

# BAYLESS HIGH SCHOOL



## CAREER AND EDUCATIONAL PLANNING GUIDE

2020-2021

### Bayless School District Mission Statement

The Bayless School District will provide a safe and enriching environment where ALL children will learn to become responsible and empowered citizens, where diversity builds character and strength, knowledge enhances freedom and opportunity and commitment leads to success.

### Bayless School District Belief Statement

- Education and commitment to excellence are the foundation to achieve success;
- A small school district provides a personalized education; and
- Communication among parents, teachers, students and the community is vital.

### Bayless High School Vision and Mission

Bayless High School empowers students to be smart, good, and strong citizens by embracing our core values of respect and responsibility.

Bayless High School will graduate students who are critical thinkers and lifelong learners. Our rigorous curriculum, with its emphasis on reading, writing, speaking, and listening, prepares students to be college and career ready. We provide a safe and diverse learning environment where students are respectful and responsible citizens.



### Career and Educational Planning Guide

The Career and Educational Planning Guide contains a wealth of information regarding academic planning, career paths, advanced math program, college credit offerings, and post high school planning guidelines. The planning guide is provided to assist students with creating and implementing a plan for high school and beyond. The Bayless High School Career and Educational Planning Guide is available online through the BHS Counseling Department Website:

<http://hscounseling.baylessk12.org>

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## **Critical Vocabulary**

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

**Required Course:** A course which is required by either the State Department of Education or Bayless High School for graduation. Required course work that is failed can be made up in summer school (if offered) or in a following semester.

**Elective:** A course which a student chooses to take but is not specifically required for graduation. Once a student has met the credit requirements in a specific subject area, any additional credits taken in that area may count as elective credits.

**Grade Point Average (GPA):** The student's grade point average will be figured on the basis of semester grades in all subjects. Only semester grades are used to determine the GPA. Letter grades will be given the following values and then averaged to determine your GPA. A=4 points; B=3 points; C=2 points; D=1 point; F=0 points. Students enrolled in Advanced courses will receive an extra 1.0 point value for a letter grade of A, B, or C.

**Transcript:** A transcript is an official record of a student's grades and standardized test scores. The school must have written permission of the student to send a transcript. Request forms are available as a Google form. Grades are transcribed at semester. Transcripts reflect all four-years of high school semester grades

**PLTW: Project Lead The Way (PLTW)** offers a dynamic high school program that provides students with real-world learning and hands-on experience. Students interested in engineering, biomechanics, aeronautics, biomedical sciences and other applied math and science arenas will discover PLTW is an exciting portal into these industries. Bayless High School has partnered with St. Louis Community College to offer both articulated and credit by exam for the PLTW coursework offered at BHS.

**AP: Advanced Placement (AP)** courses are offered to provide students rigorous curriculum to help prepare for college. AP courses are designed to prepare students for the AP exam, given at the end of the class to determine college credit by exam.

**Dual Credit:** weighted courses in which students earn both high school and college credit. Dual credit courses are taught at BHS and enable high school students to receive, simultaneously, both high school and college-level course credit.

**Dual Enrollment** occurs when a high school student takes a college course on a college campus for both high school and college credit. These courses are weighted. Each post-secondary institution has procedures for dual enrollment students. All dual enrollment students must get permission from Bayless High School to participate in Dual Enrollment.

**Individual Career and Academic Plan (ICAP):** All BHS students will complete an Individual Career and Academic Plan designed to guide coursework for future plans. This plan is aligned with the Program of Study coursework for their career of choice. Parents, advisory teachers, students and the school counselor are all important stakeholders in the development of a quality ICAP.

### **Preparing for Post-Secondary Success**

The Career and Education Planning Guide is a resource to assist students in making decisions related to academic planning and preparation for their career path. It is a resource for students and parents to use when making course selections for the upcoming school year. The listed courses represent offerings from all academic departments plus career and technical education opportunities. Parents/guardians and students should understand that all courses listed are available provided sufficient demand exists and staff availability.

Bayless High School Credits Required for Graduation		
Subject	Required Credits	College Bound
English	4.0	4.0
Math	3.0	4.0
Science	3.0	3.0
Social Studies	3.0	3.0
Physical Education	1.0	1.0
Health	0.5	0.5
Fine Arts	1.0	1.0
Practical Arts	1.0	1.0
Personal Finance	0.5	0.5
Foreign Language	0	2.0
Electives	7.0	4.0
<b>TOTAL CREDITS:</b>	<b>24</b>	<b>27</b>
Assessments Required for Graduation		
Algebra I EOC		
English II EOC		
American Government EOC		
Biology EOC		
One College & Career Readiness Assessments: ASVAB, ACT, or ACT Work Keys		
Missouri and United States Constitution Tests		
Other Graduation Requirements		
CPR Training		
Transfer Students		
Board Policy JECC-1: Assignment of Students to Grade Levels/Classes		
For the purposes of this policy, an "accredited school" is the Missouri Virtual Instruction Program (MoVIP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri Department of Elementary and Secondary Education (DESE), AdvancED, the Independent Schools Association of the Central States (ISACS) or the University of Missouri Committee on Accredited Schools (CAS). If a school or school district is located in another state or country, that school or school district must be accredited by that state's or country's department of education, AdvancED, ISACS or the equivalent agencies.		

Transfer Students continued
In general, if a student transfers to the Bayless School District from an accredited school, this district will accept the units of credit completed in the previous school or school district and rely on the grade-level placement in the previous school to the extent that it coincides with the district's program. However, the district may adjust the student's placement as needed to meet his or her educational needs, after consultation with the student's parent/guardian.
All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the Bayless School District may be accepted to meet graduation requirements.
Graduation Requirements for Students in Missouri Public Schools
Transfer students from another state or country or a home school may be graduated upon successful completion of an individualized program of studies which school officials, parents and students agree will allow the student to graduate college or career ready, even though the program of studies may not include 24 units of credit as defined in Missouri. Seniors transferring from other states or countries may be graduated without meeting the requirements of section 170.011, RSMo. <b>Per Section 170.011 RSMo, a school district may elect to waive the requirement of this subsection for any student who transfers from outside the state to a Missouri high school if the student can furnish documentation deemed acceptable by the school district of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of the state government, including local governments, and the government of the United States, and in the electoral process.</b>

## Athletic/Activities Eligibility

A student who intends to participate in an activity sanctioned by the Missouri State High School Activities Association (MSHSAA) must meet the following requirements:

- Be currently enrolled in courses that offer at least 3.0 units of credit.
- Have earned at least 3.0 units of credit the previous semester. (Credit earned or completed after the close of the semester (grade change) shall not count as having been earned that semester; summer school credits earned will count toward the previous semester credits earned).
- Be considered a good school and community citizen.

Please consult with the Athletic Director for specific guidelines regarding eligibility.

## NCAA Eligibility Standards

If you are interested in participating in Division I or II athletics, you must meet minimum high school academic requirements. You must register after the 6th semester with the NCAA clearinghouse at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). The clearinghouse will use your GPA and ACT and/or SAT scores to determine eligibility. All NCAA approved courses are designated in this Career and Educational Planning Guide. See your counselor for more information and to notify your school counselor that you are interested in NCAA Freshmen Eligibility.

