



# **Scott City High School**

## **Course Description Handbook**



### **Working Document**

Revised Aug. 2015

**Michael Johnson, High School Principal  
573-264-2138**

**Ladonna Pratt, High School Counselor  
573-264-2138 x217**

**Keisha Panagos, Curriculum/A+ Coordinator  
573-264-2139 x214**

**TABLE OF CONTENTS**

Scott City High School Course Description Handbook 1

**Rated #1  
High  
School in  
Missouri  
for having  
the lowest  
incidence  
of college  
remediation  
(Enhanced  
Missouri  
Student  
Achievement  
Study,  
April  
2010).**

Requirements.....	3
4 Year Plan.....	4
Communication Arts Courses.....	5
Mathematics Courses.....	22
Science Courses.....	34
Social Studies Courses.....	43
Fine Arts Courses.....	58
Practical Arts Courses.....	69
Physical Education/Health Courses.....	103

- All dual enrollment courses are weighted.
- At any point we reserve the right to adjust these courses due to available faculty, number of student course request, and articulated agreements with Three Rivers Community College, Mineral Area College, and Southeast Missouri State University.

**Scott City High School ranked # 1 in Missouri for having the lowest incidence of remediation according to the Missouri High School Graduates Report.** This annual report is intended to provide information to secondary and post-secondary schools regarding persistence, preparation, and completion. This information can then be used to capitalize on strengths and locate areas of improvement. At Scott City we use this information to validate and maintain our philosophy of holding students to high expectations and challenging them in rigorous coursework that will allow them to be competitive in this global society.

The full report can be located at <http://www.dhe.mo.gov/files/BB0410.pdf>

#### Graduation Requirements & University Requirements

<b>H.S. requirements starting with the class of 2019</b>		<b>4-Year University Requirements:</b>	
English	4 units	<i>ACT score of 18 or higher</i>	
Math	3 units	English	4 units
Science	3 units	Math	3 units
Social Studies	3 units	(Algebra I, Algebra II, Geometry & recommended CA/Trig)	
Physical Education	1 unit	Science	3 units
Health	.5 unit	Social Studies	3 units
Pers. Finance	.5 unit	Phys. Ed.	1.5 units
Fine Art	1 unit		

Practical Art	1 unit	Health	.5 units
ACT Prep	.5 unit	Pers. Finance	.5 units
Foreign Lang.	2 units STRONGLY recommended	Fine Art	1 unit
Additional	3 units (in any of the 4 core areas)	Practical Art	1 unit
		Foreign Lang.	2 units recommended (some universities REQUIRE it)
		Additional	3 units (in any of the 4 core areas)

Our goal is to provide assistance so that every student will succeed and be college eligible, however if your student does not meet the 4-year university requirements, other college options are available. Many begin at a 2-year junior college and then go on to complete the remainder of the 4-year degree. Each student is unique and it is essential to work with your student, the counseling office, and teachers to provide a solid foundation for the future and a platform for success for their educational ambitions.

**\* We encourage students and parents to continuously monitor NCAA and college guidelines for changes that may not be reflected in this handbook.**

**\*All e-mail addresses are located in the student handbook/passport provided at the beginning of each year.**

**\*Parent Portal access is available through the high school office. We encourage you to keep track of your student's progress weekly to ensure there are no problems.**

**\*Scholarship websites: [www.fastweb.com](http://www.fastweb.com)**

**ACT Bright Flight requires a score of 31 on the ACT and is only good for Missouri schools.**

**Most academic/merit scholarships begin with an ACT score of 24 and a class rank in the upper 15-20%**

**\*Scott City is an A+ High School. See the Counseling Center for information regarding the A+ Scholarship.**

### **NCAA Requirements**

<b><u>Grade 9 Plan</u></b>	<b><u>Grade 10 Register</u></b>	<b><u>Grade 11 Study</u></b>	<b><u>Grade 12 Graduate</u></b>
<ul style="list-style-type: none"> <li>* Start planning now! Take the right courses and earn the best grades you can.</li> <li>* Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. (found on p. ? in this handbook)</li> </ul>	<ul style="list-style-type: none"> <li>* Register with the NCAA Eligibility Center at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a></li> <li>* If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs to take.</li> </ul>	<ul style="list-style-type: none"> <li>* Check with your counselor to make sure you are on track to graduate on time.</li> <li>* Take the ACT or SAT and make sure we get your scores by using code 9999.</li> <li>* At the end of the year, ask your counselor to upload your official transcript.</li> </ul>	<ul style="list-style-type: none"> <li>* Take the ACT and SAT again, if necessary, and make sure we get your scores by using code 9999.</li> <li>* Request your final amateurism certification by April 1.</li> <li>* After you graduate, ask your counselor to upload your final</li> </ul>

			transcript with proof of graduation.
--	--	--	--------------------------------------

<b>Division I</b> To play sports at a Division I school, you must meet ALL the following requirements.	<b>Division II</b> To play sports at a Division II school, you must meet ALL the following requirements.	<b>Division III</b>
1. Complete 16 NCAA core courses: <ul style="list-style-type: none"> <li>• 4 years of English</li> <li>• 3 years of math (Algebra 1 or higher)</li> <li>• 2 years of natural/physical science (including one year of lab science if your high school offers it)</li> <li>• 2 years of social science</li> <li>• 1 additional year of English, math or natural/physical science</li> <li>• 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy</li> </ul> 2. Complete 10 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses for GPA improvement.           3. Earn at least a 2.3 GPA in your core courses.           4. Earn an SAT combined score or ACT sum score that matches your core-course GPA on the Division I sliding scale for students enrolling on or after August 1, 2016	Before August 1, 2018 <ol style="list-style-type: none"> <li>1. Complete 16 high school core courses.</li> <li>2. Earn at least a 2.000 GPA in your high school core courses.</li> <li>3. Earn a combined SAT score of 820 or an ACT sum score of 68.</li> </ol> After August 1, 2018 <ol style="list-style-type: none"> <li>1. Complete 16 high school core courses.</li> <li>2. Earn at least a 2.200 GPA in your high school core courses.</li> <li>3. Earn the SAT or ACT score that matches your core-course GPA (minimum 2.200) on the Division II competition sliding scale.</li> </ol> Core Courses for Division II To play sports at a Division II school, you must complete these NCAA core courses: <ul style="list-style-type: none"> <li>• 3 years of English</li> <li>• 2 years of math (Algebra 1 or higher)</li> <li>• 2 years of natural or physical science (including one year of lab science if your high school offers it)</li> <li>• 3 additional years of English, math or natural or physical science</li> <li>• 2 years of social science</li> <li>• 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy.</li> </ul>	Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.  If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions and eligibility standards. You can visit <a href="http://www.ncaa.org/d3">NCAA.org/d3</a> or contact the Division III school you are planning to attend.

\*\*Core courses, ACT scores and grade point average must meet a minimum score for eligibility. Please check with a coach and the websites listed below. \*\*\* *Algebra 1A and Algebra 1B count as 1 unit combined*  
[www.ncaa.org](http://www.ncaa.org) OR [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

2015-16 NCAA Guide for the College Bound Student Athlete

<http://www.ncaapublications.com/productdownloads/CBSA16.pdf>

2015-16 NCAA Initial Eligibility Brochure (Road Map to Initial Eligibility)

<http://www.ncaapublications.com/productdownloads/EB16.pdf>

## Scott City High School 4-Year Plan

* pre-requisite	** prior approval	+ weighted	\$ dual enrollment
-----------------	-------------------	------------	--------------------

Course Requirements	9th Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English (4 units)</b>	LA I or Eng. I *App. Of Lit. I *Bible Literacy	LA II or Eng. II *App. Of Lit. I *Bible Literacy *Competitive Speech	LA III or Eng. III *+\$Competitive Speech **Creative Writing *Bible Literacy	LA IV or *+\$Dual Comp *App. Of Lit. I *+\$Competitive Speech *Bible Literacy

<b>Math (3 units)</b>	Alg. I Alg. 1A Alg. 1B Geometry *+Formal Geom.	Alg. A Alg. B Informal Geometry Geometry *+Formal Geometry *+Alg. II	Alg. II *+\$Coll. Alg/Trig *+\$Dual CA/Trig	Alg. II Coll. Alg/Trig *+\$Dual CA/Trig *+Calculus
<b>Science (3 units)</b>	Physical Science	Biology	Integ. Science +Adv. Biology +Chemistry *+Anat. & Phys. *+Physics	Integ. Science +Adv. Biology *+Anat. & Phys. +Chemistry *+Physics *Dual Biology
<b>Social Studies (3 units)</b>	American History Current Events	World History Current Events	Government/Geography American History *+\$Dual Psych *+\$Dual Government Sociology Philosophy Current Events	*+\$Dual Psychology Sociology Philosophy Current Events *+\$Dual Government
<b>P.E. (1 unit)</b>	PE Physical Dev. Team Sports	PE II Physical. Dev Team Sports	PE II Physical Dev. Team Sports	PE II Physical Dev. Team Sports
<b>Health (.5 unit)</b>	Health			
<b>Fine Art (1 unit)</b>	Intro Art I Intro Art II *Band *Choir Theatre Arts I/II	Intro Art I Intro Art II Advanced Art *Band *Choir Theatre Arts I/II	Intro Art I Intro Art II Advanced Art *Band *Choir Theatre Arts I/II	Intro Art I Intro Art II Advanced Art *Specialized Art *Band *Choir Theatre Arts I/II
<b>Personal Finance (.5 unit)</b>			Personal Finance	
<b>Practical Arts (1 unit)</b> ACT prep, A+, Computer, FACS, Business, or Industrial Arts course			ACT prep (.5)	ACT prep (.5)

# COMMUNICATION ARTS CURRICULUM

**COURSES AVAILABLE:**

Language Arts I   
Language Arts II   
English I   
English II   
English III   
Language Arts III   
Language Arts IV   
Creative Writing  \*\*  
Spanish III 

College Writing (ENGL 111) + \* \$  
Advanced College Writing (ENGL 112) + \* \$  
Bible Literacy  \*  
Appreciation of Literature I  \*  
Speech   
Spanish I   
Spanish II   
Competitive Speech \* + \$

+ weighted

\* pre-requisite

\*\* prior approval

\$ dual enrollment

 NCAA Approved Course

## COMMUNICATION ARTS CURRICULUM

### Language Arts I – 9<sup>th</sup> grade

1 credit

#### Course Description:

Students will interpret, evaluate, and respond to various genres of literature such as short stories, novels, plays, and poetry. Analyzing, synthesizing (combining several writing techniques), and critiquing the writing of others, as well as their own writing, will be required. Students will also develop oral and written communication skills as they present ideas, opinions, and arguments in an organized and convincing manner. Students will participate in the writing process as they pre-write, draft, peer edit, and write final drafts.

#### Course Objectives:

- A. Listening, Speaking, and Presentation. Presentations, Group Work, Class Discussions, Response (developed questions), incorporate technology.
2. Develop and apply effective speaking skills. Tone, Body Language, Eye contact, Volume.
3. Compose and evaluate both formal and informal writing integrating the writing process, while integrating specific writing techniques. Emphasize peer editing. Pre-writing, drafting, and peer revision/collaboration. Persuasive, Creative Writing (descriptive), Research, Compare/Contrast, Analysis (character, poetry, literary). Graphic organizers. Specific ideas, quotes, main idea, paragraphing, transitions, sentence structure, vivid language. Dialogue, Point of view, Order
4. Analyze texts using the following literary techniques. Literary Devices, Paraphrasing/Summarizing. Point of view
5. Grammar. Commas. Fragments. Complete sentence structure. Subject/verb agreement. Verb tense. Adjectives. Punctuation (colons and semicolon, dashes, hyphens, apostrophe). Capitalization as needed.
6. Vocabulary. Context clues. Roots. Dictionary. Thesaurus. Inferences.
7. Drama terminology. Aside. Soliloquy
8. Poetic Devices  
A.) Read, view, listen to, and evaluate written, visual, and oral communications. B.) Locate and gather information and ideas. C.) Process, organize, and evaluate information and ideas. D.) Relate literature and other texts to prior experiences. E.) Analyze and evaluate how language and communications influence and reflect the culture or eras in which they are created. F.) Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks. G.) Write about, visually represent, and discuss written, visual, and oral communications. H.) Create print and non-print communications to demonstrate understanding of information and ideas. I.) Create print and non-print communications for various audiences and for a variety of purposes. J.) Create print and non-print communications to publish or formally present information and ideas. K.) Participate in informal presentations and discussions. L.) Demonstrate proficiency in speaking and writing Standard English. M.) Apply communications strategies to identify, understand, and solve problems. N.) Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama, and film. O.) Analyze and evaluate problems encountered by the creators of written, oral, and visual communications. P.) Analyze and solve problems involved in creating their own written, oral, and visual communications. Q.) Apply communications skills and strategies to facilitate decision making. R.) Analyze and evaluate decision-making processes involving language use, literature, and daily experiences. S.) Make informed decisions regarding communications.

## COMMUNICATION ARTS CURRICULUM

### Language Arts II – 10<sup>th</sup> grade

1 credit

#### Course Description:

Students will gain an understanding of the changing ideas of the American people throughout different periods of American literature as they interpret, evaluate and respond to selections. Students will also develop oral and written communication skills necessary for college.

#### Course Objectives:

1. Read, view, listen to, and evaluate written, visual, and oral communications.
2. Locate and gather information and ideas.
3. Process, organize, and evaluate information and ideas.
4. Relate literature and other texts to prior experiences.
5. Analyze and evaluate how language and communications influence and reflect the culture or eras in which they are created.
6. Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks.
7. Write about, visually represent, and discuss written, visual, and oral communications.
8. Create print and non-print communications to demonstrate understanding of information and ideas.
9. Create print and non-print communications for various audiences and for a variety of purposes.
10. Create print and non-print communications to publish or formally present information and ideas.
11. Participate in informal presentations and discussions.
12. Demonstrate proficiency in speaking and writing Standard English.
13. Apply communications strategies to identify, understand, and solve problems.
14. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama, and film.
15. Analyze and evaluate problems encountered by the creators of written, oral, and visual communications.
16. Analyze and solve problems involved in creating their own written, oral, and visual communications.
17. Apply communications skills and strategies to facilitate decision making.
18. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences.
19. Make informed decisions regarding communications.

## COMMUNICATION ARTS CURRICULUM

**English I – 9<sup>th</sup> grade**   
**1 credit**

Course Description:

Students will effectively use presentations as a way to access and give information, while using all the techniques of listening and speaking in front of an audience. They will also critique, analyze, and synthesize (combine writing techniques and genres of writing) their own writing as well as the writing of others. They will participate in the writing process which includes pre-writing, drafting, peer editing, and final drafts. They will learn literary concepts in all genres of literature including fiction, non-fiction, drama, poetry, etc.

