



# *Navigator*

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Lindbergh High School

Academic  
Planning  
& Course Guide

2013-2014

Lindbergh School District does not discriminate on the basis of handicap race or sex in admission of access to, treatment or employment in, its programs and activities. The district does comply with section 504 and Title IX and Title VI regulations.

Dr. Nancy Rathjen, Assistant Superintendent for Curriculum and Instruction, is designated as the person who coordinates the district's efforts for students and Dr. Rich Francis for staff to comply with Section 504 and Title IX and Title VI regulations. If further information is needed, please contact either person at 4314-729-2480.

Welcome to  
**LINDBERGH  
HIGH SCHOOL**

5000 South Lindbergh Boulevard  
Saint Louis, Missouri 63126  
(314) 729-2410  
[www.lindberghschools.ws](http://www.lindberghschools.ws)

## **LHS Mission Statement**

Lindbergh High School is a college preparatory high school that strives to develop competent and caring graduates through exceptional programs, services and personnel.

## **LHS Vision Statement**

The Lindbergh Learning Community, an active Partnership of School, Home and Community, will...

- Create a safe, challenging, academic environment
- Implement a rigorous and relevant curriculum
- Deliver appropriate and innovative instruction
- Ensure that students meet or exceed curricular standards

The *Navigator* contains a wealth of information regarding academic planning, career pathways, honors programs, college credit offerings, and post high school planning guidelines. This academic planning guide is provided to assist students with creating and implementing a plan for high school and beyond.

- The *Navigator* is available online through the LHS Guidance Department Website, [www.lindbergh.k12.mo.us/lhs/guidance](http://www.lindbergh.k12.mo.us/lhs/guidance)

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# Section

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# 1

## Academic Planning

The academic plan is a process in which students make course decisions based on graduation requirements, anticipated career pathways, abilities, interests and post secondary plans. It is initially developed in the 8th grade and revised each year in high school

The idea of the academic plan worksheet is to arrange selections of high school courses, track credit earnings compared to graduation requirements, and assist in making short term and long range educational and career goals.

There are six Career Path/Clusters and Career Fields within each, that provide a frame work to plan a high school program of study. Choosing a career path that matches interest and abilities is the key to finding enjoyment in everyday living. The six path/clusters are listed below and can be found on pages 11-16:

- (1) Creative Path: Arts and Communication
- (2) Business Path: Business management & Technology
- (3) Designing/Fixing/Building path: Industrial & Engineering Technology
- (4) Health Plan: Health Services
- (5) Helping Path: Human Services
- (6) Nature Path: Agriculture & Natural Resources

It is recommended when developing an academic plan, to utilize the courses suggested in each career path/cluster. The website, [www.careerclusters.org](http://www.careerclusters.org) is an excellent resource to identify interests and values in choosing a career path/cluster. There are sample academic plans for each career field located on the website. The website: [www.collegemajors101.com](http://www.collegemajors101.com) is an educational resource for students to learn about different college majors based on their career interests. Visit with a counselor for additional information on career path/clusters and fields.



# Lindbergh High School

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## GENERAL INFORMATION

### UNIT OF CREDIT:

One unit of credit is earned for successfully completing two semesters of work. Courses meeting daily for one semester earn one-half (.5) credit.

### TRANSFER OF CREDIT:

A student transferring to LHS from an unaccredited school (private, public and/or home school), must demonstrate his/her knowledge of completed coursework. An interview and/or assessment with the respective Department Chair will take place to assess the student's knowledge of the curriculum. A letter grade will be assigned based on the proficiency level for each course and appropriate credit will be awarded.

### REQUIRED COURSE:

A course which is required by either the State Department of Education or Lindbergh High School for graduation. Required course work that is failed can be made up in summer school or in an extra semester of work.

### ELECTIVE:

A course which a student chooses to take, but is not specifically required for graduation.

### PREREQUISITE:

A course that must be successfully completed before another related course may be taken. For example, Algebra 1 or Algebra 1B must be passed before Geometry can be taken.

### GRADE POINT AVERAGE (GPA)

The student's grade point average will be figured on the basis of semester grades in all subjects. No quarter grades will be used to determine the GPA. Letter grades will be given the following values and then averaged to determine your GPA. A=4 points; B=3 points; C=2 points; D=1 point; F=0 points. Students enrolled in honors courses receive an extra grade point for a grade of "A" or "B." Students enrolled in Advanced Placement and IB courses receive an extra grade point for a grade of "A", "B" or "C."

### RANK IN CLASS:

A student's rank in class is determined by his/her weighted GPA. The student with the highest GPA is number one in the class, the second highest GPA is number two in the class, etc. until all students are listed. If you are 99 from the top of a class of 500 students, your rank in class would be written as 99/500.

### SEMESTER FAILURE:

Certain subjects cannot be continued in the second semester if a student fails the first semester. These subjects are: Foreign Language, Mathematics, and Physics. If a student fails either semester of a course mentioned above, and passes the other, credit will be given ONLY for the semester passed.

### REPEATING A COURSE:

A student may repeat a course previously passed for no credit with the permission of the principal. In such a case, both the original grade and the repeat grade will be used to determine the student's GPA.

### ATHLETIC ELIGIBILITY:

A student *must be currently* enrolled in courses that offer at least 3.0 units of credit, and *must have earned* at least 3.0 units of credit the previous semester. Credit earned after or completed after the close of the semester (grade change) shall not count as having been earned that semester, except in case of *illness verified by a physician*. Students may earn up to one unit of credit in summer school that may be applied toward eligibility provided the credit is earned in "core" classes.



# Academic Planning Guide

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## GRADE SYSTEM:

High School students are graded in terms of the marks shown below:

A	Exceptional
B	Above Average
C	Average
D	Below Average
F	Failure to meet minimum requirements of the course; carries no credit
I	Incomplete: work must be completed by the end of the following quarter or the grade automatically becomes an F.
X	Excused: student has been excused from physical education for medical reasons.
NC	No Credit: Does not count toward grade point average. A student is not allowed more than five (5) absences from school per semester, excused or unexcused. Thereafter, the student will receive No Credit (NC) for that course. If the student is failing the course at the end of the semester, an "F" is given, and the "F": will override the "NC." An appeal may be submitted to the Attendance Appeal Committee to review any extenuating circumstances before the end of the semester.
PS/F	A student may take a course for Pass/Fail only with the approval of the principal. There must be a validated extenuating circumstance.

## PROMOTION/RETENTION

Since the high school provides a departmentalized program, grade level shall be determined by the number of credits attained.

**Promotion to Grade 10**—A student must have accumulated **5** units of credit to be classified as a sophomore.

**Promotion to Grade 11**—A student must have accumulated **11** units of credit to be classified as a junior.

**Promotion to Grade 12**—A student must have accumulated **17** units of credit to be classified as a senior.

Changes in grade level shall be made only at the beginning and conclusion of each school year. No grade level changes will be made at the conclusion of the first semester.

## A+ PROGRAM:

Lindbergh High School has been designated an A+ School which provides the opportunity for graduates who meet the following requirements to receive a two year tuition grant to a public community college, vocational school or technical school:

- Sign an A+ Student Participation Agreement available in the Counseling Office and the A+ Coordinator's office
- Attend Lindbergh High School three consecutive years prior to graduation.
- Graduate with a cumulative GPA of at least 2.5 on a 4.0 scale. (unweighted scale)
- Maintain a 95% attendance record throughout high school.
- Perform 50 hours of unpaid tutoring which may begin only after the student has earned 4 credits.
- Class of 2015, 2016 & 2017—Student must achieve a score of proficient or advanced on the Algebra 1 End of Course of Exam (EOCE.)
- Maintain a record of good citizenship and avoidance of the unlawful use of drugs.
- Make a good faith effort to first secure all available federal postsecondary student financial assistance funds that do not require repayment.

## GENERAL SCHOOL SUPPLIES

A specified list of school supplies will be provided at the beginning of the course by the teacher. Generic school supplies include pencils, pens, 3-ring binder, loose-leaf paper, folder/notebook for each class, foreign language dictionary (optional), scientific calculator and flash drive.

**GRADUATION REQUIREMENTS**

A student must meet all requirements of the Lindbergh School Board and the State of Missouri. The student must have twenty-four (24) units of credit in the following Areas:

4	units of <b>English</b> English 1, 2, 3 & 4
3	units of <b>Social Science</b> World History, U.S. Government & Politics*, & U.S. History
3	units of <b>Math</b>
3	units of <b>Science</b>
1	unit of <b>Practical Art</b> FACS, Business, Engineering Technology, Computer Programming, & Driver's Education Programs <i>Pilot, Spirit</i> and all courses taken at South Co. Technical School
1	unit of <b>Fine Art</b> Art, Music, Visual Programs & Humanities
1	unit of <b>Physical Education</b> Personal Fitness Concepts (PFC), one additional semester of PE elective
.5	unit of <b>Health</b>
.5	unit of <b>Personal Financial Management (PFM)</b>
7	units of <b>Electives</b> (any course not specifically required for graduation)
24	Total units of credit

\*The student must pass tests on the U.S. and Missouri Constitutions, which are given in U.S. Government & Politics class.

# LHS: PERSONAL PLANS OF STUDY

Name \_\_\_\_\_

	FRESHMAN YEAR—9	SOPHOMORE YEAR—10	JUNIOR YEAR—11	SENIOR YEAR—12	LHS Requirements	College bound
COMMUNICATION ARTS	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4	4	4*
SOCIAL STUDIES	WORLD HISTORY	US GOVERNMENT & POLITICS	US HISTORY		3	3*
MATHEMATICS					3	4*
SCIENCE	BIOLOGY or Biology A	PHYSICAL SCIENCE or Biology B	or PHYSICAL SCIENCE		3	3*
MODERN LANGUAGE					0	2 levels Suggested*
PRACTICAL ART					1	0
FINE ART					1	1
PHYSICAL EDUCATION					1	0
HEALTH			X	X	0.5	0
PERSONAL FINANCIAL MANAGEMENT (PFM)	X				0.5	0
ELECTIVE					7	(3 ELECTIVES WITH*)
TOTAL; GRADUATION REQUIREMENTS		US CONSTITUTION MO CONSTITUTION TESTS			24	

\*A combination of at least three core academic electives, Modern Language (2 levels are suggested) and/or fine arts are needed for college bound. Section 4 of *Navigator* has more college admission requirement information.

# Lindbergh High School

## EXAMPLES OF 4-YEAR PLAN

	FRESHMAN YEAR—9	SOPHOMORE YEAR—10	JUNIOR YEAR—11	SENIOR YEAR—12	CREDITS
COMMUNICATION ARTS	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4	4
SOCIAL STUDIES	WORLD HISTORY	US GOVERNMENT & POLITICS	US HISTORY	RECOMMENDED	3
MATHMETICS	ALGEBRA 1-A ALGEBRA 1 GEOMETRY	ALGEBRA 1-B GEOMETRY CP ALGEBRA 2	GEOMETRY CP ALGEBRA 2 TRIG	RECOMMENDED	3
SCIENCE	BIOLOGY A BIOLOGY	BIOLOGY B PHYSICAL SCIENCE	PHYSICAL SCIENCE CHOICE	RECOMMENDED	3
MODERN LANGUAGE	FRENCH, GERMAN or SPANISH level 2/3 CHOICE(1)	FRENCH, GERMAN or SPANISH level 2/3 CHOICE(1)			
PRACTICAL ARTS	CHOICE (.5)	CHOICE (.5)			1
FINE ARTS	X	CHOICE (1)			1
PHYSICAL EDUCATION	FITNESS (.5)	PHYS ED ELECTIVE (.5)			1
HEALTH	HEALTH (.5)	X	X	X	0.5
PERSONAL FINANCIAL MANAGEMENT	X	X	PERSONAL FINANCIAL MANAGEMENT (.5)	X	0.5
ELECTIVES	CHOICE (1.5)	CHOICE (1)	ALL AREAS CHOICE (2.5)	ANY AREAS CHOICE (6)	7
TOTAL GRADUATION CREDITS					24

	FRESHMAN YEAR—9	SOPHOMORE YEAR—10	JUNIOR YEAR—11	SENIOR YEAR—12	CREDITS
COMMUNICATION ARTS	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4	4
SOCIAL STUDIES	WORLD HISTORY	US GOVERNMENT & POLITICS	US HISTORY	RECOMMENDED	3
MATHMETICS	ALGEBRA 1-A ALGEBRA 1 GEOMETRY CP	ALGEBRA 1-B GEOMETRY CP ALGEBRA 2	GEOMETRY ALGEBRA 2 TRIG	RECOMMENDED	3
SCIENCE	BIOLOGY A BIOLOGY	BIOLOGY B PHYSICAL SCIENCE	PHYSICAL SCIENCE CHOICE	RECOMMENDED	3
MODERN LANGUAGE	X	X	X	X	0
PRACTICAL ARTS	X	TECH SCHOOL T.E.E) (1.5)	TECH SCHOOL (3)	TECH SCHOOL (3)	1
FINE ARTS	CHOICE (1)	X	X	X	1
PHYSICAL EDUCATION	FITNESS (.5)	PHYS ED ELECTIVE (.5)	X	X	1
HEALTH	HEALTH (.5)	X	X	X	0.5
PERSONAL FINANCIAL MANAGEMENT	X	PERSONAL FINANCIAL MANAGEMENT (.5)	X	X	0.5
ELECTIVES	CHOICE (1.5)	CHOICE (1)	X	ANY AREAS CHOICE (6)	7
TOTAL GRADUATION CREDITS					24

\*Refer to Section 4 of *Navigator* for more accurate college admission requirements. It is recommended to take academic electives senior year.

## CREATIVE PATH: ARTS & COMMUNICATION

This path is designed for individuals who are creative, imaginative, artistic and innovative with good verbal and writing skills. [www.careerclusters.org](http://www.careerclusters.org)

- Arts, A/V Technology and Communication: Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### Communications Occupations

Audio-Visual Specialist  
Broadcast Technician  
Communications Manager  
Editor  
Interpreter/Translator  
Public Relations Specialist  
Newscaster  
Radio/TV Announcer  
Reporter  
Writer

### Performing Arts Occupations

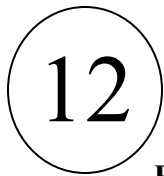
Actor  
Choreographer  
Composer  
Dancer  
Model  
Musician  
Producer/Director  
Professional Athlete

### Visual Arts Occupations

Artist  
Designer  
Fashion Designer  
Floral Designer/Florist  
Graphic/Commercial Artist  
Interior Designer  
Jeweler/Silversmith  
Motion Picture Projectionist  
Photographer

### Suggested Elective Courses

Journalism	Contemporary Issues
Media Technology	Psychology
Spirit	U.S. Law & Society
Pilot	Geography
Film as Literature	Entrepreneurship
Intro to Philosophy	Study Skills/Notetaking
Rapid Reading	Microsoft Office 1, 2
Modern Languages	Set/Design & Construction
Clothing 1 & 2	Art & Design
Fashion Design	Ceramics
Housing & Interior Design	Crafts
Health	AP Art Studio
Basic Weight Training	Band/Orchestra/Choir
Dance & Fitness Concepts	Music Tech 1 & 2
Advanced Strength & Conditioning	AP Music Theory
Resistance Training for Women	Theater Survey
Humanities	Basic Acting
Sociology	



# Lindbergh High School

## BUSINESS PATH: BUSINESS, MANAGEMENT & TECHNOLOGY

This path is designed for individuals who are strong at planning goal setting, date management, decision-making and problem-solving. [www.careerclusters.org](http://www.careerclusters.org).

- Business Management and Administration: Careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
- Finance: Planning, services for financial and investment planning, banking, insurance and business financial management.
- Information Technology: Design, Development, Support and Management of Hardware, software, Multimedia, and Systems Integration Services.
- Marketing Sales & Service: Planning, managing, and performing marketing activities to reach organizational objectives.

### Administrative Support Occupations, Including Clerical

Bank Teller  
 Court Clerk  
 Data Entry Keyer  
 Dispatcher, Emergency Vehicles  
 Insurance Adjuster/Examiner  
 Medical Secretary  
 Payroll Clerk  
 Receptionist  
 Title Examiner/Searcher

### Computer, Mathematical, and Operations Research Occupations

Actuary  
 Computer Programmer  
 Computer Systems Analyst  
 Credit Analyst  
 Mathematician  
 Statistician

### Executive, Administrative and Managerial

Accountant/Auditor  
 Administrative Services Manager  
 Budget Analyst  
 Education Administrator  
 Financial manager  
 Food Services Manage  
 Hotel/Motel/Manager  
 Loan Office/Counselor  
 Management Analyst  
 Marketing, Advertising and Public Relations Manager  
 Office Manager  
 Office Worker/Clerical Supervisor  
 Personnel, Training and Labor Relations Manager  
 Postmaster  
 Purchasing Agent  
 Recreations Facilities Manager  
 Retail Sales Manager/Supervisor

### Suggested Elective Courses

Media Technology	Foods
Spirit	World of Foods
Pilot	Career Explorations
Rapid Reading	Business/Personal Law
Sociology	Entrepreneurship
Psychology	Personal Financial
Contemporary Issues	Management
Geography	Microsoft Office
Humanities	Accounting
Web Communication & Design	Sports & Entertainment
JAVA	Marketing
AP/IB Computer Science	Marketing Internship
Calculus	IB Business &
Statics	Management
Modern Languages	AP Economics

### Marketing and Sales Occupations

Advertising Sales Agent  
 Real Estate Sales Agent/Broker  
 Sales Representative, Wholesale  
 Travel Agent

## DESIGNING/FIXING/BUILDING PATH: INDUSTRIAL & ENGINEERING TECHNOLOGY

This path is designed for individuals who are mechanically inclined, practical, like to build things and understand how they function. [www.careerclusters.org](http://www.careerclusters.org)

- **Architecture and Construction:** Careers in designing, planning, managing, building and maintaining the built environment.
- **Science, Technology, Engineering and Mathematics:** Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering).
- **Manufacturing:** Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
- **Transportation, Distribution and Logistics:** Planning, management, and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services.

### Architects, Surveyors and Cartographers

Architect  
Geographer  
Surveyor

Millwright  
Numerical Control Machine Operator  
Tool and Die Maker  
Welder/Cutter

Office machine Repairer  
Robotics Technician  
Small Engine Specialist  
Telephone Technician

### Construction Trades Extractive Occupations

Brickmason  
Carpenter  
Carpet Installer  
Construction Inspector  
Electrician  
Glazier  
Insulation Worker  
Painter/Paperhanger  
Plasterer  
Plumber/Pipefitter  
Roofer  
Sheet Metal Worker

### Mechanics, Installers, and Repairers

Aircraft Mechanic  
Automotive Body Repairer  
Automobile Mechanic  
Diesel Engine Mechanic  
Electronics Repairer  
Farm Equipment Mechanic  
Heating, Air-Conditioning, and Refrigeration Mechanic  
Heavy Equipment Mechanic  
Industrial Machinery Mechanic  
Laser Technician  
Marine Engine Mechanic

### Plant and Systems Operators

Power Generating Plant Operator  
Water and Sewage Treatment Plant Operator

### Printing Occupations

Lithograph press Operator  
Photoengraving and Lithographing  
Typesetting Machine Operator

### Transportation and Material Moving Occupations

Airplane Pilot  
Truck Driver

### Engineering and Engineering Technology

Aerospace/Aeronautical Engineer  
Biomedical Engineer  
Chemical Engineer  
Civil Engineer  
Computer-Aided Design Technician  
Drafter  
Electrical/Electronics Engineer  
Mechanical Engineer  
Metallurgical Ceramic Materials Engineer  
Mining Engineer  
Nuclear Engineer  
Pollution Control  
Solar Energy Systems Designer

Machinists and Industrial Production occupations  
Boilermaker  
Electroplating Machine Operator/Setter  
Machinist

### Suggested Elective Courses

Geography  
US Law & Society  
JAVA  
AP/IB computer Science  
Web Communication & Design  
Calculus  
Statistics  
Astronomy  
Physics  
Environmental Science  
Earth Science  
Chemistry  
Accounting  
Marketing  
Microsoft Office  
Entrepreneurship

Personal Financial Management  
Careerport to Computers  
Careerport to Networking  
A+ Certification  
Network+ Certification  
Server+ Certification  
Product manufacturing & Construction  
Principles of Engineering  
Digital Electronics  
Intro to Engineering Design  
Civil Engineering & Architecture  
Set Design & Construction  
Weight Training  
Selected Technical School Programs  
Graphic Design

**HEALTH PATH: HEALTH SERVICES**

The path is designed for individuals who like to help others, are interested in new diseases, how the body works and the overall promotion of health and the treatment of diseases. [www.careerclusters.org](http://www.careerclusters.org).

