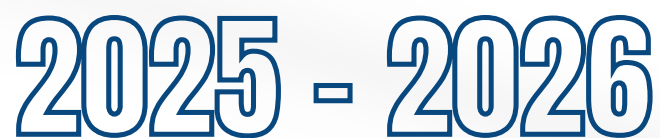


# PROGRAM OF STUDIES



2025 – 2026

Dear CHS Students and Families,

This “Program of Studies” has been developed to assist you in planning an appropriate high school program. Each of our departments have provided you with course descriptions and information designed to guide you in making appropriate choices.

The academic program of Clayton High School is our major focus. Our co-curricular program is large and varied so that students may experience a well-rounded education during their high school years. It takes full participation in both programs to build a comprehensive high school experience. We encourage students to become involved both in and out of the classroom.

Questions may arise as you review this booklet, and we are eager to help you understand our program. Our counseling staff and department leaders are available to address your concerns. We hold a special curriculum evening for this purpose. In addition, a phone call is always welcomed.

We extend our best wishes to you for a wonderful educational experience at Clayton High School.

Sincerely,

A handwritten signature in cursive script that reads "Dan Gutchewsky".

Dr. Dan Gutchewsky  
Principal

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# CLAYTON HIGH SCHOOL MISSION STATEMENT

Clayton High School's mission is to provide an exemplary academic and extracurricular program that will guide students in the development of the character, knowledge, skills, and intellectual curiosity needed to continue to the world around them.

## GUIDING PRINCIPLES

In keeping with the mission of our school, Clayton High School has identified the following principles that guide our work and influence our decisions.

- **We believe**

that the central focus of our school is learning.

- **We believe**

that our program must be comprehensive and challenging in order to meet the needs of all of our students.

- **We believe**

that involvement in the extracurricular program contributes to the total development of our students.

- **We believe**

our school community should promote health, character, and compassion.

- **We believe**

social, ethnic, and cultural diversity enriches our school community.

- **We believe**

that our ever-changing world demands that learning be a lifelong process

## GRADUATION REQUIREMENTS

Minimum requirements for a Clayton High School diploma are determined by the State of Missouri and the Clayton School District Board of Education. Preparation for specific personal, career, or college interests requires careful consideration of the individual's personal plan of study. The counseling staff is prepared to assist each student with this planning.

To earn a diploma from Clayton High School, students must earn 24 units of credit.

4	units in English ( <b>3 units of conferenced English, including English I &amp; II</b> )
*3	units in Social Studies ( <b>including 1/2 unit of American Government and 1 unit of U.S. History</b> )
3	units in Science
3	units in Math
1	unit in Fine Arts
1	unit in Practical Arts
1/2	unit of Health
** 1	unit of Physical Education
7 1/2	units of additional coursework

\* Examinations on the United States and Missouri Constitutions must be passed (completed in American Government). **Starting with the 2017-2018 9th grade class, an American Civics exam must also be passed.**

\*\* Physical Education is completed at the rate of 1/2 unit per semester beginning with the class of 2021-2022. **30 minutes of CPR instruction and training of Heimlich maneuver or other first aid for choking is required.**

\*\*\* Missouri Personal Finance requirement (completed in Personal Finance or AP Economics).

## GRADUATION WITH HONORS

Students who achieve a final cumulative grade point average of 3.75 or higher will graduate with "High Honors"; students with a grade point average of 3.50 - 3.74 will graduate with "Honors." Honors designations are noted on both the diplomas and graduation programs.

## GRADING SYSTEM

Clayton High School uses a four-point grading system. Grades of A, B, C, D, P, and CR are passing grades. All classes are included in grade point averages unless the student has opted to take the class Credit/No Credit or Audit and has filed all appropriate paperwork. Grades of F, W, NC or AU award no credit. A student who receives an F in a required subject must repeat and pass that course to fulfill graduation requirements. The P grade is assigned when the teacher believes that a student has put forth a strong effort but that the subject is too advanced for the student's particular stage of development.

If a student chooses to retake a course at Clayton High School in which the student has previously earned a D+ or lower, the new grade is calculated into the student's GPA. The original grade is removed from the student's transcript and is not calculated into the student's GPA. If a student wishes to retake a course in which the student has earned a C- or better, special permission must be granted by the principal to replace the C- or better with a new grade. It is the student's responsibility to complete the appropriate form to initiate the grade change.

When a student changes from one course to another, the entering grade will be determined jointly by the department chair, outgoing and incoming teacher, and an administrator.

If a course is dropped **DURING** the first quarter of the semester (1st or 3rd quarter), no record of the student's enrollment is made. However, if the course is dropped **AFTER** the first quarter of the semester (2nd or 4th quarter), it is recorded on the permanent record as an F. In special circumstances, the W (withdrawal) grade will be given to students who withdraw from a class **AFTER** the first quarter of the semester. The counselor, teacher and an administrator will determine if/when a W grade is appropriate.

At the discretion of the teacher, counselor and administrator, students may receive a grade of **"Incomplete" (I)** when there is course work yet to be completed but the student is unable to complete by the end of the semester. Aside from medically documented reasons, an "Incomplete" grade could result in students forfeiting MSHSAA eligibility. **Students who receive a grade of "Incomplete" must complete the course requirements by the end of the following semester or the "Incomplete" grade results in a "Failure".**

Clayton High School will award credit to students for courses completed at an accredited high school. Course work completed through non-accredited high schools may appear on the permanent transcript but will appear as NC (no credit).

## CLASSIFICATIONS

Students at Clayton High School are classified according to the number of credits they have accumulated. The required credits for classification are as follows:

**10<sup>th</sup>** Grade 6 Credits

**11<sup>th</sup>** Grade 12 Credits

**12<sup>th</sup>** Grade 18 Credits

Graduation 24 Credits

## **ELIGIBILITY**

To compete in athletic activities, students must meet Academic Eligibility Standards established by the Missouri State High School Activities Association. In order to compete during a semester, a student must have earned a minimum of 3.0 units of credit the preceding semester, and be currently enrolled in and regularly attending courses that offer a minimum of 3.0 units of credit. Clayton High School expects all students participating in extracurricular activities to exhibit good attendance patterns and good overall citizenship.

## **CREDIT/NO CREDIT**

Students may elect up to one-half unit of course work each semester on a credit/no credit basis. This option removes the selected course from the grade-average computation. In order to elect this option, the minimum graduation requirement must be met in that subject area. For example, after the first three high school courses in science have been completed (three years required), one additional course could be graded credit/no credit. If the student does passing work, a grade of CR is recorded, and credit is granted. In the event of failure, the grade is recorded as NC, and no credit is awarded. In neither case is the student's grade average affected. Students who have previously taken a course on a Credit/No Credit basis may retake the course for a grade. The form that must be completed for this option to be implemented is available in the Counseling Office. The form must be filed during the first quarter of the semester.

## **AUDIT**

Students may elect up to one unit of course work each year (1/2 unit per semester) on an Audit basis if minimum Clayton High School graduation requirements in the specific subject area have been met. Grades in courses where this option is exercised are recorded as Audit (AU). Audit courses are not counted in the student's grade-point average. Student requests for the Audit option must be submitted before the end of the first quarter for the first semester or whole year subject, and before the end of the third quarter for a second semester subject. After the submission deadline, no change in grading procedure will be considered.

## **RECOMMENDED COURSES OF STUDY**

Although Clayton High School has comprehensive requirements for graduation, simply meeting those requirements will not produce the most competitive transcript for college admission. As the competitive nature of admission increases at most schools, the colleges expect students to meet rigorous curricular standards for admission. The program of study below is strongly recommended for the college-bound student:

- 4 years of English
- 4 years of Mathematics
- 4 years of Science
- 4 years of Social Studies
- 4 years of World Languages

Any deviation from this curriculum should be considered carefully. For example, if you elect to finish world language study after only three years, you should select a course offering from another discipline to complete advanced work in an area of specific interest.

## **Essential Questions and Enduring Understandings:**

## A Brief Explanation

The faculty throughout the School District of Clayton is continuing to engage in refining the curriculum and in deepening our understanding of our work. As part of this work, each discipline at CHS is developing what Grant Wiggins in Understanding by Design calls essential questions or enduring understandings. Each department develops essential questions or enduring understandings, depending upon which approach they feel best fits their discipline. We believe that the questions or understandings provide insight into the fundamental issues at the core of each of the disciplines. As a result, each discipline's course offerings are prefaced by a list of either essential questions or enduring understandings. Below is a brief explanation of the nature of essential questions and enduring understandings. In Understanding by Design, Wiggins states that essential questions have the following qualities:

- **Go to the heart of the discipline.** Essential questions can be found in the most historically important and controversial problems and topics in various fields of study: Is a "good read" a great book? Was arithmetic an invention or a discovery? Is history always biased? Do men naturally differ from women?
- **Recur naturally throughout one's learning and in the history of the field.** The same important questions are asked and re-asked as an outgrowth of the work. Our answers may become increasingly sophisticated, and our framing of the question may reflect a new nuance, but we return again and again to such questions.
- **Raise other important questions.** They invariably open up a subject, its complexities, and its puzzles; they suggest fruitful research rather than lead to premature closure or unambiguous answers.

In Understanding by Design, Wiggins describes **enduring understandings** in the following way:

- **Principles, laws, theories, or concepts** that are likely to have meaning for students if they appear to be sensible or plausible (not out of the blue or arbitrary pronouncements). In some sense, the students can verify, induce, or justify these ideas through inquiry and construction.
- **Counterintuitive, nuanced, subtle or otherwise easily mis-understood ideas**, such as gravity, evolution, imaginary numbers, irony, texts, formulas, theories, and concepts.
- **Conceptual or strategic element of any skill** (e.g. persuasion in writing or "creating space" in soccer): the clarification of a means to ends, and insight into strategy, leading to greater purposefulness and less mindless use of techniques. Such mindfulness can only come about by active reflection upon and analysis of performance (what works, what doesn't, and why).



## COURSE OFFERINGS

Course lists are arranged departmentally. Each department has listed all course offerings.

Each section is prefaced by a departmental introduction that outlines graduation requirements and describes the overall four-year program in that department. A suggested sequence of courses is given for each department. Specific course information includes course title, the grade level(s) for which the course is appropriate, amount of credit, semester(s) when a course is offered (1=first semester, 2=second semester), course descriptions, course requirements, and prerequisites, if required.

Virtual instruction can be an effective education option for some students. CHS accepts courses available through the district-preferred virtual option, Launch, or through the Missouri Course Access Program (MOCAP). In addition to MOCAP, the District partners with other area districts to provide virtual courses through St. Louis Virtual Campus. St. Louis Virtual Campus allows students a flexible, online alternative to extend and enrich learning, as well as complete a portion of their high school coursework. Current courses offered through St. Louis Virtual Campus are specialized and upper-level asynchronous courses generally not offered in other virtual platforms. **Eligible students must have been enrolled full time** (3.0 credits) in the prior semester to receive District support in virtual courses. The District will only support a maximum combined total of 3.0 units of credit (virtual and traditional) per semester. Students considering enrollment in a virtual course should contact their counselor to discuss enrollment options.

More information about virtual courses can be found on our website at <https://www.claytonschools.net/Page/20324>.

## STL VIRTUAL CAMPUS COURSES

St. Louis Virtual Campus allows students to access specialized and upper-level, asynchronous, online courses. Students will access their courses utilizing Schoology, St. Louis Virtual Campus's learning management system. Communication with the instructor and other students is done primarily via electronic communication (email, chats, discussion boards, etc.). Teachers may schedule online meetings (via Zoom or Google Meet), if needed.

St. Louis Virtual Campus allows students a flexible, online alternative to extend and enrich learning, as well as complete a portion of their high school course work. Classes will be designed to meet a variety of learning styles and needs.

Course Name	STLVC Descriptions	Prerequisites
<b>AP Physics C: Mechanics (created 139320V for one-semester course)</b>	AP Physics C: Mechanics is a one-semester course. It is the first of a two-course sequence that is equivalent to a first-semester college course in calculus-based physics sequence taken by science and engineering students at most colleges and universities. Course topics include kinematics, dynamics, energy, momentum, rotation, gravitation, and oscillation. Students who enroll in this class may receive college credit through successful performance on the AP Physics C: Mechanics College Board examination. This course is offered through St. Louis Virtual Campus.	Calculus or concurrent enrollment in Calculus.
<b>AP Physics C: Electricity and Magnetism (created 139330V for one-semester course)</b>	AP Physics C: Electricity and Magnetism is a one-semester course. It is the second of a two-course sequence that is equivalent to a first-semester college course in calculus-based physics sequence taken by science and engineering students at most colleges and universities. Course topics include conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students who enroll in this class may receive college credit through successful performance on the AP Physics C: Electricity and Magnetism College Board examination. This course is offered through St. Louis Virtual Campus.	Calculus or concurrent enrollment in Calculus.
<b>Accounting 1 (037111V / 037112V)</b>	Accounting 1 is a yearlong course for students interested in learning how businesses operate, students interested in accounting or business as a major in college, and students interested in learning about keeping the financial records for their own business in the future, can all benefit from taking Accounting I. Students will learn financial accounting concepts including the accounting equation, the accounting cycle, entering transactions, posting to ledgers, preparing financial statements and payroll systems. Students will learn to utilize spreadsheet programs and automated accounting software to perform accounting procedures. Connections between accounting principles, the business world, as well as career opportunities in Accounting are provided. This course is offered through St. Louis Virtual Campus.	None
<b>Honors Accounting 2 (038121V / 038122V)</b>	Accounting 2 gives students the opportunity to apply their knowledge from Accounting I by mastering advanced accounting activities and concepts. The topics included are departmentalized accounting, inventory planning, depreciation, notes, accrued expenses and revenues, stocks, bonds, and dividends. Students will continue to utilize spreadsheet programs and automated accounting software to perform accounting procedures. Accounting II provides the foundation of skills and knowledge with which to pursue study in college or enter the work world. This course is offered through St. Louis Virtual Campus.	Accounting 1
<b>Honors Calculus III (118761V / 118762V)</b>	Calculus III is a continuation of the material covered in AP Calculus BC. The course emphasizes a multi-representational approach to calculus through the exploration of limits, differentiation, integration, series, parametric functions, polar functions and many applications within these areas. In this course, students will study in depth situations involving change and accumulation using descriptive, analytical, numerical and graphical approaches. This course prepares students to take the College Board AP Calculus BC examination, which fulfills the requirements for Calculus I and Calculus II and follows the syllabus approved by the AP Audit. This course is offered through St. Louis Virtual Campus.	Calculus BC
<b>Honors Differential Equations Course Number: 118771V/118772V</b>	Differential Equations introduces methods of solving ordinary differential equations, which are used to model and describe a wide range of physical phenomena. Topics included are first order differential equations, higher order differential equations, Laplace transform methods, systems of differential equations, and applications. Studying differential equations provides students with a versatile and powerful set of tools for understanding, modeling, and solving problems in a wide range of scientific, engineering, and mathematical fields.	Calculus 3

# ENGLISH

Clayton High School English students participate in classes that build reading and writing communities, where students will:

- expand their perspectives, shaping compassionate local and global communities.
- be empowered to discover and explore personal and intellectual passions, to embrace ambiguity and to grow in head and heart.
- ask questions not just to find the answers, but to make sense of the world around them. By sharing their wonderings and new understandings, they sometimes challenge the status quo.
- benefit from exploring a wide range of texts to broaden their appreciation for the power and beauty of language and to expand their ability to express themselves and inspire others.
- understand that structures, conventions, and roles of language differ so that they can approach a text in different ways and for different purposes.

And in doing so, CHS English students become reflective, critical, and creative readers, writers, and thinkers.

The conferenced English program provides students with differentiated instruction that builds on a student's individual strengths while targeting areas for growth and improvement. The department offers conferenced courses that require students to write, conference, and revise nine compositions per year; four in the first semester and five in the second semester. A typical conference consists of a twenty-minute meeting between the student and teacher outside of classes to discuss writing one-on-one.

The graduation requirement in English is four units; three of these units must be conferenced courses (for students completing four years at CHS). Honors American Literature, AP Language and Composition, and AP Literature and Composition placement are determined by the English Department.

Additional course information can be found on our website at: <https://www.claytonschoools.net/Page/13451>.

## Essential Questions

In becoming critical readers, writers, and thinkers, English students explore many “big questions.” Some questions are specific to a work of literature or a particular time period. Some questions pertain to a particular type of writing or way of thinking. Other questions unify all of the work that we do. Among these questions are the following:

- **What is the value of literature?**
- **How does literature empower us to interact with the world?**
- **How does a writer best express complex ideas in a manner appropriate for mode, style, and audience?**
- **How does literature capture the spirit of its time and place?**
- **How can stories uphold or challenge a belief?**
- **What qualities define a writer's distinctive voice?**

## ENGLISH OFFERINGS

Conferenced English Courses	
<b><u>9th Grade</u></b> <i>Students must enroll in one of the following classes:</i>	<b><u>10th Grade</u></b> <i>Students must enroll in one of the following classes:</i>
<b>College Prep. English I</b> Honors English I* English I*	<b>College Prep. English II</b> Honors English II English II*
<b><u>11th Grade</u></b> <i>Students must enroll in one of the following classes:</i>	<b><u>12th Grade</u></b> <i>Students must enroll in one of the following classes:</i>
<b>College Prep. English III: American Lit.</b> Honors American Literature* English III*	<b>College Prep. English IV</b>  <b>Semester 1:</b> <ul style="list-style-type: none"> <li>● Action &amp; Adventure Tales</li> <li>● Black Science Fiction Writers</li> <li>● Myth of the Model Minority</li> <li>● Social Issues in Literature</li> <li>● Writing Across the Genres</li> </ul> <b>Semester 2:</b> <ul style="list-style-type: none"> <li>● LGBTQIA+ Literature</li> <li>● Literature Time Travel</li> <li>● Senior Capstone</li> <li>● Social Issues in Film and Art</li> <li>● The Western</li> </ul> AP English Literature* AP English Language and Composition* English IV*
Non-Conferenced Courses	
<i>Students may enroll in the following courses at any grade level</i>	
Academic Reading I & II* EL English* EL Reading*	

\* By teacher recommendation only

## CONFERENCED COURSES

### HONORS ENGLISH I

9th Grade

Credit – 1

Full Year

#### **By teacher/department approval**

Designed for the ninth grader who possesses both a strong ability and great interest in the study of English, Honors English I provides a course of study that teaches students to think deeply and carefully through reading, writing, speaking, and listening. Independent readers in Honors English I study within these major works: Lorraine Hansberry's *A Raisin in the Sun*, Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet*, Sophocles' *Oedipus the King* and *Antigone*, and Homer's *The Odyssey*. Students also read other plays, essays, poetry, and novels, often independently. Composition assignments range from literary analyses to creative writing, with an emphasis on the former. At least nine conferenced and revised compositions are required. Students design and deliver at least one oral presentation, likely a persuasive speech. ***Students complete a reading and study assignment the summer before Honors English I.***

### COLLEGE PREP ENGLISH I

9th Grade

Credit - 1

Full Year

This required course for ninth graders is designed to encourage students to think deeply and critically, broaden their reading experience, develop composition and grammar skills, and improve oral communication skills. Students will be introduced to narrative, persuasive, analytical, synthesis, and creative writing structures and will practice these skills through at least nine conferenced compositions. Major works may include Homer's *The Odyssey*, William Shakespeare's *A Midsummer Night's Dream* or *Romeo and Juliet*, and Lorraine Hansberry's *A Raisin in the Sun*. Other works may include novels such as William Golding's *Lord of the Flies*, Yann Martel's *Life of Pi*, or Cherie Dimaline's *The Marrow Thieves* as a whole class read. The curriculum is supplemented by other contemporary and classic literature, short stories, poems, and essays. This course is designed to help move students toward independent reading of complex texts and thoughtful, purposeful writing as well as the development of an oral presentation, likely a persuasive speech.

### ENGLISH I

9th Grade

Credit – 1

Full Year

#### **Prerequisite: By teacher/ department approval**

Because the English Department believes that in many cases the best way to group students for instruction is heterogeneously, some students enrolled in College Prep. English I will require adapted and/or modified curricula to meet their developmental needs in literacy. These students will have individualized goals and will receive instruction and feedback based on their needs while staying in the College Prep English classroom. English I may be used as a designation for students who require modification in content, standards, and/or grading in the College Prep. English I course. Students enrolled in English I will be introduced to the same course content as those students in the college prep curriculum. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for each student's developmental level. **(This course does not qualify for NCAA eligibility.)**

## **HONORS ENGLISH II**

10th Grade

Credit - 1

Full Year

**Prerequisite: Students are encouraged to discuss appropriate placement with their 9th grade teachers, but have the option to enroll in this class if they choose to.**

Designed for the academically ambitious sophomore who has demonstrated a strong interest in and commitment to the study of English, this course emphasizes literature, vocabulary, writing, speaking, and listening. Students are expected to read at a mature level, simultaneously analyzing both content and form, and to write with clarity, precision, and sophistication about both literature and personal experiences. Major works may include *Black Boy*, *1984*, *The Catcher in the Rye*, *Persepolis*, *The Things They Carried*, nonfiction essays, *The Bible as/in Literature*, a variety of poetry and drama, and at least one Shakespearean play. Students are required to complete an independent reading project each semester. Additionally, a concentrated focus on bildungsroman during the first semester will culminate in a capstone essay project requiring students to synthesize literature from the entire semester. Students are required to write, conference, and revise a minimum of nine compositions. ***Students complete a reading and writing assignment the summer before Honors English II.***

## **COLLEGE PREP ENGLISH II**

10th Grade

Credit – 1

Full Year

This literature and composition course is designed to expand those skills learned at the ninth-grade level. The writing genres include the following: literary analysis, the personal narrative, creative writing, and comparison-contrast. Students are expected to make effective use of thesis statements, topic sentences, introductions, transitions, and conclusions. Core works may include *The Bible as/in Literature*, a Shakespearean play (*Macbeth* and/or *Othello*), *The Catcher in the Rye*, *Persepolis*, *1984*, and the memoir *Black Boy*. Additional literature may include *Night*, *The Things They Carried*, *Things Fall Apart*. Students work on formal and informal presentations throughout the year. Other elements of study include grammar, short stories, nonfiction, and poetry. Students will also complete independent and group reading assignments. Students are required to write, conference, and revise at least nine compositions.

## **ENGLISH II**

10th Grade

Credit – 1

Full Year

**Prerequisite: By teacher/ department approval**

Because the English Department believes that in many cases the best way to group students for instruction is heterogeneously, some students enrolled in College Prep English II will require adapted and/or modified curricula to meet their developmental needs in literacy. These students will have individualized goals and will receive instruction and feedback based on their needs while staying in the College Prep English classroom.

English II may be used as a designation for students who require modification in content, standards, and/or grading in the College Prep English II course. Students enrolled in English II will be introduced to the same course content as those students in the college prep curriculum. Texts and written assignments will follow the same thematic and skill content but will be adjusted for developmental level. **(This course does not qualify for NCAA eligibility.)**

### **HONORS AMERICAN LITERATURE**

11th Grade (11th recommended)

Credit – 1

Full Year

#### **Prerequisite: By teacher/ department approval**

In this course, students engage in intensive and extensive reading of classic American literature in the context of American culture, including texts from the pre-revolutionary era to the end of the 19th century and then up to contemporary literature. Students consider the forces that gave rise to different literary schools and philosophies, such as Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Existentialism, Modernism and Postmodernism, learning to discuss how literature builds on the innovations of these movements. Major works include *Narrative of the Life of Frederick Douglass*, the poetry of Walt Whitman and Emily Dickinson, *The Great Gatsby*, and *Song of Solomon*. These works are supplemented by classic and contemporary dramas, including choices such as *Death of a Salesman*, *The Crucible*, *Fences*, and by novels such as *The Scarlet Letter*, *The Awakening*, and *Their Eyes Were Watching God*. Students complete an intensive year-long research project and class presentation based on the works of an American author of critical merit. Students in this course will be working on multiple assignments at once, so organization and time management are necessary skills. Likewise, students should be able to work independently over time. Students are required to write at least nine major compositions and participate in at least nine conferences over the year. ***Students also complete an extensive analytical reading assignment of two separate texts the summer before Honors American Literature.***

### **COLLEGE PREP ENGLISH III: AMERICAN LITERATURE**

11th - 12th Grade (11th recommended)

Credit - 1

Full Year

In this College Preparatory course, students explore a variety of genres in order to understand American culture and the major writers, periods, and themes of American literature. The class situates the works of literature in their time periods, reinforcing the relationship between works of art and the culture that produces them. Major works may include *Narrative of the Life of Frederick Douglass*, the poetry of Walt Whitman and Emily Dickinson, *The Great Gatsby*, *Song of Solomon*, and excerpts from the works of Ralph Waldo Emerson and Henry David Thoreau. These works are supplemented by classic and contemporary dramas, including choices such as *Death of a Salesman*, *The Crucible*, *Fences*, and by novels such as *The Scarlet Letter*, *The Awakening*, and *Their Eyes Were Watching God*. Students are required to write, conference, and revise a minimum of nine compositions during the year.