## Early Graduation

As per Missouri State Department of Elementary and Secondary Education graduation requirements, students are expected to complete eight (8) semesters of high school. If a student, for sound educational and vocational reasons, wishes to graduate from high school in less than eight semesters, they may request a waiver of this policy. The student and his/her parent(s)/guardian(s) will consult with his/her high school counselor to develop an Individual Career and Academic Plan. A request for early graduation must be a planned part of a student's educational program. The deadline for early graduation application is prior to the end of semester 6. **Applications must be submitted to & approved by the high school principal.**

Consider the following when applying for early graduation:

- Student's eligibility to receive Social Security benefits may be affected by early graduation, since the student may no longer be considered a full-time student.
- Students enrolled in work release programs such as Marketing II are ineligible for early release.
- South Tech students are not eligible for early graduation.
- Students leaving after the seventh semester may be eligible to receive their high school diploma with their graduation class. Graduating seniors who choose not to participate in the graduation ceremony may pick up their diplomas in the high school principal's office in the established timeframe after graduation.
- Students may not participate in activities regulated by the Missouri State High School Activities Association unless enrolled in 6 credit-earning classes and earned 3.00 credits the previous semester.
- Students who have been approved for early graduation and partial release options are eligible for local scholarships unless a specific scholarship would indicate the student is not eligible.
- It is the student's responsibility to stay in touch with the school in regard to important semester events (i.e. graduation rehearsal).
- Students and parents may want to check with their health and auto insurance company concerning coverage since the student may not be considered full time.
- A+ eligibility may be affected. Students and parents should consult with the A+ Coordinator.
- All students must have taken the required End-Of-Course Assessments.
- May not attend school dances including Prom unless invited by an enrolled Bayless student.

## Grading System

The school year is divided into two semesters of two grading periods each. Report cards are issued at the end of each grading period and are reports of student progress to both student and parent. Report cards are to be examined and evaluated by the parent with the student. The semester coursework is calculated at 80% and the final exam is 20% of the semester grade. Grades and their corresponding percentages and points are listed below. A grade of "I" is assigned when sickness or other legitimate cause prevents the completion of major coursework. In such cases, a reasonable time extension will be allowed.

Letter Grade	Percentage	Grade Points	Weighted Grade Points
A+	98-100	4.0	5.0
A	93-97	4.0	5.0
A-	90-92	4.0	5.0
B+	88-89	3.0	4.0
B	83-87	3.0	4.0
B-	80-82	3.0	4.0
C+	78-79	2.0	3.0
C	73-77	2.0	3.0
C-	70-72	2.0	3.0
D+	68-69	1.0	1.0
D	63-67	1.0	1.0
D-	60-62	1.0	1.0
F	0-59	0.0	0.0
NC	No Credit	0.0	0.0
I	Incomplete	0.0	0.0
DC	Dual Credit	0.0	0.0

## Graduation Honors

Summa Cum Laude 4.0 or above cumulative GPA
Magna Cum Laude 3.75 – 3.99 cumulative GPA
Cum Laude 3.5 – 3.74 cumulative GPA

## Final Exams

Final exams are scheduled for the last 3 1/2 days of each semester for all students. Students who are not in attendance for the days of their finals will receive a zero for the exams they miss. Please note that snow days may affect the dates of finals. Vacation or personal absences are not excusable. Final Exams are worth 20% of the finals semester grade and in courses with EOC tests, 10% of the final exam grade is earned on the EOC.

### Senior Final Exemption Second Semester

Seniors may have the option of not taking the final exam if they meet the following criteria:

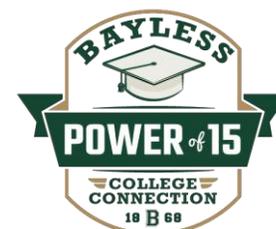
1. 4 or fewer absences during the semester
2. Fewer than 10 tardy/late to school or class this school year
3. Earned a "C" grade or better
4. No discipline infractions all year

**Finals are mandatory for courses taken for college credit and/or weighted grades.**

Weighted Classes			
Advanced Math	Advanced Placement	Dual Credit	PLTW
Advanced Geometry	AP English Language and Composition	Composition I and II	Principles of Biomedical Science
Advanced Algebra II	AP English Literature	European History	Intro to Engineering
Pre-Calculus	AP American Government	Spanish III	Engineering Essentials
	AP Calculus	American History	Principles of Engineering
	AP Physics	Psychology	Environmental Sustainability
	AP Chemistry	Sociology	PLTW Engineering Design and Development STL CAPS
	AP Environmental Science	College Algebra	Human Body Systems
	AP Music Theory	Calculus	Medical Interventions
		Bosnian American Studies	St. Louis CAPS Medicine, Healthcare & Bioscience

### Opportunities to Earn High School and College Credit

The Power of 15 initiative at Bayless High School is designed to give students a head start on college credits. Research indicates that a college student who earns 15 college credit hours is more likely to graduate from college. Bayless High School is committed to providing concurrent credit opportunities. In partnership with area colleges and universities, “The Power of 15” initiative will create more college credit opportunities for our high school students.



### Category I - Dual Credit at Bayless High School

Students enroll in the high school class which is taught by a Bayless High School teacher who is certified to teach with a college or university.

### Category II - College Now - Dual Enrollment at STLCC

Bayless High School has partnered with St. Louis Community College – Meramec to offer a general block of college credits to high school students. High School students will enroll in the college class and leave Bayless campus to attend the college class on the college campus. Students who maintain a full college credit schedule have the potential of earning their associate’s degree concurrent with their high school diploma.

Students are encouraged to build a college credit program that works best for their Individual Career and Academic Plan. For example, one student may attend STLCC only for a math class and attend BHS

the remainder of the school day. Another student may not attend any classes at Bayless High School and earn all high school credits from the College Now STLCC courses. One 3 credit hour college semester course is equal to one high school credit.

### Category III Online options from STLCC, SEMO and UMSL

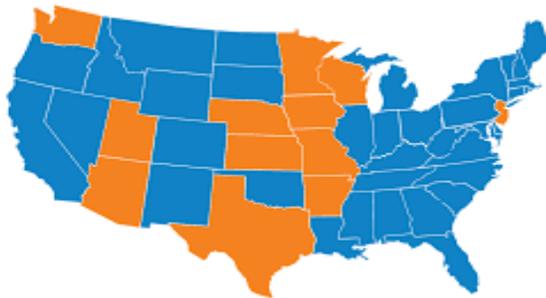
Any student wishing to take an online college class should consult the school counseling center. All of our post-secondary partners offer online options for students

### Category IV Credit by Exam

Students enroll in a Bayless High School class and take a standardized test at the end of the school year. The score on the test determines if the student qualifies for college credit. For the PLTW courses, students must also earn an 80% average in the PLTW course to qualify to earn college credit. AP courses are designed to provide curriculum to students in preparation for the AP exam. The AP exam results can become credit by exam. Each college/university has a policy on AP exam scores for credit.

### Category V Articulated Credit

Students take Bayless High School classes taught by Bayless teachers. These courses are aligned with STLCC college credit and if students attend STLCC and notify the college of their successful completion of high school articulated coursework the students receive college credit for the high school classes.



### STL CAPS

**Apply Online At:** <https://stlcaps.yourcapsnetwork.org>

The St. Louis Centers for Advanced Professional Studies (CAPS) provide juniors and seniors in high school the opportunity to fast-forward beyond college and test-drive their future in high-skill, high-demand professions. St. Louis CAPS is part of the National CAPS Network that spans 12 states and 80+ programs. There are currently 8 local school districts that comprise the St. Louis CAPS partnership (Affton, Bayless, Fox, Kirkwood, Lindbergh, Mehlville, Rockwood, and Webster Groves).

St. Louis CAPS offers four courses eligible for high school and college credit. Each course is offered during the school day and immerses students in the real-world for an entire school year. All course experiences occur outside the walls of a traditional high school classroom in spaces such as hospitals, business incubators, research labs, engineering industries, technology companies, and college campuses, to name just a few.

Students learn directly from business and industry professionals while working on a variety of individual and team projects. Projects are driven by student interest and created directly from

business partner and client input. Students will engage in cross-curricular and cross-district teams to create products that will be judged by business and industry professionals. Many of the student products that are created end up being deployed by our business partners and earn pitch competition honors.