- **Health Services:** Planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

**Health Assistants**

- Dental Assistant
- Medical Assistant
- Nurse Assistant
- Occupational Therapy Assistant
- Pharmacist Assistant
- Physical Therapist Assistant
- Psychiatric Aide

**Health Diagnosis, Assessment and Treatment**

- Audiologist
- Chiropractor
- Dentist
- Occupational Therapist
- Osteopath
- Pharmacist
- Pharmacologist
- Physical Therapist
- Physician
- Physician’s Assistant
- Recreational Therapist
- Registered Nurse
- Respiratory Therapist
- Speech Pathologist

**Health Technologies and Technicians**

- Cardiology Technologist
- Dental Hygienist
- Dental Laboratory Technician
- Diagnostic Medical Sonographer
- Dialysis Technician
- Electrocardiograph Technician
- Emergency Medical Technician
- Licensed Practical Nurse
- Medical/Clinical Laboratory Technician
- Medical Technologist
- Nuclear Medicine Technologist
- Optician, Dispensing and Measuring
- Psychiatric Technician
- Radiographer/Radiologic Technologist
- Surgical Technician/Technologist

<b>Suggested Elective Courses</b>	
Psychology	Microsoft Office
Sociology	Health
Biology	Modern Language
Chemistry	Weight Training
Physics	Body Composition Management
Human Anatomy & Physiology	Contemporary Issues
Environmental Science	Humanities
Adolescent Issues	Intro to Philosophy
Relationships	Selected Technical School Programs
Child Development	



## HELPING PATH: HUMAN SERVICES

This path is designed for individuals who are friendly and outgoing and are interested in making life better for others in the areas of economic, political and social systems. [www.careerclusters.org](http://www.careerclusters.org).

- **Hospitality and Tourism:** Encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
- **Human Services:** Preparing individuals for employment in career pathways that relate to families and human needs.
- **Government & Public Administration:** Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
- **Law, Public Safety and Security:** Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
- **Education and Training:** Planning, managing and providing education and training services, and related learning support services.

### Food and Beverage Preparation Service Occupations

Chef  
Dietician/Nutritionist  
Food Preparation Worker

### Legal Occupations

Judge  
Lawyer  
Paralegal (Legal Technician)

### Personal Service Occupations

Funeral Director/Mortician  
Hairdresser/Cosmetologist/barber

### Protective Service Occupations

Correctional Officer  
Fire Fighter  
Guard  
Police officer/Detective  
Private Investigator

### Religious Occupations

Clergy

### Social Scientists and Urban Planners

Archeologist  
Archivist/Curator  
Economist  
Political Scientist  
Psychologist  
Sociologist  
Social Service Technician (Human Service Worker)  
Social Worker

### Suggested Elective Courses

Intro to Philosophy	World of Foods
Psychology	Child Development
Contemporary Issues	Adolescent Issues
Geography	Relationships
Sociology	Business/Personal Law
US Law & Society	Personal Financial Management
IB History of Americas	Entrepreneurship
Human Anatomy & Physiology	Microsoft Office
Earth Science	Drivers Education
Biology	Art & Design
Chemistry	Weight Training
Modern Languages	Health
Foods	Select Tech School Programs

### Teachers, Librarians and Counselors

Child Care Assistant Worker  
Librarian  
Preschool Teacher  
Secondary School Teacher  
Special Education Teacher  
Teacher Assistant  
Vocational Rehabilitation Counselor

**NATURE PATH: NATURAL RESOURCES**

This path is designed for individuals who like working with animals, plants and/or the environment  
[www.careerclusters.org](http://www.careerclusters.org)

- **Agriculture, food and Natural Resources:** The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

**Agriculture/Forestry/  
Fishing Occupations**

Agronomist  
 Animal Caretaker  
 Animal Scientist

Artificial Breeding Distributor  
 Biological/Agricultural Technologist  
 Farmer  
 Fish and Game Warden  
 Forestry Worker  
 Gardener/Groundskeeper  
 Horticulturist  
 Landscape Gardener  
 Nursery Manager  
 Nursery Worker

**Life Scientists**

Agriculturist and Food Scientist  
 Biochemist  
 Biochemistry Technologist  
 Biological Scientist  
 Botanist  
 Environmental Analyst  
 Forester/Conservation Scientist  
 Geneticist  
 Microbiology Technologist  
 Soil Conservationist  
 Zoologist

**Physical Scientists**

Astronomer  
 Chemist  
 Geologist  
 Meteorologist

<b>Suggested Elective Courses</b>	
<b>Geography</b>	<b>Astronomy</b>
<b>Statistics</b>	<b>Entrepreneurship</b>
<b>Biology</b>	<b>Foods</b>
<b>Chemistry</b>	<b>World of Foods</b>
<b>Physics</b>	<b>Contemporary Issues</b>
<b>Environmental Science</b>	<b>Sociology</b>
<b>Earth Science</b>	<b>Selected Tech School Programs</b>

# Section

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# 2

## Honors Programs

Lindbergh High School offers Honors classes, the Advanced Placement (AP) Program, the International Baccalaureate (IB) Program, and Advanced Independent Investigations (AII). These programs are designed for motivated students who want to challenge themselves academically.

### OVERVIEW

Advantages for pursuing an Honors Program:

- Colleges and universities are looking for students who challenge themselves with rigorous high school courses, which has become an important factor in college admissions.
- Department of Education research indicates that students who take challenging courses in high school enter college better prepared, with the ability to manage the workload, and to successfully graduate on time.
- Successful test scores and grades in Honors Classes can lead to college credit and exemption from introductory courses. This gives students time to broaden their college experience by exploring additional subject areas and participating in internships.

### DROPPING AN HONORS COURSE

All students are expected to stay in an Honors course until the end of the semester. Students who drop an Honors class, may do so only between mid-quarter and the end of first quarter, by following a prescribed procedure (purple Honors drop form) initiated by the course instructor. Students must remain in the Honors course until the procedure is complete. All grades earned in an Honors class will be averaged into the grades of the new class. Because of graduation credit requirements, students with a semester failure in an Honors class will be removed from the class.

**HONORS CLASSES**

Honors classes are offered in all core subject areas and Modern Language in the 9th and 10th grades. Students planning to take IB and/or AP course work in their last two years of high school are strongly encouraged to enroll in Honors Classes during their first two years of high school. Students enrolled in Advanced Placement and International Baccalaureate courses are expected to take the AP and IB exams offered in May.

**ADVANCED PLACEMENT (AP)**

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board.

Advanced Placement has rigorous course descriptions and examinations for each AP subject. The examination in most of these subjects covers the equivalent of a full year college course. The following courses are offered for Advanced Placement:

- a. English Literature, English Language
- b. Spanish, German, French Language
- c. Chemistry, Biology, Physics B, Physics C
- d. US History, US Government & Politics, Human Geography, Psychology
- e. Statistics, Calculus AB, Calculus BC, Computer Science A, Economics
- f. Music Theory, Studio Art

**INTERNATIONAL BACCALAUREATE (IB)**

The International Baccalaureate Program is a rigorous pre-university course of study that meets the needs of highly motivated secondary school students. The two-year program contains six academic areas surrounding a core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Those six areas are:

- a. Language A-Native language of the student-English
- b. Language B-Student choice of either Spanish, German, or French Language
- c. Global History
- d. Biology or Chemistry
- e. Calculus or Statistics
- f. One of the following:
  - (1) a second foreign language,
  - (2) the second science from letter d
  - (3) IB Computer Science
  - (4) IB Theatre Arts or IB Business & Management

In addition there are three requirements of the IB core.

- 1) Theory of Knowledge (TOK) is an interdisciplinary course intended to stimulate critical reflections upon the knowledge and experience gained inside and outside the classroom. The course seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- 2) An Extended Essay which is an original research paper of 4000 words on a subject chosen by the student.
- 3) Creativity, Action, Service (CAS) hours are required by students in order to develop awareness, concern, and the ability to work cooperatively with others.

International Baccalaureate examinations are offered in May and are about 3 hours long. Students who receive a minimum total of 24 points on exams and satisfactory completion of the Extended Essay, Theory of Knowledge, and CAS hours are awarded Diplomas in July. Students who do not wish to pursue the Diploma may receive a Certificate in individual courses by passing the IB examinations.

**ADVANCED INDEPENDENT INVESTIGATIONS (A.I.I.): (Gifted Program)**

Please see page 66

## EXAMPLE OF A TYPICAL PLAN OF STUDY FOR IB DIPLOMA

	FRESHMAN YEAR—9	SOPHOMORE YEAR—10	JUNIOR YEAR—11	SENIOR YEAR—12
COMMUNICATION ARTS	ENGLISH 1 HONORS	ENGLISH 2 HONORS	ENGLISH 3 PRE-AP/IB	ENGLISH 4 AP/IB LIT
SOCIAL STUDIES	WORLD HISTORY	US GOVERN. & POLITICS	US HISTORY AP/IB	IB GLOBAL HISTORY
MATHEMATICS	GEOMETRY GEOMETRY HONORS	ALGEBRA 2 ALGEBRA 2 HONORS	TRIG PRECALCULUS	STATISTICS CALCULUS AP/IB
SCIENCE	BIOLOGY HONORS	PHYSICAL SCIENCE HONORS	BIOLOGY AP/IB CHEMISTRY 1 AP/IB	BIOLOGY 2 AP/IB CHEMISTRY 2 AP/IB
MODERN LANGUAGE	FRENCH/GERMAN/ SPANISH LEVEL 2 HONORS	LEVEL 3 HONORS	LEVEL 4 AP/IB	LEVEL 5 AP/IB
PRACTICAL ART	X	CHOICE (1)		X
FINE ART	CHOICE (1)	X		X
PHYSICAL EDUCATION	PERSONAL FITNESS (.5)	P.E ELECTIVE (.5)		X
HEALTH	HEALTH (.5)	X	X	X
PERSONAL FINANCIAL MANAGEMENT	X	PERSONAL FINANCIAL MANAGEMENT (.5)	X	X
ELECTIVE	X	X	ANY AREAS CHOICE (1)	THEORY OF KNOWL- EDGE
			6TH AREA OF STUDY (1)	6TH AREA OF STUDY (1)

\*Contact the Honor's Coordinator for mor information

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# College Credit Offerings

# Academic Planning Guide

## ARTICULATION AGREEMENTS with St. Louis Community College (STLCC)

Articulated credit is college credit that is earned while a student is in high school and the credit is transcribed as a college credit upon enrollment in a related college program of study. Articulated credit is awarded for a course that is associated with a comparable college-level course, for which there is a signed articulation agreement developed by faculty and agreed upon by administration at both the secondary and postsecondary levels. Contact LHS's Guidance Department Chair for further articulated college credit guidelines.

1. Students must be registered in the CATEMA System and earn a grade of B or better.
2. Students must be enrolled at STLCC in a related program and access the credit within 3 years of completion of the articulated course from high school.
3. Students must complete an Admissions Application and notify college advisor of completion of high school course that is articulated with the college.
4. Students will receive the articulated credit at the end of a completed semester of college courses at the 100 level or better.
5. This articulation agreement is exclusive with the STLCC and may not transfer to another institution.

PROGRAM	LHS COURSE WORK	COLLEGE COURSE WORK
Computer Aided Design And Drafting (CADD)	*Project Lead the Way: Introduction to Engineering Design	EGR: 145 Computer Modeling
Electronic Engineering Technology	*Project Lead the Way: 1. Principles of Engineering 2. Network + Certification	1. GE: Engineering Technology Orientation (1 cr.) 2. EE: 233 Digital Logic (4 cr.)
Information Technology	1. A+ Certification 2. Network _ Certification	1. IS: 130 Hardware & Software Support (3 cr.) 2. IS: 215 Intro to Local Area Networks (3 cr.)
Accounting	Accounting 1 and 2	ACC: 100 Applied Accounting (3 cr)

\*In LHS' Project Lead the Way (PLTW) courses (see page 55), the student must score 70% or higher on the PLTW college credit exam for the respective course.

## ADVANCED PLACEMENT (AP) & INTERNATIONAL BACCALAUREATE (IB)

Please refer to page 18

### ST. LOUIS UNIVERSITY 1-8-1-8

Dual credit courses enable high school students to receive both high school and college-level credit simultaneously. Courses at Lindbergh High School are offered through the 1-8-1-8 Program at St. Louis University. Students are responsible for paying the fee, per credit hour, set by the University. The following Departments offer this Dual Credit: Modern Language.

### DUAL ENROLLMENT

Dual enrollment allows seniors to attend St. Louis Community College and earn college credit while still in high school. Students are expected to be enrolled in at least 4 classes at Lindbergh. To be eligible for Dual Enrollment, a student must have earned at least 19 credits to participate in the first semester, 21 credits in the second semester and have a minimum 2.0 GPA. The student is responsible for applying to the college and completing all the steps in the admissions process required by the community college. Interested students are advised to meet with their counselor for additional information. Please refer to page 23 for additional STLCC enrollment requirements.

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# Post High School Planning Guidelines



## COLLEGE PREPARATION:

In order to be eligible for admission at most four year colleges/universities, it is recommended that students complete 4 units in each of core areas (English, Math, Science and Social Studies) along with 1 unit of Fine Art and at least 2 levels of the same foreign language throughout their high school career.

Colleges and universities routinely change their admission requirements, therefore students and parents should make every effort to know the requirements of the particular school(s) to which they plan to apply. Be aware that it is possible for certain degree programs within the colleges/universities to have additional/different admission requirements. (Medical programs, nursing, physical therapy, journalism, etc).

Students and parents should utilize Family Connection, a post high school planning web site, for college and career exploration, scholarship searching, a personality inventory and more. (<http://workspacek12.naviance.com/Lindbergh>). Additionally, students are encouraged to consult their counselor along with the college and Career Counselor, attend college fairs, visit college campuses, and attend informational sessions around the St. Louis area to learn about college requirements. Juniors and seniors may attend sessions with college admissions representative on the LHS campus during the school day by signing up through Family Connections.

Additional information on requirements at state four year colleges is available at the Missouri Coordinating Board of Higher Education web site: [www.dhe.mo.gov/policies/hs-core.php](http://www.dhe.mo.gov/policies/hs-core.php)

## ST. LOUIS COMMUNITY COLLEGE REQUIREMENTS:

St. Louis Community College (STLCC) is an open enrollment college, meaning that all students are admitted regardless of GPA or standardized test scores. However, in order to take college level classes at STLCC, students are required to demonstrate the ability to perform at college level. The ability to perform at college level is determined by an ACT or Compass score.

In order to qualify for college level classes, students must score at least an 18 in the areas of English and Reading on the ACT. To qualify for college level math courses, a student must have an ACT math sub score of at least 23.

For students who do not meet the ACT or Compass score requirements, STLCC will require non-credit courses in reading, English or math to prepare them for college level courses. This policy applies to high school students who attend STLCC in the dual enrollment program as well.



# Lindbergh High School

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## NCAA FRESHMAN ELIGIBILITY STANDARDS

If you are interested in participating in Division 1 or II athletics, you must meet minimum high school academic requirements (see below). You must register after the 6th semester with the NCAA clearinghouse at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). The Clearing House will calculate your GPA and will check your ACT and/or SAT scores to determine eligibility. See your counselor for more information.

In order for a student to be eligible to play athletics at a Division 1 or 2 NCAA school, the student must fulfill several requirements:

1. Register and pay fee with the NCAA Clearing House ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) after junior year.
2. Have your ACT or SAT score(s) sent directly to the NCAA Clearing House. (code 9999)
3. Meet with your counselor to make sure you are in the correct classes (see below). You must meet the 24 credit Lindbergh graduation requirements as well

### Division 1—16 core classes

- 4 years of English
- 3 years of Mathematics (Algebra 1 and higher)  
Geometry Concepts and Algebra 2 Concepts and Algebra 2 Concepts will NOT meet NCAA requirements . (Algebra 1A and Algebra 1B together count as one year of math)
- 2 years of Science
- 1 year of additional English, Math or Science
- 2 years of Social Studies
- 4 years of additional English, Math, Science, Social Studies and/or foreign Language (see your counselor for a specific List of classes that are acceptable)

### Division 2—16 core classes

- 3 years of English
- 2 years of Mathematics (Algebra 1 and higher)  
Geometry Concepts and Algebra 2 Concepts and Algebra 1A will NOT meet NCAA requirements. (Algebra 1A and Algebra 1B together count as one year of math)
- 2 years of Science
- 3 years of additional English, Math or Science
- 2 years of Social Studies
- 4 years of additional English, Math, Science, Social Studies, and/or foreign Language (see your counselor for a specific list of classes that are acceptable)

4. Have the appropriate core GPA and ACT/SAT scores
  - a. Division 1 uses a sliding scale to match ACT test scores (sum of subscores in English, mathematics, reading, and science) and core GPA (see your counselor for the scale).  
Beginning with the class of 2016, minimum 2.3 core GPA.
  - b. Division 2 requires ACT subscore (English, mathematics, reading, and science) sum of 68 and a min. 2.0 GPA

*Note, these requirements are subject to change based on the NCAA. For the most up-to-date information check the website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Also, speak with your head coach(es), athletic director and your counselor for more information.*

## NCAA Division 3 Athletic Eligibility

NCAA Division 3 schools do not have a standard set of criteria for athletic eligibility. Check with the college's athletic office for their specific eligibility requirements.

## NAIA Athletic Eligibility

1. Register and pay fee with the NAIA Clearing House ([www.playnaia.org](http://www.playnaia.org)) after junior year.
2. Have your ACT or SAT score(s) sent directly to NAIA. 9876 is their code.
3. Meet two of the following three conditions:
  - a. 18 ACT composite score
  - b. 2.0 GPAA upon graduation
  - c. Be in the top half of your graduating class

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# Course Selection Process

**OVERVIEW/TIMELINES**

1. During the second and third weeks of January, counselors will visit individual classes to distribute material for course selection.
2. Wednesday, January 30, 2013 is “Curriculum Night.” Parents/Guardians and students are invited to visit with department chairs to obtain course syllabi and ask questions. Counselors will be available to assist with individual questions.
3. Instructors will assist students in selecting appropriate and challenging courses within their specific content area during class time.
4. Course request forms are due no later than the first Friday in February to the student’s English teacher. Parents/Guardians must approve the course selections by signing the form.
5. The second week in February, students will enter their course selections into the computer system. Schedules will be distributed during orientation in August.

**SCHEDULE CORRECTION GUIDELINES**

Students are expected to read the course descriptions in the *Navigator* and discuss the course offerings with teachers, parents and counselors before submitting their Course Request Forms. The master schedule and courses offered are determined by the requests students submit prior to March 1 each year. Students may drop/add (drop one course and change to a different one) prior to the first day of each semester only if space is available and according to the following guidelines:

1. A course required for graduation needs to be added
2. A change is required due to summer school or if the student has previously earned credit in a course
3. Post high school plan or Career Pathway has changed
4. A mistake in the schedule (computer error)

NO SCHEDULE CHANGES will be made once the semester begins. All students are expected to follow their schedules accordingly.

**DROPPING A CLASS ONCE SCHOOL HAS BEGUN**

Students are expected to be enrolled in seven classes or six classes and a Learning Lab. A student will be allowed to drop a class and enroll in a Learning Lab until the week after mid-quarter ends. Withdrawal from a course into a Learning Lab after the deadline will result in an “F” in the course for that semester.

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# Course Descriptions

## Explanation of Course Title Description

course number	course title	grade level(s) that may take course	credit toward graduation	pre-requisite
<b>1000</b>	<b>SAMPLE 2:</b>	<b>(9,10,11;</b>	<b>1 credit;</b>	<b>Sample 1)</b>



# Lindbergh High School

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## ENGLISH

Students completing the Lindbergh High School 4-credit communication arts program will be able to read and synthesize complex literature; write coherent, detailed prose; speak competently in various situations; and investigate and evaluate information from a range of media sources. All required English classes have a summer reading component.

### REQUIRED COURSES FOR GRADUATION

English 1  
English 1 - Honors

English 2  
English 2 - Honors

English 3  
English 3 - IB/Pre-AP

AP Language (can be taken junior year)  
English 4 College Prep  
English 4 Modern Literature  
English 4 IB/AP Literature

IB Theory of Knowledge (IB seniors only)

### ELECTIVE COURSES

Introduction to Media Technology  
Applied Media Technology  
Film as Literature  
Introduction to Philosophy  
Journalism in the Digital Age  
Pilot Publications 1 & 2  
Reading Strategies 1 & 2  
Intro to College Reading  
Intro to High School Reading  
Rapid Reading  
Speech and Debate  
Spirit Publications 1 & 2

## Required Courses

### **1100 ENGLISH 1: (9; 1 credit)**

English 1 is a survey course in literature and writing. Students will study a variety of genres including short stories, novels, poetry, drama, and non-fiction. Students will develop a strong foundation in writing through practice in paragraph, essay, and research writing, with additional focus on grammar and vocabulary. Students will also experience the value of learning from and with one another in the classroom setting through participation in the form of class discussion and group projects.

### **1102 ENGLISH 1 - HONORS: (9; 1 credit)**

Students in this Honors English course are introduced to the fundamentals used for in-depth study of major literary works and a comprehensive approach to written and oral literary analysis. Major assignments include the writing of literary analysis essays and commentaries as well as oral and visual presentations. Grammar, usage, mechanics, and sentence writing skills will be integrated with each writing assignment. Close reading and analysis of both literature and nonfiction will enable students to respond to complex literature with sophistication.

