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**CLAYTON HIGH SCHOOL**  
PROGRAM OF STUDIES



**2022 - 2023**

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2022 – 2023

Dear CHS Students and Parents,

This “Program of Studies” has been developed to assist you in planning an appropriate high school program. Each of our departments has 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 the 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 black ink that reads 'Dan Gutchewsky'. The signature is written in a cursive, flowing style.

Dr. Dan Gutchewsky  
Principal

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# CLAYTON HIGH SCHOOL

## MISSION

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 contribute 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 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 course work

\* 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 re-take 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 re-take 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:

10th Grade	6	Credits
11th Grade	12	Credits
12th 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 3.5 units of credit the preceding semester, and be currently enrolled in and regularly attending courses that offer a minimum of 3.5 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 re-take 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.

## 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-provided virtual option, Launch, or through the Missouri Course Access Program (MOCAP). Eligible students must have been enrolled full time (3.5 credits) in the prior semester to receive District support in virtual courses. The District will only support a maximum combined total of 3.5 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>.*

## 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).

# ENGLISH

Students in CHS English classes value the social nature and power of language. Classes build a reading and writing community where students share meaning, influence others' ideas, and create cultural connections. CHS students learn that language is a tool for gathering information and a way to construct and disseminate knowledge, create beauty, and inspire others. Students learn to recognize and use the structures and conventions of language as well as learn to struggle with ambiguity. Through such struggle, thoughtful readers expand their personal perspectives and work to understand the unfamiliar. CHS English students value language as a tool for reflection and exploration of personal and intellectual concerns, and in doing so, become critical readers, writers, and thinkers.

The department offers conferenced courses that require writing, conferencing, and revising four to five compositions per semester. A typical conference consists of a twenty-minute meeting between the student and teacher outside of classes. During this required conference, the student and teacher discuss writing one-on-one. 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 graduation requirement in English is four units; three of these units must be conferenced courses. College Prep English I and II are required courses, while the third and fourth units may be chosen from English electives. The department strongly urges students to take American Literature junior year so that they graduate with an awareness of the national literature. Honors/AP placement is determined by the English Department.

## 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 help us interact with the world?**
- **How does one judge the value of a literary work?**
- **What is the best way to express a complex idea?**
- **What are the elements of effective communication?**
- **How does literature capture the zeitgeist of its era?**
- **How do reader expectations affect appreciation?**
- **How does this story challenge a widely-held belief?**
- **What qualities define a writer's distinctive voice?**
- **How do the first American writers address basic philosophical questions?**

## ENGLISH OFFERINGS

<p style="text-align: center;"><u>GRADE 9</u></p> <p><b>College-Prep. English I*</b>          Honors English I*          Academic Reading I***          Newspaper Writing**          Forensics**          EL English***          EL Reading***          English I***</p>	<p style="text-align: center;"><u>GRADE 10</u></p> <p><b>College-Prep. English II*</b>          Honors English II*          Academic Reading I &amp; II***          Newspaper Writing**          Forensics**          EL English***          EL Reading***          English II***</p>
<p style="text-align: center;"><u>GRADE 11</u></p> <p><b>College-Prep. English III: American Lit.</b>          Honors American Literature          Newspaper Writing**          Forensics**          Academic Reading I &amp; II***          EL English***          EL Reading***          English III***</p>	<p style="text-align: center;"><u>GRADE 12</u></p> <p>AP English Literature*          AP English Language and Composition*</p> <p style="text-align: center;"><b>College-Prep. English IV</b></p> <p style="text-align: center;"><b>Semester 1: *</b></p> <ul style="list-style-type: none"> <li>• <b>Black Science Fiction Writers</b></li> <li>• <b>Action &amp; Adventure Tales</b></li> <li>• <b>Myth of the Model Minority</b></li> <li>• <b>Social Issues in Literature</b></li> <li>• <b>Writing Across the Genres</b></li> </ul> <p style="text-align: center;"><b>Semester 2: *</b></p> <ul style="list-style-type: none"> <li>• <b>LGBTQIA+ Literature</b></li> <li>• <b>Literature Time Travel</b></li> <li>• <b>The Western</b></li> <li>• <b>Senior Capstone</b></li> <li>• <b>Social Issues in Literature &amp; Art</b></li> </ul> <p>Newspaper Writing**          Forensics**          Academic Reading I &amp; II***          EL English***          EL Reading***          English IV***</p>

- \* One of these must be taken
  - \*\* Non-Conferenced courses
  - \*\*\* By teacher recommendation only
- Bold** = The typical choice for that grade level

## CONFERENCED COURSES

### HONORS ENGLISH I

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9th Grade  
Credit – 1 English credit  
Full Year

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: Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet*, Sophocles' *Oedipus the King* and *Antigone*, Homer's *Odyssey*, and William Golding's *Lord of the Flies*. 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

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9th Grade  
Credit - 1 English credit  
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 assignments. Students will design and deliver a persuasive speech as part of their study of persuasive writing. Major works will likely include Homer's *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 William Golding's *Lord of the Flies* and Malcolm Gladwell's *The Tipping Point*. 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.

## ENGLISH I

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9th grade  
Credit – 1 English credit  
Full Year

### **Prerequisite: By teacher recommendation only**

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

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10th Grade  
Credit - 1 English credit  
Full Year

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. The recognition and importance of biblical allusions is a unifying thread between the semesters. Major works will likely include *Black Boy, 1984, The Catcher in the Rye*, nonfiction essays, *The Bible as/in Literature*, a variety of poetry and drama, and at least one Shakespearean play. Other works may include Aristotle's *Poetics* and *The Things They Carried*. 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

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10th Grade  
Credit – 1 English credit  
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, 1984*, and the memoir *Black Boy*. Additional literature may include *Night, The Things They Carried, Things Fall Apart, and Persepolis*. 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

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10th grade  
Credit – 1 English credit  
Full Year

### **Prerequisite: By teacher recommendation only**

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

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11th Grade  
Credit - 1 English credit  
Full Year

### **Prerequisite: By teacher recommendation only**

In this course, students engage in intensive and extensive reading of classic American literature in the context of American culture, moving chronologically from the pre-revolutionary era to the end of the 19th century and then up to contemporary literature. Students also read literature thematically, examining it in relation to ideas such as romanticism and transcendentalism, before considering the influence of more modern “-isms,” including realism, naturalism, and existentialism, followed by current theories, such as modernism and postmodernism. All such theoretical bases are tested against essential questions, and these theories are considered in relation to ongoing American issues, such as race relations, equality between the sexes, social class distinctions, and whether the pursuit of life, liberty, and happiness is a reality or myth. Readings include works by Jefferson, Franklin, Hawthorne, Poe, Melville, Emerson, Thoreau, Dickinson, Whitman, Twain, Hemingway, and others; complete works may include *Narrative of the Life of Frederick Douglass*, *The Scarlet Letter*, *The Great Gatsby*, *The Grapes of Wrath*, *Death of a Salesman*, and *Song of Solomon*. 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**

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11th - 12th Grade (11th recommended)

Credit - 1 English credit

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**

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11th grade

Credit – 1 English credit

Full Year

### **Prerequisite: By teacher recommendation only**

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**

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12th Grade

Credit – 1 English credit

Full Year

### **Prerequisite: By teacher recommendation only**

A.P. English Literature is designed, in part, to prepare students to take the A.P. 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 in the realm of truth, the nature of morality, and the quest for purpose. Major texts may include *Invisible Man*, *The Handmaid's Tale*, *The Importance of Being Earnest*, *The House of the Spirits*, *As I Lay Dying*, *Hamlet*, and *Pride and Prejudice*. In addition to these works, students read poems, short stories, and essays, complete at least one independent reading assignment, and choose from texts such as *Mrs. Dalloway*, *The Metamorphosis*, *Waiting for Godot*, and *Heart of Darkness*. During the first semester, students complete a research paper on a major author. During second semester, they give a literary presentation on topics to be determined. Students are required to write and revise a variety of literary analysis essays and participate in at least nine conferences during the year. **Students begin the author project the summer before A.P. Literature begins.**

## **AP ENGLISH LANGUAGE AND COMPOSITION**

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12th Grade

Credit – 1 English credit

Full Year

### **Prerequisite: By teacher recommendation only**

Through critical reading in A.P. English Language and Composition, students develop a sophisticated awareness of the way generic conventions and the resources of language contribute to effective writing. “Beyond their academic lives, students should be able to use the literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life” (College Board). Consequently, students develop sophistication in their own writing as they respond to complex issues and ideas. Students will read prose written in a variety of periods, disciplines, and rhetorical contexts, and write for a variety of purposes, most notably persuasion. The writing and discussion in the course focus on rhetorical analysis, argument, and synthesis, the key components of the A.P. Language and Composition exam, using primarily nonfiction works as the texts for developing these skills. Students are required to write, conference, and revise a minimum of ten compositions each year and to complete at least two independent reading assignments, in addition to group study of both book-length and shorter texts. Texts may include *Columbine*, *The Handmaid’s Tale*, *In Cold Blood* and *Citizen: An American Lyric*. Students will conduct a research study of a topic of their own choosing and formally present their findings both semesters. ***Students also complete a reading and writing assignment the summer before A.P. Language and Composition.***

## **COLLEGE-PREP ENGLISH IV (Not offered 2022-2023)**

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12th Grade

Credit - 1 English credit

Full Year

This culmination of our college-preparatory program is designed to foster independence and creativity among our student readers and writers by asking them 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 will feature 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 serve as the basis of a college application essay. There are four thematic units of study: Power Plays; Constructing Identity: Gender; Seeing the Unseen; and The Future: What’s Your Mission? Core texts for this course may include *Hamlet*, *Between the World and Me*, and *The Handmaid’s Tale*.