Course Objectives:

1. Listening, Speaking, and Presentation.
  - Presentations
  - Group Work
  - Class Discussions.
  - Response (developed questions).
  - Incorporate technology.
2. *(Objective omitted)*
3. *(Objective omitted)*
4. Analyze texts using the following literary techniques.
  - Literary Devices.
  - Paraphrasing/Summarizing.
  - Point of view
5. Grammar.
  - Commas.
  - Fragments.
  - Complete sentence structure.
  - Subject/verb agreement.
  - Verb tense.
  - Adjectives.
  - Punctuation (colons and semicolon, dashes, hyphens, apostrophe)
  - Capitalization as needed.
6. Vocabulary
  - Context clues.
  - Roots.
  - Dictionary.
  - Thesaurus.
  - Inferences.
7. Drama terminology.
  - Aside
  - Soliloquy
8. Poetic Devices
8. Develop and apply effective speaking skills.
  - Tone.
  - Body Language.
  - Eye contact.
  - Volume.
8. Compose and evaluate both formal and informal writing integrating the writing process, while integrating specific writing techniques.
  - Emphasize peer editing.
  - Pre-writing, drafting, and peer revision/collaboration.
  - Persuasive, Creative Writing (descriptive), Research, Compare/Contrast, Analysis (character, poetry, literary).
  - Graphic organizers.
  - Specific ideas, quotes, main idea, paragraphing, transitions, sentence structure, vivid language.
  - Dialogue
  - Point of view

## COMMUNICATION ARTS CURRICULUM

### English II – 10<sup>th</sup> grade

1 credit

#### Course Description:

Students will gain an understanding of the changing ideas of the American people throughout different periods of American literature as they interpret, evaluate and respond to selections. Students will also develop oral and written communication skills necessary for college.

#### Course Objectives:

1. Read, view, listen to, and evaluate written, visual, and oral communications.
2. Locate and gather information and ideas.
3. Process, organize, and evaluate information and ideas.
4. Relate literature and other texts to prior experiences.
5. Analyze and evaluate how language and communications influence and reflect the culture or eras in which they are created.
6. Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks.
7. Write about, visually represent, and discuss written, visual, and oral communications.
8. Create print and non-print communications to demonstrate understanding of information and ideas.
9. Create print and non-print communications for various audiences and for a variety of purposes.
10. Create print and non-print communications to publish or formally present information and ideas.
11. Participate in informal presentations and discussions.
12. Demonstrate proficiency in speaking and writing Standard English.
13. Apply communications strategies to identify, understand, and solve problems.
14. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama, and film.
15. Analyze and evaluate problems encountered by the creators of written, oral, and visual communications.
16. Analyze and solve problems involved in creating their own written, oral, and visual communications.
17. Apply communications skills and strategies to facilitate decision making.
18. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences.
19. Make informed decisions regarding communications.

## COMMUNICATION ARTS CURRICULUM

**Course Description:**

**1 credit**

Students will develop oral and written communication skills and listening skills required for success in the workforce through practical applications of these skills. Students will also identify and apply these skills to literature selections.

**Course Objectives:**

- |  |   |
|--|---|
| 16. Read, view, listen to, and evaluate written, visual, and oral communications.  | 16. Demonstrate proficiency in speaking and writing Standard English.   |
| 16. Locate and gather information and ideas.   | 16. Apply communication strategies to identify, understand, and solve problems.                               |
| 16. Process, organize, and evaluate information and ideas.   | 11. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama, and film.    |
| 4. Relate literature and other texts to prior experiences.   | 12. Analyze and evaluate problems encountered by the creators of written, oral, and visual communications.    |
| 5. Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks. | 13. Analyze and solve problems involved in creating their own written, oral, and visual communication.        |
| 6. Write about, visually represent, and discuss written, visual, and oral communications.                                  | 14. Apply communication skills and strategies to facilitate decision making.                                  |
| 7. Create print and non-print communications for various audiences and for a variety of purposes.                          | 15. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences. |
| 8. Participate in informal presentations and discussions.  | 16. Make informed decisions regarding communications.   |

## COMMUNICATION ARTS CURRICULUM

### Language Arts III – 11<sup>th</sup> grade

1 credit

#### Course Description:

Students will gain an understanding of the changing ideas of the American people throughout different periods of American literature as they interpret, evaluate, and respond to selections. Students will also develop oral and written communication skills necessary for college.

#### Course Objectives:

1. Read, view, listen to, and evaluate written, visual, and oral communications.
2. Locate and gather information and ideas.
3. Process, organize, and evaluate information and ideas.
4. Relate literature and other texts to prior experiences.
5. Analyze and evaluate how language and communications influence and reflect the culture or eras in which they are created.
6. Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks.
7. Write about, visually represent, and discuss written, visual, and oral communications.
8. Create print and non-print communications for various audiences and for a variety of purposes.
9. Participate in informal presentations and discussions.
10. Demonstrate proficiency in speaking and writing Standard English.
11. Apply communication strategies to identify, understand, and solve problems.
12. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama, and film.
13. Analyze and evaluate problems encountered by the creators of written, oral, and visual communications.
14. Analyze and solve problems involved in creating their own written, oral, and visual communication.
15. Apply communication skills and strategies to facilitate decision making.
16. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences.
17. Make informed decisions regarding communications.

**Language Arts IV with dual enrollment option** 12<sup>th</sup> grade   
(up to 6 credit hours with dual enrollment)

**Course Description:**

Students will use British Literature to interpret, analyze, and synthesize writing. They will assess and critique texts by evaluating use of literary devices and writing techniques. They will use those same writing techniques in their own writing as well. Students will make connections to the world and themselves through the text. Students will be able to produce all different genres of writing.

**Special Note:** There is an estimated \$320 cost per 3 hours of college credit. If student wishes to take course for college credit through Three Rivers Community College they must score an 18 in reading/English on the ACT or appropriate COMPASS score as determined by the college.

**Course Objectives:**

1. Perform and demonstrate effective listening skills.
  - Presentations
  - Group Work
  - Class Discussions
2. Construct and assess effective speaking skills.
  - Tone
  - Body Language
  - Eye contact
  - Volume
3. Construct presentations utilizing appropriate speaking and listening skills.
  - Movement, tone, mood, articulation, and depth of knowledge
  - Integrate technology
  - Mastery of speaking and listening skills
  - asking questions, drawing conclusions
4. Compose and evaluate both formal and informal writing integrating the writing process, while integrating specific writing techniques.
  - Pre-writing, drafting, and peer revision/collaboration.
  - Produce and evaluate persuasive, informative, literary analysis, creative, argumentative, research, poetry, reflective, compare/contrast, satire, parody, summary, workplace communications, etc.
  - graphic organizers
  - Analytical: specific ideas, quotes, fluency, main idea, freshness of thought, paragraphing, transitions, sentence structure, vivid language, humor, and voice.
5. Compose and analyze texts using the following literary techniques.
  - Audience
  - Point of view
  - Word choice
  - Figurative language
  - Rhetorical devices
  - Literary elements
  - Imagery
  - Order
  - Intro, body, conclusion
6. Evaluate and integrate proper grammar in verbal and written communication.
  - Peer editing
  - ACT grammar
  - Presentation/speaking word choice
  - Spot grammar for specific problems
7. Produce writing using new vocabulary. Analyze fiction and nonfiction for unfamiliar terms.
  - Context clues
  - root words
  - use of dictionary, thesaurus
8. Evaluate both fiction and nonfiction.
  - Literary elements
  - use Great Eight strategies
  - graphic organizers
  - differentiate and assess different genres
9. Utilize pre-reading strategies to facilitate comprehension of grade-level text.
  - Adjust reading rates for harder readings
  - Read for fluency and accuracy
  - Access prior knowledge
  - Set goals
  - Predict
10. Examine text during reading
  - Infer
  - Visualize
  - Question
  - Vocabulary
  - Paraphrase
  - Summarize
11. Analyze and critique text in post reading.
  - Main idea + supporting details
  - Clarify questions during reading
  - Reflect
  - Draw conclusions
  - Summarize and paraphrase
12. Analyze, assess, and critique text.
  - Compare and contrast: text to text, text to self, text to world
  - Character, plot, setting, point of view
  - Literary devices such as theme, tone, mood, figurative language, sound devices, sensory details, etc.
13. Examine argumentative texts.
  - Organization
  - Faulty reasoning
  - Evaluate evidence
  - Types of appeals
  - Tone
  - Point of view
  - Author's perspective
  - Proposed solutions
14. Create, design, and integrate prior knowledge into a varied, open, multi-stepped project.
  - Follow multi-stepped directions
  - Evaluate directions and starting point
  - Create priorities and use small assessments
  - Create proof of knowledge in an open assignment

**COMMUNICATION ARTS CURRICULUM**  
**College Writing**  
**(ENGL 111) – 12<sup>th</sup> grade (Dual Enrollment)**  
**1 credit**

**Course Description:**

The ENGL 111 class is conducted much like a writing workshop with peer evaluation. Each student participates as a reader as well as a writer and evaluator because each student shares his or her work. Students participate in the writing of informal discovery projects, as well as a diverse type of writing that will prepare them for college. There are guided and independent essays. Students will also learn to incorporate research into their writing. Each student has at least one conference with the instructor. Unannounced quizzes and other instruments deemed valuable by the instructor are given.

**Special Note:** There is an estimated \$330 cost for 3 hours of college credit. If student wishes to take course for college credit through Three Rivers Community College they must score an 18 in reading/English on the ACT or appropriate COMPASS score as determined by the college. Cumulative GPA 8.0 or higher.

**Course Objectives:**

- |   |   |
|---|---|
| 1. Understand that writing is a recursive process consisting of prewriting, writing, and revision.                    | 5. Recognize that they are capable of producing worthwhile writing through practice and effort. |
| 2. Recognize that writing is a valuable tool used for communicating thoughts with personal voice, style, and fluency. | 6. Create writing for any field of study.   |
| 3. Critically read and evaluate writing and the writing of peers as a basis of revision.                              | 7. Analyze all types of writing for reliability and substance.                                  |
| 4. Promote various modes of thought processes.  | 8. Integrate all types of stylistic convention found in college writing.                        |



# COMMUNICATION ARTS CURRICULUM

## Advanced College Writing (ENGL 112) – 12<sup>th</sup> grade (Dual Enrollment)

### Course Description:

Students will again participate in a writing workshop atmosphere. They will pre-write, draft, edit, and make final revisions. Students will concentrate on incorporating credible sources into their complex and organized thoughts. A focus on argumentative techniques is stressed and students will not only compose essays using these techniques, they will analyze and critique other writing as well.

**Prerequisite:** Pass ENGL 111

**Special Note:** There is an estimated \$330 cost for 3 hours of college credit in addition to the manual which is approx. \$90. If student wishes to take course for college credit through Three Rivers Community College they must score an 18 in reading/English on the ACT or appropriate COMPASS score as determined by the college. Students must also have an 8.0 grade point average or higher.

### Course Objectives:

1. Perform and demonstrate effective listening skills.
  - Presentations, Group Work, and Class Discussions
2. Construct and assess effective speaking skills.
  - Tone, Body Language, Eye Contact, and Volume
3. Construct presentations utilizing appropriate speaking and listening skills.
  - Movement, tone, mood, articulation, and depth of knowledge
  - Integrate technology
  - Mastery of speaking and listening skills
  - asking questions, drawing conclusions
4. Compose and evaluate both formal and informal writing integrating the writing process, while integrating specific writing techniques.
  - Pre-writing, drafting, and peer revision/collaboration.
  - Produce and evaluate persuasive, informative, literary analysis, creative, argumentative, research, poetry, reflective, compare/contrast, satire, parody, summary, workplace communications, etc.
  - graphic organizers
  - Analytical: specific ideas, quotes, fluency, main idea, freshness of thought, paragraphing, transitions, sentence structure, vivid language, humor, and voice.
5. Compose and analyze texts using the following literary techniques.
  - Audience
  - Point of view
  - Word choice
  - Figurative language
  - Rhetorical devices
  - Literary elements
  - Imagery
  - Order
  - Intro, body, conclusion
6. Evaluate and integrate proper grammar in verbal and written communication.
  - Peer editing
  - ACT grammar
  - Presentation/speaking word choice
  - Spot grammar for specific problems
7. Produce writing using new vocabulary. Analyze nonfiction for unfamiliar terms.
  - Context clues
  - root words
  - use of dictionary, thesaurus
8. Evaluate both nonfiction.
  - Literary elements
  - use Great Eight strategies
  - graphic organizers
  - differentiate and assess different genres
9. Utilize pre-reading strategies to facilitate comprehension of grade-level text.
  - Adjust reading rates for harder readings
  - Read for fluency and accuracy
  - Access prior knowledge
  - Set goals
  - Predict
10. Examine text during reading
  - Infer
  - Visualize
  - Question
  - Vocab
  - Paraphrase
  - Summarize
11. Analyze and critique text in post reading.
  - Main idea + supporting details
  - Clarify questions during reading
  - Reflect
  - Draw conclusions
  - Summarize and paraphrase
12. Analyze, assess, and critique text.
  4. Compare and contrast: text to text, text to self, text to world
  5. Literary devices such as theme, tone, mood, figurative language, sound devices, sensory details, etc.
13. Examine argumentative texts.
  - Organization
  - Faulty reasoning
  - Evaluate evidence
  - Types of appeals
  - Tone
  - Point of view
  - Author's perspective
  - Proposed solutions

## COMMUNICATION ARTS CURRICULUM

### Spanish I – 9<sup>th</sup> – 12<sup>th</sup> grade

1 credit

#### Course Description:

Spanish I is designed to give students and introduction to Spanish language and culture. The national foreign language standards are used to place an emphasis on oral and written communication, explore Hispanic cultures, make connections and draw comparisons between the students' experiences and those found in Spanish language and culture, and extend learning experiences from the classroom to the community. Students explore vocabulary and elements of grammar necessary to engage in basic conversation, describe themselves and others, as well as discuss their homes and communities. Cultural studies include the Hispanic character in many countries where Spanish is spoken, including the United States.

**Prerequisite:** *Students should have at least a C average in English prior to enrolling in this course, or permission from instructor.*

#### Course Objectives:

1. Understand and evaluate written, visual, and oral presentations in Spanish.
2. Discover and evaluate patterns and relationships in information, ideas, and structures in the Spanish language.
3. Identify, analyze, and compare the institutions, traditions, and art forms of the Hispanic culture.
4. Review and revise communication in the Spanish language to improve accuracy and clarity.
5. Exchange information, questions, and ideas related to the Spanish language and culture, recognizing the perspective of others.
6. Develop improved listening skills by emphasizing interpretation of information regarding Hispanic people and the language.
7. Participate in activities related to Spanish with a partner or in groups to complete a task.

## COMMUNICATION ARTS CURRICULUM

### Spanish II – 9<sup>th</sup> – 12<sup>th</sup> grade

1 credit

#### Course Description:

Spanish II reviews and expands on skills acquired in Spanish I. The national foreign language standards are used to place an emphasis on oral and written communication, explore Hispanic cultures, make connections and draw comparisons between the students' experiences and those found in Spanish language and culture, and extend learning experiences from the classroom to the community. The class emphasizes using multiple verb tenses, implementing advanced grammar skills, and building conversation skills. Completion of Spanish I and II fulfill the foreign language requirement for many colleges and universities.

**Prerequisite:** *Spanish 8 (8<sup>th</sup> grade) or Spanish I with at least a "C" average, or permission of the instructor.*

#### Course Objectives:

1. Understand and evaluate written, visual, and oral presentations in Spanish.
2. Discover and evaluate patterns and relationships in information, ideas, and structures in the Spanish language.
3. Identify, analyze, and compare institutions, traditions, and art forms of the Hispanic culture.
4. Review and revise communication in the Spanish language to improve accuracy and clarity.
5. Exchange information, questions, and ideas related to the Spanish language and culture, recognizing the perspectives of others.
6. Develop improved listening skills by emphasizing interpretation of information about the Hispanic people and the language.
7. Participate in activities related to Spanish with a partner or in groups to complete a task.
8. Plan and make written, oral, and visual presentations in the Spanish language for a variety of purposes and audiences.

## COMMUNICATION ARTS CURRICULUM

### Spanish III – 9<sup>th</sup> -10<sup>th</sup> grade

1 credit

#### **Course Description:**

Spanish III reviews and adds to skills acquired in Spanish II. The class is conversationally oriented, and materials are relevant to conversational usage. The Hispanic culture will be explored through movies, the internet, and authentic Hispanic materials.