### **ENGLISH III**

11th Grade

Credit – 1

Full Year

#### **Prerequisite: By teacher/ department approval**

Because the English Department believes that in many cases the best way to group students for instruction is heterogeneously, some students enrolled in American Literature will require adapted and/or modified curricula to meet their developmental needs in literacy. These students will have individualized goals and will receive instruction and feedback based on their needs while staying in the American Literature classroom. English III may be used as a designation for students who require modification in content, standards, and/or grading in the College Prep. English III: American Literature course. Students enrolled in English III will be introduced to the same course content as those students in the C.P.E. III: American Literature curriculum. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level. **(This course does not qualify for NCAA eligibility.)**

## **AP ENGLISH LITERATURE**

12th Grade

Credit – 1

Full Year

**Prerequisite: By teacher/ department approval**

AP English Literature is designed, in part, to prepare students to take the AP Literature and Composition exam. This exam emphasizes the skills of close reading and analysis of style through poetry and fictional prose. This course gives students the opportunity to hone their close reading and argumentation skills, makes them more comfortable with poetry analysis, and provides them practice in writing both at-home and in-class responses to literature. Throughout the course, students examine such themes as the search for identity, the presence of reality and illusion, the nature of morality, and the quest for purpose. Major texts may include *Invisible Man*, *The Handmaid's Tale*, *Pride and Prejudice*, and *Hamlet*. Additionally, students read poems, short stories, and essays, and complete at least one independent reading assignment. **After reading and conducting research over the summer and during the fall, students complete a research paper and present their findings to their classmates.** Students are required to write and revise a variety of literary analysis essays and participate in at least nine conferences during the year.

## **AP LANGUAGE AND COMPOSITION**

12th Grade

Credit – 1

Full Year

**Prerequisite: By teacher/ department approval**

AP English Language and Composition is a place for students to develop their repertoire of critical reading skills and enrich their content knowledge through an examination of nonfiction texts. Students will read and analyze the arguments of both proponents and opponents of an issue, ultimately crafting their own well-researched and well-reasoned opinions. Students who select this class have an interest in exploring the ever-changing world around them and harbor the desire to stretch themselves as thinkers and writers. We will dive into the world of professional writers and explore their craft as they put forward opinions about identity, education, work, politics, science, and nature. The writing and discussion in the course focus on rhetorical analysis, argument, and synthesis, the key components of the AP Language and Composition exam. Furthermore, students will conduct a research study of a topic of their own choosing and formally present their findings. Students are required to write, conference, and revise a minimum of nine compositions each year. **Students are required to complete an assigned reading and writing activity the summer before AP Language and Composition.**



## **COLLEGE PREP ENGLISH IV: SEMESTER COURSES**

12th Grade

Credit – 1/2

Semester 1 and/or 2

Students enrolled in College Prep. English IV sequence will enroll in one course designated as a 1st semester course and one course designated as a 2nd semester course. Assured learning experiences such as writing a personal narrative, reading book-length texts, analysis of visual texts, a research project, a formal speech) will be designated to either 1st or 2nd semester and all courses will pursue the same priority learning standards and essential questions:

- o How does an author use writing to share meaning, build community, or spur action?
- o What is voice, and how do authors develop theirs?
- o How does an author's purpose influence tone and mood?
- o How are the complexities of texts conducive to the richest expression of themes?
- o How do readers use literary analysis to understand visual media?
- o How do publishing practices influence *truth*?

In addition, students will pursue essential questions and nuanced content standards relevant to the specific course.

### **Semester One Offerings**

#### **CPE IV: Black Science Fiction Writers**

Students in this course will pursue questions like, “What tools does science fiction afford Black authors and artists that other genres do not?” and “How has science fiction become a genre of liberation?” We’ll examine popular titles such as *The Parable of the Sower* and *We Cast a Shadow* as well short stories and novels to better understand the genre of science-fiction, the importance of Black sci-fi writers such as Octavia E. Butler, and the historical and modern contexts that contribute to the recent popularity of speculative fiction written by Black authors. Students will explore their own writing through the following genres: personal narrative, analysis (visual and literary), and creative (write science fiction to explore liberation). Students will write, conference, and revise at least four essays during this semester.

#### **CPE IV: Action & Adventure Tales**

Students will trace the evolution of the romance genre (stories of action & adventure, not of love and courtship) from its roots in ancient mythology through its permutations across the globe up to the 21st century. An opening analysis of a classic romance film (varies by year) will establish a foundation for the genre’s basic elements, patterns, etc. The course will then begin in earnest, starting with an examination of *Gilgamesh*, widely considered the world’s oldest written tale. Throughout the semester, we will follow the romance’s shifting character through place and time, where first demi-gods and ancient warriors, then samurai and knights, and eventually cowboys and sci-fi questers display both culturally specific *and* universally heroic traits. Along the way, students will read and consider how folklore, fairy tales, and ghost stories—from a diverse range of cultures—fit within the genre. The course will culminate in students’ attempts to construct their own action & adventure story. Critical, philosophical, and historical readings will supplement primary texts to help explain both the nature of and the causes for the form’s shifting nature throughout time.

#### **CPE IV: Myth of the Model Minority**

Asian Americans and Pacific Islanders make up the fastest growing groups of people living in the United States, but have historically been excluded from the study of American literature. This course will explore the AAPI community’s homegrown and unique perspective on America by studying the diverse hopes and dreams, people and traditions that are tightly stitched into the fabric of the nation. Through the study of a wide range of literature across genres, students will examine the myth of the model minority and the role of transformation and transition in forming identity. Students will also explore their ideas through narrative writing, literary analysis, argumentation, and creative writing.

#### **CPE IV: Social Issues in Literature**

This course studies the role of communication in creating social change, focusing on the ways in which fiction, nonfiction, poetry, and other literary forms expose injustices and provide motivation and solutions for social progress. Reading selections will balance shared class readings and student choice. Students will evaluate, synthesize, and respond to essays, stories, poems, and other long form and short form texts. Students will explore their ideas in writing through various genres, including personal narrative, analysis (visual and literary), and creative.

#### **CPE IV: Writing Across the Genres**

Writing Workshop is an intensive course of study in the practical craft and aesthetic forms of creative and analytical writing. Members of the class are responsible for building and maintaining a writer's community in which time is spent writing independently, discussing professional models of writing, and participating in "workshop," where students seek feedback from their peers about their own compositions. Through writing, reading, and discussing, students study various techniques of literary genres, including personal narrative, poetry, fiction, dramatic script, essays, and multimedia texts. This course is recommended for writers who enjoy sharing ideas and feedback with others and are committed to writing inside and outside of the classroom.

### **Semester Two Offerings**

#### **CPE IV: LGBTQIA+ Literature**

What qualifies a work as LGBTQIA+? Does the genre describe the author? Must sexuality be the primary focus of the text? This course will examine these and other questions through fiction, poetry, and nonfiction. Students will explore the cultural and political history of LGBTQIA+ rights and roles in societies around the world and examine the role of literature in building understanding and equality. Students will use the course readings in order to develop their own questions for research and exploration.

#### **CPE IV: Literature Time Travel**

How does time shape our understanding of ourselves, our world, and our reality? In Literature Time Travel, we consider these questions through the lens of literature and real-world issues. We start by analyzing creative uses of time in works of fiction, applying these techniques to our own creative pieces. Then, we explore the timeline and development of a chosen social issue by researching and reading primary and secondary sources. Using our findings, we create an argument that proposes a small change that would impact our current reality or future. Finally, we return to creative uses of time in works of fiction, analyzing how filmmakers manipulate time in visual works.

#### **CPE IV: The Western**

Long considered a quintessential expression of America's character, the western has crystalized into one of the country's enduring narratives: the image of the lone cowboy sitting atop his trusty steed, rugged, democratic, and self-sufficient. Reopening the West(ern) will investigate the complexity inherent in such a paradoxical premise, a premise whose clashing goals Richard Slotkin articulates as the following: "What is the proper balance between the rights of the individual citizen and the interests or opinions of the majority? Between the ideal of justice and the practical operation of the laws? Between property rights of the haves and the legitimate needs of the have-nots?" Just as central to the course as examining the western's attitude toward these issues, the course is interested in figuring out just how universally the western's emphasis on such qualities as daring, endurance, and an obligation to both self and community applies to the total American experience, not just the experience of some (e.g., not just to a white guy). In this spirit, then, the course will reopen the literary terrain of the West to investigate how historically neglected voices have, through their own writings, contributed to mythologizing the region that has come to occupy such a revered space in the nation's imaginative landscape.

#### **CPE IV: Senior Capstone**

The mission statement of the School District of Clayton reads, **“We develop leaders who shape the world through independence, creativity, and critical thinking.”** The senior capstone project for College Prep English IV provides an opportunity for students to illustrate that the education they have received has prepared them to meet this challenge.

Students in this class should be passionate, curious, and ready to tackle a semester of independent investigation. Students will begin the semester by exploring and identifying areas of interest while also learning the basics of research and synthesis. They will learn to develop questions and narrow their focus and explore different forms of communication. The course will cover different ways to conduct research, how to weigh credibility of sources, and how to properly document those sources. Students will use the results of their reading and research to create a composition (essay, film, etc.) that communicates their findings and position to an audience.

#### **CPE IV: Social Issues in Film and Art**

This course provides a framework for seniors to improve their writing, reading, speaking, viewing, and listening skills in order to explore major issues of social justice and equity in our world today. Students will be encouraged to build vocabulary, keep journals, and write creatively, analytically, and persuasively. Students will also independently read books that promote diverse voices and perspectives. The course will apply textual analysis to contemporary short animated, live action, and full-length films as well as to major contemporary artists. This course culminates in an independent research project focused on social issues that most interest the students followed by a class presentation.

#### **COLLEGE PREP ENGLISH IV**

12th Grade

Credit – 1

Full Year

This class is designed to foster independence and creativity by asking students to build on the skills they have developed during preceding classes and to transfer those skills to new subjects. The motif of “social dialogues” emphasizes the role of communication in social issues. Reading selections with an emphasis on diverse voices and student choice. Students will select, evaluate, synthesize, and respond to sources, including fiction, nonfiction, film, and other texts. The course features a capstone research project and presentation. Students are required to write, conference, and revise a minimum of ten compositions each year, including a reflective piece that may assist with the college application essay.

#### **ENGLISH IV**

12th Grade

Credit – 1

Full Year

#### **Prerequisite: By teacher/ department approval**

Because the English Department believes that in many cases the best way to group students for instruction is heterogeneously, some students enrolled in senior electives will require adapted and/or modified curricula to meet their developmental needs in literacy. These students will have individualized goals and will receive instruction and feedback based on their needs while staying in the College Prep. English IV classroom.

English IV may be used as a designation for students who require modification in content, standards, and/or grading in the senior elective course. Students enrolled in English IV will be introduced to the same course content as those students in the senior elective curriculum. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level. **(This course does not qualify for NCAA eligibility.)**

# ENGLISH CREDIT RECOVERY

## COLLEGE PREP ENGLISH I/II – CREDIT RECOVERY (Not Offered 2025-2026)

10th-12th Grade

Credit – 1/2

Semester – 2

This course is designed for students who have failed one semester of College Prep English I or College Prep English II. The course should be taken concurrently with another English class, including College Prep English II or any Conferenced English elective, so students can continue to earn the required four credits needed to graduate. In this class, students will read a variety of short stories, essays, poems, a novel or play, and an independent reading assignment. Students will also write and conference five compositions. The main focus of this class is for students to gain credit for failed English classes and to refine skills taught in College Prep. English I and College Prep. English II. Students in grades 10, 11, and 12 may take this class. Students may enroll for this class a maximum of two times. Students who have failed an entire year of College Prep English I or II should recover at least one semester credit in summer school; the second semester may be recovered with this class. Enrollment is limited to 15 students. **(This course does not qualify for NCAA eligibility.)**

## THE READING PROGRAM

The reading specialists serve as consultants for teachers and students, teach small group classes for specific strengthening of reading skills, and coach classroom teachers about best practices for literacy instruction within the general course offerings. Many students who no longer require daily reading instruction can receive support from the reading specialists and the Learning Center staff and strengthen their study skills. Some students may require more intensive support from the Special School District faculty if they have a reading disability. Any additional diagnostic assessment is directed through the reading specialists.

## ACADEMIC READING I & II

9th - 12th Grade

Credit - 1/2 Elective

Semester – 1 and/or 2

**Prerequisite: Reading Specialist teacher/ department approval**

This course is designed for the student who wants to become a proficient reader. Small groups explore what it means to be a proficient reader in the 21st century. This exploration focuses on reading and analyzing challenging texts while supporting content class learning. The classes provide opportunities to examine and practice effective reading strategies including building a strong vocabulary; making inferences; asking questions; summarizing; synthesizing; and visualizing. Students learn how to accelerate their reading and develop successful reading strategies to support classroom learning. Research indicates the singular best way to improve reading proficiency is to provide students with time to read. This class provides that time in class. **(This course does not qualify for NCAA eligibility.)**

# ENGLISH LEARNERS

## EL ENGLISH

9th - 12th Grade

Credit – 1

Full Year (1/2 credit per semester)

### **Prerequisite: Identified English Learner**

This course is designed to provide identified English Learners (EL) with learning opportunities to develop English language skills in the areas of speaking, listening, reading, writing, grammar, and vocabulary. The curriculum is structured to meet the individual needs of English language students toward the goal of developing the level of English language proficiency necessary for academic success in high school and college. Learning experiences are designed for students based on their level of English language proficiency: Basic Beginner, High Beginner, Basic Intermediate, High Intermediate and Early- Advanced. Writing conferences with the teacher and peers are an integral part of the course. **(This course does not qualify for NCAA eligibility.)**

## EL READING

9th - 12th Grade

Credit - 1 Elective

Full Year (1/2 credit per semester)

### **Prerequisite: Identified English Learners**

This course is similar in structure to the EL English course, with a more intensive focus on reading and writing. The course is designed to meet individual needs of English language students toward the goal of developing the level of English proficiency necessary for academic success in high school and college. The course focuses on the structural analysis of words, patterns of usage (grammar and syntax), vocabulary development, and comprehension strategies through guided reading and writing practice. Writing conferences with the teacher and peers are an integral part of the course. **(This course does not qualify for NCAA eligibility.)**

# **FINE ARTS - PERFORMING ARTS**

## **Enduring Understandings & Essential Questions**

### **Creativity**

- What is music/drama's role in education?
- How is music/drama a lifelong skill?
- How do we communicate the important role of the performing arts to the non-performer?

### **Developing Ideas**

- How are students fluent in the language of the arts?
  - communicating and understanding outside the spoken language
- What does lifelong participation in the arts look like?
- What is the balance between performance and understanding?

### **Thinking and Feeling**

- What are the benefits of an "Art" education?
- What is art's role in the enrichment of the human spirit?
- What would life be like without art?
- What is the relationship between process and product in the arts?

### **Art and Culture**

- What is the role of the performing arts in society?
- Why is it important to be literate in the performing arts?
- What is the relationship between the performing arts and other disciplines (science, math, etc.)?
- What is great art?
- What is the role of the performing arts in history?
- How do the performing arts "communicate" across language and cultural barriers?

## PERFORMING ARTS – MUSIC

The music program is designed to provide meaningful experiences for interested students. There are opportunities in both performance and non-performance classes. The curriculum offers sequential learning and allows students to progress individually, challenging each student to reach his/her maximum potential. Courses are available for beginning music students as well as the most advanced students. Courses are designed to develop skills in musicianship, interpersonal relations, listening, analysis, synthesis, and evaluation. Sequential courses are offered in three performance areas: Band, Orchestra, and Choir. Each performing group meets regularly and receives full academic credit. Also offered for students interested in music are Electronic Music, Guitar, Piano, and AP Music Theory. These courses meet regularly.

Additional course information can be found at our website: <https://www.claytonschoools.net/domain/1117>

### **CONCERT CHOIR**

9th - 12th Grade

(Mixed Voices)

Credit - 1

Full Year

**Prerequisite: None**

Members of Concert Choir develop music reading and singing skills through the study and performance of a wide variety of choral music – from Classical to Jazz and Broadway. Choir participation gives students the skills and opportunities to audition for All-Suburban or All-District Choirs, as well as participate in area music festivals. Students are required to participate in the scheduled performances. **(This course does not qualify for NCAA eligibility.)**

### **CHAMBER CHOIR**

10th - 12th Grade

(Mixed Voices)

Credit - 1

Full Year

**Prerequisite: AUDITION ONLY. Each student participating in Chamber Choir must participate in the audition process in the spring semester of the previous school year.**

Chamber Choir gives advanced vocal students the opportunity to study challenging high school choral literature in a broad variety of styles. Students further develop their singing skills and musical knowledge. Members are expected to participate in area music festivals and may audition for All-District and All-State Choirs. Students are required to participate in the scheduled performances. **(This course does not qualify for NCAA eligibility.)**

### **VOCAL JAZZ ENSEMBLE**

9th - 12th Grade

(Mixed Voices)

Credit - 1

Full Year

**Prerequisite: AUDITION ONLY AND A CONCURRENT MEMBER IN A CHS VOCAL ENSEMBLE. Each student participating in Vocal Jazz Ensemble must participate in the audition process in late August/early September.**

This 12-24 member vocal ensemble studies and performs a variety of contemporary vocal styles including Broadway, Pop, and Jazz. Students perform in a wide variety of venues and at all CHS choir concerts, and are required to participate in the scheduled performances. **(This course does not qualify for NCAA eligibility.)**

### **UNSUNG: THE HISTORY AND EVOLUTION OF BLACK MUSIC (Not Offered 2025-2026)**

9th – 12th Grade

Credit - 1/2

Semester: 1 and/or 2

From the fields to the church to the “juke joint” to the classical stage to the GRAMMYs, Black music has been the heartbeat of American music. In this course, students will uncover the history and evolution of Black music and its influence on American music and other musical genres. Students will examine the music of Black artists dating back to the 1700s to the present from a musical, textual, and sociological perspective. Topics will include-but are not limited to--early composers such as Le Chevalier de Saint George; Spirituals; Gospel; Rock-and-Roll; Country; Blues; Swing; Jazz; Rhythm & Blues; Beyoncé’s contribution to Feminism; Rap; the culture of Hip Hop; as well as discussion of the relationship between music and politics. Student expectations include: writing and listening assignments, quizzes, and a project culminating in a final presentation.

### **CONCERT ORCHESTRA**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Previous instrumental experience/consent of instructor**

Concert Orchestra is open to all string players who wish to study music through performance, increase their individual performance skills, and participate in a large ensemble. This ensemble is a performing group that presents concerts throughout the year and performs in festivals and clinics. All music and some instruments are furnished. Students are required to attend all performances and extra rehearsals, to supply certain parts of the orchestra uniform, and to supply accessories to their instruments. Grade evaluation is based on performance assessments, skill improvement on instruments, rehearsal skills assessments, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

### **SYMPHONIC ORCHESTRA**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: AUDITION ONLY**

Symphonic Orchestra is selected by audition. String, wind, and percussion students will audition or be selected if needed to participate in this ensemble to perform symphonic literature. Students will focus on string literature and will have the opportunity for full orchestra literature. Students are expected to perform at a mature level, have a good understanding of the fundamentals of music, and be proficient on their instrument. The ensemble is a performing group that presents concerts and participates at festivals and clinics and community service events. Students are required to attend all performances and extra rehearsals, to supply parts of the orchestra uniform, and to supply accessories to their instruments. Grade evaluation is based on performance assessments, skill improvement on instruments, rehearsal skills assessments, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**



### **CONCERT BAND**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Previous instrumental experience, and teacher/ department approval**

Concert Band is open to all wind instrument and percussion players who wish to participate in a performing group. Concert Band's goal is to refine the fundamentals of music and to expose students to a variety of music. The Concert Band is a performing group that presents concerts throughout the year. It also participates in festivals and clinics each year and performs as a pep band at various athletic and community events. All music and some instruments are furnished. Students are required to attend all performances and extra rehearsals, to supply the band uniform, and to supply accessories to their instruments. Grade evaluation is based on written or playing examinations, skill improvement on instruments, daily contribution, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

### **SYMPHONIC BAND**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Concert Band, and teacher/ department approval**

Symphonic Band is open to students who play wind or percussion instruments. Students are expected to perform at a mature level, have a good understanding of the fundamentals of music, and be proficient on their instrument. In 2025-26 students new to the ensemble may be asked to audition as we transition to auditioned ensembles. The Symphonic Band meets daily to explore a variety of music in the Wind Band tradition. The ensemble is a performing group that presents concerts, participates at festivals, and also performs as a pep band at athletic and community service events. Students are required to attend all performances and extra rehearsals, to supply the band uniform, and to supply accessories to their instruments. Grade evaluation is based on written or playing examinations, skill improvement on instruments, daily contribution, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

### **JAZZ BAND**

9th - 12th Grade

Credit – 1/2

Full Year

**Prerequisite: Previous instrumental experience and concurrent membership in a CHS instrumental performing ensemble. Students with experience in piano, guitar, or bass guitar may enroll with permission of the director. Students are encouraged to attend the initial zero hour/Greyhound Time audition clinics prior to CHS jazz auditions. Each student participating in Jazz Band should participate in the jazz audition process in early September, regardless of experience.**

Jazz Band is offered for students wishing to learn and develop the basic skills and concepts associated with jazz performance. This can be done on a student's primary or secondary instrument. Standard big band instrumentation (saxophone, trumpet, trombone, guitar, upright/electric bass, keyboard, and percussion) is used. Alternative instrumentation may be added at the discretion of the director. Jazz Band typically rehearses two days per week during the "zero" hour. The band presents two concerts per year and may participate in festivals and clinics. Students perform various styles of jazz including Swing, Latin, and Rock. Improvisational skills are developed as well as an understanding of the historical significance of jazz music and musicians. All music and some instruments are furnished. Students are asked to supply certain parts of a jazz uniform, to supply accessories for their instruments, and to participate in performances throughout the year. **(This course does not qualify for NCAA eligibility.)**

### **INSTRUMENTAL JAZZ ENSEMBLE**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Previous instrumental experience and concurrent membership in a CHS instrumental performing ensemble. Students with experience in piano, guitar, or bass guitar may enroll with permission of the director. Students are required to attend the initial zero hour/Greyhound Time audition clinics prior to CHS jazz auditions. Each student participating in Jazz Band should participate in the jazz audition process in early September, regardless of experience.