## COLLEGE PREP. ENGLISH IV: SEMESTER COURSES

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12th Grade

Credit – ½ English credit

Semester

Students enrolled in the 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 college essay, 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:

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

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

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### Semester One Offerings

#### **CPEIV: 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 *Black Panther* 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: narrative (college essay), 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.

#### **CPEIV: 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 *Black Panther* 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.

#### **CPEIV: 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 narrative (college essay), analysis (visual and literary), and creative.

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

Writing Across the Genres is an intensive course of study in the practical craft and aesthetic forms of expressive 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 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.

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### **Semester Two Offerings**

#### **CPEIV: 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.

#### **CPEIV: Literature Time Travel**

In this course we'll have a chance to do what time travelers can't actually do: change the future. Researchers will explore an historical event (incident, invention, etc) and then propose a small change that would impact our current reality/future. Our work will be guided by the examination of how novelists treat time as well as how primary sources (such as speeches, poetry, short stories) reflect a particular time period.

#### **CPEIV: 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.

### **CPEIV: 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.

### **CPEIV: Social Issues in Literature & 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. Major texts may include Shakespeare's *Hamlet* and Atwood's *The Handmaid's Tale*. 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. Each student will produce a creative nonfiction piece of writing based on a piece of music followed by a class presentation. 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.

## **ENGLISH IV**

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12th grade

Credit – 1 English credit

Full Year

### **Prerequisite: By teacher recommendation only**

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.)**

## NON-CONFERENCE COURSES

### FORENSICS

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9th – 12th grade

Credit - 1/2 English credit per semester (non-conferenced)

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

### NEWSPAPER WRITING

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9th - 12th Grade

Credit – 1 English credit (non-conferenced)

Full Year

**Prerequisite: By application: [MUST SUBMIT APPLICATION FOR ENROLLMENT](#) (Available for NON-CONFERENCE ENGLISH CREDIT ONLY - NOT AVAILABLE FOR PRACTICAL ARTS CREDIT.)**

Introduction to Globe (Newsriting) is the class for reporters for the Globe, the school newspaper, and the Globe online, an interactive, web-based publication that updates regularly. The staff meets Tuesday, 0-hour, in addition to the course during the school day. The course encourages a hands-on approach to a variety of topics including news, feature, sports and editorial writing, as well as being introduced to journalism style, history, law and ethics. Students will engage in classroom group activities and written responses in addition to quizzes and tests over various aspects of journalism. All students will write a minimum of nine articles intended for the print publication and nine shorter web articles over the year, in addition to other class assignments. [Enrollment in the class is by application only](#). Interested students can pick up an application from the instructor, from the counseling office or can be found at [chsglobe.com](#) under the **ABOUT TAB**. Staff will be selected in time to complete the enrollment process in February. Selection will be based on completion of the application, a writing sample submitted to the instructor, and teacher recommendation. Students interested in being a newspaper photographer should sign up for Photojournalism for Publication and those interested in being artists should see the instructor about signing up for the independent study options for that work. Those interested in working on the construction end of the website should see the instructor about an independent study contract. We also have limited offerings for an Independent Study Newspaper Business Management team, who handle all advertising, database management and business relations. **A workshop at the end of the summer is mandatory for all staff members.**

## **ENGLISH CREDIT RECOVERY COURSES**

### **COLLEGE PREP ENGLISH I/II–CREDIT RECOVERY (Not offered 2022-2023)**

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10th - 12th Grade

Credit – 1/2 English credit per semester

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**

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9th - 12th Grade

Credit - 1/2 Elective credit per semester

Semester – 1 and/or 2

#### **Prerequisite: Reading Specialist 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

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9th - 12th Grade

Credit – 1 English credit

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

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9th - 12th Grade

Credit - 1 elective credit

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. Playing experience is a prerequisite in band and orchestra. Each performing group meets daily and receives full academic credit. Also offered for students interested in music are Electronic Music, Guitar, Piano, and AP Music Theory.

### CONCERT CHOIR

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9th - 10th Grade or assignment by Director  
(Mixed Voices)  
Credit - 1  
Full Year

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

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

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9th - 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 to 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**

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9th - 12th Grade

(Mixed Voices)

Credit - 1

Full Year

**Prerequisite: AUDITION ONLY AND A CONCURRENT MEMBER IN A CHS VOCAL ENSEMBLE OR PERMISSION OF CHS VOCAL INSTRUCTOR. 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**

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9th – 12th Grade

Credit - 1/2

Semester: 1 or 2

**Prerequisite: None**

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**

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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. Concert orchestra meets daily, and string orchestra literature is studied. 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 written examinations, skill improvement on instruments, daily participation, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

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## **SYMPHONIC ORCHESTRA**

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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. Symphonic orchestra meets daily and 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 written examinations, skill improvement on instruments, daily participation, and attendance at performances. **(This course does not qualify for NCAA eligibility.)**

## **CONCERT BAND**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Previous instrumental experience, and/or permission of the band director.**

Concert Band is open to all wind instrument and percussion players who wish to participate in a performing group. Concert Band meets daily 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 certain parts of 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**

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10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Concert Band, and/or permission of the band director**

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. 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 certain parts of 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**

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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 audition clinics prior to CHS jazz auditions. Each student participating in Jazz Band should participate in the jazz audition process in late August/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 through the year. **(This course does not qualify for NCAA eligibility.)**

## **INSTRUMENTAL JAZZ ENSEMBLE**

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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 audition clinics prior to CHS jazz auditions. Each student participating in Instrumental Jazz Ensemble must participate in the jazz audition process in late August/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 certain parts of a 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 (Not offered 2022-2023)**

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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**

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9th - 12th Grade

Credit - 1/2

Semester – 1

**Prerequisite: None**

It's hip, it's cool, it's electronic music! 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 pre-made loops. Students will work with MIDI piano keyboards and virtual instruments. They will also learn how to create their own CD label and cover jacket. Students are expected to complete projects, prepare compositions, pass quizzes, and prepare a complete CD recording of their music compilations. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC - II**

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9th - 12th Grade

Credit - 1/2

Semester – 1 & 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 prepare a complete CD recording of their music compilations. **(This course does not qualify for NCAA eligibility.)**

## **ELECTRONIC MUSIC - ADVANCED**

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9th - 12th Grade

Credit - 1/2

Semester – 1 & 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 prepare a complete CD recording of their music compilations. **(This course does not qualify for NCAA eligibility.)**

## **GUITAR I**

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9th - 12th Grade

Credit - 1/2

Semester – 1

**Prerequisite: Own or have access to an acoustic guitar**

Guitar I is an introductory music course that is designed for students with little to no music performance and/or guitar experience. This class is largely self-paced and self-directed to allow for individual performance skills to progress at a pace that is most successful for the individual student. The curriculum will focus on basic music notation, chord symbol reading and music performance skills on guitar. The student will be expected to supply the required instructional method book and 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**

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9th - 12th Grade  
Credit - 1/2  
Semester – 2

**Prerequisite: Guitar I or consent of instructor and must own or have access to an acoustic guitar**

A continuation of Guitar I, this course emphasizes increased performance ability and introduces improvisation. This class is largely self-paced and self-directed to allow for individual performance skills to progress at a pace that is most successful for the individual student. 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**

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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**

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11th - 12th Grade  
Credit - 1  
Full Year

**Prerequisite: A working knowledge of music notations and membership in CHS music ensemble(s).**

The musically talented student is challenged to recognize and understand the basic materials and processes of music. This goal is approached through the development of fundamental aural, analytical, and compositional skills. The course provides a solid foundation in intervals, scales, chords, metric/rhythmic patterns, and the terms used to describe these elements of music as related to the major-minor tonal system. With this foundation, the course progression includes more complicated tasks, such as the following: dictation of melodic and harmonic materials; the analysis of music, including the study of motivic treatment and the rhythmic and melodic interaction between voices; harmonic analysis of a functional chord passage; and the realization of figured bass. The course covers all topics necessary for the Advanced Placement test that all students are encouraged to take. Harmony text and workbook are provided. **(This course does not qualify for NCAA eligibility.)**

# FINE ARTS

## PERFORMING ARTS - THEATER

The theater program is designed to provide rich learning experiences for any student interested in the various crafts of theater. There are sequential courses offered in two areas of emphasis: acting and production. Both areas begin with an introductory course in theater arts that allows students to experience all aspects of theater 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 theater program by acting, designing, and even directing.