**College Credit Options:** Missouri Science & Technology, Lindenwood University, and St. Louis Community College

**Scholarship Options:** William Jewell College and University of Northern Iowa

**Post-Secondary Endorsements:** [yourcapsnetwork.org/post-secondary-endorsements/](http://yourcapsnetwork.org/post-secondary-endorsements/)

**St. Louis CAPS Course Offerings 2019-20:**

- Medicine, Health Care, & Bioscience – Locations: Mercy South & SSM St. Clare
- Engineering & Advanced Manufacturing - (Female only section available)
- Technology Solutions & Logistics – (Female only section available)
- Global Business & Entrepreneurship

## A+ Scholarship Program

The Missouri A+ Schools Program was created in 1993 by the Outstanding Schools Act. The goal of the A+ Program is to prepare students for advanced education, training, or employment.

### **Goals of the A+ Schools Program**

All students will graduate from high school.

All students will complete a selection of high school studies that is challenging and has identified learning expectations.

All students will proceed from high school graduation to college, post-secondary career/technical school, or a high-wage job with workplace skill development opportunities.

### **Student Financial Incentives**

A+ qualified high school graduates may be eligible to receive state-paid tuition assistance for their post-secondary education. The A+ Schools Program's financial incentives for post-secondary education are determined by appropriations from the Missouri General Assembly and are available for any public community college or public career/technical school in Missouri.

### **Applying**

***It is a Universal Expectation that all students sign the A+ Agreement Form and the Citizenship Agreement Form.*** All students will be given the A+ Student Handbook. The A+ Coordinator will check eligibility requirements and provide regular updates at grading periods. The A+ Office will check student eligibility at the end of each semester and provide a written update to each student.

### **Requirements of the Program**

Students interested in participating in the A+ program at Bayless must meet the following requirements: Attend a designated High School for 80% of high school.

Maintain a 95% high school attendance record. (4 years)

Graduate from Bayless High School with a cumulative grade point average of 2.5 or higher on a 4.0 scale. (4 years)

Perform 50 hours of unpaid tutoring or mentoring in the Bayless School District. This can be done through a credit bearing elective course.

Maintain a 4-year record of good citizenship and avoidance of the unlawful use of drugs & alcohol.

Make a good faith effort to secure all available federal post-secondary student financial assistance funds that do not require payment. (Seniors must fill out a FAFSA form to receive funds through this program.)

Students are required to score proficient or advanced on the Algebra I EOC or score a 17 on the ACT math subtest to receive the financial incentives of the program.

### Career and Technical Education Certification

Career and Technical Education (CTE) Certificate may be earned in addition to the Bayless High School Diploma. Students must meet all requirements in order to receive the CTE certificate.

Students who wish to earn the CTE certificate must do the following:

1. Meet all requirements set forth in state and local board of education policies related to earning a high school diploma.
2. Qualify as a CTE concentrator. A CTE concentrator is defined as a student who has earned three or more credits in a sequence in any DESE-approved career education program area as defined on the student's Individual Career and Academic Plan.
3. Maintain a minimum Grade Point Average of 3.0 on a 4.0 point scale in the CTE area of concentration as defined on the student's Individual Career and Academic Plan.
4. Pass an approved Technical Skill Assessment (TSA) and/or earn an approved Industry Recognized Credential or Certificate (IRC) aligned with the student's CTE area of concentration.
5. Complete a minimum of 50 hours of appropriate work-based learning experiences aligned with their CTE area of concentration. Work-based learning experiences may include Internships, Registered Apprenticeships, Cooperative Career Education programs, clinical settings, job shadowing, entrepreneurial experiences, school-based enterprises, structured business/industry field trips, service learning, or other opportunities that provide students with real-time, authentic work experiences. This 50- hour requirement would be consistent with the 50-hour unpaid tutoring or mentoring requirement of A+ schools.
6. Maintain at least a 95 percent attendance record overall for grades 9-12.
7. Demonstrate attainment of soft-skills/business skills. The requirement can be met in one of three ways:
  - Active participation in a Career and Technical Student Organization such as FFA, FBLA, Skills USA, etc. during the junior or senior year;
  - Score of proficient or advanced level on a school district/charter-developed or adopted soft-skill/ethics assessment during the junior and/or senior year; or
  - Three or more letters of recommendation from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of soft-skill efficacy and is career ready. Letters may not be from a relative or student.
8. Achieve a score at or above the state standard on any DESE-approved measure(s) of college and career readiness, for example the ACT®, SAT®, ACT® WorkKeys, or the Armed Services Vocational Aptitude Battery as determined in the most current MSIP performance standards.

### Bayless High School Career Pathways

Business	Finance	Multimedia	Marketing	Family & Consumer Science	PLTW Engineering	PLTW Biomedical Sciences	PLTW Computer Science
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## Missouri Seal of Biliteracy

The Missouri Seal of Biliteracy (SOBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students who have demonstrated achievement in English, a Language other than English (LOTE) and sociocultural competency in school districts/charters with a 30 DESE-approved program. All Missouri students studying any of the world's languages in a DESE approved program studying any of the world's languages are potential Seal candidates. The SOBL has been recognized by various businesses, organizations, and institutions of higher education. A growing number of Missouri colleges and universities have committed to awarding credits to students earning the SOBL.

Many Bayless High School students are bi-lingual. Students who are proficient in reading, writing and speaking more than one language are encouraged to participate in this program. Students who take three or more years of foreign language in high school are also encouraged to participate in the Missouri Seal of Biliteracy.

## Missouri Options Program

Missouri Options is intended for students who might otherwise drop out of school. Student must be in 12<sup>th</sup> grade, deficient in credits and 17 years of age. Students attend MO Options classes at Bayless to prepare for the HiSet test; they must work or perform community service each week. Students are enrolled as a full-time student and have to pass all classes that are required for Mo Options high school graduation.

Mo Options student are required to take all required EOC and CCR assessments.

Students will not be allowed to graduate early through this program. It is designed for students not making adequate progress toward graduation.

## Virtual Coursework

Because virtual instruction can be an effective education option for some students, Bayless School District may offer virtual courses to students through district staff or by contracting for those services as a part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction with MOCAP.

Students interested in Virtual Learning should make an appointment with a school counselor and follow the district application process to access virtual learning.

## Infinite Campus Portal

The Infinite Campus Parent Portal is an internet-based student information system designed to assist in communication between home and school. The Portal gives parents, guardians and students access to important student information such as grades, schedules, attendance and announcements in real time. It also allows parents/guardians to view their household contact information and student emergency contacts, and they can request updates to this information through the Portal.

Each parent/guardian and student have his/her own account. For parents and guardians, this single account allows for viewing of information for all students in the household. If a parent needs to set up a Parent Portal account for the first time, they will need an activation key from the student's building office staff. Once they have this key, they will have access to the portal.

## Career Pathways

Missouri Career Education prepares Missourians for the 21st century to better serve the needs of students, parents, educators, and employers through challenging, relevant, and accountable programs.

Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. These groupings of occupations are used as an organizing tool for curriculum design, a model for guidance and instruction, and a mechanism for seamless transition from secondary education to postsecondary and/or career.

Deciding on a career path can assist students in exploring interests and preparing for the future. The intent is not for you to decide on a specific occupation for the rest of your life, but to select a career path into which you can begin directing your energies. Identifying a career path can help you in selecting school courses, activities, and part-time employment. It can also help guide your participation in job shadowing, career exploration and internship. A career path choice is not a permanent commitment. As you have new experiences, you learn new things about yourself and may decide to change career paths. If you decide on a different career path to explore, you should discuss it with your counselor and adjust your future course selections in accordance with your new career exploration.

## The SCOIR College Network

SCOIR is a digital college network used in the Bayless High School Counseling curriculum. This system helps students make better college selection decisions and get discovered by colleges they want to attend. Students are able to use the digital platform to document "likes" for colleges and universities. School counselors are able to see real time information about post-secondary planning. The online platform assists parents, students and school counselors to stay on track through the college selection and application process. The SCOIR College Network also assists with getting the right digital documents to the right place on-time. Students are able to create a digital portfolio to demonstrate personal interest, abilities and achievements. Students are able to follow colleges to connect with post-secondary campuses of interest.

## Course Registration

Students are required to complete the Course Registration Form. Parents are encouraged to meet with the school counselor and their child to determine the best course pathway for post-secondary preparation.