Instrumental Jazz Ensemble is offered for students with advanced techniques on instruments commonly associated with jazz performance (trumpet, saxophone, trombone, guitar, upright/electric bass, keyboard, and percussion). Students perform various styles of jazz from ragtime to bebop to fusion. All music and some instruments are furnished. Students are asked to supply the jazz uniform and to supply accessories for their instruments. Instrumental Jazz Ensemble rehearses four mornings per week during the "zero" hour. It presents concerts and participates in festivals and clinics. Students are required to participate in all performances throughout the year. **(This course does not qualify for NCAA eligibility.)**

### **CHAMBER MUSIC / SMALL ENSEMBLE PERFORMANCE**

9th - 12th Grade

Credit - variable, 1/4 to 1

Full Year

**Prerequisite:** Performance skill on a Band or Orchestra instrument, piano, guitar, harp, or voice

Chamber Music/Small Ensemble Performance is a contract course that must be individually arranged with the Band Director, Chorus Director, or Orchestra Director. These ensembles include flute choir, percussion ensemble, wind ensemble, etc. Students will learn how to do the following: form a small ensemble; select appropriate music; research musical/performance style; and schedule, arrange, and publicize performances. All music and some instruments are furnished. Students will be evaluated on their performances and research on music performed. **(This course does not qualify for NCAA eligibility.)**

### **ELECTRONIC MUSIC I**

9th - 12th Grade

Credit - 1/2

Semester – 1

**Prerequisite:** None

Did you ever have a song in your thoughts and you want to figure out how to write it down? Do you like doodling on the piano or the drums? Did you ever want to learn how to use a synthesizer and create tracks of music? Then electronic music is the place for you! This introductory course designed for the novice emphasizes a "hands-on" working knowledge of the music recording industry through computer-controlled music systems. Software used in this class lets you create songs using your own compositions and premade loops. Students will work with MIDI piano keyboards and virtual instruments. Students are expected to complete projects, prepare compositions, pass quizzes, and compile an "album" of their music. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC II**

9th - 12th Grade

Credit - 1/2

Semester – 1 and/or 2

### **Prerequisite: Electronic Music I**

This is a continuation of Electronic Music I, but this course emphasizes creating loops from scratch using MIDI hardware and virtual instruments to produce more complex musical compositions. Software used this semester is a virtual recording studio! Students will also study copyright issues for music production and how to market your music. Students are expected to complete projects, prepare compositions, pass quizzes, and compile an “album” of their music. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC – ADVANCED**

9th - 12th Grade

Credit - 1/2

Semester – 1 and/or 2

### **Prerequisite: Electronic Music I & II**

This is for students who have completed Electronic Music I & II. This is a performance-based Electronic Music class that may be repeated every year. Students are expected to take the knowledge learned from Electronic Music I & II to an advanced level. Students are expected to compose both vocal and instrumental compositions. Students will complete projects, prepare compositions, pass quizzes, and compile an “album” of their music. **(This course does not qualify for NCAA eligibility.)**

## **GUITAR I**

9th - 12th Grade

Credit - 1/2

Semester – 1

### **Prerequisite: None**

Guitar I is an introductory music course that is designed for students with little to no music performance and/or guitar experience. The curriculum will focus on basic music notation, chord symbol reading, and music performance skills on guitar. The student will be required to pass written and playing examinations. Development of a life-long skill for enjoyment and pleasure is the main objective of this course. **(This course does not qualify for NCAA eligibility.)**

## **GUITAR II**

9th - 12th Grade

Credit - 1/2

Semester – 2

### **Prerequisite: Guitar I or teacher/ department approval**

A continuation of Guitar I, This course continues the development of skills learned in Guitar I through project-based learning. Students will work with the instructor to develop independent projects designed for a variety of skill levels and interests. Preparation and development of life-long independent music learning skills is the goal of this course. Students will focus on different musical styles including folk, jazz, pop, country, and rock. The student will be expected to develop an individualized plan and pass written and playing examinations. **(This course does not qualify for NCAA eligibility.)**

**PIANO**

9th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

**Prerequisite: None**

This course is designed for the absolute beginner with little to no experience in playing piano. Development of life-long keyboard skills for musical enjoyment and pleasure is the main objective. This course will focus on building basic music reading skills, the fundamentals of keyboard performance, and introductory piano literature. The student will be expected to pass written and playing examinations. **(This course does not qualify for NCAA eligibility.)**

**AP MUSIC THEORY**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: A working knowledge of music notation**

Advanced Placement Music Theory is a course designed to cover all material within the scope of work that would be equivalent to first year college courses in Music Theory and Ear Training. More specifically, it aims to prepare students to score a 3, 4, or 5 on the AP Music Theory Test prepared by the AP College Board. Curriculum is aligned directly with the guidelines laid out in the AP College Board Course Description for AP Music Theory. The goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural skills through listening exercises, sight singing skills through performance exercises, written skills through written exercises, compositional skills through creative exercises, and analytical skills through analytical exercises. **(This course does not qualify for NCAA eligibility.)**

# PERFORMING ARTS - THEATRE

The theatre program is designed to provide rich learning experiences for any student interested in the various crafts of theatre. There are sequential courses offered in two areas of emphasis: acting and production. Both areas allow students to experience all aspects of theatre as a collaborative art form. Then the curriculum offers specific classes in acting, designing, and directing. These courses allow students to progress at their own speed and challenge students to reach for their potential. In conjunction with these classes, students can gain further experiences through the after-school theatre program by acting, designing, and even directing.

Additional course information can be found on our website at: <https://www.claytonschoools.net/domain/1117>

Recommended sequence of courses:

9th	Acting I, Musical Theatre, Tech Theatre
10th	Acting I, Advanced Acting/Directing Studio, Musical Theatre, Tech Theatre
11th	Advanced Acting/Directing Studio, Musical Theatre, Tech Theatre
12th	Advanced Acting/Directing Studio, Musical Theatre, Tech Theatre

## **MUSICAL THEATRE I & II**

9th – 12th Grade

Credit - ½

Semester 1 and/or 2

This course is designed specifically for students interested in musical theatre performance. Students will alternate between voice and movement classes as well as learn about the history of different musical theatre styles. Topics include: improving your vocal quality and range, learning how to move comfortably and with energy on stage, performing a song as monologue, musical scene study, and learning how to audition for a musical. This is a great opportunity to flex performance muscles! **(This course does not qualify for NCAA eligibility.)**

## **THEATRE ARTS (Not Offered 2025-2026)**

9th – 12th Grade

Credit – 1/2

Semester 1

This full-year class focuses on theater as storytelling. The emphasis is on active work where we “do and reflect” rather than “read and discuss.” Students will learn how to work collaboratively in a group to create all kinds of performances. Through theater games and improvisation work, students learn skills that inform their roles as actor, director, and designer. **(This course does not qualify for NCAA eligibility.)**

## **ACTING I**

9th – 12th Grade

Credit – 1/2

Semester 1 and/or 2

This course is a must for any student interested in performance. Emphasis is put on technique of the individual actor. Voice and movement work is introduced into the actor's process and scene analysis such as physical action, tactics, concentration, observation, rhythm, and characterization. This class is important for students interested in directing and playwriting as well. **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED ACTING AND DIRECTING STUDIO**

10th - 12th Grade  
Credit - 1/2  
Semester 1 and/or 2

**Prerequisite: Acting I or teacher/ department approval**

This is a year-long course designed for the serious actor. Students will continue to study acting techniques; however, the performance level is advanced. Heightened emotion and heightened language scenes are tackled both as an actor and as a director. Students learn how to create a concept for a play and a prompt book for staging. Other possible areas of study include Shakespeare, period style movement, stage combat, clowning and mask, dialect work, and auditioning. The content of the class is geared toward the skill level of the individual student; thus, the class can be repeated without overlapping content. **(This course does not qualify for NCAA eligibility.)**

### **FALL PLAY: TOPICS (Not Offered 2025-2026)**

10th - 12th Grade  
Credit –1/4  
Semester 1

**Prerequisite: Class is required for all students cast in the Fall Play.**

This quarter-long class meets after school before Fall Play rehearsals and focuses on a specific topic of theater related to the Fall Play. For example, if the Fall Play is a Shakespeare play, then the course would focus on Acting for Shakespeare. You need not be in the Fall Play to take the class, but it is required for all actors cast in Fall Play. The class will not be used for rehearsal, but for specific course work to enhance each students' experience in working on the production. Topics may include Period Styles (Greek, Restoration, etc), Voice and Movement, and Theatre History. **(This course does not qualify for NCAA eligibility.)**

### **DIRECTING THEATRE (Not Offered 2025-2026)**

10th - 12th Grade  
Credit - 1/2  
Semester 1 and/or 2

**Prerequisite: Acting 1**

This course is designed for any student interested in directing. Students read a number of plays and work on conceptualizing a production. After a concept is created, students will learn how to do a formal director's analysis, staging, and acting rehearsals. Students will work off of major plays and their own original story ideas. While the focus is on directing for the theater, we will also discuss directing for film and television as well. **(This course does not qualify for NCAA eligibility.)**

### **TECHNICAL THEATRE**

9th - 12th Grade  
Credit - 1/2  
Semester 1 and/or 2

This course will teach the fundamentals and basic processes in technical theatre such as scenic design, lighting design concepts and techniques, scenic drafting, light plotting, basic theories of sound design and cueing, props design and construction, audio console operation, stage management, basic carpentry and safety training. **(This course does not qualify for NCAA eligibility.)**

# **FINE ARTS - VISUAL ART**

## **Enduring Understandings & Essential Questions**

### **Humans create.**

- What is art?
- Who is an artist?

### **The creative process develops ideas.**

- How does art expand and enhance our thinking?

### **Systems are constructed to represent thinking and feelings.**

- How does art record and communicate the human experience?
- How does art represent personal expression (exploration, insight)?

### **There is a relationship between art and culture.**

- How does art reflect human culture?
- How does art influence what we can learn about ourselves and about our society?

## FINE ARTS – VISUAL ART

The CHS Visual Art program has been developed to provide meaningful experiences for those students who have an interest in Visual Art. Studio habits and techniques are employed to stimulate creative thinking, allowing students to develop their craft and work toward individual expression. The Visual Art courses are designed to provide a variety of experiences across media. All of the Visual Art courses focus on making work, studying art history as it relates to assignments, learning to critique in a variety of formats, analyzing artwork, and a willingness to take risks while being a reflective learner. As students' progress through the curriculum, opportunities to explore areas of specific interest are increased. Greater flexibility is built into the program in the upper levels to allow for independent study, portfolio planning, and college preparation.

Additional course information can be found at our website: <https://www.claytonschools.net/domain/1117>.

Sequence of courses:

- Drawing and Painting I
- Graphic Design I
- Digital Photo I
- Ceramics and Sculpture I
- Introduction to Design and Engineering

- Drawing and Painting II
- Graphic Design II
- Digital Photo II
- Ceramics and Sculpture II

- Advanced Studio
- AP Art and Design
- AP Art History

### **DRAWING AND PAINTING I**

9th - 12th Grade  
Credit - 1/2  
Semester 1 and/or 2

In this beginner level Art course, emphasis is placed on developing basic drawing and painting skills and techniques. A variety of media will be used in this class, including graphite, charcoal, colored pencils, watercolor paint and acrylic paint. The fundamentals of composition and the elements and principles of design will be employed as students draw and paint from life and imagination, using realistic and abstract themes. **(This course does not qualify for NCAA eligibility.)**

### **GRAPHIC DESIGN I**

9th - 12th Grade  
Credit - 1/2  
Semester 1 and/or 2

Understanding composition and creative problem-solving are emphasized in Graphic Design I. Students learn to use the basics of Adobe Photoshop and Illustrator. In addition, students will work on iPads with apps like Procreate. Once the basic skills are mastered, students progress onto incorporating the Elements and Principles of Design into their work. Class critiques and discussions will be an integral part of the process of learning about Digital Graphics and evaluating work. Students will have opportunities to build artistic confidence, develop techniques through practice, use their imagination, and build awareness of the importance of being a reflective learner. The Elements and Principles of Design will guide assessments as students' skills progress. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**



### **DIGITAL PHOTO I**

9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

Black and white photography is used to understand composition and explore creative problem-solving in Digital Photo I. The camera will be used as a tool to visually express ideas and improve observational skills. Students will also explore a variety of methods, including digital and physical manipulation and composition, in order to take their ideas to the next level. Class critiques and discussions will be an integral part of the process of learning about photography and mixed media and evaluating work. Students will have opportunities to build artistic confidence, develop techniques through practice, use their imagination, and build awareness of the importance of being a reflective learner. The Elements and Principles of Design will guide assessments as students' skills progress. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**

### **CERAMICS / SCULPTURE I**

9th - 12th Grade

Credit – 1/2

Semester 1 and/or 2

Understanding three-dimensional form and creative problem-solving are emphasized in Ceramics and Sculpture I. Working in a studio setting, students will develop skills and techniques while working with materials such as cardboard, plaster, clay and wire. Class critiques and discussions will be an integral part of the process of learning about relief and “in the round” sculptural forms, and evaluating work. Students will have opportunities to build artistic confidence, develop techniques through practice, use their imagination, and build awareness of the importance of being a reflective learner. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**

### **INTRODUCTION TO DESIGN AND ENGINEERING – PROJECT LEAD THE WAY**

9th - 12th Grade

Credit – 1/2 Practical Art Credit **AND** 1/2 Fine Art Credit

Full Year

#### **Prerequisite: Geometry and above or concurrent enrollment**

Introduction to Design and Engineering involves applying the visual arts disciplines, design thinking, science and technology to design products and solutions to today's problems. Students will develop problem-solving and communication skills and apply math, science, art and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions and produce solutions that meet both aesthetic demands and functional needs for a variety of problems using 3D modeling software, 3D printing, and hands-on fabrication application.

Introduction to Design and Engineering is a foundational course in the Project Lead the Way Engineering program – a multi-year, multi-course program designed to build interest in STEM careers. We have paired this with our visual arts program to create a complete experience of design, communication, presentation and engineering. Upon successful completion of the course and EOC, students are eligible for college credit through one of many universities affiliated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

## **DRAWING AND PAINTING II**

10th - 12th Grade

Credit – 1/2

Semester 1 and/or 2

**Prerequisite: Drawing and Painting I, the equivalent, or teacher/ department approval**

In this intermediate art course, students will begin to explore drawing and painting from observation. Emphasis will be placed on rendering form and value, investigating mark-making using different media, and composition. The Elements and Principles of Design will guide assessments as students' skills progress. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**

## **GRAPHIC DESIGN II**

10th - 12th Grade

Credit - 1/2

Semester 2

**Prerequisite: Graphic Design I, the equivalent, or teacher/ department approval**

Developing concepts and personal ideas will be emphasized in Graphic Design II. Students will further their depth of knowledge and experience with Adobe Photoshop, Illustrator and Procreate while executing complex design problems. The Elements and Principles of Design will be emphasized throughout the semester and will guide all graphic decision making in the course. Students will have opportunities to work collaboratively in teams similar to how today's design industry functions. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**

## **CERAMICS / SCULPTURE II**

9th – 12th Grade

Credit – 1/2

Semester 1 and/or 2

**Prerequisite: Ceramics and Sculpture I, the equivalent, or teacher/ department approval**

Understanding three-dimensional form and creative problem solving are the basis for the development of ideas in Ceramics and Sculpture II. Students are expected to work more independently while incorporating visual research into their studio habits. Individual concepts will be developed through round table discussions, research and brainstorming. Taking risks with one's work will be emphasized. In addition to the skills and techniques used in Sculpture I, students will also be introduced to paper mache and found objects. Class critiques and discussions will be an integral part of the process of learning about relief and "in the round" sculptural forms, and evaluating work. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**

## **DIGITAL PHOTO II**

9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

**Prerequisite: Digital Photo I, the equivalent, or teacher/ department approval**

In this course, photography is more fully explored as an art medium. While the techniques of Digital Photo I are reviewed and reinforced, topics are expanded and color is introduced. More in-depth study of Adobe Photoshop will be explored. Images may be enlarged, altered, recomposed, and printed on a variety of surfaces. Emphasis is on developing visual awareness and strong compositional sensibility. The history of photography in art and as a medium of self-expression will be discussed. Students will be expected to participate in discussions and critiques. Students will keep a portfolio of their work to be reviewed periodically. **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED STUDIO-ART**

10th – 12th Grade

Credit - 1/2

Semester 1 and/or 2, or a student may enroll in both.

**Prerequisite: Successful completion of at least three Studio Art courses and/or teacher/ department approval**

In Advanced Studio, assignments are designed to develop the breadth of students' portfolios while exploring a variety of media and techniques. Work will emphasize development of both 2D and 3D techniques and skills as well as student-directed work. Assignments may include a range of open-ended studio assignments with the opportunity to explore a variety of solutions and media. Final portfolio preparation will be completed with a focus on college admission and/or AP Art requirements. Students will keep a portfolio of their work to be reviewed periodically. Group critiques will be an important component of assessment. Two semesters are highly recommended before enrolling in AP Art and Design. **(This course does not qualify for NCAA eligibility.)**

### **AP ART AND DESIGN**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Successful completion of at least one semester (preferably two) of Advanced Studio Art and/or teacher/ department approval**

The AP Program in Studio Art is intended for the highly motivated student who is seriously interested in the study of art. Students should be aware that AP Art involves significantly more time commitment and accomplishment than the typical high school art course and that the program is not for the casually interested. Work outside of class will be required to meet the rigor of the required sustained investigation. In this course, students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students will consult with the teacher to designate whether they will submit a 2-D Design, 3-D Design, or Drawing Portfolio. **(This course does not qualify for NCAA eligibility.)**

### **AP ART HISTORY** (Offered on even graduation years only)

11th - 12th Grade

Credit – 1

Full Year

**Prerequisite: None**

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. *AP Art History is the equivalent of a two-semester introductory college or university art history survey course.* **(This course does not qualify for NCAA eligibility.)**

# MATHEMATICS

## Enduring Understandings:

### **Everyone is a mathematician.**

- All students can and should develop a belief that mathematics is sensible, worthwhile, approachable and attainable. Mathematical ideas and truths can be represented concretely, pictorially, graphically, numerically and algebraically to tell a story.

### **Mathematicians are sense makers.**

- Mathematics is a language built on patterns and relationships. Mathematicians seek to find the meaning of a problem, look for entry points to its solution, and check for reasonableness along the way.

### **Mathematicians are problem posers and problem solvers.**

- Mathematicians are curious about their world, ask questions, collect information, and pose data-driven solutions.

### **Mathematicians are strategic thinkers.**

- Mathematicians seek to be efficient in their work by devising a plan, making decisions about the tools available to them, and offering varied strategies for potential solutions.

### **Mathematicians are collaborators.**

- Mathematicians benefit from collaborating around multiple approaches to the same problem while comparing and building upon each other's strategies. In discussion with one another, mathematicians use clear language to explain their reasoning. When listening to or reading the perspectives of others, mathematicians ask purposeful questions to clarify or improve upon each other's thinking and determine the reasonableness of the work.

### **Mathematicians are creative.**

- Mathematicians embrace the creative process as much as the solution. Not all mathematicians approach a problem in the same way, and not all mathematicians arrive at a solution in the same manner. Mathematics requires one to persevere and maintain a growth mindset as they take risks, ask questions and make discoveries. Mathematicians see the mistakes that are made along the way as a crucial component to the iterative process.

The mathematics curriculum at Clayton High School provides a strong four-year program for all students. The state of Missouri requires three credits in mathematics for graduation. Most students at Clayton High School take four years of mathematics. Colleges generally require at least three units in high school mathematics, and four units are required at most colleges. The curriculum emphasizes problem solving with real-world applications, effective communication using the language of mathematics, reasoning skills, and making connections within mathematics and with other disciplines of study. Use of computers, calculators, and other technological tools extends the understanding of mathematical concepts and enriches problem-solving experiences.

The prerequisites required for some classes in the mathematics department cannot be satisfied by summer school courses alone. Credit recovery in summer school may satisfy a semester of prerequisite requirements. **Students should verify the acceptance of any summer school course with the mathematics department chair BEFORE enrolling.**

Additional course information can be found at our website: <https://www.claytonschools.net/Page/13413>.

## COLLEGE PREP SEQUENCE (CP)

The college prep sequence addresses strand-specific courses typically studied in a college preparatory program. These courses include: CP Algebra 1; CP Geometry; CP Algebra 2; CP Functions Statistics and Trigonometry; Intermediate College Algebra; AP Precalculus AB; Honors Calculus/AP Calculus AB. Successful completion of the CP sequence prepares students for college math, including Calculus and Statistics. Students in the CP sequence can also enroll in AP Statistics after taking CP Algebra 2.

The college prep progression for students starting as freshman in CP Algebra 1 starting the 2024-25 school year is as follows: CP Algebra 1, CP Geometry, CP Algebra 2, and concludes with AP Precalculus. These students also have the opportunity of taking CP Geometry and CP Algebra 2 simultaneously their sophomore year. Students also have the option of taking CP Geometry the summer between CP Algebra 1 and CP Algebra 2. This will allow students an opportunity to take a Calculus course their senior year.

### COLLEGE PREP ALGEBRA 1

9th – 12th Grade

Credit - 1

Full Year

#### **Prerequisite: 8th Grade Math**

CP Algebra 1 is intended to build a foundation for the remainder of their secondary math experiences. Topics studied in this course include algebraic expressions, linear equations and functions, linear inequalities, systems of linear equations, exponents and exponential functions, and quadratic expressions, functions and equations.

### AMPED ON ALGEBRA 1

9th Grade

Credit - 1

Full Year

#### **Prerequisite: 8th Grade Math and Teacher Recommendation**

AMPED: Algebra 1 in Manufacturing Processes, Entrepreneurship, and Design.

AMPED on Algebra is a full Algebra 1 curriculum that is paired with a CTE credit to create an algebra experience while teaching business practices. Students must be enrolled in both AMPED on Algebra 1 and Intro to Business - AMPED. All Missouri Algebra 1 standards will be taught through real-world, project-based, labs, and activities. Algebra topics taught in this course include algebraic expressions, linear equations and functions, linear inequalities, systems of linear equations, exponents and exponential functions, and quadratic expressions, functions, and equations. Students in AMPED will oversee all business operations of the school store, including the designing, developing, and selling of customizable textile products such as t-shirts, banners, blankets, etc, as well as overseeing and analyzing budgets, cost analysis and business sustainability.

**COLLEGE PREP GEOMETRY**

9th – 12th Grade

Credit – 1

Full Year

**Prerequisite: CP Algebra 1 or Honors Algebra 1 (WMS)**

CP Geometry will further the development of critical thinking skills in mathematics. Algebraic techniques are emphasized to further the understanding of geometry. Topics studied in this course include Euclidean Geometry, which consists of reasoning and proof, parallel lines, triangle congruence and similarity, area and volume, polygons (with special emphasis on triangles and quadrilaterals), right triangles and trigonometry and circles.

**COLLEGE PREP ALGEBRA 2**

10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: CP Geometry (or taken concurrently with CP Algebra 2) and CP Algebra 1**

CP Algebra 2 will review and expand algebraic skills. Topics studied in this course include linear functions, transformations, systems of equations and inequalities, quadratic functions, polynomials and polynomial functions, inverses and radical functions, exponential and logarithmic functions and properties, rational function operations, sequences and series, statistics and probability, right triangle trigonometry, and trigonometric functions.

**COLLEGE PREP FUNCTIONS, STATISTICS, AND TRIGONOMETRY**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: CP Algebra 2**

Functions, Statistics, and Trigonometry combines the ideas of functions, trigonometry, statistics and data analysis. Functions, including linear, quadratic, exponential, logarithmic, rational and polynomial will be studied. Additional topics of study include probability, sequences, series, permutations, combinations, and trigonometric identities are included in this course. Students will collect, analyze, process and display data.

**INTERMEDIATE COLLEGE ALGEBRA**

12th Grade

Credit - 1

Full Year

**Prerequisite: Algebra 3 or CP Functions, Statistics & Trigonometry**

Intermediate College Algebra is designed to prepare students for college-level mathematics. Emphasis will be on practicing and expanding algebraic topics to enable students to use mathematics as a modeling language for real life problems. The advanced algebraic topics studied include number systems, linear equations and inequalities, matrices, exponential and logarithmic functions, polynomial functions, conic sections, and rational functions.

### **AP PRECALCULUS AB**

11th – 12th Grade

Credit - 1

Full Year

**Prerequisite: CP Functions, Statistics and Trigonometry or teacher recommendation.**

The primary goal of AP Precalculus AB is to foster an appreciation for the axiomatic and deductive approaches used in many fields. AP Precalculus AB focuses on infinite and continuous processes, as well as finite and iterative processes. Topics studied in this course include trigonometry, analytical geometry, polynomial, rational, exponential, and logarithmic functions and their graphs.

### **HONORS CALCULUS**

12th Grade

Credit -1

Full Year

**Prerequisite: AP Pre-Calculus AB**

Honors Calculus defines and demonstrates the fundamental concepts and rules of differential and integral calculus as well as a data analysis unit. This course is designed for students who intend to take Calculus as university freshmen and is not intended to prepare students for the AP Calculus exam. Topics studied in this course include limits and continuity, differentiation rules, graphing techniques, optimization, differentials, integration rules and techniques, simple slope fields and differential equations, area and volume. Many practical applications of calculus are included.

