

Academic Planning Guide 2018-19

JENNINGS SENIOR HIGH SCHOOL COLLEGE PREP AND CAREER ACADEMY

JENNINGS SENIOR HIGH SCHOOL COLLEGE PREP AND CAREER ACADEMY
8850 Cozens Avenue
St. Louis, MO 63136
(314) 653-8100



**JENNINGS SENIOR HIGH SCHOOL
and
JSH COLLEGE & CAREER ACADEMY**

JENNINGS SCHOOL DISTRICT BOARD OF EDUCATION

Ms. Yolonda Fountain-Henderson

President

Mr. Harold Austin

Vice President

Mr. Terry Wilson

Secretary

Mr. Reggie Hall

Treasurer

Mrs. Miranda Jones

Director

Mr. John Schlereth

Director

Ms. Rose Mary Johnson

Director

Dr. Art McCoy

Superintendent of Schools

TABLE OF CONTENTS

REGISTRATION PROCEDURES	1
GENERAL INFORMATION	2
<i>SCHOOL POLICIES AFFECTING COURSEWORK</i>	2
<i>STATEMENT OF ACADEMIC INTEGRITY</i>	3
<i>GRADING</i>	4
<i>PROMOTION REQUIREMENTS</i>	5
GRADUATION	6
<i>GRADUATION REQUIREMENTS</i>	6
ALTERNATIVE EDUCATION OPTIONS	7
<i>JETS PROGRAM</i>	7
<i>MISSOURI OPTIONS</i>	7
<i>CREDIT RECOVERY</i>	8
<i>IN-SCHOOL SUSPENSION</i>	8
<i>LONG-TERM SUSPENSION</i>	8
MISSOURI STATE HIGH SCHOOL ACTIVITIES ASSOCIATION - MSHSAA	9
<i>NCAA CLEARINGHOUSE</i>	9
<i>NCAA ELIGIBILITY STANDARDS</i>	10
<i>ATHLETIC ELIGIBILITY</i>	11
<i>GRADE POINT AVERAGE</i>	11
HIGH TO COLLEGE TRANSITION	12
<i>PREPARING FOR COLLEGE</i>	12
<i>PLANNING FOR COLLEGE</i>	13
<i>CONSIDERATIONS FOR COLLEGE ACCEPTANCE</i>	14
<i>A PLUS PROGRAM</i>	15
COLLEGE CREDIT OFFERINGS	20
<i>ADVANCED PLACEMENT (AP)</i>	20
<i>ADVANCED CREDIT PLACEMENT (ACP) CREDIT</i>	20
DESCRIPTION OF REQUIRED TESTS	22
HIGH SCHOOL TECHNICAL SCHOOL PROGRAMS	25
STEAM CAREER PREP ACADEMY	26
PERSONAL PLAN OF STUDY	33

CAREER PATHWAY -----34

COLLEGE PREP ACADEMY -----36

COMMUNICATION ARTS -----40
COURSE DESCRIPTIONS-----41

FOREIGN LANGUAGE -----44

MATHEMATICS-----45
COURSE DESCRIPTIONS-----46

SCIENCE-----48
COURSE DESCRIPTIONS-----49

SOCIAL STUDIES-----52
COURSE DESCRIPTIONS-----53

PHYSICAL EDUCATION AND HEALTH ELECTIVES-----55
COURSE DESCRIPTIONS-----56

FINE ARTS -----57
COURSE DESCRIPTIONS-----58

PRACTICAL ARTS/CTE-----62
COLLEGE AND CAREER READINESS COURSES-----64
BUSINESS-----64
BUSINESS TECHNOLOGY-----65
MARKETING-----66
PROJECT LEAD THE WAY: ENGINEERING-----67
PROJECT LEAD THE WAY: HEALTH SCIENCES-----68
FAMILY AND CONSUMER SCIENCE-----69

ELECTIVES - OTHER -----71

JUNIOR RESERVE OFFICER’S TRAINING CORPS (JROTC) -----72
COURSE DESCRIPTIONS-----73

INDIVIDUALIZED INSTRUCTION-----74
COMMUNICATION ARTS COURSE DESCRIPTIONS -----76
SOCIAL STUDIES COURSE DESCRIPTIONS -----77
MATH COURSE DESCRIPTIONS-----78
SCIENCE COURSE DESCRIPTIONS-----79
TRANSITION COURSE DESCRIPTIONS-----80

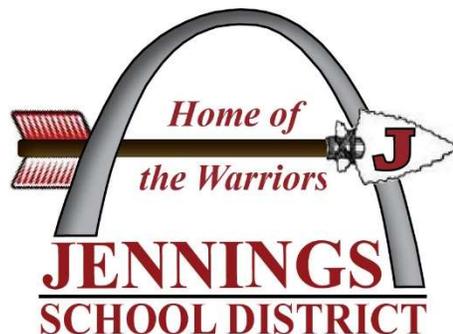
JENNINGS SENIOR HIGH AND JSH COLLEGE PREP ACADEMY SCHOOL

Administration

Dr. Rhonda Key, Principal/Director of Secondary
Dr. Miranda Ming, Associate Principal
Mrs. Cryslynn Billingsley, Assistant Principal
Dr. Herman Harris, Alternative School Administrator
Mr. Ryan Wallace, Activities Director
Mrs. Shavona Peters, SSD Supervisor

Counseling Department

Dr. VaNessa Meads, Lead Counselor/CTE Coordinator
Ms. Amber Mitchell, College Counselor/A+ Coordinator
Mrs. Elizabeth Vegovich, Counselor



JENNINGS SCHOOL DISTRICT MISSION

The mission of the Jennings School District is to ensure that each student develops a passion for learning through challenging curricula; rigorous academic standards; innovative, stimulating educational environments and a passion that education is a lifelong pursuit.

JENNINGS SENIOR HIGH MISSION STATEMENT

Jennings High School is a safe and inviting community where learning is nurtured and educators believe all students can achieve and meet the challenges of a changing world.

VISION

Students First - Transforming Schools & Communities

JENNINGS SENIOR HIGH SCHOOL ACADEMIC PLANNING GUIDE

PREFACE

The faculty of Jennings Senior High School (JSH) has been active in curriculum development and believes that a comprehensive curriculum is necessary to meet the needs of all our students. Contained within this booklet are courses which should meet the needs of students who wish to pursue further education and those students who wish to join the working force upon graduation from high school. The faculty asks that each curricular offering be considered with regard to the student's future ambitions. Each course description should be studied as to the content and procedures, which shall be used within the class. We hope that our students will take full advantage of the resources of our school and enroll in areas which will enable them to develop their full potential, allowing them to contribute significantly to society. Courses listed in this guide exceed the number of courses that ultimately will be offered. Only those courses with a sufficient number of students enrolled will be placed in the master schedule.

TO THE STUDENT

The staff has attempted to provide you with a brief and accurate description of material to be studied in each course. Since choosing the right courses often requires making difficult decisions, it is suggested that you follow the steps listed below. Hopefully this information will prove helpful to you in the decision-making process.

1. Read and study the Registration Procedures, Graduation Requirements, Course Descriptions, and the rest of the Academic Planning Guide.
2. Talk with your counselor concerning your graduation requirements and credits earned.
3. Note that the prerequisites are to be considered as a guide or suggestion for enrollment. Devoting proper time to planning your schedule will start your journey to a successful and enjoyable year.

REGISTRATION PROCEDURES

This academic planning guide has been prepared to assist in two ways: registration for the upcoming school year and future program planning. We urge that students read the course descriptions very carefully to be sure the course relates to educational and vocational objectives, individual student interests, and individual abilities. Attention should be given to prerequisites (completion of prior courses) and the grade level required for each course. Counselors and advisors will explain the procedures for course selection and course registration. Students should give considerable thought to the courses selected in order that the proper number of sections can be provided to accommodate as many student requests as possible. Students are urged to seek assistance from parents, present teachers, and school counselors in determining those courses that will best prepare them for their future educational and/or occupational goals.

Academic advisement will take place during the month of January. Students' final course submissions will complete by the middle of March, or before spring break. Students and parents will be able to review choices before the end of March; changes to course selections may be made at that time. All students must register for a full course load.

Jennings School District allows for *competency-based credit* as needed. Special permission and the approval of school and district administration are required for a student to attempt competency-based credit. This is how competency-based credit works. If a student receives district permission for competency-based credit, then that student may take a district approved comprehensive assessment (final exam) of a specific course. If that student passes this course with an 80% or higher, then high school credit and a grade may be issued for that course. The End of Course (EOC) Exam must be taken as well for any class with this state requirement. Contact the Guidance Office with any questions and requests in this regard.

Students will not receive credit for a course that they have previously passed. Some courses have new names; students must be sure not to select a course for which credit has already been received. It is encouraged that students consult with his/her school counselor if unsure. Developing a "Five Year Program of Study" (four years of high school plus the year following graduation) provides an opportunity to develop, monitor, and manage an educational plan through a structured, systematic individual planning system. This process begins in eighth grade and is monitored every semester by the school counselors. Feel free to contact the Guidance Office with any questions.

GENERAL INFORMATION

SCHOOL POLICIES AFFECTING COURSEWORK

ACADEMIC OPTIONS AND GRADUATION

The policies described on the following pages are those which directly regulate accumulation of credits, promotion, and graduation. The Student Handbook should be consulted for additional information and for a description of other school policies including discipline and attendance.

EARLY GRADUATION POLICY

The State of Missouri and the Board of Education of the Jennings School District have established policies which require four years of high school as one of the requirements for graduation. In some instances, students have found it necessary to leave school before completing the four-year requirement. Students who desire to be considered for graduation in less than four years of high school attendance must make formal application to the Principal at least one semester before the proposed withdrawal date. Application forms may be obtained from the Guidance Office. Decisions are made based on the reasons for each request in conjunction with school policy. All requirements for graduation, except the four years of attendance, must be completed at the time of withdrawal from school. Students must have a 2.0 accumulative GPA to be eligible for early graduation. Students must submit plans for employment or further education after leaving high school. The diploma is awarded in June of the year the students would normally graduate. Students are eligible to participate in the graduation ceremony at that time.

CLASS CHANGES

NECESSARY SCHEDULE CHANGES will be made the first two days of each semester during the period in which the change is necessary. Necessary changes include:

- repeating a class you have already received credit for
- not have the prerequisite for the course
- not having a class that period

STUDENTS WILL BE EXPECTED TO MAKE A COMMITMENT TO ALL CLASSES.

Statement of Academic Integrity

Jennings Senior High School (JSH) values academic integrity and honesty. These values are fundamental to the teaching and learning process. It is the expectation of teachers and administrators that all work be entirely the result of the student's own efforts. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated. Collaboration and cooperation are not the same as cheating or plagiarism, Teachers will inform students when collaboration is an acceptable option; the determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising individual. Students found to have engaged in academic dishonesty shall be subject to disciplinary action at the classroom and/or building level.

The following actions are examples of academic dishonesty:

- Copying someone else's homework and/or giving your work to another to be copied.
- Working together on a take-home test or homework unless specifically allowed by the teacher.
- Looking at another student's paper during an exam.
- Looking at your notes when prohibited.
- Taking an exam out of the classroom unless specifically allowed (either in person or by using electronic means).
- Using notes or other outside information on an exam unless specifically allowed.
- Giving someone answers to exam questions during the exam.
- Passing test information from an earlier class to a later class.
- Giving or selling a paper or class work to another student.
- Quoting text or other works on a paper or homework without citing the source.
- Handing in a paper purchased from a term papers service or from the Internet.
- Handing in another's paper as your own.
- Taking a paper from an organization's files and handing it in as your own.
- Changing a test, or paper, and claiming it had been misgraded.
- Presenting another student's work as your own.
- Using electronic means to copy or share test/quiz materials.
- Texting or other form of electronic communications during a test or quiz.

This list is not exhaustive but it is representative of forms of cheating.

A major form of cheating is **plagiarism** the act of stealing ideas and/or expressions of another and representing them as your own. Ensure that any ideas not your own or direct quotes from others are properly cited at all times. Please review the plagiarism policy in the student handbook. If you have questions on an assignment or project, check with your teacher. Make sure you are clear on what is allowed and not allowed in all your classes.

GRADING

The grading scale is based on the goals, objectives and skills to be achieved by students as developed by the staff members in each department. The basic grading scale is used for all reports and consists of grades as shown below:

SYMBOL	MEANING	GRADE POINT
A	90-100%	Outstanding achievement of the goals, objectives and skills of the course
B	80-89%	Very good achievement of the goals, objectives and skills of the course
C	70-79%	Satisfactory achievement of the goals, objectives and skills of the course
D	60-69%	Minimum achievement of the goals, objectives and skills of the course
F	below 60%	Minimum achievement not met
CR		Satisfactory completion of pass/fail class
NC		Unsatisfactory completion of pass/fail class
I		Incomplete completion of the course. Student is given a set period of time to complete missing work

GRADE POINT AVERAGE

Numerical values are assigned to grades as follows:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

PROMOTION REQUIREMENTS

Grade level is assigned upon completion of minimum credits.

Freshman (9th grade): 0-6 credits:

To be promoted to the high school, eighth graders are required to pass four of the following five required courses: communication arts, mathematics, social studies, science, and either foreign language or reading.

Sophomore (10th grade):6-12.5 credits:

Students must have six credits to be assigned sophomore classification.

Junior (11th grade):12.5-17 credits:

Students must have twelve and one half credits to be assigned junior classification.

Senior (12th grade):17 + credits:

Students must have eighteen credits to be assigned senior classification.

GRADUATION REQUIREMENTS

The state minimum high school graduation requirements comprise 24 units of credit that must be earned prior to graduation. The requirements are stated in terms of the number of units of credit that must be earned in each of several subject areas. To earn one unit of credit, a student must meet all the course requirements and earn a passing grade in a course that meets for at least 7,830 minutes a year. Half- and quarter-units of credit may be earned for courses meeting proportionately fewer minutes.

The requirements for graduation are as follows and are in accordance with the requirements established by the State Board of Education:

SUBJECT AREA	CREDITS
Communication Arts	4
English 9.....1	
English 10.....1	
American Literature.....1	
World Literature.....1	
Social Studies	3
World History.....1	
American History1	
American Government.....1	
Mathematics	3
Algebra I.....1	
Algebra II.....1	
Geometry.....1	
Science	3
Physical Science.....1	
Biology.....1	
Chemistry.....1	
Practical Arts	3
Physical Education	1
Fine Arts	1
Health Education	1/2
Personal Finance	1/2
Electives	7.0
*Foreign Language.....1	
TOTAL	24

Additional Jennings School District Graduation Requirements

Post-Secondary Assessments (ACT, ASVAB, and/or WORKKEYS)	2
--	---

*Required by Jennings School District

ALTERNATIVE EDUCATION OPTIONS

THE JETS (JENNINGS EDUCATION TRAINING) PROGRAM

The JETS program is an option that provides a learning experience for students apart from the traditional high school environment. The goal of the program is to provide an opportunity for students to continue earning credits during a period in which they may experience difficulty in meeting expectations and requirements of the regular high school. The

JETS Program will provide:

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

The program is not intended for first year freshmen. Students will be admitted to the program through an application process. A student, parent/guardian, counselor, social worker, or administrator can initiate an application in the counseling office. After the counselor has spoken with the student and a parent/guardian, the application is sent along with a copy of the student's transcript, discipline and attendance records to the Alternative School Program. The application is then evaluated based upon the number of and specific credits needed to determine if the Alternative School Program can provide for the student's needs. Students are then notified of acceptance into the program.

All students accepted into the program must then have a student parent/guardian conference with the program administrator prior to being admitted. Applications are accepted for the beginning of the school year and the beginning of second semester. Those wanting to start in the fall should have their applications in by **June 1** of the previous school year. Those wanting to start second semester, in January should have their applications in by **December 15**. Students will be admitted in January only if there is space available.

MISSOURI OPTIONS PROGRAM

Jennings Education Training School (JETS) is also home of the Missouri Options program. The Missouri Option Program is designed to target students who have the capabilities to complete Missouri high school graduation requirements, but for a variety of reasons lack the credits needed to graduate with their class and are at risk of leaving school without a high school diploma.