Course registration begins in January and concludes in February.

## Course Selection Process

Bayless High School Counselors conduct classroom lessons with small groups to provide an overview of the course selection process. Students are advised to use their individual career and academic plan to determine the best course pathways to take while in high school. Students are advised to discuss course descriptions and pathways with parents, advisors, classroom teachers, alumni and school counselors.

School Counselors are available for individual academic advising. Courses listed in this guide may be unavailable due to lack of student interest and/or staff availability.

## Individual Career & Academic Plan

Each student develops an Individual Career & Academic Plan (ICAP) which is a plan of study to guide students through the coursework and activities for achieving personal career goals, post-secondary planning and providing individual pathway options. An ICAP is a multi-year process, beginning no later than the eighth grade, that intentionally guides students and families in the exploration of career, academic and multiple post-secondary opportunities to include direct access to the workforce, military, tech school/area career center, vocational training (apprenticeship), 2-year college, and 4 year college. An ICAP is a “roadmap” to help students develop the awareness, knowledge, attitudes, and skills to create their own meaningful pathways to be success ready graduates.

Students create a digital ICAP using Google Classroom. A hard copy is available at <http://hscounseling.baylessk12.org>.

## Schedule Conflict Process

Schedules are driven by student course selection. The master schedule is built on student course requests. Students are expected to maintain their schedule for the entire school year.

Schedule conflicts will be considered for the following reasons:

1. I already passed a course on my schedule.
2. I am a senior and I need a specific class to graduate. For example, “I need a Fine Art.”
3. I failed or never had the prerequisite course required. For example, “I’m in Spanish II but never took Spanish I.”
4. There is a computer error on my schedule. For example, “I have two 4<sup>th</sup> hours or I am scheduled for World History twice but not scheduled for an English class.”
5. I took and passed a course in summer school and it is on my schedule.

Your school counselors will make every effort to resolve schedule conflicts.

If your schedule conflict is valid, our school counselor will contact you prior to school starting to discuss the conflict in your schedule.

## Schedule Change Process

School counselors work with students, parents and teachers to place students in appropriate coursework.

There are times when students select classes that are not appropriate for his/her career and academic plan. Schedule changes can occur. Some of the reasons for a school-initiated schedule change are:

1. A student must be placed in an appropriate intervention based on academic data.
2. A student fails a semester class and requires a schedule change to meet graduation requirements.
3. A student is in a course but does not have the appropriate academic data and foundational coursework.

Student Name:

Advisory Teacher:

## Bayless High School Course Registration Form

***\*\*\*Courses will not be in this order in the schedule.\*\*\****

Instructions: Use the Career & Academic Planning Guide along with your Individual Career and Academic Plan to complete this registration form. Write in the courses you request for next year. If applicable, select alternate choices.

All forms must be signed by parents and turned in to your Advisory teacher by January 31, 2020.

All courses must also be selected in Infinite Campus.

The course selection portal opens January 17<sup>th</sup> and closes January 27<sup>th</sup>.

	Content	Requested Courses		Alternate Choices
		Semester 1	Semester 2	
1	English			
2	Math			
3	Science			
4	Social Studies			
5	Elective			
6	Elective			
7	Elective			
	SUMMER SCHOOL			

# Multi-Year Academic Planning

Students and Parents should use this Multi-Year Academic Planning tool as a guide for current and future course selection.

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English				
Math				
Science				
Social Studies				
Health/PE				
Personal Finance				
Practical Art				
Fine Art				
Electives				
Summer School				

# English Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English I EOC COURSE 1 Credit	or		
Read 180 1 Credit			
	English II EOC COURSE 1 Credit		
		English III 1 Credit	or
		*AP Language 1 Credit	
			English IV 1 Credit
			or
			*Dual Credit Composition I/II 1 Credit
			or
			*AP Literature 1 Credit

## Other English Credits

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>English Courses Requiring Placement</b>			
EL English 1.0 Credit	EL English 1.0 Credit	EL English 1.0 Credit	EL English 1.0 Credit
Literature I 1.0 Credit	Literature II 1.0 Credit	Literature III 1.0 Credit	Reading I 1.0 Credit

\*Weighted courses

## **English Language Arts I, Genre Literature**

### **Grade 9**

*1 Credit      NCAA Approved*

This year-long course consists of instruction in composition, reading fiction and nonfiction, grammar, speaking, listening, research and vocabulary development. Explicit instruction in both comprehension strategies for fiction and nonfiction and literary analysis and evaluation will be included. Students will use the writing process to produce research, narrative, argumentative, informative and blended genre essays. The grammar covered includes areas needed to improve writing such as sentence structure, rules of usage, and organizational structures. Both formal and informal presentations will be included in the development of speaking and listening skills. Students will research and complete a formal research essay. Students will actively develop their vocabulary with a special emphasis on academic vocabulary.

## **English Language Arts II, Multicultural Literature**

### **Grade 10**

*1 Credit      NCAA Approved*

This year-long course consists of instruction in reading, writing, word study, research, and speaking/listening. Reading assignments will include selections of multicultural literature from the 7th century to today, and strategies for improving comprehension will be stressed. Students will compose informative, argumentative, narrative, and blended genre essays while continuing to strengthen their vocabulary. Many formal and informal speaking and listening opportunities will also

allow students to strengthen their communication skills. Students take the required English II EOC at the end of this course.

## **English Language Arts III, American Literature**

### **Grade 11**

*1 Credit      NCAA Approved*

This year-long course focuses on the study of 19th and 20th century American Literature. Students will further develop reading comprehension and critical thinking skills by investigating literary criticism techniques and various reading strategies. Writing is emphasized and reinforced by evaluating different mediums and organizing effective arguments. Students will also create text-to-self connections and text-to-world connections by analyzing literature and connecting it with their personal experiences. Students will produce argumentative, informative, narrative, and blended genre essays, as well as a formal research paper. Students are challenged through independent reading and writing and are expected to participate in class daily.

## **\*AP Language & Composition**

### **Grade 11**

*1 Credit      NCAA Approved*  
As specified by the College Board, this course is intended to approximate an entry-level college English course. Students will read and study a variety of persuasive texts in order to examine authors' rhetorical techniques, tools, and structures. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and

evidence, reasoning and organization, and style. This studied analysis of writers' craft will lead to students' own practice of it in rhetorical analysis, synthesis, and argumentative writing.

## **English Language Arts IV**

### **Grade 12**

*1 Credit      NCAA Approved*

This reading/writing workshop course primarily focuses on the development of a variety of real-world writing techniques. Students will develop effective writing styles, writing processes, revision practices, and analytical skills. The course is designed to help students achieve college and/or career readiness in English and writing. Students are expected to take responsibility for the reading and writing processes in this course, and are further expected to take substantial ownership for their own learning and development.

## **\*AP English Literature & Comp**

### **Grade 12**

*1 Credit      NCAA Approved*

This rigorous, college-level course is designed to meet the standards outlined by the College Board. Students will examine a range of British and American literature—including novels, short stories, poetry, non-fiction, and drama—from the 16th century to the present. Through active participation in daily assignments and activities, they will develop close reading habits that will help them to better comprehend, annotate, interpret, and analyze literature, as well as understand the historical contexts, literary devices, and themes presented by each work. Most of all, they will be encouraged to

question the texts read and come to their own understanding of each author's meaning. Readings will be reinforced by a range of formal and informal writing assignments. Formal assignments will include narrative, informative, analytical, and argumentative essays, which will be written (and often rewritten) with the overall goal of improving word choice, sentence structure, organization, and use of textual evidence. Students will conduct research to write both informative and argumentative formal research papers. Two to three creative writing assignments will also allow students to experiment with unique styles and structures. Finally, writing will occasionally be timed in class to prepare for the AP exam, which requires students to compose well-developed responses under pressure. For formal assignments, students will often reflect and revise in order to improve their writing.