### **1200 ENGLISH 2: (10; 1 credit; English 1)**

This course contains writing from authors around the world and literature about each of the seven continents. Students will read, analyze, and evaluate works, noting literary devices, techniques, and structural elements. Discussion will emphasize the relationship between literature and culture. In conjunction with the text, students will read letters, speeches, articles, a biography (from a list) and *Lord of the Flies* by William Golding. In addition, students will formulate and support a thesis and apply elements of formal essay structure. The intent is to refine and improve writing through use of stylistic techniques and organizational structures. Each quarter covers a variety of genres and themes, including short stories, poetry, drama, research, folklore, mythology, and sacred texts, with corresponding writing, reading, and technological assignments

## **1202 ENGLISH 2 - HONORS: (10; 1 credit; English 1)**

This honors course challenges the students through an extensive literature program, focused primarily on British literature. Students pursue in-depth studies of major literary works through a comprehensive approach to written and oral literary analysis. Close reading skills, including vocabulary study, applied to a variety of literary genre will enable students to respond to the literature with complexity and sophistication in both written and oral modes and to conduct independent research on topics in literature and other fields. Literature-based writing assignments include literary analysis essays, commentaries, and a formal research process paper as well as personal response writing. Grammar, usage, mechanics, and sentence writing skills will be integrated with each writing assignment. The first semester curriculum provides an overview of varied fictional modes, critical writings, and literary devices while the second semester introduces the themes and archetypes of classical mythology and a chronological survey of major periods in British literary history. Current readings for the course include *The Turn of the Screw* (Henry James), *Lord of the Flies* (William Golding), *Dr. Jekyll and Mr. Hyde* (Robert Louis Stevenson), *Mythology* (Edith Hamilton), *Antigone* (Sophocles), *Macbeth* (William Shakespeare), a British novel of choice (based on AP Reading List Recommendation), selections from *Beowulf* and Chaucer's *The Canterbury Tales*, as well as selected British short stories and poetry from the Romantic, Victorian, and Modern Periods.

## **1300 ENGLISH 3: (11; 1 credit; English 2)**

This rigorous survey course of American Literature will familiarize students with the common themes and ideas that have developed throughout the literature of the United States through the study of literary genres, author's purpose for writing, and analysis of common literary and rhetorical devices. Emphasis is placed on an understanding of major American works and their authors, continued development of vocabulary, mechanics, written expression, oral communication skills, appreciation of multi-cultural literature, and the completion of at least four primary essays including a research paper. There will also be a focus on test-taking skills to prepare students for the ACT. Readings to supplement the textbook include: *Of Mice and Men*, *The Crucible*, and *The Great Gatsby*.

## **1302 ENGLISH 3 - IB/Pre-AP: (11; 1 credit; English 2)**

This is an accelerated course that introduces students to some of the best of the American and European writers and prominent themes and philosophies in American and world literature. English 3 - Pre-IB is the first certificate level course in the two-year International Baccalaureate program in English. The course emphasizes in-depth reading, group discussion, and critical writing based on short stories, novels, plays, and films. The course prepares students for advanced English courses and college English.

## **1441 AP LANGUAGE: (11,12; 1 credit; Successful completion of previous English classes)**

Serving as a challenging Communications Arts course and as a college level freshmen composition course, AP English Language provides students the opportunity to master advanced reading and writing skills. Increasing their facility to read for a variety of purposes, students analyze nonfiction's rhetorical modes in subjects such as science, history, journalism, biography, and politics. While nonfiction is the primary focus, works of fiction supplement the themes and stylistic techniques of the student nonfiction. After careful analysis of the literature, students employ the studied rhetorical strategies to produce their own stylistically mature prose. Students write a variety of essays similar to the rhetorical modes studied: narrative, descriptive, expository, analytical, investigative, and persuasive. Upon completion students are expected to take the Advanced Placement English Language Exam. Juniors may take AP Language to meet their English 3 requirement or Seniors may take AP Language to meet their English 4 requirement.

## **1401 ENGLISH 4 COLLEGE PREP: (12; 1 credit)**

This AP based course is recommended for college bound seniors. It includes some college entrance exam preparation and emphasizes the process of expository writing—with a focus on revision techniques—to sharpen student's thinking and to prepare them for college writing. Vocabulary development, effective note taking, organization, and test taking skills are also included. This course will further develop students' abilities as skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and as skilled analysts and writers who can compose in a variety of modes and for a variety of purposes. The writing content will focus upon lengthy expository, analytical, and argumentative essays. Readings will include the works of autobiographers, biographers, diarists, critics, essayists, journalists, and writers of history, politics, science, and nature. Additional readings will include a Shakespearean play, a novel, and poetry selections. Students will also have multiple opportunities for both formal and informal speaking and listening events throughout both semesters.

**1390 ENGLISH 4 MODERN LITERATURE: (12; 1 credit; English 3 or English 3 IB/Pre-AP)**

(A grade of C or better in English 3 or English 3 Pre-AP/Pre-IB is strongly recommended for Modern Literature)

This course is intended to be interesting and challenging- for example, students will learn about Bob Marley's songs, but they will do so through careful AP style TP-CASTT analysis of his lyrics and research into the primary texts that relate to Rastafarian beliefs. MWL seniors will rigorously analyze collegiate level international texts, which will be augmented by primary visual, audio, and fine art pieces. (i.e. students will also analyze and write essays about films, songs, and art work from various cultures) This course focuses primarily on composition, analysis, and critical thinking skills. Students will work mainly in the venue of expository essays (argumentative, comparison, and research based) and the prerequisite writing process. However, students will also ameliorate their discussion skills and devote time to the college application, and college entrance exam process. Students will be expected to read *A Small Place* by Jamaica Kincaid over the summer prior to taking the course.

**1440 ENGLISH 4 IB/AP LITERATURE: (12; 1 credit; English 3 or English 3 IB/Pre-AP or AP Language)**

This is a literature, discussion and composition course. After students read classic and modern literature, they discuss the material and write short or extensive papers on the works. The texts are supplemented by outside readings and critical selections. At the students' option, they may receive college credit through Saint Louis University. This course also serves as the second year in the IB certificate or diploma program.

**1650 IB THEORY OF KNOWLEDGE: (12; 1 credit; IB Diploma Candidate)**

In some respects, the Theory of Knowledge course focuses on problems of knowledge traditionally addressed in philosophy classrooms: How do we know what we know? On what bases (e.g., moral, scientific, aesthetic, theological) are different truth claims made? How and why do these truth claims overlap and/or conflict? In addition, however, the course invites students to examine what have more recently been described as "cross-disciplinary" approaches to knowledge: How do we define the boundaries between "hard" and "soft" sciences? What is at stake in recent controversies concerning the nature and functions of history? Who is fighting the so-called "culture wars"? Why? The Theory of Knowledge course is required for (and available only to) students pursuing the International Baccalaureate diploma. This course will be graded on a pass/ fail basis.

**Elective Courses****1510 INTRODUCTION TO MEDIA TECHNOLOGY: (9,10,11,12; .5 credit)**

This course focuses on broadcast journalism video production and copy writing. Students will participate in a variety of production roles: camera technician, reporter, anchor, and editor. Technical aspects of filming and editing will be covered. Students do their own camera work, editing, and studio work.

**1511 APPLIED MEDIA TECHNOLOGY: (9,10,11,12; .5 credit; Introduction to Media Technology or by advisor approval)**

Students in this course, formally known as Electronic Media II, are contributors to the broadcast team which produces the LHS video news show. This course is a lab environment where students work under the guidance of student editors and an adviser as they master skills learned in Introduction to Media Technology course. Duties include camera work, interviewing, digital editing, pre and post production, and advertising/ promotions. This course includes daily and long-term deadlines and requires project-based work outside of class.



## **1701 FILM AS LITERATURE: (11,12; .5 credit)**

Film, like the printed word, is a powerful means of communication. This course examines how film communicates so students can be more critical of the ideas being presented by this medium. Students will learn to “read” films carefully by exploring film techniques and terms, by discussing movie reviews, by writing film analyses, by critiquing feature films and documentaries, by comparing printed and visual media. Frequent writing and reading assignments are an important part of this course. Good speaking and listening skills are also needed.

## **1360 INTRODUCTION TO PHILOSOPHY: (11,12; .5 credit)**

What is the best way to live? Is man free? What is moral or immoral? What do we know, and how do we know it? This course introduces these and other perplexing questions which philosophers have discussed for centuries. Class discussion is emphasized. Students will read and analyze written selections from a wide range of thinkers, examining how those ideas resemble their own. Philosophy does not provide answers, but it does stimulate critical thinking. This course may count toward the Fine Art requirement for graduation.

## **1595 JOURNALISM IN THE DIGITAL AGE: (9,10,11,12; .5 credit)**

In this course, which is a combination of the courses formally known as Journalism and Photojournalism in the Digital Age, students learn how to generate story ideas, gather information, interview and write news, features, editorials and sports stories. Students learn production skills such as editing, design and computer application. Communication law and media ethics are discussed. Moreover, visual/photographic elements of journalism will be emphasized due to its prevalent nature in today’s media. This course is strongly recommended for students interested in being on Pilot or Spirit staffs.

## **1350 PILOT PUBLICATIONS 1: (10,11,12; 1 credit; by application and advisor approval)**

Journalism in the Digital Age course is strongly recommended.

Students use desktop publishing skills to produce Pilot, the school newspaper. Students decide editorial content with guidance from adviser, write and edit stories, take photographs, scan and edit digital and conventional photography, and design/layout pages. The focus is upon learning advanced writing skills. After-school work is required. A 2-day summer workshop, time and date to be announced, is required for all students enrolled in the course. This course may count as a Practical Art credit.

## **1352 PILOT PUBLICATIONS 2: (10,11,12; 1 credit; by application and advisor approval)**

Students taking this course will be responsible for leading a staff of their peers as they produce Pilot, the school newspaper. As editors, students will be expected to serve as role models for their staff members. They will oversee teams of students producing various pages and elements of the newspaper, including writing, photography, art, graphic design and advertising. Each member will be responsible for editing some aspect of production. Furthermore, student editors are required to spend several hours per month outside of class independently and/or during publication deadlines. A 2-day summer workshop, time and date to be announced, is required for all students enrolled in the course.

## **1470 & 1480 READING STRATEGIES 1&2: (9,10,11,12; 1 credit; placement by administration)**

Reading Strategies is designed for those students who feel they need to increase their reading skills and abilities. The course concentrates on increasing reading comprehension, improving work-study skills, increasing vocabulary, developing a flexible reading rate, and increasing word attack skills. Reading Strategies 1 aims content and strategies at freshmen and sophomores. Reading Strategies 2 is for juniors and seniors.

## **1485 INTRODUCTION TO COLLEGE READING: (12; .5 credit; placement by administration)**

This course is designed to develop the skills necessary for students to comprehend college level textbooks and develop a college level vocabulary. The reading skills emphasized are: using contextual clues in a text to determine the meaning of unfamiliar words; reading for main ideas and supporting details; recognizing an author’s writing patterns; and reading/thinking critically. Additional skills include organizational strategies, highlighting and annotating college texts, outlining longer selections of textbook materials, and preparing review cards for tests. Students completing this course with a grade of “C” or better will be exempt from St. Louis Community College’s Reading 030 course. Students will need to purchase the consumable textbook for this course.

**1491 INTRODUCTION TO HIGH SCHOOL READING: (9,10,11,12; .5 credit; placement by Administration)**

Intro to High School Reading offers students a unique one-on-one learning opportunity. The Jamestown Reading Navigator computer program will be utilized to target specific reading weaknesses. Students will participate in a combination of guided sessions and technology that will focus on specific reading content areas, which will provide the student with the intensive practice needed to enhance his or her reading skills.

**1490 RAPID READING: (9,10,11,12; .5 credit; MUST BE reading at or above grade level)**

Rapid Reading is designed to provide materials, direction and a working environment for the student who is committed to sharpening his/her reading skills in the areas of speed, comprehension, and vocabulary. The student is expected to be at or above grade level in reading and vocabulary skills when he/she enters the course. The class is individualized to the extent that the student works in materials at his/her own level, competing only against himself/herself. Progress is achieved in direct proportion to the amount of effort exerted by the student; therefore, an organized and self-disciplined approach to assigned tasks is encouraged. The student will complete at least two novels of high interest during the semester, as well as two-three week independent study sessions.

**1501 SPEECH AND DEBATE: (9,10,11,12; .5 credit)**

During the first half of the semester students learn to organize, deliver, and evaluate speeches. The foundation is laid for students to be effective communicators. Emphasis will be placed upon clear organization, investigative research of topics, and audience analysis. Speakers will gain poise and improve delivery through voice, posture, gestures, and eye contact. In the second half of the semester, students will be taught the techniques and rules of traditional debate and will be given the opportunity to apply those techniques.

**1340 SPIRIT PUBLICATIONS 1: (10,11,12; 1 credit; by application and advisor approval)**

This class is a learner lab in which students create the Spirit Yearbook under the guidance of an adviser. Students who take this year-long course will continue to develop the skills learned in Journalism, as well as learn design and photographic composition skills. Students are expected to edit copy and design. Students will work with each other to develop layouts and create and gather all elements necessary for spreads: photographs, captions, graphics, copy and ethics consistent with responsible journalism. This course is not only a class, but a club and requires after school work to complete the tasks assigned. A 2-day summer workshop, time and date to be announced, is required for all students enrolled in the course. This course may count as a Practical Art credit.

**1342 SPIRIT PUBLICATIONS 2: (12; 1 credit; by application and advisor approval)**

Students taking this course will be responsible for leading a staff of their peers as they produce the Spirit Yearbook. As editors, students will be expected to serve as role models for their staff members. They will oversee teams of students producing various pages and elements of the yearbook, including writing, photography, art, graphic design and advertising. Each member will be responsible for some aspect of production. Further-more, student editors are required to spend several hours per month outside of class independently and/ or during publication deadlines. A 2-day summer workshop, time and date to be announced, is required for all students enrolled in the course.

## SOCIAL STUDIES

### REQUIRED COURSES FOR GRADUATION

World History  
 World History - Honors

U.S. Government and Politics  
 AP U.S. Government and Politics

U.S. History  
 AP/Sociology

### ELECTIVE COURSES

Contemporary Issues  
 Geography  
 AP Human Geography  
 IB Global Studies/History of Americas  
 Humanities  
 U.S. Law and Society  
 General Psychology  
 AP Psychology

### Required Courses

#### **2200 WORLD HISTORY: (9; 1 credit)**

World History is a regional and chronological full-year study of the social, political, economic, technological, and geographic characteristics of world history between 1350 and present day. The first semester includes regional studies of the world pre-exploration, the first global age, and World War I. The second semester begins with World War II and then continues a regional approach examining the Middle East, Africa, Asia, Europe and the Americas including contemporary issues affecting these regions. At the end of the course, students will be able to answer the following questions: How has the changing relationship between human beings and the physical and natural environment affected human life from early times to the present? Why have relations among humans become so complex since early times? How have human views of the world, nature, and the cosmos changed over time? While covering the course material, students will develop skills such as writing, researching, communication and inquiry.

#### **2202 WORLD HISTORY - HONORS: (9; 1 credit)**

In addition to the requirements of the World History course, the honors sections are characterized by more emphasis on analysis of historical documents, the evaluation of various perspectives and theories, and the development and defense of positions on historical debates through written and oral presentations. Students are expected to be independent readers willing to think critically about course material.

#### **2500 UNITED STATES GOVERNMENT AND POLITICS: (10; 1 credit)**

This course is a full year study of the political, economic, and legal system of the United States, Missouri, and the St. Louis region. Particular focus is given to the constitutions of the U. S. and the state, about which students must pass a test as required by law for graduation from high school. In addition to the specifics of our political structures, topics included are the capitalist economic system, domestic policy, and foreign policy. This course is designed with emphasis on the development of inquiry and communication skills. The U.S. constitution test is administered during semester 1 and the Missouri test is administered during semester 2.

#### **2490 AP UNITED STATES GOVERNMENT AND POLITICS: (10; 1 credit)**

This course will provide students with an analytical perspective on United States Government and Politics. The course includes both a study and interpretation of general concepts and specific examples in U.S. Government and Politics. The following topics will be covered in the course: The U.S. Constitution, Political Beliefs and Behaviors, Interest Groups and the Mass Media, U.S. Government Institutions, Public Policy, and Civil Rights and Civil Liberties. This course is designed to challenge students with university level course work that will develop their reading, writing, analytical, and, time management skills. Students will be expected to take the AP exam at the end of the year. The U.S. and Missouri constitution tests are both administered during semester 2 and are required by law for graduation from high school.

**2220 UNITED STATES HISTORY: (11; 1 credit)**

U.S. History is a yearlong study of the political, economic and social developments which have shaped the nation. The course follows a thematic approach, drawing clear connections between the colonial period to the present within specific unit topics. Students will continue to improve their inquiry and communication skills while becoming informed, active citizens of the U.S.

**2250 AP/IB UNITED STATES HISTORY: (11; 1 credit)**

In addition to the requirements of the U.S. History course, the honors sections are characterized by more work emphasizing the analysis of historical documents, the evaluation of various perspectives and theories, and the development and defense of positions on historical debates through written and oral presentations. This course will prepare students to take the Advanced Placement exam and/or to continue in the IB course History of the Americas. This course is required for IB Diploma candidates.

**Elective Courses****2410 CONTEMPORARY ISSUES: (11,12; .5/1 credit)**

This course provides students with background knowledge about major international and domestic issues commonly found in the news media. Students will study and understand various philosophies that influence our political, economic, and social institutions. Sample topics include: Should the U.S. military intervene in violent conflict abroad? Is capital punishment just? What is the U.S. government's responsibility in protecting the global environment? Rational discussion of the issues is an integral part of the course. Contemporary Issues may properly be regarded as a study of values in conflict; it is not merely a study of current events. The first semester of this course primarily addresses international issues, and the second semester addresses domestic issues.

**2400 GEOGRAPHY: (11,12; .5/1 credit)**

Geography brings together the physical and human dimensions of the world. Its subject matter is Earth's surface and the processes that shape it, the relationships between people and their environments, and the connections between people and places. It is a way of thinking about where things are and how they got there. The first semester of this course introduces the basic tools and concepts of geography including; cartography, space, weather and climate, landforms and natural resources, human geography and systems, and human-environment interaction. Second semester focuses on the world's regions and geographic issues facing those regions.

**2401 AP HUMAN GEOGRAPHY: (11,12; 1 credit)**

AP Human Geography introduces the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Learn about the methods and tools geographers use in their discipline. Other key content areas include population, cultural patterns and process, the political organization of spaces, agricultural and rural land use, industrialization and economic development, and cities and urban land use. The fundamental concepts of location, space, scale, place, pattern, regionalization, and globalization will be used and applied. Students will be expected to take the AP exam at the end of the year.

**2260 IB GLOBAL STUDIES/HISTORY OF THE AMERICAS: (12; 1 credit)**

This course explores global politics in a historical framework, as well as the theory, practice, and, analysis of Global Politics and international relations. Although emphasis is placed on relations among nations in the Americas, in order to fulfill the requirements for the International Baccalaureate diploma and History of the Americas exam, this course will also focus on the history of globalization, peace and conflict, terrorism, trade, international finance, international organizations, international law, human rights, global environmental and technological issues. All themes focus on international awareness as they examine key issues and consider contemporary case studies at both hemispheric and international levels

## **2461 HUMANITIES: (11,12; 1 credit)**

Humanities is the study of the human condition and how human cultures have impacted each other over time. During the first semester, students learn about the ancient cultures of past to see how they have directly influenced our own culture. From Mesopotamia and Egypt to the Greeks and the Romans, students take an in-depth look at the literature, architecture, music, and art from these eras to discover who these people were and what their cultural impact has been. Second semester starts with an examination of art and music history. From the genius of da Vinci to the inspiring works of Mozart and Beethoven, students discover some of the most culturally significant pieces of art and music ever created. Second semester finishes up with an analysis of newly emerging art forms in our own country, such as the movie and film industry and the birth of Rock and Roll. **Humanities may count towards a fine art credit.**

## **2450 SOCIOLOGY: (11,12; .5 credit)**

This course is an introduction to the foundations and applications of the field of sociology. The course is divided into six units which examine the primary issues and concerns with which sociologists work. The course also investigates social problems and examines a variety of suggested solutions to these problems. Additionally, the course is designed to familiarize the student with social science research methods and will require the student to conduct his/her own research in a field of interest.

## **2340 UNITED STATES LAW AND SOCIETY: (11,12; .5 credit)**

Law and Society is a one-semester elective that engages student in an exploration of the United States Law and its role in their lives. Students will analyze legal issues and problems, and think critically to develop their own solutions. Students will participate in the law process through a variety of exercises and be encouraged to take an active role in our legal system.