Recommended sequence of courses:

9th	Theater Arts; Acting I; Musical Theater
10th	Acting I or Advanced Acting/Directing Studio; Fall Play; Musical Theater
11th	Advanced Acting/Directing Studio or Directing Theater; Fall Play; Musical Theater
12th	Advanced Acting/Directing Studio; Fall Play; Musical Theater; Senior Showcase

### MUSICAL THEATER I & II

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9th – 12th grade

Credit –1/4 - 1/2 credit (1/4 credit per semester)

Offered 2nd and 3rd quarter after school from 3:15 – 4:00

**Prerequisite: None, but the class is required, but not limited to, all students cast in the school Musical and the SRM.**

This course is designed specifically for students interested in musical theater performance. Students will alternate between voice and movement classes as well as learn about the history of different musical theater styles. Topics include: improving your vocal quality and range, learning how to move comfortably and with energy on stage, 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.)**

### THEATER ARTS

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9th – 12th grade

Credit – 1/2

First Semester

**Prerequisite: None**

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**

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9th – 12th grade  
Credit – 1/2  
Second Semester

**Prerequisite:** Theater Arts or Musical Theater or concurrent with Theater Arts

This course is a must for any student interested in performance. While we continue to work on collaboration as an ensemble, more 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**

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10th - 12th Grade  
Credit - 1  
Full Year

**Prerequisite:** Acting I or recommendation of the teacher

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**

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10th - 12th Grade  
Credit –1/4  
1st Quarter 3:15 – 4:00

**Prerequisite:** None, but class is required, but not limited to, 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 Theater History. **(This course does not qualify for NCAA eligibility.)**

## **DIRECTING THEATER**

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10th - 12th grade  
Credit - 1/2  
Semester 1 or 2

**Prerequisite:** Theater Arts

**This class is required for any student interested in holding a leadership position in the Student Run Musical.**

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.)**

## **SENIOR SHOWCASE**

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12th Grade

Credit – 1/4

4th Quarter 3:15 – 4:00

**Prerequisite: At least 1 credit of theater classes**

This quarter-long class meets after school during 4th quarter and culminates in Senior Showcase public performance in May. The class will consist of reading plays, choosing and rehearsing scenes and monologues, and developing a 90-minute performance. The performance will be fully produced with lights and costumes. **(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?

The graduation requirement in Fine Art is one unit.

## 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.

Sequence of courses:

Drawing and Painting I  
Graphic Design I  
Digital Photography and Mixed Media I  
Sculpture I  
Introduction to Design and Engineering

Drawing and Painting II  
Graphic Design II  
Sculpture II

Advanced Studio  
AP Art and Design  
AP Art History

### DRAWING AND PAINTING I

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

Understanding composition and creative problem-solving, methods and techniques of drawing and painting are emphasized in Drawing and Painting I. As students learn to use different materials and approaches, they 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. All skill levels are welcome as this class is designed to help each student develop to their fullest potential. 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 I

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9th - 12th Grade  
Credit - 1/2  
Semester 1 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.)**

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## **DIGITAL PHOTO AND MIXED MEDIA**

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

Black and white photography is used to understand composition and explore creative problem-solving in Digital Photo and Mixed Media. 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.)**

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## **SCULPTURE I**

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

Understanding three-dimensional form and creative problem-solving are emphasized in Sculpture I. Working in a studio setting, students will develop skills and techniques while working with 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.)**

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

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9th - 12th Grade  
Credit – 1/2 Practical Art Credit **AND** 1/2 Fine Art Credit  
Full Year

### **Prerequisite: Geometry or 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 applying.

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**

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

**Prerequisite:** Drawing and Painting I, the equivalent, or recommendation of an instructor.

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**

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

**Prerequisite:** Graphic Design I, the equivalent, or recommendation of an instructor.

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.)**

## **SCULPTURE II**

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9th – 12th Grade  
Credit – 1/2  
Semester 1 or 2

**Prerequisite:** Sculpture I, the equivalent, or recommendation of an instructor.

Understanding three-dimensional form and creative problem solving are the basis for the development of ideas in 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 AND MIXED MEDIA II (Not offered 2022-2023)**

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

**Prerequisite:** Digital Photo and Mixed Media I, the equivalent, or recommendation of an instructor.

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.)**

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## **ADVANCED STUDIO**

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10th – 12th Grade

Credit - 1/2

Semester 1 or 2 or a student may enroll in both.

**Prerequisite:** Successful completion of Art III, the equivalent, or recommendation of an instructor.

In Advanced Studio, assignments are designed to develop the breadth of students' portfolios, exploring a variety of media and techniques. Students may choose an area of emphasis and create a series of pieces that represent the development of an idea or a technique. Students will be introduced to the process of a sustained investigation. 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. **(This course does not qualify for NCAA eligibility.)**

## **ADVANCED PLACEMENT – AP ART AND DESIGN**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite:** Permission of Department Chairperson and completion of Advanced Studio including a completed Selected Works portfolio.

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. The basic structure of the course is to prepare the Sustained Investigation portfolio for AP evaluation. 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.)**

## **ADVANCED PLACEMENT – AP ART HISTORY**

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11th - 12th Grade

Credit - 1

Full Year

**Prerequisite: None**

**AP Art History:** The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters an in-depth and 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, constructing understanding of individual works and interconnections of art-making processes and products throughout history. *AP Art History is designed to be the equivalent of a two-semester college or university introductory Art History course.*

# MATHEMATICS

Enduring Understandings:

Mathematics is a coherent, consistent system that provides for the effective communication and representation of conjectures, processes, and conclusions.

- **How do mathematical concepts relate and build upon each other?**

Mathematics is the organized study of the systems that form the structure of our universe.

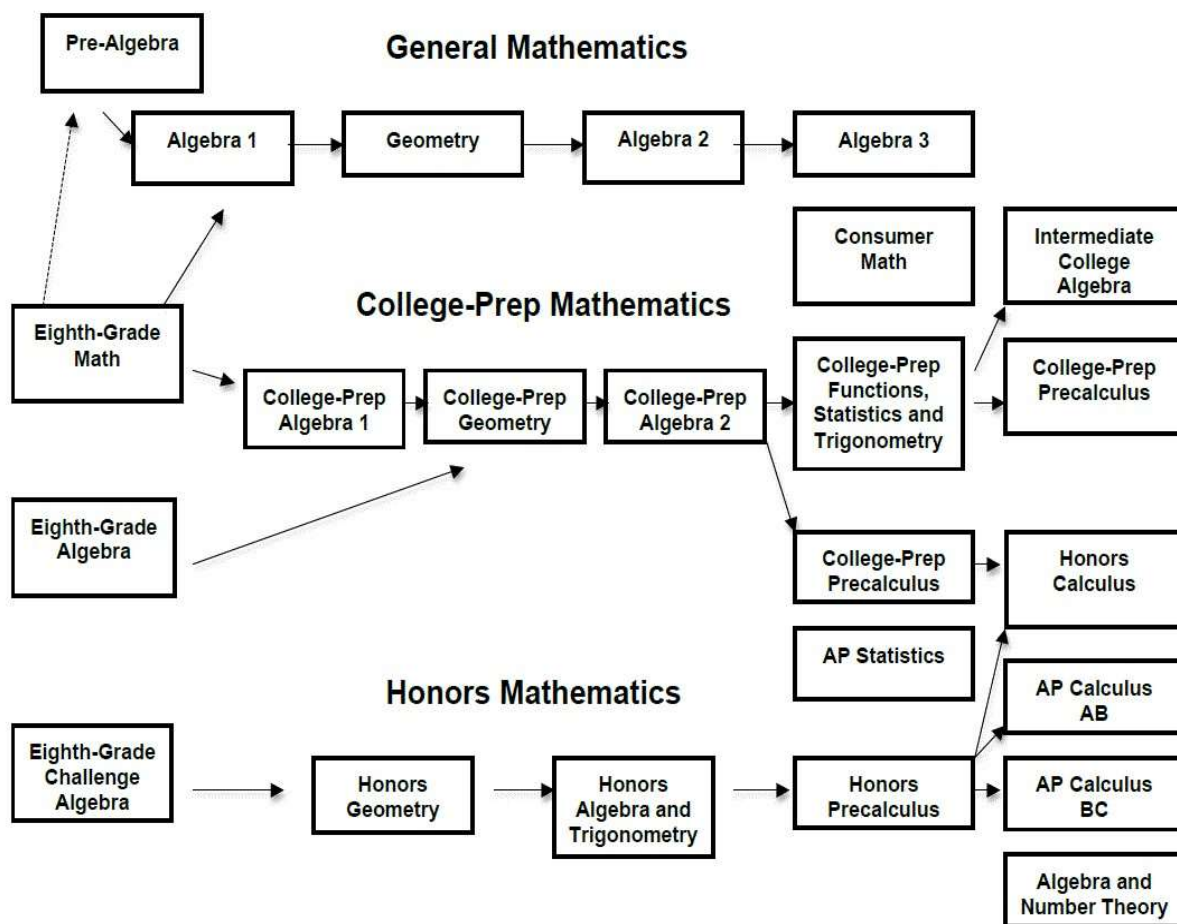
- **How do we use mathematics to create a rationale based upon logical reasoning that convinces others of “the truth” of your ideas?**

Mathematics is used in all areas to quantify and to model situations in order to make predictions, inferences, and form conclusions.