### **AP CALCULUS AB**

12th Grade

Credit -1

Full Year

**Prerequisite: CP Functions, Statistics and Trigonometry or teacher recommendation.**

**AP Calculus (AB):** This advanced placement course will allow for the possibility of earning one semester of college credit. This course studies all topics set by College Board for AP Calculus AB. Topics studied include limits and their properties, differentiation, applications of differentiation, integration, logarithmic and exponential, and other transcendental functions, differential equations, applications of integration, and L'Hopital's rule. To familiarize students with specific advanced placement expectations, exams and homework problems will include selections from past AP exams. Students taking the AP test in May will also be required to take a semester exam.

## **GENERAL MATHEMATICS**

At CHS, students who participate in the General Mathematics sequence will receive mathematics instruction designed to meet the needs of students who need more time developing mathematical concepts. The General Mathematics sequence features hands-on study of topics such as algebra, geometry, statistics, trigonometry, discrete mathematics, and finances. Successful completion of the full course sequence prepares students for a college algebra course.

### **PRE-ALGEBRA 1**

9th – 12th Grade

Credit - 1

Full Year

#### **Prerequisite: By teacher/ department approval**

Pre-Algebra 1 reviews the necessary concepts to be successful in a Pre-Algebra 2 course. Based on the needs of the students, topics will include a review of fractions, scientific notation, memorizing multiplication tables and perfect squares. Topics studied include operations with signed numbers, powers, roots, algebraic expressions, graphing linear functions, solving one step and working to solve multi-step equations. Application problems include money problems, hourly rates to figure gross pay, and calculating tips. Students utilize a scientific calculator, but most work is done without a calculator. **(This course does not qualify for NCAA eligibility.)**

### **PRE-ALGEBRA 2**

9th -12th Grade

Credit – 1

Full Year

#### **Prerequisite: By teacher/ department approval**

Pre-Algebra 2 reviews the necessary concepts to be successful in an Algebra I course. Based on the needs of the students, topics studied will be a continuation of Pre-Algebra I, which includes a review of fractions, scientific notation, memorizing multiplication tables and perfect squares. Topics studied include operations with signed numbers, powers, roots, algebraic expressions, graphing linear and nonlinear functions, and solving multi-step equations. Application problems include money problems, hourly rates to figure gross pay, and calculating tips. Students utilize a scientific calculator, but most work is done without a calculator. **(This course does not qualify for NCAA eligibility.)**

### **ALGEBRA 1**

9th – 12th Grade

Credit - 1

Full Year

Algebra 1 creates a foundation for all future math coursework. Topics include order of operations, equations and inequalities, equations of lines, systems of equations and inequalities, exponent properties and exponential functions, and radical expressions.

### **GEOMETRY**

9th – 12th Grade

Credit - 1

Full Year

#### **Prerequisite: Algebra 1**

Geometry will further the development of critical thinking skills in mathematics. Concepts covered include tools of Geometry, reasoning, proof, parallel and perpendicular lines, congruent triangles, relationships with triangles, polygons and quadrilaterals, similarity, right triangle trigonometry, transformations, area, surface area volume.



## **ALGEBRA 2**

10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Geometry**

Algebra 2 will review and expand algebraic skills. Topics studied in this course include algebraic expressions, equations, inequalities as well as functions and their graphs, which include linear, quadratic, polynomial, radical exponential, logarithmic and reciprocal function families. Other topics include sequences and series, matrices and right-triangle trigonometry.

## **ALGEBRA 3**

11th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Algebra 2**

Algebra 3 focuses on the continuation of study of Algebra and Trigonometry. Topics studied in this course include linear equations and inequalities, polynomials, factoring, rational expressions, trigonometric identities and functions: exponential, logarithmic, trigonometric, inverse trigonometric.

## **CONSUMER MATH**

12th Grade

Credit - 1

Full Year

### **Prerequisite: By teacher/ department approval**

Consumer Math is designed to develop a strong foundation in household and financial management that will enable students to make informed decisions regarding matters of money and finance in their daily lives. Other topics studied include principles of finance, loans, compound interest and continuous interest, credit card debt, car ownership, budgets, and household management (recipe conversions, home maintenance that requires measurement). **(This course does not qualify for NCAA eligibility.)**

# **HONORS MATHEMATICS**

At CHS, students who participate in the Honors Mathematics sequence are expected to complete a fast-paced, rigorous course of study. The Honors Mathematics sequence features an in-depth study of mathematics topics such as Honors Geometry, Honors Algebra/Trigonometry, Honors Precalculus and AP Calculus AB or BC. Successful completion of the full course sequence prepares students for a second or third semester university calculus.

## **HONORS GEOMETRY**

9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Challenge/Honors Algebra**

Instruction for courses in this sequence is delivered at a fast and rigorous pace. This curriculum features an in-depth study of mathematical topics such as Honors Geometry, Honors Algebra 2 and Trigonometry, AP Precalculus AB or BC and AP Calculus AB or BC. Successful completion of this full course sequence prepares students for a second or third semester university calculus.

## **HONORS ALGEBRA 2 AND TRIGONOMETRY**

10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Honors Geometry**

The primary focus of Honors Algebra 2 and Trigonometry is the study of functions and their properties. Polynomial, radical, rational, exponential, logarithmic, and trigonometric functions will be studied, with specific attention given to transformations and inverses. Additional topics of study include trigonometric identities, sequences, series, binomial probability, and conic sections.

## **AP PRECALCULUS BC**

11th - 12th Grade Credit - 1

Full Year

### **Prerequisite: Honors Algebra 2 and Trigonometry**

AP Precalculus BC consists of advanced algebraic and trigonometric topics selected to augment the students' background in preparation for AP Calculus. Functions including polynomial, rational, exponential, logarithmic, and trigonometric will be studied. Additional topics of study include trigonometric identities, sequences, series, probability, combinations, permutations, data analysis, conic sections, vectors, and an introduction to derivatives and integrals.

## **AP CALCULUS**

12th Grade

Credit -1

Full Year

### **Prerequisite: AP Precalculus AB or BC**

**AP Calculus (AB):** This advanced placement course will allow for the possibility of earning one semester of college credit. This course studies all topics set by the College Board for AP Calculus AB. Topics studied include limits and their properties, differentiation, applications of differentiation, integration, logarithmic and exponential, and other transcendental functions, differential equations, applications of integration, and L'Hopital's rule. To familiarize students with specific advanced placement expectations, exams and homework problems will include selections from past AP exams. Students taking the AP test in May will also be required to take a semester exam.

**AP Calculus (BC):** This advanced placement course will allow for the possibility of earning two semesters of college credit. While the presentation will be faster paced and more in-depth than AP Calculus AB, considerable attention will be given to an intuitive and numerical perspective. In addition to the topics listed in the AP Calculus AB description, further development of integration techniques, differential equations, infinite series, polar functions, and vector functions will complete the syllabus. There will be a significant emphasis on problem solving and applications of calculus. Students taking the AP test in May will also be required to take a semester exam.

## **AP STATISTICS**

11th - 12th Grade

Credit 1

Full Year

### **Prerequisite: Honors Algebra 2 & Trigonometry or College Prep Algebra 2**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include exploring data, planning a study, anticipating patterns, and making statistical inferences. This course is designed to emphasize statistical thinking and minimize computational procedures. Content is designed as effective preparation for college classes in statistics and prepares students for the Advanced Placement Statistics exam.

## **ALGEBRA AND NUMBER THEORY**

11th – 12th Grade

Credit – 1

Full Year

### **Prerequisite: Honors Precalculus**

Algebra and Number Theory introduces students to a variety of mathematical concepts and ideas that are not usually presented in a high school mathematics program. This course is intended for students with an exceptionally solid background in mathematics, but also requires a natural interest in mathematics. Modules of this course focus on the historical origins, advancement, and modern day application of each covered topic. Throughout the year, students will research, analyze and present a variety of mathematical related articles, mathematicians, ideas and theorems. Topics covered will include, but are not limited to: graph theory, non-Euclidean geometry, modular arithmetic, algebraic systems, number theory, topology, and discrete mathematics.

# PHYSICAL EDUCATION AND HEALTH

## Enduring Understandings

### Health Education

A health literate individual will...

- understand concepts related to promoting a healthy lifestyle and disease prevention.
- analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- access accurate information, products, and services to enhance health.
- use interpersonal communication skills to enhance health and avoid or reduce health risks.
- use decision-making and goal-setting skills to enhance health.
- practice health-enhancing behaviors and avoid or reduce health risks.
- model the ability to advocate for personal, family, and community health.

*(Adapted from The National Health Education Standards)*

Individuals who are health literate have the skills to gather, understand, and act upon information and knowledge to improve their health and well-being.

### Physical Education

A physically literate individual...

- uses a variety of skills to participate in physical activities.
- knows how to move and use strategies when they play games.
- knows and practices the skills that help them maintain a healthy lifestyle.
- acts fairly, responsibly, and respectfully when they participate in activities.
- knows why it is important to be physically active.

*(Adapted from SHAPE America's student-friendly national standards for physical education)*

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments (land, water, air, snow, and ice) that benefit the healthy development of the whole person. (*PHE Canada*)

Additional information about our courses can be found on our website at:

<https://www.claytonschoools.net/Page/13559>.

### Graduation Requirements

1 Credit of Physical Education

½ Credit of Health

## HEALTH AND PHYSICAL EDUCATION SEQUENCE

### **9th Grade**

#### **Fit for Life**

(Physical Education) +  
½ Credit

### **9th Grade**

#### **Introduction to Strength and Endurance**

(Physical Education) +  
½ Credit

### **10th Grade**

#### **Healthy Decisions**

(Health) +  
½ Credit

### **10th—12th Grade**

#### **Introduction to Strength and Endurance**

(Physical Education) +  
½ Credit

#### **Strength and Endurance**

(Physical Education)  
½ Credit

#### **Greyhound Fitness**

(Physical Education)  
½ Credit

#### **Team Sports and Games**

(Physical Education)  
½ Credit

#### **Lifetime and Recreational Sports**

(Physical Education)  
½ Credit

#### **Walking Fitness**

(Physical Education)  
½ Credit

### **11th & 12th Grade Only**

#### **Independent Study: Personal Fitness**

(Physical Education) + ^  
½ Credit

+ Course can only be taken once

^ Department approval required

### **FIT FOR LIFE**

9th Grade +

Credit – ½ Physical Education

Semester 1 and/or 2

During this physical education class, 9th-grade students will focus on answering the question, “What makes physical activity meaningful to you?” Students will participate in a wide variety of fitness activities, games, and sports while demonstrating an understanding of fitness concepts and principles needed to participate and maintain a health-enhancing level of fitness. Fitness testing is required by the State of Missouri and will occur during this course. **(This course does not qualify for NCAA eligibility.)**

### **HEALTHY DECISIONS**

10th Grade +

Credit — ½ Health

Semester 1 and/or 2

This required health course for 10th-graders is designed to continue developing our students' health literacy through a comprehensive, skills-based health curriculum. Students will continually practice using skills from the National Health Education Standards while learning about major health topics. The topics may include but are not limited to: the dimensions of wellness; sleep; blood, organ, and tissue donation; addiction; basic first aid; nutrition; mental wellness; relationships; and sexual health. As part of a graduation requirement, Missouri public high school students are required to receive CPR instruction and training and learn how to perform first aid for choking. This instruction occurs during the basic first aid unit. **(This course does not qualify for NCAA eligibility.)**

### **INTRODUCTION TO STRENGTH AND ENDURANCE**

9th- 12th Grade +

Credit — ½ Physical Education

Semester 1 and/or 2

This course is a great fit for students who want to develop their competence and confidence in a weight room by learning the basic fundamentals of weight training. The course will include information on proper weight training techniques, core and auxiliary lifts, spotting procedures, muscle group identification, stretching and warm-up methods, and overall weight room safety and etiquette. Fitness testing *for 9th grade students only* is required by the State of Missouri and will occur during this course. **(This course does not qualify for NCAA eligibility.)**

### **STRENGTH AND ENDURANCE**

10th—12th Grade

Credit — ½ Physical Education

Semester 1 and/or 2

This course expands and builds upon the concepts and skills learned in Introduction to Strength and Endurance, and is a great fit for students who want to continue lifting weights during the school day. Students will explore a variety of weight training and fitness programs that will enable them to discover which methods are best suited for their individual needs, goals, and well-being. **(This course does not qualify for NCAA eligibility.)**

### **GREYHOUND FITNESS**

10th—12th Grade

Credit — ½ Physical Education

Semester 1 and/or 2

This course will provide Clayton High School student-athletes the opportunity to explore components of athlete development as it relates to improving sports performance. Over the course of the semester, student-athletes will improve their strength, speed, and agility, while learning about nutrition and sports psychology. **(This course does not qualify for NCAA eligibility.)**

### **TEAM SPORTS AND GAMES**

10th—12th Grade

Credit — ½ Physical Education

Semester 1 and/or 2

This course is for students who want to participate in team sports that meet the need for enjoyment, challenge, self-expression, and/or social interaction in a competitive environment. The sports may include but are not limited to: floor hockey, futsal, lacrosse, ringette, soccer, speedball, tchoukball, team handball, UBall, Ultimate Frisbee, volleyball, wiffle ball, and yard games (corn hole, KanJam, PaddleZlam, Spikeball, etc). **(This course does not qualify for NCAA eligibility.)**

### **LIFETIME AND RECREATIONAL SPORTS**

10th—12th Grade

Credit — ½ Physical Education

Semester 1 and/or 2

This course is for students who want to participate in a variety of sports and recreational activities that can generally be pursued throughout their lifetime. Students will participate in individual, dual, and team sports and recreational activities that meet the need for enjoyment, challenge, self-expression, and/or social interaction. The activities may include but are not limited to: badminton, bowling, disc golf, kickball, orienteering, pickleball, sand volleyball, volleyball, wiffle ball, yard games (cornhole, KanJam, PaddleZlam, Spikeball, etc), and yoga. **(This course does not qualify for NCAA eligibility.)**

### **WALKING FITNESS**

10th—12th Grade

Credit — ½ Physical Education

Semester 1

This course is designed for students who wish to engage in an outdoor physical education experience that promotes lifelong fitness through the simple yet powerful activity of walking. Students will learn about the benefits of walking for cardiovascular health, mental well-being, and overall physical fitness while exploring various walking techniques, routines, and outdoor environments. They will also learn about walking form and technique, monitoring and controlling heart rate intensity, goal setting, warm-ups and cool-downs, and the benefits of consistent walking. Throughout the course, students will participate in various walking activities, including walking in different weather conditions, walking challenges, sensory walks, solitary strolls, navigational walks, exploratory walks, and walking with a pack. *Note: Students will be required to walk during each class period. Most class sessions will take place outdoors. In the event of inclement or threatening weather, the class will be held indoors.* **(This course does not qualify for NCAA eligibility.)**

### **INDEPENDENT STUDY: PERSONAL FITNESS**

11th - 12th Grade + ^

Credit — ½ Physical Education

Semester 1 and/or 2

#### **Prerequisite: By teacher/ department approval**

An independent study course is not a regularly scheduled class, but instead, is arranged, planned, and managed by a supervising teacher. Students considered for this class are juniors or seniors who do not have room in their schedule for a PE class that meets in person. Students enrolled in this class will attend a mandatory, introductory meeting at the beginning of the semester, and will work independently and on their own time. In Independent Study: Personal Fitness, students will develop and maintain a Personal Fitness Portfolio that includes a detailed log of the activities being done throughout the semester. Students will participate in a variety of physical activities in order to maintain and improve their current fitness levels and will be encouraged to select and participate in physical activities that meet the need for enjoyment, challenge, self-expression, and/or social interaction. Students are required to secure department approval for enrollment. **(This course does not qualify for NCAA eligibility.)**



# PRACTICAL ARTS

## Enduring Understandings/Essential Questions

The enduring understandings of the CTE department curriculum are statements that summarize important ideas and core processes that are central to the disciplines and have lasting value beyond the classroom.

### Technology

- Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship: Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

### Careers

- Career Exploration: Students will research, explore, and experience many different career options.
- College and Career Readiness: Students will be able to work as a team, communicate in many different forms, and understand and apply the skills necessary to become successful in their chosen field.

The graduation requirement for Practical Arts is one unit. **All students will be required to take a course to meet the state Personal Finance requirement.**

Additional information about our courses can be found on our website at:

<https://www.claytonschools.net/Page/13642>.

# PRACTICAL ARTS - BUSINESS & MARKETING

Course offerings in business are designed to acquaint students with the business community and to prepare them to communicate effectively with the business world. Courses are designed to improve students' skills in areas of business, develop professionalism skills, provide experiential and project based learning, and to develop an entrepreneurial mindset. **Students enrolled in these courses will have the opportunity to participate in DECA - a co-curricular organization dedicated to preparing leaders and entrepreneurs in marketing, finance, hospitality and management).**

## **INTRODUCTION TO BUSINESS**

9th – 12th Grade

Credit – 1/2

Semester-1 and/or 2

This course will help students to 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.

## **MARKETING I**

10th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

Marketing is a class designed for students interested in studying the exciting world of marketing. The curriculum will cover an in-depth look at new product development, branding, product packaging, marketing analysis and research, product planning, pricing, promotion, and sales. The student is responsible for working in groups to complete several projects. **This course is eligible for college credit. (This course does not qualify for NCAA eligibility.)**

## **MARKETING II**

10th - 12th Grade

Credit - 1/2

Semester – 1 and/or 2

**Prerequisite: Grade of “C” or better in Marketing I, or teacher/ department approval**

This course will help students develop a deeper understanding of marketing concepts introduced in Marketing I, as well as explore social media marketing, advertising, international business, sports and entertainment marketing, and fashion marketing. It will give students the opportunity to explore an exciting career in which creativity, marketing, and business management skills are required. This course will also delve into promotion plans, sponsorship proposals, event evaluation, and effective management techniques. **(This course does not qualify for NCAA eligibility.)**

## **BUSINESS MANAGEMENT**

11th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

Business Management is a class designed for juniors and seniors interested in receiving an in-depth look at all aspects of managing a business. Students will organize, develop and implement their own business from startup to shutdown. The curriculum will cover areas such as the operation of a small corporation, stock market, marketing, advertising, personnel, international business, strategies to motivate employees, and what it takes to be an entrepreneur. They will discover the importance of communication and effective management. The student will learn to write an effective business plan, market and sell a product and service, and choose strategies to make a profit. Students will be responsible for planning various events throughout the year. Students will also participate in a variety of competitions focused on a variety of areas of business, and compete for an end-of-the-year scholarship. **This course is eligible for college credit. (This course does not qualify for NCAA eligibility.)**

## **BUSINESS /AMPED**

9th Grade

Credit - 1

Full Year

**AMPED** is a unique blend of Algebra 1 and Introduction to Business. This innovative course combines classroom learning with hands-on experience, allowing students to apply mathematical concepts to real-world business scenarios. Students will run the school store, designing and producing custom products like t-shirts and engraved items. They'll learn design software, calculate material costs, analyze sales data, and manage inventory. By tackling real-world challenges, students will gain a deeper understanding of algebra and develop valuable entrepreneurial skills. This course is designed to inspire students, foster creativity, and prepare them for future success.

## **THE CATALYST**

11th - 12th Grade

Credit- 2

Full Year, 2 class periods

**Prerequisite: Completed application and approval (TheCatalystSTL.net)**

Students (also referred to as associates) enrolled will be a part of "The Catalyst," an experiential learning and professional immersion program that offers hands-on, real-world experiences through three strands: **Global Business and Entrepreneurship, Humanities and Social Sciences, or Education , Instruction, and Leadership**. All strands will offer opportunities to work with professionals, participate in site visits, as well as learn through meaningful projects, internships, and business partner projects. In addition to connecting with professionals in a wide variety of industries, associates will have the opportunity to work off-site at the Catalyst building. **All strands are eligible for college credit.**

- **Global Business and Entrepreneurship:** Associates will be fully immersed in a professional learning environment where they will develop a new business idea and bring it to market. Associates will pitch their ideas to our angel investors for opportunities to earn funding and scholarships.
- **Humanities and Social Sciences:** Associates will explore the fields of communication, law, politics, and nonprofits, among others. Associates will have the flexibility to explore an area of passion, including but not limited to developing a nonprofit business idea, interning in a law office, as well as other ideas to be explored with the student and instructor. Associates in this course may have the opportunity to win scholarships and funding for their ideas and work.
- **Education and Instruction:** This collaborative teaching program helps prepare associates for careers in education. Focus is on general theory and practice of teaching and learning, the principles of educational psychology, the planning and implementation of educational activities, and school safety and health. The course combines a focus on teaching methods with time spent in the classroom working directly with students. Associates also have the opportunity to interact with education professionals.

### **MARKETING RESEARCH**

9th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

**Prerequisite:** Any marketing course, Intro to Business, Personal Finance, or by teacher/department approval if a freshman or sophomore

This **zero hour course** is designed to allow students to work with a company/organization to complete a DECA project or research plan for that particular institution. Students, in conjunction with the institution, will determine a research topic, conduct marketing research, analyze the data, draw conclusions, and prepare a written report of the findings. This course meets on Mondays before school. Students who enroll in this course must be self-motivated to complete their project independently. **(This course does not qualify for NCAA eligibility.)**

### **BUSINESS & PERSONAL LAW**

9th – 12th Grade

Credit –1/2

Semester 1 and/or 2

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. **(This course does not qualify for NCAA eligibility.)**

### **FINANCIAL COMPUTERIZED ACCOUNTING I**

10th - 12th Grade

Credit - 1/2

Semester - 1

This course will give the student a background in the basic accounting concepts and procedures used to operate a business. Students will learn an entire accounting cycle for a service business organized as a proprietorship and a merchandising business organized as a partnership. Using an automated accounting program, students apply concepts by recording entries into journals and preparing financial statements of a company, as well as activities using spreadsheets and simulations. This course is highly recommended for students interested in business management and/or majoring in business at the college level. **(This course does not qualify for NCAA eligibility.)**

### **FINANCIAL COMPUTERIZED ACCOUNTING II**

10th - 12th Grade

Credit - 1/2

Semester - 2

**Prerequisite:** Financial Computerized Accounting I

This course will give the student applications of the basic accounting concepts and procedures used to operate a business. Students will learn the accounting cycle for the merchandising of a business organized as a corporation. Using an automated accounting program, students apply concepts by recording entries into journals and preparing financial statements of a company, as well as activities using spreadsheets and simulations. This course is highly recommended for students interested in business management and/or majoring in business at the college level. **(This course does not qualify for NCAA eligibility.)**

### **PERSONAL FINANCE**

#### **THIS COURSE FULFILLS THE PERSONAL FINANCE GRADUATION REQUIREMENT**

11th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

Personal Finance is a class designed for juniors and seniors interested in receiving life skills knowledge in areas such as career planning, resume writing, career exploration, interview techniques, budgeting, insurance, saving and investing. Computerized simulations are used throughout the course. **(This course does not qualify for NCAA eligibility.)**

### **NEWSPAPER WRITING**

9th - 12th Grade

Credit – 1

Full Year

Attention all aspiring reporters - it's time to join the Globe team! The Introduction to Globe (Newswriting) class is your gateway to the school's news and digital magazine, the Globe Online. Your days are about to get a whole lot more interesting as we dive into topics like news, features, sports, editorials, and journalistic style, ethics, and law. You'll have the chance to get hands-on experience, writing a minimum of nine print articles and nine shorter web articles throughout the year, along with other exciting class projects. Join us and let's make headlines together!

## **PRACTICAL ARTS - FAMILY AND CONSUMER SCIENCES (FCS)**

Courses in Family and Consumer Science focus on the areas of Culinary Arts, Fashion Design, Interior Design, and Child Development. Courses combine hands-on experience and intellectual knowledge to create an environment that is fun and exciting for all students! Independent studies in areas of interest are also available upon student request and teacher/counselor approval.

Additional information about our courses can be found on our website at: <https://www.claytonschools.net/Page/13642>.