The program specifically targets those students who are 17 years of age or older, at risk of dropping out, and are at least one year behind their graduating class or for other significant reasons not able to be successful in a traditional high school setting.

The Missouri Option Program is competency-based and approved by the State Board of Education. The program utilizes a high school equivalency exam as content mastery for graduation purposes. The exam sanctioned by the state for the Missouri Option program is the HiSET® test. Missouri Option students successfully passing the exam and completing all other program requirements are eligible to receive a high school diploma.

MO Option students attend class Monday through Friday for three hours per day. Program requirements include employment, community service, and a passing grade on the Missouri and US Constitution tests.

A student is eligible to apply for the Missouri Options Program if he or she:

- Is at least 17 years old
- Is at least one year behind in credits
- Lives within the boundaries of the Jennings School District
- Can read and compute at a level sufficient to pass the HiSet Exam, the Personal Finance class, Health and Government class (after a referral is made, students are scheduled for testing; test scores are evaluated prior to acceptance)
- Is willing to make a commitment to attend consistently and see the program through graduation

HiSet Testing

The Missouri Department of Elementary and Secondary Education (DESE) have selected a new high school equivalency test. Beginning January 2014, Missouri's new high school equivalency test will be the HiSET test developed by the Educational Testing Service (ETS). Test takers are tested in five core areas:

- Language Arts – Reading
- Language Arts – Writing
- Mathematics
- Science
- Social Studies

The cost of HiSet will be \$95, which includes a \$60 registration fee for the cost of the test and \$7 for each of the five test sections to cover the costs of administering the test. Because examinees do not have to complete the entire test at one time, they can take the test in sections. The \$60 registration fee will allow individuals to test three times during a 12-month period. Examinees that do not pass the test the first time can retake the entire test or any of the test sections two more times within the 12-month period by paying an additional \$7-per-section fee.

CREDIT RECOVERY

The Credit Recovery Program blends face-to-face and on-line learning via the e-learning curricula *Edgenuity*. Students who have not taken the End of Course test in a particular subject receive face-to-face instruction in order to prepare them for the assessments. The program provides students a structured means to recover credit in order to graduate. The graduation requires are the same as the student in the general population.

ADDITIONAL PROGRAM

JETS In-School Suspension

JETS ISS is a structured supervised program for students, in lieu of an unsupervised, unstructured out of school suspension. Students complete courses from their home school. Students are assigned for 3 – 10 days. Students are assigned to JETS-ISS for repeated Type I behaviors or while awaiting a district level hearing for Type II behavior. The program service students in grades 7-12.

JETS Long Term Suspension

JETS long term suspension is a structured supervised program for students, in lieu of an unsupervised, unstructured out of school suspension. Students complete course work via on-line learning curricula *Edgenuity* and through direct instruction. The program services students in grades 7-12. Students are involved in intervention and counseling sessions during and after their time in the program.

Missouri State High School Activities Association - MSHSAA

School year eligibility requirements for inter scholastic competition

ELIGIBILITY IS YOUR RESPONSIBILITY!

- Students must have earned, the preceding semester of attendance, a minimum of 2.5 units of credit or have earned credit in 70% of the maximum allowable classes in which any student can be enrolled in the semester.
- For your current semester, you must be enrolled in and regularly attending courses that offer 2.5 units of credit or 70% of the maximum allowable credits which may be earned.
- Credits earned or completed after the close of the semester will not fulfill this requirement. Summer high school courses for academic eligibility may count provided the course is necessary for graduation or promotion (no electives) and is placed on the school transcript.
- If you are beginning the 9th grade, you must have been promoted prior to the beginning of the school year.
- You must be making satisfactory progress toward graduation as determined by your school policies.
- Do not drop courses without first consulting with your school principal, athletic administrator or counselor to determine whether it will affect your eligibility.

NCAA CLEARINGHOUSE

The NCAA, or National Collegiate Athletic Association, serves as the governing body for more than 1,280 colleges and universities, conferences and organizations. The national office is in Indianapolis, Indiana, for member colleges and universities who develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner.

If you are a high school student-athlete who has the goal of playing any college sport at the NCAA Division I or Division II level, you must submit your core-class high school transcripts and standardized test scores (ACT or SAT) to the NCAA Clearinghouse.

These requirements currently do not apply to Division III colleges, where eligibility for financial aid, practice and competition is governed by institutional conference and other NCAA regulations.

“Students should register with the clearinghouse after the completion of their junior year in high school. At this time, a transcript, which includes six semesters of grades, should be sent to the clearinghouse from the high school. Additionally, students should have their ACT or SAT test scores forwarded directly to the Clearinghouse whenever they take the exam.”

Eligibility Center Contact Information
NCAA Eligibility Center:
Certification Processing
P.O. Box 7136
Indianapolis, IN 46207-7136
Web Address:
www.ncaaclearinghouse.net

college or university on or after August 1, 2008.

- NCAA Division II requires 14 core courses. Division II will require 16 core courses beginning August 1 2013.
- NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I

DIVISION I

16 Core-Course Rule

- 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 the 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, modern/ foreign language or no doctrinal religion / philosophy).

DIVISION II

14 Core-Course Rule

- 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 the high school)
- 2 Years of additional English, mathematics or natural / physical science.
- 2 Years of social science.
- 3 Years of additional courses (from any area above, modern/foreign language or no doctrinal religion / philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

NCAA ELIGIBILITY STANDARDS

Core Courses: NCAA Division I requires 16 core courses. This rule applies to any student first entering any Division I college or university. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note: Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- Division I has a sliding scale for test score and grade-point average.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.
- Grade -Point Average
- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- Important Information
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

See the Athletic Director for additional information or any questions

ATHLETIC ELIGIBILITY

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

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

GRADE POINT-AVERAGE

Incoming student-athletes must present a grade-point average that predicts academic success at the collegiate level.

- Beginning August 1, 2016, you must earn at least a 2.300 GPA in NCAA core courses to be eligible to compete in your first year of college.
- To get a scholarship and practice, you must earn at least a 2.000 GPA in NCAA core courses.
- Only courses that appear on your high school’s list of NCAA courses will be used to calculate your GPA for NCAA eligibility purposes. For a complete list of your school’s courses, visit www.eligibilitycenter.org.
- Once ten core courses are “locked in” prior to the start of your seventh semester, you can’t take those classes over again to improve your GPA.
- Division I uses a sliding scale to match test scores and core GPAs.

HIGH SCHOOL TO COLLEGE TRANSITION

PREPARING FOR COLLEGE

Regardless of plans following high school graduation, students should design their high school programs according to their abilities, interests and backgrounds. Students should make plans to keep the broadest number of options open. Decisions made during the ninth grade will affect those for the following years. Students planning to continue their education beyond high school and attend a college or university should be aware that colleges are seeking qualified applicants who have intellectual curiosity, seriousness of purpose, study skills, and academic ability. Most colleges base their selection of candidates upon: high school grades, subjects studied, rank in class, college entrance exam scores, personal qualities, citizenship record, evidence of scholarship, active participation and leadership in extracurricular activities, vocational goals, and the official recommendations of high school counselors, teachers and administrators.

The following recommendations are offered as a guide to planning the course of study in preparing for college:

1. Students must consult college websites to learn specific entrance requirements for the types of colleges they are considering. It is especially important to check specific requirements for academic subjects. The liberal arts colleges, in general, tend to require and recommend the selection of academic subjects in preparation for college success. Most colleges require a minimum of seventeen to twenty-one academic units. Once these requirements are met, college bound students can then include electives in fine arts and practical arts in their schedules.
2. Students should enroll in at least seven classes each semester to earn seven credits each year. This is especially important during the eleventh and twelfth grades. Colleges discourage the tendency of students to plan an easy senior year. Experience shows that this practice adversely influences study habits and may cause difficulty in the college freshman year. College admissions officers like to see progressive improvement and regard the senior grades as most important. Colleges prefer good grades in difficult and challenging subjects to superior grades in easier subjects.
3. Most colleges prefer two years of algebra and one year of geometry from high school students. Some require two additional years of advanced math, (e.g. all University of Missouri campuses). For students with strong interests in any career or college major in the areas of mathematics or science, four years of mathematics are a must.

4. Foreign language requirements vary greatly; therefore, it is very important that students consult college websites to learn specific requirements. It has become common practice for a college to place students in advanced courses upon demonstration of proficiency on standardized placement tests. Colleges are most interested in the depth of study to which students have been exposed. For college bound students interested in applying to selective institutions, the most desirable program of study on the high school level would be four years of one language. However, for a great number of students, two years of one language will meet minimum entrance requirements. The number of years of language elected in high school should therefore be governed by the probable type of college to be selected and especially by the possible choice of college major and/or career.
5. Chemistry, physics, and four years of mathematics are especially important for prospective engineering students. Chemistry, anatomy/physiology, biology, and algebra are essential for nursing school candidates.
6. A strong factor for many students in admissions decisions is their interest and participation in such areas as art, music, physical education, athletics, journalism, oral communication, or other special interests and talents. If a college major in one of the fine or practical arts is planned, a strong preparation in these courses in high school is recommended. It would benefit talented art or music students to concentrate in courses in these subject areas while in high school; however, they must meet the minimum academic requirements for admission.

PLANNING FOR COLLEGE

Because so many Jennings Senior High School students elect to go on to college, there is an extraordinary amount of information about colleges available in the College and Career Resource Center. Open files, college catalogs, college/career CD rom, Internet and computer programs can help students learn about the opportunities available in post-secondary education. In addition, more than 100 college representatives visit JSH throughout the year.

Career counseling resources include various interest inventory tests, computer guided career exploration, and assorted books and periodicals. Each student will be assigned access to the Naviance program through the college resource office. This program allows students to submit their college applications online as well as receive additional information about colleges in which they are interested. The counseling staff can help

students define career possibilities and college choices relative to career goals.

Financial aid and scholarship information is available for all students.

MISSOURI CONNECTIONS: www.missouriconnections.com/

NAVIANCE: <http://www.naviance.com/schools/>

CONSIDERATIONS FOR COLLEGE ACCEPTANCE

Below are items of information which college/university admissions officers will want to know about students and which may affect chances for admission.

1. **ACADEMIC RECORD:** Most colleges consider the GPA a good indication of the caliber of work for which students are capable. It reflects both natural capacity and developed study habits.
2. **ENTRANCE EXAMINATION SCORES:** Colleges which require standard entrance examinations check the results to see how they correlate with the high school record. Among the common entrance exams are the ACT and College Board's SAT. Some colleges also require the SAT Subject Tests.
3. **THE PRINCIPAL'S, TEACHER'S AND/OR COUNSELOR'S RECOMMENDATIONS:** Recommendations reflect the principal's, teacher's and/or counselor's view of students and may be very important to acceptance at the college of choice.
4. **THE EXTRACURRICULAR RECORD:** It is a good idea for students to pursue activities which supplement schoolwork or creative interests. Real achievements in one or two activities will count more significantly than merely joining numerous organizations and/or activities. Colleges also consider community service.
5. **WRITING ABILITY:** Many college application forms require one or more essays, usually autobiographical in nature, designed to test writing skills. Students should write and revise these essays on a separate sheet of paper before entering them on the application form. Colleges require that essays be typed.
6. **THE HIGH SCHOOL'S STANDING:** In judging the high school, college admissions officers consider these points: 1) Does the high school offer a solid program of academic subjects? 2) Are there honors courses? 3) How many of the students are college bound? 4) In previous years, how many students from the high school have attended this college? 5) What have these students added to

the college community, and does this in any way reflect their high school background?

7. THE NUMBER OF APPLICATIONS A COLLEGE RECEIVES:

- a. Students may be well qualified but still be rejected by the college of choice because in this particular year there are so many more eligible applicants than can possibly be accepted.
- b. Colleges also seek to enhance the campus community by admitting students from diverse backgrounds.

8. ALUMNI: If a parent, for example, is a graduate, this may help gain admittance to certain colleges, but applicants must meet minimum admission requirements.

SUMMARY: College admission officers do not rely exclusively on entrance examination scores or high school grades in reviewing students' applications. Also taken into consideration is the academic record, rank in class, the quality of the program of studies, teachers'/counselors' recommendations, extracurricular record, writing ability, and the high school's standing. Students should present the best "total" package and realize that colleges do not eliminate or admit based on any single factor. Due to the rigor of the academic program, colleges may determine that certain factors are required for success at their institution.

A PLUS PROGRAM

The A+ Schools Program was established in order to provide incentives for local high schools to raise academic expectations, reduce their dropout rate, establish relationships with the business community, and provide better career pathways to students. The legislation requires the Jennings School District to establish guidelines and policies in order to administer the A+ Schools Program in a fair and consistent manner.

Jennings voluntarily chooses to participate in the A+ Schools Program as a commitment to provide all students with a rigorous education that prepares them for college, post/secondary career/technical training, and a high wage job. It is the responsibility of Jennings high school to meet and maintain all A+ requirements. The Missouri State Board of Education designates A+ status based on program review.

Eligible students graduating from an A+ high school may qualify for the student financial incentives of the A+ Schools Program. All reimbursements are dependent upon Jennings School District maintaining their status as an A+ School and the availability of state appropriations from the Missouri General Assembly. Reimbursement is not the funding responsibility of the Jennings School District.

It is the responsibility of each high school to make sure that designation is maintained. It is the responsibility of the students and parents to read, understand, and comply with the program requirements for eligibility. Please direct any additional questions concerning this program to the A+ Schools Coordinator.

For more information about the Missouri A+ Program visit:
<http://dhe.mo.gov/ppc/grants/aplusscholarship.php>.

It is the responsibility of the student/parent to be aware of the requirements of the program and the status of the student towards successful A+ certification.
Disclaimer: The information contained in this manual is correct at the time of printing; however, changes to this program may occur. Therefore, it is strongly recommended that questions concerning this program be directed to the school's A+ Coordinator.

STUDENT ELIGIBILITY

To be eligible for the financial incentives of the A+ program, Jennings High School must certify a student as having met all A+ requirements. As the official representative of the Department of Education of the State of Missouri, the A+ Schools Coordinator has the responsibility to certify that a graduate of Jennings High School has met the criteria of certification. To be certified as an A+ Schools student, a student must:

- Have a signed A+ Agreement on file at Jennings High School.
- Attend an A+ designated high school for three consecutive years immediately prior to graduation.
- Graduate with a cumulative grade point average of 2.5 or above on a 4.0 grading scale (non-weighted).
Note: A GPA of 2.49 will not be rounded.
- Graduate with a cumulative attendance record of 95% or better.
- Beginning with the class of 2017, all students must pass the Algebra I End of Course exam (EOC), or higher math EOC, with a score of advanced
- Maintain a record of good citizenship and avoidance of unlawful use of alcohol and drugs.
- Make a good faith effort to apply for non-payback financial aid by completing the FAFSA (Free Application for Federal Student Aid).
- Register for Selective service if applicable
- Students must be enrolled in the A+ program by September 30 of their senior year.

To maintain A+ eligibility at the post-secondary level, students must:

or proficient. Students may also meet this requirement by achieving a qualifying score on the ACT Scale or COMPASS test.

Beginning with the class of 2018, the COMPASS test will NOT be an acceptable Algebra I EOC Alternative even if they have already taken the COMPASS exam.

- Perform 50 hours of unpaid mentoring and or tutoring of younger students in the school district.
- *Enroll and attend on a full-time basis a participating Missouri community college or post-secondary career/technical school.*
- *Be seeking a degree at the institution at which you are enrolled.*
- *Must meet the GPA requirements defined in your school's satisfactory academic progress policy.*
- *Make a good faith effort each year to secure all available federal financial aid by completing the FAFSA.*

ELIGIBILITY INFORMATION

A+ enrollment is voluntary. Students may participate in the program by completing and returning a signed Program Agreement to the high school A+ Office. After all signatures are obtained by the A+ Office, the student will be confirmed as an active A+ student. Upon confirmation into the A+ Program it becomes the responsibility of the student to meet all the requirements of the program to become eligible for the tuition reimbursement upon graduation.

Students are encouraged to enroll in the A+ Program during their freshman year. Early enrollment in the program allows students and parents to receive regular information on the A+ Program from the A+ Coordinator.