## **2430 GENERAL PSYCHOLOGY: (11,12; 1 credit)**

General Psychology takes a practical approach to human behaviors and mental processes while emphasizing an everyday application of basic concepts. Subjects include: neurology, sensation and perception, learning, development, personality theory, states of consciousness, abnormal psychology, and social psychology.

## **2431 AP PSYCHOLOGY: (12,11 with teacher approval; 1 credit)**

AP Psychology will take an advanced look at human behavior and our mental processes. This course includes the application of methodology, research and discussion. Topics studied will include: sensation, perception, memory, learning, thinking, motivation, social development, personality assessment and psychological disorders. Students will be expected to take the AP exam at the end of the year.

**MATHEMATICS**

**REQUIRED COURSES FOR GRADUATION**

Algebra 1 Part A  
 Algebra 1 Part B  
 Algebra 1

Geometry  
 Geometry College Prep  
 Geometry Honors

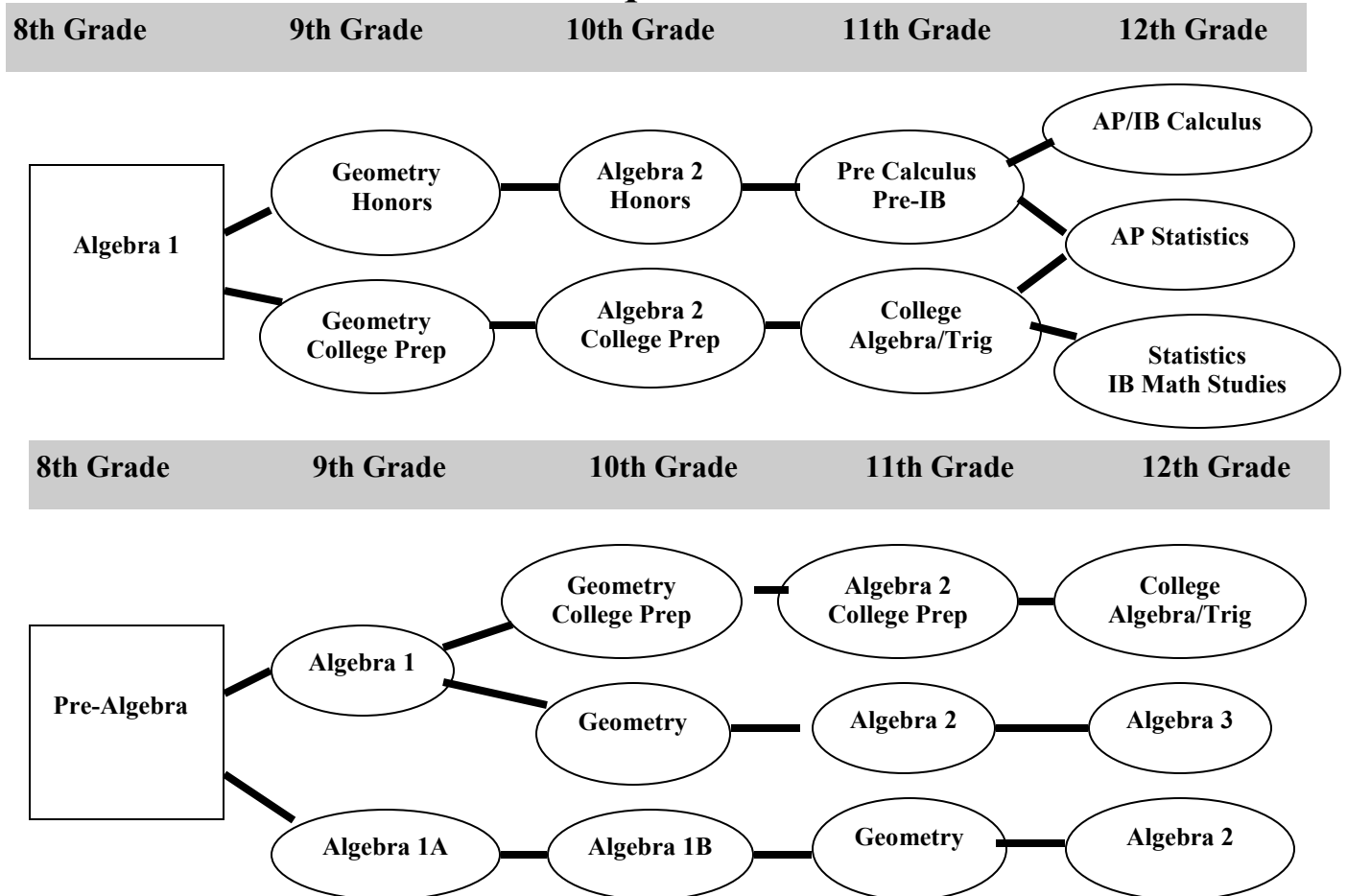
Algebra 2  
 Algebra 2 College Prep  
 Algebra 2 Honors

**ELECTIVE COURSES**

Algebra 3  
 College Algebra/Trigonometry  
 Pre-Calculus/Trigonometry Pre-IB  
 AP/IB Calculus AB  
 AP Calculus BC  
 Statistics/IB Math Studies  
 AP Statistics

The following factors should be considered before choosing Algebra 1A, Algebra 1B OR Algebra I: mathematics grades, performance on achievement tests, the Algebra Aptitude Test, and the recommendation of the math teacher and counselor.

**Mathematics Sequence of Courses**



## Required Courses

### **3110 ALGEBRA 1 PART A: (9,10,11; 1 credit)**

This is the first year of a two year program in algebra for students who have experienced some difficulty in previous mathematics courses. The complete Algebra I course is divided into two years of study in order to give more time for the understanding of the various concepts.

### **3120 ALGEBRA 1 PART B: (10,11; 1 credit)**

Algebra 1 Part B is the second year of the two year Algebra program. Thus, with completion of both Algebra 1A and 1B two units of credit are given toward graduation. For college admission purposes, this two-year program is equivalent to one unit of Algebra 1. This two year program fulfills the requirement of the Algebra credit necessary to graduate.

### **3150 ALGEBRA 1: (9,10,11; 1 credit)**

This is a first course in algebra designed for those students who are capable and may plan to study more advanced mathematics. This group includes those who want three or more units of math to meet college admission requirements for some colleges, those who plan to study math and science in high school or college, or those who need math for electronics, data processing, and other technical courses. Topics studied include variables, operations with integers, properties of equations and numbers, inequalities, operations with polynomials, factoring, algebraic fractions, simultaneous linear equations, irrational numbers and quadratic equations. A great deal of emphasis will also be placed on applying these skills to the solution of “real world” problems.

### **3205 GEOMETRY: (10,11,12; 1 credit)**

Geometry is designed to be less intensive and detail oriented than either Geometry College Prep or Geometry Honors. Geometry concentrates on broader and more general applications of the theorems, postulates, and definitions of geometry. There is less emphasis on proofs than in the other geometry classes. Many colleges require geometry as a prerequisite for entry, thus the format is designed to appeal to the student who needs more mathematics but would have great difficulty in mastering the more rigorous Geometry College Prep or Geometry Honors.

### **3250 GEOMETRY COLLEGE PREP: (9,10,11,12; 1 credit)**

This course gives considerable attention to helping students understand the nature of a deductive proof and what these proofs involve (definitions and undefined terms, meaning and the use of assumptions and the meaning of a logical sequence). Throughout the course students are encouraged to think of geometry as a logical system of thought. The skills acquired in earlier math courses in arithmetic and algebra are maintained and extended toward visual representations.

### **3180 GEOMETRY HONORS: (9,10; 1 credit)**

This course is intended for those who have good mathematical ability and especially those who plan future studies in mathematics, physics, chemistry, and engineering. It emphasizes the structure of geometry as a deductive system using relationships, properties, and applications associated with shapes found in a three-dimensional world. Topics covered are plane, solid, and coordinate geometry; logic; and right triangle trigonometry.

### **3302 ALGEBRA 2: (11,12; 1 credit)**

This course is intended for students who have completed Algebra 1A, Algebra 1B and Geometry, or Algebra 1 and Geometry College Prep with some difficulty. Students will refine skills covered in Algebra 1 and expand to some second year Algebra topics. A Texas Instruments (TI) graphing calculator is strongly recommended.

### **3305 ALGEBRA 2 COLLEGE PREP: (10, 11, 12; 1 credit; Geometry College Prep or concurrent enrollment in Geometry College Prep)**

Recommended: Geometry College Prep or Geometry Honors and a “C” or better in previous math courses.

This is the second course in algebra designed for those students who are capable and may plan to study advanced mathematics. This course satisfies admission requirements for colleges that require three units of mathematics. It is

recommended for anyone desiring a career in science, technology, business or related fields. Topics studied include relations, functions, rational and irrational numbers, quadratic equations, radicals, complex numbers, quadratic relations, exponential and logarithmic functions, sequences and series, rational functions, elementary functions and trigonometry. Texas Instruments (TI) graphing calculator is strongly recommended.

**3310 ALGEBRA 2 HONORS: (10,11; 1 credit)**

This course will cover all the topics covered in Algebra 2 plus the following: 1.) Definition of Field and proof of Field Theorems, 2.) Linear Programming, and 3.) Develop linear, quadratic, exponential and logarithmic functions for use in applications. Texas Instruments (TI) graphing calculator is strongly recommended.

**Elective Courses****3410 ALGEBRA 3: (12; 1 credit; Algebra 2)**

This course is designed to improve the critical thinking and problem solving skills of students who desire additional preparation for college level mathematics. This course will include the study of statistics with data analysis and probability, applied topics such as elementary and advanced trigonometry, exponential and logarithmic functions, and sequences and series. This course also reviews fundamental concepts and skills of high school mathematics in order to prepare the students for ACT tests and college placement exams.

**3400 COLLEGE ALGEBRA/TRIGONOMETRY: (11,12; 1 credit)**

Recommended: "B" or better in previous math courses.

This course is designed to give students a foundation for advanced mathematics. Areas of study include trigonometric functions, inverse functions, identities, equations, analytical geometry, and coordinate geometry. Texas Instruments (TI) graphing calculator is strongly recommended.

**3350 PRE-CALCULUS/TRIGONOMETRY Pre-IB: (11,12; 1 credit)**

The course will include all the topics covered in the College Algebra/Trig class plus selected topics in vectors, exponential and logarithmic functions, probability and statistics. Texas Instruments (TI) graphing calculator is strongly recommended.

**3440 AP/IB CALCULUS AB: (12; 1 credit)**

This course covers differential and integral calculus of the real numbers. Students may take the IB Mathematics SL exam or the AP Calculus AB exam upon completion of this course. Texas Instruments (TI) graphing calculator is strongly recommended.

**3441 AP CALCULUS BC: (12; 1 credit)**

Calculus BC is a full year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus parametric, polar, and vector functions, polynomial approximations and series. This course is the equivalent of a college level Calculus I and II. It is intended to be the next course for an exceptional Pre Calculus student. Texas Instruments (TI) graphing calculator is strongly recommended.

**3515 STATISTICS/IB MATH STUDIES: (11,12; 1 credit)**

This course introduces students to a variety of numerical and algebraic concepts and applications, explores functions and applies them to mathematical situations, continues the study of trigonometric and circular functions, logic, calculator applications, extends the study of probability and statistics and introduces the basic concepts and techniques of calculus. This course prepares students for the IB Math Studies SL exam and earns a weighted grade. Texas Instruments (TI) graphing calculator is required.

**3511 AP STATISTICS: (11,12; 1 credit)**

AP statistics introduces students to the major concepts and tools for soliciting, analyzing, and drawing conclusions from data. It focuses on statistics and probability, emphasizing sound statistical thinking rather than routine procedures. This course is intended to be equivalent to an introductory, non-calculus based college course in statistics. Students will have the opportunity to earn college credit through the AP Statistics Exam. Texas Instruments (TI) graphing calculator is strongly recommended.



## SCIENCE

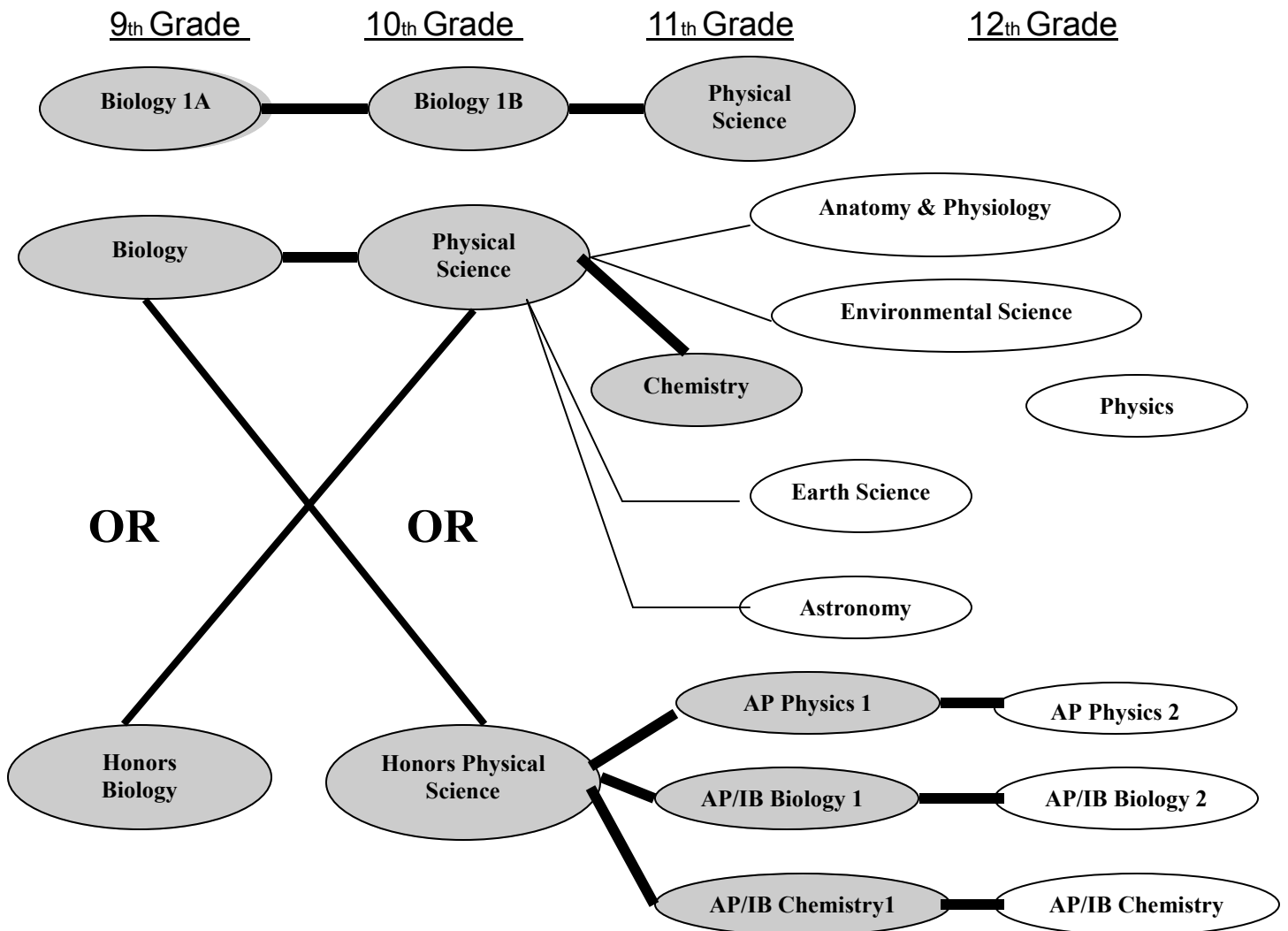
### REQUIRED COURSES FOR GRADUATION

- Biology Part A
- Biology Part B
- Biology
- Biology - Honors
  
- Physical Science
- Physical Science - Honors
  
- Chemistry
- AP/IB Chemistry 1
- AP/IB Biology 1
- AP Physics 1

### ELECTIVE COURSES

- Astronomy
- AP/IB Biology 2
- AP/IB Chemistry 2
- Earth Science
- Environmental Science
- AP Environmental Science
- Human Anatomy & Physiology
- Physics
- AP Physics 2
  
- Field Biology (Summer option)

## Science Sequence of Courses



**Required Courses****4205 BIOLOGY PART A: (9; 1 credit)**

This is the first year of a two year program in Biology for students who have experienced some difficulty in previous science courses. The complete Biology course is divided into two years of study. Along with Biology concepts, fundamental science skills will be taught.

**4210 BIOLOGY PART B: (10; 1 credit; Biology Part A)**

Biology Part B is the second year of a two year Biology program. Thus, with completion of both Biology Part A and Biology Part B, two units of credit are given toward graduation. For college admission purposes, this two-year program is equivalent to one unit of Biology.

**4200 BIOLOGY: (9; 1 credit)**

Biology begins with a discussion of the unique properties of living organisms that set them apart from the non-living components of the environment in which they live. The presentation of molecular and cellular biology follows and gives a background for the concepts of reproduction and genetics. Units dealing with microbiology, multi-cellular plants, invertebrate animal life, the vertebrate animals, and evolution follow. Finally, an overview of the sphere of life on earth is presented. Much time is spent using methods in experimentation and observation, collecting and interpretation of data, followed by drawing of conclusions. This course is a prerequisite for all other biological sciences, and is a good basic course to take before college biology.

**4202 BIOLOGY-HONORS: (9; 1 credit; B or better in 8th grade science and math is recommended)**

This course is recommended for freshmen excelling in science. This is an accelerated introductory biology course which will prepare students to continue in the sequence with Honors Physical Science, Advanced Biology, Advanced Chemistry, and/or Physics. In this course, the fundamental concepts of biology are developed. This course covers the same concepts as the Biology course, but in more depth and greater emphasis on outside work.

**4100 PHYSICAL SCIENCE: (10; 1 credit)**

Physical Science is a required, two semester course covering basic physics and chemistry concepts. This course serves as a foundation for all students. The topics uncovered include Newton's laws of physics, momentum, work, energy, electricity, magnetism, classifying matter, chemical reactions, atomic structure, and chemical bonding. This is a hands-on course that is designed to apply the concepts above to real world situations.

**4103 PHYSICAL SCIENCE HONORS: (10; 1 credit; Algebra 1)**

(A grade of "B" or better is recommended for all previous math and science courses.)

This course is recommended for all sophomores excelling in science. This is an accelerated physical science course which will prepare students to continue in the sequence with advanced biology, chemistry and/ or physics. In this course, the fundamental concepts of chemistry and physics are developed. The laws of chemistry and physics are presented qualitatively and considerable emphasis is placed on solving problems.

**4300 CHEMISTRY: (11; 1 credit; Algebra 1)**

This course allows chemistry to be understandable and accessible to all students. The emphasis is on the role chemistry plays in everyday life, thus helping the student to better understand the scientific issues affecting our country and the world. Students will be able to make more informed and reasoned decisions on crucial scientific issues. Some of the topics studied are atomic theory, chemical reactions, gas laws, organic chemistry, biochemistry and problem-solving. This course will prepare students to take chemistry in college.

**4320 Pre-AP/IB CHEMISTRY 1: (11,12: 1 credit; Biology and Honors Physical science and concurrent Trigonometry; A or B in both Honors Physical Science and Algebra 1)**

This course is recommended for juniors and seniors excelling in science and interested in pursuing a career in science, health, and engineering. This is the first half of a two-year intensive chemistry program which is designed to provide the student with enhanced opportunities for learning both the theory and practice of chemistry through discussion, a variety

of lab exercises, lecture, films, and group activities. Units of study include a review and extension of the chemistry covered in Honors Physical Science. This course allows students to continue on with Chemistry 2 AP/IB.

## **4220 Pre-AP/IB BIOLOGY 1: (11,12; 1 credit; Biology and Honors Physical Science OR Biology, Physical Science, and Chemistry)**

(Recommended:>3.0 GPA in Biology and Physical Science is recommended)

This course is recommended for juniors and seniors excelling in science and interested in pursuing a career in science. This course will provide an intensive, in depth and investigative approach to the study of biology. Emphasis will be placed on biochemistry, cell biology, genetics, molecular biology, and human anatomy and physiology, the course serves as the first year of the higher level IB Biology course as well as the first half of the Advanced Placement course.

## **4402 Pre-AP PHYSICS 1: (11,12; 1 credit; Biology and Honors Physical Science and concurrent Pre-Calculus)**

This course is recommended for juniors and seniors excelling in science and interested in pursuing a career in science and engineering. This course is an accelerated study of physics. A strong background in math is expected and good problem solving skill. The topics cover include kinematics, dynamics, momentum, gravity, energy, heat, sound, light electricity, magnetism, atomic and nuclear physics. The course uses lab experiment approach to understand concepts. The development of problem solving skills is both quantitative and qualitative. This course allows students to continue on with AP Physics 2

## **Elective Courses**

## **4401 ASTRONOMY: (11,12; 1 credit; C or better in Algebra 1 or Algebra 1B, Biology and Physical Science)**

This course is designed for students who want a challenging physics-based college preparatory course in space science. A good grasp of math and application of concepts will allow the student to learn how modern day astronomers study our universe. Some of the topics include star formation, observing the objects beyond our earth, how our sun affects our earth, theoretical discussion on our solar system, galaxy and universe, and current NASA programs and future space exploration. Upon completion of Astronomy, students will have a better appreciation for the universe, as well as our world. Content will be presented through lecture, video, individual and group projects, field trip, labs, and computer based research.