### **CHILD DEVELOPMENT I**

9th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

#### **Prerequisite: None**

Child Development 1 is for anyone that is interested in learning how children develop and grow! The first units of study include examining families and parenting styles, prenatal development, labor, birth, and delivery. Students will also learn about a child's growth and development during the newborn and infant stages of physical, social, emotional, and intellectual growth. Unique learning experiences include a field trip to the Family Center, newborn simulation project, blind baby food taste test and much more! **(This course does not qualify for NCAA eligibility.)**

## **CHILD DEVELOPMENT II**

9th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

### **Prerequisite: Child Development I**

Child Development 2 continues the students exploration of students growth and development in the toddler and preschooler stages. A portion of the semester will take a deep dive into theories; examining the larger theorists in the world of child psychology. Lastly, students will be introduced to “inclusion” and making an early childhood classroom an inclusive experience for everyone. During portions of the semester, students will be given the opportunity to observe preschoolers at the Family Center through field trip experiences. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS I**

9th - 12th Grade

Credit - 1/2

Semesters 1 and/or 2

Welcome to the delicious world of Culinary Arts 1! This course is your backstage pass to the thrilling hospitality and restaurant industry. You'll learn the basics of cooking through hands-on recipes and lab sessions. Each unit has a special twist, with fun projects, culinary labs, and even friendly cooking battles to keep things sizzling. But that's not all! You'll also get a taste of the industry's history and learn some essential skills for running a successful business. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS II**

9th - 12th Grade

Credit - 1/2

Semester 2

### **Prerequisite: Culinary Arts I**

Get ready to level up your cooking game with Culinary Arts II! This flavor-packed course takes the foundation you built in Culinary Arts I and whips it up into a mouth-watering masterpiece. You'll dive into the exciting world of menu creation and marketing, adding to your expertise in foodie favorites like dairy, eggs, breakfasts, fruits and veggies, pasta, grains, meat, poultry, seafood, and even baking and pastry arts. But wait, there's more! We're also serving up a side dish of contemporary concerns in the restaurant and hospitality industry. You'll explore the ins and outs of cost and purchasing, nutrition, and sustainability, so you can cook up a storm while keeping the planet and your wallet happy. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS MENTOR**

9th-12th Grade

Credit - 1/2

Semester 1 and/or 2

### **Prerequisite: Culinary Arts 1**

Get ready to level up your mentor skills with Culinary Mentor! As a buddy, you'll team up with students with physical and developmental disabilities, enrolled in Culinary Arts, and guide them through culinary activities and labs. With your leadership skills, you'll be their go-to culinary guru and help them master the art of cooking. **(This course does not qualify for NCAA eligibility.)**

### **INTRO TO FASHION AND INTERIOR DESIGN**

9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

Are you a fashionista with a passion for interior design? If you're always on the lookout for the latest trends in home decor and fashion, then the Intro to Fashion and Interior Design course is calling your name! This introductory course is all about diving headfirst into the world of design and understanding the nitty-gritty details of color theory, elements and principles of design, and the foundational knowledge needed to make it big in the Fashion and Interior Design scenes. You'll spend one quarter exploring the ins and outs of fashion design, and another quarter exploring the secrets of interior design. Plus, we'll be putting your new knowledge into action with some fantastic project-based learning opportunities! **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED INTERIOR DESIGN**

9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

#### **Prerequisite: Intro to Fashion and Interior Design**

Advanced Interior Design students who enroll will gain a deeper understanding of the history of furniture, construction of furniture, lighting design and development, ADA (Americans with Disabilities Act) Design, and Green Design. This is a project-based course and students may be required to purchase supplies as needed. **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED FASHION DESIGN**

9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

#### **Prerequisite: Intro to Fashion and Interior Design**

Listen up, fashion fanatics! Don't miss out on this one-of-a-kind chance to explore Fashion Design on a whole new level. You'll get to whip up your own independent projects with expert guidance to take your sewing and creative skills to the next level. This course is perfect for those who've already rocked Fashion Design I and are ready to tackle tougher fabrics and construction techniques. You'll wrap up by completing a stunning three to five sewing projects. Just a heads up - you may need to stock up on supplies for this fashion-fueled adventure! **(This course does not qualify for NCAA eligibility.)**

## PRACTICAL ARTS – FORENSICS

### **FORENSICS**

9th – 12th Grade

Credit - 1/2 per semester

Semester - 1 or both (not 2nd semester only)

(Meets 0-hour plus lab times TBA)

This course is designed for those students who plan to participate in the interscholastic speech and debate program. Students will learn and practice the art and skills of competitive forensics. Students participate in the research, writing, and presentation of material for competition in debate, public speaking, and/or oral interpretation of literature. First quarter units will include close study of public speaking, oral interpretation, and debate. Following the first quarter, students will choose their own individual areas of focus. All students are required to compete in a forensics tournament held outside the regularly scheduled class time. First year students are required to compete in a minimum of four forensics tournaments during the year; varsity students are required to compete in a minimum of six forensics tournaments during the year. Students complete various long-term assignments individually and in small groups designed to prepare them for interscholastic competition. All students will play a major role in the preparation for and the production of the Clayton Fall Classic Speech and Debate Tournament. Competitive activities include public speaking (oratory, extemporaneous speaking, radio announcing), oral interpretation of literature (humorous interpretation, dramatic interpretation, duo interpretation, prose and poetry reading, storytelling) and debate (policy, public forum, Lincoln-Douglas). In addition, students may choose to present longer cuttings of literature that would be suitable for readers' theater productions. **(This course does not qualify for NCAA eligibility.)**

## PRACTICAL ARTS – JOURNALISM

### **SPORTS & ENTERTAINMENT PRODUCTION (formerly Video Production)**

9th -12th Grade

Credit - 1/2

Semesters 1 and/or 2

This course aims to teach students the basics of broadcast reporting, writing, and production using digital equipment. Students will learn the basics of digital camera shooting, video editing with computer software, program production workflow, audio, lighting tools and design, studio and remote shooting, production staging and interacting with talent, directing, and special effects generation. Students will also learn to integrate their reporting skills into projects that demonstrate their abilities to produce news in both field and studio environments. Students will learn the fundamentals of entertainment and sports broadcasting while leveraging new technology (sports scoreboards). Students will produce content for GET and the sports scoreboards in Stuber Gym and Gay Field. Students will produce a variety of projects including news, features, sports, commercials, films, music videos. As the year progresses, students will demonstrate their ability to utilize various production techniques to produce a news program under deadline conditions, as well as contribute to an online news website. They will learn how to shape a news broadcast from a variety of positions on a news team. The students will work on the production of the school video network. This class can be taken for a semester or full-year course. **(This course does not qualify for NCAA eligibility.)**



### **VIDEO PRODUCTION EDITORIAL LEADERSHIP**

10th - 12th Grade

Credit- 1/2 per semester

Semesters 1 and/or 2

**Prerequisite: Video Production and by teacher/ department approval**

Students enrolled in Video Production Editorial Leadership are in charge of all editorial aspects of producing daily announcement broadcasts for the Greyhound News Network as well as producing the broadcast magazine Greyhound Exclusive Television. They will meet concurrently with the Video Production classes and be assigned to work as peer mentors and advisors to student groups within the regular Video Production class. Additional before school, after school, or lunch meetings of the Editorial Staff may occur. They will make all ethical and content decisions as well as master Adobe Premiere software. They will study and understand the legal and ethical dimensions of broadcasting, including but not limited to copyright restrictions, content rating, and distribution. Students will also be responsible for managing content distribution via the web and social media. In addition to their mentoring and leadership responsibilities, Editorial Leaders will also be assigned highly advanced video projects for use by the Greyhound News Network, Clayton High School administration, or School District of Clayton administration. Enrollment in the class is by application only. Interested students must have successfully completed at least one semester of Sports & Entertainment Production (formerly Video Production) to apply. Applications can be picked up from the instructor in January and selection will be made in time for class registration in February. **(This course does not qualify for NCAA eligibility.)**

### **YEARBOOK PRODUCTION**

9th - 12th Grade

Credit - 1

Full Year

Yearbook Production produces *CLAMO*, the school yearbook. The course encourages a hands-on approach to a variety of topics including news, feature, sports, alternative copy writing, business practices, page design and photo editing. Students will learn page design skills using state of the art Adobe computer programs: InDesign and Photoshop. Students will meet individually with the teacher to conference their writing. Students should be self-starters, willing to meet deadlines as assigned and love talking to various people when gathering stories. Students interested in photography for the year, see Photojournalism for Publication. This academic year, students will have the opportunity to sign up for Yearbook Production as a regular class during the school day or as a zero-hour Thursday class with Tuesday Greyhound Time meetings. **(This course does not qualify for NCAA eligibility.)**

### **YEARBOOK EDITORIAL LEADERSHIP**

10th-12th Grade

Credit - 1

Full Year

**Prerequisite: At least one year of Yearbook - Must be part of Editorial Staff and teacher/ department approval**

Newspaper Editorial Leadership students are the top dogs in producing the Globe and the Globe Online. They have two 0-hour meetings a week (Tuesday and Friday) and two hours of lab time every other day at lunch. They hold the reins for all ethical and content decisions and get to flex their design muscles with InDesign and Photoshop. They'll be experts in the legal and ethical dimensions of journalism, awesome design principles, and coaching techniques to help younger writers shine. They'll also master the art of copy-editing and take charge of budgeting and fundraising to keep things running smoothly. On top of that, they'll continue to hone their reporting and photography skills, tackling the toughest assignments. These budding leaders will even study the work of other top-notch scholastic and professional newspapers to up their game. They'll finish the course as true leaders, passing on their vision to future Globe staff members. **(This course does not qualify for NCAA eligibility.)**

## **PHOTOJOURNALISM FOR PUBLICATION**

10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Photography I, or teacher/ department approval**

Photojournalism is the art of telling the story of the human experience. This particular course will focus on telling the stories of our community through photographs. Students will work as photographers for both the *CLAMO* yearbook and *Globe* newspaper. Assignments may consist of photographing sports, activities, news events, and any other subjects chosen by the editorial staff or advisers. Photojournalism students will also learn to write captions, compose photo essays, learn to use digital editing software, and study the history and significance of photojournalism. Photojournalism will meet as a zero-hour with additional weekly meetings during the student's lunch hour; date and time of zero-hour are determined by the adviser. **(This course does not qualify for NCAA eligibility.)**

## **NEWSPAPER WRITING**

9th - 12th Grade

Credit - 1

Full Year

Attention all aspiring reporters - it's time to join the *Globe* team! The Introduction to *Globe* (Newswriting) class is your gateway to the school's news and digital magazine, the *Globe Online*. Your days will get much more interesting as we dive into news, features, sports, editorials, journalistic style, ethics, and law. You'll have the chance to get hands-on experience, writing a minimum of nine print articles and nine shorter web articles throughout the year, along with other exciting class projects. Join us, and let's make headlines together!

## **NEWSPAPER EDITORIAL LEADERSHIP**

10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: C or higher in Newspaper Writing, or teacher/ department approval**

Newspaper Editorial Leadership students assume responsibility for producing the esteemed *Globe* and *Globe Online*. They dedicate two hours weekly to strategic planning and editorial meetings on Tuesdays and Thursdays and an additional two hours daily to hands-on lab work during lunch periods.

These students influence the publications' direction as the ultimate editorial content and ethics authority. They hone their design skills through rigorous training in industry-standard software like InDesign and Photoshop. By the end of the course, they will have a deeper understanding of journalism's legal and ethical frameworks, possess an eye for design principles, and develop effective coaching techniques to mentor aspiring writers.

Furthermore, these students will master the intricacies of copy editing, budgeting, and fundraising, ensuring the seamless operation of the publications. They will continue to sharpen their reporting and photography skills, tackling challenging assignments that demand critical thinking and creative problem-solving.

Students will analyze the work of renowned scholastic and professional newspapers to elevate their craft further. By the conclusion of the course, these emerging leaders will be well-prepared to impart their knowledge and vision to future generations of *Globe* staff members. **(This course does not qualify for NCAA eligibility.)**

### **ONLINE JOURNALISM AND SOCIAL MEDIA**

9th - 12th Grade

Credit – 1

Full Year

Want to be a part of the Globe's digital squad? Enroll in Online Journalism and Social Media! You'll get to flex your news-making muscles by producing weekly podcasts, breaking stories, whipping the Globe website into shape with your design skills, and taking charge of the Globe's social media accounts. The fun starts with a 0-hour Wednesday class and extra weekly meetups during your lunch break. **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED NEWSPAPER WRITING**

10th – 12th Grade

Credit – 1

Full Year

**Prerequisite: At least one year of Newspaper Writing AND teacher/ department approval**

Advanced Newspaper Writing is the class for reporters for the *Globe*, the school newspaper, and the *Globe Online*, an interactive, web-based publication that updates regularly. Students will meet on Tuesday, 0- hour, and will also have an additional weekly meeting during the student's lunch hour. All students will write at least nine articles intended for print publication, nine shorter web articles over the year, and other class assignments. Enrollment in the class is ONLY by the consent of the instructor. **(This course does not qualify for NCAA eligibility.)**

## **PRACTICAL ARTS- TECHNICAL ENGINEERING DESIGN**

Course offerings in Technical Engineering Design encompass the following areas: computer-aided drafting and design; architecture; engineering and engineering design; rapid prototyping; CNC operation; construction; alternative energies; electronics; aerodynamics; robotics; diagnostics; production control methods.

### **CONSTRUCTION TECHNOLOGY**

9th - 12th Grade

Credit – 1/2

Semester - 1 and/or 2

Construction Technology is a dynamic, hands-on course where students explore a wide range of design and fabrication processes. Through practical experience with various power tools and machinery, students delve into essential topics such as safety, design, welding, metal fabrication, woodwork, and plastics. Each year, the projects are tailored to be meaningful and relevant, encouraging students to design and complete a personal project as well as a community-focused one. The course emphasizes skills in identifying, analyzing, selecting, and working with materials based on their properties and applications. In most cases, students have the opportunity to design and build a unique final project, applying the knowledge and techniques they've developed throughout the course. **(This course does not qualify for NCAA eligibility.)**

### **TECHNICAL THEATRE**

9th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

This course will teach the fundamentals and basic processes in technical theatre such as scenic design, lighting design concepts and techniques, scenic drafting, light plotting, basic theories of sound design and cueing, props design and construction, audio console operation, stage management, basic carpentry and safety training. **(This course does not qualify for NCAA eligibility.)**

# PROJECT LEAD THE WAY (PLTW) COURSES

## (POE) PRINCIPLES OF ENGINEERING - PROJECT LEAD THE WAY

9th - 12th Grade

Credit – 1

Full Year

**Prerequisite: Geometry and above OR concurrent enrollment**

Through practical, hands-on problems that engage and challenge, students explore a broad range of engineering topics including mechanisms, strength of materials and structures, and robotics. Students will develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. POE is a foundational course in the Project Lead the Way Engineering program – a multi-year, multi-course program designed to build interest in STEM careers. Upon successful completion of the course and EOC, students are eligible for college credit through one of many universities affiliated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

## INTRODUCTION TO DESIGN AND ENGINEERING - PROJECT LEAD THE WAY

9th - 12th Grade

Credit – ½ Practical Art Credit and ½ Fine Art Credit

Full Year

**Prerequisite: Geometry and above or concurrent enrollment**

Introduction to Design and Engineering involves applying the visual arts disciplines, design thinking, science and technology to design products and solutions to today's problems. Students will develop problem-solving and communication skills and apply math, science, art and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions and produce solutions that meet both aesthetic demands and functional needs for a variety of problems using 3D modeling software, 3D printing, and hands-on fabrication.

Introduction to Design and Engineering is a foundational course in the Project Lead the Way Engineering Program – a multi-year, multi-course program designed to build interest in STEM careers. We have paired this with our visual arts program to create a complete experience of design, communication, presentation and engineering. Upon successful completion of the course and EOC, students are eligible for college credit through one of several universities associated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

**(DE) DIGITAL ELECTRONICS – PROJECT LEAD THE WAY****Offered every other year – (Even years) Next offering: 2026-2027**

9th - 12th Grade

Credit – 1

Full Year

**Prerequisite: Geometry and above OR concurrent enrollment**

Open doors to understanding electronics and foundations in circuit design. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. Students learn the digital circuit design process to create circuits and present solutions that can improve people's lives. Learn how advancements in foundational electronic components and digital circuit design processes have transformed the world around you. This course is a must for any student interested in computer science or engineering.

DE is a specialty course in the Project Lead the Way Engineering program – a multi-year, multi-course program designed to build interest in STEM careers. Upon successful completion of the course and EOC, students are eligible for college credit through one of many universities affiliated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

**(CEA) CIVIL ENGINEERING AND ARCHITECTURE - PROJECT LEAD THE WAY****Offered every other year (Odd years) Next offering: 2025-2026**

9th - 12th Grade

Credit – 1

Full Year

Students engage in a comprehensive study of building and site design and development, focusing on both residential and commercial structures. Through hands-on projects, they apply principles of math, science, and engineering standards to create detailed designs, documented using industry-standard 3D architectural modeling software, Autodesk Revit. Our curriculum also includes the Global STEM Squads program, which empowers students to apply engineering skills to real-world challenges in underserved communities abroad. Civil Engineering and Architecture (CEA) is a specialized course within the Project Lead the Way (PLTW) Engineering program, a multi-year curriculum that fosters interest in STEM careers. By successfully completing CEA and the End-of-Course (EOC) assessment, students can earn college credit from one of the many universities partnered with PLTW. **(This course does not qualify for NCAA eligibility.)**

**(EDD) ENGINEERING DESIGN AND DEVELOPMENT - PROJECT LEAD THE WAY**

11th -12th Grade

Credit – 1

Full Year

**Prerequisites: Principles of Engineering OR Intro to Design and Engineering AND Digital Electronics OR Civil Engineering.**

Students will apply their knowledge gained from their previous PLTW courses to focus on a real-world problem. Students will identify a need or a problem, conduct research, and design or improve a product to meet the need. Students will conduct research, go through the design process, prototype, and explore the patent process. EDD is the capstone course in the Project Lead the Way Engineering program – a multi-year, multi-course program designed to build interest in STEM careers. Upon successful completion of the course and EOC, students are eligible for college credit through one of many universities affiliated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

### **(CSP) COMPUTER SCIENCE PRINCIPLES – PROJECT LEAD THE WAY**

10th – 12th Grade

Credit – 1

Full Year

**Prerequisite: Geometry and above OR concurrent enrollment**

Using the Python programming language as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about the field of computing, and introduce computational tools that foster creativity. This course helps students develop programming expertise and explore the workings of the internet. Projects and problems include software development, visualization of data, cybersecurity, and simulation. CSP is a foundation course - aligned to the AP Computer Science Principles exam- in the Project Lead the Way Computer Science program – a multi-year, multi-course program designed to build interest in STEM careers. Upon successful completion of the course and EOC, students are eligible for college credit through one of many universities affiliated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

### **(CSA) AP COMPUTER SCIENCE APPLICATIONS – PROJECT LEAD THE WAY**

11th or 12th Grade

Credit – 1

Full Year

**Prerequisite: Geometry and above; OR concurrent enrollment; Computer Science Principles or teacher/ department approval**

AP Computer Science Applications focuses on further developing computational-thinking skills through the medium of Android App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. CSA is a specialty course in the Project Lead the Way Computer Science program – a multi-year, multi-course program designed to build interest in STEM careers. Upon successful completion of the course and EOC, students are eligible for college credit through one of many universities affiliated with Project Lead the Way. **(This course does not qualify for NCAA eligibility.)**

# SCIENCE

## Enduring Understandings

Students in the Clayton School District will understand the following big ideas presented throughout their K-12 science classes:

- **The systematic nature of all things**

*All things in nature are made up of interacting and interdependent parts. Everything is a part of a larger system.*

- **The interaction between energy and matter that flow through systems**

*All things in nature interact with and are affected by energy. The total amount of energy and matter in the universe remains constant.*

- **The nature of stability, change and equilibrium**

*All things in nature change over time in order to reach a balance (equilibrium), however, systems can show stability over long periods of time.*

- **The relationship between structure and function**

*The way things are put together determines what they can do. The way a system works depends on what it is made of and on the shapes and forms of its parts.*

- **The creation of models to represent abstract ideas and phenomena**

*In order to understand how systems function and the patterns observed in nature, people develop models that describe how nature works. Many models are quantified using mathematics.*

- **The process of scientific reasoning and the evaluation of ideas**

*Advances in science start with observations that lead to questions that are answered by experimentation and modeling. Measurements of observations lead to a mathematical treatment of data.*

- **The interaction between science and society**

*As a result of scientific pursuits, human beings have developed an understanding of nature that has affected all people's lives in many ways.*

## SCIENCE SEQUENCE

<b>9th</b>	<b>Foundations of Physics</b>	<b>Physics</b>	<b>Honors Physics</b>
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<b>10th</b>	<b>Foundations of Chemistry</b>	<b>Chemistry</b>	<b>Honors Chemistry</b>
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<b>11th</b>	<b>Foundations of Biology</b>	<b>Biology</b>	<b>Honors Biology</b>
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<b>11th – 12th</b>	<b>Additional Junior and Senior Course Options</b>  <b>AP Biology (Full Year)</b> <b>AP Chemistry (Full Year)</b> <b>AP Environmental Science (Full Year)</b> <b>AP Physics I (Full Year)</b> <b>AP Physics II (Full Year)</b> <b>AP Physics I/II (Full Year)</b> <b>Anatomy and Physiology (Full Year)</b> <b>Evolution (One Semester)</b> <b>Solar System Astronomy (One Semester)</b> <b>Cosmology: Origins of the Universe (One Semester)</b> <b>Forensic Science (One Semester)</b> <b>Advanced Forensic Science (One Semester)</b> <b>Plant Science I (One Semester)</b> <b>Plant Science II (One Semester)</b>		
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<b>PROJECT LEAD THE WAY</b>  (Science Elective Credit Awarded)  <b>Principles of Biomedical Science (Full Year - Grades 9-12)</b> <b>Human Body Systems (Full Year - Grades 10-12)</b> <b>Medical Interventions (Full Year - Grades 10-12)</b> <b>Biomedical Innovation (Full Year - Grade 11-12)</b>			
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# SCIENCE COURSE OFFERINGS

Missouri's Department of Elementary and Secondary Education requires high school graduates to earn three units of credit selected to ensure students:

- have mastered the unifying concepts, principles, and laws common to all the sciences.
- are experienced in applying scientific practices to develop models for understanding nature.
- can organize and solve scientific problems in the consumer, career, and technical environments.

At Clayton High School, students are required to complete a core science sequence of physics, chemistry, and biology. Exceptions require departmental approval.

Core science courses typically alternate between a standard 80 minute period and a shorter period that meets for 30 minutes on A and B days, respectively. Semester electives do not have the 30 minute periods. All courses are laboratory oriented and include investigations that give students experience in collecting, organizing, graphically representing, analyzing, and interpreting data. At its core, the CHS science experience is designed to help students understand science as a process of evidence-based discovery that facilitates the understanding of natural phenomena.

Placement recommendations are tailored to needs and abilities so each student is challenged every year. To this end, a wide variety of science experiences are available. Freshmen are recommended for Foundations of Physics, Freshman Physics, or Honors Freshman Physics based on aptitude in 8th grade science and math, performance on a reasoning test, and scores on standardized tests. Sophomores are recommended for Foundations of Chemistry, Chemistry, or Honors Chemistry based on performance and aptitude in their physics course. Juniors are recommended for Foundations of Biology, Biology, Honors Biology, or AP Biology based on performance and aptitude in their chemistry course. Juniors often take a science elective concurrently with their Biology course. Students who have completed Honors Chemistry may be recommended to take both AP Biology and AP Chemistry during their junior year. Seniors are recommended for science electives and/or AP science courses based on performance and aptitude displayed during their junior year. Students who do not meet specific course prerequisites may occasionally be enrolled in a class with the consent of the instructor.

Additional information about our courses can be found on our website at:  
<https://www.claytonschoools.net/Page/22741>.

## **FOUNDATIONS OF PHYSICS**

9th Grade

Credit - 1

Full Year (Non-Lab Course)

### **Prerequisite: By teacher/ department approval**

Foundations of Physics is an adapted version of Freshman Physics for a select group of students who will benefit from a modified pace and depth of content. The course is designed to build the science and math skills of students in preparation for the rest of their high school experience. Students will gain conceptual understandings of motion, forces, energy, and electricity. Students develop scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection, and graphical analysis will be emphasized. Students will demonstrate their understanding verbally, diagrammatically, graphically, and algebraically. **(This course does not qualify for NCAA eligibility.)**

**PHYSICS**

9th Grade

Credit - 1

Full Year

Physics is an introductory course to the formal study of the physical sciences. Students will develop conceptual understanding of electricity, motion, forces, energy, and waves. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection, and graphical analysis will be emphasized. Students will express these models verbally, diagrammatically, graphically, and algebraically. Students will build a laboratory portfolio, which includes results of each of the major investigations throughout the year.