Students may sign up for the A+ Schools Program at any time between grades nine and eleven.

Seniors must enroll no later than the last Wednesday in September of the senior year due to the need to complete fifty required hours of tutoring.

* Transfer students who enroll in a Jennings High School after the last Wednesday in September of their sophomore year will NOT qualify to participate in the Jennings A+ Schools Program, unless they transfer from another A+ designated school.

**Please see Jennings Senior High - A Plus Manual*

**Eligible A+ Community Colleges and Vocational Technical Schools
(As of January 2014)**

Arcadia Valley Career Technical Ctr	Metropolitan Community College
Boonslick Technical Educ. Center	Mineral Area College
Brookfield Area Career Center	Missouri State University - West Plains
Cape Girardeau Car & Tech Center	Moberly Area Community College
Car. & Tech. Center at Ft. Osage	Moberly Area Technical Center
Carrollton Area Career Center	Nevada Regional Tech.-Ctr.
Carthage Technical Center	New Madrid R-I Tech Skills Ctr
Cass Career Center	Nichols Career Center
Clinton Technical Sch.	North Central Career Center
Columbia Area Career Center	North Central Missouri College
Crowder College	North Technical
Current River Career Center	Northland Career Center
Dallas County Career Center	Northwest Technical Sch.
Davis H. Hart Career Center	Ozark Mountain Technical Center
East Central College	Ozarks Technical Community College
Eldon Career Center	Pemiscot Co Career & Tech Ctr
Excelsior Springs Career Center	Perryville Area Car & Tech Ctr
Four Rivers Career Center	Pike/Lincoln Technical Center
Franklin Technology Center	Poplar Bluff Tech. Career Center
Gibson Technical Center	Ranken Technical College
Grand River Technical Sch.	Rolla Technical Inst.
Hannibal Career & Tech. Center	Saline Co. Career Center
Herndon Career Center	Sikeston Career & Tech. Center
Hillyard Technical Center	South Central Career Center
Kennett Career & Tech. Center	South Technical
Kirksville Area Tech. Center	Southwest Area Career Center
Jefferson College	St. Charles Community College
Lake Career & Technical Center	St. Louis Community College
Lamar Area Voc.-Tech. Sch.	State Fair Community College
Lebanon Tech. & Career Center	Three Rivers Community College
Lewis & Clark Career Center	Unitec Career Center
Lex La-Ray Technical Center	Warrensburg Area Career Center
Linn State Technical College	Waynesville Technical Academy
Macon Area Voc. Sch.	

COLLEGE CREDIT OFFERINGS

Advanced Placement (AP) vs Advanced Credit Placement (ACP) Dual Credit

The Advanced Placement (AP) Program are advanced courses taught in high schools to eligible high school students for which a College Board Advanced Placement (AP) examination exists. Students who successfully pass an AP exam may receive high school and college credit. College credit is granted but no college-level letter grade is awarded. AP courses are credit-by-exam courses. The courses are taught on the high school campus by high school teachers approved by the College Board.

The Advanced Credit Placement (ACP) are dual credit courses are university-level courses taught in high schools to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit. A letter grade and university credit hours are awarded by the college or university offering the dual credit course, and a record of that class is kept at that institution, just as if the students had been on-campus taking the class.

Juniors and Seniors may be eligible to receive college credit while in high school, if they meet the requirements to take a college credit course.

	Where is the class held?	How does a student earn credit?	What are the requirements for students?
Advanced Placement (AP)	(JSH) our high school	One test given in May	Cumulative 3.0 GPA (that is non-weighted)
Advanced Credit Placement (ACP) Dual Credit	(JSH) our high school	Grade given by Jennings Senior High teacher	Student must meet district requirements in the College and Career Planning Guide.
JSH Partners	STLCC, SLU, UMSL, Drury University, Lindenwood University, Missouri Baptist, St. Louis College of Pharmacy, Ranken Tech College	Grade given by non-JSD employee at off site location/then matched by the JSH	

***Please review (JSH) Dual Credit Handbook for a complete advanced credit course listing, expectations, and more advanced credit information.**

**THE UNIVERSITY OF MISSOURI SYSTEM
(UNIVERSITY OF MISSOURI-COLUMBIA, UNIVERSITY OF MISSOURI-ST. LOUIS,
UNIVERSITY OF MISSOURI-ROLLA, UNIVERSITY OF MISSOURI-KANSAS CITY)**

HAS THE FOLLOWING COURSE REQUIREMENTS FOR ADMISSION:

- Four (4) units of communication arts, one of which may be Speech or Debate. Two units emphasizing composition or writing skills are required.
- Four (4) units of mathematics in Algebra I and higher level courses. This requirement may be satisfied by completion of courses in middle school, junior high, or senior high.
- Three (3) units of science (not including General Science), one of which must be a laboratory course. The three science units must include units from at least two of the following areas: Physical Science, Biology, Physics, Chemistry, and Earth Science. This requirement may be satisfied by completion of courses in middle school, junior high, or senior high.
- Three (3) units of social studies.
- One (1) unit of fine arts, to be taken in visual arts, music (e.g., Band, Music Appreciation), Dance or Theater.
- Two (2) units of a single foreign language. This requirement may be satisfied by completion of courses in middle school, junior high, or senior high.

**THE MISSOURI COORDINATING BOARD FOR HIGHER EDUCATION
REQUIRES STUDENTS ATTENDING ANY MISSOURI STATE UNIVERSITY TO MEET THE**

FOLLOWING CORE COURSE REQUIREMENTS FOR ADMISSION.THE CORE WILL MINIMALLY INVOLVE 16 UNITS (1 UNIT = 1 YEAR IN CLASS) AS FOLLOWS:

- Communication Arts—Four (4) units, one of which may be Speech or Debate; two units emphasizing composition or writing skills are required.
- Mathematics—Three (3) units of mathematics in Algebra I and higher level courses.
- Social Studies—Three (3) units.
- Science—Two (2) units (NOT including General Science), one of which must be a laboratory course.

SOUTHEAST MISSOURI STATE and TRUMAN STATE REQUIRE THREE (3) UNITS OF SCIENCE.

- Visual/Performing Arts—One (1) unit (fine arts courses in visual arts, music, dance, and theater.)
- Electives—Three (3) units, selected from foreign language and/or combinations of the above courses. (Two units of foreign language are strongly recommended.)

DESCRIPTION OF TESTS

The School District of Jennings offers testing sites within the district for many of the tests listed on this page. Please contact the Guidance Department at school to obtain information regarding testing dates, sites and costs. The Guidance Department also offers a number of resources which can help students in preparing for the tests. Students and teachers play an important role in helping the district become fully accredited. In order for the district to achieve College and Career Readiness points students must earn the following scores on national assessments:

Test Name	Target Score
EOC	Proficient or Advanced (See dese.mo.gov for details)
ACT	22 or higher
SAT	990 – 1180
ASVAB	63 – 87
WORKKEYS	Gold (5)
PLTW End of Course	6 or higher
TSA/IRC	Score Proficient (Passing Score Varies by Test)

END OF COURSE EXAMINATIONS (EOC)

The Missouri Assessment Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. End-of-Course assessments are taken when a student has received instruction on the course-level expectations for an assessment, regardless of grade level. End-of-Course assessments are offered in Algebra I, Algebra II, Geometry, English I, English II, Biology, American History and Government. Please see this chart to determine which assessments are required for which students.

Who takes the EOC Assessments?

Students in Missouri, including Missouri Option Program students, are required to take the Algebra I, Biology, English II, and Government assessments. A few groups of students may be exempt from certain End-of-Course assessments. These include, but are not limited to:

- ***Students whose IEP teams have determined that the MAP-A is the appropriate assessment do not have to take End-of-Course assessments.***

PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)

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

- 1) It gives the student practice for SAT I;
- 2) It is the first step in qualifying for scholarships sponsored by the National Merit Scholarship Corporation and other scholarship programs; and
- 4) It gives the student the opportunity to participate in the Student Search Service.

This test is approximately two hours in length and is primarily taken in the junior year. Sometimes it is appropriate for the student to take this test during his/her sophomore year for practice however; it can also be taken during the junior year. Students should consult their counselors for additional information.

SAT I: REASONING TEST (SCHOLASTIC APTITUDE TEST)

SAT is an assessment used to predict students' performance in college. Required by some schools as part of the application process, this test has three sections — verbal, mathematics, and writing. Questions in the verbal section are divided into reading passages, analogies, and sentence completion. Questions in the mathematical section cover standard multiple-choice, quantitative comparisons, and grid-in answers. The Writing Test is an essay based on a prompt. The Counseling Department can provide the student with additional information or students can go to www.collegeboard.org. It is recommended that students take this test during their sophomore or junior year.

SAT II: SUBJECT TESTS (COLLEGE BOARD ACHIEVEMENT TESTS)

The SAT: Subject Tests are designed to find out how well the student has mastered specific subjects. Tests are offered in the areas of Communication Arts, history, foreign language, mathematics, and science. There are three purposes for taking these tests:

- 1) They allow the student to demonstrate mastery of specific subjects;
- 2) The tests help colleges in their admission decisions and help the student to determine his/ her college preferences; and
- 3) They help in the choice of and placement in entry-level courses.
- 4) These tests are required by some colleges for admission.

AMERICAN COLLEGE TESTING PROGRAM (ACT)

The ACT is a battery of four examinations in communication arts, math, reading, and science reasoning, each of which yields separate scores measuring developed abilities in those areas.

The test is required by some colleges as part of the application process for admission. The ACT assessment offers an OPTIONAL Writing Test. Check with the college of your choice to determine if they require this assessment. The Counseling Department can provide the student with additional information. Registration details can be obtained at www.act.org.

ACT exams are scheduled for the following months:

September, October, December, February, April, and June

TECHNICAL SKILLS ATTAINMENT

The Perkins Act of 2006 (Perkins IV) requires 2S1 Technical Skill Attainment (TSA) to measure the percentage of Career and Technical Education (CTE) concentrators who pass a skill assessment aligned with industry-recognized standards, if available and appropriate.

TSA is intended to be taken after a student becomes a concentrator and completes a program. It is not intended to be taken after every course. Eventually, all concentrators who complete a program will be expected to take a technical skill assessment. The various assessments available can be obtained from http://dese.mo.gov/divcareered/perkins_iv_tsa.htm ACT Test Dates

ASVAB

The ASVAB test is the most widely used multiple-aptitude test battery in the world. The ASVAB tests in eight different areas. The test has proven to be a good measure of how students have developed both academic and occupational skills. It also measures aptitudes that are related to success in different jobs as well as training and education programs. For study materials go to <http://www.test-guide.com/free-asvab-practice-test.html>

WORKKEYS

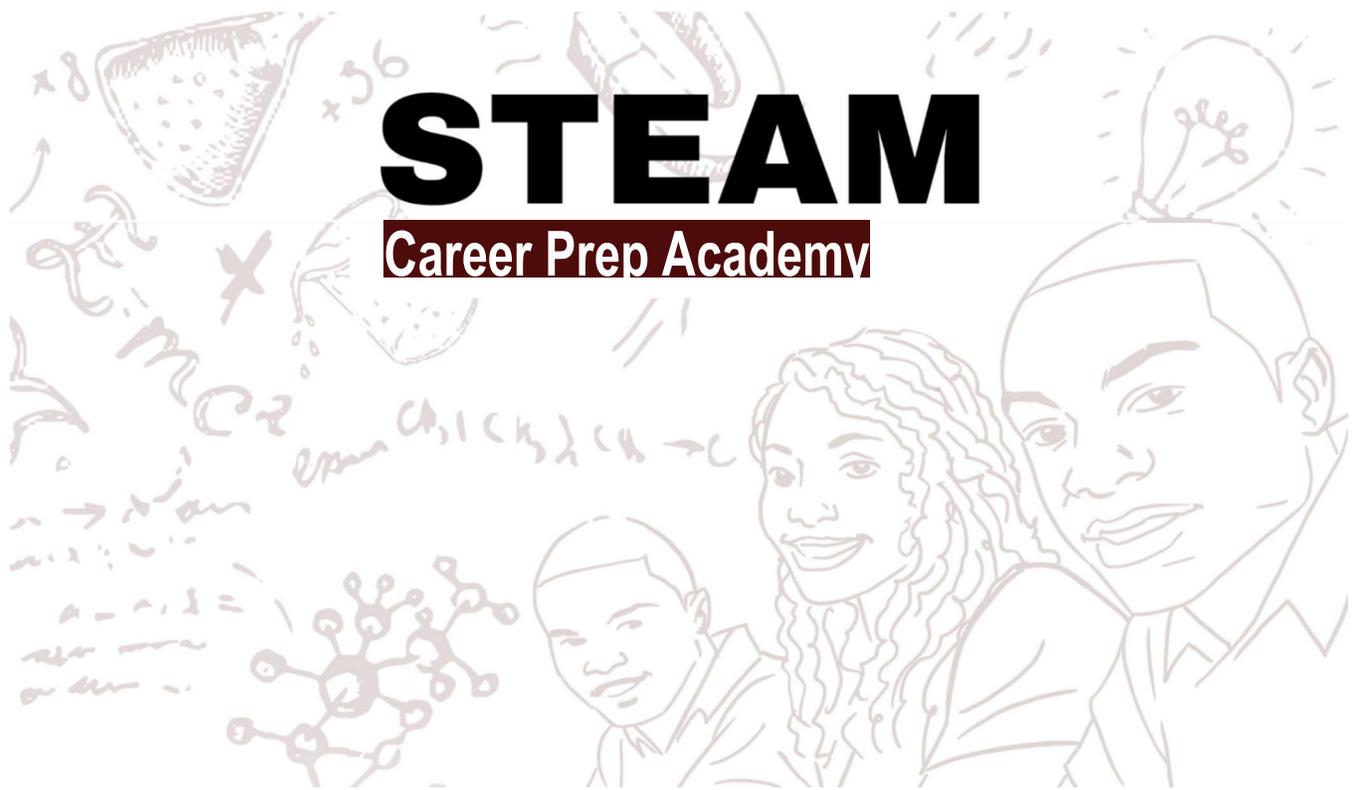
The ACT WORKKEYS is a job skills assessment system that helps employers develop a high performance workforce and job seekers promote career success. WorkKeys® assessments have been used to measure essential workplace skills and help people build career pathways. To learn more about WORKKEYS go to <http://www.act.org/content/act/en/products-and-services/workforce-solutions/act-workkeys/about-act-workkeys.html>

HIGH SCHOOL TECHNICAL SCHOOL PROGRAMS

North and South Tech Schools offer the following half and full day programs. The programs are provided.

- Automotive Collision Repair Technology
- Automotive Technology
- Bricklaying and Masonry
- Broadcast Captioning and Court Reporting
- Carpentry (*Offered at JSH*)
- Commercial Art
- Cosmetology
- Culinary Arts
- Dental Assistant
- Diesel Technology
- Domestic Preparedness and Security— (seniors only)
- Early Childhood Careers
- Electrical Trades
- Electronics and Robotics Engineering (*Offered at JSH*)
- Emergency Medical Technician— (seniors only)
- Engineering Drawing and Computer Aided Drafting
- Fashion Design
- Financial Services
- Firefighting
- Floor Layers Middle Apprenticeship (at Bayless High School)
- General Construction Trades (*Offered at JSH*)
- Graphic Communications
- Health Sciences (*Offered at JSH*)
- Heating, Ventilation and Air Conditioning
- Laboratory and Pharmacy Technician (*Offered at JSH*)
- Law Enforcement
- Machining Technology
- Motorcycle Mechanics
- Network Administration (Cisco Networking Academy) (*Offered at JSH*)
- Plumbing
- Technical Education Exploration— (sophomores only)
- Travel and Tourism
- Turf Management and Landscape Design
- Veterinary Assistant
- Web and Computer Programming (*Offered at JSH*)
- Welding

See your school counselor or visit www.ssd.k12.mo.us/Tech_ed/ for more information



STEAM

Career Prep Academy

The Jennings STEAM Career Preparatory Academy Initiative will provide exposure, empowerment, and educational enlightenment to students from Preschool-to-PHO-and-Professions.