- **How are appropriate mathematical strategies and representations developed, selected, and applied in order to interpret a given situation and communicate the results?**
- **How is mathematics used to quantify the components that create the form and structure of our universe?**

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 selective 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. Repeating a course in summer school may satisfy the prerequisite requirement. **Students should verify the acceptance of any summer school course with the mathematics department chair BEFORE enrolling.**



## COLLEGE-PREP SEQUENCE

Each year, this sequence addresses strand-specific courses typically studied in a college preparatory program: College-Prep Algebra 1; College-Prep Geometry; College-Prep Algebra 2; or College-Prep Functions Statistics and Trigonometry; Intermediate College Algebra; College-Prep Precalculus; Honors Calculus. The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities, and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

### COLLEGE-PREP ALGEBRA I

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9th – 12th Grade

Credit - 1

Full Year

#### **Prerequisite: Teacher recommendation**

College-Prep Algebra I is intended to build a foundation for students progressing through the College-Prep sequence. 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. Students will access the curriculum through McGraw-Hill's "Glencoe: Algebra I" textbook. The TI-Nspire CX graphing calculator is used for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

### COLLEGE-PREP GEOMETRY

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9th – 12th Grade

Credit - 1

Full Year

#### **Prerequisite: Algebra 8 or College-Prep Algebra I**

College-Prep 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. Students will access the curriculum through "Glencoe: Geometry, CCSS edition". The TI-Nspire CX graphing calculator is used for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

### COLLEGE-PREP ALGEBRA II

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10th - 12th Grade

Credit - 1

Full Year

#### **Prerequisite: College-Prep Geometry**

College-Prep Algebra II 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. Students will access the curriculum through McGraw-Hill's "Glencoe: Algebra 2" textbook. The TI-Nspire CX graphing calculator is used for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.



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

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11th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: College-Prep Algebra II**

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. Students will access the curriculum through McGraw-Hill's "Algebra & Trigonometry" by John Coburn. The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## **INTERMEDIATE COLLEGE ALGEBRA**

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12th Grade

Credit - 1

Full Year

### **Prerequisite: Algebra 3 or College-Prep 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. Students will access the curriculum through Larson's "Intermediate Algebra: Graphs and Functions". The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## **COLLEGE-PREP PRECALCULUS**

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11th – 12th Grade

Credit - 1

Full Year

### **Prerequisite: College-Prep Functions, Statistics and Trigonometry or teacher recommendation from College- Prep Algebra II teacher**

The primary goal of College-Prep Precalculus is to foster an appreciation for the axiomatic and deductive approaches used in many fields. This course consists of topics from Precalculus and discrete mathematics. Precalculus focuses on infinite and continuous processes, while discrete mathematics focuses on finite and iterative processes. Topics studied in this course include trigonometry, analytical geometry, polynomial, rational, exponential, and logarithmic functions and their graphs. Students will access the curriculum through Glencoe's "Precalculus: Common Core Edition". The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## HONORS CALCULUS

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12th Grade  
Credit -1  
Full Year

### **Prerequisite: Honors Precalculus or College-Prep Precalculus**

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. The textbook used is Larson's "Calculus of a Single Variable, 9th edition". The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## GENERAL MATHEMATICS

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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. The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities, and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## PRE-ALGEBRA I

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9th – 12th Grade  
Credit - 1  
Full Year

### **Prerequisite: Teacher Recommendation**

Pre-Algebra I 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**

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9th -12th Grade

Credit – 1

Full Year

### **Prerequisite: Teacher Recommendation**

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**

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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. The TI-Nspire CX graphing calculator is used for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## **GEOMETRY**

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9th – 12th Grade

Credit - 1

Full Year

### **Prerequisite: Algebra 1**

Geometry will develop geometric concepts which include tools of Geometry, reasoning, proof, parallel and perpendicular lines, congruent triangles, relationships with triangles, polygons and quadrilaterals, similarity, right triangles trigonometry, transformations, area, surface area volume. Students will access the curriculum through Prentice Hall's "Geometry Foundation Series". A graphing calculator will be utilized during the investigation of spatial topics, however most work will utilize a scientific calculator. It is strongly recommended that each student purchase a scientific calculator.

## **ALGEBRA II**

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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. Students will access the curriculum through Prentice Hall's "Algebra 2 Foundation Series". Students utilize the TI-Nspire CX Graphing Calculator to simplify procedures, investigate new functions, and visualize models.

## **ALGEBRA III**

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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. Students will access the curriculum through "Algebra and Trigonometry for College Readiness" by Lial and Hornsby. The TI-Nspire graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire graphing calculator.

## **CONSUMER MATH**

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12th Grade

Credit - 1

Full Year

### **Prerequisite: Teacher recommendation**

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 Honors Calculus. The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator. Successful completion of the full course sequence prepares students for second or third semester university calculus.

## **HONORS GEOMETRY**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Honors Algebra**

Honors Geometry develops topics from plane Euclidean Geometry. Topics studied include parallel and perpendicular lines, congruent triangles, similarity, right triangles and trigonometry, quadrilaterals, transformations, circles, measurement of figures and solids. A major emphasis is placed on the development of critical thinking skills, both inductive (geometric pattern recognition) and deductive (formal proofs), and selected rules of inference used in the development of geometry as an axiomatic system. Algebraic techniques are utilized to further the understanding of geometry. Students will access the curriculum through Larson's "Geometry, Common Core Edition". The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## HONORS ALGEBRA AND TRIGONOMETRY

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10th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: Honors Geometry**

The primary focus of Honors Algebra 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. Students will access the curriculum through Glencoe's "Algebra 2" text. The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## HONORS PRECALCULUS

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11th - 12th Grade

Credit - 1

Full Year

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

Honors Precalculus consists of advanced algebraic and trigonometric topics selected to augment the students' background in preparation for 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. Students will access the curriculum through Larson's "Precalculus with Limits: A Graphing Approach". The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## AP CALCULUS AB & BC

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12th Grade

Credit -1

Full Year

### **Prerequisite: Honors Precalculus**

**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. Students will access the curriculum through Larson and Edwards "Calculus of a Single Variable: AP Edition". The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

**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 Calculus AB, considerable attention will be given to an intuitive and numerical perspective. In addition to the topics listed in the 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. Students will access the curriculum through Foerster's "Calculus: Concepts & Applications". The course includes use of the TI-Nspire CX graphing calculator, and Geometer's Sketchpad software. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

## **AP STATISTICS**

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11th - 12th Grade

Credit 1

Full Year

**Prerequisite: Honors Algebra & Trigonometry, or College-Prep Functions, Statistics & Trigonometry, or teacher recommendation.**

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. Students will access the curriculum through Peck's "Introduction to Statistics and Data Analysis". Daily access to a graphing calculator with powerful statistical capabilities is vital to success in this course. The TI-Nspire CX graphing calculator is used extensively for demonstrations, class activities and homework. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator. The mathematics department strongly recommends completion or concurrent enrollment in Honors Precalculus or College-Prep Precalculus.

## **ALGEBRA AND NUMBER THEORY**

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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. 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.

# Health and Physical Education

## 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*)

### 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

## **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

## **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 Credit

Semester 1 or 2

During this required 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 Credit

Semester 1 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 sleep; home and fire safety; 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

10th—12th Grade +

Credit — ½ Physical Education Credit

Semester 1 or 2

This physical education course is designed for students who have little to no experience lifting weights and require significant instruction in order to develop their competence and confidence in a weight room. Students enrolled in this class will enhance their health and well-being by learning proper lifting techniques, including core and auxiliary lifts. **(This course does not qualify for NCAA eligibility.)**

## **Strength and Endurance**

10th—12th Grade ^

Credit — ½ Physical Education Credit

Semester 1 or 2

**Prerequisite: Introduction to Strength and Endurance or Department Approval (see course description).**

This physical education course will expand and build upon the concepts and skills learned in Introduction to Strength and Endurance. Students enrolled in this class will enhance their health and well-being by regularly participating in a weight lifting program. Students who have not taken Introduction to Strength and Endurance, but have prior lifting experience are eligible to take this course with department approval. **(This course does not qualify for NCAA eligibility.)**

## **Greyhound Fitness**

10th—12th Grade

Credit — ½ Physical Education Credit

Semester 1 or 2

This physical education course is designed for Clayton High School student-athletes who are interested in participating in a customized weight lifting and conditioning program. Students will be presented multiple training styles and explore the relationships between resistance training and their sport season(s). At the conclusion of this class, students will design and implement a self-directed resistance training plan. **(This course does not qualify for NCAA eligibility.)**

## **Team Sports and Games**

10th—12th Grade

Credit — ½ Physical Education Credit

Semester 1 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, sand volleyball, soccer, speedball, tchoukball, team handball, Ultimate Frisbee, volleyball, wiffle ball, and yard games (cornhole, KanJam, PaddleZlam, Spikeball, etc). **(This course does not qualify for NCAA eligibility.)**

## **Lifetime and Recreational Sports**

10th—12th Grade

Credit — ½ Physical Education Credit

Semester 1 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, brännboll, disc golf, kickball, orienteering, pickleball, rock climbing, sand volleyball, volleyball, wiffle ball, yard games (cornhole, KanJam, PaddleZlam, Spikeball, etc), and yoga. **(This course does not qualify for NCAA eligibility.)**

## **Independent Study: Personal Fitness**

11th - 12th Grade + ^

Credit — ½ Credit Physical Education Credit

Semester 1 or 2

### **Department Approval Required**

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

- Students will understand that we live in an ever-changing “technological” society; therefore, we must be diligent, life-long learners.
  - How can we be prepared to live and work in an ever-changing “technological” society?
  - What is technological literacy and how can it be developed?
  - How has and will technology affect our personal and professional world?
- Students will understand that there are certain skills required of all people to live and function in society.
  - Why are developing the abilities to reason, analyze, solve problems, and think critically about our lives and the world around important?
  - What are important “life skills”?
  - How can we develop the ability to evaluate ideas and explore what can be done with them?
  - How can we learn to work both collaboratively and independently?
- Students will understand that all humans need to find a meaningful career.
  - How do we encourage career exploration?
  - What skills are necessary for all careers?
  - How can we develop the specific skills necessary for various careers?
- Students will understand that people need the ability to select and apply the tools of technology as they relate to personal, professional, and business decision-making.
  - How do we evaluate technology tools to determine the right tool for the right “job”?

