Students will complete their ServSafe Food Manager certificate throughout the duration of the course. | | | |

| Culinary Internship<br>Prerequisite: Culinary Arts 2 and concurrent enrollment in Culinary Arts 3 | 2-4 credits | Grade(s): 12 | Course Code:<br>H66300S1,<br>H66300S2 |
|---|---|---|---|
| This course is the application of school experiences in a culinary setting. Students are released from school early for supervised on-the-job training. Students must be enrolled in Culinary Arts 3. Criteria for internship will be identified through the application process. | | | |

| Apparel & Textiles<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H62100 |
|---|---|---|---|
| Apparel and Textiles is a skills course where students are introduced to the exciting and rapidly changing field of fashion, clothing construction, and the technology that supports the field. Basic sewing skills are learned through projects. This course develops sewing skills using a serger, a sewing machine, and an embroidery machine. Project fabric for the pajamas project is the responsibility of the student. | | | |

| Housing & Design<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H62400 |
|---|---|---|---|
| Housing and Design students will investigate concepts in housing development, architectural/furniture styles, products/services, and the elements/principles of design. These concepts will be applied to learning how to plan for, select, and finance housing. An additional focus includes a basic understanding of drafting, architectural design, and interior decorating. Students who are interested in careers such as design, drafting, or architecture would benefit from taking this course. | | | |

| Family Living & Parenthood<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H62900 |
|---|---|---|---|
| Parenting Issues build parenting skills needed to face parenthood concerns and broadens the understanding of the realities of parenting. Positive parenting, family patterns, considerations before pregnancy, human reproduction, prenatal care and development, labor and birth, infant care, discipline, health and safety, child abuse prevention, media concerns, and childcare will be covered. Students will develop an understanding of themselves and their role as a parent through a variety of instruction methods. | | | |

| Child Development, Care & Guidance<br>Prerequisite: n/a | .5 credit | Grade(s): 9--12 | Course Code:<br>H62700 |
|---|---|---|---|
| Child Development and Care is the first course in the Teaching and Education pathway that prepares students for a career in Education, Childcare, or other child-related careers. Students will learn about the growth, development, and care of children from conception through age 6. Students will analyze the effects of a child's heredity and environment on their physical, intellectual, and social-emotional development. Units of study include principles of child development; prenatal health considerations; infant, toddler, and preschool development and care; and child-related careers. | | | |

| Advanced Child & Human Development (W)<br>Prerequisite: Child Development, Care & Guidance | .5 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H62710W |
|---|---|---|---|
| Advanced Child Development is the second course in the Teaching and Education pathway that prepares students for a career in Education, Childcare, or other child-related careers. Students will learn about the growth and development of children from age 3 through adolescence. Students will analyze the effects of a child's heredity and environment on their physical, intellectual, and social-emotional development. Students will have the opportunity to reflect on and evaluate their personal development. Additionally, students will learn about creating enriching learning activities to promote and support a child's development. | | | |

| Introduction to Teaching<br>Prerequisite: Advanced Child & Human Development (W) | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H15060S1,<br>H15060S2 |
|---|---|---|---|
| This course is for students who have an interest in a career in education and enjoy working with people and sharing their skills and talents. This curriculum emphasizes the development of key skills, knowledge, and dispositions for high school students as they take their first steps on the path to accomplished teaching. Students will study a broad range of ages and theories as well as begin working in the classrooms of local schools in our district. Units of study include an introduction to a variety of career pathways in education, History of Education, communication skills and practices, diversity in education, effective instruction and development of lessons and assessments as well as how schools impact our society. This is a one-credit course and will be offered every other day of the week for one school year. Students will be required to observe in Early Childhood, Elementary, and Middle School classes as well as participate in Educations Rising CTSO and district committees appropriate for HS students. | | | |

| Exploring Teaching (W)<br>Prerequisite: Advanced Child & Human Development (W), Introduction to Teaching | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H62760WS1,<br>H62760WS2 |
|---|---|---|---|
| This course is for students interested in a career in education that provides them with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students will learn to plan and direct individualized instruction and group activities, prepare instructional materials for educational environments, and complete other possible teacher responsibilities. This is a one-credit course and will meet every other day during the school year. Students need to provide their own transportation and a parking pass. | | | |

| Teaching Internship (W)<br>Prerequisite: Concurrent enrollment in Exploring Teaching | 2-4 credits<br>Weighted | Grade(s): 12 | Course Code:<br>H62770WS1,<br>H62770WS2 |
|---|---|---|---|
| This course is a field-based internship for students interested in a career in education. This course requires clinical experiences in schools for education candidates to observe and analyze a variety of school and classroom environments. There will be an emphasis and focus on aligning instructional processes and content knowledge. This course must be taken concurrently or after Exploring Teaching. Students need to provide transportation and a parking pass. | | | |