We aim to foster cross-curriculum collaboration so students can make connections across subject areas, participate in projects that help students acquire valuable workplace and soft skills, and see their education as a step toward long-term career options. This curriculum has been created in partnership with corporate and industry leaders, as well as local colleges and universities for college credit. Jennings also plans to empower teachers with professional development and courses in the technical areas to expand the boundaries of the classroom in non-traditional ways that ensure lessons have real-world application, preparation, and certifications to growing STEAM industries and available jobs.

A minimum of 1,000 students will be a part of this initiative and up to 2,600 students total will benefit from this initiative. Through rigorous, industry-validated career-themed curriculum that incorporates current industry standards, practices, assessments and STEAM integration, our students will not just survive, but thrive in society.

Jennings will provide mentorships, internships, apprenticeships, scholarships, post-secondary education, entrepreneurship, and employment opportunities to 100% of our students by graduation.



STEAM is an acronym for **Science, Technology, Engineering, the Arts and Mathematics**. The idea of emphasizing these subjects in delivering the curriculum has been driven by the business community, with the goal of preparing an agile and competitive workforce where students have the opportunity to be National Academy Certified. STEAM skills are vital for success in the 21st century and critical to our collective future.

Academy of Engineering (PLTW: Engineering E)

1. PLTW: Intro to Engineering Design
2. PLTW: Principals of Engineering
3. PLTW: Civil Engineering & Architecture
4. PLTW: Engineering Design & Development

Academy of Health Sciences (PLTW: Biomedical Science: S)



1. PLTW: Principles of Biomedical Science
2. PLTW: Human Body Systems
3. PLTW: Medical Interventions
4. PLTW: Biomedical Innovations
5. Health Careers Exploration (second semester implemented in PE classes) *NAF
6. Global Health (semester-Junior or Senior Level only) * NAF
7. Anatomy & Physiology (Foundations of Anatomy & Phys I Curriculum: semester) *NAF

Certifications: Pharmacy Technician or Certified Nursing Assistant

Academy of Arts (Liberal or Fine Arts: A)



Drawing

1. Art I (semester)
2. Art II (semester)
3. Ceramics (semester)
4. Drawing & Painting (semester)
5. Studio Art (year)
6. Animation (year)

Vocal

1. Concert Choir (year)
2. Vocal Ensemble (year)
3. Piano (semester)

Theatre/Dance

1. Theatre Art (semester)
2. Modern Music (semester)
3. Drama (semester)
4. Band (year)
 - Instrumental Music
 - Advanced Band
 - Orchestra



Academy of Finance

1. Personal Finance (semester) *NAF Principles of Finance (Sophomore year)
2. Accounting (year)-Principles of Accounting (first semester) Managerial Accounting *NAF (Junior year)
3. Entrepreneurship (year) *NAF
4. Business in a Global Economy inserted in Contemporary Issues (Semester) *NAF
5. JAG (year)

Certifications: Microsoft Technology Associate (MTA), MOS-Word, MOS- Powerpoint, Internet Core Competency Certification

Academy of Information Technology



1. Computer Applications *NAF Principles of IT (Freshman first semester)
2. Digital Video Production *NAF (Freshman second semester)
3. Computer Applications II: Introduction to Business *NAF Graphic Design (semester)
4. Web Design (year) *NAF (first semester sophomore year)



Academy of Education

1. Career & Family Leadership (semester)
2. Foreign Language (year)
3. Child Development (semester)
4. Teacher Observation (semester)
5. ACT Prep (semester)
6. Dual Credit/Enrollment

Academy of Hospitality & Tourism



1. Nutrition & Wellness (semester)
2. General Foods (semester)
3. Prostart I (year)
4. Prostart II (year)

Certifications: Prostart

Academy of College & Careers



Construction

Advanced Manufacturing (year)

Certifications: Construction & Trade

Junior Reserve Officer's Training Corps (JROTC)

JROTC I (year)

JROTC II (year)

JROTC III (year)

JROTC IV (year)

JENNINGS SENIOR HIGH STEAM ACADEMIES
CURRICULUM
Fall 2016

- | | |
|--|--------------------------------|
| 1. Cyber Security | Civil Engineering |
| 2. Technology Application

Coding and Web Design | Computer Application |
| 3. GIS Mapping Software
Department | Business Technology |
| 4. CODE RED Training
Department | Business Technology |
| 5. Personnel Finance | Personal Finance Course |
| 6. Creative Writing

Creative Writing/Digital Storytelling | English Course |
| 7. Tenacity/Soft Skills | CCR Course/PLTW |
| 8. Animation Course | Art Course |

JENNINGS SENIOR HIGH PARTNERS

Centene

Computer Village

Emerson

Express Scripts

Federal Deposit Insurance Company

Focus St. Louis

Fontbonne

Federal Deposit Insurance Company

HEC-TV

Globalhack

LionForge

Mastercard

Missouri Chamber of Commerce

NAF Academy

Nine Work Network

Ranken Tech College

Regional Bank

St. Louis Regional Business Council

St. Louis University

UMSL

Urban League

Washington University

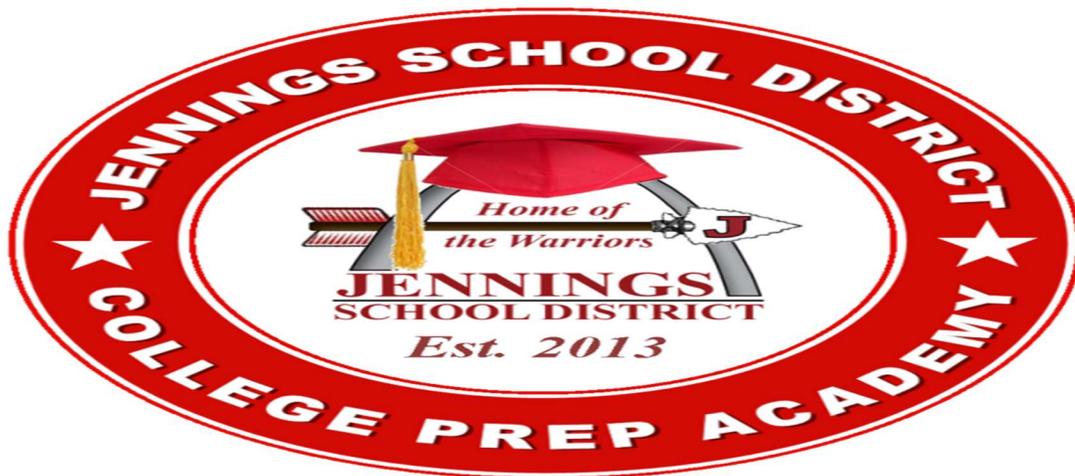
Worldwide Technology

**Jennings School District
Individual Career and Academic Plan (ICAP)**

Minimum Graduation Requirements		SUGGESTED COURSE OF HIGH SCHOOL STUDY						
It is suggested that students consider dual credit, articulation, or advanced placement opportunities for postsecondary credit.								
Grade	English	Math	Science	Social Studies	Required Courses, Elective Options	North County Tech	Additional Learning Opportunities	
Secondary	9	<input type="checkbox"/> ✓ English 9 or <input type="checkbox"/> Eng. 9 Honors	<input type="checkbox"/> ✓ Math 9 <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry or <input type="checkbox"/> Honors Geometry	<input type="checkbox"/> Physical Science	<input type="checkbox"/> ✓ World History or <input type="checkbox"/> Honors World History			School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other: <hr/>
	10	<input type="checkbox"/> ✓ English 10 or <input type="checkbox"/> Eng. 10 Honors	<input type="checkbox"/> ✓ Math 10 <input type="checkbox"/> Algebra II <input type="checkbox"/> Geometry or <input type="checkbox"/> Honors Geometry	<input type="checkbox"/> Biology I <input type="checkbox"/> Chemistry I	<input type="checkbox"/> ✓ Amer. History or <input type="checkbox"/> Honors Amer. History			Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other: <hr/>
	11	<input type="checkbox"/> ✓ Amer. Lit. or <input type="checkbox"/> Amer. Lit. Honors	<input type="checkbox"/> ✓ Math 11 <input type="checkbox"/> Algebra II <input type="checkbox"/> Geometry or <input type="checkbox"/> Honors Geometry	<input type="checkbox"/> Chemistry I <input type="checkbox"/> Biology I <input type="checkbox"/> Biology II	<input type="checkbox"/> ✓ Amer. Govt. or <input type="checkbox"/> Honors Amer. Govt.			Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Industry Recognized Credential (IRC) <input type="checkbox"/> Other: <hr/>
	12	<input type="checkbox"/> ✓ World Lit. or <input type="checkbox"/> *ACP Lit and Comp	<input type="checkbox"/> ✓ Math 12 <input type="checkbox"/> Algebra II or <input type="checkbox"/> *ACP College Algebra	<input type="checkbox"/> Biology I <input type="checkbox"/> Biology II or <input type="checkbox"/> *ACP Biology <input type="checkbox"/> Chemistry I	<input type="checkbox"/> ACP *Anatomy and Physiology <input type="checkbox"/> ACP *Forensic Science			Placement Assessments: <input type="checkbox"/> ACCUPLACER <input type="checkbox"/> ACT ASPIRE <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other: <hr/> Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other: <hr/>

Career Pathways





COLLEGE PREP ACADEMY MISSION

To prepare students to succeed in college and in careers.

ADMISSION CRITERIA

At least a 3.0 GPA, Proficient/Advanced on MAP/EOC, no discipline infractions, above 90% attendance and teacher recommendation.

CURRICULUM

Students will be given honors coursework. Course content will be aligned with honors level senior high school curriculum that will prepare students to take State required End of Course Assessments in math, English, science, and history. Additionally, common core Pearson and Prentice Hall materials will be utilized.

PARENT CONTRACT

Parents are expected to fulfill their commitment and to support the mission and criteria of the College Prep Academy.

PARENTAL INVOLVEMENT REQUIREMENT

Parents must attend all scheduled parent conferences reflected on the school calendar. Parents must attend two PTA meetings during the school year and must volunteer for four hours during the course of the school year.

ACADEMIC PROBATION

Students who fall below the admission criteria will be placed on academic probation. Two quarters of academic probation may result in withdrawal.

EXTENDED SCHOOL DAY TUTORING

Students are **required** to remain after school to receive tutoring in the core content classes. Tutoring will take place on Mondays, Wednesdays, and Thursdays from 3:05 PM—4:05 PM. Tutoring is provided by certified teachers in each core content area. Students can also come before school with prior arrangements made with a teacher. Students can join the Stars and Heroes program if they need additional tutoring services on Tuesdays and Fridays. An application is required to participate in the Stars and Heroes program.

SATURDAY SCHOOL

Saturday school is a free tutoring class designed to help students excel on the EOC exam which will be administered in the Spring. Tutoring sessions will be conducted by certified teachers in the academic areas of Communication Arts, Math, and Science. Sessions are **mandatory for all CP students 1st quarter** and for students who have below an **85** in one or more content area thereafter. Sessions are **mandatory for CP students 2nd quarter** who have below an **85** in English or Math.

REMOVAL FROM THE PROGRAM

Admission criteria not being met consistently for a full semester results in probation from the program and transfer to the traditional program. A quarterly review of grades and academic performance will be conducted by the administrative team.

COLLEGE PREP FORMAT

- ✚ Complete core classes in first two years of high school.
- ✚ Starting Junior year students will begin taking college courses and electives.
 - ✚ Graduate from Jennings with a HS diploma and college credit hours
 - ✚ Maintain a 3.0 GPA
 - ✚ Maintain 90% Attendance Rate
- ✚ Score proficient/ advanced on the math, English or science EOC assessments/ benchmarks
 - ✚ Participate in summer extended academy-June
 - ✚ Participate in academic tutoring program
 - ✚ Participate in Saturday school
- ✚ Complete 100 hours of community service before graduation

FRESHMEN CLASSES

English 9/ English 10
Algebra I/ Algebra II
Intro to Biology/ Biology
World History
PLTW: Intro to Engineering Designs or Principles of Biomedical Sciences
Practical Art elective
Health-Summer

SOPHOMORE CLASSES

American Lit/World Lit
Geometry/Trigonometry
Anatomy/Physiology* or Forensic Science*
American History
PLTW: Principles of Engineering or Human Biology
Physical Education course
Fine Art elective
Personal Finance-Summer

JUNIOR CLASSES

Chemistry
American Government
Spanish I
Electives
PLTW course: Civil Engineering/Architecture or Medical Interventions
College credit hours

SENIOR CLASSES

Spanish II
College credit hours

COLLEGE PREP ACADEMY CREDITS

Freshmen year earn 8 credits
Sophomore year earns 16 credits

Junior year students are eligible for dual enrollment taking college courses at Flo Valley or University of Missouri at St. Louis. Upon graduation from high school, College Prep Academy students have the opportunity to earn one or two years of college credits along with earning a high school diploma.

COMMUNITY SERVICE

Students are required to complete 100 hours of community service before graduating from Jennings Senior High. The hours are to be tracked by students.

POTENTIAL CLUB OFFERINGS

- PLTW
- Science Club
- Robotics
- Student Council
- Emerging Young Ladies
- FCCLA
- Strings
- National Honor Society
- Journalism
- Dance
- DECA
- Choir
- Band
- Yearbook

UNIFORMS

Red sweater, white oxford shirts, ties, khaki pants.

SUMMER EXTENDED ACADEMY

Summer extended academy is **mandatory** for all College Prep students. Students will participate in weekly field trips to colleges, introduction into careers and senior high courses and build a strong foundation in preparation for the fast-paced college prep curriculum during the school year. In addition, the program will help students transition into the next grade.

SUMMER EXTENDED SCHEDULE

6:30	Breakfast
7:00—8:30	Core Class
8:36—10:07	Core Class
10:12—11:43	Core Class
11:43—12:13	Lunch
12:18—1:49	Core Class
1:54—3:30	Elective Class

COURSES

COMMUNICATION ARTS

Graduation Requirements for Communication Arts are 4.0 credits

- English 9 (1.0)
- English 10 (1.0)
- American Literature (1.0)
- English IV (1.0)

The State of Missouri requires every student to complete the English 10 End of Course Exam (EOC)

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9	English 9	1.0
Required	10	English 10	1.0
Required	11	American Literature	1.0
Required	12	English IV	1.0
Elective	11-12	Creative Writing	0.5
Honors Elective	9	English 9 Honors	1.0
Honors Elective	10	English 10 Honors	1.0
Honors Elective	11	American Literature Honors	1.0
Honors Elective	12	ACP Literature & Composition	1.0

COURSE DESCRIPTIONS

ENGLISH 09 (1.0)

Prerequisite: None

Target Grade Level: 9

This is a freshmen literature course that concentrates on continued development of plot, setting, theme, and figurative/literary devices. Students will read at minimum one memoir and one novel that focuses on real world conflicts and struggles. The course emphasizes the writing process; students are expected to complete a series of diagnostic constructive responses and essays. 2nd semester will consist of an in-depth analysis of a Shakespearean drama.

ENGLISH 10 (1.0)

Prerequisite: English 09

Target Grade Level: 10

This is a sophomore literature course designed and focused on Power Standards necessary for proficient scoring of EOC Phase I. Students will review elements of plot and theme, and spend the year concentrating on the mastery of analysis, thematic composition, imagery, tone, characterization, allegory/symbolism, selected figurative devices, and across genres literary connections in both fiction and nonfiction prose. Students will read a minimum of two novels (one fiction/one nonfiction) and one drama. Students will also develop focused and specific writing through practice constructed response questions and paragraphs, as well as thesis driven literary analyses. All assignments and assessments will be aligned to benchmark assessments in preparation for the EOC Assessment in April/May.

AMERICAN LITERATURE (1.0)

Prerequisite: English 10

Target Grade Level: 11

This course is a survey of American Literature from the American Revolution through the 21st Century. Students will study literature, the characteristics of the different eras and genres, including poetry, short stories, drama, essays, and novels. Vocabulary will be developed through the study of words from the core works and, at times, from outside lists. Students will develop skills in reading literature, in oral language, and in writing. The course has a special emphasis on ACT Reading and Language sections. Several assignments and lessons will focus on practice ACT questions and testing strategies. Selected students will take the EOC Phase III in April/May based on proficiency of benchmark assessments throughout the course.