***Prerequisite:** Spanish II with at least a “C” average.*

#### **Course Objectives:**

1. Understand and evaluate written, visual, and oral presentations in Spanish.
2. Discover and evaluate patterns and relationships in information, ideas, and structures in the Spanish language.
3. Identify, analyze, and compare institutions, traditions, and art forms of the Hispanic culture.
4. Review and revise communication in the Spanish language to improve accuracy and clarity.
5. Exchange information, questions, and ideas related to the Spanish language and culture, recognizing the perspectives of others.
6. Develop improved listening skills by emphasizing interpretation of information about the Hispanic people and the language.
7. Participate in activities related to Spanish with a partner or in groups to complete a task.
8. Plan and make written, oral, and visual presentations in the Spanish language for a variety of purposes and audiences.
9. Practice academic honesty in the classroom.
10. Recognize and accept responsibility for personal behavior.

## COMMUNICATION ARTS CURRICULUM

**Bible Literacy**  \*  
9<sup>th</sup> – 12<sup>th</sup> grade  
½ credit

### Course Description:

This course is designed to provide the student with the knowledge of the academic content and literary value of the Bible which college professors' desire of incoming freshman. This is an academic study of the bible, not a devotional study. Students of all beliefs and opinions should be aware the allusions and inspiring rhetoric based on the best-selling book of all time. When surveyed, both college and high school teachers agreed unanimously that a lack of Biblical understanding hampered students' understanding of contemporary and classic literature. Therefore, this class will examine the Bible and its' influence on our culture from political speeches and literature to the clichés that have become a part of our pop-culture.

**Prerequisites:** B- in Communication Arts classes.

### Course Objectives:

1. Read, analyze, and interpret the Bible to determine its influence in literature, world history, art, music, politics, and social culture.
2. Actively participate in homework, research, group discussions, writing assignments, and role playing.
3. Identify clear main ideas or purposed of complex passages or paragraphs.
4. Locate and interpret details in complex passages.
5. Understand the function of a part of a passage when the function is subtle or complex.
6. Order sequences of events in complex passages.
7. Understand the subtleties in relationships between people and ideas in virtually any passage.
8. Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context – dependent words, phrases, or statements.
9. Understand and generalize about portions of a complex literary narrative.
10. Write and research papers rich in Biblical allusions mimicking political speeches and narratives of our time.

## COMMUNICATION ARTS CURRICULUM

## Appreciation of Literature I

1/2 credit

### **Course Description:**

This course will *read and* research novels and authors in several different genres. Consequently, students will become familiar with classic literature, modern literature, mythology, non-fiction, and fiction from the twentieth and twenty-first centuries.

### **Course Objectives:**

1. Make observations of importance in learning classic literature and its place in modern society.
2. Assess influences an author's background has on his works.
3. Create a number of projects requiring extensive research and research methods.
4. Use creativity in research for projects requiring such, i.e. a magazine developed from the time period of a specific novel.
5. Research the quoting of famous lines from novels by various personalities.
6. Make modern day applications of themes discovered in reading.
7. Synthesize the influence of current happenings on writers and their produced materials.
8. Synthesize the Bible's influence on modern philosophers and authors.
9. Discover the rich history of our region as it is fictionalized in literature.
10. Create and perform skits based on research using applicable lessons discovered in reading, i.e. mass hysteria as shown in *The Crucible*.
11. Research and discover the reasons behind a correlation in themes of writings presented in the same era.



## COMMUNICATION ARTS CURRICULUM

Speech 10<sup>th</sup>-12<sup>th</sup> grade 

½ credit

### Course Description:

The course is designed to prepare students for a variety of public speaking, including but not limited to speaking to inform, speaking to persuade, speaking to entertain, speaking to describe, and speaking in both formal and informal situations. Students will assess audience, tone, volume, pitch, and learn to feel a sense of comfort and preparedness when speaking in front of an audience.

**Prerequisites:** B- in Communication Arts classes.

### Course Objectives:

1. Practice and utilize appropriate posture, tone, voice, and inflection during public speaking.
  - Body language
  - facial expressions
  - tone of voice
2. Analyze audience and response.
  - Predict audience responses/feedback
  - prepare a rebuttal in order to defend your opinion
3. Speak for a variety of purposes
  - speak to inform
  - speak to persuade
  - speak to entertain
  - debate
  - Prepare a presentation using multi-step directions
  - commercial
  - screenplay
  - travel presentation

## COMMUNICATION ARTS CURRICULUM

### Creative Writing

10<sup>th</sup>-12<sup>th</sup> grade

½ credit

#### **Course Description:**

Students act as both reader and writer while composing and reviewing several different types of Creative Writing. The class focuses on the following types of writing: personal, descriptive, fictional, and poetry. Students also must critically review the work of their peers during peer edit sessions.

**Prerequisite:** Must have a C or above in former English class

#### **Course Objectives:**

1. Understand that writing is a recursive process consisting of prewriting, writing, and revision.
2. Evaluate and examine personal thoughts and ideas while turning those thoughts and ideas into composition.
3. Critically read and evaluate writing and the writing of peers as a basis for evaluation.
4. Promote various modes of thought processes.
5. Recognize capabilities in writing resulting from practice and effort.
6. Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the writing.
7. Develop several ideas fully, using specific and relevant reasons, details, and examples.
8. Show effective movement between general and specific ideas and examples.
9. Provide unity and coherence throughout the writing, often with a logical progression of ideas.
10. Show effective use of language to clearly communicate ideas by:
  - Correctly employing most conventions of Standard English grammar, usage, and mechanics.
  - Using precise and varied vocabulary.
  - Using a variety of kinds of sentence structures to vary pace and to support meaning.

# MATHEMATICS CURRICULUM

## COURSES AVAILABLE:

Algebra I   
Algebra II   
College Algebra   
Dual College Algebra +\*\$   
Algebra 1A   
Algebra 1B 

Geometry   
Formal Geometry \*+   
Informal Geometry  
Calculus \*+   
Trigonometry \*+

+ weighted

\* pre-requisite

\*\* prior approval

\$ dual enrollment

 NCAA Approved Course

## MATHEMATICS CURRICULUM

**Algebra I**   
9<sup>th</sup>-11<sup>th</sup> grade  
1 credit

### Course Description:

Algebra I focuses on the number system, logic, precise use of language, and mastery of basic skills or arithmetic. Such symbols as letters and numbers representing how various quantities are combined according to special rules of operation are studied. Discussions include polynomials, graphs, equations, and formulas. The class is designed to prepare students to continue their high school mathematical courses. It is a stepping stone for preparation of college entrance exams.

### Course Objectives:

1. Translate statements to algebraic expressions and equations.
2. Perform operations on integers, rationals, and real numbers.
3. Simplify expressions using properties of algebra.
4. Solve equations of one variable, systems of equations with two variables and inequalities with one and two variables.
5. Graph equations and inequalities of two variables.
6. Solve word problems of practical applications using one or two variables.
7. Model, describe, and analyze sequences using geometric and arithmetic patterns.
8. Factor expressions.
9. Use statistics and probability for problem solving activities.

## MATHEMATICS CURRICULUM

**Algebra II**   
**10<sup>th</sup>-12<sup>th</sup> grade**  
**1 credit**

### Course Description:

This course reflects a contemporary presentation of traditional material with a modern and postulation point of view. The material features a moderately rigorous approach, keeping in mind the ability of the students. It gives adequate emphasis to precision of language, algebraic structure, and the rationalization of mathematical processes and operations. AS the building block for many other fields of mathematics, along with its “real-world” problem solving capabilities, algebra provides an important field to study thoroughly.

**Prerequisites:** Algebra I, Geometry

### Course Objectives:

1. Solve inequalities, compound inequalities, and absolute value inequalities.
2. Solve equations using properties of real numbers.
3. Perform mathematical operations using matrices.
4. Use matrices to solve systems of equations, including Cramer's Rule
5. Divide and factor polynomials.
6. Perform operations and solve radical expressions and equations.
7. Solve quadratic equations by graphing, factoring, completing the square, and using the quadratic formula.
8. Perform mathematical operations on functions.
9. Solve polynomial equations, and evaluate and graph polynomial and square root functions.
10. Write and graph equations of parabolas and circles.
11. Write and graph equations of ellipses.
12. Perform mathematical operations on rational expressions.
13. Solve rational equations and inequalities.
14. Solve exponential equations and inequalities.
15. Solve logarithmic equations and inequalities.
16. Graph and solve quadratic inequalities.
17. Use matrices to determine coordinates of figures that have been translated, dilated, reflected or rotated.
18. Find the probability and odds of events.
19. Use measures of central tendency to represent data and find measures of variation for a set of data.
20. Solve problems involving dependent or independent events.
21. Find values of trigonometric functions and solve problems involving right triangles.
22. Solve problems involving non-linear equations and non-linear functions.
23. Write and graph linear equations.
24. Graph inequalities and use scatter plots.
25. Solve systems of equations having 3 variables or less by graphing, substitution, and elimination.
26. Solve systems of equations by graphing.

## MATHEMATICS CURRICULUM

**College Algebra (offered first semester)** 

**11<sup>th</sup>-12<sup>th</sup> grade**

**½ credit**

**Course Description:**

Students enrolled in College Algebra will be extending the skills and topics learned in Algebra II. They will study topics dealing with basic algebraic operations, equations and inequalities, graphs and functions, polynomials and rational functions, and exponential and logarithmic functions.

**Prerequisite:** Algebra I, Geometry or Formal Geometry, Algebra II

**Special Note:** This course is taken consecutively with Trigonometry (College Algebra is 1<sup>st</sup> semester and Trigonometry is 2<sup>nd</sup> semester).

**Course Objectives:**

1. Apply algebraic operations and factoring of polynomials and rational expressions.
2. Use definition of integers and knowledge of exponents to simplify expressions and rational exponents.
3. Use substitution or elimination to solve systems of linear equations and linear inequalities.
4. Use factoring or quadratic formula to solve equations.
5. Apply algebraic knowledge to evaluate functions for a given value and combine functions with four operations.
6. Use various equations of straight lines to graph or write linear equations in other forms.
7. Use long division or synthetic division to find the zeros of polynomial functions.
8. Compute domain, x intercepts, vertical and horizontal asymptotes to solve and graph rational and partial fractions. Decompose partial fractions.
9. Use properties of exponents to solve exponential functions.
10. Use properties of logs to solve logarithmic functions.

**MATHEMATICS CURRICULUM**

**Course Descriptions:**

Algebra A is the first semester of Algebra I. It deals with the number system, logic, precise use of language, and mastery of basic skills or arithmetic. Such symbols as letters and numbers representing how various quantities are combined according to special rules of operation are studied. Discussions include graphs, equations, and formulas. The class is designed to prepare students to continue their high school mathematical courses.

**Course Objectives:**

1. Translate statements to algebraic expressions and equations.
2. Perform operations on integers, rationals, and real numbers.
3. Simplify expressions using properties of algebra.
4. Solve equations of one variable, systems of equations with two variables and inequalities with one and two variables.
5. Solve word problems of practical applications using one or two variables.

## MATHEMATICS CURRICULUM

**Algebra 1B**   
9<sup>th</sup> – 12<sup>th</sup> grade  
1 credit

### Course Descriptions:

Algebra B is the second semester of Algebra I. It deals with the number system, logic, precise use of language, and mastery of basic skills or arithmetic. Such symbols as letters and numbers representing how various quantities are combined according to special rules of operation are studied. Discussions include graphs, equations, and formulas. The class is designed to prepare students to continue their high school mathematical courses.

**Prerequisites:** Algebra A

### Course Objectives:

1. Graph equations and inequalities of two variables.
2. Solve word problems of practical applications using one or two variables.
3. Model, describe, and analyze sequences using geometric and arithmetic patterns.
4. Factor expressions.
5. Use statistics and probability for problem solving activities.

## MATHEMATICS CURRICULUM

**Geometry**   
**9<sup>th</sup>-12<sup>th</sup> grade**  
**1 credit**

### **Course Description:**

This class uses an informal approach to the study of shapes and sizes and their practical applications. The student is expected to make logical conclusions when provided with the necessary facts and to be able to apply the conclusions to real world situations. The class is especially helpful to those who will enter technical or construction-related careers.

**Prerequisite:** Algebra I or Algebra A

### **Course Objectives:**

1. Apply inductive and deductive reasoning.
2. Define points, lines, planes, polygons, and prisms.
3. Graph on a coordinate plane.
4. Apply the properties of angles within figures, especially triangles.
5. Apply properties of parallel and perpendicular lines.
6. Determine congruency and similarity.
7. Calculate perimeter and area for figures on a plane, and calculate volume and surface area for objects in space.
8. Apply the Pythagorean Theorem.
9. Apply trigonometric ratios.

## MATHEMATICS CURRICULUM

### Formal Geometry 9<sup>th</sup>-12<sup>th</sup> grade 1 credit

#### **Course Description:**

The knowledge gained from geometry should assist the student in solving problems that are logical in nature whether they appear in everyday life, mathematics, or other fields of study. Many facts are introduced concerning triangles, parallelograms, other polygons, circles, prisms, and spheres. An understanding of this part of geometry is essential to such fields as architecture, engineering, and astronomy. This class also prepares students for college entrance exams such as the ACT.

**Prerequisite:** Algebra I with “B+” average and/or Math Department recommendation

#### **Course Objectives:**

1. Define figures and measures in a plane.
2. Use logic to set up proofs of theorems.
3. Define and use properties of parallel and perpendicular lines.
4. Prove triangular congruency and similarity.
5. Explore properties of polygons especially triangles and quadrilaterals.
6. Identify parts of circles and postulates and theorems that apply to them.
7. Perform operations on integers, rationals, and real number systems.
8. Calculate perimeter and area for figures in a plane, and calculate volume and surface area for objects in space.

## MATHEMATICS CURRICULUM

**Trigonometry (offered second semester)**   
**11<sup>th</sup> – 12<sup>th</sup> grade (Dual Enrollment Option)**  
**½ credit**

### Course Description:

This semester course deal with trigonometric functions of acute angles, the use of Natural and Common Logarithmic functions, the right triangle, the oblique triangle, graphs of functions, and trigonometric identities and equations.

**Prerequisite:** *Algebra I, Geometry, and Algebra II*

**Special Note:** This course is taken consecutively with College Algebra (College Algebra is 1<sup>st</sup> semester and Trigonometry is 2<sup>nd</sup> semester).

**Dual enrollment Note:** There is an estimated \$350 cost for 3 hours of college credit. If a student wishes to take this for college credit through Three Rivers Community College they must score a 23 in math on the ACT or an appropriate COMPASS score as determined by the college. Must have an 8.0 or higher grade point average.

### Course Objectives:

1. Convert angle data between degrees, radians, and revolutions.
2. Construct basic trigonometric function graphs and then perform translations on these.
3. Use trig identities to simplify and verify equations.
4. Use trig identities to solve equations.
5. Use the law of sines and cosines to solve problems.
6. Use matrices to solve systems of equations.
7. Convert and represent numbers in rectangular and polar forms.
8. Use methods learned to solve linear equations to solve systems of second degree equations and linear inequalities.
9. Apply basic operations to matrices
10. Use properties and Cramer's Rule to simplify determinants.

## MATHEMATICS CURRICULUM

### Calculus (with independent study option)

12<sup>th</sup> grade

½ credit

#### Course Description:

Calculus is the equivalent of an Analytic Geometry and Calculus I course at the college level. Techniques for finding derivatives, graphing using derivatives, integrating, and solving word problems using these techniques will be discussed. Calculus prepares students to be problem solvers to master new technologies and adapt to changes.