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.**

## **PRACTICAL ARTS - BUSINESS**

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 (an association preparing leaders and entrepreneurs in marketing, finance, hospitality and management).**

### **INTRODUCTION TO BUSINESS**

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9th – 12th Grade  
Credit – 1/2  
Semester - 1 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**

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10th - 12th Grade  
Credit - 1/2  
Semester - 1 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**

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

#### **Prerequisite: Grade of "C" or better in Marketing I or Consent of Instructor**

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.)**

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## **BUSINESS MANAGEMENT**

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11th - 12th Grade

Credit - 1/2

Semester - 1 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 does not qualify for NCAA eligibility.) This course is eligible for college credit.**

## **THE CATALYST**

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11 - 12th Grade

Credit-2

Full Year, 2 class periods

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 two strands: **Global Business and Entrepreneurship** or the **Humanities and Social Sciences**. Both 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 in a co-working space.

**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, education, 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, student teaching in a school or university, 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. **This course is eligible for college credit.**

## **MARKETING RESEARCH**

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11th - 12th Grade

Credit - 1/2

Semester - 1 and/or 2

**Prerequisite: Business Management, Marketing, Intro to Business, Personal Finance, Financial Management, or Consent of Instructor**

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**

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9th – 12th Grade  
Credit –1/2  
Semester 1 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**

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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**

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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**

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11th - 12th Grade  
Credit - 1/2  
Semester - 1 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.)**

# **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.

## **CHILD DEVELOPMENT I**

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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, infant, toddler and preschool stages. Unique learning experiences include a field trip to Mercy Hospital St. Louis NICU and Maternity Center, newborn simulation project, child psychology theorist project, blind baby food taste test and much more! Additionally, students will be given the opportunity to observe preschoolers at the Family Center through limited laboratory experiences. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS I**

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

Culinary Arts 1 presents students with a range of food preparation experience to learn about the hospitality and restaurant industry. This introductory course teaches students fundamental cooking skills through recipes prepared in the lab. Most units discussed are accompanied with a variety of projects, cooking labs, and competition experiences for students to engage in. Throughout the semester, students will also learn the history of the food service industry and other essential skills needed to be successful in running a business. **(This course does not qualify for NCAA eligibility.)**

## **CULINARY ARTS II**

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

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

Culinary Arts II is an advanced level course that will expand students' knowledge and skills acquired in Culinary Arts I. Students will be introduced to marketing and menu management/creation. They will explore various food units including eggs and dairy, breakfasts, fruits and vegetables, potatoes, grains and pasta, meat, poultry and seafood and lastly baking and pastry arts. Part of our semester will be used to understand today's operational concerns such as cost and purchasing, nutrition and enhance their awareness of subjects like sustainability within restaurants and hospitality. **(This course does not qualify for NCAA eligibility.)**



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

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

### **Prerequisite: None**

Do you have a love for fashion? Are you constantly looking for new ways to design or decorate your space? If so, Intro to Fashion and Interior Design is the course for you! In this introductory course we will explore the world of design and develop universal understandings of design, color theory, elements and principles of design and basic background knowledge needed to develop a career in the Fashion and Interior Design world. This course will spend one quarter exploring fashion design and one quarter on interior design. This course is primarily project based learning. **(This course does not qualify for NCAA eligibility.)**

## **ADVANCED INTERIOR DESIGN**

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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**

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

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

Students who enroll will have the unique opportunity for an independent study experience to deepen knowledge of the area of Fashion Design. Students must be able to work independently on projects with guided-instruction from the instructor.

Fashion students who enroll will further develop their creativity and sewing skills learned in Fashion Design I. Students will be encouraged to work with more difficult fabrics and complete advanced construction techniques. The student will be required to complete three to five sewing projects. Additional supplies may need to be purchased for this course.

# PRACTICAL ARTS – CROSS-CURRICULAR OFFERINGS

## PRACTICAL ARTS PORTFOLIO PROGRAM (Not offered 2022-2023)

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9th - 12th Grade

Credit - by arrangement with instructor

Semester 1 and/or 2

Students will work with a portfolio supervisor to design a representative collection of work that demonstrates learning in the practical arts areas. The program will provide one or more of the following opportunities: to pursue an in-depth study of the student's interest in any subject area that is generated from a practical arts class that he/she has completed; to participate in vocational activities working with employers, businesses, or other career possibilities; to study an area where there is no class in the traditional curriculum; to provide an outlet for the creative, self-directed, and motivated student whose needs may not be met in the traditional classroom. **(This course does not qualify for NCAA eligibility.)**

## PRACTICAL ARTS - JOURNALISM

All Journalism courses may be taken for Practical Arts credit **except** Newspaper Writing which is available for **non-conferenced English credit only**.

## VIDEO PRODUCTION

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9th - 12th Grade

Credit - 1/2

Semesters 1 and/or 2

The purpose of this course is to teach students the basics of broadcast reporting, writing, and production, using digital equipment. Students will learn the basics of broadcast writing, digital camera shooting, and video editing with computer software, program production workflow, audio, lighting tools and design, studio and remote shooting, props, set dressing and scenery, production staging and interacting with talent, directing, video switchers and special effects generation, video editing, time, space, composition and language, and distribution to audience. 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 produce a variety of projects including news, features, sports, commercials, films, music videos, to name a few. 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 daily and bi-weekly shows. **(This course does not qualify for NCAA eligibility.)**

## **VIDEO PRODUCTION EDITORIAL LEADERSHIP**

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10th - 12th Grade

Credit- 1/2 for semester or 1 for full-year

Semesters 1 and/or 2

### **Prerequisite: Video Production and Instructor 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 bi-weekly broadcast magazine Greyhound Exclusive Television. They will meet concurrently with 2nd, 3rd, and 7th period 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 will occur once per week. They will make all ethical and content decisions as well as master Final Cut Pro X or Adobe Premier video editing platforms. 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 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**

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9th - 12th Grade

Credit - 1

Full Year

### **Prerequisite: By application and consent of instructor**

Yearbook Production produces CLAMO, the school yearbook, and meets on Thursday (general staff) and Tuesday (editors only) during 0-hour, as well as some lunch periods. 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 a variety of people when gathering stories. Students are expected to attend a summer weekend workshop in August (date and time TBA) Students interested in photography for the year, see Photojournalism for Publication. **(This course does not qualify for NCAA eligibility.)**

## **YEARBOOK EDITORIAL LEADERSHIP**

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: At least one year of Yearbook - Must be part of Editorial Staff and consent of instructor.**

Students enrolled in Yearbook Editorial Leadership are in charge of all editorial aspects of producing the CLAMO Yearbook. They will meet 0-hour two days a week, plus lab time to be met during lunch periods. They will make all ethical and content decisions, as well as learn two complicated software programs, Adobe InDesign and Adobe Photoshop. They will study and understand the legal and ethical dimensions of journalism, design principles to be used in designing and laying out pages, and coaching techniques to use with younger writers. They will learn how to handle all aspects of copy-editing. They will be responsible for managing the business and advertising section of the yearbook. They will study the work of other scholastic and professional newspapers in depth. They will also develop leadership skills so they will become capable of passing on their vision for the book to the younger staff members. Enrollment in the class is by application only. Interested students already enrolled in the Yearbook class will pick up an editorial application 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.)**

## **PHOTOJOURNALISM FOR PUBLICATION**

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10th - 12th Grade

Credit - 1

Semesters 1 and 2

**Prerequisite: Photography I**

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 CHS Globe newspaper and CLAMO yearbook, as well as Globe Online. Assignments may consist of photographing sports, activities, news events, and any other subjects chosen by the editorial staffs or advisors. 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 0-hour with additional weekly meetings during the student's lunch hour; date and time of zero-hour to be determined by the instructor. **(This course does not qualify for NCAA eligibility.)**

## NEWSPAPER WRITING

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9th - 12th Grade

Credit - 1

Full Year

**Prerequisite: By application: [MUST SUBMIT APPLICATION FOR ENROLLMENT](#) (Available for NON-CONFERENCED ENGLISH CREDIT ONLY - NOT AVAILABLE FOR PRACTICAL ARTS CREDIT.)**