ENGLISH IV

Prerequisite: American Literature

Target Grade Level: 12

This course will introduce students to the concept of heroism, romance, gender roles, and societal ideals through a research and review of diverse cultural and world literature, ranging from Norse and Greek traditional myths to African fables. Students will also study the types of heroes (epic, romantic, and tragic). Students will be assessed through informal and formal evaluations, including presentations and written analysis. Within the course, students will demonstrate through writing, mastery of the fundamentals of rhetoric and writing through formative and summative assessments aligned with ACT College Readiness Benchmark.

SCHOLASTIC READING/READING STRATEGIES (1.0)

Prerequisite: None

Target Grade Level: 09

This is a reading course designed to build upon reading comprehension skills of visualization, prediction, inferences, vocabulary in context, main idea, summarizing, etc. Students will read a variety of nonfiction and fiction literature, including at least one class novel and one independent “choice” novel.

CREATIVE WRITING (0.5)

Prerequisite: None

Target Grade Level: 11-12

This is a course in which students will learn to write in several modes: poetry, short story, and memoir. Form and style will be practiced. Students will receive instruction in writing description, dialogue, characterization, and in methods of creating suspense, foreshadowing, irony, etc.

ENGLISH 09 HONORS (1.0)

Prerequisite: Proficient Assessments Scores

Target Grade Level: 9

This is a freshmen literature course that concentrates on continued development of plot, setting, theme, and figurative/literary devices. Students will read at minimum one memoir and one novel that focuses on real world conflicts and struggles. The course emphasizes the writing process; students are expected to complete a series of diagnostic constructive responses and essays. 2nd semester will consist of an in-depth analysis of a Shakespearean drama. Students enrolled in and completing this course will be required to complete additional assignments, including a research paper and rigorous performance assessments.

ENGLISH 10 Honors (1.0)

Prerequisite: English 09 Honors

Target Grade Level: 10

This is a sophomore literature course designed and focused on Power Standards necessary for proficient scoring of EOC Phase I. Students will spend the year concentrating on the mastery of analysis, thematic composition, imagery, tone, characterization, allegory/symbolism, selected figurative devices, and across genres literary connections in both fiction and nonfiction prose. Students will read two novels (one fiction/one nonfiction) and two dramas. Students will also develop focused and specific writing through practice constructed response questions and paragraphs, as well as thesis driven literary analyses. Much of class instruction will consist of Socratic seminar and student facilitation. The pace, assignments, and expectations of this course require great rigor. All assignments and assessments will be aligned to benchmark assessments in preparation for the EOC Phase I in April/May.

AMERICAN LITERATURE HONORS (1.0)

Prerequisite: Proficiency in English 10 Honors

Target Grade Level: 11

This novel-based course will analyze the concept of the “American Dream” by surveying literature from the American Revolution to the 21st Century. In addition to novels and dramas, students will study additional literature, the characteristics of the different eras and genres, including poetry, short stories, drama, and essays. Assessments will include analytical projects exploring historical and contemporary connections. The course has a special emphasis on ACT Reading and Language sections. Several assignments and lessons will focus on practice ACT questions and testing strategies.

ACP Literature & Composition (1.0)

Prerequisite: 3.0 GPA and American Lit Honors

Target Grade Level: 12

This a college preparatory class that is designed to improve theoretical and analytical writing to a level of sophistication that is college ready, as well as introduce and master literary analysis. The class will involve student-led classroom discussion and question-and-answer forum based on a number of classical novels. This is an advanced placement course, and being offered as dual enrolled advanced credit through University of Missouri St. Louis. Assessments are performed through a number of formal writing assignments, analytical presentations, and the standardized Advanced Placement test. ***Students enrolled will either take the Advanced Placement test in May or take the class for ACP credit (3 or 6 credits).***

FOREIGN LANGUAGES

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9-12	Spanish I	1.0
Advance Elective	10-12	Spanish II	1.0
Advance Elective	10-12	Spanish III	1.0

COURSE DESCRIPTIONS

SPANISH I (1.0)

Prerequisite: None

Target Grade Level: 9-12

Spanish I afford students the opportunity to explore the language and the culture of those who speak it. Instruction and drill in Spanish pronunciation; study of certain elements of Spanish grammar with emphasis on understanding and speaking the language; practice in reading and writing simple Spanish. Oral practice is greatly emphasized and reference to geography and civilization of the Spanish speaking world will be studied.

SPANISH II (1.0)

Prerequisite: C Average in Spanish I

Target Grade Level: 10-12

Students at this level will improve their ability to communicate in Spanish using advanced grammar. They will expand their reading, writing and conversational skills in the target language

SPANISH III (1.0)

Prerequisite: C average in Spanish II

Target Grade Level: 10-12

Students will expand their Spanish skills. The goal is for students to feel comfortable both reading and speaking Spanish using advanced vocabulary and grammar. Students might be able to take Spanish III for Advanced Credit through the University of Missouri-St. Louis.

MATHEMATICS

The State of Missouri requires every student to complete the Biology End of Course Exam (EOC)

Note: **Applied Mathematics is not an approved math course for NCAA eligibility.

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9-12	Algebra I	1.0
Required	10-12	Algebra II	1.0
Required	10-12	Geometry	1.0
Required	11-12	Applied Math	1.0
Advanced Elective	11-12	ACP College Algebra	1.0
Advanced Elective	11-12	ACP Intermediate Algebra	1.0
Advanced Elective	11-12	ACP Calculus	1.0
Advanced Elective	11-12	Statistics	0.5
Advanced Elective	11-12	Trigonometry	0.5
Honors Elective	10	Honors Algebra II	1.0
Honors Elective	11	Honors Geometry	1.0

COURSE DESCRIPTIONS

ALGEBRA I (1.0)

Prerequisite: None

Target Grade Level: 9

The primary goal of this course is to introduce students to mathematical modeling. Algebra I includes beginning algebra skills, probability, statistics, patterns, functions, linear equations and inequalities, systems of equations and inequalities, polynomials, and quadratic equations. Applications and problem solving skills are stressed. This is an introductory course in college-preparatory mathematics.

ALGEBRA II (1.0)

Prerequisite: Algebra 1 C or better preferred

Target Grade Level: 9-12

This course is designed for the college-bound student. Algebra II extends the study of Algebra I through more in-depth coverage of algebraic, geometric, and graphical interpretations of concepts such as systems of linear equations and inequalities, quadratic and polynomial functions, exponential and logarithmic functions, trigonometric ratios and functions, conic sections, matrices and determinants. Models, real-world applications, graphing calculators and other technology will be used to strengthen students' analytic and problem solving abilities.

GEOMETRY (1.0)

Prerequisite: Algebra 1 C or better preferred

Target Grade Level: 9-12

Geometry explores fundamental and advanced concepts of plane, coordinate and transformational geometry. Students utilize concepts of Algebra throughout the Geometry course. Students learn to reason using inductive and deductive proofs; develop spatial relationships from constructions and isometric drawings of two and three dimensional figures, compute area, surface area and volume measurements, learn concepts related to congruence, similarity, proportional thinking, and right triangle trigonometry.

APPLIED MATH (1.0)

Prerequisite: Algebra I

Target Grade Level: 11-12

This course is designed to prepare students for life. Applied Math is a branch of mathematics used to model and solve practical problems. Regardless of the career path, the ability to recognize problems, formulate questions, develop solution processes, and communicate is vital. This course will teach the fundamentals of mathematics and its application to real-world phenomena. Students may take this course in conjunction with other math courses.

STATISTICS (0.5)

Prerequisite: Algebra II and Geometry

Target Grade Level: 11-12

Statistics is one-semester course recommended for college-bound students. This course continues students' orientation to the methods and measurements involved in the collection, analysis interpretation and representation of data in the context of application from various real-world contexts; natural science, business, economics, consumer interests, etc. Students learn techniques for sampling and hypothesis testing; build inferences related to linear regression and standard deviation.

TRIGONOMETRY (0.5)

Prerequisite: Algebra II and Geometry

Target Grade Level: 11-12

This course is designed as an alternative for students will continue their math studies beyond the three graduation requirements of the district. Trigonometry is one-semester course that focuses on definitions, properties, and graphical characteristics of trigonometric functions and identities, radian measure, the solution of oblique and right triangles, powers and roots of complex numbers, polar coordinates, vectors, Laws of Sine and Cosine. This course provides essential background for higher mathematics.

HONORS ALGEBRA II (1.0)

Prerequisite: Algebra I (B or better)

Target Grade Level: 9-12

This course is designed for college-bound student who intends to follow a math-related curriculum. Students are expected to utilize the concepts of Algebra and Geometry throughout the Algebra II course. Honors Algebra II is designed to study mathematics topics with a focus on advanced algebra and trigonometry. This course is an enhanced version of the Algebra II course, which will allow students to study the mathematical topics in more depth. The use of technology is an important feature of the course.

HONORS GEOMETRY (1.0)

Prerequisite: Algebra I (B or better)

Target Grade Level: 9-12

This course is a rigorous proof-based course designed for mathematically talented students to study mathematics topics with a focus on geometry. Students are expected to utilize the concepts of Algebra throughout the Honor Geometry course This course is an enhanced version of the geometry course, which will allow students to study the mathematical topics in more depth and more breadth.

ACP CALCULUS (1.0)

Prerequisite: Pre-Calculus (B or better) or teacher recommendation

Target Grade Level: 11-12

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. Topics covered include functions, limits, continuity, differentiation, integration, and applications. This curriculum is aligned with the Advanced Placement Calculus course. Students have the opportunity to earn college credits from University of Missouri-St. Louis (UMSL).

ACP INTERMEDIATE ALGEBRA (1.0)

Prerequisite: Pre-Calculus (C or better)

Target Grade Level: 11-12

This course will provide the transition from elementary algebra into college-level math courses. Operations on rational expressions, operations on radicals, solving quadratic equations, and the rectangular coordinate system are among the topics covered. Students have the opportunity to earn dual credit from St Louis Community College.

ACP COLLEGE ALGEBRA (1.0)

Prerequisite: Pre-Calculus (B or better) or teacher recommendation

Target Grade Level: 11-12

This course introduces students to college level algebra. Topics include algebra and probability, polynomial functions, the binomial theorem, logarithms, exponentials, and solutions to systems of equations. Students have the opportunity to earn college credits from University of Missouri-St. Louis (UMSL).

SCIENCE

The State of Missouri requires every student to complete the Biology End of Course Exam (EOC)

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9	Physical Science	1.0
Required	9	Two Year Biology, Part 1	1.0
Required	10	Two Year Biology, Part 2	1.0
Required	10-11	Biology I	1.0
Required Elective	11-12	Chemistry I	1.0
Elective	10-12	Environmental Science	0.5
Elective	10-12	Astronomy	0.5
Elective	10-12	Anatomy/Physiology	1.0
Elective	10-12	Forensics for All	1.0
Honors	10	Honors Biology I	1.0
Honors	11-12	Chemistry II	1.0
Honors	11-12	ACP Biology	1.0
Honors	11-12	ACP Forensics	1.0
Honors	11-12	ACP Anatomy/Physiology	1.0

COURSE DESCRIPTIONS

PHYSICAL SCIENCE (1.0)

Prerequisite: None

Target Grade Level: 9

This course focuses on concepts in chemistry, physics, biology, and earth science. The first semester will cover concepts in scientific inquiry, chemistry, and physics. The second semester will cover basic concepts in biology and earth science. This course will prepare you for Biology I and the EOC exam.

TWO-YEAR BIOLOGY, PART 1 (1.0)

Prerequisite: None

Target Grade Level: 9

Two-Year Biology, Part 1 is the first of a two-course sequence. This sequence of courses will be taken over a two-year period of time. Upon completing Two-Year Biology, Part 2, the second course in the sequence, students will have completed all topics taught in a full-year Biology course and will be prepared to take additional science courses. Biology is the science that seeks to understand the living world. This course will include molecular and cellular biology and genetics & heredity, as well as the life processes common to all living things. Scientific problem solving, inquiry-based investigations, technology integration, laboratory work, and performance assessments will be utilized.

TWO-YEAR BIOLOGY, PART 2 (1.0)

Prerequisite: Successful completion of Two-Year Biology, Part 1 or department approval.

Target Grade Level: 10

Two-Year Biology, Part 2 is the second of a two-course sequence. This sequence of courses will be taken over a two-year period of time. Upon completing Two-Year Biology, Part 2, students will have completed all topics taught in a full-year Biology course and will be prepared to take additional science courses. Biology is the science that seeks to understand the living world. This course will include diversity and unity among organisms, ecology, and biological evolution, as well as the life processes common to all living things. Scientific problem solving, inquiry-based investigations, technology integration, laboratory work, and performance assessments will be utilized.

BIOLOGY I (1.0)

Prerequisite: Physical Science

Target Grade Level: 10

Biology is the study of all living things. In this course biological concepts are learned through selected laboratory experiences. The process of science as related to biology is stressed throughout course content. Students are required to observe and record laboratory investigations. Organisms are studied as individuals and as groups. Life processes of organisms and the interaction of organisms with the environment are covered. The importance of biology in everyday living is emphasized. This course or Honors Biology I are required for graduation along with the taking the EOC exam.

CHEMISTRY I (1.0)

Prerequisite: Algebra I

Target Grade Level: 10-12

This is a study of the chemical nature of our world. Topics include atomic structure and nomenclature, periodic table, atomic theory, molecules and ions, energy in reactions, reaction rates and equilibrium. Laboratory experiments will be demonstrated and/or performed when appropriate.

ENVIRONMENTAL SCIENCE (0.5)

Prerequisite: Biology I

Target Grade Level: 10-12

This course focuses on identifying and connecting the central issues of environmental science through a visual approach. Students will explore critical topics of environmental science with basic concepts of ecology, geography, chemistry, economics, ethics, policy, and the roles that humans play on Earth. First semester will be based on environmental dilemmas, environmental sustainability, history, politics, economics, risk analysis, environmental hazards and how ecosystems work. Second semester will cover ecosystems, evolution, human population change, air pollution, global atmospheric changes, renewable energy, and hazardous wastes. There will be research, labs, and real world problems faced in this class.

ASTRONOMY (0.5)

Prerequisite: Physical Science

Target Grade Level: 10-12

This course is based on the scientific principles learned in Physical Science. Areas covered are: review of force and motion, history of astronomy, study of light, solar system, asteroids, comets, star formation, star death, star evolution, galaxies, and theories of universe formation. Some outside research is required and there may be graded field trips.

FORENSICS FOR ALL (1.0)

Prerequisite: Algebra I and Biology I

Target Grade Level: 11-12

Forensic Science introduces the student to the science of crime scene investigation. The course integrates the applications of biology, chemistry, physics, environmental science, and computer science to explore the field of criminalistics. In addition, students will survey careers in forensic science and learn about historic cases. Laboratory activities will comprise a majority of the course.

HONORS BIOLOGY I (1.0)

Prerequisite: Physical Science

Target Grade Level: 10

This course is designed to be a higher level, inquiry-based study of biology. It will involve extensive laboratory work and use of technology. Problem solving and critical thinking skills will be an essential part of the course. Enrolled students will be required to complete at least one research project or paper.

CHEMISTRY II (1.0)

Prerequisite: Biology I or Chemistry I

Target Grade Level: 11-12

Chemistry II will expand on the information learned in Chemistry. Oxidation-reduction, organic chemistry, and solubility of compounds will also be taught. This course is designed for students planning to enter a science-related profession. Students will frequently perform experiments.

ACP BIOLOGY (1.0)**Prerequisite: Proficiency in Biology I and Chemistry I****Target Grade Level: 11-12**

The ACP Biology course is college level biology course. The course should be taken after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Students have the opportunity to earn college credits from St. Louis University (SLU).

ACP FORENSIC SCIENCE (1.0)**Prerequisite: 2.5 GPA and Proficiency in Biology I and Algebra I****Target Grade Level: 11-12**

This course is taught in conjunction with SLU's 1818 Forensics Science Program and offered for college credit. The course integrates the applications of biology, chemistry, physics, environmental science, and computer science to explore the field of criminalistics. In addition, students will perform historical case studies and give a 10-minute presentation over a major case. Laboratory activities will comprise a majority of the course. Students have the opportunity to earn college credits from St. Louis University (SLU).