## **4230 AP/IB BIOLOGY 2: (12; 1 credit; AP/IB Biology 1)**

This course is recommended for seniors excelling in science and interested in pursuing a career in science and health. This course will provide an intensive, in depth and investigative approach to the study of biology. Emphasis will be placed on ecology, microbiology, botany, zoology, evolution, and human anatomy and physiology. Upon successful completion of the second year the student is eligible to take the high level IB exam and the AP exam.

## **4340 AP/IB CHEMISTRY 2: (12; 1 credit; AP/IB Chemistry 1)**

This course is a follow-up to Chemistry 1 AP/IB and extends the ideas and topics covered in that course with the addition of Kinetics, Equilibrium, Thermodynamics, and Electrochemistry. Emphasis will be placed on lab and other direct experiences with the topics covered including the extensive use of Organic Chemistry, Environmental Chemistry and Biochemistry. Students will be prepared to take the Standard Level International Baccalaureate Chemistry Exam or Advanced Placement Chemistry Exam.

## **4120 EARTH SCIENCE: (11,12; 1 credit; Biology and Physical Science)**

This course is for students interested in studying geology, meteorology, and oceanography. Some of the topics include rock types and history, plate tectonics, mapmaking, weather/climate patterns and ocean currents. The course content will be presented through lecture, individual and group projects, videos, labs, and computer based research.

**4290 ENVIRONMENTAL SCIENCE: (11,12; 1 credit; Biology and Physical Science)**

This course is for students interested in studying the environment. Environmental Science is designed to give students a current and comprehensive overview of environmental issues at the global, national, and local level. Subject matter is grouped into thematic units on Ecology, Air, Land, Forests, and Water. Students will be exposed to issues of politics with the environment as well as investigating solutions to problems and how individuals can make a difference. The format is very interactive; using projects, lab activities, and field trips to the Gempp outdoor classroom. Weekend Ozark trips are offered during the year to enhance our experience in the environment.

**4295 AP ENVIRONMENTAL SCIENCE: (11,12; 1 credit; Grade of C or higher in Biology & Physical Science is strongly recommended)**

This course is designed to take students on an intensive tour of this popular topic. The class will provide a comprehensive overview of issues at the global, national, and local levels. Thematic units covering our air, land, and water will give students the chance to explore important topics regarding the atmosphere, world oceans, forests and rivers. Students will investigate a “green” perspective in our society and see the role politics and the individual citizen play in environmental stewardship. Advanced topics including Environmental Ethics, Biogeography, and the History of Environmental Science will be presented. Weekend field trips to Missouri’s National Forest and Wild Rivers will provide real experiences for students.

**4270 HUMAN ANATOMY AND PHYSIOLOGY: (11,12; 1 credit; Biology and Physical Science)**

(A grade of “B” or better is recommended for previous science courses)

This course is designed for students interested in pursuing a career in health. This course is designed as an introductory course in human anatomy and physiology. Dissection of a cat is mandatory and plays an integral part in reinforcing the material in this course. It is tailored to meet the needs of students in allied health, medical and biology programs. Many body systems are studied, with emphasis placed throughout on presenting the human body as a living, functioning, homeostatic organism. Clinical material and disease processes are introduced where appropriate. Upon completion of Human Anatomy and Physiology, students have a fuller understanding of the role body systems play in the organism and their relationship to each other. This course prepares to take college level human biology and college level anatomy and physiology.

**4400 PHYSICS: (11,12; 1 credit; Biology and Physical Science and concurrent Trigonometry)**

This course is recommended for all seniors. This course is the study of motion and energy. The topics cover include kinematics, dynamics, momentum, gravity, energy, heat, sound, light electricity, magnetism, atomic and nuclear physics. The course uses a lab approach to understand concepts. The development of problem solving skills is both quantitative and qualitative.

**4403 AP PHYSICS 2: (12; 1 credit; AP Physics 1)**

This course will cover all the topics from year one in greater depth using a spiral curriculum and additional topics including fluid mechanics, thermodynamics, atomic and nuclear physics will be covered. An emphasis will be placed on problem solving of multiple step and multiple concept questions. In addition some topics of interest to the students such as astrophysics, relativity, in-depth nuclear physics and the grand unification theory will be explored. Books such as Steven Hawking’s A Brief History in Time or Brian Greens’ The Elegant Universe will be read.

**FIELD BIOLOGY: (9,10,11; .5 credit; C in Biology or instructor approval)**

(SUMMER FIRST SESSION ONLY)

Field Biology is an enrichment class offered to students and is outdoor education at its best! Students work daily at the Gempp outdoor classroom which is based at Southview School near Long Elementary. Students study forests, prairies, wetlands, and zoology with labs, weekly field trips, and two camp-outs including a canoe trip on an Ozark wild and scenic river.

## MODERN LANGUAGES

### ELECTIVE COURSES

French, German, Spanish

Level 1, 2 or 2 Honors, 3 or 3 Honors, 4 or 4 AP/IB/1818, 5 or 5 AP/IB/1818

**A student's academic success in a modern language requires continuity and constant exposure to the language. As a result, in order to gain credit for a modern language course, a student must complete the first and second semester of the language in the same academic year. Failure to pass the second semester of the language requires the student to repeat the entire year of the language.**

Modern language study for high school students is becoming increasingly more important. A student planning to enroll in a four year college or university is strongly encouraged to complete a minimum of two or more levels of a modern language in order to meet university entrance requirements—these levels should be consecutive levels in the same language. Students successfully completing level 1, at the middle school or the high school, should enroll in level 2 or level 2 Honors to fulfill university entrance requirements.

The following factors are considerations when selecting a language class: previous modern language grades, performance on language exams, reading aptitude tests, and the recommendation of their modern language teacher.

### Elective Courses

#### **7210 FRENCH 1: (9,10,11,12; 1 credit)**

The student learns elementary skills in listening, speaking, reading, and writing French. Students will learn to communicate at a novice level through short dialogues and pictures depicting life situations. Basic grammatical concepts are taught and reinforced by oral and written exercises. Technology and authentic materials introduce students to the daily life of people in French-speaking countries.

#### **7220 FRENCH 2: (9,10,11,12; 1 credit; French 1)**

(A grade of “C-” or better in French 1 is strongly recommended for French 2)

The emphasis shifts in this level to increase the student's range of expression for both oral and written communication at a novice level. There is a more intensive study of the basic grammatical structure of the language with increased emphasis on reading and listening comprehension. There is a correspondingly increased emphasis on reading and writing, as well as speaking French. The student's knowledge of various French-speaking countries and their culture is expanded through technology-based research, through class discussions and a variety of authentic materials.

#### **7222 FRENCH 2 HONORS: (9,10,11,12; 1 credit; French 1)**

(A grade of “B” or better in French 1 is strongly recommended for French 2 Honors)

The emphasis shifts in this level to increase the student's range of expression for both oral and written communication at a novice/intermediate level. There is a more intensive study of the basic grammatical structure of the language with increased emphasis on reading and listening comprehension. There is a correspondingly increased emphasis on reading and writing, as well as speaking French. The student's knowledge of various French-speaking countries and their culture is expanded through technology-based research, through class discussions and a variety of authentic materials.

This course goes beyond the work of the French 2 class, progressing at an accelerated pace. There is also an increased emphasis on all communication skills. It is recommended only for motivated students who desire a greater academic challenge. This course is the initial step in the AP/IB/1818 Honors Program.

#### **7230 FRENCH 3: (10,11,12; 1 credit; French 2 or French 2 Honors)**

(A grade of C- or better in French 2 is strongly recommended for French 3)

The level 3 student will expand and improve communication skills in French while continuing the study of basic grammar at a novice/intermediate level. There is an increased emphasis on the reading of authentic materials and more involved writing assignments. Increased reliance on French as the means of communication in the classroom is emphasized. Technology and authentic materials enhance the student's knowledge of the French-speaking cultures.

**7232 FRENCH 3 HONORS: (10,11,12; 1 credit; French 2 or French 2 Honors)**

(A grade of B or better in French 2 or French 2 Honors is strongly recommended for French 3 Honors)

The level 3 student will expand and improve communication skills in French while continuing the study of basic grammar at a novice/intermediate level. There is an increased emphasis on the reading of authentic materials and more involved writing assignments. Increased reliance on French as the means of communication in the classroom is emphasized. Technology and authentic materials enhance the student's knowledge of the French-speaking cultures.

This course is a continuation of the accelerated program begun in the second level of the Honors Program. This honors course is to prepare students for the AP/IB/1818 program. It is recommended for highly motivated students. Selected works are studied and discussed in the target language to increase language skills and expose students to contemporary language and cultures.

**7241 FRENCH 4: (11,12; 1 credit; French 3 or French 3 Honors)**

(A grade of C- or better in French 3 or French 3 Honors is recommended for French 4)

At an intermediate level, the student will learn how to deal with a greater variety of topics and tasks. This course is intended to give the student further practice in developing conversational and writing skills. Various types of authentic material and technology help to improve listening and reading skills. Basic grammar concepts are reviewed and higher-level concepts are presented. Emphasis is placed on the practical application of the language and appreciation of French-speaking cultures.

**7240 FRENCH 4 AP/IB/1818: (11,12; 1 credit; French 3 Honors)**

(A grade of B or better in French 3 Honors is strongly recommended for French 4 AP/IB/1818)

This is the first level of a two-year advanced course designed to prepare the student to meet the requirements of the AP/IB/1818 Honors Program. The student increases proficiency in all of the basic skills emphasized in the French 4 class at an intermediate level and may reach the pre-advanced level. Various forms of French literature and other authentic materials studied are accessible through technology. Intensive practice in extemporaneous speaking and in composition enhances communication and comprehension skills. There is a systematic review of basic French grammar as well as the introduction of grammatical fine points with a continued emphasis on the knowledge of French life and culture. In addition to high school credit for this course, the student has an opportunity to receive college credit.

**7260 FRENCH 5: (12; 1 credit; French 4 or French 4 AP/IB/1818)**

(A grade of C- or better in French 4 or French 4 AP/IB/1818 is strongly recommended for French 5)

This course will challenge the student who is interested in further improving oral proficiency and knowledge of the French culture. Emphasis is placed on the practical application of the language and a topical approach is used to stimulate discussions. Authentic material and technology are used to give the student further practice in the skills of speaking, listening, reading and writing at an intermediate level and possibly a pre-advanced level. The target language is utilized to give the student the maximum opportunity to learn the language.

**7250 FRENCH 5 AP/IB/1818: (12; 1 credit; French 4 AP/IB/1818)**

(A grade of B or better in French 4 AP/IB/1818 is strongly recommended for French 5 AP/IB/1818)

This is the second level of the two year advanced course that completes the AP/IB/1818 Honors Program. This course will challenge the student who is interested in further improving oral proficiency skills and knowledge of the French culture, while preparing oneself to take the AP and IB exams. Critical thinking skills are further developed through the study of French civilization, culture, and literature. Classroom discussions and activities are conducted in French and the student performs at an intermediate/pre-advanced level. Regular assignments will include oral exposes, discussions, and composition work to further the student's ability to understand spoken French in various contexts and to acquire an active, extensive vocabulary for self-expression. Authentic materials, including newspapers, magazines and audio/video technology are used. In addition to high school credit for this course, the student has an opportunity to receive college credit.

**7610 GERMAN 1: (9,10,11,12; 1 credit)**

The student learns elementary skills in listening, speaking, reading, and writing German. Students will learn to communicate at a novice level through short dialogues and pictures depicting life situations. Basic grammatical concepts are taught and reinforced by oral and written exercises. Technology and authentic materials introduce students to the daily life of people in German-speaking countries.

## **7620 GERMAN 2: (9,10,11,12; 1 credit; German 1)**

(A grade of C- or better in German 1 is strongly recommended for German 2)

The emphasis shifts in this level to increase the student's range of expression for both oral and written communication at a novice level. There is a more intensive study of the basic grammatical structure of the language with increased emphasis on reading and listening comprehension. There is a correspondingly increased emphasis on reading and writing, as well as speaking German. The student's knowledge of various German-speaking countries and their culture is expanded through technology-based research, through class discussions and a variety of authentic materials.

## **7622 GERMAN 2 HONORS: (9,10,11,12; 1 credit; German 1)**

(A grade of B or better in German 1 is strongly recommended for German 2 Honors)

The emphasis shifts in this level to increase the student's range of expression for both oral and written communication at a novice/intermediate level. There is a more intensive study of the basic grammatical structure of the language with increased emphasis on reading and listening comprehension. There is a correspondingly increased emphasis on reading and writing, as well as speaking German. The student's knowledge of various German-speaking countries and their culture is expanded through technology-based research, through class discussions and a variety of authentic materials.

This course goes beyond the work of the German 2 class, progressing at an accelerated pace. There is also an increased emphasis on all communication skills. It is recommended only for motivated students who desire a greater academic challenge. This course is the initial step in the AP/IB/1818 Honors Program.

## **7630 GERMAN 3: (10,11,12; 1 credit; German 2 or German 2 Honors)**

(A grade of C- or better in German 2 or German 2 Honors is strongly recommended for German 3)

The level 3 student will expand and improve communication skills in German while continuing the study of basic grammar at a novice/intermediate level. There is an increased emphasis on the reading of authentic materials and more involved writing assignments. Increased reliance on German as the means of communication in the classroom is emphasized. Technology and authentic materials enhance the student's knowledge of the German-speaking cultures.

## **7632 GERMAN 3 HONORS: (10,11,12; 1 credit; German 2 or German 2 Honors)**

(A grade of B or better in German 2 or German 2 Honors is strongly recommended for German 3 Honors)

The level 3 student will expand and improve communication skills in German while continuing the study of basic grammar at a novice/intermediate level. There is an increased emphasis on the reading of authentic materials and more involved writing assignments. Increased reliance on German as the means of communication in the classroom is emphasized. Technology and authentic materials enhance the student's knowledge of the German-speaking cultures.

This course is a continuation of the accelerated program begun in the second level of the Honors Program. This honors course is to prepare students for the AP/IB/1818 program. It is recommended for highly motivated students. Selected works are studied and discussed in the target language to increase language skills and expose students to contemporary language and cultures.

## **7641 GERMAN 4: (11,12; 1 credit; German 3 or German 3 Honors)**

(A grade of C- or better in German 3 or German 3 Honors is strongly recommended for German 4)

At an intermediate level, the student will learn how to deal with a greater variety of topics and tasks. This course is intended to give the student further practice in developing conversational and writing skills. Various types of authentic material and technology help to improve listening and reading skills. Basic grammar concepts are reviewed and higher level concepts are presented. Emphasis is placed on the practical application of the language and appreciation of German-speaking cultures.

## **7640 GERMAN 4 AP/IB/1818: (11,12; 1 credit; German 3 Honors)**

(A grade of B or better in German 3 Honors is strongly recommended for German 4 AP/IB/1818)

This is the first level of a two-year advanced course designed to prepare the student to meet the requirements of the AP/IB/1818 Honors Program. The student increases proficiency in all of the basic skills emphasized in the German 4 class at an intermediate level and may reach the pre-advanced level. Various forms of German literature and other authentic materials studied are accessible through technology. Intensive practice in extemporaneous speaking and in

the introduction of grammatical fine points with a continued emphasis on the knowledge of German life and culture. In addition to high school credit for this course, the student has an opportunity to receive college credit.

**7651 GERMAN 5: (11,12; 1 credit; German 4 or German 4 AP/IB/1818)**

(A grade of C- or better in German 4 or German 4 AP/IB/1818 is strongly recommended for German 5)

This course will challenge the student who is interested in further improving oral proficiency and knowledge of the German culture. Emphasis is placed on the practical application of the language and a topical approach is used to stimulate discussions. Authentic material and technology are used to give the student further practice in the skills of speaking, listening, reading and writing at an intermediate level and possibly a pre-advanced level. The target language is utilized to give the student the maximum opportunity to learn the language.

**7650 GERMAN 5 AP/IB/1818: (11,12; 1 credit; German 4 AP/IB/1818)**

(A grade of B or better in German 4 AP/IB/1818 is strongly recommended for German 5 AP/IB/1818)

This is the second level of the two year advanced course that completes the AP/IB/1818 Honors Program. This course will challenge the student who is interested in further improving oral proficiency skills and knowledge of the German culture, while preparing oneself to take the AP and IB exams. Critical thinking skills are further developed through the study of German civilization, culture, and literature. Classroom discussions and activities are conducted in German and the student performs at an intermediate/pre-advanced level. Regular assignments will include oral exposes, discussions, and composition work to further the student's ability to understand spoken German in various contexts and to acquire an active, extensive vocabulary for self-expression. Authentic materials, including newspapers, magazines and audio/video technology are used. In addition to high school credit for this course, the student has an opportunity to receive college credit.

**7510 SPANISH 1: (9,10,11,12; 1 credit)**

The student learns elementary skills in listening, speaking, reading, and writing Spanish. Students will learn to communicate at a novice level through short dialogues and partner practice. Basic grammatical concepts are taught and reinforced by oral and written exercises. Technology and authentic materials introduce students to the daily life of people in Spanish-speaking countries.

**7520 SPANISH 2: (9,10,11,12; 1 credit; Spanish 1)**

(A grade of C- or better in Spanish 1 is strongly recommended for Spanish 2)

The emphasis shifts in this level to increase the student's range of expression for both oral and written communication at a novice level. There is a more intensive study of the basic grammatical structure of the language with increased emphasis on reading and listening comprehension. There is a correspondingly increased emphasis on reading and writing, as well as speaking Spanish. The student's knowledge of various Spanish-speaking countries and their culture is expanded through technology-based research, through class discussions and a variety of authentic materials.

**7522 SPANISH 2 HONORS: (9,10,11,12; 1 credit; Spanish 1)**

(A grade of B or better in Spanish 1 is strongly recommended for Spanish 2 Honors)

The emphasis shifts in this level to increase the student's range of expression for both oral and written communication at a novice/intermediate level. There is a more intensive study of the basic grammatical structure of the language with increased emphasis on reading and listening comprehension. There is a correspondingly increased emphasis on reading and writing, as well as speaking Spanish. The student's knowledge of various Spanish-speaking countries and their culture is expanded through technology-based research, through class discussions and a variety of authentic materials.

This course goes beyond the work of the Spanish 2 class, progressing at an accelerated pace. There is also an increased emphasis on all communication skills. It is recommended only for motivated students who desire a greater academic challenge. This course is the initial step in the AP/IB/1818 Honors Program.

**7530 SPANISH 3: (10,11,12; 1 credit; Spanish 2 or Spanish 2 Honors)**

(A grade of C- or better in Spanish 2 or Spanish 2 Honors is strongly recommended for Spanish 3)

The level 3 student will expand and improve communication skills in Spanish while continuing the study of basic grammar at a novice/intermediate level. There is an increased emphasis on the reading of authentic materials and more involved writing assignments. Increased reliance on Spanish as the means of communication in the classroom is emphasized. Technology and authentic materials enhance the student's knowledge of the Spanish-speaking cultures.



## **7532 SPANISH 3 HONORS: (10,11,12; 1 credit; Spanish 2 or Spanish 2 Honors)**

(A grade of B or better in Spanish 2 or Spanish 2 Honors is strongly recommended for Spanish 3 Honors)

The level 3 student will expand and improve communication skills in Spanish continuing the study of basic grammar at a novice/intermediate level. There is an increased emphasis on the reading of authentic materials and more involved writing assignments. Increased reliance on Spanish the means of communication in the classroom is emphasized. Technology and authentic materials enhance the student's knowledge of the Spanish-speaking cultures.

This course is a continuation of the accelerated program begun in the second level of the Honors Program. This honors course is to prepare students for the AP/IB/1818 program. It is recommended for highly motivated students. Selected works are studied and discussed in the target language to increase language skills and expose students to contemporary language and cultures.

## **7541 SPANISH 4: (11,12; 1 credit; Spanish 3 or Spanish 3 Honors)**

A grade of C- or better in Spanish 3 or Spanish 3 Honors is strongly recommended for Spanish 4)

At an intermediate level, the student will learn how to deal with a greater variety of topics and tasks. This course is intended to give the student further practice in developing conversational and writing skills. Various types of authentic material and technology help to improve listening and reading skills. Basic grammar concepts are reviewed and higher-level concepts are presented. Emphasis is placed on the practical application of the language and appreciation of Spanish-speaking cultures.