Introduction to Globe (Newswriting) is the class for reporters for the Globe, the school newspaper, and the Globe online, an interactive, web-based publication that updates regularly. The staff meets Tuesday, 0-hour, in addition to the course during the school day. The course encourages a hands-on approach to a variety of topics including news, feature, sports and editorial writing, as well as being introduced to journalism style, history, law and ethics. Students will engage in classroom group activities and written responses in addition to quizzes and tests over various aspects of journalism. All students will write a minimum of nine articles intended for the print publication and nine shorter web articles over the year, in addition to other class assignments. [Enrollment in the class is by application only](#). Interested students can pick up an application from the instructor, from the counseling office or can be found at [chsglobe.com](http://chsglobe.com) under the **ABOUT TAB**. Staff will be selected in time to complete the enrollment process in February. Selection will be based on completion of the application, a writing sample submitted to the instructor, and teacher recommendation. Students interested in being a newspaper photographer should sign up for Photojournalism for Publication and those interested in being artists should see the instructor about signing up for the independent study options for that work. Those interested in working on the construction end of the website should see the instructor about an independent study contract. We also have limited offerings for an Independent Study Newspaper Business Management team, who handle all advertising, database management and business relations. **A workshop at the end of the summer is mandatory for all staff members.**

## NEWSPAPER EDITORIAL LEADERSHIP

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10th - 12th Grade

Credit - 1

Full Year

**Prerequisite: At least one year of Newspaper Writing - Must be part of Editorial Staff and consent of the instructor.**

Students enrolled in Newspaper Editorial Leadership are in charge of all editorial aspects of producing the Globe and the Globe Online. They will meet 0-hour two days a week (Tuesday and Friday) plus 2 hours lab time to be met every other day during lunch periods. They will make all ethical and content decisions as well as learn two complicated software programs, InDesign and Photoshop. They will study and understand the legal and ethical dimensions of journalism, design principles to be used in designing and laying out pages, and coaching techniques to use with younger writers. They will learn how to handle all aspects of copy-editing. They will be responsible for setting up a budget for the paper, and making sure that fundraising is adequate to cover that budget or make adjustments in the paper to reduce the cost. In addition, they will continue to develop as reporters and/or photographers, taking the more challenging assignments on the paper. They will study the work of other scholastic and professional newspapers in greater depth than the newspaper writing class. They will also develop leadership skills so they will become capable of passing on their vision for the paper to the younger staff members. Enrollment in the class is by application only. Interested students already enrolled in the Newspaper Writing class will pick up an editorial application 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.)**

## **ONLINE JOURNALISM AND SOCIAL MEDIA**

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10th - 12th  
Credit - 1  
Full Year

**Prerequisite: Newspaper Writing or consent of instructor**

Students enrolled in Online Journalism and Social Media will work for the Globe website: [chsglobe.com](http://chsglobe.com). Students will be trained to produce breaking news stories, design, update and format the Globe website, and will be responsible for the management of the Globe's social media accounts. The course will meet during 0-hour on Tuesday morning with additional weekly meetings during the student's lunch hour. **(This course does not qualify for NCAA eligibility.)**

## **IS ADVANCED NEWSPAPER WRITING**

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10th – 12th Grade  
Credit – 1  
Full Year

**Prerequisite: At least one year of Newspaper Writing AND consent of instructor**

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 a minimum of nine articles intended for the print publication and nine shorter web articles over the year, in addition to other class assignments. Enrollment in the class is by consent of instructor **ONLY**. Students must have taken at least one year of Newspaper Writing before being allowed to enroll in this course. **(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**

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

Construction Technology is a great hands-on class that allows students to explore many different processes related to design and fabrication. Students will utilize a variety of power tools and machinery while exploring topics such as safety, design, welding, metal fabrication, wood fabrication, and even plastics. Projects are designed to be meaningful for our students and vary from year to year. Typically students will complete a project of their design as well as a community project. This course is designed to teach students how to identify, analyze, select and manipulate materials according to their use and composition. Generally, students are allowed to design and build a final project of their own. **(This course does not qualify for NCAA eligibility.)**

## **DESIGN TECHNOLOGY**

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9th - 12th Grade

Credit - 1/2 (60 hours) or 1 (120 hours) Practical Art

Semester - 1 or 2

### **Prerequisite: Teacher recommendation only**

This course will teach the fundamentals and basic processes for technical applications for use in theatrical events such as scenic construction, plotting and reading a draft, lighting concepts and techniques, audio console operation, basic theories of sound engineering and production management. These ideas are part of a basic skill set used in practical work environments such as CAD Drafting, architecture, scenic and lighting (stage, movie, and architectural) design, construction and carpentry, project management, and safety training. **(This course does not qualify for NCAA eligibility.)**

# PROJECT LEAD THE WAY (PLTW)

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

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9th - 12th Grade

Credit – **1 Practical Art**

Full Year

**Prerequisite: Geometry or 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 design 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**

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9th - 12th Grade

Credit – 1st semester CTE credit and 2nd semester Fine Art

Full Year

**Prerequisite: Geometry or 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 applying.

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 for Project Lead the Way students ONLY. **(This course does not qualify for NCAA eligibility.)**

## **(DE) DIGITAL ELECTRONICS – PROJECT LEAD THE WAY**

**Offered every other year – (Even years) Next offering: 2022-2023**

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9th - 12th grade

Credit – **1 Practical Art**

Full Year

**Prerequisite: Geometry or above OR Concurrent enrollment**

From smartphones to appliances, digital circuits are all around us. This course provides a foundation and hands-on experience for students who are interested in Electrical Engineering, Computer Science, electronics, or circuit design. Students study topics such as combinational and sequential logic and circuit design tools used in industry including logic gates, integrated circuits, and programmable logic devices to design custom digital circuits. Students pursuing Electrical Engineering or Computer Science will benefit greatly from this coursework in college. DE is a specialty course in the Project Lead the Way Engineering program – a multi-year, multi-course program design 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.)**

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### **(CEA) CIVIL ENGINEERING AND ARCHITECTURE - PROJECT LEAD THE WAY**

**Offered every other year (odd years) Next offering: 2023-2024**

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9th - 12th Grade

Credit – **1 Practical Art**

Full Year

Students learn important aspects of building and site design and development. They apply math, science, and Standard engineering practices to design both residential and commercial projects and document their work in Industry-grade 3-D architectural modeling and presentation software, Autodesk Revit. CEA is a specialty course in the Project Lead the Way Engineering program – a multi-year, multi-course program design 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.)**

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

11th -12th Grade

Credit – **1 Practical Art**

Full Year

**Prerequisites: One foundation PLTW course and one PLTW specialty course**

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 design 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 Practical Art**

Full Year

**Prerequisite: Geometry or 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 app 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 design 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**

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11th or 12th Grade

Credit – **1 Practical Art**

Full Year

**Prerequisite: Geometry or above; OR Concurrent enrollment; Computer Science Principles or consent of instructor**

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 SEQUENCE

<b>9th</b>	<b>Foundations of Physics</b>	<b>Freshman Physics</b>	<b>Honors Freshman 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>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 (One Semester)</b>		
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<b>PROJECT LEAD THE WAY</b> <b>(Science Elective Credit Awarded)</b> <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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# Clayton Science Enduring Understandings

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

1. **The systematic nature of all things**

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

2. **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.*

3. **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.*

4. **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.*

5. **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.*

6. **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.*

7. **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.*

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.

Science courses typically alternate between a standard 45 minute period and an extended "lab" period that meets for 72 minutes. 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 as a combined, three-period block 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.

## **FOUNDATIONS OF PHYSICS**

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9th Grade  
Credit - 1  
Full Year

**Prerequisite: Enrollment requires departmental 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.)**

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## **FRESHMAN PHYSICS**

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9th Grade  
Credit - 1  
Full Year

Freshman 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 FRESHMAN PHYSICS**

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9th Grade  
Credit - 1  
Full Year

**Prerequisite: Enrollment requires departmental approval.**

Honors Freshman 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**

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10th Grade  
Credit - 1  
Full Year

**Prerequisite: Enrollment requires departmental 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

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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

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10th Grade  
Credit - 1  
Full Year

**Prerequisite: Enrollment requires departmental 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

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11th Grade  
Credit - 1  
Full Year

**Prerequisite: Enrollment requires departmental 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

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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**

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11th Grade  
Credit - 1  
Full Year

**Prerequisite: Enrollment requires departmental 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**

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11th - 12th Grade  
Credit - 1  
Full Year

**Prerequisite: Honors Chemistry, Honors Biology, or departmental 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 sciences. Conceptual emphasis is placed on biochemistry, cell biology, genetics, molecular biology, evolution, and ecology; 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 expected to take the AP Biology exam in May.

## **AP CHEMISTRY**

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11th - 12th Grade  
Credit - 1  
Full Year

**Prerequisite: Honors Chemistry or departmental 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 gases, 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 expected to take the AP Chemistry exam in May.



## **AP ENVIRONMENTAL SCIENCE**

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11th - 12th Grade

Credit - 1

Full Year (Unlike other full-year science courses, AP Environmental Science does not have an extended lab period.)

**Prerequisite: Honors Chemistry, Honors Biology, AP Biology, concurrent enrollment in Honors or AP Biology, or departmental 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. Students are expected to take the AP Environmental Science exam in May.