ACP ANATOMY & PHYSIOLOGY (1.0)**Prerequisite: Proficiency in Biology I and Chemistry I****Target Grade Level: 11-12**

This course is taught in conjunction with the Human Biology Course at St. Louis Community College and is offered for college credit. Students will learn about the structure and function of the human body systems. The majority of the course covers 11 organ systems (skeletal, digestive, reproductive, etc.) comprising human beings. Comparative dissections are a required part of this course. Students have the opportunity to earn college credits from St. Louis Community College.

SOCIAL STUDIES

Graduation Requirements for Social Studies are 3.5 credits

- **World History**
- **American History**
- **American Government**
- **Personal Finance**

The State of Missouri requires every student to complete the American Government End of Course Exam (EOC)

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9	World History	1.0
Required	10	American History	1.0
Required	11	American Government	1.0
Required Elective	11-12	Personal Finance	0.5
Elective	11-12	African American History	0.5
Elective	9-12	Contemporary Issues	0.5
Elective	10-12	Economic	0.5
Elective	11-12	Sociology	0.5
Elective	11-12	Psychology	0.5
Honors	9	Honors World History	1.0
Honors	10	Honors American History	1.0
Honors	11	Honors American Government	1.0
Honors	11-12	AP Economics	1.0

COURSE DESCRIPTIONS

WORLD HISTORY (1.0)

Prerequisite: None

Target Grade Level: 9

This course is a historical survey of the world. Topics to be covered are: the beginnings of civilization, classical civilizations, the worlds of Christendom and Islam, Africa, America, Asia, the rise of the West, revolutionary changes, the world in upheaval, and the contemporary world. Emphasis will be placed on social, cultural, and economic history as well as political history.

AMERICAN HISTORY (1.0)

Prerequisite: World History

Target Grade Level: 10

This survey course will emphasize government, cultural diversity, economics, and geography. A balanced representation of history will be presented chronologically from 1865 to the present.

AMERICAN GOVERNMENT (1.0)

Prerequisite: World History and American History

Target Grade Level: 11

Students will learn the basics of the U.S. government and Constitution as well as the Missouri government and Constitution. Students must pass this class and the Missouri and U.S. Constitution tests, which are administered in the class, as high school graduation requirements.

PERSONAL FINANCE (0.5)

Prerequisite: None

Target Grade Level: 11-12

This course introduces the personal financial skills necessary in today's world. Students will learn financial decision making skills such as banking, investment, short and long term savings, judicious use of credit and credit protection and insurance coverage for asset protection.

AFRICAN AMERICAN HISTORY (0.5)

Prerequisite: American History

Target Grade Level: 11-12

The history and culture of African-Americans are examined in this course. Students are exposed to the African roots, the middle passage, and the American experience from the pre-colonial period of U.S. history to the present day. Included in this historical framework is the cultural heritage of African-Americans. Students will be exposed to complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from the other social sciences.

CONTEMPORARY ISSUES (0.5)

Prerequisite: None

Target Grade Level: 9-12

This elective course allows students to explore various dynamic issues facing today's society enabling them to discover their values and responsibilities as citizens in that society. Students will utilize different learning methods to research, discuss, debate and formulate opinions on contemporary issues.

ECONOMICS (0.5)**Prerequisite: None****Target Grade Level: 10-12**

Economics focuses on all aspects of free market capitalism. Included are microeconomics, which focuses on individuals; macroeconomics, which focuses on the economy as a whole; and various aspects of international business and trade.

SOCIOLOGY (0.5)**Prerequisite: None****Target Grade Level: 11-12**

This course allows students to become aware of their culture and their roles in society. The topics covered will be sociological concepts, primary relationships, group interaction, and cultural comparisons. The course will provide a solid foundation of concepts through basic research and knowledge of important societal issues.

PSYCHOLOGY (0.5)**Prerequisite: None****Target Grade Level: 11-12**

This course is an in-depth study of psychology. Topics to be studied include states of consciousness, stress management, self-awareness, abnormal behavior, and masculinity/femininity. Upon completion of this course, the student will have a better understanding of himself/herself and others.

HONORS WORLD HISTORY (1.0)**Prerequisite: Proficiency in 8th Grade Social Studies course****Target Grade Level: 9**

Honors World History will cover the same material as traditional World History; but will include extra independent readings, primary source investigation, research, and projects.

HONORS AMERICAN HISTORY (1.0)**Prerequisite: Proficiency in World History****Target Grade Level: 10**

Honors American History will cover the same material as traditional American History; but will include extra independent readings, primary source investigation, research, and projects.

HONORS AMERICAN GOVERNMENT (1.0)**Prerequisite: Proficiency in World History and American History****Target Grade Level: 11**

Honors American Government will cover the same material as traditional American Government; but will include extra independent readings, primary source investigation, research, and projects.

AP Economics (1.0)**Prerequisite: Instructor's Approval****Target Grade Level: 11-12**

AP Economics provide students a thorough understanding of the principles that apply to the workings of supply and demand in the determination of price, resource allocation, and distribution. Students will analyze markets and begin to recognize a market's impact upon economic efficiency and distribution of income. Further study will examine an economic system as a whole, including national income and price determination, economic performance measures, economic growth, and international economics.

Physical Education/Health Education

Physical education classes are co-educational. A variety of team games and individual sports will be included in all classes. Contact team sports such as flag football, fleet ball, basketball, and soccer, as well as in non-contact sports such as tennis, volleyball and swimming, boys and girls will be taught in the same classes where scheduling will allow.

Graduation Requirements for P.E. is 1 credit and for Health 0.5

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9-12	Health	0.5
Required	9-12	Physical Education	1.0
Elective	10-12	Individual and Dual Sports	0.5 or 1.0
Elective	9-12	Fitness Physical Education	0.5 or 1.0
Elective	11-12	Personal Physical Training	0.5 or 1.0
Elective	9-12	Beginning Swimming	0.5

COURSE DESCRIPTIONS

HEALTH (0.5)

Prerequisite: None

Target Grade Level: 9-12

This course is designed to create an understanding of an individual's social, mental and physical well-being. A variety of topics is covered relating to situations individuals might encounter in everyday life. Topics studied include human anatomy, nutrition, physical fitness, substance use and abuse, communicable diseases, AIDS education and awareness, environmental health, relationships and parenting, and mental health.

PHYSICAL EDUCATION (1.0)

Prerequisite: None

Target Grade Level: 9-12

This class is designed to facilitate the student's physical well-being to a more advanced level of fitness. Activities consisting of cardiovascular endurance, strength and flexibility are emphasized. Also taught are rules and basic skills to some common team, individual and recreational sports.

INDIVIDUAL AND DUAL SPORTS (0.5 OR 1.0)

Prerequisite: Physical Education or JROTC LET 1

Target Grade Level: 10-12

This class is co-ed where activities permit. Activities will include touch football, fleetball, basketball, weight training, recreational games, swimming, volleyball, softball, soccer, floor or street hockey, aerobics, bowling, and tennis. Daily exercise and physical fitness will be stressed throughout the semester. Students will be tested and evaluated vs. Standard National scores.

FITNESS PHYSICAL EDUCATION (0.5 OR 1.0)

Prerequisite: None

Target Grade Level: 9-12

This class is intended for students who are serious about attaining a higher level of cardio-vascular, pulmonary, and muscular fitness and agility. An alternate day schedule of running and weight training will be followed. Occasionally a classroom day dealing with associated topics will be held (nutrition for competition, steroids, methods of training, etc.) Individual improvement in stamina, strength, endurance, and overall body conditioning will be the focus of the class.

PERSONAL PHYSICAL TRAINING (0.5 OR 1.0)

Prerequisite: Physical Education

Target Grade Level: 10-12

Personal physical training for those who wish to continue and expand their physical training and abilities beyond the levels attained in Fitness P.E.

BEGINNING SWIMMING (0.5)

Prerequisite: None

Target Grade Level: 9-12

The Beginning Swimming course is designed for non-swimmers and/or novices. The course covers adjustments to water, basic survival skills, coordinated stroking, transition to deep water and water-entry techniques. An emphasis on water safety is a primary feature of the course. The purpose of the course is to develop a competent and safe deep-water swimmer.

FINE ARTS

Graduation Requirements for Fine Arts is 1 credit of any of the following subjects:

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Art Elective	9-12	Art I	0.5
Art Elective	10-12	Art II	0.5
Art Elective	10-12	Ceramics	0.5
Art Elective	11- 12	Drawing/Painting	0.5
Art Elective	11-12	Studio Art	1.0
Art Elective	10-12	Animation	1.0
General Elective	9-12	Dramatics	0.5
General Elective	9-12	Music Appreciation	0.5
General Elective	9-12	Theatre Arts	0.5
Music Elective	9-12	Vocal Ensemble	0.5 or 1.0
Music Elective	10-12	Concert Choir	0.5 or 1.0
Music Elective	9-12	Beginning Band	1.0
Music Elective	9-12	Advanced Band	1.0
Music Elective	9-12	Orchestra	1.0
Music Elective	9-12	Piano	0.5 or 1.0

COURSE DESCRIPTIONS

ART I (0.5)

Prerequisite: None

Target Grade Level: 9-12

This course is designed to explore the fundamentals of art. It will give students the opportunity to explore art through art history (slides, films, and periodicals) and two-dimensional techniques in drawing as well as in painting. Areas of concentration will be two-dimensional mediums such as pencil, ink, tempera, and watercolor. Some group research projects will take place to gain more knowledge of art.

ART II (0.5)

Prerequisite: Art I

Target Grade Level: 10-12

This course is a continuation of Art I. It is designed for those students who desire more advanced work in two-dimensional and three-dimensional art. Areas of concentration will focus on printmaking, Basic ceramics skills, sculpting, three-dimensional design, and art history. Research assignments will be given to help students further their knowledge of art history.

CERAMICS (0.5)

Prerequisite: Art I and Art II or Instructor's Approval

Target Grade Level: 10-12

This class will focus on advanced clay building techniques acquired from Art II. It will take the basic hand-building processes such as pinch, slab, and coil to new higher levels of construction. It will also focus on wheel throwing techniques. Likewise, history and vocabulary will also be emphasized.

DRAWING/PAINTING (0.5)

Prerequisite: Art I and Art II or Instructor's Approval

Target Grade Level: 11-12

This class will focus on advanced painting and painting skills. It will take the knowledge acquired from Art I and Art II and apply them to higher expectations and skill development. It will also focus on different drawing and painting mediums, light sources, and different techniques that relate to 2 and 3 dimensional drawings and painting. Participation in formal and informal critiques is also required History and vocabulary will also be emphasized. Sketches book drawing will be required weekly.

STUDIO ART (1.0)

Prerequisite: Successful completion of Art I, Art II, Drawing/Painting and Ceramics and/or Instructor's Approval

Target Grade Level: 11-12

This course is designed for specialization in media and style while exporting areas of interest relating to the fine arts. Techniques will be stressed along with an expertise in design elements. Students will create a college based portfolio that includes 20 pieces of artwork, cover letter, resume, recommendation letters, and a short essay. Participation in formal and informal critiques is also required. Dual enrollment for college credit may be obtained through Missouri Baptist College from an additional fee. Students interested in taking this course for college credit must have a 3.0 GPA and must complete all assignments and pass the final exam.

ANIMATION (1.0)**Prerequisite: Instructor's Approval****Target Grade Level: 10-12**

Jennings High School Art program is pairing with Lion Forge LLC (A small based Technology Group that creates Comics) to work together to offer the students the opportunity to learning about the power of animations/comics within our society. Together, we will teach students about animation/comics, a popular art form dating back to the late 1920's. Students will learn on the job training and gain insight to the world of animation. Likewise, they will be enhancing their drawing skills as well as increase their knowledge base dealing with the color wheel, perspective, elements and the principles of design, layouts and composition. Furthermore, the students will enhance their creative writing skills through storytelling by creating actual comic canvas panels that will be use within the school environment to promote character traits, animated flip books, videos and handbooks for the student body in a meaningful way that the students can relate to. These items will be created in a fun, eye catching, and animated way that will capture the attention of the student body. In addition, students will learn new technology-based software such as MOHO (Anime Studio) Pro 12, Adobe Creative Suite Photoshop.

DRAMATICS (0.5)**Prerequisite: None****Target Grade Level: 9-12**

This course introduces the student to beginning stage and contest performance and dramatic analysis. Students will learn techniques of concentration, connection, stage energy, rhythm, internal characterization, external characterization, voice and diction, basic backstage, theater history, projection, and basic stage terminology. Students in this course are welcome to audition for the fall and spring productions, talent shows, Black History Celebration, special events, as well as participate in speech and debate tournament throughout the year in the state. Students desiring to take this class another year are allowed to do so with continual growth in skills learned as a second or third year student.

MODERN MUSIC APPRECIATION (0.5)**Prerequisite: None****Target Grade Level: 9-12**

This course intended to provide students with historical and artistic perspectives on the most popular music genres in contemporary society, including their specific production processes and musical development. Included will be the study of their appropriate performance venues and concert etiquette, and an appreciation for the socio-community effects on the genres' musical landscape. Students will learn to realize the significance of popular contemporary music genres and the impact each has made on the world and individuals. Students will become knowledgeable, perceptive, and appreciative music learners.

THEATRE ARTS (0.5 OR 1.0)**Prerequisite: None****Target Grade Level: 9-12**

Actor's Studio content is appropriate for the beginning actor. Through the studio atmosphere, students will learn acting skills, perform in class, and evaluate theatrical works.

VOCAL ENSEMBLE (0.5 OR 1.0)

Prerequisite: None

Target Grade Level: 9-12

Vocal Ensemble is primarily a performance-oriented ensemble for students with no previous choral experience. Students will learn proper signing and performance techniques as well as a variety of choral music of different genres and time periods. Students will also be able to demonstrate basic music theory skills, particularly in rhythmic and pitch notation. Students will have the opportunity to participate in concerts and represent the school at various performance venues on campus as well as throughout the community. **This course may require after-school practices, rehearsals, and performances as scheduled by the instructor.**

CONCERT CHOIR (0.5 OR 1.0)

Prerequisite: Audition or Instructor approval

Target Grade Level: 9-12

Concert Choir is primarily a performance-oriented ensemble for students who have developed the basic skills required to perform high school level repertoire. Students will learn proper signing and performance techniques as well as variety of choral music of different genres and time periods. Students will also be able to demonstrate moderate music theory skills beyond basic rhythmic and pitch notation. As the premier choral ensemble at Jennings Senior High School, Concert Choir students will present concerts and represent the school at various performance venues on campus as well as throughout the community. **This course may require after-school practices, rehearsals, and performances as scheduled by the instructor.**

INSTRUMENTAL MUSIC (1.0)

Prerequisite: None

Target Grade Level: 9-12

This course is geared towards students who have decided to play a musical instrument while in high school, but do not have any experience. Students will learn to play a musical instrument and will gain knowledge of basic instrumental fundamentals as well as basic music theory. Fall and Spring Concerts will be required performances.

ADVANCED BAND (1.0)

Prerequisite: Middle school band, or at least 1 year of band at the high school level and audition/approval Target Grade Level: 9-12

The high school band is a competitive marching band in the fall, requiring much work outside of school time. It turns into a concert band during the spring semester, involving several performances and participating at the district music contest and in solos and ensembles. **This course may require after-school practices, rehearsals, and performances as scheduled by the instructor.**

ORCHESTRA (1.0)

Prerequisite: String Instrument Experience

Target Grade Level: 9-12

Students in this course acquire skills in orchestral performance. Individual student competence is developed while studying and performing a variety of orchestral literature. Students learn musical vocabulary and gain an understanding of orchestra music. Students may perform in concerts, festivals, and special events. Solo literature and chamber ensembles are also encouraged for those who meet higher levels of performance. Performance at Solo and Ensemble Festival is encouraged.

PIANO (0.5 OR 1.0)

Prerequisite: None

Target Grade Level: 9-12

This course is designed to introduce basic piano skills and provide experiences to play piano for pleasure. Students will learn rudiments of piano playing, music theory and history. A mandatory public recital is held at the end of each semester.