**Prerequisite:** *Algebra I, Geometry, Algebra II, Trigonometry, College Algebra*

**Special Note:** The independent study option is available only to students that have a proven academic record of excellence and a teacher recommendation in the content area. Students must have a B average or higher in Math to be considered. This option is available to a limited number of students based on merit and urgency and is not offered every semester. *Minimum standard for completion is one semester. Students taking the independent study option are required to meet with the Calculus teacher fifty minutes a day (five days a week) and maintain a student work portfolio.*

#### Course Objectives:

1. Use the graph or the formula to calculate limits graphically and numerically.
2. Use the definition of continuity and mean value theorem to determine continuity.
3. Using the definition of a derivative, students will find derivatives of functions.
4. Use product and quotient rules to find derivatives.
5. Apply the chain rule to find derivatives
6. Use implicit differentiation to find derivative.
7. Apply derivatives to find extrema of functions.
8. Apply Rolle's Theorem and the mean value theorem to equations.
9. Apply the first derivative test to find the range over which a function is increasing or decreasing
10. Use the second derivative of a function to determine its concavity.
11. Use the definition of limits at infinity to find limits at infinity.
12. Use the definition of differentials.
13. Use integrals to find area bounded by a curve.
14. Use the basic integrations rules to find antiderivatives (integrals)
15. Apply theorems and use substitution to solve integration
16. Use the fundamental theorem of calculus to solve problems.
17. Apply the definition of natural logs and exponential functions to differentiate and integrate them.
18. Apply the theorems to differentiate and integrate inverse trig functions.
19. Apply the formula to find area between 2 curves.
20. Apply formulas to find volume using the shell or disk method.

## MATHEMATICS CURRICULUM

### Dual College Algebra +

11<sup>th</sup> – 12<sup>th</sup> grade

½ credit (3 hours college credit)

#### Course Description:

A calculator oriented course concerned with the properties of the various numbers systems, equations, inequalities, functions, and relations.

Course Purpose (or Course Rationale): College algebra is a part of the general education block and satisfies the math component for most two and four year degrees. College Algebra is the most universally accepted math course for completion of an Associate of Arts degree within the state of Missouri. This course could either be a terminating course or the foundation for more advanced mathematics.

*Prerequisite: Algebra I, Geometry, and Algebra II*

**Special Note:** There is an estimated \$350 cost for 3 hours of college credit. If student wishes to take this for college credit through Three Rivers Community College they must score a 23 in math on the ACT or an appropriate COMPASS score as determined by the college. Must have an 8.0 or higher grade point average.

#### Course Objectives:

1. Successfully solve linear, quadratic, radical, absolute value, rational, logarithmic, exponential and higher order equations and inequalities.
2. Analyze the relationship between points on the coordinate system in relation to distance, midpoint, slope, equation, and line of best fit.
3. Manipulate values in both the real and complex number systems.
4. Analyze higher order functions to identify zeros, maximums, minimums, and number of turning points.

## MATHEMATICS CURRICULUM

### Informal Geometry

11<sup>th</sup> - 12<sup>th</sup> grade

1 credit

**Course Description:**

**Details coming soon.**

**Course Objectives:**

# SCIENCE CURRICULUM

## COURSES AVAILABLE:

Physical Science 

Biology 

Advanced Biology + 

Chemistry + 

Physics \*+ 

Anatomy and Physiology \*+ 

Dual Enrollment Biology + 

Integrated Science 

+ weighted

\* pre-requisite

\*\* prior approval

\$ dual enrollment

 NCAA Approved Course

## SCIENCE CURRICULUM

### Physical Science

9<sup>th</sup> grade

1 credit

#### Course Description:

Physical science is a required course that is a study of motion, matter and energy, and chemistry. Lectures and activities are combined with group discussions to cover the course objectives. Students will study motion and force; work; heat; electricity; magnetism; light; sound; matter; atoms and molecules; chemical elements; and nuclear and chemical reactions.

#### Course Objectives:

1. Identify patterns that illustrate the purpose and role of science in the real world.
2. Interpret and construct graphs, tables, and charts with a variety of data or information.
3. Classify states of matter by composition and properties.
4. Distinguish between physical and chemical changes.
5. Summarize the behaviors of fluids and gases.
6. Identify the parts of an atom including nucleus, protons, neutrons, electrons, and valence electrons.
7. Identify patterns on the periodic table like periods, families, metals, nonmetals, and metalloids.
8. Distinguish between types of chemical reactions and how it affects balancing equations.
9. Compare types of mixtures.
10. Classify the properties and reactions of acids, bases, and salts with examples.
11. Compare the aspects of the motion of objects including speed, acceleration, force, laws of motion, and gravity.
12. Summarize how machines affect work and energy.
13. Distinguish between heat and temperature and how energy transfers from objects.
14. Classify the types of waves and the characteristics of waves.
15. Compare the characteristics of sound and light.
16. Summarize the components of electricity.
17. Make observations of magnets and their magnetic fields.
18. Make observations of the different parts of the solar system.
19. Identify patterns of the planet earth and its atmosphere.
20. Apply concepts learned to complete projects (scientific method). Construct a valid experiment including; hypothesis, independent variables, dependent variables, control groups, constants, and conclusions.

## SCIENCE CURRICULUM

**Biology**   
**10<sup>th</sup> grade**  
**1 credit**

### Course Description:

Biology is a required course that is an in-depth study of life science concepts. Labs and lectures are combined with group discussions in the inquiry-based curriculum. Students will study the chemical nature of biological work, heredity, evolution, matter and energy, ecology, behavior and classification.

### Course Objectives:

1. Design experiments that will test a stated hypothesis, including the proper variable and controls.
2. Recognize and describe the functions of the parts of a cell, including cell division and the end result of meiosis and mitosis.
3. Describe the processes of photosynthesis and cellular respiration.
4. Predict and explain how hereditary information is passed from parent to offspring.
5. Explain the roles of genetic variation and natural selection with change in organisms over time, and predict phenotype and genotype ratios based on genetic variations.
6. Hypothesize how changes in an environment would affect the organisms in that area.
7. Describe general ways in which human activities affect environment quality, including overpopulation, energy consumption and use of chemicals such as pesticides and antibiotics.
8. Classify organisms into the five kingdoms of living things and be able to further subdivide organisms into the hierarchy or organization.

## SCIENCE CURRICULUM

### Advanced Biology +

11<sup>th</sup> – 12<sup>th</sup> grade

1 credit

#### Course Description:

This course is designed to be equivalent to a college-introductory biology course and to insure a good biology foundation on which to enter college. This course is designed to provide students with a conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics covered will be the process of science inquiry, the five kingdoms, cellular biology, genetics, ecology, and classifications of organisms.

**Prerequisites** should include 9<sup>th</sup> grade Biology and 10<sup>th</sup> grade Physical Science.

#### Course Objectives:

- Utilize the scientific inquiry method to determine testable problems and formulate procedures used to work through possible solutions.
- Identify the properties shared by all living things.
- Describe the chemical composition of matter and the types of chemical reactions that occur between substances.
- Identify the structures found in prokaryotic and eukaryotic cells and recognize the importance of each.
- Illustrate the structure of various cells relating to their interactions with their environment through the processes of active and passive transport.
- Compare and contrast the methods of cell reproduction
  - \* binary fission
  - \* mitosis
  - \* meiosis
- Describe the relationship among chromosomes, genes, and DNA and their roles in heredity.
- Explain how chromosomal and gene mutations can lead to various disorders.
- Describe the levels of organization at which ecology can be studied discuss the interactions among living organisms and their nonliving environments.
- Compare the exponential and logistic models used to describe populations and be able to recognize populations in terms of distribution (random, uniform, or clumped), age structure, and survivorship.
- Differentiate among the five major types of species interactions in communities:
  - \* predation
  - \* parasitism
  - \* competition
  - \* mutualism
- Examine the relationship between species richness and community stability. Compare primary and secondary ecological succession and describe the steps involved in each process.
- Analyze the reasoning in Darwin's theory of evolution by natural selection relating the concepts of adaptation and fitness.
- Relate biodiversity to the current levels of classification used in modern taxonomy.
- Locate and distinguish among characteristics of the eight major land biomes and three ocean zones:
  - \* tundra, taiga, temperate forest, tropical forest, temperate grassland, savanna, chaparral, desert.
  - \* oceanic, neritic, and intertidal
- Distinguish among the three groups of archaeal bacteria: methanogens, halophiles, and thermoacidophiles and assess the impact of bacteria upon human health and industry.
- Argue why viruses are not considered living organisms. Contrast viroids, prions, and viruses.
- Organize protists according to cellularity, nutrition, motility, and reproduction.
- List the characteristics that distinguish three phyla of fungi and compare their life cycles and roles in human health.
- Convey adaptations of plants that allow them to live on land while contrasting the primary structural differences between vascular and nonvascular plants as well as differences between their two respective life cycles.
- Discuss the structural features used by taxonomists to classify animals.

## SCIENCE CURRICULUM

### Chemistry (with independent study option)



11<sup>th</sup> – 12<sup>th</sup> grade

1 credit

#### Course Description:

Chemistry is a course designed for college-bound juniors and seniors. It is an inquiry-based course with lab experiences to enhance the lecture and class work. The main focus of the class is the chemical nature of matter. The students will study the atom, the elements, and the concepts involved in chemical reactions.

**Prerequisites:** Biology and Physical Science

**Special Note:** The independent study option is available only to students that have a proven academic record of excellence and a teacher recommendation in the content area. Students must have a B average or higher in Science to be considered. This option is available to a limited number of students based on merit and urgency and is not offered every semester. *Minimum standard for completion is one semester. Students taking the independent study option are required to meet with the Chemistry teacher fifty minutes a day (five days a week) and maintain a student work portfolio.*

#### Course Objectives:

1. Perform measurements using scientific equipment and calculations using SI units, scientific notation, and proper significant figures.
2. Distinguish between heterogeneous and homogeneous, element and compounds, physical and chemical changes.
3. List symbols for common elements, write formulas for chemical compounds, name compounds from a given chemical formula, and differentiate between molecular formulas.
4. Calculate the formula mass of a substance and, by using Avogadro's number, do mole/mass/volume conversions.
5. Classify reactions according to the reactants and products formed and identify oxidizing-reducing agents.
6. Identify the various parts of an atom, their relationships, and the energies associated with each part.
7. Examine the periodic table in order to determine the properties of the elements such as size, atomic and mass number, oxidation number, ionic charge, and if it is a metal, non-metal, or a metalloid.
8. Differentiate between ionic and covalent bonds, polar and non-polar molecules, ions and compounds.
9. Predict molecular shape based upon the hybridization of orbitals.
10. Determine the heat of fusion, heat of vaporization and specific heat capacity of various liquids.
11. Evaluate the gas laws by solving volume-pressure problems using Boyle's Law, volume-temperature problems using Charles' Law, and volume-pressure-temperature problems using the Ideal Gas Law.

## SCIENCE CURRICULUM

**Physics (with independent study option)**   
**11<sup>th</sup> (with approval only) and 12<sup>th</sup> grade**  
**½ credit**

**Course Description:**

This course is designed to show students the interrelationships between matter and energy. Mechanics is presented first; as a basis to interpreting most phenomena; followed by concepts of thermodynamics, wave theory, and optics; electricity and magnetism, and nuclear physics. Exercises and laboratory experiments are designed to make the students study time more profitable and to give a better understanding of physics.

**Prerequisite:** *Trigonometry*

**Special Note:** The independent study option is available only to students that have a proven academic record of excellence and a teacher recommendation in the content area. Students must have a B average or higher in Science to be considered. This option is available to a limited number of students based on merit and urgency and is not offered every semester. *Minimum standard for completion is one semester. Students taking the independent study option are required to meet with the Physics teacher fifty minutes a day (five days a week) and maintain a student work portfolio.*

**Course Objectives:**

1. Use mathematical tools to measure and make predictions.  
Apply accuracy and precision in measurements.
2. Analyze the motion of objects.  
Calculate velocity.
3. Apply relationships to solve acceleration and free-fall problems.
4. Use Newton's Laws to solve problems involving force.
5. Use Newton's Laws to analyze motion involving friction.
6. Solve problems involving projectile and circular motion.
7. Use Kepler's Law and Law of Universal Gravitation to calculate orbital speed and period of planets.
8. Calculate angular velocity, angular acceleration and torque in objects with rotational motion.
9. Calculate momentum and impulse.  
Solve problems using the Law of Conservation of Momentum.
10. Calculate energy, work and power.  
Solve problems involving simple machines.
11. Calculate kinetic and potential energy of objects.
12. Solve problems using the Law of Conservation of Energy.
13. Calculate heat transfer involving specific heat, heat of fusion, and heat of vaporization of objects.
14. Apply Pascal's, Archimedes', and Bernoulli's principle to expansion and contraction of matter.
15. Calculate wave speed, wavelength, and frequency of waves.
16. Use Doppler Effect in examining sound waves.
17. Apply the concepts we have learned this year to complete various projects (Scientific Method)

**SCIENCE CURRICULUM**

**Anatomy and Physiology** 

## 1 credit

### Course Description:

Anatomy and Physiology is the study of the structural complexity of the human body and its intricate functional mechanisms. This course is designed prepare students for college level anatomy and physiology. This course will provide students with an overview of topics relating to the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of disease on certain systems. The area of study will include organization of the body, cells and tissues, and systems to include integumentary, skeletal, muscular, nervous, endocrine, blood, circulatory, lymphatic and immune, respiratory, digestive, metabolism, urinary, and reproductive. *Prerequisites should include 9<sup>th</sup> grade Biology and 10<sup>th</sup> grade Physical Science. Advanced Biology is recommended but not required.*

### Course Objectives:

- 1) Categorize life according to the proper organizational levels and accurately use anatomical terminology when discussing body cavities, directions, and views of organisms.
- 2) Demonstrate an understanding of cell structure and metabolism.
- 3) Generalize tissue locations and functions in relationship to their structure.
- 4) Understand the structure of the integumentary system and its role in regulating body temperature and wound healing.
- 5) Locate the bones of the human skeletal system and their connecting joints.
- 6) Correlate muscle name with the action the muscle creates and the bones it is attached to.
- 7) Describe the types of pathways involved in the nervous system and the process involved in the transmission of an impulse within nerves.
- 8) Distinguish among sensory receptors, sensations, and perception as they relate to the senses of touch, smell, taste, hearing, equilibrium, and sight.
- 9) Relate the functions and general characteristics of the endocrine system.
- 10) Trace the pathway of blood within the cardiovascular system.
- 11) Identify the components of the lymphatic system and how it relates to immunity.
- 12) Describe the mechanisms involved in the digestive system and their relationship to nutrition.
- 13) Diagram the journey our food takes from entry to exit of the body.
- 14) Correlate the creation of urine with the regulation of blood pressure of the body.
- 15) Describe the components of the male and female reproductive systems.
- 16) Trace the development of development of a fertilized egg through the postnatal period.

## SCIENCE CURRICULUM

**Dual Enrollment Biology** 

**½ credit online option**

### Course Description:

Dual Biology is a general education course emphasizing knowledge of the basic concepts in the field of life science cell biology, genetics, evolution, and systematics with emphasis on the human being. Focus is on the human cell, tissues and organ system functions. Students completing the course are eligible for college credit offered through Three Rivers Community College.

**Prerequisites** should include 9<sup>th</sup> grade Biology and 10<sup>th</sup> grade Physical Science. Advanced Biology is recommended but not required.