**\* Dual Credit ENG:101 College Comp I  
Grade 12**

*½ Credit      NCAA Approved*  
*Prerequisite: MDHE requirements*

This course primarily focuses on the development of various writing techniques. Students will develop effective writing styles, writing processes, revision practices, and analytical skills. This course requires students to enroll in dual credit through St. Louis Community College (Meramec).

**\*Dual Credit ENG:102 College Comp II  
Grade 12**

*½ Credit      NCAA Approved*  
*Prerequisite: MDHE requirements and Composition I*

This course builds on knowledge and skills learned in Composition I

and primarily focuses on argumentative and persuasive writing techniques that make extensive use of research. Students will develop effective writing processes, writing styles, research abilities, analytical skills, and argumentative tools. Students will make extensive use of the writing process to prepare for academic writing. This course requires students to enroll in college credit through St. Louis Community College - Meramec.

**EL English I  
Grades 9 – 12**

*1 Credit*

This is a one-year basic/beginning course facilitating the use of the English language for students who are learning academic and social English. Students will develop introductory skills in listening, speaking, reading and writing. Students will be taught vocabulary and reading strategies to facilitate comprehension as applied to a variety of literary genres. Sentence and paragraph writing using Standard English grammar will be introduced. This course earns 1 English Language Arts credit.

**EL English II  
Grades 9 – 12**

*1 Credit*

This is a one-year high beginning/intermediate course continuing the development of the use of the English language for students. Students will continue to develop skills in listening, speaking, reading, and writing. Instruction will emphasize academic vocabulary usage in speaking, listening, reading, and writing. Writing instruction will expand to applying academic vocabulary and Standard English to compose simple essays

involving more complex sentence usage. This course earns 1 English Language Arts credit.

**EL English III  
Grades 9 – 12**

*1 Credit*

This is a one-year high intermediate/advanced course for further developing skills in listening, speaking, reading and writing. Emphasis will be on the continued development of academic vocabulary, reading comprehension, and writing multi-paragraph essays using complex sentence structure. Students successfully completing this course will earn 1 English Language Arts credit. Concurrent enrollment in English Language Arts I.

**READ 180  
Grades 9 – 12**

*1 Credit*

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Read 180 is designed to increase students' decoding, fluency, vocabulary, comprehension, and writing skills. Instruction is differentiated and tailored to the individual needs of each student. The model includes experiences in whole and small group instruction, independent reading, and technology-based learning.

# Mathematics Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Algebra I EOC COURSE 1 Credit          or			
*Advanced Geometry Algebra I EOC COURSE 1 Credit			
	Algebra Connections EOC Course 1 Credit          or		
	Geometry 1 Credit          or		
	*Advanced Algebra II 1 Credit		
		Algebra II 1 Credit          or	
		*Pre-Calculus 1 Credit          or	
		*Dual Credit College Algebra 1 Credit	
			*AP Calculus 1 Credit

## Other Math Credits

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Other Mathematics Courses Requiring Placement</b>			
Algebra Support	Algebra Connections Algebra I EOC COURSE		

\*Weighted courses

**Algebra I Grades 9 – 10***1 Credit NCAA Approved*

Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The Algebra I EOC is given at the successful completion of this course.

**Geometry Grades 10-12***1 Credit NCAA Approved*

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course will prepare students to be successful in the four-year mathematics sequence, higher education, and their career. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. The Mathematical Practice Standards apply

throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Algebra II Grades 10 – 12***1 Credit NCAA Approved*

The fundamental purpose of Algebra II is to formalize and extend the mathematics that students learned in Algebra I. The students will be exposed to more sophisticated equations and functions that can be used to model and solve real-world problems. This course will prepare students to be successful in the four-year mathematics sequence, higher education, and their career. Algebra II builds on their work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Algebra Connections Grade 10***1 Credit*

Algebra Connections is a course designed for students who wish to increase their mathematical knowledge and skills prior to enrollment in the Geometry course. Algebra Connections expands upon the concepts of Algebra I with emphasis on application-based problems. This course provides opportunities to incorporate the use of technology through its emphasis on applying functions to make predictions and to calculate outcomes. Students will take the Algebra I EOC at the successful completion on this course.

**\*Advanced Geometry****Grade 9 – 10***1 Credit NCAA Approved*

This course is designed for the advanced math student. This course encompasses the entire Geometry curriculum at a more in-depth scope exposing students to a fast paced, rigorous curriculum. Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course will prepare students to be successful in the four-year mathematics sequence, higher education, and career. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a

coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The Algebra I EOC is given during this course. Placement in this course is based upon data from MAP/EOC iReady exams, and successful completion of previous math courses.

**\*Advanced Algebra II  
Grades 10 – 12**

*1 Credit      NCAA Approved*  
This course is designed for the advanced math student. This course encompasses the entire Algebra II curriculum at a more in-depth scope exposing students to a fast paced, rigorous curriculum. The fundamental purpose of Algebra II is to formalize and extend the mathematics that students learned in Algebra I. The students will be exposed to more sophisticated equations and functions that can be used to model and solve real-world problems. This course will prepare students to be successful in the four-year mathematics sequence, higher education, and career. Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each unit and,

together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Placement in this course is based upon data from MAP/EOC, iReady exams, and successful completion of previous math courses.

**\*Pre-Calculus  
Grades 11 & 12**

*1 Credit      NCAA Approved*  
This course is designed to provide a comprehensive study of functions, which are the basis of calculus and other higher mathematics courses. The students will study the properties and graphs of trigonometric, polynomial, rational, inverse, exponential and logarithmic functions, inequalities, system of equations, polar coordinates, complex numbers, conic sections, matrices, vectors, sequences, series and limits.

**\*Dual Credit College Algebra  
Grades 11 & 12**

*1 Credit      NCAA Approved*  
*Prerequisite: MDHE and STLCC dual credit requirements*  
This course is a detailed study of functions and their graphs. Graphing calculators are used extensively. Topics covered include the following: theory of equations; systems of equations; functions and graphs including polynomial, rational, exponential, and logarithmic; matrices; sequences and series; conic sections, and the binomial theorem. Various applications will be explored. Students can earn 4 STLCC college credits for

successfully completing Math 160: Precalculus Algebra.

**\*AP Calculus AB/Dual Credit  
Calculus MO Baptist  
Grade 12**

*1 Credit      NCAA Approved*  
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

# Science Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Principles of Physics 1 Credit			
	Chemistry 1 Credit		
		Biology EOC course 1 Credit	

## Other Science Credits

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
		*AP Physics 1 Credit	
		*AP Chemistry 1 Credit	
			*AP Environmental Science 1 Credit

\*Weighted courses

**Principles of Physics Grade 9**

*1 Credit*      *NCAA Approved*

This course offers students an opportunity to learn how to apply their knowledge of the scientific method by performing experiments involving the elements, energy, force and motion. Students will understand how force, motion, energy and matter exist around us. They will realize that the energy available on Earth is in limited quantities and that the regular practice of conserving energy is vital to future life. During laboratory activities and in classroom lessons critical thinking and problem solving is emphasized.

**Chemistry                      Grade 10**

*1 Credit*      *NCAA Approved*

Chemistry is the study of matter and the changes it undergoes. In the classroom and in the laboratory, students will investigate the particle nature of matter, the structure of atoms and molecules, the periodic table, bonding, intermolecular forces, reactions, energy and experimental design.

**Biology                              Grade 11**

*1 Credit*      *NCAA Approved*

Biology is the study of the living world, including microscopic organisms, plants, and animals. In Biology it is important to attempt to understand life and life processes. This biology course, therefore, is aimed at introducing principles and concepts that apply to life at all levels of organization, no matter how simple or complex they may be. This course will focus on biotechnology, relationships between organisms and their

environments, cellular processes and genetics. Students will gain knowledge of biology through laboratory experiments and dissections. This course requires that students take the Biology EOC Exam given by the State of Missouri as the second semester final.