## Industrial Technology

| Wood & Construction Technology<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H64500 |
|---|---|---|---|
| Wood and Construction Technology will give students hands on experience using hand tools, power tools and will improve problem-solving skills. Traditional and modern machinery techniques will be applied to develop the knowledge and skills needed for planning and constructing various projects. Student safety and correct machine operation will be stressed. | | | |

| Advanced Wood Technology<br>Prerequisite: Wood & Construction Technology | .5 credit | Grade(s): 10-12 | Course Code:<br>H65300 |
|---|---|---|---|
| Advanced Wood Technology will give students more hands-on experience focusing on new techniques and a wider range of individual projects. Students will be using traditional as well as modern computer aided machinery to accomplish tasks. Problem–solving skills will be honed as the students develop an understanding of the designing and manufacturing process. Careers in the industry will also be explored. | | | |

| Metal Technology<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H64200 |
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| This course is an introduction to the areas of metals and metalworking. Students will learn the different metal types, the use of hand power tools, and the use of specific processes with the metal. The students will develop a basic understanding of metal shaping, abrading, and cutting operations, as well as how to join metals. Each process will be demonstrated and performed in a lab setting. Opportunities will be explored and post-secondary training will be discussed to assist students in future careers in the field. | | | |

| Home Repair & Maintenance<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H62500 |
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| Home Repair and Maintenance is for those students interested in doing their own home maintenance and repair work. Students will learn the basic information and techniques necessary to use hand tools and various building materials required for routine repair and maintenance of a residential structure and its systems. | | | |

| Drone Pilot Certification (W)<br>Prerequisite: Students must be 16 years of age or older | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H66830WS1,<br>H66830WS2 |
|---|---|---|---|
| The Drone Pilot Certification course offers students the opportunity to learn how to legally operate a drone and earn their Drone Pilot's license. In this course, students will learn about industry regulations and best practices, learn about and practice radio communications and standards, learn how to mitigate risks involved with drone operations, and learn basic photography skills using a drone. Earning a Drone Pilot license will offer students an industry recognized credential that will open up numerous employment opportunities for them. | | | |

## Project Lead the Way (PLTW) Engineering

| Engineering Essentials (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 9-12 | Course Code:<br>H65000WS1<br>H65000WS2 |
|---|---|---|---|
| A full-year course designed to be a high school student's first exposure to the PLTW Engineering program. Students will explore the work of engineers and their role in the design and development of solutions to real-world problems. | | | |

| Principles of Engineering (W)<br>Prerequisite: Engineering Essentials | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H65100WS1<br>H65100WS2 |
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| Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. | | | |

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| Introduction to Engineering Design (W)<br>Prerequisite: Principles of Engineering | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H65200WS1<br>H65200WS2 |
| Students dig deep into the engineering design process, 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 3D modeling software and use an engineering notebook to document their work. | | | |

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| Digital Electronics (W)<br>Prerequisite: Principles of Engineering | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H65400WS1<br>H65400WS2 |
| From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. | | | |

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| Civil Engineering & Architecture (W)<br>Prerequisite: Principles of Engineering | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H65500WS1<br>H65500WS2 |
| Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open- ended projects and problems that require them to develop planning, communication, and other professional skills. | | | |

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| Aerospace Engineering (W)<br>Prerequisite: Principles of Engineering | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H65600WS1<br>H65600WS2 |
| This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. | | | |

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| PLTW CAPSTONE<br>Prerequisite: Engineering Essentials and Principles of Engineering and 1 additional PLTW Engineering course | 1 credit<br>Weighted | Grade(s): 12 | Course Code:<br>H99340S1,<br>H99340S2 |

PLTW Capstone is a capstone course for students who are completing any of PLTW's high school programs. It is an open-ended research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem.

Teams draw on the knowledge, skills, and interests of each member, as they perform research to select, define, and justify a problem. Given this collaboration, team members leave the course with a broadened skillset and an appreciation for learning from their peers. After carefully defining the design requirements and creating multiple solution approaches, student teams select an approach, create, and test or model their solution prototype. As they progress through the problem-solving process, students work closely with experts and continually hone their organizational, communication, and interpersonal skills, creative and problem-solving abilities, and their understanding of the integration of processes such as the design process, experimental design, and the software development process. At the conclusion of the course, teams present and defend their original solution to an outside panel.