**Special Note:** There is an estimated \$330 cost for Human Biology (Biology 110) at TRCC. The online option is \$900. If a student wishes to take this for 3 hours of college credit through Three Rivers Community College they must score an 18 in reading on the ACT or an appropriate COMPASS score as determined by the college.

**Course Objectives:**

1. Develop an understanding of principles and concepts which underline all living organisms.
2. Describe the cell as an organism's basic unit of structure and function.
3. Explain the continuity of life based on heritable information in the form of DNA.
4. Understand the theory of evolution and its relationship to the classification of living things.
5. Attain a general knowledge of the anatomy and functions of organisms with emphasis on the human animal.
6. Develop an understanding of ecology and the relationship between humans and the environment.
7. Utilize knowledge of biological concepts as a foundation for further study in biological sciences.
8. Apply knowledge of biology to personal and social problems.
9. Apply the scientific method to laboratory experiments and evaluate its application in real life situations.
10. Develop a life-long interest in biology from both an aesthetic and practical point of view.

**SCIENCE CURRICULUM**

**Integrated Science 11<sup>th</sup>-12<sup>th</sup> grade** 

**1 credit**

**Course Description:**

Integrated Science is a year-long course that offers a comprehensive review of science concepts. The course incorporates a unit of life science with a study of cells and genetics; a unit of physical science with a study of chemical reactions, machines and energy; and a unit of earth science with a study of land forms and basic astronomy.

**Course Objectives:**

1. Use the scientific method to solve problems.
2. Determine the shared characteristics of all living things.
3. Identify the components that make up general cell structure and compare various types of cells
4. Explain the process of cell replication and how it relates to the passage of traits from parents to offspring.
5. Define the term biodiversity and understand how species adapt to changing conditions on earth.
6. Identify the living and nonliving components of ecosystems and describe the relationships among them.
7. Classify resources as natural, renewable, or nonrenewable and analyze issues related to waste production and recycling.
8. Sketch and label a model of an atom of a given element and illustrate how atoms may form compounds.
9. Define and give examples of physical and chemical properties of matter and how chemical and physical changes occur.
10. Distinguish between mass and weight and discuss factors that affect gravitational pull.
11. Apply Newton's Laws of Motion to everyday situations.
12. List the six types of simple machines and calculate the amount of work done by various machines.
13. Compare and contrast potential and kinetic energy and differentiate among thermal energy, heat, and temperature.
14. Investigate the relationship between magnetism and electricity.
15. Explain the arrangements and behaviors of the interplanetary objects in our solar system.
16. Compare and contrast minerals and rocks and distinguish among various types of rocks.
17. Explain various factors involved in the formation of the Earth's surface features, especially earthquakes and volcanic action.
18. Outline the parts of the water cycle and discuss water's importance as a natural resource.
19. Analyze the makeup of the atmosphere and discuss the causes of various types of weather.

# SOCIAL STUDIES CURRICULUM

## COURSES AVAILABLE:

Government/Geography

World History 

American History I 

American History II 

Philosophy 

Dual Government \*+ $\$$

Psychology \*+ $\$$  

Sociology 

Current Events 

History of the Civil War 

Missouri Heritage 

+ weighted

\* pre-requisite

\*\* prior approval

$\$$  dual enrollment

 NCAA Approved Course

## SOCIAL STUDIES CURRICULUM

Dual College Government- 

11<sup>th</sup> – 12<sup>th</sup> grade

½ credit

Course Description:

American Government is a required semester course for all ninth grade students. The course is designed to help students gain knowledge of the dynamics and complexities of the U.S. political system and help prepare students to assume the role of responsible citizenship. The course focuses on the principles, institutions, and processes of our government with comparisons made between federal, state, and local governments, as well as comparisons to other political systems. Students will be required to take and pass a test on both the U.S. and Missouri Constitutions.

**Course Objectives:**

Students will acquire knowledge of:

1. The basic principles of democratic government.
2. The rights, freedoms, and responsibilities of American citizenship.
3. The significance of key constitutional documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, Bill of Rights, and key Supreme Court Decisions.
4. The evolution of American democracy, its ideas, institutions, and political processes.
5. The purposes and structure of laws and government, both federal and state.
6. The different types of governmental systems.
7. The processes pertaining to selection of political leaders, styles, leadership, etc.
8. How to develop a research plan and identify appropriate library/media sources.
9. How to distinguish between fact and opinion, and recognize bias and points of view.
10. How to distinguish between and analyze primary and secondary sources.
11. How to create tools of inquiry, such as statistics, charts, diagrams, graphs, political cartoons, etc.

## SOCIAL STUDIES CURRICULUM

World History   
9<sup>th</sup> grade  
1 credit

### Course Description:

World History is a required class for all tenth-grade students. The class is designed to provide students with a knowledge and understanding of the primary events, movements, issues, places, and people that have combined to create a world history. Students will acquire an understanding of their place in the world and the forces that have shaped the world in which they live.

A number of resources and activities are used to make World History a meaningful learning experience for the students. Students will practice research skills, such as Internet searches, reading, summation, and writing by completing a research project on a significant person in world history.

### Course Objectives:

Students will acquire knowledge of:

1. Major developments and distinctive characteristics of Asian, African, American, and European civilizations including institutions, governments, cultural items, and technological achievements.
2. Significant documents in World History including relevance to past events and the present state of the world.
3. Significant events, people, ideas, trends, and conflicts in World History with concern for chronology, causes, and consequences.
4. Major types of governance systems, such as monarchy, democracy, oligarchy, dictatorship, and republic and how these systems affected the course of history and the lives of people.
5. How to use tools of inquiry such as maps, charts, graphs, timelines, pictures, speeches, artifacts, and other tools and sources of information such as the Internet.
6. How cultural differences have led to conflict between peoples and nations and how conflict as well as cooperation have affected the course of world history.
7. How to distinguish between primary and secondary sources as well as analyze information contained in such sources.
8. Major world religions and how these religions have determined the course of world history.

## SOCIAL STUDIES CURRICULUM

### American History I

11<sup>th</sup> grade   
1 credit

#### Course Description:

American History is a required course for all eleventh-grade students. It is necessary that all students develop a better understanding and appreciation of history in order to fulfill their role as citizens in a democratic society. The primary focus of American History will then be the presentation of those people, events, ideas, and issues of the past that have shaped the present.

A variety of resources and activities are used to make American History more meaningful and interactive. Students will, among other things, fulfill the role of historian by interpreting primary source materials, explore the major literary works of specific time periods, and improve library and writing skills through research projects.

#### Course Objectives:

Students will acquire knowledge of:

1. Basic principles of democratic government as expressed in key historical documents.
2. The evolution of the democratic ideal in U.S. history.
3. Significant events, people, ideas, trends, and conflict in U.S. history with concern for chronology, causes and consequences, relationships, and theoretical and methodological concepts across time and space.
4. The development of the American economy from colonial laissez-faire capitalism up to and including the New Deal and welfare state.
5. The role of government in the economic, social, and religious life of America.
6. The U.S. foreign policies from isolationism to manifest destiny, imperialism, the two world war, the cold war, and global interdependence.
7. The role the arts and literature, education and philosophy, religion and values, and science and technology have played in U.S. history.
8. The American political process including the selection of leaders and leadership styles.
9. How to use and interpret maps, charts, graphs, and other geographic tools as a source of information.
10. How to use ideas from geography to interpret the past, to explain the present, and to predict future consequences.
11. The causes, consequences, and possible resolutions of cultural conflicts--both past and present.
12. How to develop a research plan and identify appropriate library/media center resources for investigating American history topics.
13. How to distinguish between and analyze primary and secondary sources.
14. How to distinguish between fact and opinion and how to analyze sources to recognize bias and points of view.
15. How to use the tools of inquiry, such as maps, statistics, charts, diagrams, graphs, time lines, pictures, political cartoons, speeches, and artifacts.

## SOCIAL STUDIES CURRICULUM

**Course Description:**

This course is designed as an entry level course for college bound students to give them an understanding of recent United States History from 1976 to the present. This course will improve writing and critical thinking skills. Students will be required to study recent history in an objective manner. Students will acquire knowledge of:

1. The Great Recession
  - Recession Economics
    - o Housing Crisis
  - 2008 Presidential Election
    - o 2010 Midterm Elections
    - o Tea Party
  - Afghanistan and Iraq
  - Debt Ceiling Crisis
  - Spending vs. Cutting/ To Tax or not to Tax
  - Healthcare Reform
  - Social Media Revolution
  - Political Polarization
    - o No Compromise
2. The Bush Years
  - 2000 Presidential Election
  - 9/11
  - Invasion of Afghanistan and Iraq
    - o War on Terrorism
    - o Troop Surge
  - George Bush Initiatives
    - o No Child Left Behind
    - o Tax Cuts
    - o AIDS in Africa
  - 2004 Presidential Election
    - o The Bush Economy
  - Illegal Immigration
  - Gay Rights
    - o Civil Unions vs. Marriage
3. 1992-2000
  - 1992 Presidential Election
    - o Middle Class Tax Cuts
  - Effects of the Soviet Union
    - o The Balkans and Yugoslavia
    - o Kosovo
  - 1996 Republican Takeover
    - o Newt Gingrich
  - Social Changes
    - o Don't ask Don't Tell
    - o Healthcare Reform
  - Presidential Mishap

and be able to answer how and why in with writing as well as speaking. It is important that students read all handouts by the instructor so they will be prepared for class. Unlike a "normal" history class I will be teaching this backwards starting from current issues and moving back.

**Course Objectives:**

- o Monica Lewinsky
- Budget Surpluses
  - o Omnibus Budget Reconciliation Act of 1993
  - o Booming Economy
- The Internet
- 4. The Lone Superpower
  - 1986 Presidential Election
  - Cold War
    - o Berlin Wall Falls
    - o Collapse of Soviet Government
      - Soviet Union in Afghanistan
    - o "Tear down this wall!"
  - Iran- Contra Affair
  - Military under Reagan
  - 1988 Presidential Election
  - Record Deficits
    - o "No New Taxes!"
  - Gulf War
- 5) Tough Times
  - 1982 Presidential Election
  - "Reaganomics"
    - o Supply-side Economics
  - War on Drugs
  - Air Traffic Controllers Strike
  - Reagan Doctrine
    - o Funding anti-communist forces
  - Iran-Iraq War
- 6) Post-Vietnam
  - Nixon Resignation
    - o Gerald Ford
  - End of Vietnam
  - 1978 Presidential Election
  - Energy Crisis
  - Camp David Accords
  - Briggs Initiative
  - "Stagflation"
  - American Weakness
    - o Panama Canal
    - o Soviet invasion of Afghanistan
    - o Malaise Speech

## SOCIAL STUDIES CURRICULUM

### Philosophy

11<sup>th</sup> – 12<sup>th</sup> grade   
½ credit

#### **Course Description:**

Philosophy is an elective, semester course for 11<sup>th</sup> and 12<sup>th</sup> grade students. The course is directed primarily at the college-bound students. Philosophy is designed to introduce strategies to help students become better thinkers and communicators--both oral and written, as well as becoming more tolerant for the philosophies of others. The ultimate goal of philosophy is to prepare students to become responsible members of society.

Philosophy students will be exposed to a number of topics, ranging from the nature of man, political philosophy, world religions, and life philosophy. Other units include modern U.S. presidents and an analysis of contemporary social and economic issues.

A variety of resources are used in the course, including short philosophical readings, news magazine articles, editorials, movies/documentaries, and selected books. All students must read a major biographical work and write a review of the figure.

***Prerequisite:*** Must have a C or higher in Communication Arts classes.

#### **Course Objectives:**

- Students will acquire knowledge of:
1. Current and futuristic political, social, and economic issues.
  2. The political philosophies of modern presidents.
  3. Individuals whose actions have impacted greatly on the lives of others.
  4. Various works of ancient and modern philosophers.
  5. Major world religions and the impact of religion on life philosophy.
  6. How to use the tools of inquiry, such as political cartoons, speeches, and primary sources.
  7. How to develop a research plan and appropriate library/media resources.
  8. Distinguish between good and bad reasoning.
  9. How to distinguish between fact and opinion and how to analyze sources to recognize bias and points of view.
  10. How to communicate ideas, both oral and written.

## SOCIAL STUDIES CURRICULUM

### Missouri History

11<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

Missouri History is designed to help students understand the rich history of the state of Missouri and the role it has played in the development of the nation. The course is aimed primarily at those students not planning to continue their education beyond high school.

Historical areas of emphasis include: Indian Culture in the State; European Settlement; Becoming a State; Missouri and the West; the Civil War; Missouri and Industrialism; Missouri and the World Wars; Missouri and the Great Depression; local and family history.

Students draw information from a variety of resources in this course including textbooks, primary and secondary sources, audio-visual materials, and literature related to Missouri history. Special projects include planning a week-long Missouri vacation, writing a local history, and reading Huckleberry Finn.

#### **Course Objectives:**

Students will acquire knowledge of:

1. Significant events, people, ideas, trends, and conflicts in Missouri History with concern for chronology, causes, consequences, and relationships.
2. Major geographical features and places in Missouri.
3. The role government plays in the local and state economy.
4. How to distinguish between fact and opinion and how to analyze sources to recognize bias and points of view.
5. How to distinguish between and analyze primary and secondary sources.
6. How to interpret and create such items as maps, charts, diagrams, graphs, timelines, and political cartoons.
7. The rich and varied literary and artistic history of Missouri.

## SOCIAL STUDIES CURRICULUM

### Psychology with Dual enrollment option

11<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

Psychology is an elective course offered to 11th and 12th grade students. The major goal of this course is to give students a knowledgeable insight into human behavior. The major historical and current perspectives in Psychology are studied and analyzed. The dynamics of human behavior are studied on both a theoretical and practical level.

The students engage in a variety of activities including readings, discussion, experiments, and tests that give students practical experience and insight into current readings, videotapes, and resource people with expertise relative to the subject matter. Units of study include: Defining Psychology; Biology and Behavior; States of Consciousness; Learning and Memory; Intelligence; Personality Theory; Developmental Psychology; and Abnormal Behavior.

#### **Prerequisites:**

There is an estimated \$330 cost for General Psychology (PSY 111) at TRCC. If a student wishes to take this course for 3 hours of college credit through Three Rivers Community College they must score an 18 in reading/English on the ACT or appropriate COMPASS score as determined by the college. Must have an 8.0 grade point average.

#### **Course Objectives:**

Students will acquire knowledge of:

1. A clear definition of Psychology and the goals of Psychology as they relate to human behavior.
2. The major historical perspectives of Psychology.
3. Current major trends in the study of human behavior.
4. The contributions of significant individuals in the development of Psychology as an accepted science.
5. Scientific methods inquiry and how such methods have been used to study specific questions relating to human behavior.
6. Various theories concerning the link between biology and behavior including the topics of heredity, development, and the nervous system.
7. A clear definition of intelligence and an ability to identify problems and questions concerning measurement and differences in intelligence.
8. Possible causes and consequences of various emotional and mental problems and how these problems are treated in both public and private sectors.
9. Major theories of personality development.

## SOCIAL STUDIES CURRICULUM

### Sociology

11<sup>th</sup> – 12<sup>th</sup> grade   
½ credit

#### Course Description:

Sociology is an elective class for 11th and 12th grade students. The course is designed to give students knowledge and insight into the dynamics of human group behavior. Students will learn about the structure and function of major social institutions such as family, religion, government, and education. Other topics of study include: The Socialization Process; Social Stratification; Norms and Values; Cultural Conformity; Social Structure; and the Development of Sociology as a Scientific Field of Study.