## **7540 SPANISH 4 AP/IB/1818: (11,12; 1 credit; Spanish 3 Honors)**

(A grade of B or better in Spanish 3 Honors is strongly recommended for Spanish 4 AP/IB/1818)

This is the first level of a two-year advanced course designed to prepare the student to meet the requirements of the AP/IB/1818 Honors Program. The student increases proficiency in all of the basic skills emphasized in the Spanish 4 class at an intermediate level and may reach the pre-advanced level. Various forms of Spanish literature and other authentic materials studied are accessible through technology. Intensive practice in extemporaneous speaking and in composition enhances communication and comprehension skills. There is a systematic review of basic Spanish grammar as well as the introduction of grammatical fine points with a continued emphasis on the knowledge of Spanish life and culture. In addition to high school credit for this course, the student has an opportunity to receive college credit.

## **7551 SPANISH 5: (11,12; 1 credit; Spanish 4 or Spanish 4 AP/IB/1818)**

(A grade of C- or better in Spanish 4 AP/IB/1818 or Spanish 4 is strongly recommended.)

This course will challenge the student who is interested in further improving oral proficiency and knowledge of Spanish speaking cultures. Emphasis is placed on the practical application of the language and a topical approach is used to stimulate discussions. Authentic material and technology are used to give the student further practice in the skills of speaking, listening reading and writing at an intermediate level and possibly a pre-advanced level. The target language is utilized to give the student the maximum opportunity to learn the language.

## **7550 SPANISH 5 AP/IB/1818: (11,12; 1 credit; Spanish 4 AP/IB/1818)**

(A grade of B or better in Spanish 4 AP/IB/1818 is strongly recommended.)

This is the second level of a two year advanced course that completes the AP/IB/1818 Honors Program. This course will challenge the student who is interested in further improving oral proficiency skills and knowledge of Spanish speaking cultures, while preparing oneself to take the AP and IB exams. Critical thinking skills are further developed through the study of Spanish civilization, culture, and literature. Classroom discussions and activities are conducted in Spanish and the student performs at an intermediate/pre-advanced level. Regular assignments will include oral exposes, discussions, and composition work to further the student's ability to understand spoken Spanish in various contexts and to acquire an active, extensive vocabulary for self-expression. Authentic materials, including newspapers, magazines and audio/video technology are used. In addition to high school credit for this course, the student has an opportunity to receive college credit. Additional outside texts may be necessary to be purchased.

## PRACTICAL ARTS FAMILY AND CONSUMER SCIENCE

### ELECTIVE COURSES

Foods 1

Foods 2

Culinary and International Cuisine

Clothing Fundamentals

Intermediate Clothing

Clothing 3

Child Development 1

Child Development 2

Fundamental of Fashion & Interior Design

Relationships

Body Composition Management

### Elective Courses

#### **5690 FOODS 1: (9,10,11,12; .5 credit)**

Students will develop an understanding and appreciation of MyPlate essential nutrients. Students will also build concepts in the area of food preparation. Students will prepare and sample foods in a laboratory situation in order to develop cookery skills and techniques. This course addresses the essential question of how individuals can make nutritious food choices and safely prepare high-quality food products.

#### **5700 FOODS 2: (9,10,11,12; .5 credit; Foods 1)**

Foods II is a second level course that continues to prepare the student for independent living. Basic food preparation skills, the use and care of kitchen equipment, kitchen sanitation and proper food handling techniques will be studied.

#### **5715 CULINARY AND INTERNATIONAL CUISINE: (10,11,12; .5 credit; Foods 2)**

This course is an intermediate level course emphasizing variety in the preparation of foods. Selection and purchasing of foods is studied. Meal Planning is discussed incorporating MyPlate.

#### **5745 CLOTHING FUNDAMENTALS: (9,10,11,12; .5 credit)**

This course is designed for the student with little or no sewing experience, but is interested in developing a life skill of creative sewing. Students will learn the fundamentals of sewing machine and serger operation, selection and alteration of commercial patterns, and construction techniques for making 4 basic garments. Students must supply fabric and basic sewing equipment.

#### **5755 INTERMEDIATE CLOTHING: (9,10,11,12; .5 credit; Clothing Fundamentals)**

This course allows the students to review and further develop the sewing skills learned in Clothing Fundamentals. They will work with a greater variety of fabrics and more advanced construction techniques. Current trends in fashion will be covered throughout the semester. Students will also be introduced to a variety of career possibilities available in the fashion or textiles field. Students must supply fabric and basic sewing equipment.

#### **5810 CLOTHING 3: (10,11,12; .5 credit; a grade of "C" or better in Intermediate Clothing is strongly recommended)**

This is an advanced clothing course for the student who wants to perfect and acquire new sewing techniques. Clothing selection, repair, and alteration are also focal points of this course. A more in-depth study of various fabrics will be included throughout the curriculum. Discussions, demonstrations, activities, projects, and a portfolio are all part of this course. Students must supply fabric and basic sewing equipment.

## **5770 CHILD DEVELOPMENT 1: (10,11,12; .5 credit)**

Child Development I is a course designed to focus on accessing the impact of the parenting and care giving roles in society. This course will provide students with a thorough range of information concerning positive parenting, family patterns, considerations before pregnancy, human reproduction, family planning, prenatal care, labor and birth. Emphasis of this course will address the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of the newborn through age three.

## **5775 CHILD DEVELOPMENT 2: (10,11,12; .5 credit; A grade of C or better in Child Development 1 is strongly recommended)**

Child Development II is an advanced course in the study of children and occupational child care. An in-depth review of the developmental stages of children will be followed by the study of curriculum and the set-up and management of the early childhood center. This course will address more complex issues of early childhood education with emphasis on guiding physical, social, emotional, intellectual development, safety, health issues, guidance and discipline, speech, language and nutrition of the young child. Students will develop activities that will address the developmental and individual needs of toddlers and preschool age children.

## **5785 FUNDAMENTALS OF FASHION & INTERIOR DESIGN: (10,11,12; .5 credit)**

This course provides the student who has an interest in and passion for fashion or interior design, with the opportunity to explore various dimensions in both studies. Students will study the psychological, social, cultural and economic aspects as well as the fundamentals of the elements and principles of design. Through a variety of activities, students will have the potential to discover their creative talents through self-expression and artistry. Careers and opportunities related to the fashion and interior design industry will be explored. One quarter will focus on Fashion Design and the other quarter will focus on Interior Design.

## **5790 RELATIONSHIPS: (11,12; .5 credit)**

Relationships is a discussion and activity course specifically designed to meet the needs, interests and life styles of young adults. Students learn how to develop and maintain relationships with family, friends and others through the study of personal development, communication, dating, marriage, family crisis, budgeting, and problems of everyday life.

## **8361 BODY COMPOSITION MANAGEMENT: (9,10,11,12; .5 credit; Personal Fitness Concepts)**

Body Composition Management is a course designed for students with many different body types and life styles. Students will identify their individual body type and set personal goals related to enhancing their healthy life-style decisions and improving their overall body fat to lean muscle ratio. Participants will develop critical-thinking skills through an understanding and application of exercise and nutrition principles. This will be attained through a variety of activities that include, but are not limited to; cardiovascular workouts, resistance/weight training, sports competition, food labs, journaling (using Dine Healthy technology), research, test, and quizzes. Students may choose to receive PE or Practical Arts credit. Students will develop a comprehensive personal fitness plan in this class.

## PRACTICAL ARTS BUSINESS

### ELECTIVE COURSES

Accounting 1	Introduction to Business
Accounting 2	Marketing 1
Business/Personal Law	Marketing 2
IB Business & Management	Marketing Internship
Career Explorations	Microsoft Office 1
AP Economics	Microsoft Office 2
Entrepreneurship	Sports and Entertainment Marketing
Graphic Design	Study Skills/Notetaking

### Elective Courses

#### **5400 ACCOUNTING 1: (10,11,12; 1 credit)**

Accounting information is the basis for making business decisions, contributing to business success. This course is designed to meet the needs of students who are interested in different phases of business—from clerical to management level to becoming a CPA. Skills learned will help students make personal financial decisions about their personal income and money management. The principles of double-entry accounting for proprietorships, Partnerships and corporations are learned using theory, problems, and reinforcement activities. Students will prepare financial statements such as a balance sheet, income statement, distribution of net income, and owner's equity statement. Computer simulations are used to complete the accounting cycle. This course is recommended for students who plan to major in business in college. Students may earn college credit through St. Louis Community College.\*\*

#### **5405 ACCOUNTING 2: (11,12; 1 credit; Accounting 1)**

(A grade of C or better in Accounting 1 is recommended for Accounting 2)

Throughout advanced accounting students have the opportunity to apply principles of accounting to varied business kinds of ownership—sole proprietorship, partnerships, corporations, departmentalized businesses, and not-for-profit organizations. Cost and managerial accounting procedures are also learned. Computer simulations are used to record transactions and to prepare and interpret financial statements. Students will make business decisions by interpreting financial statements, such as the balance sheet and the income statement, distribution of net income, and owners equity statement. This course will develop the foundation needed to continue the study of accounting in college or to seek employment in business. College credit is available at St. Louis Community College through the Tech Prep Agreement.\*\*

#### **5310 BUSINESS/PERSONAL LAW: (10,11,12; .5 credit)**

As students identify the need for laws, they will develop an appreciation of the rights, duties, and obligations of individuals as citizens and consumers. Criminal and civil law are introduced, including: trial procedures, jury selection, felonies, misdemeanors, torts, negligence, and damages. Laws governing minors at home, at school, and on the job are covered; also introduced are laws for adults and the family regarding marriage, wills, divorce, death, employment, and contracts. This course is an excellent source for personal law-related topics, but also is a good introduction for a student that is considering studying law or business at the university level.\*\*

## **5480 IB BUSINESS AND MANAGEMENT: (11,12; 1 credit)**

This course is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. Learning strategies include the application of tools and techniques of analysis to enhance the understanding of complex business activities. Students will appreciate the ethical concerns and issues of social responsibility in the business environment. Case studies will demonstrate the context of the forces and circumstances that drive change in an interdependent and multicultural world. Real world applications will enable students to become critical and effective participants in local and world affairs. Four modules comprise the curriculum: Introduction to Organizations, Marketing, Human Resource Management, and Accounting and Finance.\*

## **5300 CAREER EXPLORATIONS: (9,10,11; .5 credit)**

This is a one semester course designed to assist students in developing a career plan and to investigate the work world in terms of their career goals. Exploration and research of many career areas will help prepare them for the future. Activities include assessments of individual interests, abilities and work values and relate them to various careers and a Career PowerPoint project. Students will utilize technology reference materials to research careers, post-secondary options, job preparedness and occupational job opportunities. This course will cover work preparedness skills such as application completion, resume development and interviewing. By the end of the semester the students will have created a Career Portfolio which will be utilized in their future career searching.

## **5490 AP ECONOMICS: (11,12; 1 credit)**

AP Economics is a year long course combining a semester of AP Microeconomics and a semester of Macroeconomics. Micro and Macro Economics are typically required college courses for any Business, Marketing, or Finance Major. This course is designed to help students develop critical-thinking skills through the understanding, application and analysis of fundamental economic concepts. Students will be expected to apply quantitative and mathematical skills to economics. Also, they will be expected to apply economic logic to a wide variety of real-world and hypothetical situations. Students who score well enough on the AP Micro and Macro exams could earn 6 college credit hours or advanced placement at the post-secondary institution. \*\*

## **5410 ENTREPRENEURSHIP: (10,11,12; .5 credit)**

This course will take students on a step-by-step journey through the entire process of owning their own business. Students will select a product or service to sell, determine their target market, learn to market their business, obtain financing, manage employees, and create a business plan. This course allows students to explore opportunities in creating, owning, and operating their own business. This area of instruction benefits students by enhancing their problem solving and communication skills. Students will have the opportunity to receive the knowledge and skills necessary to be competitive in the area of small business ownership, which makes up almost 90% of the businesses in the US economy.\*

## **5270 GRAPHIC DESIGN: (10,11,12; .5 credit)**

Learn how to create a variety of publications including: informational flyers, business cards, menus, invitations, place-mats, children's books, magazines and other documents using Microsoft Publisher, Adobe Photoshop and InDesign software. Students will also use a scanner and digital camera to enhance designs. The publications created could be included in a professional portfolio to demonstrate proficiency to prospective employers.\*\*

**5290 INTRODUCTION TO BUSINESS: (9,10,11,12; .5 credit)**

Students will improve their economic citizenship by gaining a knowledge and appreciation of the American enterprise system. They will make wise and skilled decisions in selecting and using goods and services of businesses, and develop competency and efficiency in managing their personal and business financial affairs. Through the use of various activities such as discussions, simulations, technology, and peer collaboration, students are made aware of the integral role they play in today's society. Key units will focus on the global economic environment, business organization and management, social responsibility, entrepreneurship, marketing, operations, and technology.\*\*

**5460 MARKETING 1: (10,11,12; 1 credit)**

This course designed to introduce the student to the field of marketing, covering such topics as advertising, promotions, economics, marketing concepts, selling, pricing and distribution. Marketing students can join the Association of Marketing Students known as DECA. This course is recommended for the college bound student interested in marketing or business as well as the non-college bound student interested in marketing occupations. Juniors successfully completing this course may enroll in Marketing 2. Seniors and second semester juniors enrolled in Marketing I may obtain a part-time job as described in the Marketing Internship.\*

**5461 MARKETING 2: (12; 1 credit; Marketing 1)**

(A grade of C or better in Marketing 1 is recommended for Marketing 2)

This course is designed to give additional attention to the topics covered in Marketing I with an emphasis on product planning, market research, marketing management, and international marketing. This is a project-based course in which the student will have the opportunity to develop new product ideas, create marketing research designs, and develop sales promotion techniques. This course is recommended for college and non-college bound students interested in business or marketing careers. Students interested in Marketing II should be sure to take Marketing I as a junior. Students enrolled in Marketing II may obtain a part-time job as described in the Marketing Internship.\* Dual credit is available through Missouri State University.\*

**5471 MARKETING INTERNSHIP: (11-2nd semester only, 12; 1-2 credits; teacher approval and enrollment in Marketing 1 or Marketing 2)**

Students receive on-the-job training in a marketing/sales area of their choice. Marketing jobs provide educational opportunities beyond the school environment by working in an approved training station during the afternoons or evenings. One unit of credit can be earned for working 15 hours each week. Two units of credit can be earned for working 20 or more hours each week. This instructional program is planned and supervised by both teacher-coordinator and employer. Students are graded on their performance at their job site. Some examples of marketing related jobs the student might be employed in are customer service, retail sales, cashier, bank teller, receptionist, and host/hostess.\*

**5380 MICROSOFT OFFICE 1: (9,10,11,12; .5 credit)**

This course is designed for students who need to develop keyboarding skills and want to learn applications in the Microsoft Office suite. Students will receive an extensive study of the keyboard skills and techniques required to be productive in today's technological world through a 4-week keyboarding program to improve keyboarding speed and accuracy. They will then use the Microsoft Office applications to create high-quality Word documents, Excel spreadsheets, and professional PowerPoint presentations.\*\*

**5383 MICROSOFT OFFICE 2: (9,10,11,12; .5 credit; Microsoft Office 1)**

This course is designed for students who are proficient on the keyboard and want to learn the advanced skills in the Microsoft Office Suite. Student will study and in-depth curriculum of all the applications Microsoft Office has to offer. They will learn ways to enhance documents in Word, develop professional spreadsheets and charts in Excel, create high-quality presentations in PowerPoint, and design creative promotional materials in Publisher. Students will come away with a professional portfolio of projects and work samples to show prospective higher educational institutions and employers.\*\*

## **5260 STUDY SKILLS/NOTETAKING: (9,10,11,12; .5 credit)**

This course will enable you to learn shortcuts to taking effective notes in lecture classes. Learn multiple strategies of note taking to help you comprehend your notes and take notes faster. Also, get help in the following areas: time management, listening, reading textbooks, note taking, memorizing, strategies of test taking, and writing skills.

## **5385 SPORTS AND ENTERTAINMENT MARKETING: (10,11,12, .5 credit)**

Turn your love of sports and entertainment into a career! This course will provide introductory concepts of marketing via the sports and entertainment industry. Sports and Entertainment Marketing will help the student develop an understanding of marketing concepts and theories that apply to sports and entertainment events. The areas of this course include sponsorship, distribution, pricing, market research, segmentation, endorsements, event management, licensing, branding, electronic media, and consumer behavior.\*

\* students in these courses have the opportunity to join the co-curricular association, DECA, Distributive Education Clubs of America.

\*\* students in these courses have the opportunity to join the co-curricular association, FBLA, Future Business Leaders of America.

## PRACTICAL ARTS

## ENGINEERING TECHNOLOGY EDUCATION

### Elective Courses

CareerPort to Computers & Networking  
A+ Certification  
Network+Server+ Certification  
Product Manufacturing & Construction  
Ste Design & Construction

### Project Lead the Way Courses

Introduction to Engineering Design  
Principles of Engineering  
Digital Electronics  
Civil Engineering and Architecture

### Elective Courses

#### **5520 CAREERPORT TO COMPUTERS & NETWORKING: (9,10,11,12; 1 credit)**

This course will develop the student's computer literacy and prepare the student for entry into the more challenging A+ certification and Network+ certification courses. Topics include: basic computer architecture, hardware assembly and functions, common software packages, maintenance practices, and trouble shooting. Networking topics include installation and configuration of local area network hardware, peer to peer networking, sharing computer resources, mapping remote resources, and consumer level network trouble shooting.

#### **5553 A+ CERTIFICATION: (10,11,12; 1 credit; Careerport to Computers or Instructor Approval)**

This is the foundation course for all computer technicians. The course will provide students with the theory and 60 hands on activities that allow them to build, install, upgrade, and repair personal computers and peripherals (printers, scanners, and modems). College credit is available at St. Louis Community College through the Tech Prep Articulation Agreement.

#### **5530 NETWORK+/SERVER+ CERTIFICATION: (10,11,12; 1 credit; A+ Certification)**

This course prepares the student for successful completion of the CompTIA Network+ and Server+ Certification exam. Students build on the knowledge and skills learned in the A+ Certification course and also learn the skills needed to install, upgrade, and repair local area networks, network hardware, network operating systems, TCP/IP essentials and utilities, and network security design. The Server+ certification credential validates advanced-level technical competency of server issues and technology including installation, configuration, upgrading, maintenance, troubleshooting, and disaster recovery. This certification is geared toward mid to upper level technicians.

#### **5510 PRODUCT MANUFACTURING AND CONSTRUCTION: (10,11,12; 1 credit)**

The student will learn to identify different types of wood and how they are used to make different products. The student will be introduced to the planning and designing of a finished product. The product may include small furniture construction, wood lamination, plastic lamination and other aspects of wood manufacturing and construction. Power tools will be used in this class. Students will need to purchase some supplies for this course.

#### **5545 SET DESIGN & CONSTRUCTION: (9,10,11,12; .5 credit)**

This class will focus on the technical side of the LHS productions. Students will use autocad and 3D Studio Viz software to design the sets and lighting for the the LHS shows. The class will also be a hands on class that will build the sets they design. Operation of the Light and Sound board will be covered in this class



## Project Lead the Way Courses

Project Lead the Way (PLTW) is a pre-engineering program that addresses the educational needs of students planning to attend a two or four year college leading to a career in engineering or engineering technology. The program, when combined with traditional mathematics and science courses, introduces students to the scope, rigor, and discipline of engineering prior to entering college.

### **5560 INTRODUCTION TO ENGINEERING DESIGN: (9,10,11,12; 1 credit)**

This course teaches students to be problem solvers by using the design process for product development. Students will learn to use different types of computer-aided drafting software, such as AutoCAD and Autodesk Inventor, to produce three-dimensional models and working drawings of their solutions. This course follows national and state standards for mathematics, science, and technology and prepares students to pursue two or four-year college degrees in engineering or engineering technology. At the end of the year, students have the option of taking a college credit exam that is transferable to most colleges with engineering programs.

### **5561 PRINCIPLES OF ENGINEERING: (10,11,12; 1 credit, Introduction to Engineering Design)**

This class introduces the field of engineering and engineering technology and is beneficial for any student considering going into a 2 or 4 year engineering/engineering technology program in college. This project based class will explore concentration areas in the engineering field such as mechanical, electrical, and control systems, material testing, and the engineering design process. Students will learn how to write technical reports, how to present their ideas on presentation software, and how science, math, and technology are used by engineers on a daily basis. At the end of the year, students have the option of taking a college credit exam that is transferable to most colleges with engineering programs. This follows National and State standards for Mathematics, Science, and Technology.

### **5565 DIGITAL ELECTRONICS: (10,11,12; 1 credit)**

This course provides an overview of the field of Electrical Engineering. Students will start with the beginnings of electronic circuits and work their way into understanding complex electronic circuits using various integrated circuit chips. Students will use computer simulation software to design and test various circuits prior to the construction of these circuits on a breadboard in a digital and analog circuit trainer. This course follows national and state standards for mathematics, science, and technology and prepares students to pursue two and four-year college degrees in engineering or engineering technology. At the end of the year, students will have the option of taking a college credit exam that is transferable to most colleges with engineering programs.

### **5562 CIVIL ENGINEERING AND ARCHITECTURE: (11,12; 1 credit)**

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. This course follows national and state standards for mathematics, science, and technology and prepares students to pursue two or four-year college degrees in engineering or engineering technology.