**\*AP Physics                      Grade 11-****12**

*1 Credit*      *NCAA Approved*

AP Physics focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics class. Students will cultivate their understanding of physics and science practices.

The course will cover the following topics: kinematics, dynamics, momentum, work and energy, circular and rotational motion, simple harmonic motion, waves and some knowledge on electricity. Students will develop critical thinking and reasoning skills through inquiry-based learning, as well as traditional classroom lectures, quizzes and exams. This is an algebra-based course with some elements of trigonometry. This course requires a serious commitment by students who need to devote a significant amount of time to solving problems, writing lab reports, and working on other projects related to real world applications.

**\*AP Environmental Science****Grade 12**

*1 Credit*      *NCAA Approved*

The AP Environmental Science course is designed to engage students with the scientific

principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**\*AP Chemistry                      Grades 11-12**

*1 Credit*      *NCAA Approved*

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. College Course Equivalent: The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Prerequisites: Students should have successfully completed a general high school chemistry course and Algebra II. Lab Requirement: This course requires that 25 percent of instructional time engages

students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

# Social Studies Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
World History 1 Credit			
	American Gov EOC COURSE 1 Credit            or		
	*AP American Gov EOC COURSE 1 Credit		
		American History 1 Credit            or	
		*Dual Credit American History 1 Credit	

## Other Social Studies Credits

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
			African American Studies ½ Credit
			The American Civil War ½ Credit
			Psychology ½ Credit
			Sociology ½ Credit
			*Bosnian American Studies ½ Credit
			*Dual Credit Psychology ½ Credit
			*Dual Credit Sociology ½ Credit
			*Dual Credit European History 1 Credit

\*Weighted courses

**World History Grade 9**  
*1 Credit NCAA Approved*

This course is the study of chronological events in man's development from the 1400's, which will lead to a better understanding of problems in the modern world. The students will learn how our democratic form of government has evolved from an interaction of world events. The course will begin by condensing The Age of Global Explorations through The Age of Revolution; then more emphasis will be placed on modern history and the development of modern democracy. Map skills will be stressed.

**American Government Grade 10**

*1 Credit NCAA Approved*  
This course is the study of the foundations of American Government. Students will study the origins of the American Governmental System along with an in-depth look at the three branches of the United States and Missouri Governments, the Constitution, Bill of Rights and other Amendments. The American Government EOC will be given at the end of the course. The U.S. and Missouri Constitution tests are course requirements as well as a required civics assessment modeled after the U.S. Citizenship and naturalization test.

**\*AP United States Government and Politics Grade 10**

*1 Credit NCAA Approved*  
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United

States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. The American Government EOC will be given at the end of the course.

**American History Grade 11**  
*1 Credit NCAA Approved*

In this course students will identify, summarize, and evaluate key events, decisions and personalities in US history from the mid-19th century through the beginning of the 21st century. There will be a focus on reading comprehension, improving writing skills, analyzing data, and interpreting maps, graphs, and tables. Interdisciplinary connections will be made between Social Studies content and other subject areas, and a research paper will be written during the second semester.

**Psychology Grades 11 - 12**  
*½ Credit NCAA Approved*

This is an interactive class in which students will study different aspects of the human brain and behavior. Topics covered include the history of Psychology, how the brain works, theories of personality, and the psychological disorders. This course gives the students the opportunity to be introspective as well as to do a variety of projects. This course is geared toward the college-bound student.

**Sociology Grade 11 - 12**  
*½ Credit NCAA Approved*

This course focuses on the various aspects of group behavior as it occurs in the real world. It will include topics relating to culture, social class, minorities, the family, crime and punishment, the United States legal system, and violence in our society. A research paper or project may be required. This course is geared toward the college-bound student.

**\*Dual Credit American History Grade 11**

*1 Credit (6 College Credits) NCAA Approved*

Prerequisite: MDHE and SEMO dual credit requirements  
This course focuses on the evolution of the cultural tradition of the Americas and fulfills the state requirement for American history. The first semester focus is on the earliest times to the mid-nineteenth century, with emphasis on the relationship of ideas and institutions to the historical background. The second semester covers the period following the Civil War to the present. Students write at least one MLA-style research paper each semester. SEMO course equivalents: US105, 3 credit hours and US107, 3 credit hours.

**\*Dual Credit European History Grades 11 - 12**

*1 Credit NCAA Approved*  
Prerequisite: MDHE and UMSL dual credit requirements  
In the first semester, lectures and discussions cover the development of Western European society and tradition from approximately 800 to 1715. The second semester focus is on Western Europe from 1715 to the

present. Students are exposed to the concerns and methods of historical inquiry through lectures, analysis and discussion of selected texts, and writing of short papers. This course is for the student to acquire historical information and to learn, through example and practice (presentations, investigations, role-play, and discussions), a historical/critical method of thought and expression. UMSL course equivalents: History 1031, History 1032 – 6 credit hours.

**\*Dual Credit Psychology  
Grades 11 - 12**

*½ Credit (3 College Credits)  
NCAA Approved*

Prerequisite: MDHE and SEMO dual credit requirements  
This course will explore various issues and aspects central to the study of human behavior and the mind including: human development, personality theory, research, learning and memory, motivation and emotion, language, thinking, and intelligence, stress and psychological disorders, and social thinking and behavior using lecture, discussion, critical thinking activities to stimulate learning and application. SEMO Course equivalent: Psychology 101—3 credit hours.

**Dual Credit Sociology  
Grades 11 - 12**

*½ Credit (3 College Credits)  
NCAA Approved*

Prerequisite: MDHE and SEMO dual credit requirements  
Sociology examines how individuals, groups, and institutions interact to make up human societies. This course focuses on society and culture

through a series of lectures, projects, and group discussions analyzing the impact of society and culture on human social behavior. SEMO Course equivalent: Sociology Culture SO102—3 credit hours.

**\*Bosnian American Studies  
Grades 11-12**

*½ Credit (3 College Credits)*

A semester course or a year-long course, Bosnian American Studies will be available for Accelerated Credit through Fontbonne University. In this writing and research intensive course, students will be exposed to a wide range of fiction and non-fiction texts designed to bring a broad synthesis of sources and methods to bear on the understanding of the Bosnian war, genocide, and immigration to St. Louis in the late twentieth and early twenty-first centuries. Student research projects will include the creation of primary source documents for the Bosnia Memory Project or other authentic audiences.

**The American Civil War  
Grades 11-12**

*½ credit*

This course will explore and analyze the deep-rooted causes, personalities, events, and both short- and long-term consequences of the American Civil War, including its military, political, cultural and strategic significance. Coursework will be centered around reading, writing, and data analysis of many varied sources and students will be expected to think critically and participate daily. There will be an end of the

semester individual research project on a topic of the student's choosing.

**African American Studies  
Grades 10-12**

*½ Credit*

This course is designed to provide students with an understanding of the fundamental concepts of African American culture and history. We will explore the legacy of African Americans from their beginnings in Ancient Africa, through slavery, Jim Crow, the Civil Rights Movement to present day in the United States. Students will utilize critical thinking skills, analyzing, synthesizing and evaluating facts and sources related to the study of history. Students will observe and analyze the relationship between the historical record of facts to the present issues today facing people of African descent throughout the world.

# Health and Physical Education Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Health</b> <b>½ Credit</b>	<b>Team and Individual Sports</b> <b>½ Credit or 1 Credit</b>		
<b>Physical Education I</b> <b>½ Credit</b>	<b>Basic Weight Training</b> <b>½ Credit or 1 Credit</b>		
	<b>Advanced Strength and Conditioning</b> <b>½ Credit or 1 Credit</b>		

**Health****Grade 9***½ Credit*

This course will contain factual information and basic knowledge needed by today's youth in making healthy decisions. The physical, mental and emotional aspects of healthful living will be presented through hands on activities, discussions, class participation and films. Subjects included will be personality, self-esteem, & emotions, stress management, mental disorders, nutrition, human sexuality and other contemporary health related topics. This course is required for all 9th grade students.