Societal problems such as deviance, crime, poverty, and race relations will be studied and discussed. A special emphasis is placed on the problems surrounding ethnic relations, including culture class and culture shock, which gain importance as technology brings the world closer together. Resource materials include textbooks, workbooks, videotapes, and current articles related to the study of sociology.

**Prerequisite:** *Must have a C or higher in Communication Arts courses.*

#### Course Objectives:

Students will acquire knowledge of:

1. A clear definition of sociology as a scientific discipline and be able to identify the types of questions that are topics of sociological inquiry.
2. The scientific methods of inquiry and how it is used by sociologists to find valid answers to pertinent questions and problems.
3. The meaning of culture and be able to give examples of cultural elements such as language, values, norms, mores, and folkways.
4. Various factors of group and social dynamics such as stratification, conflict, competition, cooperation, and accommodation.
5. The major institutions of societies and explain their functions and relationships to each other.
6. The role and importance of socialization in society and the differences in how people are socialized in other societies.
7. The difference between open and closed systems of stratification and how such systems affect how people live.
8. The meaning of discrimination and be able to give historical examples of discrimination as well as identify and explain causes and consequences of discrimination.
9. The causes and consequences of poverty and be able to explain possible solutions to poverty as well as the costs of such solutions.
10. Problems afflicting modern society such as crime, deviance, race relations, gender politics, health care, and family breakdown.

## SOCIAL STUDIES CURRICULUM

### Current Events

9<sup>th</sup> -12<sup>th</sup> grade 

1 credit

#### **Course Description:**

Current Events is an elective course for high school students. The course is designed to acquaint the student with the major events and issues taking place in local, state, national, and international arenas. Significant people in current events will be a focus of study and discussion.

A variety of resources and activities are used to make Current Events as interesting and meaningful as possible. Resources used include newspapers, news broadcasts, magazines, and Internet resources. Classroom activities include discussion, debate, writing, research projects, interviews, and test-taking

#### **Course Objectives:**

Students will acquire knowledge of:

1. News-makers and issues in the news.
2. Location of places in the news.
3. Causes and consequences of major events in the news.
4. How to use the tools of inquiry, such as maps, statistics, charts, graphs, pictures, political cartoons, and written sources of information.
5. How to use appropriate library and Internet resources in order to complete research.
6. How to distinguish between fact and opinion and how to analyze sources to recognize bias and points of view.
7. How to communicate ideas, both written and orally.

## SOCIAL STUDIES CURRICULUM

### History of the Civil War

½ credit

**Course Description:** This course will focus on three interrelated subjects: the causes of the Civil War; the dynamics of war and emancipation; and the outcomes of the Civil War and Reconstruction. We will look more in-depth at the causes of the Civil War, the battles themselves, important people and events, as well as the issues of Reconstruction that confronted the country after the fighting was over.

**Assessments:** Students will be assessed on their performance on tests, quizzes, use of historical maps, internet assignments, and writing papers.

#### **Course Objectives:**

Students will acquire knowledge of:

1. Students will determine the causes of the war
2. Students will discuss Missouri's role in the war and analyze important Missouri battles
3. Students will learn about and analyze each significant battle including maneuvers made by both sides and the outcomes of those battles.
4. Students will understand the roles played by important people during the war
5. Students will locate and discuss the places and geography of the land of the battle locations
6. Students will interpret the role of slavery had in causing the war
7. Students will analyze and discuss President Lincoln's tasks and goals for the war from beginning to end and how those goals changed to meet the agenda of the North and the sake of the country itself
8. Students analyze the Emancipation Proclamation, as well as the Thirteenth, Fourteenth, and Fifteenth Amendments and their role in the war
9. Students will be able to understand and recall the detailed events surrounding President Lincoln's Assassination and the conspiracy surrounding it
10. Students will be able to understand and comprehend the events of the Reconstruction Period after the war

## SOCIAL STUDIES CURRICULUM

**Missouri Heritage**   
½ credit

**Course Description:** In Missouri Heritage, students will learn and gain an understanding of the history, geography, and culture of the state of Missouri. Students will also acquire knowledge about more local regions such as the history of the city of Scott City as well as Scott and Cape Girardeau counties. Students should also gain an understanding of how history, backgrounds, religions, and occupations of Missourians of the past have shaped the state of Missouri and the region of Southeast Missouri that we know today.

**Assessments:** Students will be assessed on their performance on tests, quizzes, internet assignments, and writing papers.

**Course Objectives:**

1. Students will understand the geography, topography, and demographics of the state of Missouri.
2. Students will analyze the history of Illmo, Anzell, Edna, Fornfelt and other areas that make up the community that make up Scott City today.
3. Students will understand the importance the railroad and the Illmo Bridge have played in shaping what Scott City was, and is, in the present day.
4. Students will study the history, geography, and sociology of towns such as Cape Girardeau, St. Louis, Kansas City, Columbia, Jefferson City, and Springfield.
5. Students will gain understanding of reading various types of maps such as political, physical, etc.

# FINE ARTS CURRICULUM

## COURSES AVAILABLE:

High School Band \*  
High School Choir \*  
Introduction of Art I  
Introduction of Art II  
Advanced Art  
Specialized Art  
Theatre Arts I  
Theatre Arts II

+ weighted

\* pre-requisite

\*\* prior approval

\$ dual enrollment



NCAA Approved Course

## FINE ARTS CURRICULUM

### High School Band

9<sup>th</sup> -12<sup>th</sup> grade

1 credit

#### **Course Description:**

High school Band is the culmination of the three previous years' work. Growth in tone, technique, range, style concepts, and sight reading skills is expected throughout the four years a student spends in the ensemble. Marching Band includes field performance. Pep Band performance is required for students not playing varsity basketball.

Expanded technique and style demands are presented during concert season. Sight-reading as a contest skill is more finely developed. Students participate in the District Band Festival in the spring with the concert band. Select students can participate in District and State contests (solo and ensembles).

#### **Course Objectives:**

Students will:

1. Learn to play a musical instrument more musically and accurately.
  - a. Use scales and exercises to build techniques.
  - b. Produce proper sound for a specific instrument.
  - c. Play in groups and solo.
  - d. Perform at concerts and district and state competition.
  - e. Ear training.
7. Develop self discipline and cooperation.
8. Learn additional fundamentals of music notation and music terminology.
9. Apply fundamentals to performing on musical instrument.
10. Prepare for Christmas and spring concerts.
11. Perform in marching band and pep band.
12. Develop leadership skills.
13. Learn various styles of music.

**FINE ARTS CURRICULUM**

**High School Choir**

**9<sup>th</sup>- 12<sup>th</sup> grade**

**1 credit**

**Course Description:**

Choir is a training ground for the novice and experienced singer. Students are trained to match pitch and blend with their vocal part, to sing with and without the piano, and be able to recognize and sing various musical styles. Basic sight-reading skills are learned – note reading, pitch recognition, and basic harmonic sight singing. Consideration is given to the changing voices of the boys in the ensemble – guidance is given in matching pitch and training their “new” voice. Two- and three-part music is used with text in English. Other languages may be used as the situation dictates.

*High school students are accepted into choir by audition only.*

**Course Objectives:**

Students will:

1. Learn to sing music:
    - a. Develop diction and vocal technique.
    - b. Identify pitch and sing on pitch.
    - c. Identify vocabulary and symbols used in music.
  2. Develop self discipline and cooperation.
  3. Learn fundamentals of music notation and dynamics.
  4. Learn styles of music and cultures.
- d. Distinguish musical styles.
  - e. Sing in harmony.
  - f. Ear training
  - g. Perform at concerts.

## FINE ARTS CURRICULUM

### Advanced Art

10<sup>th</sup> – 12<sup>th</sup> grade

1 credit

#### **Course Description:**

Advanced Art is a continuation of the intro courses and will deal with a wide range of media and processes. The Elements and Principles of Art will be built on more but with a high level of thinking. This course is designed for students who intended to go into art at the professional level. Students will be required to implement advanced artistic expression into all of their projects. Students will also be required to participate in exhibitions and competitions to help build a portfolio. A studio fee for consumable materials will be \$20.00.

***Prerequisite:*** *Introduction to Art I and one of the following: Introduction to Art II, Sculpture or Ceramics*  
*2 semesters*

#### **Course Objectives:**

Students will:

## FINE ARTS CURRICULUM

### Introduction of Art I

9<sup>th</sup> - 12<sup>th</sup> grade

½ credit

#### **Course Description:**

Introduction to Art I is a beginning level course that focuses on introducing students to the Elements and Principles of Art. This studio style class will touch on each of the four disciplines of fine art: drawing, painting, printmaking and sculpture, while exploring several types of media and the tools. During this course student will begin studying art criticism in the form of art appreciation.

***Prerequisite:*** None

1 semester

#### **Course Objectives:**

Students will:

## FINE ARTS CURRICULUM

### Introduction of Art II

9<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

Introduction of Art II is a beginning level course that continues focusing on introducing students to the Elements and Principles of Art. This studio style class will touch on three disciplines of fine art: drawing, painting and printmaking, while exploring several types of media and the tools. During this course student will begin studying art criticism in the form of art appreciation but learn how to effectively critique their artwork. During the semester, time will be spent on presentation of artwork and matting.

***Prerequisite:*** *Introduction to Art I*

1 semester

#### **Course Objectives:**

Students will:

## FINE ARTS CURRICULUM

### Specialized Art

11<sup>th</sup> – 12<sup>th</sup> grade

1 credit

#### **Course Description:**

Specialized Art is a continuation of Advanced Art and will follow a path of projects that is designed by the student and teacher. The Elements and Principles of Art will be built on more but with a high level of thinking. This course is designed for students who intended to go into art at the professional level. Students will be required to implement advanced artistic expression into all of their projects. Students will also be required to participate in exhibitions and competitions to help build a portfolio and create enough pieces for a solo show. A studio fee for consumable materials will be \$20.00.

***Prerequisite:*** *Advanced Art*

2 semesters

#### **Course Objectives:**

Students will:

## FINE ARTS CURRICULUM

### Theatre Arts I

9<sup>th</sup>-12<sup>th</sup> grade

½ credit

#### **Course Description:**

Theatre Arts I is a beginning drama course designed to help students develop acting skills by participating in theatre games, improvisation, scenes, monologues, and productions. We will also learn about the origins of drama, study significant plays and playwrights, write original scenes, and practice voice, movement, and characterization.

Prerequisites: None

#### **Course Objectives:**

Theatre I content is appropriate for the beginning actor. Through the studio atmosphere, students will learn acting skills, perform in class, and evaluate theatrical works. The relationship between theatre and culture will focus on Modern American theatre. Theatre experiences outside of class are required during the semester (I.E., attending theatrical performances, participating in theatre productions)

Students will:

## FINE ARTS CURRICULUM

### Theatre Arts II

### 9<sup>th</sup>-12<sup>th</sup> Grade

½ -1 credit

#### **Course Description:**

The purpose of this year long course is to give the student an increased appreciation of and additional experience in theater as an art form. The student will act, direct, or be technically involved in scenes, one-act plays or full length production. They will read, write and evaluate plays as well as view and critique electronic and live performances. History, culture and technology will be examined, and career opportunities will be explored. Through creating theater, students will grow in their ability to comprehend the world and to communicate with others.

#### **Prerequisites: None**

#### **Course Objectives:**

Theatre II is an intermediate level course that builds upon acting skills learned in Theatre I. The class, as an artistic ensemble, will apply those and new skills to the creation of a theatrical production which will be performed for out-of-class audiences. Students will be able to choose their own path to learning whether that be directing, acting, backstage craft (such as sound, light, stage design). The relationship between theatre and culture will focus on eras in American theatre. Theatre experiences outside of class are required during the semester (I.E., performing or serving on a production crew, attending theatrical performances, participating in theatre productions).

Students will:

# PRACTICAL ARTS CURRICULUM

(Business Education & Industrial Arts)

## COURSES AVAILABLE:

Introduction to Business I & II (articulated dual credit option)  
Business Math (articulated dual credit option)  
Keyboarding (articulated dual credit option)  
Advanced Child Development  
Housing and Home Furnishings  
Nutrition and Wellness  
Career and Family Leadership  
Family Meals  
A+ Course  
Accounting I (articulated dual credit option)  
Accounting II  
Personal Finance (articulated dual credit option)  
Mass Media  
Metal Working  
Advanced Metal Working  
Woodworking I

Advanced Woodworking I  
Advanced Woodworking II  
Comp. Aided Drafting/ Comp. Aided Manufacturing (CAD/CAM)  
Computer Applications I  
Computer Applications II (dual enrollment option) or (articulated dual credit option)  
Graphic Design I (articulated dual credit option)  
Career Explorations (articulated dual credit option)  
Small Engines  
Advanced Small Engines  
Electronics  
Photoshop  
Photoshop II  
Library Science  
Child Development

+ weighted

\* pre-requisite

\*\* prior approval

\$ dual enrollment



NCAA Approved Course

**PRACTICAL ARTS CURRICULUM**

**Introduction to Business I & II**

**9th -11<sup>th</sup> grade**

**½ credit**

**Course Description:**

This course will introduce the student to the business world by covering units on free enterprise system, being an informed consumer, banking, money management, savings and investments, insurance, taxes, advertising, housing, and careers.

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (BUAD 1200). Articulated dual credit is free to the student but is only transferable if the student goes to TRCC after graduation.

**Course Objectives:**

Students will acquire knowledge of:

- |   |  |
|---|--|
| 1. Introduce economics and how it relates to our society. | 5. Use credit services                 |
| 2. Explain consumers in our society.                      | 6. Explain taxes in our economy,       |
| 3. Describe how technology is used in business.           | 7. Describe investing and investments. |
| 4. Demonstrate various banking services                   | 8. Manage personal finances.           |

**PRACTICAL ARTS CURRICULUM**

**Business Math**

**9<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

**Course Description:**

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (BUED 110). Articulated dual credit is **free** to the student but is only transferable if the student goes to TRCC after graduation.

**Course Objectives:**

## PRACTICAL ARTS CURRICULUM

### Keyboarding

9<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

Keyboarding is a semester class that is designed to introduce and further develop keyboarding skills. The course includes instruction in the formatting of academic reports, personal business letters, business letters, outlines, enumerations, and tables. Emphasis is given to the mastery of the keyboard and the development of speed and accuracy during the semester.

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (BUED 122). Articulated dual credit is **free** to the student but is only transferable if the student goes to TRCC after graduation.

#### **Course Objectives:**

1. Use appropriate operating systems and software management.
2. Use correct formatting and production of letters and memorandums.
3. Demonstrate proper keyboarding techniques.
4. Demonstrate formatting skills.
5. Demonstrate correct composition skills.
6. Format and produce reports and other business documents.

**PRACTICAL ARTS CURRICULUM**

**Advanced Child Development**

**11<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

**Course Description:**

Advanced Child Development provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development and general employment skills. Students meeting the requirements for the A+ program will be provided with the opportunity to fulfill the 50 hour tutoring requirement. Recommended for individuals interested in future employment related to children. (Prerequisite- Child Development)

**Course Rationale:**

Advanced Child Development is designed to improve the quality of life for Missouri's children: performance objectives in Advanced Child Development enable students to:

- a. construct meaning related to the rights of families and the ethical responsibilities of working with children;
- b. communicate effectively with family service

providers;

- c. solve problems based upon the developmental needs of children;
- d. make decisions that support the sound physical, mental, and social development of children;
- e. assess the impact of the parenting role in society.