**HONORS PHYSICS**

9th Grade

Credit - 1

Full Year

**Prerequisite: By teacher/ department approval**

Honors Physics is an introductory course to a formal study of the physical sciences with emphasis on mathematical problem solving. Students will develop major concepts in motion, forces, energy, electricity, and wave motion. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection, and graphical analysis will be emphasized. Students will express these models verbally, diagrammatically, graphically, and algebraically. This course moves at an accelerated pace and it requires excellent reasoning skills, well-developed work and study habits, and comfort with delayed closure. Fluency in the application of algebra is essential. Students will build a laboratory portfolio, which includes results of each of the major investigations throughout the year.

**FOUNDATIONS OF CHEMISTRY**

10th Grade

Credit - 1

Full Year (Non-Lab Course)

**Prerequisite: By teacher/ department approval**

What is the nature of matter? How does matter change? Why does matter change? How do changes in the world around us affect our lives? How does one system affect another? Students will investigate these questions and others through a variety of “hands-on” and written experiences as they explore how science is relevant to daily life. Students will develop an awareness of the potential and the limitations of science and technology. Activities will include reading, writing, discussion, laboratory activities, laboratory reports, and student projects. Students will frequently work together in teams. Critical thinking (the ability to carry out systematic thought processes in making decisions and solving problems), inquiry (solving problems through scientific investigation), science ethics, and the nature of science are stressed in this class. **(This course does not qualify for NCAA eligibility.)**

## **CHEMISTRY**

10th Grade

Credit - 1

Full Year

This course introduces important concepts of chemistry while applying these concepts to the students' everyday lives and experiences. Topics addressed include basic problem solving, scientific measurement, states of matter, atomic structure, the periodic table, chemical formula writing, chemical reactions, gas behavior, stoichiometry, chemical bonding, thermochemistry, acids and bases, and nuclear chemistry. Activities include laboratory experiences, discussion, reading, writing, laboratory reports, and student projects. Students will frequently work together in teams. Basic algebra skills are required.

## **HONORS CHEMISTRY**

10th Grade

Credit - 1

Full Year

**Prerequisite: By teacher/ department approval**

The models and theories of chemistry are developed in this course. Considerable emphasis is placed on the student's ability to interpret data, solve problems, and use higher-order thinking skills. The core topics include models for atoms, bonding theory, chemical reactions, kinetic molecular theory, gas behavior, thermochemistry, chemical bonding, rates of reactions, equilibrium, and acids and bases. We will connect the topics of the course to everyday life and current news events whenever possible. The course will include reading, lecture/discussion, laboratory activities, and problem solving. This course is designed for students who have demonstrated success in honors mathematics and science courses. Laboratory reports will be required and homework assignments are given daily. Each student needs a scientific calculator. A college- level text is used.

## **FOUNDATIONS OF BIOLOGY**

11th Grade

Credit - 1

Full Year (Non-Lab Course)

**Prerequisite: By teacher/ department approval**

This course emphasizes an inquiry-based exploration of living organisms; how they function, interact, and evolve. Students will develop and conduct experiments, collect data, and analyze data throughout the year. This exploration allows students to ask questions about the world around them, work on problem- solving strategies, think critically, and develop their understanding of science as a process. The main goal of this course is for students to explain phenomena encountered in their everyday lives and to develop a thoughtful and well-reasoned understanding of the living world. **(This course does not qualify for NCAA eligibility.)**

## **BIOLOGY**

11th Grade

Credit - 1

Full Year

Biology takes a cellular and molecular approach to understanding the unity and diversity of the living world. The course begins by investigating the nature of chemical reactions in living systems and the biomolecules involved. This serves as a foundation for the exploration of cell structure and function, energy conversions, the cell cycle, genetics, gene expression, evolution, and culminates in understanding the flow of energy and cycling of matter in organisms and ecosystems. Students will design and implement experiments, gather data, and perform data analysis to deepen their conceptual understandings of course content.

**HONORS BIOLOGY**

11th Grade

Credit - 1

Full Year

**Prerequisite: By teacher/ department approval**

Honors Biology takes a cellular and molecular approach in exploring the living world. Twelve core themes are interwoven throughout the course to build a holistic understanding of the essential elements of modern biology. These themes include: biochemistry, metabolism, cellular transport, cell structure & function, energy flow through living systems, transport systems of life, cell reproduction, gene expression, genetics, ecology, evolution, and paleobiogeography. Learning of content material is enriched through inquiry-based experimental design, data collection, and data analysis. Honors Biology is a good fit for students who are adept at scientific reasoning, fluid at learning conceptually, have excellent study habits, and have a record of academic excellence in previous science courses.

**AP BIOLOGY**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Honors Chemistry, Honors Biology, or teacher/ department approval**

Advanced Placement (AP) Biology is an in-depth study of living systems. The curriculum is equivalent to that of a first-year college course in the biological/life sciences. Conceptual emphasis is placed on evolution, ecology, biochemistry, cell biology, genetics, and molecular biology; moreover, the interconnectedness of these topics is underscored throughout the course. The classroom experience allows students to work independently with AP science practices which include hypothesis generation, experimental design, statistical analysis of data, and writing scientific explanations. Students will improve their critical thinking skills by interpreting data from the scientific literature and through this experience become more familiar with contemporary biological issues. Students are encouraged to take the AP Biology exam in May.

**AP CHEMISTRY**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Honors Chemistry or teacher/ department approval**

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students will experience depth and breadth of understanding of chemical fundamentals, competence in dealing with chemical calculations, and experience in the nature and variety of laboratory experiments equivalent to that of a typical college course. Topics such as the atomic and molecular structure of matter, kinetic theory of gasses, chemical equilibrium, chemical kinetics, electrochemistry, and basic principles of thermodynamics are emphasized. A substantial portion of class time is spent on understanding and applying these concepts through chemical problem solving. Students develop the ability to think clearly and to express their ideas in writing with clarity and logic. In addition, the behavior of chemical systems is investigated in the laboratory. Students will develop a laboratory portfolio from reports that are submitted for each experiment. Each student is encouraged to take the AP Chemistry exam in May.

### **AP ENVIRONMENTAL SCIENCE**

11th - 12th Grade

Credit - 1

Full Year (Non-Lab Course)

**Prerequisite: Honors Chemistry, Honors Biology, AP Biology, concurrent enrollment in Honors or AP Biology, or teacher/ department approval**

In AP Environmental Science students will investigate the nature of Earth systems (ecology, geology, climate, etc.), historical and current human impacts on Earth systems, ways to decrease human impacts on Earth systems, ongoing efforts to preserve biodiversity and repair past damage, and options for leading a more sustainable way of life. The lab experience includes hypothesis generation, experimental design and implementation, the process of peer review, graphical organization and statistical analysis of data, and the use of mathematical models to represent natural phenomena. Higher order cognitive skills will be grown through the use of science as a process to develop an evidence-based understanding of nature, identification of logical fallacies, critical examination of commonly held assumptions about the environment, and scrutinizing the relationship between science and public policy. Students should be skilled in Algebra, capable of comprehending a college-level science text, and willing to devote study time to APES on a daily basis. AP Environmental Science does not have a 30 minute lab period. Students are encouraged to take the AP Environmental Science exam in May.

### **AP PHYSICS I**

11th – 12th Grade

Credit – 1

Full Year

AP Physics I is a rigorous treatment of the physics concepts under the umbrella of mechanics. It is the equivalent of a typical first semester, algebra-based college physics course. Physical models will be developed through laboratory investigation in the areas of one and two-dimensional kinematics, Newton's laws, energy, circular motion, gravitation, linear momentum, rotational motion, oscillations and fluid statics/dynamics. Students will submit lab reports for each laboratory investigation. Students will be required to solve problems mathematically, with extensive use of proportional and symbolic reasoning. The ability to translate between multiple representations of physical models will be emphasized. The course is designed to provide excellent preparation for students considering the study of science, medicine, or engineering in college. Students who successfully complete the course will be well-prepared for, and encouraged to take the AP Physics I examination in May. Students may enroll in both AP Physics 1 and AP Physics 2.

### **AP PHYSICS II**

11th – 12th Grade

Credit – 1

Full Year

**Prerequisite: Honors Physics or teacher/ department approval**

AP Physics II includes a rigorous treatment of thermodynamics with kinetic theory, electrostatics, electric circuits, magnetic fields, electromagnetism, geometric and physical optics, and topics in modern physics. Physical models in the areas listed above will be developed through laboratory investigation. Students will submit lab reports for each laboratory investigation. Students will be required to solve problems mathematically with extensive use of proportional and symbolic reasoning. The ability to translate between multiple representations of physical models will be emphasized. The course is designed to provide excellent preparation for students considering the study of science, medicine, or engineering in college. Students who successfully complete this course will be well-prepared for, and encouraged to take the AP Physics II examination in May. Students may enroll in both AP Physics 1 and AP Physics 2.

### **AP PHYSICS I AND II**

11th – 12th Grade

Credit – 2

Full Year

**Prerequisite:** Excellent skills in Algebra, Geometry, Algebra II, and Trigonometry or departmental approval.

In addition to AP Physics 1 topics (see above), AP Physics I and II includes a rigorous treatment of fluid statics and dynamics, thermodynamics with kinetic theory, electrostatics, electric circuits, magnetic fields, electromagnetism, geometric and physical optics, and topics in modern physics. It is the equivalent of a typical first-year, algebra-based, college physics course. Physical models in the areas listed above will be developed through laboratory investigation. Students will submit lab reports for each laboratory investigation. Students will be required to solve problems mathematically with extensive use of proportional and symbolic reasoning. The ability to translate between multiple representations of physical models will be emphasized. The course is designed to provide excellent preparation for students considering the study of science, medicine, or engineering in college. Students who successfully complete the course will be well-prepared for, and expected to take, the College Board Advanced Placement Physics I and II examinations in May.

### **ANATOMY AND PHYSIOLOGY**

11th - 12th Grade

Credit - 1

Full Year (Non-Lab Course)

**Prerequisite:** Project Lead the Way Principles of Biomedical Science, Honors Biology or teacher/ department approval

Anatomy and Physiology is geared to upperclassmen preparing for study in health-related areas. Students will engage in the study of the processes, structures, and interactions of human body systems. Important concepts in the course include the structure and function of: communication systems, transport systems, the musculoskeletal system, the integumentary system, immune system, and metabolic processes. The central theme is how body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole” that work together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor selected body functions. Students work through interesting, real- world cases and often play the role of biomedical professionals in solving medical mysteries. Students are expected to complete and present a mastery project each semester.

### **SOLAR SYSTEM ASTRONOMY**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2 (Non-Lab Course)

**Prerequisite:** Freshman Physics and Chemistry, or teacher/ department approval

This one-semester course for juniors and seniors explores the historical foundations and techniques of astronomy and pursues diverse investigations into the structure and function of our solar system. Topics include the development of methodologies for making and interpreting astronomical measurements, comparative planetology (structure, surfaces, & atmospheres), the evolution of our solar system over time, and our ongoing search for exoplanets (planets around other stars). We will also investigate the challenges of human space-travel, searching for alien life, and colonizing other moons and planets. This course meets one period per day with additional laboratory/field experiences planned outside of the regular school schedule.

**COSMOLOGY: Origins of the Universe**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2 (Non-Lab Course)

**Prerequisite: Biology, concurrent enrollment in Biology, or teacher/ department approval**

This one-semester course for juniors and seniors provides an introduction to the physical processes in stars and the evolution of stars that leads to their observed properties. It includes a study of the final endpoints of stellar evolution and an introduction to the properties of galaxies and star formation in galaxies. Topics include the electromagnetic spectrum, classification, structure, and evolution of stars, the sun, galaxies, and the larger universe, including cosmology. We will also investigate challenges to understanding interstellar space and distant star systems by exploring a variety of research methodologies including the search for extraterrestrial intelligence and the potential for developing probes and other spacecraft capable of reaching other stars and galaxies.

**EVOLUTION (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2 (Non-Lab Course)

**Prerequisite: Biology, concurrent enrollment in Biology, or teacher/ department approval**

Evolution explores the nature of change on universal, planetary, and population levels. The broad theme of the class is that the laws of nature have shaped the development of the cosmos, our planet, and the organisms that inhabit it. To this end, we will develop an evidence-based understanding of the Big Bang, formation of our solar system, geological processes of the Earth, relative and absolute dating, the fossil record, plate tectonics, abiogenesis, population genetics, and cladistics. Students will also gain insight about the life history of Earth as we explore the succession of flora and fauna during the Paleozoic, Mesozoic, and Cenozoic eras.

**FORENSIC SCIENCE**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2 (Non-Lab Course)

Forensic science is the application of science to legal situations. Students will formulate and critically examine problems, and investigate probable solutions. They will collect and scientifically evaluate data, draw conclusions based on evidence, apply data to authentic situations, and communicate the results of their work. It is an upper-level science elective and assumes that students possess a basic level of understanding about the scientific process and scientific principles. This course will challenge students to develop critical thinking and logical reasoning skills through the mock investigation of criminal activity. Much like the interests of our students, the field of forensics is vast and diverse, so this course implements a customized curriculum based on the expressed interest of each new group of students. They are introduced to the topics at the beginning of the semester and vote on 3 to 4 units they would most like to learn about in the course. All semesters start with an introduction to crime scene investigation, but possible additional unit topics include: Criminal Ballistics; Trace Hair and Fiber Analysis; Trace Paint, Glass, and Soil Analysis; Fingerprint Analysis; Blood Spatter Analysis; Death and Entomology; Vehicular Accident Reconstruction; Forensic Psychology; Handwriting Analysis, Counterfeiting and Fraud; Forensic Pathology; and Forensic Toxicology. Combining content knowledge and critical thinking skills, students leave with better observational skills and a strong understanding of how evidence can be used to support or refute claims in the courtroom and in life. **(This course does not qualify for NCAA eligibility.)**

### **ADVANCED FORENSIC SCIENCE**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2 (Non-Lab Course)

#### **Prerequisite: Forensic Science**

Students in Advanced Forensic Science will process more complicated evidence than in the first level course. This course is also customized, but to a slightly lesser degree, giving students a vote on two of the remaining topics not covered in the standard Forensic Science course. In addition there are two set topics, Arson Investigation and Forensic Anthropology. When studying arson, students will learn how to determine if a fire was accidental or intentional, what type of accelerant was used, and how to identify common motives of arsonists. When exploring forensic anthropology, students will learn about the bones of the body, their biology, and the various ways that they can be used to determine the age, sex, height and biological ancestry of unidentified remains. Students will also learn about clandestine grave location and recovery as well as perform a culminating project in facial reconstruction using established techniques from the field. Students leaving advanced forensics will have a robust perspective on the art and science of investigation and exhibit above average ability to problem-solve and think critically about the world around them. **(This course does not qualify for NCAA eligibility.)**

### **PLANT SCIENCE I**

11th – 12th Grade

Credit –1/2

Semester 1 and/or 2 (Non-Lab Course)

#### **Prerequisite: Biology, Concurrent Enrollment in Biology or teacher/ department approval**

The mission of this class is to cultivate a love of plants that becomes a life-long passion to protect and conserve plants in a way that is infectious and benefits our world. Topics will include plant diversity, evolutionary relationships, germination, photosynthesis, growth, cells, tissues, organs, plant anatomy/physiology, reproduction, and propagation. The course will explore plant-based societal issues of conservation, climate change, food security, and genetically modified crops.

### **PLANT SCIENCE II**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2 (Non-Lab Course)

#### **Prerequisite: Biology, Concurrent Enrollment in Biology or teacher/ department approval**

The purpose of this class is to continue to cultivate a love of plants and science into real life application. Topics will cover interpreting topographic maps to develop landscaping designs that fit specified ecological zones. Students will learn about the attributes of various plants and materials, design (using AutoCad), and business protocols, in order to develop a pitch to prospective clients which meets environmental needs and budgetary constraints. The final project will also include the building of a mini-model of their design.



## **PROJECT LEAD THE WAY (PLTW) COURSES: SCIENCE ELECTIVE CREDIT**

### **PRINCIPLES OF BIOMEDICAL SCIENCES – PROJECT LEAD THE WAY (PLTW)**

9th – 12th Grade

Credit – 1

Full Year (Non-Lab Course)

**Prerequisite: Eventual completion of all core science courses: Physics, Chemistry, and Biology.**

Whether seeking a career in medicine or healthcare or simply looking for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience in a variety of healthcare and related fields. Principles of Biomedical Science (BIOMED) is a full-year high school course in the PLTW Biomedical Science Program (pltw.org). This course serves to provide foundational knowledge and skills in fields such as biology, pathology, anatomy & physiology, forensic science, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems. The units in this course focus on the mysterious death of a fictional college student, the everyday operations of and roles within a healthcare clinic, and finally, the emergency response to both large-scale and small-scale medical emergencies and their remediation. Students will gain knowledge of the body, healthcare and enjoy hands-on experiences with many medical and forensic procedures and techniques, building confidence in their understanding of themselves, their health and the world around them. This course is an excellent precursor to Biology and still provides expansion on biology topics for those who are currently or have previously taken biology.

### **HUMAN BODY SYSTEMS – PROJECT LEAD THE WAY (PLTW)**

10th – 12th Grade

Credit – 1

Full Year (Non-Lab Course)

**Prerequisite: PLTW Principles of Biomedical Science and eventual completion of all core science courses: Physics, Chemistry, and Biology.**

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole,” working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. This course will be taught concurrently with Human Anatomy and Physiology. This course does not have an extended lab period.

This is the second course in a potential four-course program that ends with an on-site research assignment with a healthcare professional.

### **MEDICAL INTERVENTIONS – PROJECT LEAD THE WAY (PLTW)**

10th – 12th Grade

Credit –1

Full Year (Non-Lab Course)

**Prerequisite: PLTW Principles of Biomedical Science and eventual completion of all core science courses: Physics, Chemistry, and Biology.**

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. These scenarios expose students to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across generations of a family and provide a look at the past, present and future of biomedical sciences. Lifestyle choices and preventive measures are emphasized throughout the course, as are the important roles scientific thinking and engineering design play in the development of interventions of the future. This course does not have an extended lab period.

This is the third course in a potential four-course program that ends with an on-site research assignment with a healthcare professional. **(This course does not qualify for NCAA eligibility.)**

### **BIOMEDICAL INNOVATION – PROJECT LEAD THE WAY (PLTW)**

11th – 12th Grade

Credit – 1

Full Year (Non-Lab Course)

**Prerequisites: PLTW Principles of Biomedical Science, and either Human Body Systems or Medical Interventions, as well as eventual completion of all core science courses: Physics, Chemistry, and Biology.**

Working through progressively challenging, open-ended problems that address topics such as clinical medicine, physiology, biomedical engineering, and public health, students will explore innovative solutions for the health challenges of the 21st century. They will have the opportunity to work on independent projects with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students will be expected to present their work to an audience of STEM professionals.

This is the fourth course in a potential four-course program that, depending on availability, may end with an on-site research assignment with a healthcare professional or researcher.

# SOCIAL STUDIES

## Enduring Understandings

The engaged global citizen appreciates that identity and culture are shaped by social interactions and can change.

The engaged global citizen investigates the past and makes connections to the present to inform decisions about the future.

The engaged global citizen understands the relationship between humans, places and the environment.

The engaged global citizen knows the rights and responsibilities of citizens, the purposes of government and applies civic ideals for the common good.

The engaged global citizen recognizes that increasing interconnectedness helps to satisfy our needs and facilitate economic exchanges.

To have some measure of control over their lives, students must have an understanding of their own natures and the nature of those forces that affect them. This understanding can best be obtained through knowledge of the social sciences. The goals of the social studies program are to develop in students the ability to think critically, to assume a positive role in a democratic society, and to understand nations' interdependence. The courses are not designed to teach facts as much as they are to teach students how to study and think and how to apply what they learn from selected content to contemporary human affairs. Courses encourage students to use knowledge rather than simply digesting the recorded events of humanity's progression through the ages. To concentrate on the process, the department focuses attention on a few carefully selected periods of history and social science studies rather than attempting to survey all of humanity's past.

To use knowledge effectively, students must develop a variety of skills and abilities. Social studies encourages this development. To obtain knowledge, students need skills in locating and evaluating sources of information through observing, listening, and reading. They must also be able to express their views in oral and written form. Students should develop the will and the ability to work both independently and with organized groups. Finally, the study of the social sciences, the arts, and humanities is viewed as part of a life-long process of learning.

The graduation requirement in social studies is three units. One unit is American history, which is incorporated in the 10th grade course World and U.S. History II. Another 1/2 credit must be American Government. The department recommends that college-bound students take four units of credit.

Additional information about our courses can be found on our website at:

<https://www.claytonschools.net/Page/13380>.

Required sequence of courses:

- Grade 9     World and U.S. History I  
              Topics in World and U.S. History I **(by teacher recommendation only)**
- Grade 10    World and U.S. History II  
              Topics in World and U.S. History II **(by teacher recommendation only)**
- Grade 11-12 Required: American Government  
              Topics in American Government **(by teacher recommendation only)**

# SOCIAL STUDIES COURSE OFFERINGS

(The electives below are offered on a rotating basis. Please check the most updated Program of Studies for current selection.)

## Electives:

African American Studies **(AP)**  
African American Studies **(Not offered 2025-2026)**  
American Military Experience **(Not offered 2025-2026)**  
Classical Civilizations  
Government **(AP)**  
Current Issues in American Society  
Economics **(AP)**  
European History **(AP)**  
Film in American Society  
Gender Studies  
History of St. Louis  
Human Geography **(AP)**  
Independent Study in History  
International Relations **(Not offered 2025-2026)**  
Introduction to Philosophy **(Not offered 2025-2026)**  
Modern World History **(AP)**  
Music in American Society **(Not offered 2025-2026)**  
Psychological Disorders & Media in American Society **(Not offered 2025-2026)**  
Psychology **(AP)**  
Sociology **(Not offered 2025-2026)**  
Sports and Western Society **(Not offered 2025-2026)**  
United States History **(AP)**  
World at War: The Story of World Wars I & II **(Not offered 2025-2026)**

## WORLD AND U.S. HISTORY I

9th Grade  
Credit - 1  
Full Year

This year-long course is designed to provide students with a survey of world and U.S. history from 1400 to the late 19th century. Major themes and key content are both explored in the various units studied. The course requires discussion, maps, document study, and library research papers as well as successful performance on essay and objective tests. A major goal of the course is to develop an appreciation of other people's cultures, traditions, and history.

## TOPICS IN WORLD/U.S. HISTORY I

9th Grade  
Credit- 1  
Full Year

### **Prerequisite: By teacher/ department approval**

Topics in World/U.S. History I is a course whose adapted and modified curriculum is designed to meet certain lower-ability levels present in typical CHS classrooms. Because the Social Studies Department believes that, in many cases, the best way to group students for instruction is heterogeneously, some students enrolled in World/U.S. History I will require adapted or modified curricula. These students will have individualized goals and will receive instruction and feedback based on their specific needs.

Topics in World/U.S. History I may be used as a designation for students who require modifications in content, standards, and/or grading in the World/U.S. History I course. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level. **(This course does not qualify for NCAA eligibility.)**

## **WORLD AND U.S. HISTORY II**

10th Grade

Credit - 1

Full Year

The follow-up to World and U.S. History I, this sequential course covering the period from the late 19th century to the present is designed to examine the dynamics of a world and U.S. that are in the process of transition to modern times. The themes of industrialization, global economy, reform, revolution, nationalism, and global conflict are stressed. The emphasis is on the further development of the skills of investigation and critical thinking necessary to increase one's understanding of today's interconnected, changing world. This course requires discussion, awareness of geography, document study, and library research papers as well as successful performance on tests.

## **TOPICS IN WORLD /U.S. HISTORY II**

10th Grade

Credit – 1

Full Year

### **Prerequisite: By teacher/ department approval**

Topics in World/U.S. History II is a course whose adapted and modified curricula is designed to meet certain lower-ability levels present in typical CHS classrooms. Because the Social Studies Department believes that, in many cases, the best way to group students for instruction is heterogeneously, some students enrolled in World/U.S. History II will require adapted or modified curricula. These students will have individualized goals and will receive instruction and feedback based on their specific needs.

Topics in World/U.S. History II may be used as a designation for students who require modifications in content, standards, and/or grading in the World/U.S. History II course. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level. **(This course does not qualify for NCAA eligibility.)**

## **AMERICAN GOVERNMENT**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

This course satisfies a state graduation requirement. Students study politics, law-making, types of political leaders, and the court system at the federal, state, and local levels of government. Each unit includes comparisons with other countries and references to historical events that illustrate the concepts being studied. A major emphasis is placed upon the role of the citizen in a democratic society. Activities include discussion, document study, role-playing, research activities, essays, and projects.

