

# 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 ( <b>including 1/2 unit of personal finance or financial management</b> )
	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.

\*\* Physical Education is completed at the rate of 1/4 unit per semester.

## 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 when a W grade is appropriate.

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 3.0 units of credit the preceding semester, and be currently enrolled in and regularly attending courses that offer a minimum of 3.0 units of credit.

Clayton High School expects all students participating in extracurricular activities to exhibit good attendance patterns and good overall citizenship.

## **CREDIT/NO CREDIT**

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

## 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 misunderstood 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).