PRACTICAL ARTS / CTE

Graduation Requirements for Practical Arts is 1 credit of any of the following subjects:

- College and Career Readiness Courses (CCR Elective)
- Business (Bus) and Business Information Technology (IT)
- Marketing (MKT)
- Project Lead the Way (PLTW)
- Health Sciences (HS)
- Family and Consumer Sciences (FACS)

The State of Missouri requires every student to complete a Technical Skills Attainment after completing 3 credits or more in any one specific CTE program.

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
CCR Elective	11-12	College, Career & Character (JAG)	1.0
Bus Elective	9-10	Intro to Business	1.0
Bus Elective	10-12	Accounting I	1.0
Bus Elective	11-12	Accounting II	1.0
Bus Elective	9-12	Computer Applications	1.0
Bus Elective	10-12	Business Technology	1.0
IT Elective	10-12	Web Design	1.0
IT Elective	11-12	CISCO Networking	3.0
MKT Elective	10-11	Marketing Concepts I	1.0
MKT Elective	11-12	Entrepreneurship	1.0
MKT Elective	12	Marketing Concepts II	1.0
MKT Elective	12	Marketing Supervised Employment	1.0-2.0

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
PLTW Elective	9-11	Introduction to Engineering Design (IED)	1.0
PLTW Elective	10- 12	Principles of Engineering (POE)	1.0
PLTW Elective	11-12	Civil Engineering & Architecture (CE)	1.0
PLTW Elective	9-10	Principles of the Biomedical Sciences (PBS)	1.0
PLTW Elective	10-11	Human Body Systems (HBS)	1.0
PLTW Elective	11-12	Medical Interventions (MI)	1.0
CTE Elective	11-12	Advanced Manufacturing I	3.0

FACS Elective	10-12	Child Development, Care & Guidance	0.5
FACS Elective	9-12	Career & Family Leadership	0.5
FACS Elective	10-12	Housing and Home Furnishings & Equipment	0.5
FACS Elective	10-12	Fashion Design and Merchandising	0.5
FACS Elective	9-12	Nutrition and Wellness	0.5
FACS Elective	10-12	General Foods	0.5
FACS Elective	11	Culinary Arts I – (PROSTART I)	1.0
FACS Elective	12	Culinary Arts II – (PROSTART II)	1.0

COURSE DESCRIPTIONS

COLLEGE AND CAREER READINESS

CCC3 COLLEGE, CAREER, AND CHARACTER (1.0) (JAG)

Prerequisite: None

Target Grade Level: 11-12

This course is designed to help juniors and seniors prepare to transition to college and a career. Student will receive information about financial aid, college, vocational applications, military, and careers. Students will receive preparation for post-secondary exams such as the COMPASS, ACT, and ASVAB. Students will participate in college activities and career fairs. By the end of this course students will have their high school transition plans completed

BUSINESS

INTRO TO BUSINESS (1.0)

Prerequisite: None

Target Grade Level: 9-12

Students will study the nature of business activity in relation to the economic society, including how a business is owned, organized, managed and controlled. Guest speakers from all aspects of the business industry will share information about the various business careers that exist and the variety of industries who employ people with business related skills.

ACCOUNTING I (1.0)

Prerequisite: B or better in Algebra 1 and Intro to Business

Target Grade Level: 10-12

This course is an introduction to the science of accounting. Accounting has long been a field in which skilled practitioners are in demand. Students will learn accounting procedures and techniques utilized in solving business problems and making financial decisions. Upon completion of this course, students will be prepared to further their learning in accounting by utilizing the principles and theories learned in this class or to perform entry-level accounting tasks in the workplace.

ACCOUNTING II (1.0)

Prerequisite: Accounting I

Target Grade Level: 11-12

This course is designed to help students acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporate forms of organization, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications will be integrated in each appropriate instructional unit. Accounting II is only suggested for students who can manage their time well and are serious about the study of accounting.

BUSINESS TECHNOLOGY

COMPUTER APPLICATIONS (1.0)

Prerequisite: None

Target Grade Level: 9-12

This course is designed to help students apply the fundamentals of keyboarding and keystroke with “touch” system of keyboarding. This course includes the skills needed for word processing used in formatting letters, reports, and tables commonly used in the office technology field, as well as activities using skills associated with Excel spreadsheet software and Power Point presentation software. **While not required for graduation, this class is highly recommended.**

BUSINESS TECHNOLOGY (1.0)

Prerequisite: Computer Applications

Target Grade Level: 10-12

This course develops the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolio and job-seeking documents. In addition, this course provides training in areas many employers find deficient to today’s applicants: customer relations, conflict resolution, telecommunications, organization of work, and execution of other crucial tasks. Students will have the opportunity to participate in DECA (Marketing Co-Curricular Organization) or FBLA.

WEB DESIGN (1.0)

Prerequisite: Computer Applications

Target Grade Level: 10-12

This course provides students with a solid knowledge base to design, build, manage and publish dynamic content for the web. This course focuses on the overall production process with particular emphasis on design elements involving layout, navigation and interactivity. The students will create web pages using HTML and Dreamweaver and explore other programs used in webpage construction. Prior computer experience is recommended. Students taking Web Design will have the opportunity to participate in DECA (Marketing Co-Curricular Organization) or FBLA.

CISCO NETWORKING (3.0)

Prerequisite: Advanced Math, Computer Applications, or PLTW Engineering Target Grade Level: 11-12

The Cisco CCNA Discovery curriculum provides general networking theory, practical experience, and opportunities for career exploration and soft-skills development. The curriculum teaches networking based on application, covering networking concepts within the context of network environments students may encounter in their daily lives – from small office and home office (SOHO) networking to more complex enterprise and theoretical networking models later in the curriculum.

MARKETING

MARKETING CONCEPTS I (1.0)

Prerequisite: Intro to Marketing

Target Grade Level: 10-11

This course provides students with a solid foundation of the process of planning, pricing, promoting, selling, and distributing ideas, goods, or services to satisfy customers. Additional units consist of work ethics, communications and human relations. Students will have the opportunity to be members of DECA (Marketing Co-Curricular Organization) which offers the opportunity to develop the leadership and professional skills learned in the course, as well as participate in competitive events.

ENTREPRENEURSHIP (1.0)

Prerequisite: Marketing Concepts I

Target Grade Level: 11-12

This course provides students with the basic knowledge needed for recognizing a business opportunity and operating and maintaining that business. Preparation of a business plan allows students to learn the advantages and disadvantages of owning a business, choosing a location, securing a loan, determining organizational structure and promoting a business. Students will have the opportunity to be members of DECA (Marketing Co-Curricular Organization) which offers the opportunity to develop the leadership and professional skills learned in the course, as well as participate in competitive events.

MARKETING CONCEPTS II (1.0)

Prerequisite: Marketing Concepts I

Target Grade Level: 12

This course will continue the development of skills covered in Marketing Concepts I such as planning, pricing, promoting, selling, and distributing ideas, goods, or services to satisfy customers. This course enables students to understand and apply marketing, management and entrepreneurial principles. It will enhance students' ability to make rational economic decisions and to exhibit social responsibility in a global economy. These students must obtain a part-time job in a marketing or retail area and enroll in Marketing Supervised Employment. Students will be members of DECA (Marketing Co-Curricular Organization) which offers the opportunity to develop the leadership and professional skills learned in the course, as well as participate in competitive events.

MARKETING SUPERVISED EMPLOYMENT (1.0-2.0)

Prerequisite: Concurrent enrollment -Marketing Concepts II

Target Grade Level: 12

Students will have an opportunity to apply career-sustaining competencies developed in Marketing Concepts I and II. This unique opportunity is for "hands-on" job experience coordinated through an approved cooperative training station. Criteria for employment will be identified through the application process. Students should make efforts to establish employment during the summer prior to the senior year. Students can earn 1.0 credit with 160 hours per semester of employment; 2 credits with 320 hours per semester of employment.

PROJECT LEAD THE WAY (PLTW)

INTRODUCTION TO ENGINEERING DESIGN (IED) (1.0)

Prerequisite: Proficiency in Algebra I and Geometry

Target Grade Level: 9-10

Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

PRINCIPLES OF ENGINEERING (POE) (1.0)

Prerequisite: Introduction to Engineering Design

Target Grade Level: 10-12

Designed for 10th or 11th grade students, this survey course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

CIVIL ENGINEERING & ARCHITECTURE (CE) (1.0)

Prerequisite: Principles of Engineering and dual enrollment in College Algebra

Target Grade Level: 11-12

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

ADVANCED MANUFACTURING, I (3.0)

Prerequisite: Instructor Approval

Target Grade Level: 11-12

The Advanced Manufacturing area is one of the up and coming technology related fields in the St. Louis Area. Students acquiring a two-year Associate Degree in this area are finding entry level jobs paying in the range of \$55,000-\$75,000. The first year of this three (3) period block program will cover basic hand tool and power tool safety, welding, OSHA 10 safety training, print reading, and shop math. This high demand, Industrial and Engineering Pathway can transition into an Associate Degree at STLCC-FV, an Apprenticeship with the Carpenters Joint Apprenticeship Program, or both.

HEALTH SCIENCES

PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS) (1.0)

Prerequisite: Proficiency in Science

Target Grade Level: 9-10

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

HUMAN BODY SYSTEMS (HBS) (1.0)

Prerequisite: Principles of the Biomedical Sciences

Target Grade Level: 10-11

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.

MEDICAL INTERVENTIONS (MI) (1.0)

Prerequisite: Human Body Systems

Target Grade Level: 11-12

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.

HEALTH CARE – CERTIFIED NURSING ASSISTANT CNA (3.0)

Prerequisite(s): Interview and Instructor Approval

Target Grade Level: 12

Students will acquire knowledge and skills in core competencies including an introduction to the health care delivery system, human anatomy and physiology, medical terminology, infection control, human growth and development and interpersonal communication. During the required clinical experience, students work closely with professional staff providing project-based care and emotional support to residents in health care facilities. Prior to completion of the program, students will sit for the CNA exam and be prepared for entry level employment and/or continued education at the post-secondary level.

PHARMACY TECHNICIAN

Prerequisite(s): Interview and Instructor Approval

Target Grade Level: 12

Students will learn how to assist pharmacists in supplying, assembling, and distributing medications. Students will have hands on training (on site) at Schnucks pharmacy.

FAMILY AND CONSUMER SCIENCE (FACS)

CHILD DEVELOPMENT, CARE & GUIDANCE (0.5)

Prerequisite: None

Target Grade Level: 10-12

Child development is an intermediate course that includes study of the child from birth to twelve years of age. It deals with the birth process and then the social, physical, emotional and mental development of the child at different stages in his or her growth. The student will explore parent-child relationships, effective parenting practices, special needs of children, prenatal and environmental influences on child development as well as child care and nurturing and support systems for parents and caregivers. This course provides the foundation for continuing and post-secondary educations in all career areas related to children, child development and nurturing of children a three-day infant simulation is required of all students. ***Students making an A or B in this class can earn 3 credit hours through Florissant Valley.*** Students in this course may participate in the club FCCLA (Family, Career, and Community Leaders of America).

CAREER & FAMILY LEADERSHIP (0.5)

Prerequisite: None

Target Grade Level: 9-12

Career & Family Leadership is a comprehensive instructional program describing the general study of family and consumer sciences including how individuals develop and function in family, work, and community settings and how they relate to their physical, social, emotional, and intellectual environments. Career exploration and its impact on families is a key component. Students may participate in the club FCCLA (Family, Career, and Community Leaders of America).

HOUSING AND HOME FURNISHINGS & EQUIPMENT (0.5)

Prerequisite: None

Target Grade Level: 10-12

This class studies the behavior, social, economic, functional, and aesthetic aspects of housing and interiors. Students will analyze, plan, and design housing to meet user needs. Students will use the above skills to complete projects ranging from planning and designing one room to a complete house. Careers in the housing and interior design industry will be introduced. Students may participate in the club FCCLA (Family, Career, and Community Leaders of America).

FASHION DESIGN AND MERCHANDISING (1.0)

Prerequisite: None

Target Grade Level: 10-12

This course prepares individuals to understand the social, psychological, physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance and alteration of clothing and textile products; and the effect of consumer choices on the individual and family, as well as the clothing and textile industry. This course also includes instruction in functional and aesthetic design, human factors research, production planning, manufacturing processes, quality assessment, and distribution systems. Students are required to construct a minimum of two garments. Careers in the fashion, textiles and merchandising industry will be introduced. This course requires students to purchase all necessary supplies for their own projects. Students may participate in the club FCCLA (Family, Career, and Community Leaders of America).

NUTRITION AND WELLNESS (0.5)

Prerequisite: None

Target Grade Level: 9-12

This class studies the principles of nutrition, relationship of nutrition to health and wellness, the selection, preparation and care of food. Students will apply math and science skills to food preparation. Food safety and consumerism skills for buying groceries are topics of study. Myplate.gov is used to develop individual wellness plans. Careers in the food industry will be introduced. Students may participate in the club FCCLA (Family, Career, and Community Leaders of America).

GENERAL FOODS (0.5)

Prerequisite: Nutrition and Wellness

Target Grade Level: 10-12

Students will become familiar with all types of ethnic foods. They will research other countries culture, customs, government and everyday life. They will prepare and sample foods from several different cultures from Europe, Africa, Asia and South America. Students may participate in the club FCCLA (Family, Career, Community leaders of America).

CULINARY ARTS I – (PROSTART I) (1.0)

Prerequisite: International Foods and Nutrition and Wellness

Target Grade Level: 11-12

This is the first course in the ProStart Program, a two-year based curriculum program that prepares high school students for careers in the restaurant and food service industry. Students will practice food preparation techniques with an emphasis on quantity foods, catering and basic skills needed to be part of a professional food service team. Safety and sanitation standards expected of workers in the food service industry are covered. Work-based learning strategies appropriate for this course are field trips, job shadowing and school-based enterprises. Simulations, projects, and teamwork provide opportunities for application of instructional competencies. Students may participate in the club FCCLA (Family, Career, and Community Leaders of America).

CULINARY ARTS II – (PROSTART II) (1.0)

Prerequisite: PROSTART I

Target Grade Level: 12

This is the second course in the ProStart Program, a two-year based curriculum program that prepares high school students for careers in the restaurant and food service industry. Students will continue to practice food preparation techniques, safety and sanitation. Instruction focuses on career opportunities in industry, marketing, accounting, communications, purchasing and inventory control. Students are encouraged to pass end of course exams and complete an off-campus, paid internship. Students who complete the Pro-Start program are eligible for a national certificate from the National Restaurant Association Educational Foundation (NRAEF). Students may participate in the club FCCLA (Family, Career, and Community Leaders of America).

OTHER COURSES

ACT (0.5)

Prerequisite: None

Target Grade Level: 10-12

ACT Prep course provides students with applicable strategies and practice to improve scores on the ACT test. The skills learned are also applicable towards general test taking strategies and enhance college preparation for students. In this course, students will dissect tests, pinpoint skills necessary to score well, and train how to utilize those skills to improve their results and/or obtain a score that reflects their academic ability. Students are required to take the official test during their enrollment in the course—December for first semester and April for second semester.

OFFICE ASSISTANCE (0.5)

Prerequisite: None

Target Grade Level: 12

Students who desire to work in the Main Office, Teacher Assistant, or Library may acquire an application form from the Guidance Department. Duties could include delivering mail and hall passes, assembling mailings, making copies, and various office tasks.

LEADERSHIP (1.0)

Prerequisite: Instructor's Approval

Target Grade Level: 12

Students will learn an introduction to, and analysis of, historical and current theories of leadership. Study of leadership process involving interaction of leaders and followers in organizational settings. Students have the opportunity to earn college credits from Drury University.

TEACHER OBSERVATION (1.0)

Prerequisite: Instructor's Approval

Target Grade Level: 12

This course provides the education students with observation experience in a school setting. Students will be required to document 30 hours and 30 entries in a reflection journal. A Criminal Record Check is required for a nominal fee for EDU 11100.