**Students who are successful in this course will:**

- 1. Explore ethics and professionalism as they relate to working with children.
- 2. Analyze the physical, social, emotional, and

cognitive developmental stages of children.

- 3. Appraise health concerns at various developmental stages.

## **PRACTICAL ARTS CURRICULUM**

### **Housing and Home Furnishings**

**10<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

#### **Course Description:**

Housing and home furnishings describes the behavioral, social, economic, functional, and aesthetic aspects of housing, interiors, and other built environments. The course includes instruction in analyzing, planning, designing, furnishing, and equipping residential, work, and leisure spaces to meet user needs.

#### **Course Rationale:**

Housing and home furnishings is designed to improve the quality of life for Missouri's citizens by providing instruction that will enable individuals to:

1. construct meaning related to living environments
2. communicate effectively with family members and providers of environmentally related products and services.
3. solve problems related to the physical, psychological, and sociological influences that impact families in various living environments.
4. make the complex, responsible decisions necessary to create desirable living environments.

#### **Course Objectives:**

Students who are successful in this course will:

1. Evaluate criteria related to the selection of living environments.
2. Evaluate and create living environments.
3. Evaluate health and safety in living environments.
4. Utilize oral, written and visual communication skills to communicate design ideas.
5. Explore careers and entrepreneurial options related to housing, home furnishings, and equipment.

## **PRACTICAL ARTS CURRICULUM**

### **Nutrition and Wellness**

**9<sup>th</sup> -12<sup>th</sup> grade**

**1 credit**

#### **Course Description:**

This course prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and the application of related math and science.

#### **Course Rationale:**

To improve the health and quality of life of Missouri citizens, performance competencies in Nutrition and Wellness course taught in Family and Consumer Sciences Education programs enable students to:

- a. Construct meaning related to nutrition, food economics, and ecology;
- b. communicate effectively with family members, consumer groups, and providers of food and nutrition products and services;
- c. solve problems related to health and wellness as well as food needs through the application of mathematics and science principles; and
- d. make responsible decisions involving family and individual food needs, the use of the food dollar, and the care of food.

#### **Course Objectives:**

Students who are successful in this course will:

1. Determine influences on personal food choices.
2. Comprehend nutritional principles.
3. Assess personal nutrition and wellness practices.
4. Manage resources to promote good health.
5. Demonstrate the ability to plan and prepare healthful meals and snacks.
6. Explore career and entrepreneurial opportunities related to nutrition and wellness.

## **PRACTICAL ARTS CURRICULUM**

### **Career and Family Leadership**

**9<sup>th</sup> grade**

**½ credit or 1 credit**

#### **Course Description:**

Career and Family leadership is a comprehensive course that describes 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.

#### **Course Rationale:**

To assist Missouri citizens in preparing for success in family, career and community life, performance competencies in the career and family leadership course enables students to:

- a. promote personal growth and leadership development
- b. explore work, jobs and careers related to family and consumer sciences and human services
- c. solve problems impacting the work of the family; and
- d. make decisions that support and strengthen the integration of multiple roles/responsibilities of individuals, family, career and community.

#### **Course Objectives:**

Students will:

1. Assume leadership roles as responsible family members and citizens.
2. Examine the skills necessary for developing and maintaining a positive self-concept.
3. Demonstrate positive interpersonal skills including communication techniques, team building and problem-solving skills.
4. Analyze the work of a family including managing resources, providing for nutritional needs, and meeting human development needs.
5. Examine the world of work including workplace policies, work ethics, career choices and the impact of career choices on family life.
6. Explore community roles and responsibilities by identifying community concerns and goals and developing projects designed to meet them.
7. Develop skills necessary for balancing work, family, and community responsibilities.

## PRACTICAL ARTS CURRICULUM

### Family Meals

11<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

Family Meals is a one-semester class that prepares students to meet their individual and family food needs. The course includes instruction on meal planning, food purchasing, and food preparation.

#### **Course Rationale:**

To improve the health and quality of life of Missouri citizens, performance competencies in Family Meals taught in Family and Consumer Sciences Education programs enable students to:

- a) Construct meaning related to nutrition, food economics, and ecology;
- b) solve problems related to health and wellness, as well as food needs through the application of mathematics and science principles; and
- c) make responsible decisions involving family and individual food needs, the use of the food dollar, and the care of food.

#### **Course Objectives:**

Students who are successful in this course will:

1. Assess dietary intake and make recommendations for improvements.
2. Describe food-borne illnesses and make recommendations for prevention.
3. Evaluate features price, quality, and intended use of food preparation equipment.
4. Construct a food budget and develop menus that stay within the food budget limits.
5. Read food labels to determine the nutritional quality of foods.
6. Utilize meal patterns to plan menus that meet the four goals of meal management.
7. Demonstrate safe and sanitary food preparation practices.
8. Identify the importance of etiquette and demonstrate appropriate etiquette for various dining situations.

## PRACTICAL ARTS CURRICULUM

**A+ Course**  
**9<sup>th</sup> -12<sup>th</sup> grade**  
**½ credit**

### Course Description:

The A+ Course is an elective practical arts course, which affords students an opportunity to work in a classroom under an experienced, enthusiastic teacher in order to develop appreciation and understanding of the complex situations in the classroom. The emphasis of this course is tutoring and mentoring. Students taking this course will be required to maintain journal reflections and complete an A+ student portfolio. This course is designed to support students in obtaining their 50 hours of tutoring, required for the A+ Program, while instilling in them the importance of serving as a role model and mentor. This course follows a philosophy that the deepest learning and understanding comes from active engagement in teaching others. Students in this class will take an active role in shaping their learning while serving as a mentor to those that they work with.

**Prerequisites:** Signed the A+ Schools contracts, attend A+ orientation, meeting GPA and attendance requirements for the A+ program.

### Course objectives:

Students who are successful in this course will:

1. *Demonstrate* and *reflect* upon the ability to serve as a mentor to others through academic and social interactions; (CA 5, 4.8)
2. *Demonstrate* and *reflect* upon how ones personal satisfaction can be gained through teaching and helping others; (CA 1, 4.3)
3. *Experience* and *reflect* upon the unique situations and challenges that are encountered by classroom teachers; (CA 4, 4.1)
4. *Demonstrate* and *reflect* upon being a role model and “beginning with the end in mind”; (CA 4, 2.3)
5. *Synthesize* and *reflect* upon your role as a tutor/mentor and the effects that you have had on your mentees.

## PRACTICAL ARTS CURRICULUM

### Accounting I 9<sup>th</sup> – 12<sup>th</sup> grade 1 credit

#### Course Description:

This course is designed to build a basic understanding of accounting principles, concepts, and procedures. It is advantageous for those students seeking office employment immediately upon high school graduation; for those students planning a business, law, or accounting major in college; for those students going into business for themselves; and for all students to develop competency in the handling of personal records necessary for income tax.

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (ACCT 211). Articulated dual credit is **free** to the student but is only transferable if the student goes to TRCC after graduation.

#### Course Objectives:

1. Define terminology related to accounting terms.
2. Describe occupational opportunities in accounting, accounting employment, requirement, and responsibilities.
3. Define and apply accounting concepts.
4. State the accounting equation and label accounts into the appropriate classifications.
5. Prepare and maintain a chart of accounts.
6. Prepare beginning financial statements for a sole proprietorship and partnership business.
7. Open general ledger accounts for sole proprietorship and partnership businesses.
8. Record journal entries for businesses organized as a sole proprietorship and partnership.
9. Reconcile a bank statement and complete all banking requirements (signature care, deposit form, write checks, maintain check register, and endorse checks).
10. Complete and maintain all records and forms for maintaining and calculating payroll.

## PRACTICAL ARTS CURRICULUM

### Accounting II 10<sup>th</sup> - 12<sup>th</sup> grade 1 credit

#### **Course Description:**

This course is designed to help the student acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions, increase technical competence, and give a broad understanding of business activities needed to maintain and interpret financial records for efficient management. In addition, automated accounting procedures are taught utilizing the microcomputer and commercial software.

***Pre-requisite:*** Accounting I with a C average.

#### **Course Objectives:**

1. Define terminology related to accounting in a corporation.
2. Record and post entries using the different types of journals for a corporation and a departmentalized business.
3. Record bad debts expense/direct write-off method and allowance for a corporation.
4. Maintain plan asset records, calculate depreciation, and make appropriate transactions.
5. Calculate payroll using salary/commission.
6. Use accounting software to complete the accounting cycle and prepare graphs to support the financial statements.

## **Personal Finance - Economics .5 cr Social Studies (required)**

The purpose of this course is to develop financial literacy and an understanding of basic economic principles so that students can become responsible citizens and be prepared to be effective workers, consumers, savers, investors and entrepreneurs. This one-semester course presents essential knowledge and skills to make informed decisions that will not only affect students as individuals but society's larger economy and the financial challenges of the 21st century. Students will further recognize rights and responsibilities as consumers and apply the knowledge learned in school to financial situations encountered later in life.

Goals of this course:

- Develop understand of economic concepts and structures.
- Understand the role of producers and consumers in the market economy.
- Explain financial literacy and how sound financial decisions can increase standard of living and wealth.
- Explore factors that affect income.
- Evaluate the sources and resources of financial systems.
- Evaluated sources of credit as well as rights and responsibilities of credit.
- Apply decision-making in personal financial choices.
- Demonstrate knowledge of a nation's economic goals.
- Evaluate investments and demonstrate knowledge of investments and savings planning.
- Apply the rights and responsibilities of consumers to benefit self and society.
- Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.
- Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.

(Updated for the 2018-2019 school year)

## PRACTICAL ARTS CURRICULUM

### Metal Working

9<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

This course is a semester in length. The course will cover basic uses of hand tools and machines. All projects will be small and relatively simple. The course will cover sheet metal fabrication, MIG welding, torch welding, and cutting with the torch. Student project costs are based on the materials used and the project chosen by the student.

#### **Course Objectives:**

1. Be able to discuss fundamental procedures and processes of working with metal.
2. Demonstrate the ability to work safely and efficiently with metal working tools and machines.
3. Complete a project from start to finish.
4. Be able to describe different types of occupations in the field of metal working.

**PRACTICAL ARTS CURRICULUM**

**Advanced Metal Working**

**10<sup>th</sup> – 12<sup>th</sup> grade**

**1 credit**

**Course Description:**

This is a full year course. In this course students will develop a better understanding for metal working and all the machines used in it. The course will cover advanced used of machines. The students will construct a medium sized project out of steel. The students will also learn to use the metal lathe. Student project costs are based on the materials used and the project chosen by the student.

**Prerequisite:** Metal Working

**Course Objectives:**

1. Be able to discuss fundamental procedures and processes of working with metal.
2. Demonstrate the ability to work safely and efficiently with metal working tools and machines.
3. Complete a medium sized project from start to finish.
4. Construct a metalworking project from scratch.

**PRACTICAL ARTS CURRICULUM**

**Woodworking I**

**9<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

**Course Description:**

**Course Objectives:**

1. Be able to discuss fundamental procedures and processes of working with wood.
2. Demonstrate the ability to work safely and efficiently with woodworking tools and machines.
3. Complete a woodworking project from start to finish.
4. Design and construct a woodworking project.

## **PRACTICAL ARTS CURRICULUM**

### **Advanced Woodworking I**

**10<sup>th</sup> – 12<sup>th</sup> grade**

**1 credit**

#### **Course Description:**

This is a full year course. In this course students will develop a better understanding for woodworking and all the machines used in it. The project completed in this course is larger than that of the Woodworking I course. Student project costs are based on the materials used and the project chosen by the student.

**Prerequisite:** Woodworking I

#### **Course Objectives:**

1. Be able to discuss fundamental procedures and processes of working with wood.
2. Demonstrate the ability to work safely and efficiently with woodworking tools and machines.
3. Complete a woodworking project from start to finish.
4. Design and construct a woodworking project from scratch.

## **PRACTICAL ARTS CURRICULUM**

### **Advanced Woodworking II**

**11<sup>th</sup> – 12<sup>th</sup> grade**

**1 credit**

#### **Course Description:**

This is a full year course. In this course students will design, plan, and build a project from scratch. The project completed in this course is larger than that of the Advanced Woodworking I course. Student project costs are based on the materials used and the project chosen by the student.

**Prerequisites:** Woodworking I, Advanced Woodworking I

#### **Course Objectives:**

1. Be able to discuss fundamental procedures and processes of working with wood.
2. Demonstrate an understanding of the design process, and how to draw the plans for the project.
3. Demonstrate the ability to work safely and efficiently with woodworking tools and machines.
4. Complete a woodworking project from start to finish.
5. Design and construct a woodworking project from scratch.

**PRACTICAL ARTS CURRICULUM**  
**Computer Aided Drafting/ Computer Aided Manufacturing (CAD/CAM)**

**10<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

**Course Description:**

This course is one semester in length. This course will introduce students to computer aided drafting (CAD). Having had Algebra I is preferred.

**Special Note:** Students have to have CAM before they enroll in CAD.

**Course Objectives:**

1. Demonstrate the ability to draft mechanical drawings.
2. Be able to name and describe different types of drawings.
3. Produce pictorial, mechanical, and architectural drawings.
4. Explain advantages and disadvantages in using a CAD system.

## **PRACTICAL ARTS CURRICULUM**

### **Computer Applications I**

**½ credit**

#### **Course Description:**

Explore the world of technology. An essential introductory course for all students to be successful in the modern world of technology. In this course students will obtain the computer skills required to be successful in high school, college, and beyond. Students will learn the necessary skills of keyboarding; as well as features of Microsoft Windows, Word, Excel, and PowerPoint.

#### **Course Objectives:**

Students will be able to:

1. Apply technology to business applications.
2. Identify hardware and software systems.
3. Demonstrate word processing applications (using Microsoft Word).
4. Demonstrate presentation applications (using Microsoft PowerPoint).

**PRACTICAL ARTS CURRICULUM**  
**Computer Applications II**  
**(Dual Enrollment Option) or (Articulated Dual Credit Option)**  
**½ credit**

**Course Description:**

A study of Microsoft Excel and Microsoft Access using Microsoft Office 2010. This class is also offered as a dual-credit class from Three Rivers College.

**Prerequisite:** C or above in Computer Applications I

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (IST 100). Articulated dual credit is **free** to the student but is only transferable if the student goes to TRCC after graduation.

**Dual enrollment note:** There is an estimated \$350 cost for 3 hours of college credit. If a student wished to take this for college credit through Three Rivers Community College they must score an 18 in reading on the ACT or an appropriate COMPASS score as determined by the college. Dual enrollment credit is transferable.

**Course Objectives:**

Students should be able to:

1. Demonstrate spreadsheet applications (using Microsoft Excel).
2. Demonstrate database applications (using Microsoft Access).

## PRACTICAL ARTS CURRICULUM

### Graphic Design I

Semester – ½ credit

11<sup>th</sup> – 12<sup>th</sup> grade

#### **Course Description:**

This is a semester course utilizing computer resources to create various desktop publishing documents while combining text and graphics. Students will work with available hardware/software such as Microsoft Publisher and Microsoft Word. Documents produced include brochures, business cards, newsletters, calendars, etc. This class is also an introductory course on creating and designing Web pages. Specific objectives include: to expose students to Web page creation using HTML; to illustrate the common Web page formats and functions; and to encourage curiosity and spontaneous exploration of Web resources. (Prerequisite: Keyboarding)

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (IST 285). Articulated dual credit is **free** to the student but is only transferable if the student goes to TRCC after graduation.