### **TOPICS IN AMERICAN GOVERNMENT**

11th – 12th Grade

Credit – 1/2

Semester 1 and/or 2

#### **Prerequisite: By teacher/ department approval**

Topics in American Government is a course whose adapted and modified curriculum is designed to meet certain lower-ability levels present in typical CHS classrooms. Because the Social Studies Department believes that, in many cases, the best way to group students for instruction is heterogeneously, some students enrolled in American Government will require adapted or modified curricula. These students will have individualized goals and will receive instruction and feedback based on their specific needs.

Topics in American Government may be used as a designation for students who require modifications in content, standards, and/or grading in the American Government course. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level. **(This course does not qualify for NCAA eligibility.)**

### **AFRICAN AMERICAN STUDIES (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

The African American Studies elective is designed to engage students in understanding the history, culture, role and contributions of African Americans. The course offers opportunities to examine the African American experience from the past through present times. The course connects historical issues with current events. Themes include education, criminal justice, identity, arts and entertainment, social justice, systemic issues in contemporary society, Black Joy, power and politics. In addition to the class themes, students will individually research a theme of their choice. Participating in discussions, research, reflection, projects, debates, and completing assigned readings and written work are required.

### **THE AMERICAN MILITARY EXPERIENCE (Not Offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

The American Military Experience in History and Literature will explore the relationship between the wars our nation has fought and its political, social, and cultural developments. The way different pieces of literature, both contemporary and classic, have given expression to the central themes of those conflicts will be the other focus of the course. The major units of study will include the American Revolution, the Civil War, World Wars I and II, and the Vietnam War. Also to be examined, though not in the same detail as the above, will be the colonial wars of the 17th and 18th centuries, the War of 1812, the Mexican War, Native American resistance in the 19th century, and the Korean War.

As a class, students will read four to five novels that deal with the major units. Students will also read independently two to three other works that have the minor units as their historical setting. "Reading circles" will be established whereby students can share their independent reading with the class. After completing the course, students should have a deeper appreciation of the role our military experience has had in shaping our national character. They should also have an enhanced awareness of the ways in which literature can serve to heighten our understanding of historical events.

### **CLASSICAL CIVILIZATIONS**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

Classical Civilizations surveys the ancient societies of India, China, Greece, Rome, and the Americas. The course will examine the history of these cultures and the philosophy, religion, art, and literature that they produced. Students will be expected to read extensively and to discuss such works as the Upanishads, Confucius' Analects, Homer's Iliad, the Greek tragedies, and Virgil's The Aeneid. Cross-cultural contacts between these ancient societies will be emphasized, along with a close examination of the similarities and differences to be found between them. Students should leave the course with a better understanding of how events and developments in antiquity served to build the foundations for later historical developments in each of the cultures studied.

### **CURRENT ISSUES IN AMERICAN SOCIETY**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

In this course, students will identify and examine important social, political, cultural, and economic issues facing the United States today. Students will study both domestic and international perspectives on those issues. The first unit of study focuses on media literacy. The class will vote on which current issues interest them the most and those will become the remaining units of study. Potential units of study include: health care, poverty, gender equality, race in America, gun violence, climate change, education, and U.S. foreign policy. Students will also complete a semester inquiry project. Students select a "current issue" that interests them the most to research throughout the semester, culminating in a research paper and class presentation. In addition to the daily homework and research project, students in this course are expected to participate in debate and discussion and stay current with the news.

### **FILM IN AMERICAN SOCIETY**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

This course is designed for students who love to watch, talk about, and think about movies! The goal is to teach students about the significance of film in our society by learning about the history of film, the storytelling aspects of film, and the portrayal of American History in film. A basic premise of the course is that film both shapes and reflects our society. Students will watch films in class and for homework, and for each film complete a short, written reflection. Students will analyze historical films and participate in class discussions. Examples of films studied in class may include *Casablanca*, *Singin in the Rain*, *Psycho*, *High Noon*, *Modern Times*, *Apocalypse Now*, and *BlackKkKlansman*. **(This course does not qualify for NCAA eligibility.)**

### **GENDER STUDIES**

11th – 12th Grade

Credit –1/2

Semester 1 and/or 2

Gender Studies is an interdisciplinary course that explores women's history and how gender and other categories of identity (e.g., sexuality, race, and social class) interact within society. To understand the complexity of these issues, students will use primary and secondary sources to analyze gender in society. They will also understand and engage with the central debates in the field of Women's and Gender Studies. Along with being able to define and apply basic terms and concepts central to this field, the class will address social practices that promote equity, mutual understanding, and compassion.

**HISTORY OF ST. LOUIS**

11th – 12th Grade

Credit –1/2

Semester 1 and/or 2

This course is a portrait of American racial and class dynamics told through the history of St. Louis. The course proceeds chronologically and in topics, with an especial focus on the theme of racial capitalism in American society. Assessments include frequent long-form written reflections and a final project, while activities primarily consist of discussions, film analyses, document analyses, and lecture. Topics include the exploitation of furs and First Peoples, Manifest Destiny and genocide, the white supremacist political life of early Missouri and St. Louis, the Civil War and the triumphs of industrial capitalism and conservatism, political corruption and city life in the early 1900s, imperialism at the 1904 World's Fair, racial violence, suburbanization and urban renewal, and policing and schools.

**INDEPENDENT STUDY IN HISTORY**

11th – 12th Grade

Credit –1/2

Semester 1 and/or 2

This course will allow students to select their own area of study. While everyone will be working independently on the subject of their own personal interest, the curriculum includes a common research process. Students will learn how to write inquiry questions that will organize their research. Students will be challenged to analyze numerous sources from multiple perspectives and have time to develop in-depth content knowledge. The summative assessment for each project will look different for each student. However, individual student learning will be shared with an audience beyond the class in an authentic setting. **(This course does not qualify for NCAA eligibility.)**

**INTERNATIONAL RELATIONS (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

This semester course evaluates the modern economic and political relationships between countries. Since September 11th, Americans have become aware of the fact that events around the world have an impact on our society. This course aims to educate young adults about recent global history from an international perspective and study current events from around the world. Students will be encouraged to form educated opinions about global issues and discuss the role of the U.S. in a continually changing international world. Major themes of the 21st century such as globalization, terrorism and environmental affairs will be evaluated, as well as regional “case studies” regarding controversial conflicts presently unresolved.

**INTRODUCTION TO PHILOSOPHY (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

Introduction to Philosophy is a survey course that explores the great questions of the day (e.g., What is right? Does God exist? What is love? What is justice?) through the eyes of renown philosophers like Plato, Aristotle, Thomas Aquinas, John Stuart Mill, Blaise Pascal, David Hume and Karl Marx. We will also discuss and investigate the writing of contemporary philosophers including David Foster Wallace, Mary Daly, and Peter Singer. Discussions and projects attempt to make these philosophical questions personally relevant. Readings will primarily be drawn from Manuel Velasquez's Philosophy: A Text with Readings, a very readable text, as well as the original writings of the aforementioned philosophers.



**MUSIC IN AMERICAN SOCIETY (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

Music is such an integral part of our everyday lives that it is easy to take it for granted. In the twentieth century, especially following the birth of the recording industry, music has not only reflected the forces that have shaped our society and culture, but it is one of the forces. This course will explore the history of music and its impact in the twentieth and twenty-first centuries, tracing the development of and relationship between such key genres as blues, rhythm and blues, soul, swing, jazz, rock and roll, rock, country, country and western, folk, funk, and rap. The majority of class time will be spent learning about, listening to, and talking about exemplar songs and artists from the different times and genres of American music. Several documentaries and feature films will also be used to help increase the students' understanding and appreciation of the role music and musicians have, and continue to play in American society. **(This course does not qualify for NCAA eligibility.)**

**PSYCHOLOGICAL DISORDERS & MEDIA IN AMERICAN SOCIETY (Not offered 2025-2026)**

12th Grade Only

Credit - 1/2

Semester 2

**Prerequisite: Successful completion of AP Psychology**

This course is designed for rising seniors who have completed the AP Psychology course and want even more psychology. After a brief review of the Abnormal Psychology unit from AP Psych, students will be introduced to some basic film-making techniques and film-watching strategies. A significant emphasis will be placed upon how disorders and the people who have them are correctly and incorrectly portrayed by the popular media, and the effects these portrayals have on American society. Major units will include the following disorders: Anxiety; Somatoform and Dissociative; Mood; Personality; Schizophrenia and Delusional; Neuropsychological; and Treatment. Potential films include: Lars and the Real Girl; As Good as It Gets; The Hours; Seven Pounds; Sybil; The Soloist; A Beautiful Mind; Memento; No Country for Old Men; Good Will Hunting; and One Flew Over the Cuckoo's Nest. Scholarly journal articles will be regularly assigned, and students will write short response papers for each disorder and corresponding film. Lectures, discussion, guest speakers, and outside film-watching assignments will also be activities for this course. **(This course does not qualify for NCAA eligibility.)**

**SOCIOLOGY (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This course studies the structure and functioning of human society, and the relationships between individuals and groups within society. Students learn to use sociological perspective and sociological imagination to analyze the relationships between and within groups in society. Topics studied include the history of Sociology as an academic discipline, components of culture, elements of social structure, the process of socialization, deviance and crime, class, status and power, race in American society, and the sociology of gender, age and health. Students will be expected to apply sociological concepts to their personal experience and to society at large. Participation in cooperative learning assignments is required.

**SPORTS AND WESTERN SOCIETY (Not offered 2025-2026)**

11th - 12th Grade

Credit - 1/2

Semester 1 and/or 2

This semester elective will examine the history of sports in Europe and the United States and will demonstrate the ways in which games reflect various aspects of Western society. For this course, sports will provide a vehicle for the evaluation of social issues, economic trends, and historical concepts. Students will study ancient athletic rituals, the development of modern sports during the middle age and industrial revolution, and the role of amateur and professional sports throughout the 20th century. In addition to the historical evolution of sports, this class will focus on the way in which Western sports represent the values and attitudes of American culture. Themes of race, gender and politics will be highlighted in this evaluation of recent historical events and the growing popularity of "Sports in Western Society." **(This course does not qualify for NCAA eligibility.)**

**WORLD AT WAR: THE STORY OF WORLD WARS I AND II (Not offered 2025-2026)**

11th – 12th Grade

Credit -1/2

Semester 1 and/or 2

This course examines the causes, major events, battles and personalities involved and effects of World Wars I and II. A global approach will be taken, emphasizing the "world" aspects of the two wars. A diverse reading list will be offered to students, giving them some flexibility in terms of areas of study emphasis. A rich collection of video support will highlight key moments in the story of these wars. Included in some of the major units of study will be origins of WWI and II, tactics, strategies and generals, impact of new weapons, the rise of dictators, the Holocaust, impact on civilian populations and the morality of strategic bombing.

**SOCIAL STUDIES – AP COURSES****AP AFRICAN AMERICAN STUDIES**

11th – 12th Grade

Credit – 1

Full Year

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. The course begins by exploring the purpose and mission of the discipline of African American Studies and the leaders who fought to have it recognized on college campuses during the late 1960s and 1970s. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Students will compare and analyze a range of perspectives about different movements, approaches, organizations, and key figures involved in freedom movements, as expressed in text-based documents, data, and visual sources. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields including, but not limited to history, art, sociology, geography, literature and more, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. The course includes a required independent research project with a topic of the students choosing. Students are encouraged to take the AP Exam in May.

### **AP GOVERNMENT**

11th – 12th Grade

Credit - 1

Full Year

AP Comparative Government will cover the curriculum for two AP courses, AP US Government and Politics (which is the focus of the first semester) and AP Comparative Government (which builds upon the knowledge of U.S. Government first semester and applies it to other government systems). The first semester of this full-year course will satisfy the Missouri and CHS graduation requirement for American Government. The Missouri and US Constitution exams are given at the end of the school year. While the first semester is focused on the U.S. system, the second semester uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Students are encouraged to take one or both AP exams in May.

### **AP ECONOMICS**

11th - 12th Grade

Credit - 1

Full Year

This college-level course provides a survey of economics and prepares students to take both Advanced Placement exams in Microeconomics and Macroeconomics administered in May. This course uses a college-level textbook, and it requires both logical reasoning and graphing skills. Topics include the supply and demand model, consumer choice theory, the theory of the firm, various market structures, resource markets, and market failures. In the spring, students examine measures of economic performance, the impact of fiscal and monetary policies, economic growth, and international trade. AP Economics can be taken to fulfill the personal finance graduation requirement; *students must pass **both** semesters of the course, complete Personal Finance online modules, and pass the Personal Finance end-of-course exam.* Students are encouraged to take one or both AP exams in May.

### **AP EUROPEAN HISTORY**

11th - 12th Grade

Credit – 1

Full Year

The aims of this course are to build on the student's knowledge of the factual narrative to achieve an understanding of some of the principal themes in modern European history, an awareness of the consequences of European contacts with other areas of the world, and an ability to analyze historical evidence. Chronologically, the course begins with the high Renaissance and concludes with the early 2000s. Discussion, document study, and outside reading will be required. A significant component of AP United States History, AP European History, and AP World History is learning how to think like an historian. Students in all three courses will learn how to describe and analyze diverse interpretations of the past, develop and support complex arguments, provide context for historical events, and make meaningful connections between different eras, regions, and areas of study. Students are encouraged to take the AP exam in May.

### **AP HUMAN GEOGRAPHY**

11th - 12th Grade

Credit - 1

Full Year\*

AP Human Geography introduces students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship. Students are encouraged to take the AP exam in May.

\*This is a change from previous years. AP Human Geo is changing from a semester class to a full year class.

### **AP PSYCHOLOGY**

11th - 12th Grade

Credit - 1

Full Year

The ultimate purpose of psychology is to help students try to understand why we behave and think the way we do. A textbook study of the explanations for human behavior is used to provide the basic knowledge; then a variety of activities involve the students in applying the theories to themselves and their lives. Such basic topics covered include, but are not limited to, how humans learn and remember, how psychologists study behavior, the brain's influence on behavior, levels of consciousness, sleep and dreams, motivation behind one's behavior, the influences of nature and nurture, the development of behavior from infancy to old age, attitudes and their formation, social perceptions and relationships, personality, intelligence and testing, and abnormal psychology and treatment. A significant amount of time and energy is spent in student exploration of themselves: their behavior, ethics and values, thought processes, and relationships. Several methods are used, including lecture, primary and secondary reading, out-of-class projects, group work, films, guest speakers, and heavy emphasis on class discussion. The course uses an AP-level text, and daily homework assignments and quizzes will make up a majority of the student's grade. Much emphasis is also placed on students learning the research behind, and then putting into practice, the science of learning and metacognition. Students are encouraged to take the AP exam in May.

### **AP MODERN WORLD HISTORY**

11th - 12th Grade

Credit - 1

Full Year

The Advanced Placement course in Modern World History will help students develop a greater understanding of the evolution of global processes and increased interactions between peoples. Although continuities of cultures will be considered from the classical age, the official AP Modern World History curriculum begins in 1200 CE. As a result, this is a “big picture” or thematic class and serves as an introduction to non-Western societies. East Asia, South Asia, the Near East, Africa and Latin America will be emphasized more than Europe and the United States. A significant component of AP United States History, AP European History, and AP World History is learning how to think like an historian. Students in all three courses will learn how to describe and analyze diverse interpretations of the past, develop and support complex arguments, provide context for historical events, and make meaningful connections between different eras, regions, and areas of study. Students are encouraged to take the AP exam in May.

**AP UNITED STATES HISTORY**

11th - 12th Grade

Credit - 1

Full Year

The goal of AP United States History is to better understand and appreciate the American story and the student's place within it. Through lecture, discussion, primary source analysis, and readings of a variety of nonfiction books (both scholarly and popular narratives) students will explore the complexity of American History as they play the role of amateur historians to affirm, modify, or contradict popular narratives of our past. Daily completion of homework and participation in daily activities and discussion is expected. A significant component of AP United States History, AP European History, and AP World History is learning how to think like an historian. Students in all three courses will learn how to describe and analyze diverse interpretations of the past, develop and support complex arguments, provide context for historical events, and make meaningful connections between different eras, regions, and areas of study. Students are encouraged to take the AP exam in May.

## SPECIAL SCHOOL DISTRICT RESOURCES

The St. Louis County Special School District provides support to Clayton High School students diagnosed with an educational disability. CHS students with an Individualized Education Plan (IEP) are provided support on a continuum of services. Special education teachers collaborate with general education teachers about accommodations and modifications in the classroom, as well as co-taught classes within the general course offerings. Special education teachers conduct classes in study and learning strategies, reading strategies, and functional skills curriculum. All services are based entirely on the individual student's IEP.

### **ENGLISH ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

**Prerequisite: IEP Case Manager/IEP team recommendation**

English Essentials provides direct instruction of verbal and written communication skills in real world environments along with classroom enrichment activities to support life skills and transitional goals. This course is designed to build a solid foundation of everyday verbal and written communication skills. Topics may include, but are not limited to: library use, basic grammar, job-related skills, research, everyday reading and writing skills, and verbal communication. The primary goal of the course is to provide instruction, support, and feedback to students as they learn how communication arts are utilized daily. English Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

### **MATH ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

**Prerequisite: IEP Case Manager/IEP team recommendation**

Math Essentials provides direct instruction of math skills in real world environments along with class enrichment activities to support life skills and transitional goals. This course is designed to build a solid foundation of everyday math skills. Topics may include, but are not limited to: basic math facts (addition, subtraction, multiplication, and division), money, measurement, time, banking, budgeting, shopping, and problem- solving skills. The primary goal of the course is to provide instruction, support, and feedback to students as they learn how math is utilized daily. Math Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

### **HISTORY ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: IEP Case Manager/IEP team recommendation**

History Essentials is a life-skills history course designed for students who have an IEP and need additional assistance learning the basic concepts in U.S. and world history. All the lessons are modified to meet the student's specific needs. Topics may include, but are not limited to: economic, geographical, civic, and cultural concepts. Emphasis will be given to critical thinking skills, use of source documents, and historical perspectives. History Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

### **SCIENCE ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: IEP Case Manager/IEP team recommendation**

Science Essentials is a life-skills science course designed for students who have an IEP and need additional assistance learning the basic concepts in science. All the lessons are modified to meet the student's specific needs. Topics may include, but are not limited to: motion, force, energy, states of matter, life processes and diversity in the living world, classification systems, health, and biomes and their impact on everyday life. Lab activities and projects will be a part of this course. Science Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

### **TRANSITION TO WORK-OFF**

11th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: IEP Case Manager/IEP team recommendation**

Through the Community Based Vocational Instruction (CBVI) program, students are provided direct instruction on vocational skills in real work environments, along with classroom enrichment activities to support vocational goals. The goal of this course is to provide instruction, support, and feedback to students as they learn workplace expectations and prepare for competitive employment, supported employment, sheltered workshop, or volunteering. Transition to Work-Off is designed for students with IEPs. **(This course does not qualify for NCAA eligibility.)**

### **TRANSITION TO WORK-ON**

9th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: IEP Case Manager/IEP team recommendation**

Transition to Work-On is a job-skills course designed for students who have an IEP and need direct instruction in the classroom setting of soft skills that may include, but are not limited to: punctuality, quality of work, teamwork, communication, self-motivation and following directions to develop vocational abilities. The goal of this course is to provide instruction, support, and feedback to students as they learn workplace-related skills and expectations prior to entering the Community Based Vocational Instruction (CBVI) program. **(This course does not qualify for NCAA eligibility.)**

### **SSD COOPERATIVE WORK EXPERIENCE PROGRAM (COOP)**

11th – 12th Grade

Credit –1/2

Semester 1 and/or 2

#### **Prerequisite: IEP Case Manager/IEP team recommendation, VR Eligible**

Students will gain vocational skills in real work environments, along with classroom enrichment activities to support vocational goals. Students will maintain employment that is supervised by the school and Department of Vocational Rehabilitation (VR) in cooperation with a business. The goal of this course is to provide instruction, support, and feedback to students as they learn workplace expectations during on-the-job experiences. COOP is designed for students with IEPs. **(This course does not qualify for NCAA eligibility.)**

### **STUDY SKILLS**

9th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: IEP Case Manager/IEP team recommendation**

Study Skills is an academic strategies course designed for students who have an IEP and need additional assistance learning the basic strategies for academic success. This course is designed to facilitate learning through strategies in organization and time management, test taking, note taking, and self-advocacy, as well as learning strategies in reading comprehension, written expression, math, and vocabulary development. IEP goals, skill development, related services, and academic support are implemented and monitored during this course. **(This course does not qualify for NCAA eligibility.)**

### **READING ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: IEP Case Manager/IEP team recommendation**

Reading Essentials is a course designed for students who have an IEP and need additional assistance in developing skills to become proficient readers. This course utilizes a research-based reading curriculum to develop student skills in phonemic development, word parts, word relationships, parts of speech, reading comprehension and writing. Students develop and implement reading strategies for classroom learning. IEP goals, skill development, related services, and academic support are implemented and monitored during this course. **(This course does not qualify for NCAA eligibility.)**



**QUEST**

9th – 12th Grade

Credit –1/2

Semester 1 and/or 2

**Prerequisite: IEP Case Manager/IEP team recommendation; Counseling team recommendation**

QUEST is a course designed to support the unique social and emotional needs of students. This course provides direct support in work completion, academic monitoring, and ongoing teacher communication, in addition to direct instruction in social skills, relaxation and calming techniques, self-regulation strategies, anger management techniques, reduction of stress and anxiety strategies, goal setting, problem-solving and decision-making. **(This course does not qualify for NCAA eligibility.)**

## **WORLD LANGUAGES AND CULTURES**

We believe language is a tool to connect with the world. World languages are increasingly important for knowledge, communication, understanding and success in an interdependent global society. The study of another language is an integral part of the education of all students. The School District of Clayton is committed to helping learners become linguistically and culturally competent. Linguistically competent students can proficiently communicate in oral and written language. Culturally competent students gain a knowledge and appreciation of other cultures in the global community. By studying another language and culture, students embark on a journey to become successful world citizens who can function in a global economy, develop skills to understand themselves and interact with others across the globe. Learning a second language enhances thinking skills and broadens future career opportunities and personal interests for all Clayton students.

Listed below are the Enduring Understandings of the World Languages and Cultures curriculum. These are statements that summarize important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.

### **Enduring Understandings:**

- Learning about other cultures benefits us as individuals as well as our society.
- Culture and language evolve as they connect people, time and place.
- Language reflects the essence and perspective of a people and their culture.
- Language has rules, patterns and structures. Understanding linguistic structures and vocabulary is required for effective understanding and communication in another language.
- Effective communication requires understanding one's audience: knowing how, when, and why to say what to whom.
- Strategies used to acquire a language are transferable to other areas of learning throughout life.
- Self-reflection is an important tool in fostering growth in language acquisition.

Learning a foreign language is an exciting way of understanding, relearning, and renaming the world around us and viewing it through a new cultural perspective. In all the modern language classes, from the beginning, we teach through a blend of activities that mirrors the six strands of the ACTFL Proficiency Guidelines by which the National Standards are measured. These guidelines are comprehensibility, comprehension, language control, vocabulary usage, communication strategies, and cultural awareness. The goal at all levels is to build on and refine, in a systematic manner, what has already been learned. Ultimately, the students will internalize the language and use it as a tool to communicate sensitively and spontaneously with others.

Additional information about our courses can be found on our website at:  
<https://www.claytonschoools.net/Page/13745>.

**CHINESE I**

9th - 12th Grade

Credit - 1

Full Year

Chinese I will introduce the students to the basic components of Mandarin Chinese through theme-based content and activities. Pinyin Romanization, simplified forms of Chinese characters and basic grammar patterns, as well as functional everyday expressions will be taught within the living context of Chinese culture. Topics will start from self-introduction and develop to students' immediate surroundings such as school, family and daily life. Cultural components will be taught through movies, video clips, songs, crafts, festival celebrations and geographic context. The ultimate goal is to motivate students to become interested in and committed to the learning of Chinese language and culture.