## Project Lead the Way (PLTW) Computer Science

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| Computer Science Essentials (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 9-10 | Course Code:<br>H65730WS1,<br>H65730WS2 |
| Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A. | | | |

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| Computer Science Principles (W)<br>Prerequisite: n/a | 1 credit<br>Weighted | Grade(s): 10-12 | Course Code:<br>H65720WS1,<br>H65720WS2 |
| Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit. | | | |

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| Computer Science A (W)<br>Prerequisite: Computer Science Principles and a recommendation of Algebra 2 or concurrent enrollment in Algebra 2 | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H65740WS1,<br>H65740WS2 |
| Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in their community. This course is aligned to the AP CSA framework. | | | |

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| Cybersecurity (W)<br>Prerequisite: Computer Science Essentials or Computer Science Principles | 1 credit<br>Weighted | Grade(s): 11-12 | Course Code:<br>H65750WS1,<br>H65750WS2 |

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| Students explore the tools and concepts of cybersecurity and create solutions that allow people to share computing resources while protecting privacy. |

## Health Occupations

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| Health Occupations 1 (Semester 1)<br>Prerequisite: Anatomy and Physiology is recommended. | 2 credits | Grade(s): 12 | Course Code:<br>H67200 |
| This course meets three hours per day. Students gain knowledge about health careers along with the opportunity to explore these careers through guest speakers, audio-visual aids, and outside field trips. Physical and health sciences are studied through a variety of classroom laboratory activities. Students receive nurse assistant training during their studies and clinicals. There is an application process that includes a recommended GPA of 2.5 or higher, 91% attendance rate and teacher recommendation. Students must qualify for Health | | | |

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| Health Occupations 2 (Semester 2)<br>Prerequisite: Anatomy and Physiology is recommended. | 2 credits | Grade(s): 12 | Course Code:<br>H67300 |
| During the second semester, students are released part of the school day and are given opportunities to observe and participate in clinical experiences. Clinical areas include Christian Hospital Northeast, DePaul Medical Center, St. John's Mercy Medical Center, dental offices, sports medicine facilities, veterinary offices, and other related areas of student interest. Students must have reliable transportation. | | | |

## Center for Advanced Professional Studies (CAPS)

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| CAPS Medicine and Bioscience<br>Prerequisite: Principles of Biomedical Sciences and Human Body Systems/Anatomy and Physiology; Medical Interventions recommended | 4 credits | Grade(s): 12 | Course Code:<br>H67500S1,<br>H67500S2 |
| The CAPS course provides students with the opportunity to gain real-world, hands-on work experience in a professional work environment related to their academic and career interests. The course will follow the Project Lead the Way Biomedical Science curriculum but will also include training in professional skills for students and hands-on work experience in the medical field. For the first semester of the course, students will learn skills they need to navigate a professional setting, learn terminology related to the medical field, explore case studies in the medical field, and engage with guest speakers from medical related careers. In the second semester, students will participate in internships and job shadowing with medical professionals and research to solve a real-world problem presented to them by medical professionals. | | | |

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| CAPS Engineering and Construction<br>Prerequisite: Minimum two engineering classes, or two computer science classes | 2 credits | Grade(s): 12 | Course Code:<br>H67400S1,<br>H67400S2 |
| The CAPS course provides students with the opportunity to gain real-world, hands-on work experience in a professional work environment related to their academic and career interests. The CAPS Engineering and Construction strand will include a curriculum inspired by PLTW that prepares students for college and/or a career in engineering or the construction trades as well as training in professional and soft skills needed to be successful in these industries. Students may opt to take this class as the PLTW capstone class for engineering (PLTW CAPSTONE). Students will also participate in mentoring, job shadowing, and internship experiences in the engineering and construction fields as part of the course. | | | |

## Physical Education, Health and Safety Education

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| Physical Education A (required)<br>Prerequisite: n/a | .5 credit | Grade(s): 9 | Course Code:<br>H71100 |
| This level provides the student the opportunity to review and improve skills introduced in previous levels and to explore some new activities. Included are personal fitness, rhythms/aerobics, swimming, and team sports. | | | |