The following criteria must be met in order to receive credit by articulation:

- Scholastic attainment/achievement: Must have attained an overall H.S. grade point average of B= or above.
- Attendance: Must have attained a 95% attendance record for the applicable course or obtained the H.S. principal's recommendation for a waiver.
- Citizenship/Conduct: Must have obtained a positive recommendation from H.S.
- Core competencies in applicable course: Must have complete a minimum of 80% of the applicable H.S. core competencies.
- Admission: Complete the TRCC admissions application and meet admissions criteria based on year of entry, completing first articulated courses at H.S.
- Transcript: Provide an official transcript from H.S. showing a B or better in course(s) for which articulated credit is requested.
- Agreement: Course credit is specified in articulation agreements with appropriate H.S.
- Articulated course credit is available only for courses specified in articulation agreements with the appropriate school.

#### **Course Objectives:**

Students will:

1. Use concepts related to desktop publishing.
2. Apply layout techniques.
3. Insert and manipulate graphics.
4. Print documents.
5. Demonstrate correct use of Web page terminology.
6. Define Web page design principles.
7. Evaluate Web page design.
8. Use several types of software to create a basic Web page.

## PRACTICAL ARTS CURRICULUM

### Career Explorations

**Semester course - ½ credit**  
**Grades 9<sup>th</sup> -12<sup>th</sup>**

**Course Description:**

Career Explorations is a semester class that is designed to introduce students to the six career clusters. Students will complete various interest inventories. In addition, students will develop a resume and cover letter and upload to the Missouri Connections website.

**Special Note:** This course is offered through Three Rivers Community College for articulated dual credit (GNST 104). Articulated dual credit is **free** to the student but is only transferable if the student goes to TRCC after graduation.

The following criteria must be met in order to receive credit by articulation:

- Scholastic attainment/achievement: Must have attained an overall H.S. grade point average of B= or above.
- Attendance: Must have attained a 95% attendance record for the applicable course or obtained the H.S. principal's recommendation for a waiver.
- Citizenship/Conduct: Must have obtained a positive recommendation from H.S.
- Core competencies in applicable course: Must have complete a minimum of 80% of the applicable H.S. core competencies.
- Admission: Complete the TRCC admissions application and meet admissions criteria based on year of entry, completing first articulated courses at H.S.
- Transcript: Provide an official transcript from H.S. showing a B or better in course(s) for which articulated credit is requested.
- Agreement: Course credit is specified in articulation agreements with appropriate H.S.
- Articulated course credit is available only for courses specified in articulation agreements with the appropriate school.

**Course Objectives:**

Students will:

1. Identify the six career clusters and careers related to the career pathways.
2. Exploring work, jobs/careers, and education.
3. Investigate education/training, working conditions and income of specific careers
4. Create a resume and upload to the Missouri Connections website.
5. Create a cover letter and upload to the Missouri Connections website.

**PRACTICAL ARTS CURRICULUM**

**Small Engines**

**9<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

**Course Description:**

This course is one semester in length. In this course students will learn how small engines work, maintenance them, and troubleshooting techniques used to repair them.

**Course Objectives:**

Students should be able to:

1. Demonstrate an understanding of the basic components of a small engine, as well as the tools and precautions used for repairing small engines.
2. Learn basic maintenance of lawn equipment.
3. Demonstrate the ability to take apart and put together a small engine.

**PRACTICAL ARTS CURRICULUM**

**Advanced Small Engines**

**9<sup>th</sup> – 12<sup>th</sup> grade**

**1 credit**

**Course Description:**

This course is one year in length. In this course students will learn how small engines work, maintenance them, and troubleshooting techniques used to repair them.

**Course Objectives:**

Students should be able to:

1. Demonstrate an understanding of the basic components of a small engine, as well as the tools and precautions used for rebuilding small engines.
2. Learn basic maintenance of lawn equipment.
3. Demonstrate the ability to take apart and put together a small engine.
4. Learn advanced troubleshooting techniques and repair.

**PRACTICAL ARTS CURRICULUM**

**Electronics**

**9<sup>th</sup> – 12<sup>th</sup> grade**

½ credit

**Course Description:**

This course is a semester in length. It consists of students working through a multitude of direct current (DC) principle electricity (electronics) experiments. Students will be able to use the information learned to troubleshoot minor electrical problems.

**Course Objectives:**

Students should be able to:

1. Demonstrate the understanding Ohm's Law (current equals voltage divided by resistance).
2. Demonstrate an understanding of different types of electronic components.
3. Demonstrate an understanding of open and short circuits.
4. Demonstrate the ability to use the understanding above to troubleshoot minor electrical problems.

## PRACTICAL ARTS CURRICULUM

### Photoshop

9<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

This is a semester course on digital imaging. Photoshop offers a vast array of tools, functions, and methods for creating, editing, capturing, repairing, resizing, and enhancing digital images.

#### **Course Objectives:**

Students should be able to:

1. Open and save images.
2. Identify the different parts of the Photoshop work environment and tools.
3. Select and copy selections.
4. Recognize elements of the Layers palette and be able to create, add special effects and merge layers.
5. Change images to Black and White and change colors of an image.
6. Add text effects to photos.
7. Work with different filters to alter images.

**PRACTICAL ARTS CURRICULUM**

**Photoshop II**

**10<sup>th</sup> – 12<sup>th</sup> grade**

**½ credit**

**Course Description:**

**Course Objectives:**

## Library Science – 9<sup>th</sup> -12<sup>th</sup> grade

½-1 credit

### **Course Description:**

Library Science is a course designed to help students experience and evaluate the career of a Media Specialist. Through hands on work with students and use of library equipment and programs, students will learn how libraries run on a daily basis. Students will need pre-approval from the media specialists and must maintain a C average to be able to sign up for this class. The class is available in the high school and elementary school. Good attendance and good discipline is a must.

### **Course Objectives:**

1. Use the Lumen library computer program to check materials in and out.
2. Apply Concepts of the Dewey Decimal System and alphabetizing to make sure materials are shelved in the correct order and location.
3. Relate to other students in a way that would be beneficial to all involved.
4. Collect and display materials to create bulletin boards, displays, and decorations to enhance students' interest in reading.
5. Read materials to elementary students.
6. Use the handheld scanner to take inventory of materials.
7. Apply all library concepts to assist in day-to-day operations of the library.
8. Assist in processing new materials when they arrive.
9. Relate various information from media specialist to teachers.
10. Use concepts to solve non-routine problems that might arise in daily operations.

**PRACTICAL ARTS CURRICULUM**  
**Child Development – 9<sup>th</sup> -12<sup>th</sup> grade**

**½ credit**

**Course Description:**

During Child Development students gain an understanding of the development and care of children. Attention is given to parenting readiness, parenting skills, and discipline and guidance techniques. Areas of study include parenting choices; heredity and human reproduction, pregnancy, prenatal development, and birth; and the physical, social, emotional, and intellectual development of the newborn through the age of three. Recommended for students interested in careers related to children and well as those who might someday be a parent.

To improve the quality of life for Missouri's children, performance competencies in the Child Development, Care and Guidance course taught in Family and Consumer Sciences Education programs enable students to:

- a. construct meaning pertinent to child care, guidance and supervision;
- b. communicate effectively with family members, child care agencies and professional service providers;
- c. solve problems based upon the developmental needs of children;
- d. make decisions that support the sound physical, mental and social development of children; and
- e. assess the impact of the parenting role in society.

during prenatal development and the  
5. Identify guidelines for  
creating safe  
birth process.  
Environments.

- 3. Explain the physical, emotional, social,  
6. Assess personal  
characteristics and  
and intellectual stages that the  
professional requirements  
for  
developing child goes through.  
occupations related to child  
development, care and  
guidance.

**Course Objectives:**

Students who are successful in this course will:

- 1. Describe diverse roles in parenting.  
4. Justify interaction choices  
including  
guidance and discipline  
techniques.
- 2. Analyze health concerns and needs

# PHYSICAL EDUCATION/HEALTH CURRICULUM

## COURSES AVAILABLE:

Physical Education I  
Physical Education  
Health  
Physical Development  
Team Sports

+ weighted

\* pre-requisite

\*\* prior approval

\$ dual enrollment



NCAA Approved Course

## PHYSICAL EDUCATION/HEALTH CURRICULUM

### Physical Education I

½ credit

#### Course Description:

High School physical education is a course designed to introduce students to a variety of team sports, individual and dual sports, physical fitness training, and lifetime physical education activities. It also introduces students to basic physiological principles in order to gain more efficient use of the body in daily activities and to insure effective practice procedures. Students will also be encouraged to use safe and responsible personal and social behaviors in the physical activity setting. An emphasis on injury prevention, treatment, and rehabilitation is also included.

#### Course Objectives:

Students will:

1. Develop knowledge and performance skills in a variety of team sports, individual, and lifetime recreational activities.
  2. Develop knowledge of basic physiological principles relative to the components of physical fitness including cardio-respiratory functioning, joint flexibility, muscular strength, endurance, and application of fitness principles in one's lifestyle.
  3. Develop a respect for others while participating in physical education activities.
  4. Demonstrate an adequate application of movement, knowledge, and social skills in games and activities.
  5. Demonstrate fundamental movement skills while developing basic sport skills.
  6. Use proper injury prevention techniques during physical activity and demonstrate competence in basic first aid.
- Warm-up and Cool-down, Speed, Agility, Flexibility, Coordination, Endurance, Spatial Awareness, Hydration, Injury Prevention, Healthy and Balanced Diet, Reaction Time, Hygiene, and Power.
2. Apply and/or Demonstrate General Concepts for:
    - Volleyball Skill Set
    - Motor Patterns and Loco-motor Movements
    - Striking With Long And Short Handled Implements
    - Throwing Skills (Arm Strength, Velocity, Accuracy)
    - Catching Skills (Glove, One Hand, Two Hand, Grounded, Flighted)
    - Strategies And Concepts Of Organized Team Sports
    - Kicking And Punting Skills (Power And Accuracy)
    - Striking An Object That Is In Motion Or Stationary( Hand, Foot, Head, Body, LHI,SHI)

Course Overview:

1. Analyze And Understand the Importance of:
3. Create Your Own Team Sports

## PHYSICAL EDUCATION/HEALTH CURRICULUM

### Physical Education

#### Boys & Girls

½ credit

#### Course Description:

#### Course Objectives:

##### ***Boys Physical Education II***

1. Analyze And Understand the Importance of
  - Warm-up and Cool-down
  - Speed
  - Agility
  - Flexibility
  - Coordination
  - Endurance
  - Spatial Awareness
  - Hydration
  - Injury Prevention
  - Healthy and Balanced Diet
  - Reaction Time
  - Hygiene
  - Power
2. Apply General Concepts For
  - Volleyball Skill Set
  - Motor Patterns and Loco-motor Movements
  - Striking With Long And Short Handled Implements
  - Throwing Skills (Arm Strength, Velocity, Accuracy)
  - Catching Skills (Glove, One Hand, Two Hand, Grounded, Flighted)
  - Strategies And Concepts Of Organized Team Sports

- Kicking And Punting Skills (Power And Accuracy)
- Striking An Object That Is In Motion Or Stationary( Hand, Foot, Head, Body, LHI,SHI)

##### ***Girls Physical Education II***

#### Students will:

1. Master various skill sets which promote physical health and fitness and can successfully engage in those activities. Dodge ball, volleyball, wiffle ball, kickball, basketball, flag tag
2. Learn lifetime activities which promote physical health and fitness.
3. Develop and demonstrate good sportsmanship while participating in physical education activities.
4. Identify and demonstrate various warm-up techniques to prepare the body for physical activity.
  - Stretching
  - dynamic warm up
5. Calculate personal fitness level.
  - Heart rate
  - Strength
  - flexibility

## PHYSICAL EDUCATION/HEALTH CURRICULUM

### Health

9<sup>th</sup> – 12<sup>th</sup> grade

½ credit

#### **Course Description:**

The high school health course is organized around the following content areas: personal, family and community health; growth and development/human sexuality; mental and emotional health; injury prevention and safety; nutrition; prevention and control of disease; and prevention of substance use and abuse. Emphasis will be placed on the risk behaviors associated with tobacco, alcohol, and drug use, poor eating habits, behaviors that result in intentional or unintentional injury, physical inactivity, and sexual behaviors that result in HIV, other sexually transmitted diseases, or unintended pregnancy. Learning strategies will focus on acquiring critical health knowledge and skills relating to communication, decision making, stress management, and problem solving that will lead to health literacy and effective health behaviors.

#### **Course Objectives:**

Students will:

1. Understand that personal health behaviors can have both a short- and long-term consequence on the functioning of human body systems.
2. Evaluate factors that impact personal and family health and distinguish between constructive and destructive ways to deal with problems and emotions.
3. Design strategies for improving and monitoring health-related fitness.
4. Analyze issues of sexual behavior, including sexually transmitted diseases and unwanted pregnancy, and develop strategies to deal with these issues.
5. Understand the relationship between diet and exercise, nutrition and disease prevention, and make good health decisions about eating behaviors.
6. Demonstrate the ability to access valid health information and health-promoting products and services.
7. Demonstrate the ability to use interpersonal communication skills, refusal and negotiation skills, and conflict resolution skills to enhance health.
8. Identify potential risks in daily living and apply basic health and safety measures.
9. Describe the potential effects of tobacco, alcohol, and drug use and develop effective strategies that promote healthy lifestyles.
10. Assess environmental health risks in one's community and examine ways that individuals, communities, and state and federal government cooperate to promote environmental health.

**PHYSICAL EDUCATION/HEALTH CURRICULUM**  
**Physical Development (Girls and Boys are Separate)**

**9<sup>th</sup> – 12<sup>th</sup> grade**

**1 credit**

**Course Description:**

Physical Development is a semester course offered to high school students. In this course, students will be introduced to weight training, conditioning drills, and body awareness. Students will be instructed and assessed on an individual program that meets their specific needs.

**Course Objectives:**

Students will:

1. Make an accurate assessment of their current level of cardiovascular and muscular fitness.
2. Set realistic goals in these areas and keep accurate records of workouts.
3. Develop knowledge and demonstrate basic weight-lifting techniques.
4. Develop and demonstrate an improvement in muscular strength, endurance, and conditioning.

## PHYSICAL EDUCATION/HEALTH CURRICULUM

### Team Sports (Co-ed)

1 credit

#### Course Description:

High School Team Sports is an advanced course for students who have had a prerequisite in P.E. I and/or have instructor approval. This course is designed for students to compete at a high level in a variety of team sports, individual and dual sports, physical fitness training, and lifetime physical education activities. It also introduces students to advanced physiological principles in order to gain more efficient use of the body in daily activities and to insure effective practice procedures. Students will also be encouraged to use safe and responsible personal and social behaviors in the physical activity setting. An emphasis on injury prevention, treatment, and rehabilitation is also included.

#### Course Objectives:

Students will:

1. Analyze And Understand the Importance of
  - Warm-up and Cool-down
  - Speed
  - Agility
  - Flexibility
  - Coordination
  - Endurance
  - Spatial Awareness
  - Hydration
  - Injury Prevention
  - Healthy and Balanced Diet
  - Reaction Time
  - Hygiene
  - Power
2. Apply General Concepts For
  - Volleyball Skill Set
3. Create Your Own Team Sports
  - Motor Patterns and Loco-motor Movements
  - Striking With Long And Short Handled Implements
  - Throwing Skills (Arm Strength, Velocity, Accuracy)
  - Catching Skills (Glove, One Hand, Two Hand, Grounded, Flighted)
  - Strategies And Concepts Of Organized Team Sports
  - Kicking And Punting Skills (Power And Accuracy)
  - Striking An Object That Is In Motion Or Stationary( Hand, Foot, Head, Body, LHI, SHI)