JUNIOR RESERVE OFFICER’S TRAINING CORPS (JROTC)

CITIZENSHIP / CHARACTER EDUCATION:

The Army JROTC citizenship education program teaches students the value of good citizenship, develops leadership ability, and promotes a sense of accomplishment, while instilling in students, team work, self-regulation, self-discipline and personal responsibility as well as understanding for the value of service to community.

Army JROTC is focused on teaching student-cadets to; maximize potential success through learning and positive self-management, develop good leadership skills, build effective relationships (with peers, co-workers, team mates and the community), understand the rights and responsibilities of citizenship, incorporate positive principles of mental and physical wellness in life behaviors and personal decisions, and develop a sense of global awareness.

Participation in the program prepares students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as citizens of the United States. The program’s focus is reflected in the JROTC mission statement, “To Motivate Young People to be Better Citizens.” All courses contain an integrated service-learning component designed and executed by the students to re-enforce the skills and responsibilities of an involved citizen “giving back” to the community. The JROTC curriculum is performance based and requires student-cadets to master competencies so they can DO the skills, APPLY the knowledge gained, and MODEL appropriate behaviors and attitudes expected.

Each JROTC program supports a wide array of co-curricular teams and activities. These teams / activities are an integral re-enforcing tool to support curriculum content, lessons learned, and skills developed by the student-cadet. Examples are; Academic Bowl Team, Missouri Personal Finance Challenge Team, Drill Team, Color Guard Team, as well as various work groups organized to plan and execute service learning projects to address volunteerism needs throughout the community.

Enrollment in Army JROTC includes the temporary loan, of a US Army cadet uniform. Uniform wear is normally required 1 day per week. Wear of the uniform provides a “tool” for instructor cadre to assess the cadets’ attention to detail, ability to follow instructions, and is reflective of pride in one’s self. While wearing the cadet uniform, students are expected to meet the basic grooming standards for US Army JROTC. (These grooming standards, while not as rigid as the active US Army standards, do require a clean, neat, well-groomed appearance.)

CORE CURRICULUM SUPPORT:

The Army JROTC curriculum fully supports the concept of learning as a lifelong endeavor and pursuit. JROTC provides re-enforcement and cross curriculum instruction in many traditional academic areas; communication arts, math, science, social studies, and physical wellness. Army JROTC facilitates graduation from high school and works to assist students to develop, plan for and realize a positive self-directed post high school life-plan.

TECHNOLOGY:

US Army Cadet Command provides cutting edge equipment to support delivery of the program’s curriculum content in public high school classrooms. Each JROTC program is equipped with computers, Internet access, LCD projectors, interactive whiteboard, instructor walk and talk chalkboard, and a classroom performance system set. In addition, several interactive CD/DVD instructional simulations are available to enhance effective instruction.

CAREER PREPARATION:

The Army JROTC curriculum content and lesson materials strongly connect with and support the Missouri Career Paths. JROTC instruction in teamwork, critical thinking skills, problem solving skills, ethics instruction, communication skills, along with the program’s ability to improve/sustain a student’s positive self-esteem and self-confidence are valuable in all career development clusters and pathways.

JROTC

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Elective	9-11	LET 1	1.0
Elective	10-12	LET II	1.0
Elective	11-12	LET III	1.0
Elective	12	LET IV	1.0

COURSE DESCRIPTIONS

LET 1 (1.0)

Prerequisite: None

Target Grade Level: 9-11

The mission of Leadership and Training (LET) is to motivate first year JROTC cadets to be better citizens. To accomplish this purpose, the text discusses citizenship, leadership, and a number of other courses designed to help the cadets succeed in high school and after graduation. Cadets wear uniforms one time each week. Extra-curricular activities include: providing color guards, working at concession stands, participating in community parades, drill and rifle teams.

LET II (1.0)

Prerequisite: LET I

Target Grade Level: 10-11

The second year of Leadership Education and Training provides more details about leadership situations. The program is split into units including: techniques of communication, leadership, Cadet Challenge, Leadership Lab, first aid, map reading, history, Your American Citizenship, career opportunities, and the role of the U.S. Army. The wearing of the uniform and extracurricular activities are the same as for LET 1.

LET III (1.0)

Prerequisite: LET II

Target Grade Level: 11-2

The third year of Leadership Education and Training provides still more leadership situations. In this year, students will not only be more involved as teacher and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leader, first aid, history, map reading, career opportunities, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as for LET 1.

LET IV (1.0)

Prerequisite: LET III

Target Grade Level: 12

Fourth year cadets are responsible for the daily cadet administration and perform as commanders and staff officers. They act as assistant instructors in some subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events such as military ball or the annual awards banquet. The wearing of the uniform and the extracurricular activities are the same as for LET 1.

INDIVIDUALIZED COURSES

Enrollment by Special Education services provided via Individualized Educational Program (IEP). The graduation requirements are the same as the general.

Modified Courses

Graduation Requirements:

- Modified Communication Arts 4
- Modified Social Studies 3
- Modified Mathematics 3
- Modified Science 3
- Practical Arts 1 (Transition Elective)
- Personal Finance: Financial Planning .5

The State of Missouri requires every student to complete Algebra I, Biology, English II and Government unless IEP indicates the student is eligible for MAP-A

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Required	9-12	Modified English 9	1.0
Required	10-12	Modified English 10	1.0
Required	11-12	Modified American Literature	1.0
Required	12	Modified World Literature	1.0
English Elective	9-12	Reading Strategies I, II or III	1.0
English Elective	9-12	Advanced Reading Strategies	1.0
Required	9	Modified American History	1.0
Required	10	Modified World History	1.0
Required	11	Modified American Government	1.0
Required	11-12	Financial Planning	0.5
Social Studies Elective	12	Modified Contemporary Issues	1.0
Required	10-12	Modified Algebra	1.0
Required	11-12	Modified Math 11	1.0
Required	11-12	Modified Math 12	1.0
Required	9	Modified Physical Science	1.0
Required	10-11	Modified Biology	1.0
Required	10-12	Modified Science	1.0

<u>Course Type</u>	<u>Grade</u>	<u>Course Offerings</u>	<u>Credit</u>
Transition Elective	9-12	Learning Strategies	1.0
Transition Elective	9-12	Reading Strategies	1.0
Transition Elective	9-12	Community Based Instruction Program (CBVI)	1.0
Transition Elective	11-12	COOP Work Experience Program	1.0
Transition Elective	11-12	Career Exploration	0.5
Transition Elective	11-12	Job Readiness	1.0

COURSE DESCRIPTIONS

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

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

COMMUNICATION ARTS

MODIFIED ENGLISH 9 (1.0)

Prerequisite: None

Target Grade Level: 9-12

English 9 focuses on grammar and composition and is a required course in writing and grammar. Instruction will include parts of speech, phrases, clauses, usage, mechanics, sentence structure, spelling, and vocabulary. The student will apply the above instruction on the process of writing to construct well-written, correct paragraphs, and multi-paragraph compositions. This course will be individualized to meet the needs of students in order to improve their ability to read, understand, and remember a variety of materials. Students will study vocabulary extensively.

MODIFIED ENGLISH10 (1.0)

Prerequisite: Modified English 9

Target Grade Level: 10-12

English 10 emphasizes reading strategies for students to develop skills in reading and understanding a variety of literary works, themes, and cultural archetypes that define literature. The course develops concepts that assist with distinguishing between the major genres: fiction, including short stories, fables, myths, novels, drama, poetry and essays. All selections serve as a focal point for increasing reading comprehension. Students will continue with the development of utilizing the writing process. Students will read a variety of short stories and books.

MODIFIED ENGLISH 11 (1.0)

Prerequisite: Modified English 10

Target Grade Level: 11-12

English 11 is a required course that focuses on American Literature and writing. Students will be required to read various short stories, poems and other types of literature and compose writings that show understanding. The course offer students opportunities to practice the stages of the writing process.

MODIFIED ENGLISH 12 (1.0)

Prerequisite: Modified English 11

Target Grade Level: 12

English 12 is designed to introduce students to World Literature that will be individualized in order to give the student knowledge of the basic forms of literature: short story, poetry, play, novel, biography, and essay. The student will read the works of a variety of world authors in order to study their techniques and to learn to identify the structure of the material read. The reading selections will be arranged around literary form rather than nationality or the author chronology.

READING STRATEGIES I, II OR III (1.0)

Prerequisite: IEP Placement and Placement Testing

Target Grade Level: 9-12

Reading Strategies is a course designed to assist students in increasing literacy skills and becoming proficient readers. The course provides instruction to develop and increase reading skills in decoding, fluency, and comprehension of those students identified as reading significantly below grade level. Reading Strategies is designed to help students improve the necessary skills needed to become proficient readers. This course provides a structured curriculum consisting of utilizing a direct reading approach. The primary focuses are on the development of five key reading components: phonemic awareness, phonics, vocabulary, fluency and comprehension.

SOCIAL STUDIES

MODIFIED WORD HISTORY (1.0)

Prerequisite: None

Target Grade Level: 9

Modified World History will assist students with an understanding through a historical survey of the world. The modified curriculum topics to be covered are: the beginnings of civilization, classical civilizations, the worlds of Christendom and Islam, Africa, America, Asia, the rise of the West, revolutionary changes, and the world in upheaval, and the contemporary world. Emphasis will be placed on social, cultural, and economic history as well as political history.

MODIFIED AMERICAN HISTORY (1.0)

Prerequisite: Modified World History

Target Grade Level: 10

Modified American History will be individualized to assist students with an understanding of the historical facts of American History. The modified curriculum will emphasize government, cultural diversity, economics, and geography. A balanced representation of history will be presented chronologically from America's colonization to the present.

MODIFIED AMERICAN GOVERNMENT (1.0)

Prerequisite: Modified World History

Target Grade Level: 11

Modified American government will assist students with acquiring a basic understanding of the U.S. government and Constitution as well as the Missouri government and Constitution presented utilizing a modified curriculum. Students must pass this class and the Missouri and U.S. Constitution tests, which are administered in the class, as high school graduation requirements.

FINANCIAL PLANNING (0.5)

Prerequisite: None

Target Grade Level: 11-12

Financial Planning is a course designed to prepare students to function independently by developing skills necessary to manage finances independently as productive citizens in their everyday life. Students will learn skills that will assist them in independently managing personal finances, budgeting, banking, credit and insurance. Students will apply academic skills such as math and reading plus critical thinking, communication and problem solving skills.

MODIFIED CONTEMPORARY ISSUES (1.0)

Prerequisite: None

Target Grade Level: 12

Modified Contemporary Issues focuses on assisting students in developing skills required to participate in adult decision making skills with an understanding of the responsibilities and duties as citizens. Students will explore topics of civic participation, understanding the various levels of government. Students will gain an understanding of the purpose of media influence and distinguishing between fact and opinion.

MATH

MODIFIED ALGEBRA I (1.0)

Prerequisite: None

Target Grade Level: 9-12

Modified Math 10 is an algebra course where students will be exposed to a world beyond arithmetic and whole number concepts. Students will be involved in a course that will help them cultivate their understanding of algebraic language and symbolism. Area of study includes: properties of the real number system, solving equations, solving linear equations, exponents and exponential functions, graphs of rational equations and functions.

MODIFIED ALGEBRA II (1.0)

Prerequisite: Modified Algebra

Target Grade Level: 11-12

Modified Algebra II

MODIFIED GEOMETRY (1.0)

Prerequisite: Modified Algebra

Target Grade Level: 11-12

Modified Geometry explores fundamental and advanced concepts of plane, coordinate and transformational geometry. Students utilize concepts of Algebra throughout the Geometry course. Students learn to reason using inductive and deductive proofs; develop spatial relationships from constructions and isometric drawings of two and three dimensional figures, compute area, surface area and volume measurements, learn concepts related to congruence, similarity, proportional thinking, and right triangle trigonometry.

SCIENCE

MODIFIED PHYSICAL SCIENCE (1.0)

Prerequisite: None

Target Grade Level: 9

This course focuses on concepts in chemistry, physics, biology, and earth science. The first semester will cover concepts in scientific inquiry, chemistry, and physics. The second semester will cover basic concepts in biology and earth science. This course will prepare you for Biology I and the EOC exam.

MODIFIED TWO-YEAR BIOLOGY, PART 2 (1.0)

Prerequisite: Successful completion of Two-Year Biology, Part 1

Target Grade Level: 10

Two-Year Biology, Part 2 is the second of a two-course sequence. This sequence of courses will be taken over a two-year period of time. Upon completing Two-Year Biology, Part 2, students will have completed all topics taught in a full-year Biology course and will be prepared to take additional science courses. Biology is the science that seeks to understand the living world. This course will include diversity and unity among organisms, ecology, and biological evolution, as well as the life processes common to all living things. Scientific problem solving, inquiry-based investigations, technology integration, laboratory work, and performance assessments will be utilized.

MODIFIED BIOLOGY I (1.0)

Prerequisite: Modified Physical Science

Target Grade Level: 10

Modified Biology is the study of all living things. In this course biological concepts are learned through selected laboratory experiences. The process of science as related to biology is stressed throughout course content. Students are required to observe and record laboratory investigations. Organisms are studied as individuals and as groups. Life processes of organisms and the interaction of organisms with the environment are covered. The importance of biology in everyday living is emphasized.

MODIFIED SCIENCE (1.0)

Prerequisite: Modified Physical Science

Target Grade Level: 10-12

This course is based on the scientific principles learned in Physical Science. Areas covered are: review of force and motion, history of astronomy, study of light, solar system, asteroids, comets, star formation, star death, star evolution, galaxies, and theories of universe formation. Some outside research is required and there may be graded field trips.

TRANSITION

LEARNING STRATEGIES (0.5)

Prerequisite: None

Target Grade Level: 9-12

Learning Strategies is an elective course that offers students instructional support with task related goals in obtaining important keys to high school success. This course will offer students instruction in study skills, organization strategies, grammar, goal setting and time management techniques.

FUNCTIONAL CLASSROOM (0.5 or 1.0)

Prerequisite: IEP Determination

Target Grade Level: 9-12

The Functional classroom is designed to support students requiring a functionally based program based on the student needs identified through the Individual Education Plan. This class will embed the following concepts into daily instruction: Functional Job Skills, Functional Mathematics, Functional Living Skills and Social Skills. Students requiring a functional curriculum will also participate in the Community Based Vocational Instruction Program.

COMMUNITY BASED INSTRUCTION PROGRAMS (CBVI) (1.0)

Prerequisite: IEP Determination

Target Grade Level: 9-12

The Community Based Vocational Instruction (CBVI) is a program designed to provide an opportunity for Jennings students to learn skills necessary for transition to post-secondary employment. This program will develop appropriate interpersonal skills and generalize job related skills from the classroom experience to the world of work. The program is designed to enhance the development of the student's functional skills as site volunteers. Student must participate in the program for one or two semesters yearly. Jennings Sr. High currently offers a volunteer work experience partnership with the following sites: **John Cochran Veterans Hospital**.

JOB READINESS (0.5 OR 1.0)

Prerequisite: None

Target Grade Level: 11-12

Job Readiness is an introductory course to assist students in developing the basic job skill requirements to function at a work site and to apply/obtain a job. In this course students will learn why work matters, learn about career clusters, how to make decisions that are best for themselves, finding a job, completing job applications, conducting job interviews, and how to succeed on the job. This course is also a prerequisite for student participation in Career Exploration and Community Based Vocational Instruction (CBVI) sites.

COOP WORK EXPERIENCE PROGRAM (1.0)

Prerequisite: None

Target Grade Level: 11-12

COOP is a partnership between the Division of Vocational Rehabilitation, Jennings High School and Special School District to assist students with disabilities in earning school credit while participating in a school directed, supervised and paid work experiences. This course is limited to students age 16 and above whose IEP (Individual Education Plan) reflects a need for work experience in competitive setting and who are eligible as clients of the Division of Vocational Rehabilitation.

CAREER EXPLORATIONS (0.5)

Prerequisite: Job Readiness

Target Grade Level: 11-12

Career Exploration is a course designed to assist students in exploring and learning about a variety of careers. Students will also learn how to utilize decision making skills to process through the requirements for chosen careers. Topics include: Learning and deciding about careers, basic skills for the workplace, communication skills for the work place and understanding personal management skills. Students will investigate and research careers utilizing Missouri Connections.