## **AP PHYSICS I**

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11th – 12th Grade

Credit – 1

Full Year

AP Physics I is a rigorous treatment of the classical physics areas of mechanics, mechanical waves, and introductory electric circuits. 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, mechanical waves, sound, and introductory electric circuits. 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 examination in May. Successful students will have excellent skills in Algebra, Geometry, Algebra II, and Trigonometry.

## **AP PHYSICS II**

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11th – 12th Grade

Credit – 1

Full Year

**Prerequisite: Honors Physics or departmental approval.**

AP Physics 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 II examination in May.

## **ANATOMY AND PHYSIOLOGY**

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11th - 12th Grade

Credit - 1

Full Year (Unlike other full-year science courses, Anatomy & Physiology does not have an extended lab period.)

**Prerequisite: Project Lead the Way Principles of Biomedical Science, Honors Biology or departmental 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**

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite: Freshman Physics and Chemistry, or departmental 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**

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite: Biology, concurrent enrollment in Biology, or departmental 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 2022-2023)**

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite: Biology, concurrent enrollment in Biology, or departmental 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**

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11th - 12th Grade

Credit - 1/2

One Semester

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 the work. The topics used to teach these skills include: crime scene investigation and photography, print exposure and analysis, trace evidence (the examination of hair, fiber, and fracture patterns in glass), serology (determining if blood is present, blood typing, microscopic identification of blood, and spatter pattern analysis), and forensic anthropology (the examination of skeletal remains to determine age, sex, race, and height of the victim). This course gives students the opportunity to apply the concepts and skills learned in physics, chemistry, and biology to the real-life problems of crime scene investigation. **(This course does not qualify for NCAA eligibility.)**

## **ADVANCED FORENSIC SCIENCE**

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11th - 12th Grade

Credit - 1/2

One Semester

**Prerequisite: Forensic Science**

Students in Advanced Forensic Science will process more complicated evidence than in the first level course. 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 toxicology, students will learn about the effects of drugs, poisons, and alcohol on the body. We address the nature of DNA, perform gel electrophoresis, and explore how it is used in our legal system. Students will also learn about geographical and behavioral profiling, eyewitness testimony and polygraphs as they study the criminal mind in forensic psychology. The cases we solve are complex and involve subtle clues with many twists. In our final project, facial reconstruction, students use tissue depth markers and clay to create a face from a skull. **(This course does not qualify for NCAA eligibility.)**

## **PLANT SCIENCE**

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11th – 12th Grade

Credit – 1/2

One Semester

**Prerequisite: Biology, Concurrent Enrollment in Biology or departmental 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 build to explore plant-based societal issues of conservation, climate change, food security, and genetically modified crops.

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

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

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9th – 12th Grade

Credit – 1 Science

Full Year

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

The death of a fictional character, Anna Garcia is the thread that ties all of the units of this course together. In reading Mrs. Garcia's autopsy report, students discover what contributed to her death. Students study metabolism as they discover that Mrs. Garcia suffered from diabetes. Through this study, carbohydrates, proteins and calorimetry will be explored. As they learn about her sickle-cell disease, students study genetics and DNA. Models and computers will be used to simulate changes in the DNA and proteins. Mrs. Garcia also had hypocholesteremia. A study of this will involve dissection of sheep hearts and the use of computers to analyze and experiment with student blood pressure, heart rate and EKG. Students will also learn to analyze abnormal EKGs. When it is discovered that the patient also had an infectious disease, students learn about the differences between bacterial infections and viruses. Gram staining will be done and students will learn how to choose an antibiotic based on the results. The final project for the class will be to write a grant proposal on a topic of the student's choice, using what was learned about research and writing science summaries. The proposals will be shared through a PowerPoint presentation. This is the introductory course in a potential four-course program that ends with an on-site research assignment with a health care professional.

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

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10th – 12th Grade

Credit – 1 Science

Full Year

**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 health care professional.

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

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10th – 12th Grade

Credit – 1 Science

Full Year

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

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

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11th – 12th Grade

Credit – 1 Science

Full Year

**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 ends with an on-site research assignment with a health care professional.

# SOCIAL STUDIES

## 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 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.

Required sequence of courses:

- |               |   |
|---------------|---|
| Grade 9       | World and U.S. History I<br>Topics in World and U.S. History I <b>(by teacher recommendation only)</b>  |
| Grade 10      | World and U.S. History II<br>Topics in World and U.S. History II <b>(by teacher recommendation only)</b>  |
| Grade 11 - 12 | Required: American Government<br>Topics in American Government <b>(by teacher recommendation only)</b><br><u>(The electives below are offered on a rotating basis. Please check the most updated Program of Studies for current selection.)</u> |

**Electives:**

African American Studies (**AP, but no AP exam offered 2022-2023**)  
 American Military Experience (**not offered during 2022-2023**)  
 Classical Civilizations (**not offered during 2022-2023**)  
 Comparative 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 (**not offered during 2022-2023**)  
 International Relations (**not offered during 2022-2023**)  
 Introduction to Philosophy (**not offered during 2022-2023**)  
 Modern World History (**AP**)  
 Music in American Society  
 Psychological Disorders & Media in American Society (12th grade only)  
 Psychology (**AP**)  
 Sociology  
 Sports and Western Society  
 United States History (**AP**)  
 World at War: The Story of World Wars I & II (**not offered during 2022-2023**)

**WORLD AND U.S. HISTORY I**

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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**

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9th Grade  
 Credit – 1  
 Full Year

**Prerequisite: By teacher recommendation only**

Topics in World/U.S. History I 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 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**

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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 AND U.S. HISTORY II**

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10th Grade  
Credit – 1  
Full Year

### **Prerequisite: By teacher recommendation only**

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**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 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**

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11th – 12th Grade  
Credit – 1/2  
Semester 1 or 2

### **Prerequisite: By teacher recommendation only**

Topics in American Government 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 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.)**



### **THE AMERICAN MILITARY EXPERIENCE (Not Offered 2022-2023)**

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11th - 12th Grade

Credit - 1/2

Semester 1 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 (Not Offered 2022-2023)**

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11th - 12th Grade

Credit - 1/2

Semester 1 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**

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11th - 12th Grade

Credit - 1/2

Semester 1 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, 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**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 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 Last of the Mohicans, 12 Years a Slave, Unforgiven, Modern Times, Casablanca, Hacksaw Ridge, Dr. Strangelove, and Mississippi Burning. **(This course does not qualify for NCAA eligibility.)**

## **GENDER STUDIES**

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11th – 12th Grade  
Credit –1/2  
Semester 1 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, 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**

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11th – 12th Grade  
Credit –1/2  
Semester 1 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 (Not Offered 2022-2023)**

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11th – 12th Grade  
Credit –1/2  
Semester 1 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 2022-2023)**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 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 2022-2023)**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 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**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 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 AND THE MEDIA IN AMERICAN SOCIETY**

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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**

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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**

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11th - 12th Grade  
Credit - 1/2  
Semester 1 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 2022-2023)**

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11th – 12th Grade  
Credit -1/2  
Semester 1 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 (Pilot for 2022-2023)**

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11th – 12th grade  
Credit – 1  
Full Year

African American Studies is an interdisciplinary course, designed to offer students a more in depth understanding of the rich and diverse history of people of African descent and their contributions in the Americas and throughout the diaspora. African American Studies examines the collective experiences of people of African descent from a variety of perspectives, including: African-American educational experiences; key individuals and movements; policing and criminal justice; politics and government; critical moments and places; film, television, and entertainment; visual and performing arts; key writings and literature; work, labor, and military service; health and science; faith, family, and community life; connections to Africa and the world; gender and sexuality; and sports and leisure. Students will also consider the ways in which early African people in the Americas shaped and challenged public discourse and expectations about race, politics, culture, religion, class, citizenship status, gender, economics and patriotism. The historical content of this course will be taught with relevance to contemporary and current issues in order to ensure a deeper understanding and connection for students. Students will engage in a variety of activities and strategies ranging from evaluating historical documents to modern films. Participating in discussions, doing research, and completing assigned readings and written work are required. Please note that students will not be able to take the AP African American Studies exam in May of 2023, as it will not be available until 2024.

### **AP COMPARATIVE GOVERNMENT**

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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 first semester) and AP Comparative Government (which builds upon the knowledge of U.S. Government first semester and applies it to other government systems). Students who complete first semester and pass the Missouri and U.S. constitution exams will satisfy both state and CHS government requirements for graduation. While first semester is focused on the U.S. system, 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**

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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, pass the personal finance unit, and pass the Personal Finance exam given in the spring after the AP examinations. Students are encouraged to take one or both AP exams in May.

## **AP EUROPEAN HISTORY**

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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. The three-hour AP European History examination offered each May enables students to receive college credit and advancement in college course work at most colleges and universities. Students are encouraged to take the AP exam in May.

## **AP HUMAN GEOGRAPHY**

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11th - 12th Grade  
Credit - 1/2  
Semester 2

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.

## **AP PSYCHOLOGY**

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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**

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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**

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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**

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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 is 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**

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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), fractional parts, money, measurement, time, banking, check writing, 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**

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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.)**

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## **SCIENCE ESSENTIALS**

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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**

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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**

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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)**

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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**

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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**

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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**

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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.