**CHINESE II**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Chinese I**

Chinese II is designed for students who have studied Chinese for one year at CHS or two years at WMS. In this course, students will continue to develop their basic listening, speaking, reading, and writing skills. Authentic materials like classical music and pop songs, TV programs, traffic signs and travel itineraries, restaurant signs and menus will be incorporated into the language learning process. Students will develop their cultural understanding and appreciation through comparisons of different regions in China as well as between China and the United States of America.

**CHINESE III**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Chinese II**

Chinese III is designed for students who have successfully completed the first two years of Chinese. In this course, students will be guided away from mechanical, classroom-style language learning at the beginning level and develop their language proficiency through more complex grammar and more spontaneous conversation. Authentic reading, listening and visual materials such as maps, restaurant signs, pop songs and housing ads on online newspapers and TV are incorporated into the class. Students will develop their cultural understanding and appreciation through frequent comparisons of different regions in China as well as between China and the United States of America. Students are expected to communicate on the covered topics in a more spontaneous way and to read and write with an active vocabulary of 750 characters.

**CHINESE IV**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Chinese III**

Chinese IV is designed for fourth-year students of Chinese to prepare them for advanced study. Units in level IV cover a variety of topics such as transportation, food & drink, weather and travel, and shopping. Students will develop their cultural understanding and appreciation through frequent comparisons of different regions in China as well as between China and the United States of America. Students are expected to communicate on the above topics in a more spontaneous way and to read and write with an active vocabulary of 750 characters.

**CHINESE V**

10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Chinese IV**

This course prepares students for advanced language and cultural studies. Representative topics will include weather, shopping, seeing a doctor and making summer plans. Authentic reading, listening and visual materials such as forecasts, shopping ads, hospital signs and summer camp activities on online newspapers and TV will be incorporated into the class. Students will develop their cultural understanding and appreciation through frequent comparisons of different regions in China as well as between China and the United States of America. The course will be taught entirely in Chinese and serves as the capstone, level V course.

**FRENCH I**

9th - 12th Grade

Credit - 1

Full Year

This course is designed to acquaint the student with a working knowledge of the sounds, spelling, vocabulary and structure of the French language. Speaking is emphasized as students learn to carry on simple conversations about a variety of everyday topics such as school, family, pastimes, and ordering food. Students learn to relate events and express opinions in the present and the future. The language lab is used to help with pronunciation. Students get an introduction to France and the diversity of the Francophone world. Reading and writing activities will be introduced, along with the study of basic French grammar. The course requires daily homework, class participation, oral and written quizzes, unit tests, and various projects for cultural enrichment.

**FRENCH II**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: French I**

In French II, students continue to develop basic listening, speaking, reading, and writing skills. Basic grammatical concepts and topics of vocabulary are still being presented at this level while incorporating previously learned material. Students are expected to understand the main ideas of conversations spoken by native speakers, as well as be able to speak, read and write on topics related to themselves in everyday life situations, leisure activities, celebrations, vacation and life at home using the present, past and near- future tenses. Students will also continue to broaden their knowledge and understanding of the French- speaking world. The course requires daily homework, class participation, participation in listening activities, oral and written quizzes and tests, and various projects for cultural enrichment.

**FRENCH III**

9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: French II or the Wydown 6-8 French sequence**

The French III course is a full year of in-depth study of more advanced grammatical concepts which will enable students to gain greater proficiency in the four basic skills of listening, speaking, reading, and writing. Emphasis will be placed on the writing of organized paragraphs. First semester, students will learn to relate past events and tell stories using two past tenses appropriately. They will study the topics of food and health. The second semester will focus on expressing hopes for the future. The themes will cover technology and life in the city. Students will also become more familiar with several cultural aspects culture, such as gastronomy, the health system in France or city life. Students will be graded on class participation, class preparation, participation in language laboratory activities, oral and written quizzes and tests, and various projects for cultural enrichment.

**FRENCH IV**

10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: French III**

The focus of French IV is to build the skills necessary for advanced study. This course helps students, over time, to build confidence and proficiency in their listening and speaking ability in French. Activities have also been designed to help students increase their reading proficiency to the point where they feel comfortable doing research in French and reading authentic short stories. Similarly, students will do various types of projects and writing assignments in order to improve their writing. Along the way, they will continue to learn additional tenses and grammatical concepts. Students will also explore a number of cultural topics related to modern France and the Francophone world including the environment, French music, and the media. The units will be enriched by the use of many authentic French clips and short films as well as a couple of feature length films.

**ADVANCED FRENCH**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: French IV**

Advanced French helps all students to take their French to the next proficiency level; in addition, for some students this is the first course in a two-year sequence that is designed to prepare students to take the AP French Language and Culture exam. Students are expected to be able to understand, speak, read, and write in French. A wide variety of reading materials and an intensive grammar review will help students refine their language skills. Readings range from short stories and poetry to articles on current events. Students improve writing skills through essays, some of which are conferenced and revised. Oral work includes work on storytelling skills, debate and improvising. Films and music videos are used to improve listening comprehension and cultural knowledge. Students will be graded on oral class participation, written assignments, presentations and projects, written and oral examinations, and a portfolio. This course is predominantly taught in French.

**AP FRENCH LANGUAGE**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: Advanced French**

The Advanced Placement French Language and Culture program is intended for those students who have chosen to further develop their second language proficiency and is designed to prepare students to take the AP French exam in May, if they so choose. Students are expected to be able to communicate, present, understand and interpret in French over certain cultural themes while using advanced grammatical structures and vocabulary. The course encompasses aural/oral skills, reading comprehension, grammar, vocabulary, and composition. A wide variety of reading, listening, and speaking materials, and an intensive grammar review will help students refine their language skills. Readings range from short stories and poetry to articles on contemporary issues and current events. A novel is read and discussed in the spring. Students are expected to improve writing skills through frequent essays, some of which are conferenced and revised. They also practice speaking and listening skills through frequent use of a variety of sources including past AP exams. Films and music videos are used to improve listening comprehension and for presentations and projects, and written and oral examinations.

**FRENCH CINEMA AND CONVERSATION**

12th Grade

Credit - 1

Full Year

**Prerequisite: Advanced French or by teacher/ department approval**

This course is designed to meet the needs of both students coming from Advanced French as well as those who completed the AP French course. French Cinema & Conversation explores units on social, political and historical themes through extensive use of French film and literature. The activities in this class promote authentic comprehension of text, native dialogue, oral proficiency and cultural awareness of the practices, perspectives and products of the French-speaking world. The primary focus is on understanding the historical roots of issues and cultural practices in contemporary France. Students will read a wide range of sources such as short stories, poetry, and news articles. Students will write short stories, movie critiques, and a screenplay, as well as preparing presentations and projects in French. The class is conducted entirely in French.

**LATIN I**

9th - 12th Grade

Credit - 1

Full Year

Latin was the language of the ancient Romans. Not only has it left influential literature, but it also has had far-reaching effects upon both English and the Romance Languages of Europe. The basic introductory Latin course allows students to begin learning classical Latin through a graded reading program. Students develop their reading skills through a gradual widening of vocabulary and sentence patterns in interesting stories about the varied experiences of a Roman family. The stories are based meticulously upon Latin literary sources, Roman history and archaeology. Throughout the course, students study the connection of Latin words with English vocabulary. Additional readings, films, and discussions about Roman history, geography, mythology and culture complement and enhance the readings.

## **LATIN II**

9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin I**

In Latin II the level of Latin reading is increasingly complex in sentence structure and the volume of vocabulary increases markedly. Throughout the exploration of the Latin language, students will also study connections of Latin words with English vocabulary.

Primary narratives continue to follow characters from the prior year; students also have the chance to read short novellas. Additional readings, videos and discussions about Roman history (the Republic), geography, the city of Rome, and other cultural elements complement and enhance the readings. Throughout the exploration of the Latin language, students will also study connections of Latin words with English vocabulary.

## **LATIN III**

10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin II**

Latin students advance to the beginnings of Latin literature in the third year. The level of Latin readings calls for the most difficult and challenging syntax so as to equip the student for reading the complicated literary language of Latin. Stories involve the heart of Roman society in the capital city: the Senate, the Forum, imperial politics and intrigue, and Stoic philosophy. Some of the early literary readings may include the epigrams of Martial, the letters of Pliny the Younger, and selections from Ovid's *Metamorphoses*. Other Latin writers may be studied according to the interests and needs of the class.

## **LATIN IV – INTRODUCTION TO LATIN LITERATURE**

11th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Latin III**

In Latin IV, students undertake the reading, analysis and critical interpretation of works of Latin literature. In the first semester, students study the late Roman republic through the poetry of Catullus and Horace, and the brilliant legal rhetoric of Cicero. The focus of the second semester is Ovid's *Metamorphoses*, a delightful epic poem full of Classical mythology. Reading selections drawn from a variety of authors and works throughout the year, the students deepen their understanding of Latin vocabulary, syntax, and style while using these skills to further their knowledge of Roman culture and history.

### **LATIN V – ADVANCED LATIN LITERATURE**

12th Grade

Credit - 1

Full Year

#### **Prerequisite: Latin IV**

In the highest level of Latin offered, students continue the reading, analysis, and critical interpretation of works of Latin literature. Emphasis will be placed on equipping students for upper-level Latin literature courses at the college level. The primary focus of the first semester is Pliny the Younger, who gives a first hand account of important events in Rome in his Letters. The second semester is spent studying Vergil's epic *Aeneid*. Other Latin writers may be studied according to the interests and needs of the class. Throughout the year, students study themes such as mythology, historiography, and propaganda in the late Roman republic and the early empire.

### **COLLEGE PREP SPANISH I**

9th - 12th Grade

Credit - 1

Full Year

This course is designed to provide students with a beginning knowledge of the Spanish language and the culture of various Spanish-speaking people of the world. Students will learn to listen to and comprehend spoken Spanish, to pronounce Spanish correctly, and to express themselves in Spanish on a variety of subjects. Reading and writing will be included. A sizable vocabulary of a practical and modern nature will be acquired by the end of the first year. The course requires daily practice, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.

### **COLLEGE PREP SPANISH II**

9th - 12th Grade

Credit - 1

Full Year

#### **Prerequisite: College Prep Spanish I**

This course is a continuation of College Prep Spanish I and serves as the second year for beginning students. Students will continue their study of the Spanish language and the cultures of the Spanish-speaking people of the world. Students will learn to listen to and comprehend spoken Spanish, to pronounce Spanish correctly, and to express themselves in Spanish on a variety of subjects. Reading, writing, and grammar will be included. The course requires daily practice, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.



**COLLEGE PREP SPANISH III**

10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: College Prep Spanish II**

This course is a continuation of College Prep Spanish II and serves as the third year for beginning students. It may be appropriate for incoming 9th graders from the long-sequence elementary/middle school Spanish program who are in need of additional preparation before continuing their Spanish studies. Students will continue their study of the Spanish language and the culture of various Spanish-speaking people of the world. Students will learn to listen to and comprehend spoken Spanish, to pronounce Spanish correctly, and to express themselves in Spanish on a variety of subjects. Reading and writing will be included. The course requires regular practice, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment. The course will use authentic text and video resources, along with the textbook, which affords students the opportunity to continue the textbook series that they used in College Prep Spanish I and II.

**COLLEGE PREP SPANISH IV – CONVERSATION**

11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: College Prep Spanish III**

This is the capstone course of the College Preparatory Spanish sequence: it introduces some advanced grammar, but the focus is building communicative competence. Every day, students will participate in comprehension, speaking and writing activities in Spanish. The course will greatly increase students' exposure to written and spoken Spanish with a variety of comprehensible and authentic resources. In addition, this course offers students a deeper understanding of the cultures of Spanish-speaking countries by following current events and discussing them. Over time, with increased and repeated exposure to the language, and through active engagement in learning activities, students will gradually acquire vocabulary and structures to spontaneously speak and write in Spanish. This course is taught primarily in Spanish.

**9th GRADE HONORS SPANISH**

9th - 12th Grade

Credit – 1

Full Year

**Prerequisite: Successful completion of the long Spanish sequence of the School District of Clayton or at least 3 previous years of Spanish language studies.**

This course is specifically designed to continue the sequence of Spanish instruction in the School District of Clayton and it builds upon the information, language and skills acquired during elementary and middle school. Students are expected to increase their ability to understand spoken and written Spanish, and they will be expected to express themselves verbally and in writing with a variety of complex grammatical structures and vocabulary. In addition to formal grammar instruction, comprehensible resources and authentic resources will present many themes during this course and give students a wide variety of opportunities to practice and improve. This course is taught primarily in Spanish.

**HONORS ADVANCED SPANISH I**

10th - 12th Grade

Credit – 1

Full Year

**Prerequisite: 9th Grade Honors Spanish or at least 4 previous years of Spanish language.**

This course is specifically designed to continue the sequence of Spanish instruction in the School District of Clayton and it builds upon the information, language and skills acquired during elementary, middle school and 9th Grade Honors Spanish. Students will participate in a variety of challenging learning opportunities to improve their language proficiency skills while deepening their understanding of language and culture. This course will also include formal instruction of advanced grammar structures so that students can gain the skills to express themselves in a gradually more sophisticated manner on a wider variety of complex and interesting topics. In addition to formal grammar instruction, comprehensible resources and authentic resources will present many themes during this course and give students many opportunities to practice and improve. This course will be taught primarily in Spanish.

**HONORS ADVANCED SPANISH II**

10th - 12th Grade

Credit – 1

Full Year

**Prerequisite: 9th Grade Honors Spanish or Honors Advanced Spanish I.**

In this course, students will deepen their understanding of the Spanish-speaking world by exploring a variety of authentic materials including articles, podcasts, short films, excerpts of literary texts, and audio sources. Students will work with authentic materials from Latin America and Spain that represent the cultural diversity of the Spanish-speaking world. They will engage in a variety of activities designed to increase their proficiency in listening, speaking, reading, and writing. In addition, this course includes a comprehensive grammar review, which prepares students to express their original ideas with greater linguistic complexity. This course is taught entirely in Spanish and is designed to prepare students for further advanced study of the language, cultures, and history of the Spanish-speaking world. This course is highly recommended for students who intend to take AP Spanish.

**POPULAR CULTURE OF THE SPANISH-SPEAKING WORLD**

10th - 12th Grade

Credit – 1

Full Year

**Prerequisite: College Prep. Spanish IV or Honors Advanced Spanish I.**

This elective course explores popular culture in Spanish-speaking countries, from 1950 to present day. Students will gain an understanding of television and film, recreation, music, gastronomy, and art in hispanophone communities, and how history affects the present day. Students will also build proficiency through leveled readers in the target language. This course is taught exclusively in Spanish.

### **CURRENT SOCIAL ISSUES IN THE SPANISH-SPEAKING WORLD**

11th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: Honors Advanced Spanish I or above**

This course focuses on issues of interest in the Spanish-Speaking world. Students will use current events as a lens through which to better understand historical trends in Latin America and beyond. Through integrated articles, videos, music, social media posts, and additional comprehensible and authentic resources, students will gain a better understanding of major issues affecting Spanish-speakers today. The course will emphasize the contributions and perspectives of Global Majority populations. Students will read, listen, write, and talk about a wide variety of topics. Students will show their growth through conversations, visual and oral projects, and written assessments. The bulk of learning in the course will occur in Spanish.

### **HISTORY OF SPAIN AND LATIN AMERICA**

11th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: Honors Advanced Spanish I or above**

This course introduces students to key events and themes of the cultures and civilizations of the Spanish-speaking communities of Spain, Latin America and the United States. The content will increase and improve students' cultural understanding of the people, practices, perspectives and products of Spain and Latin America. The activities in this course are designed to strengthen the comprehension of authentic texts/speakers, and promote written and oral proficiency. Students will participate in small and large discussions, conduct research, write papers, create and present projects in a variety of formats, and take regular exams. The class will be conducted entirely in Spanish and will use documentaries, films, literature, music, periodicals and primary sources in addition to textbooks.

### **AP SPANISH LANGUAGE**

11th - 12th Grade

Credit – 1

Full Year

#### **Prerequisite: Honors Advanced Spanish II**

The Advanced Placement Spanish Language and Culture course is comparable to a third year university course that focuses on speaking, reading, and writing in Spanish at an advanced level. It is intended to engage and challenge students who choose to further develop their language proficiency. The AP Spanish Language and Culture course prepares students to demonstrate their level of proficiency across the three communicative modes: Interpersonal, Interpretive and Presentational. Students use several textbooks and a variety of authentic materials that span a wide range of thought-provoking topics in the following themes: Families and Communities, Science and Technology, Personal and Public Identities, Contemporary Life, Beauty and Aesthetics, and Global Challenges. The course includes communicative activities, short grammar reviews, literary analyses, and discussions of current topics to widen students' cultural awareness of the Spanish-speaking world. Students will be evaluated on a variety of written assignments, projects, presentations and comprehensive examinations on the three modes of communication. Students who choose to enroll in AP Spanish should have a strong written and spoken command of the target language. The course is taught entirely in Spanish.

# CLAYTON HIGH SCHOOL – SPECIAL OFFERINGS

## **LEARNING CENTER CLASSES**

9th – 12th Grade

Credit – 1/2

Semester 1 and/or 2

Learning Center classes offer students an environment dedicated to academics, where they can work in a quiet, scholastic atmosphere. In Learning Center classes, students develop student skills such as study strategies and organizational strategies as well as get help with classwork and homework. Learning Center teachers keep track of student grades, class outlines and assignments, and individual student progress. Teachers discuss this information with students and help students work on classes in which they need assistance.

Students can receive one-half “non-specified elective” credit for the semester. To receive credit, students must keep a daily planner or organizational system, be reflective learners, maintain a minimum 75% in class, and 75% attendance.

If you have any questions, please call Carroll Lehnhoff-Bell, Director of Learning Support, at (314) 854-6690 or email her at [carrolllehnhoff-bell@claytonschoools.net](mailto:carrolllehnhoff-bell@claytonschoools.net). **(This course does not qualify for NCAA eligibility.)**

## **EXPLORATORIUM**

9th – 12th Grade

Credit – 1/2

Semester 1 and/or 2

Exploratorium is a class for gifted-identified students. Students use creativity, critical thinking, and problem-solving skills in this class to engage with real-world problems, investigating topics such as power, happiness, truth, ethics, kindness, change, etc., and personalize the class content to their interests and learning needs through projects and activities. Additionally, students examine various facets of giftedness (such as perfectionism, procrastination, anxiety, organization, social development, intensities, etc.) to develop additional management strategies to support techniques for success as a learner. Students may choose to take Exploratorium for an academic credit (pass/fail), or they may choose to take Exploratorium for a letter grade by deeply exploring a personal interest: an intense study or a creation or a construction – something novel, whether tangible or conceptual – culminating in a public presentation to a committee of peers and professionals. These projects are called Depth & Complexity Explorations (DCEs).

## **THE READING PROGRAM**

9th – 12th Grade

Credit – 1/2

Semester 1 and/or 2

All students whose assessments indicate a need for remediation are eligible for a continuum of services provided through the literacy program. (Wydown Middle School faculty consults with the high school Reading Specialists and recommends the best options for eligible freshmen.) The Reading Specialists serve as consultants for teachers and students, teach small group classes for specific remediation of reading skills (Academic Reading I & II), and co-teach classes within the general course offerings. Many students who no longer require daily reading instruction can receive support from the Learning Center staff and strengthen their study skills. Some students may require more intensive support from the Special School District faculty if found to have a reading disability. Any additional diagnostic assessment is directed through the Reading Specialists.

## **VOCATIONAL AND TECHNICAL PROGRAMS**

11th – 12th Grade  
Credit – 3  
Full Year

Vocational and technical education programs are provided on a half-time basis beginning in 11th grade, at metropolitan vocational-technical high schools. A wide variety of programs are available. Interested students should discuss plans with their counselor early in 10th grade. Most programs are selective, so early application is advised. Interested students must meet the basic graduation requirements at CHS during the 9th and 10th grade years since most of 11th and 12th grade is focused on a specific area of vocational training. Regardless of specialization, technical school graduates receive high school diplomas that are recognized by colleges if graduates want to continue their formal education. No fee is charged for technical school, and transportation is provided for all.

## **GREYHOUND ALTERNATIVE PROGRAM**

The Greyhound Alternative Program (GAP) is a school within a school at Clayton High School that supports students with barriers to their success in a traditional school setting. Our focus is on identifying those barriers and collaborating with students and their families to design an individualized education plan to overcome them. The foundation of GAP's philosophy is built on relationships, respect, and trust between students, staff, and families and is driven by a holistic approach, recognizing that every student has the potential to succeed, though their path may look different. Program outcomes include improved graduation rates and attendance, and reduced dropouts and discipline referrals. GAP emphasizes social-emotional growth, in the areas of confidence, resilience, and communication skills, and provides transition support and employability training. Our space provides opportunities for recovery and reintegration into the school community while allowing students to stay connected to CHS. The program primarily serves students who have completed 1-2 years in the traditional school setting but have not responded to higher levels of support in areas such as executive functioning, academic skills, attention, emotional regulation, and motivation. Students and families may receive more information by contacting their school counselor.

## **DRIVER'S EDUCATION**

10th - 12th Grade  
Credit - 0  
Semester 1 and/or 2

This six-week course is designed to help the student develop the knowledge and skill essential to safe driving. It consists of 12 hours of classroom instruction, six hours of behind-the-wheel experience, and six hours of driving observation. Classroom instruction occurs on Saturday mornings from 8:30 a.m. to 10:30 a.m., and the required hours of driving instruction and observation are scheduled after school and on weekends. Students must be **15** years old by the time the driver's education class begins. The course is fee-based: \$425.00 for residents and \$475.00 for non-residents. Please contact Tiffany Poole at (314) 854-6600 for an application.

## **INDEPENDENT STUDY**

Independent study courses are offered on an individual basis for established courses outlined in the Program of Studies. Independent study courses must be proposed and approved by the end of the third week of the semester. Independent Study courses must be pre-approved by the individual teacher, department head, director of counseling, and the principal before a student may enroll in the course. Extenuating circumstances will be reviewed on an individual basis by an administrator.

### **NHS PEER TUTORING**

**Prerequisite: Meet all requirements for National Honor Society (NHS) entry or teacher approval.**

Students desiring to maintain eligibility in the National Honor Society must enroll in this course. Students will be required to provide 30 hours of face-to-face tutoring sessions. Tutoring hours will be supervised by Clayton High School faculty. This course may also qualify for the A+ mentorship hours. This course is non credit bearing. **(This course does not qualify for NCAA eligibility.)**

# CLAYTON HIGH SCHOOL STUDENT ASSISTANCE PROGRAMS

In keeping with the Clayton High School commitment to the total growth of each student, the school staff offers a wide variety of special services and programs to support student achievement.

## **SCHOOL COUNSELING SERVICES**

Clayton High School is dedicated to providing a quality program of school counseling for all students in grades 9 -12. The program is a framework modeled after the American School Counseling Association model. The three domains included within the counseling curriculum are academic, personal/social, and career development. The goal of the program is student learning.

**Director of Counseling Services, Carolyn Blair** [carolynblair@claytonschools.net](mailto:carolynblair@claytonschools.net)

Personal counselors are assigned to students by grade level.

10th Grade – Chandra Brown

11th Grade – Tobie Smith

9th Grade – Homer Turner

**Jacelyn Cole** – 12<sup>th</sup> Grade Counselor and College Counselor (**A – L**)

**Katy-Jane Johnson** – 12<sup>th</sup> Grade Counselor and College Counselor (**M – Z**)

The counselors welcome individual conferences with students. To schedule an appointment, please use the counselors booking page on their Google Classroom or come into the Counseling Department, which is located on the first floor of the main building or call the Counseling Department at (314) 854-6605 or (314) 854-6650.

## **LIBRARY INFORMATION CENTER**

The Clayton High School Library encompasses both the library and building technology services and is a vital part of the academic environment at CHS. The library addresses the academic, research and reading needs of students and staff, as well as provides technology resources that are critical to support the school learning environment. The library collection includes books, databases and other electronic resources selected to support curriculum requirements and students' recreational reading interests.

The CHS Library is the information center of the school for students and teachers. Its collection supports the curriculum and contains a balance of print and electronic resources. The program also serves the needs of other organizations within the Clayton learning community through the scheduling and use of resources and facilities. Access to the CHS Library resources is available via the CHS Library Information Center's web page: <https://www.claytonschools.net/domain/111>. The library is open to students and staff from 7:30 a.m.-4 p.m., with the first half-hour of each day reserved for independent study only.