**Physical Education I Grade 9***½ Credit*

This course is intended to be the introductory Physical Education course for all high school students. This course covers the basic components of fitness including cardiovascular health, muscular strength, endurance training, and flexibility. Students will learn how their bodies work and how their muscles allow them to play a variety of individual and team sports, and to safely use all of the equipment in the weight room as well. Students will learn the rules, strategies, and skills associated with each class activity and sport. Students will also learn to practice good sportsmanship, teamwork, and cooperation during all class sports and activities. Students will create and monitor their own fitness SMART goal.

**Team and Individual Sports****Grades 9 – 12***½ Credit*

This course is designed to build upon the information, skills, and strategies learned in PE I. This class will emphasize team sports such as soccer, flag football, team handball, basketball, ultimate games, softball, mat ball and kickball. This class will also focus on individual activities such as pickle ball, badminton, jogging, walking, and weightlifting. Students will learn game rules, techniques, scoring, safety precautions, and the history of many popular team and individual sports. Students will also learn to practice good sportsmanship, teamwork, and cooperation during all class sports and activities. Students will create and monitor their own fitness SMART goal.

**Basic Weight Training****Grades 9-12***½ Credit*

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

**Advanced Strength &****Conditioning****Grades 9-12***½ Credit*

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

# PLTW Engineering Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
*Engineering Essentials 1 Credit			
	*Intro to Engineering Design 1 Credit		
		*Principles of Engineering 1 Credit *Environmental Sustainability 1 Credit	
			*EDD – C@PS 3 Credits

\*Weighted courses

**Engineering Essentials  
Grades 9-12**

*1 Credit*

Students will explore the work of engineers and their role in the design and development of solutions to real-world problems. This course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. Using PTW's activity-, project-, problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills, as well as in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. Through both individual and collaborative team activities, projects, and problems, students create solutions to problems as they practice common engineering design and development protocols, such as experimental design, testing,

project management, and peer review. In addition, the course emphasizes statistical analysis and mathematical modeling – computational methods that are commonly used in engineering problem-solving.

**\*Introduction to Engineering Design (IED) Grades 10- 12**

*1 Credit*

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

**\*Principles of Engineering (POE) Grades 11 – 12**

*1 Credit*

This course is the second foundation course in the Engineering Academy that helps students the field of engineering by exploring various technology systems and manufacturing processes. Students must have completed Introduction to Engineering Design (IED) to enroll in this class. Students learn how engineers use math, science, and technology in the engineering problem solving process. Hands-on labs and inventor design software are used as learning tools. This is the second course in the sequence of courses offered in the Engineering Academy. All participants are required to take a PLTW End of Course exam. Articulated college credit of 3

hours can be earned through St. Louis Community College.

**\*Environmental Sustainability  
Grades 11- 12**

*1 Credit*

Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students will research and design potential solutions to these true-to-life challenges.

**\* PLTW Engineering Design and Development STL C@PS  
Grade 12**

*3 hours - AM program or PM program NCAA Approved*

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. STL CAPS provides junior and senior students the opportunity to test-drive their future in high-skill, high-demand professions.

# PLTW Biomedical Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
*Principles of Biomedical Science 1 Credit			
	*Human Body Systems 1 Credit		
		*Medical Interventions 1 Credit	
			* St. Louis CAPS Medicine, Healthcare & Bioscience 3 Credits

\*Weighted courses

**\*Principles of Biomedical Science**      **Grades 9 – 12**

*1 Credit      NCAA Approved*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. All participants are required to take a PLTW End of Course exam. Articulated college credit of 3 hours can be earned through St. Louis Community College.

**\*PLTW Human Body Systems**      **Grades 10 – 12**

*1 Credit      NCAA Approved*

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**\*Medical Interventions**      **Grades 11 - 12**

*1 Credit      NCAA Approved*

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**\*St. Louis CAPS Medicine, Healthcare & Bioscience**      **Grade 12**

*3 Credits*

The St. Louis CAPS Medicine, Healthcare and Bioscience course provides access to real world experiences in the dynamic field of health care. Alongside some of the region's most experienced medical professionals, students will advance their understanding of human physiology, disease process, medical terminology, patient care, professionalism, ethics, and explore many career opportunities. Students will expand upon principles of human physiology through in-depth case studies of body systems, develop fluency in basic medical language, formulate treatment plans for patients, practice physical assessment skills, and perform patient care and life-saving procedures within a high-fidelity simulation lab. These activities are designed to enhance student analysis and problem-

solving skills. Students self-select a CAPStone project for the semester that involves connecting with mentors in their area of interest to develop a project that is real, relevant, and of service to the community. Representing a wide spectrum of health care careers, expert guest speakers provide advanced instruction in the medical specialties of anesthesia, cardiology, dermatology, obstetrics, oncology, orthopedics, nephrology, internal medicine, family practice, general surgery, and much more. Students learn directly from medical professionals while participating in site visits to a variety of health care facilities that expose students to medical professions, medical research, and innovative advancements. Students have the opportunity to complete the PLTW capstone course requirements as part of the CAPS experience. Students will also have the opportunity to complete an internship with a business and industry partner. College credit is available.

# PLTW Computer Science Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
*Computer Science Essentials 1 Credit			
	*Computer Science Principles 1 Credit		

\*Weighted courses

**Computer Science Essentials  
Grades 9-12**

*1 Credit*

This course introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. Students will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, or connecting computing with the physical world.

**\*Computer Science Principles  
Grades 9-12**

*1 Credit*

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

# Practical Arts

## Business – Business, Management & Administration Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Intro to Business ½ Credit			
Business Communications ½ Credit			
		Business Law ½ Credit	
			*St. Louis CAPS Global Business & Entrepreneurship 3 Credits

\*Weighted courses

**Introduction to Business  
Grades 9-12**

*½ Credit*

This class is designed to provide a solid foundation in business principles and practical business skills. Students will develop personal and workplace skills in the areas of accounting, business ethics, management, sports and entertainment marketing, and forms of business ownerships. The course covers computational and rational skills essential for students as they become consumers, employees and employers. An exploration of financial statements and elements of organizations is conducted as student work to solve business related problems and learn about emerging careers and economies in the business world.

**Business Communications  
Grades 9-12**

*½ Credit*

This course is designed to give the student a comprehensive view of communication and its importance in the business environment. Effective written and oral communication skills are vital to successful employment. The student will learn to communicate in a clear, courteous and concise manner on both personal and professional levels. The student will focus on principles of effective communication and build workplace communication skills: reading, writing, speaking, listening, team problem solving, interpersonal and technology. The student will gain business communication experience in

both written and oral communication through engaging projects relating to real world scenarios. This course also develops an awareness of the importance of technology in regards to modern business communication. Basic keyboarding, computer and software skills will be learned and reinforced throughout the course.

**Business Law  
Grades 10-12**

*½ Credit*

This course explores the legal environment in which businesses operate and studies the interaction between business and the legal system. Students examine various areas of the law, which are integral to operating a business enterprise. Topics include contracts, torts, agency, Uniform Commercial Code, ethical and criminal implications of business actions, property laws, and the legal aspects of different business entities.

**\*St. Louis CAPS Global  
Business & Entrepreneurship  
Grade 12**

*3 Credits - AM or PM program*  
STL CAPS provides junior and senior students the opportunity to test-drive their future in high skill, high-demand professions. This course provides an entrepreneurial approach to education that is designed to give high school students hands-on, real world experience in global business and entrepreneurship. Students are fully immersed in a

profession-based learning approach. Students are able to gain experience working with real businesses, assisting and learning through meaningful projects, and working in a variety of fields, including Human Relations, Entrepreneurship, Global Business, Sales, Promotion, Event Planning, Fashion Marketing, Sports and Entertainment Marketing, Finance, Agriculture, Hotel Lodging, and Restaurant Management, just to name a few. In addition to being a part of real businesses, students are also paired with mentors out in the field - individuals who are working each day in these professions. In addition to important profession-based learning skills the students acquire, they also gain 21st century skills such as problem solving, time and project management skills, business ethics, and self-discipline. Students will have the opportunity to complete job shadows, internships, and receive college credit.