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| Physical Education B (required)<br>Prerequisite: n/a | .5 credit | Grade(s): 10 | Course Code:<br>H71200 |
| This level offers the student a chance to improve upon skills introduced at previous levels and to select activities of leisure time pursuits. | | | |

| Physical Education C<br>Prerequisite: n/a | .5 credit<br>(may be taken more than once) | Grade(s): 11-12 | Course Code:<br>H71300 |
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Students may continue to elect to take physical education courses to keep physically, mentally, and socially fit and to enjoy activities which will be valuable as leisure time pursuits. Activities may include:

| **TEAM SPORTS** | **RECREATIONAL GAMES** | **INDIVIDUAL SPORTS** | **AQUATICS** |
|---|---|---|---|
| Basketball | Badminton | Archery | Advanced Swimming |
| Flag or Touch Football | Bocce Ball | Golf | Lifeguard Training |
| Floor Hockey | Bowling | Handball/Racquetball | Synchronized Swimming |
| Soccer | Horseshoes | Tennis | Water Aerobics |
| Softball | Pickleball | Track/Field | Water Polo |
| Team Handball | Shuffleboard | Wrestling | |
| Ultimate Frisbee | Table Tennis | | |
| Volleyball | | | |

| **RHYTHM** | **PERSONAL FITNESS** | **OUTDOOR EDUCATION** | **OFFICIATING** |
|---|---|---|---|
| Aerobics | Aerobics | Angling | All Sports |
| Creative Movement | Body Development | Archery | |
| Social Dance | Walking for Fitness | Backpacking | |
| | | Orienteering | |
| | | Recreational Games | |
| | | Snorkeling | |

| Adaptive Physical Education<br>Prerequisite: n/a | .5 credit | Grade(s): 9-12 | Course Code:<br>H70300 |
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This course provides physical education for students with physical challenges who are unable to participate in regular physical education. A specific physical form may be obtained from the school nurse.

| Health (required)<br>Prerequisite: n/a | .5 credit | Grade(s): 9 | Course Code:<br>H70500 |
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The students will gain knowledge about human growth and development, mental health, emotional health, substance abuse, disease prevention, first aid, CPR, safety, and nutrition.

| Lifeguard Training<br>Prerequisite: see below | .5 credit | Grade(s): 10-12 | Course Code:<br>H70600 |
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Prerequisites:

- The candidate must be 15 years of age on or before the start of the pre-course session.
- Swim 300 yards continuously using each of the following strokes for at least 100 yards: crawl and breaststroke.
- Submerge to a minimum depth of 7 feet, retrieve a 10 lb. object and return with it to the side of the pool.
- Student must buy the book if receivingLifeguard Certification.

The American Red Cross Lifeguard Training Course will be presented, and upon successful completion, the students can receive American Red Cross certification in Lifeguard Training and CPR for the Professional Rescuer

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| Sports Officiating<br>Prerequisite: n/a | .5 credit | Grade(s): 11-12 | Course Code:<br>H85000 |
| This course provides students the necessary skills and knowledge to become a certified official in three sports. The course includes instructional modules, combined with interactives and activities to understand the mechanics and philosophy of officiating, provide learners with engaging classroom activities. Comprehension quizzes at the end of each module ensures learners are building a solid foundation of understanding before they ever officiate their first contest. Access to the point of view video scenarios allow learners to make the call and get instant feedback from their movements. Students then put what they learn into action by participating in practice/scrimmage settings to hone mechanics and get a true feel for the game. | | | |

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| Personal Fitness<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H70800 |
| This course includes a basic program composed of flexibility, strength, cardiovascular development, nutrition, training methods, and safety that students can use now and in the future. | | | |

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| Driver Education<br>Prerequisite: n/a | .5 credit | Grade(s): 10-12 | Course Code:<br>H72000 |
| In the Driver Education course, students will develop the habits, knowledge, skills, and attitude that are necessary to operate a motor vehicle safely and efficiently. The course content will emphasize the personal and social implications that are pertinent to the safe and efficient operation of a motor vehicle. Students will be engaged in a variety of tasks to prepare them to navigate our roadways. Topics will include the responsibilities of driving, rules of the road, traffic procedures, safe driving concepts, the legal obligations of driving, alcohol and drug use as related to driving, and distracted driving. **This Driver Education course is coursework only. Students will have the option of taking driving lessons outside of the school day for an additional fee.** | | | |

***All revisions completed by Hazelwood School District's Curriculum Coordinators, High School Associate Principals, and the Assistant Superintendent for High Schools***
***Revised and up to date as of November 1, 2025***