## PRACTICAL ARTS

### COMPUTER PROGRAMMING

#### ELECTIVE COURSES

Intro & Adv to Programming with Java      AP/IB Computer Science 1 & 2      Web Commun and Design 1, 2 & 3

#### ELECTIVE COURSES

##### **3451 INTRODUCTION TO PROGRAMMING WITH JAVA: (9,10,11,12; .5 credit; Algebra 1)**

In this course, students learn the basics of computer programming in the Java Language. Students will use a program where they will manipulate a robot to perform certain tasks. Students will also learn the basic data types of the Java programming language and how to manipulate these data types. This course is a prerequisite for Advanced Programming with Java.

##### **3470 ADVANCED PROGRAMMING WITH JAVA: (9,10,11,12; .5 credit; Intro to P. w/Java)**

Java is an object oriented programming language which features economy of expression and modern control flow and data structures. Students will write stand alone applications and applets using console IO, GUI IO, control statements, functions, and strings. Students will also work on advanced projects with external robots that plug into the computer and perform tasks using the Java language. This course is an option for pre-requisites into AP/IB Computer Science.

##### **3490 AP/IB COMPUTER SCIENCE 1: (10,11,12; 1 credit; Algebra 2 H or Adv. P. w/ Java)**

In this course, students learn to design, implement, and test computer solutions to problems, using the Java language. Topics include input/output, control statements, classes and objects, recursion, arrays, searching, and sorting. Students may take the AP Computer Science exam upon completion of this course. IB Computer Science students will need to complete this course and take Computer Science 2 IB to fulfill the requirements of IB.

##### **3493 IB COMPUTER SCIENCE 2: (11,12; 1 credit; AP/IB Computer Science 1)**

Topics include file processing, system design computer architecture, networked computer systems, data representation, utility software, testing and data structures including linked lists, stacks queues, and trees. Each student will also complete a dossier (large programming project) that includes analysis, design, implementation, testing, and documentation of a computer solution to a problem. Students may take the IB Computer Science exam upon completion of this course.

##### **3495 & 3496 WEB COMMUNICATIONS AND DESIGN 1 & 2: (9,10,11,12; .5 credit; enrolled in or completed Algebra I)**

The class will focus on web development with website design software and HTML encoding. Students will have hands-on experience on graphic editing and Web-oriented animation. Students will learn basic concepts and terminology about the Internet, World Wide Web and Web development. Students will learn how to use the Adobe CS3 software suite that features Fireworks, Dreamweaver, and Flash. With successful completion of this course, students are able to design and create multimedia-based websites.

##### **3499 WEB SOMMUNICATIONS AND DESIGN 3: (10,11,12; 1 credit; Web Design 2)**

This class is an extension of Web Design 1 and 2 in which students will extend their web design skills and develop redesign and maintenance skills on websites. Students will develop and enhance websites to be used throughout the school community and will develop effective communication skills by interacting with others in the school community to implement the changes desired by those impacted by the websites developed. Students who plan on pursuing a career or college path in any type of web design will greatly benefit from this class.

## PRACTICAL ARTS DRIVER & TRAFFIC SAFETY EDUCATION

### ELECTIVE COURSES

Driver Education 1

Driver Education 2

### Elective Courses

#### **5850 DRIVER EDUCATION 1: (9,10,11,12; .5 credit)**

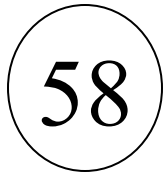
(Students must be 15 years of age on or before **October 15** to take this course first semester, must be 15 on or before **March 15** to take the course second semester and must be 15 years old on or before **June 15** years old to take the course in summer school.)

Driver Education is the most effective “long-range” means of reducing traffic accidents. Through quality driver education, youths learn self-discipline, self guidance and self-protection. It gives the students a basic knowledge of traffic laws, operation laws, operation and maintenance of a car and the safety factors in driving.

#### **5851 DRIVER EDUCATION 2: (10,11,12; no credit; Driver Education 1 or concurrent Driver Education 1)**

Upon successful completion of this course the students will be issued a certificate from the State Department of Education. This class will give the student an opportunity to apply the knowledge acquired in the classroom and skills learned in simulation during three hours of behind the wheel training with a certified instructor. A fee of \$175.00 is required which includes:

- four 1 hour driving sessions
- use of 2007 Chevrolet Malibu Driver Ed Car
- insurance & gas
- DESE certified instructor



## PERSONAL FINANCIAL MANAGEMENT

### REQUIRED COURSE FOR GRADUATION

#### **5130 PERSONAL FINANCIAL MANAGEMENT: (10,11,12; .5 credit)**

Students, as consumers, spend, save, and try to budget. Purchases of cars, homes, investments and insurance are in their future. Therefore, students need to be informed about financial responsibility today and prepare for choices that lie ahead. The course topics are: (1) career planning and goal-setting; (2) pay, benefits, taxation and budgeting; (3) banking services, checking and saving accounts; (4) saving, investing and investment options; (5) usefulness and hazards of credit; (6) consumer skills such as insurance, buying versus renting, and consumer rights and responsibilities. The students will use Internet to complement textbook assignments.

**Lindbergh provides four different options for students to meet the .5 credit for Personal Financial Management graduation requirement.** (See your counselor or business teacher for more information) **Students may also receive dual credit through Missouri State University through their Fin 150 course by successfully completing both PFM and MSU's iCourse program.**

1. Students may enroll & pass the LHS Personal Financial Management (PFM) course for .5 credit.
2. Students may receive personal finance credit through an embedded course; Accounting I, Marketing II, IB Business Management, and AP Economics by earning a minimum B- average grade of both semesters (no consideration of a weighted grade) in the course **and** pass the district' on-line assessment with a 70% or better.
3. Students may "test out" and receive personal finance credit toward graduation by scoring a 90% or higher on the district online assessment.
4. Earn .5 credit by taking Personal Finance through a correspondence course.

# Academic Planning Guide

## FINE ARTS VISUAL ARTS

### ELECTIVE COURSES

Art and Design      Ceramics 1 & 2      Crafts 1 & 2      Studio Art 1,2,3,4      AP Art Studio

Students have the potential to option out of Art and Design by completing a proficiency application to Studio Art 1. Please contact department chair, David Early, [dearly@lindberghschools.ws](mailto:dearly@lindberghschools.ws) for a copy of the application.

### Elective Courses

#### **6200 ART AND DESIGN: (9,10,11,12; 1 credit)**

Students will develop an understanding of visual art terminology and design strategies. Art projects (drawing, painting, printmaking, ceramics, and sculpture) will support the writing assignments while introducing the novice art student to a variety of media and applicable techniques. Emphasis is placed on concepts prevalent in fine and commercial art.

#### **6275 CERAMICS 1: (10,11,12; .5 credit; Art and Design)**

Students will learn the fundamental techniques of creating pottery using hand-built methods. Firing and glazing will be explored as well as terminology and the equipment used in the creation of ceramic forms. An emphasis on craftsmanship and design will be stressed with each project. Maintaining the studio will be part of the class expectations.

#### **6276 CERAMICS 2: (10,11,12; .5 credit; Ceramics 1)**

Students will expand on Ceramics 1 skills as more sophisticated designs are introduced. Students will have the option to use a potter's wheel; however, the main emphasis will continue to be the hand-built method of construction. Emphasis will be placed on craftsmanship and design with an increase in expectations as the class progresses. Maintaining the studio will be part of the class expectations.

#### **6253 CRAFTS 1: (10,11,12; .5 credit; Art and Design)**

Using techniques demonstrated by the instructor students will manipulate a variety of material (paper, fiber, and glass, wood) to construct craft projects. Students will design their own projects; however, strong drawing skills are not required. Emphasis will be placed on problem solving skills and the ability to maintain a high level of craftsmanship.

#### **6254 CRAFTS 2: (10,11,12; .5 credit; Art and Design)**

Students will utilize problem solving skills to develop individuality to each lesson. Project requirements, techniques, and use of tools will be advanced in comparison to Crafts 1. Copper and silver jewelry construction will be introduced. An emphasis on safe and proper use of tools will be emphasized.

#### **6245 STUDIO ART 1: (10,11,12; Semester 1; .5 credit, Art & Design or Proficiency Application)**

Studio Art 1 builds on the basic concepts covered in Art & Design. The students will be introduced to the use of advanced fine art mediums; graphite, charcoal, colored pencil, marker, and scratchboard. Graphic design concepts will be covered; in addition, techniques that improve direct observation drawing skills will be the focus of the course.

#### **6246 STUDIO ART 2: (10,11,12; Semester 2; .5 Credit, Pre-requisite Studio Art 1)**

Studio Art 2 will focus on drawing and painting from direct observation. Students will be introduced to printmaking, oil pastels, and acrylic painting techniques. Design concepts will be explored as well.

#### **6247 STUDIO ART 3: (10,11,12; Semester 1; .5 Credit, Pre-requisite Studio Art 2)**

Students will explore abstraction, mixed medium projects and the process of adding content to their work. Attention to realism and the ability to produce the illusion of depth on a two-dimensional surface will be emphasized. Focus is also placed on design concepts prevalent in fine and commercial art.

**6248 STUDIO ART 4: (10,11,12; Semester 2; .5 Credit, Pre-requisite Studio Art 3)**

Students will assess contemporary and historical artists as they are introduced to new styles and techniques. This course prepares students for Advance Placement (AP) Art Studio and/or the college art experience. Each student will prepare a digital portfolio. Mediums to be covered include, but are not limited to; spray paint, chalk pastel, silk screen, block print, and collage.

**6273 AP ART STUDIO: (11,12; 1 credit; Studio Art 4)**

Students will create a cohesive body of work using their preferred style and medium of choice. Warm up lessons and research will help students to understand the process associated with fine and commercial art careers. Students have the potential to earn a college credit. In addition, students will create a portfolio that meets The College Board's AP requirements. Students will need to purchase a USB drive.

## FINE ARTS MUSIC

### ELECTIVE COURSES

Mixed Choir                      Music Tech 1 & 2                      AP Music Theory                      Chamber Orchestra

### ADMISSION BY AUDITION OR INSTRUCTOR PERMISSION COURSES

A Cappella Choir	Freshman Marching Band	Percussion
Concert Women's Choir	Freshman Band	Color Guard/9 Band
Limelight Show Choir	Marching Band	Color Guard/Band
Madrigal Swingers	LLAB/Band	Color Guard/LLAB
Symphony Orchestra	Concert Band	Jazz Ensemble
	Symphonic Band	Jazz Lab

### Elective Courses

#### **6350 MIXED CHOIR: (9,10,11,12; 1 credit)**

This is a mixed voice performing choir which continues the emphasis on fundamentals with stress on 3-part SAB and 4-part SATB choral literature. Music is performed at a more advanced level from earlier choirs. Performance is required at three or more evening concerts per year. Fundamentals of music (theory, solfege, etc.) are taught along with accepted choral performance practices.

#### **6530 MUSIC TECH 1: (10,11,12; .5 credit; Ability to read music helpful)**

This course will acquaint students with current applications of electronic music through the use of the Music Tech lab. Upon completion of the course, students will have a familiarity and a basic working knowledge of computer operation, synthesizers, software, and how they relate to the fields of music performance, commercial music, music education, music composition, the recording industry and the media.

#### **6531 MUSIC TECH 2: (10,11,12; .5 credit; Music Tech 1)**

this class is a continuation of Music Tech 1. Through several projects, students will apply their skills in electronic music by creating and editing music scores for music videos, recording live performances, and producing a CD of their work. A public performance of class projects may also be presented. Students will research the industry standard for synthesizers, computers, software and sound systems. Off campus visits to a recording studio and music industry sites may also be a part of this course.

#### **6445 AP MUSIC THEORY: (10,11,12; 1 credit; general knowledge of music fundamentals (standard note names, rhythmic patterns, etc.)**

This YEARLONG course gives students exposure to the analytical systems of music, and the historical aspect of Western European and Non-Western cultures of music. The theory course prepares students for composing and analyzing music as they play or arrange composition. Students learn the fundamentals of music and apply them to various styles of music performance. Students will learn to understand music theory through listening, performing, analyzing and composing. The Literature/History course allows students to study many styles of music. The course will introduce students to different stylistic periods of music, composers, and instruments, and discover how these played a part in the history of music and the arts. This course covers both Western European and Non-Western cultures with specific studies in music and the role played in those societies. This course will prepare students to take the AP exam.

**6560 CHAMBER ORCHESTRA (9,10,11,12; 1 credit; Previous orchestra experience)**

Students will be exposed to an advanced level of orchestral repertoire from Baroque to Contemporary music. Advanced technical skills in string performance will be emphasized. Students will have the opportunity to get involved with extra-curricular activities such as St. Louis Suburban Solo and Ensemble Festival. They may audition for the St. Louis Suburban High School Orchestra and the Missouri All-State Orchestra. Students are also eligible to audition for the Strolling Strings in the Spring. The orchestra performs several concerts throughout the year, including participation in the State Orchestra Festival.

**Admission by Audition or Instructor Permission Courses****6370 A CAPPELLA CHOIR: (10,11,12; 1 credit; Choral singing experience & ability to read music. Auditions take place by Feb. 1st)**

This is a selected choir of balanced mixed voices singing advanced SATB music. Emphasis is on music of all periods and styles. Required attendance at ten or more performances per year, including at least 5 evening performances. A Cappella Choir may attend contests, festivals, or tour their performances. From this group comes representatives to suburban District and Honors Choir, All State Choir, and Madrigal Swingers.

**6390 CONCERT WOMEN'S CHOIR: (9,10,11,12; 1 credit; Experience in choir & ability to read music. Auditions take place by Feb. 1st)**

This is a treble voice performing choir which continues the emphasis on fundamentals with stress on SSA or SSAA choral literature. Music is performed at a more advanced level from earlier choirs. Music fundamental skills will continue to be developed. Performance is required at three or more evening concerts per year. The Women's Concert Choir may attend contests, festivals, or tour their performances.

**6419 LIMELIGHT SHOW CHOIR: (9,10,11,12; 1 credit; Experience in singing and ability to perform choreographed music. Auditions take place by Feb. 1st)**

This ensemble performs music from all styles throughout the community. Singing/dancing performances are required throughout the school year. Music skills must be advanced. A pre-season show choir camp is held in August. Evening rehearsals are required of students placed in this ensemble. Limelight members may attend contests, festivals, or tour their performances.

**6420 MADRIGAL SWINGERS: (10,11,12; 1 credit; Experience in singing and ability to perform choreographed music. Auditions take place by Feb. 1st)**

This ensemble performs music from all styles throughout the community. Singing/dancing performances are required throughout the school year. Music skills must be advanced. The Madrigal Swingers maintain a demanding performance schedule. A pre-season show choir camp is held in August. Evening rehearsals are required of students placed in this ensemble. The Madrigal Swingers may attend contests, festivals or tour their performances. From this group comes representatives to suburban District and Honors choirs, Missouri All-State Choir, and A Cappella Choir.

**6564 SYMPHONY ORCHESTRA: (9,10,11,12; 1 credit; Previous orchestra experience.)**

Students will be exposed to an advanced level of orchestral repertoire from Baroque to Contemporary music. Advanced technical skills in string performance will be emphasized. Students will have the opportunity to get involved with extra-curricular activities such as the St. Louis Suburban Solo and Ensemble Festival. They may audition for the St. Louis Suburban High School Orchestra and the Missouri All-State Orchestra. Students are also eligible to audition for Strolling Strings in the Spring. The orchestra performs several concerts throughout the year, including participation in the State Orchestra Festival.

**6620 FRESHMAN MARCHING BAND: (9; Semester 1; .75 credit; Previous band experience.)**

The "Spirit of St. Louis" Marching Band provides the musical entertainment at all home varsity football games. The Band also requires participation in several competitions and performances throughout the fall. Band members will learn and execute the fundamentals of music and marching performance through the preparation of it's fall show. A pre-season band camp will begin late July. Daily zero hour rehearsals and a once weekly evening practice are required of all members during the fall season. At the conclusion of the marching season, students will join freshman bands for the remainder of 1st semester.



## **6625 FRESHMAN BAND: (9; Semester 2; .5 credit; Previous band experience)**

Freshman band is designed to further develop the student's individual and ensemble technical skills and proficiencies. Through the performance and study of band literature, students will learn history, aesthetics, technical skills and criticism and analysis. Several concerts, performances, and festivals held outside the school day are requirements of this ensemble. Students will also be encouraged to participate in solo and small ensemble festival and audition for honor groups approved by the Missouri State High School Activities Association.

## **6516 FRESHMAN BAND: (9; Full Year; 1.0 credit; Previous band experience)**

This course is offered for Freshmen Band members, who do not wish to participate in Marching Band. Through performance and study of solo and ensemble literature, students will enhance their technical performance skills. Students must be enrolled in this class for the full school year.

## **6600 MARCHING BAND: (10,11,12; Semester 1; .75 credit; Successful completion of prior band class.)**

The "Spirit of St. Louis" Marching Band provides the musical entertainment at all home varsity football games. The Band also requires participation in several competitions and performances throughout the fall. Band members will learn and execute the fundamentals of music and marching performance through the preparation of its fall show. A pre-season band camp will begin late July. Daily zero hour rehearsals and a once weekly evening practice are required of all members during the fall season. At the conclusion of the marching season, students will join the appropriate band as determined by their audition.

## **6606 LLAB/BAND: (10, 11, 12; Semester 1; .25 credit; Previous band experience)**

This class is offered for band members who do not wish to participate in Marching Band. During the Marching Band season, the class meets as a learning lab. At the conclusion of the Marching Band season, students will join the appropriate band as determined by their audition.

## **6604 CONCERT BAND: (10,11,12; Semester 2; .5 credit; Previous band experience)**

Those selected will be exposed to a medium, medium-advanced level of classic and contemporary band literature as well as a greater continued emphasis on the fundamentals of wind and percussion performance. Several concerts, performances, and festivals held outside of the school day are requirements of persons admitted to this ensemble. Students will also be encouraged to participate solo and small ensemble festival and audition for honor groups approved by the Missouri State High School Activities Association.

## **6602 SYMPHONIC BAND: (10,11,12; Semester 2; .5 credit; Previous band experience)**

Those selected will be exposed to an advanced level of classic and contemporary band literature as well as a greater continued emphasis on the fundamentals of wind and percussion performance. Several concerts, performances, and festivals held outside of the school day are requirements of persons admitted to this ensemble. Students will also be encouraged to participate in pep band, solo and small ensemble festival, and audition for honor groups approved by the Missouri State High School Activities Association (M.S.H.S.A.A.).

## **6690 PERCUSSION: (10,11,12; Semester 2; .5 credit; Previous band experience auditions in February of the previous year)**

This group serves as the percussion section of the Concert Band, and meets **second semester only**. It meets a different hour than Concert Band due to equipment, staffing and rehearsal space issues. This class is the first tier of percussion study at the high school level, and will expose students to a continuation of percussion studies learned. Percussionists who are not selected for Symphonic Band will be placed in Concert Band Percussion Class by default. This course exposes students to medium to advanced percussion and band literature and fundamentals. Several performances held outside the school day are required of persons in this ensemble. Occasionally, rehearsals outside of the school day are also required.



## Lindbergh High School

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### **6614 COLOR GUARD/9 BAND: (9; Semester 1; .75 credit; audition in February)**

Students enrolled in Color Guard will rehearse and perform with the Marching Band. All rehearsals, summer camps, festivals, and performances related to Marching Band apply to this class. Members of the Color Guard must attend additional rehearsals as they relate to their unique role in the band. At the conclusion of the marching season, students will join freshman bands for the remainder of semester 1.

### **6610 COLOR GUARD/BAND: (10,11,12; Semester 1; .75 credit; audition in February)**

Students enrolled in Color Guard will rehearse and perform with the Marching Band. All rehearsals, summer camps, festivals, and performances related to Marching Band apply to this class. Members of the Color Guard must attend additional rehearsals as they relate to their unique role in the band. At the conclusion of the marching season, students will join the appropriate band as determined by their audition.

### **6612 COLOR GUARD/LLAB: (9,10,11,12; Semester 1; .5 credit; audition in February)**

Students enrolled in Color Guard will rehearse and perform with the Marching Band. All rehearsals, summer camps, festivals, and performances related to Marching Band apply to this class. Members of the Color Guard must attend additional rehearsals as they relate to their unique role in the band. At the conclusion of the marching season, students will be moved into a learning lab for the remainder of semester 1.

### **6580 JAZZ ENSEMBLE: (9,10,11,12; 1 credit; prior band experience. The student must be proficient in reading music. Audition in mid January)**

The Jazz Ensemble explores modern, as well as traditional “Big Band” jazz styles and literature. Students are exposed to modern notation and encouraged to study methods of improvisation. The band offers several concerts and performs for social and civic organizations.