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### **CHINESE I**

9th - 12th Grade

Credit - 1

Full Year

Chinese 1 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.

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### **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.

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### **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 continue to develop their language proficiency through more complex grammatical structures, colloquial usages and exposure to authentic Chinese materials. Students will have the opportunity to work on research-based projects on topics like weather and geography in different regions, traditional and contemporary clothing styles, differences between Chinese medicine and Western medicine. The focus of this course is on how to use language skills and cultural knowledge to explore and connect with the Chinese-speaking world.

## **CHINESE IV**

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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. Topics include academic and social aspects of school, freedom and responsibilities for teenagers, and diverse family structures in contemporary Chinese society. Students are expected to conduct analysis and discussion of selected authentic readings, participate in debates and deliver in-depth oral presentations, and write on related topics in Chinese. Films, stories, TV shows and music videos will be used to enhance their cultural understanding and language abilities.

## **CHINESE V**

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10th - 12th Grade  
Credit - 1  
Full Year

### **Prerequisite: Chinese IV**

This course prepares students for advanced language and cultural studies. The course focuses on the rapid changes in contemporary China and the issues brought up by its development. Representative topics will include: transportation, internet technology, regional cuisines and food globalization, the impact of pollution on environment and public health, Westernization of pop culture, and trends and issues of higher education in China. The course will use a combination of a textbook and supplementary materials such as films, music, websites, current newspaper and magazine articles and literature carefully selected from the Chinese-speaking world. The course will be taught entirely in Chinese and serves as the capstone, level V course.

## **FRENCH I**

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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**

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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**

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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 of the French 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**

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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**

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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.

## **AP FRENCH LANGUAGE**

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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**

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12th Grade

Credit - 1

Full Year

### **Prerequisite: Advanced French or teacher recommendation**

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.

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**LATIN I**

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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.

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**LATIN II**

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9th - 12th Grade  
Credit - 1  
Full Year

**Prerequisite: Latin I**

Latin II is a continuation of the Cambridge Latin Course. The level of Latin reading is increasingly complex in sentence structure and the volume of vocabulary increases markedly. Narratives focus on the Roman military and life in the city of Rome. As the story returns to Britain, much focus is given to the living conditions of Roman soldiers during the occupation. Once in Rome, intrigue, deception, and politics are major themes that follow the character Salvius in his dealings with the emperor and his own clients. Throughout the exploration of the Latin language, students will also study connections of Latin words with English vocabulary.

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**LATIN III**

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10th - 12th Grade  
Credit - 1  
Full Year

**Prerequisite: Latin II**

The Cambridge Latin Course advances 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.

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**LATIN IV – INTRODUCTION TO LATIN LITERATURE**

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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.

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## **LATIN V - ADVANCED LATIN LITERATURE**

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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 first semester is Julius Caesar's *de bello Gallico*, his own account of his military conquests in Gaul. The second semester is spent studying Vergil's epic *Aeneid*. Throughout the year, students study themes such as mythology, military strategy, and propaganda in the late Roman republic and the early empire.

## **COLLEGE PREP SPANISH I**

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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 homework, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.

## **COLLEGE PREP SPANISH II**

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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 homework, class participation, participation in language laboratory activities, oral and written quizzes, unit tests, and various projects for cultural enrichment.

## **COLLEGE PREP SPANISH III**

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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 homework, 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 *Descubre 2*, which affords students the opportunity to continue the textbook series, which they used in College Prep Spanish I and II.

## **COLLEGE PREP SPANISH IV - CONVERSATION**

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11th - 12th Grade  
Credit - 1  
Full Year

### **Prerequisite: College Preparatory 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**

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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**

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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.

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

11th - 12th Grade

Credit – 1

Full Year

**Prerequisite: Any one of the following courses- Honors Advanced Spanish I, Honors Advanced Spanish II, AP Spanish Language, Cinema and Literature for Advanced Spanish Conversation.**

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.

## **CINEMA AND LITERATURE FOR ADVANCED SPANISH CONVERSATION**

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11th - 12th Grade

Credit – 1

Full Year

**Prerequisite: Honors Advanced Spanish I or higher.**

Cinema and Literature for Advanced Spanish Conversation is a class designed to further develop students' oral proficiency and fluency in Spanish. 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 Spanish-speaking world. This course engages students in the exploration of the fascinating and diverse cultures of contemporary Hispanic America and Spain through film and literature. The films have been carefully chosen for their artistic qualities and wide variety of themes and cultures they portray. The literary readings have been chosen and organized according to their thematic content. The students will read a compilation of short stories, novel excerpts, plays and poetry. Students will write short papers, movie reviews, individual and group presentations. Students who enroll in this class must have a strong command of the language in all three modes of communication. The class is conducted entirely in Spanish.

## **AP SPANISH LANGUAGE**

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11th - 12th Grade

Credit – 1

Full Year

**Prerequisite: Honors Advanced Spanish II**

The Advanced Placement Spanish Language and Culture program is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in Spanish at an advanced level. It is intended to 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 authentic materials containing a wide range of thought-provoking communicative activities including: extensive grammar review, literary analysis, and reading materials to widen students' cultural awareness of the Spanish-speaking world. Students will be evaluated on a wide variety of written assignments, projects, presentations and comprehensive examinations on the three modes of communication. Students who enroll in this class must have a strong command of the language in all three modes of communication. This course is taught entirely in Spanish.

# **CLAYTON HIGH SCHOOL - SPECIAL OFFERINGS**

## **DRIVER'S EDUCATION**

10th - 12th Grade  
Credit – 0  
Semester 1 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 Stacey Moton at (314) 854-6624 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.

## **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.

## **EXPLORATORIUM**

9th – 12th Grade  
Credit – .50  
Semester 1 or 2

Exploratorium is a class for gifted-identified students. In this class, students use creativity, critical thinking, and problem-solving skills to engage with real-world problems. Throughout the class, students will wrestle with big ideas while studying structures within systems. Students will investigate topics such as power, access, truth, ethics, and equity while analyzing the structures of various systems (healthcare, education, criminal justice, etc.). Students will learn about the system itself, problems within the system, the people being hurt or excluded from the system, and the reform efforts currently in place to help improve the system. Students will then brainstorm and think about ways an individual might disrupt the system for the better, ultimately creating a product or process that demonstrates their understanding and solutions. Additionally, students will examine various facets of giftedness (such as perfectionism, procrastination, anxiety, organization, social development, intensities, etc) in order to develop additional management strategies to support techniques for success as a learner.

## **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**

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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 ultimate goal of the program is student learning.

Personal counselors are assigned to students by grade level. The following individuals serve as grade level counselors:

9th Grade – Homer Turner (**Schedule appointments at [homerturner.youcanbook.me](http://homerturner.youcanbook.me)**)

10th Grade – Joyce Bell (**Schedule appointments at [joycebell.youcanbook.me](http://joycebell.youcanbook.me)**)

11th Grade – Tobie Smith (**Schedule appointments at [tobiesmith.youcanbook.me](http://tobiesmith.youcanbook.me)**)

12th Grade – Jacelyn Cole (**Schedule appointments at [jacelyncole.youcanbook.me](http://jacelyncole.youcanbook.me)**)

**Carolyn Blair** - Counseling Services Director, College Counselor (A – J)  
(**Schedule appointments at [carolynblair.youcanbook.me](http://carolynblair.youcanbook.me)**)

**MaryAnne Modzelewski** – College Advisor (K – Z)  
(**Schedule appointments at [modz.youcanbook.me](http://modz.youcanbook.me)**)

The counselors welcome individual conferences with students. To schedule an appointment, please use the youcanbook.me address after the Counselor's name, 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.

### **THE LEARNING CENTER**

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During the school day, the Learning Center offers classes that provide students an environment dedicated to academics, where they can work in a quiet, scholastic atmosphere. Learning Center students receive help with homework, long-term assignments, study strategies, and organizational skills. Learning Center teachers keep track of student grades, class outlines and assignments, and individual student progress. They discuss this information with students and help them work on classes in which they need assistance.

There are general Learning Centers as well as a humanities Learning Center. Students wishing for more focused support in English and social studies are encouraged to enroll in the humanities Learning Center. Students in need of more general academic support would be best served enrolling in the general Learning Center.

Students who attend every day can receive one-half "non-specified elective" credit for the semester; those attending every other day can receive one-fourth credit per semester. To receive credit, students must keep a daily planner or organizational system, be reflective learners, maintain a minimum 75% in class, and 85% attendance.

The Learning Center is also open before school Monday through Friday (7:30 a.m. to 8:15 a.m.) and after school Monday and Thursday (3:05 p.m. to 4:00 p.m.). During these times, the Learning Center acts as a study hall.

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

## **THE READING PROGRAM**

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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**

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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.

## **COLLABORATIVE SCHOOL**

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In conjunction with the school districts of Ladue and Brentwood, Clayton offers an alternative program of regular and special education for students. Located at an off-campus site, the program has been designed for students who need credit recovery, students on long-term suspensions, students with repeated short-term suspensions, students with chronic attendance problems, or students at high risk for dropping out of school. In this program, each student receives three hours of daily academic programming where computer-assisted instruction is individualized to meet individual student needs. Students enrolled in this program earn credits toward a high school diploma. Students and their families may receive more information by contacting the school