### **6990 JAZZ LAB: (9,10,11,12; .75 credit; prior band experience. The student must be proficient in reading music. Auditions in September)**

Jazz Lab is a developmental ensemble where students can learn about jazz and its various forms, whether traditional or contemporary. Students are also exposed to improvisation concepts at the beginning stage. Jazz Lab is open to all students, but is limited to standard jazz instrumentation. (Trumpet, trombone, saxophone, piano, drum-set, mallets, bass guitar, electric guitar) This class meets daily during zero hour beginning in early November.

## FINE ARTS

### PERFORMING ARTS

#### ELECTIVE COURSES

Theatre Survey  
Basic Acting  
Advanced Acting  
IB Theatre Arts

#### Elective Courses

##### **1540 THEATRE SURVEY: (9,10,11,12; .5 credit)**

Theatre Survey is an introduction to the world of theatre. Students will learn and participate in acting exercises, theatre games, theatre production activities, and improvisations. The class focuses on developing vocal and physical expression. Students learn theatre history, costuming, make-up, sound design, lighting, stage movement, and acting techniques. The semester culminates in the performance of a 10 minute original one-act.

##### **1560 BASIC ACTING: (9,10,11,12; .5 credit)**

Students will learn, practice, and hone basic acting techniques. During scene work, acting skills will be developed through emphasis on script and character analysis, movement, sense memory techniques, and acting intentions. Students will be introduced to the teachings of Stanislavski as well as other theatre theorists. The semester will culminate in a performance of an original student written monologue.

##### **1563 ADVANCED THEATRE: (10,11,12; .5 credit; Theatre Survey and/or Basic Acting or permission of the instructor)**

This semester long course challenges students who have already been introduced to the basics of theatre in Theatre Survey or Basic Acting and want to continue their education. More complex projects with longer timelines such as stage combat, accents and dialects, advanced improvisations, and play study and performance will turn the theatre novice into a theatre practitioner. In stage combat, students will learn how to trick the audience into believable fight sequences and in accents in dialects students will learn the basics of how to achieve realistic accents/dialects for scenes. Advanced improvisation will teach short form versus long form improve and how it can translate to scene work. Finally, the class will study one play in detail and then produce and perform the entire show in class

##### **1571 IB THEATRE ARTS: (11,12; 1 credit; permission of the instructor)**

In this course students will develop an understanding and respect of theatre not as just as the simple acting out of literature but as a synthesis of various talents and skills. Students will study the major developments and techniques in theatrical history of other cultures; explore and interpret scripts and other theatrical texts analytically and imaginatively; engage in a script from the director's point of view; gain an in depth understanding of the art of the stage and the of criticism relating to it; demonstrate skill in acting techniques through ensemble work, characterization, and performance; and demonstrate an understanding of the process of theatrical production.

**PHYSICAL EDUCATION****REQUIRED COURSES FOR GRADUATION**

Personal Fitness Concepts (PFC)

Any elective PE course

Exercise to Energize—Celebrate  
Life through Fitness

**ELECTIVE COURSES**

Advanced Boys PE

Advanced Girls PE

Basic Weight Training

Advanced Strength &amp; Conditioning

Resistance Training for Women

Body Composition Management

Dance and Fitness Concepts

Intermediate Aquatic Skills &amp; Water Sports Games

Advanced Aquatic Skills &amp; Lifeguard Training

Students and parents should be aware of the course specific rules which govern attendance, dress requirements and active participation in Physical Education. Dress requirements (all students): Gym shorts, school appropriate t-shirt, tennis shoes and socks. A sweat suit or warm-up is recommended for colder weather, and is to be worn over the required t-shirt.

**8100 BOYS PERSONAL FITNESS CONCEPTS (PFC): (9,10; .5 credit) - Required****8201 GIRLS PERSONAL FITNESS CONCEPTS (PFC): (9,10; .5 credit) - Required**

Personal Fitness Concepts is a required course to be taken in students' 9th or 10th grade year. As a prerequisite for all other Physical Education classes, the course covers the basic components of fitness, which includes cardiovascular health, stress management, muscular strength and endurance training, flexibility, and body composition. Activities will include but are not limited to individual, dual team sports, and swimming. Students learn proper methods, theories, safety precautions, and physical benefits associated with each health related fitness component, as well as how to develop personal fitness plans based on the taught concepts. The President's Fitness Challenge & Fitnessgram assessments will be administered.

**Elective Courses****8120 ADVANCED BOYS PE: (9,10,11,12; .5/1 credit; Personal Fitness Concepts)**

This course is designed to provide a sound physical education experience for the tenth through twelfth grade student. During the fall semester, this class will emphasize Team Sports activities such as soccer, flag football, team handball, volleyball, basketball, ultimate games, softball, matball and other team game activities. Students will learn game rules, theories of sport, techniques, scoring, safety precautions and the history of many popular American and International sports/games. During the spring semester, this class will emphasize Lifetime, Individual, and Dual activities such as tennis, pickle ball, golf, frisbee golf, badminton, jogging/walking for fitness, aerobics, weight lifting, swimming and other lifetime activities. This course will also reinforce the 6 Basic Components of Fitness introduced in Personal Fitness Concepts (PFC). An athletic skills assessment and Presidential Physical Fitness testing will also be included. Students will develop a comprehensive personal fitness plan in this class.

**8202 ADVANCED GIRLS PE: (9,10,11,12; .5/1 credit; Personal Fitness Concepts)**

This course is designed to provide a sound physical education experience for the tenth through twelfth grade student. During the fall semester, this class will emphasize Lifetime, Individual, and Dual activities such as tennis, pickle ball, golf, Frisbee golf, badminton, jogging/walking for fitness, aerobics, weight lifting, swimming and other lifetime activities. During the spring semester, this class will emphasize Team Sport activities such as soccer, flag football, team handball, volleyball, basketball, ultimate games, softball, matball and other team game activities. Students will learn game rules, theories of sport, techniques, scoring, safety precautions and the history of many popular American and International sports/games. This course will also reinforce the 6 Basic Components of Fitness introduced in Personal Fitness Concepts.(PFC) Students will develop a comprehensive personal fitness plan in this class.

**8330 BASIC WEIGHT TRAINING: (9,10,11,12; .5 credit; Personal Fitness Concepts)**

Basic Weight Training will provide the student with basic weight training fundamentals and the opportunity to maintain physical fitness through firming, toning, and aerobic conditioning. In the class weight training will occur three days a week accompanied by two days of aerobic conditioning. Students will keep weekly workout journals, set personal and cardio goals and develop individual workout plans (detailed portfolio). Students will also receive classroom instruction on related health topics. Basic Weight Training is a prerequisite to Advanced Strength and Conditioning. Students will develop a comprehensive personal fitness plan in this class.

**8340 ADVANCED STRENGTH AND CONDITIONING: (10,11,12; .5 credit; Basic Weight Train-ing or Resistance Training for Women or by PFC teacher approval)**

This course is designed to assist the student to become successful in a competitive athletic environment. Students will gain the knowledge of how to successfully train their bodies in order to gain both strength and endurance, while at the same time increasing flexibility. Weight training will be four days per week, with one day of active cardiovascular conditioning and plyometric training as well as classroom instruction. Areas of emphasis will be on the discussion of various relevant topics such as, but not limited to basic nutritional information, how to develop a sound nutritional plan based on an individuals own goals, the danger of steroid usage, natural performance enhancing substances, and proper weight gain/loss strategies. Students will develop a comprehensive personal fitness plan in this class.

**8350 RESISTANCE TRAINING FOR WOMEN: (9,10,11,12; .5 credit; Personal Fitness Concepts)**

Resistance Training for Women will provide our female student's with basic weight training fundamentals and the opportunity to maintain physical fitness through firming, toning, stability, core, and aerobic conditioning. In this class weight training will occur three days a week accompanied by two days of aerobic conditioning. Students will keep weekly workout journals, set personal and cardio goals, and develop individual work out plans (detailed portfolio). Students will also receive classroom instruction on related health topics. Students will develop a comprehensive personal fitness plan in this class.

**8360 BODY COMPOSITION MANAGEMENT: (9,10,11,12; .5 credit; Personal Fitness Concepts)**

Body Composition Management is a course designed for students with many different body types and life styles. Students will identify their individual body type and set personal goals related to enhancing their healthy life-style decisions and improving their overall body fat to lean muscle ratio. Participants will develop critical-thinking skills through an understanding and application of exercise and nutrition principles. This will be attained through a variety of activities that include, but are not limited to; cardiovascular workouts, resistance/weight training, sports competition, food labs, journaling (using Dine Healthy technology), research, test, and quizzes. Students may choose to receive PE or Practical Arts credit. Students will develop a comprehensive personal fitness plan in this class.

**8300 DANCE AND FITNESS CONCEPTS: (9,10,11,12; .5 credit; Personal Fitness Concepts)**

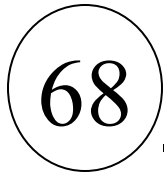
This class is designed for any student who would like to explore the world of dance. The focus will be to expose students to a variety of dance techniques. These techniques will include, but not limited to: Ballet, Jazz, Lyrical, Modern, Hip-Hop, Swing, and Salsa. Pilate and other Aerobic activities will also be experienced in this class. Students will learn proper techniques, theories, and history of these dances. The class will climax with group performances that are choreographed by the students.

**8370 INTERMEDIATE AQUATICS & WATER SPORTS GAMES: (9,10,11,12; .5 credit; Personal Fitness Concepts)**

This course is designed to assist students to become more proficient swimmers, and learn about basic water safety skills. The focus on the class will stress proper swim stroke techniques, water rescue maneuvers, and fun water sports games. Students will learn to be efficient swimmers in all four Olympic strokes, including Butterfly, Backstroke, Breaststroke and Freestyle. Students will engage in a variety of water sports games, such as volleyball, basketball, water polo and various swim relays. This class will also include classroom instruction on American Red Cross water safety issues, and related swim topics.

**8400 ADVANCED AQUATIC SKILLS AND LIFEGUARD TRAINING: (10,11,12; .5 credit; Intermediate Aquatics or Instructor Approval)**

This course is the American Red Cross Life Guarding Today curriculum, which includes certification for lifeguarding and CPR for the professional rescuer. Students will identify and evaluate roles, characteristics, and responsibilities of a professional lifeguard, as well as proper surveillance techniques and emergency action procedures. Students will also identify and analyze facility operations and aquatic injury prevention. Advanced swimming skills are required.



## HEALTH

### REQUIRED COURSE FOR GRADUATION

#### **8323 HEALTH: (9,10; .5 credit)**

Its premise is that healthy behavior is a choice that begins with the ability to separate fact from fiction in order to make informed decisions. HEALTH covers the essential elements of active living, life-management and wellness skills, and making healthy personal choices. Subject matter includes mental health; body structures and functions; nutrition; first aid; consumer health; personal hygiene; human sexuality; disease prevention; and the harmful effects of drugs, alcohol, and tobacco.

Essential Question: What does it mean to be in good health?

Academic Expectations Indicator:

- Utilize knowledge of personal healthy habits which includes physical, social, and intellectual and emotional wellness that will enhance their life.
- The student demonstrates a thorough understanding of major concepts of health/wellness necessary to maintain a healthy lifestyle which includes the mind and body.
- The student consistently demonstrates positive personal character traits and applies the knowledge necessary to make responsible decisions.

Based on the Missouri Department of Education Content Areas of Health Education, students will develop knowledge related to nine primary strands.

1. Personal Health and Wellness
2. Mental Health
3. Nutrition
4. Body Systems and Preventive Care
5. Human Development
6. Disease Prevention and Treatment
7. Lifelong Fitness
8. Substance Abuse
9. Healthy Relationships and our Environment

## GENERAL ELECTIVES

### **1495 COLLEGE READINESS: (11,12; .5 or 1 credit; placement by administration)**

The College Readiness course is a class that is intended to improve a student's math skills. The course utilizes a mixture of computerized instruction, which is individualized to meet the student's needs, and small group instruction. Students who have taken College Readiness have collectively shown improvement in their Compass and ACT scores.

### **8610 COLLEGE TESTING PREP: (11,12; .5 credit; concurrent Algebra 2)**

This course is designed to prepare students for success on the ACT (including the writing portion) and the COMPASS (St. Louis Community College's placement assessment). Test preparation, practice and strategies will focus on English mechanics, reading, mathematics, and science. The course will utilize a variety of practice materials including a prep guide, workbook, and sample ACT tests. Students will meet in two week block sessions alternating during the semester between math and English. Students will need to purchase consumable materials for this course

### **8600 STUDENT COUNCIL—StuCo: (9, 10, 11, 12; .5 CREDIT (full year); ELECTION)**

## GIFTED EDUCATION

### **9510 ADVANCED INDEPENDENT INVESTIGATIONS (A.I.I.): (10,11,12; .5 or 1 credit; formerly in LEAP or SEEK or permission of the instructor)**

High school students have the opportunity to initiate and complete investigations that relate to their own interests, talents, and abilities with the assistance of the A.I.I. teacher. The student is challenged to design a creative investigation or artistic production that may include a research question, problem, or statement; individual in-depth exploration of primary and secondary sources; and a final product to be shared with an identified audience. This curricular framework provides for flexibility and student choice. Students are encouraged to develop approaches to all course materials that best suit their individual needs and academic, social, or personal goals. Students may only take AII for a 5.0 A for two semesters during their high school career.

## LEARNING LAB

### **9000 LEARNING LAB: (10, 11, 12; 0 credit)**

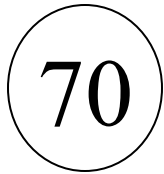
Learning labs provide students with a 50 minute class period to complete homework, receive tutoring, and conduct library research. Tutors in all content areas are available during all learning labs. Students do not earn academic credit for participating in a learning lab. Students may choose to take a learning lab for a single semester or for the entire year.

### **9001 9TH LEARNING LAB: (9; 0 credit)**

9th Learning labs provide freshmen students with a 50 minute class period to complete homework, receive tutoring, and conduct library research. Tutors in all content areas are available during all learning labs. Students do not earn academic credit for participating in a learning lab. Students may choose to take a learning lab for a single semester or for the entire year.

### **9090 WRITING CENTER: (10, 11; 0 credit; recommendation by previous English instructor)**

Student tutors meet with fellow LHS students one hour each day with various writing assignments. In short, 10-15 minute meetings, they are asked to assist students in their expository focus, structure and direction. Tutors are given flexibility to work on their own assignments during off-peak times.



## INDIVIDUALIZED STUDY OPTIONS

Lindbergh High School recognizes that students may wish to pursue alternative educational opportunities for a variety of reasons. Only courses offered by an accredited institution will be considered. A maximum of 2 credits may be earned through individualized study options. Students wishing to pursue an alternative course of study should discuss the options with their grade level counselor.

**INDEPENDENT STUDY:** The purpose of Lindbergh High School's Independent Study Program is to allow students who have exhausted all options in a particular course of study to pursue their interests in greater depth for credit. The student who is interested in independent study must work out a contractual program of study with his or her counselor and teacher.

**MISSOURI VIRTUAL INSTRUCTION PROGRAM (MO VIP):** MO VIP is a virtual school that allows students to take classes for credit online. Visit the MO VIP website at [www.dese.mo.gov/movip/](http://www.dese.mo.gov/movip/) for more information and for a list of courses available. Contact the Guidance Director for registration information.

**CORRESPONDENCE COURSES:** Students taking correspondence courses complete course work on an independent basis, without direct teacher instruction. Course work is typically submitted on-line or via mail. Tests and final examinations are taken at an approved, supervised site. Accredited programs such as the University of Missouri- Extension program are available to students desiring to pursue this option. Consult with your grade level counselor for additional information on correspondence courses.

**ACCREDITED NIGHT SCHOOL PROGRAMS:** Students may take high school courses through an ac-credited night school program such as the St. Louis Public Schools. Night school programs offer a limited selection of courses which students typically take to earn credit in a class in which they have previously failed. Consult with your grade level counselor for additional information.

**SUMMER SCHOOL:** A summer school program is conducted at Lindbergh High School. A number of courses are offered in condensed and/or 5 week sessions. The program begins approximately the third week in June and ends approximately the second to last week in July. The program is offered at no cost to resident students. (There is a fee for Driver Education). Registration materials will be made available after spring break. Incoming ninth graders are eligible to take summer school courses.

**CREDIT RECOVERY:** Credit recovery is a computer-based, alternative education program offered by LHS to students who have previously failed one or more classes. Credit recovery allows students to work at their own pace through various online and offline activities. The system also allows the teacher to modify coursework and offline activities according to each student's needs. Students are closely tracked and their progress is monitored on a daily basis. Due to the nature of the program a limited number of students may access it at any given time—thus the program is offered every hour of the school day, after school two days a week and during LHS summer sessions. To enroll a student must speak with their grade level counselor to determine if credit recovery is appropriate for them. Credit recovery is a unique way of learning where students can potentially get back on track with their projected graduation date.



Section

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7

# Vocational Technical School Programs



# Lindbergh High School

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Lindbergh School District is in partnership with local Technical High Schools for student achievement. South Technical High Schools offer hands-on training in a variety of technical programs. Students will have the opportunity to investigate career interests prior to college and/or begin a career right after high school graduation. Since South Tech are public high schools, there are no tuition fees or transportation costs.

## Who Should Apply?

- Current 9th, 10th, 11th grade students who are enrolled in good standing in academics, attendance and behavior.
- Students who enjoy learning in a “real-world”, “hands-on” environment.
- Students who want to get involved in their career interest areas now.

## How are the Programs Offered?

- **Sophomores** attend a semester of the Sophomore Career Exploration program. In this program, the students will explore four career clusters. The four career clusters are Information Technology & Graphics, Construction, Medical & Human Services and Transportation & Advanced Manufacturing. Upon completion of the Sophomore program, the students will pursue a two-year specific training program for their remaining years of high school.
- **Juniors** attend a two-year specific training program in one specific field of their choice.
- **Seniors** attend a one-year specific field of their choice, if available.

## Half-Day Program

- Students take four academic classes at LHS.
- Students take technical training at North or South Tech.
- Grades from Tech will transfer to LHS as practical art credit and students will receive a Lindbergh High School Diploma.

## How and When to Apply?

- Meet with counselor to discuss and review the various career opportunities.
- Complete and submit application to the LHS Guidance Secretary
- Applications are due in January and students will be interviewed in February for the following school year.
- Students are required to attend a tech school open house prior to acceptance.

SOUTH TECHNICAL HIGH SCHOOL  
12721 West Watson Road  
Sunset Hills, MO 63127  
314-989-7400  
[www.SouthTechHigh.org](http://www.SouthTechHigh.org)

## What Programs are Offered?

Sophomore Career Exploration

Auto Body  
Automotive Technology  
Bricklaying & Masonry  
Carpentry  
Cisco Networking Academy  
Construction Trades  
Cosmetology  
Culinary Arts  
Dental Science

Early Childhood Education  
Electrical Trades  
Electronics & Robotics Engineering  
Emergency Medical Technician  
Fashion Design  
Firefighting (am program)  
Floor Layers Middle Apprenticeship  
Graphic Design  
Graphic Production & Printing  
Health Sciences

Heating, Ventilation &  
Air Conditioning (HVAC)  
Homeland Security  
Lab & Pharmacy Science  
Law Enforcement  
Motorcycle & Small Engine  
Technology  
Precision Machining  
Veterinary Assistant  
Web & Computer Programming  
Welding

Section

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7

The  
Charles Lindbergh  
Academy

The Charles Lindbergh Academy is an extension of Lindbergh High School that provides an alternative learning environment for students. A school within a school, the Academy is designed to meet each individual students needs. The Academy is designed to assist students who have experienced limited success in the regular educational setting and see a true need for change in themselves.

**How is it the same as LHS?**

- Students earn the same graduation requirements and receive a Lindbergh High School Diploma.
- Students may participate in the graduation ceremony.
- Students follow the discipline codes as stated in the *Rights and Responsibilities Handbook*.
- Students abide by the attendance policy.
- Students may participate in extracurricular activities and school sponsored events.
- Classes follow High School curriculum objective

**How is it different?**

- Smaller school size. (limited to 75 students)
- Reduced student teacher ratio.
- Hands-on learning; interdisciplinary units.
- In-class assignments and supervised study.
- Individual, self-paced learning.
- Service learning projects required every Academy semester.
- Four classes every nine weeks; students can earn 8 credits per year.
- Each class is 70 minutes; school day is 7:35am – 12:35pm.
- Exploratory 1 - 1 learning environment.

**Who should apply?**

- Students who may be experiencing one or more of the following situations:
- Low motivation for school academically and socially.
- Lack of consistency in earning credits.
- Low self-esteem.
- Potentially able but lack basic skills.
- Little involvement in extracurricular activities.
- Life changing event.

**How to apply?**

- Visit with your grade level counselor for details.
- Consult with parent(s)/guardian, teachers and principal.
- Obtain an application from the Counseling Office, complete and return to grade level counselor.
- Counselor will write a recommendation and submit proper documents.
- Director of the Academy will contact student and conduct an interview.

For more information contact the Academy Director at 314-729-2400 Ext. 1842, visit the Academy's website, <http://academy1to1.blogspot.com/> or your counselor.

**Notes:**

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