# Practical Arts

## Business - Finance Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
	Accounting I 1 Credit		
		Personal Finance $\frac{1}{2}$ Credit	

**Personal Finance  
Grades 11 - 12**

*½ credit*

This course involves the study of personal financial planning and is intended to provide the student with the foundation and knowledge to better manage and control their financial futures. This course will address the safeguarding of assets, budgeting, and cash management while stressing the importance of avoiding debt and other destructive financial behaviors. Students will also develop personal financial statements and plans, address insurance needs, and explore the basics of taxation; and investment markets. This course is a graduation requirement.

**Accounting I      Grades 10-12**

*1 Credit*

Accounting is a study of the basic principles, concepts, and procedures of accounting needed in the business world. The complete accounting cycle is studied. Periodic projects, practice sets, and a computerized accounting program give the students and opportunity to use their acquired skills in simulated settings. This course is an introduction to financial accounting. It provides preparation for entry-level careers in accounting, knowledge and skills needed for careers in related business fields, and a foundation on which to continue studying business and accounting at the postsecondary level. A study of basic transactions, general ledger accounts, books of original entry, closing and adjusting entry processes, trial balances, financial statements, accounting for assets, liabilities, sole proprietorship, equity, revenues, and expenses.

# Practical Arts

## Business – Marketing Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
	Marketing I 1 Credit		
		Marketing II 1 Credit	
			Marketing Internship 1 Credit
			Marketing Capstone 1 Credit
			*St. Louis CAPS Global Business & Entrepreneurship 3 Credits

\*Weighted courses

**Marketing I      Grades 10 – 12**  
*1 Credit*

Marketing I is an introduction into the World of Marketing. This course will instruct students in the foundations of marketing, the 4 P's of marketing (product, place, price, promotion), communication skills, and economic principles as they apply to marketing. Small group-oriented instruction and the opportunity for involvement in the student organization, DECA, will allow the student to have a real-world experience.

**Marketing II      Grades 11 - 12**  
*1 Credit*

\* Students can earn dual credit through Missouri State University. This course is designed to give additional attention to the topics covered in Marketing I with an emphasis on product planning, market research, marketing management, and international marketing. This is a project-based course in which the student will have the opportunity to develop new product ideas, create marketing research designs, and develop sales promotion techniques. In addition to the business knowledge and content learned in this class, students will be developing the 21st century soft skills (critical thinking, problem solving, communication, and collaboration) needed to be successful in the real work.

**Marketing Internship**  
**Grade 12**

*1 – 2 Credits*

This is a paid work study program for students interested in working with customers, sales, or in a retail setting in an approved

workstation. Learn professional workplace behaviors that will help students be successful in college or career settings. Students are required to have employment with an approved place of employment prior to the beginning of the school year. Students will earn credit based off the hours they work at their place of employment during the semester. Students can earn a half credit per semester by working an average of 10 hours a week. Students can earn a full credit per semester by working an average of 20 hours a week. Students must (1) have employment which is approved by the business department and (2) must be enrolled in a Marketing I, Marketing II, or Marketing Capstone class.

**Marketing Capstone**  
**Grade 12**

*1 Credit*

This capstone course allows students to put into practice key skills they have learned in their high school marketing classes, including the ability to see beyond traditional marketing principles, understand how trends develop and how to design effective, long-range marketing strategies that meet the demands of a global market. Students will work on a yearlong capstone DECA project in which the students will research marketing trends, marketing management decision making, consumer attitudes, advertising strategies, and the use and misuse of marketing media.

**\*St. Louis CAPS Global Business & Entrepreneurship**  
**Grade 12**

*3 Credits - AM or PM program*

STL CAPS provides junior and senior students the opportunity to test-drive their future in high skill, high-demand professions. This course provides an entrepreneurial approach to education that is designed to give high school students hands-on, real world experience in global business and entrepreneurship. Students are fully immersed in a profession-based learning approach. Students are able to gain experience working with real businesses, assisting and learning through meaningful projects, and working in a variety of fields, including Human Relations, Entrepreneurship, Global Business, Sales, Promotion, Event Planning, Fashion Marketing, Sports and Entertainment Marketing, Finance, Agriculture, Hotel Lodging, and Restaurant Management, just to name a few. In addition to being a part of real businesses, students are also paired with mentors out in the field - individuals who are working each day in these professions. In addition to important profession-based learning skills the students acquire, they also gain 21st century skills such as problem solving, time and project management skills, business ethics, and self-discipline. Students will have the opportunity to complete job shadows, internships, and receive college credit.

# Practical Arts

## Multimedia Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Computer Applications</b> ½ Credit <b>Intro to Desktop Publishing</b> ½ Credit			
	<b>News and Media – Newspaper</b> 1 Credit		
		<b>News and Media – Broadcast Journalism</b> 1 Credit	

## **Computer Applications Grades 9 – 12**

*½ Credit*

This course is designed to help students develop and apply computer skills in a variety of subject areas in school, business, and other professional environments. Students in this course will use Microsoft Word, Excel, and PowerPoint to become proficient in basic document formatting skills, creating and utilizing spreadsheets, and creating computer based presentations. This course will also explore the Google Suite and allow the students to develop the basic skills to employ that software. Students will be introduced to the main components of a computer and basic troubleshooting skills. Computer Applications is highly recommended. Articulated college credit is available through St. Louis Community College.

## **Introduction to Desktop Publishing Grades 9 – 12**

*½ Credit*

Students will be introduced to the exciting world of desktop publishing. The basic fundamentals covered will be principles of design, graphics, and electronic document construction. Students will learn to use Adobe Illustrator, Photoshop and InDesign to apply creative problem-solving skills to a variety of projects involving the integration and manipulation of text and graphics, and design contemporary layout styles as

used in the publishing field. This course is designed to prepare students for Yearbook and/or Newspaper.

## **News and Media– Newspaper Grades 10-12**

*1 Credit*

Bayless News and media students will create and publish the Bayless High School newspaper magazine (The Broncho Beat) and will produce, publish and update the digital news magazine (TheBronchoBeat.com). Students will be able to use professional style rules to write articles in the areas of news, features, editorials, and sports. Additionally, students will write leads, headlines, and captions. Students will learn the key elements in graphic design, photojournalism, multimedia, social media, and advertising. In addition to writing for the Broncho Beat, students will create and edit interactive multimedia presentations, digital image, sound, and videos using a wide variety of Adobe software.

## **News and Media - Broadcast Journalism Grades 11 & 12**

*1 Credit*

This is a specialized course designed to build on the knowledge, content, and skills learned in Introduction to Multimedia – Bayless News and Media. Students will develop specialized skills related to the technology that is used in the business world. Students will use digital cameras, digital video cameras, and Adobe Premiere

software to create projects for the Bayless School District. The students in this class will run a 21st century high school multimedia organization focusing on print, video production, and social media, which include The Broncho Beat news magazine, website, and social media platforms. The students in this class will take the role of student leaders/editors/managers of the Bayless News and Media organization.

# Practical Arts

## Family and Consumer Science

### Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Foods and Nutrition</b> ½ Credit <b>Clothing and Sewing I</b> ½ Credit <b>Clothing and Sewing II</b> ½ Credit			
		<b>Foods and Nutrition II</b> <b>Pro-Start I</b> <b>2 Credits</b>	
			<b>Foods and Nutrition III</b> <b>Pro-Start II</b> <b>2 Credits</b>

**Clothing & Sewing  
Grades 9-12**

*½ Credit*

This instructional course prepares individuals to understand the social, psychological and physiological aspects of clothing and clothing construction. Basic sewing skills are learned. A minimum of three projects will be created.

**Clothing & Sewing II  
Grades 9 – 12**

*½ Credit*

This course is a continuation of Clothing I engaging students in more advanced sewing skills.

**Foods and Nutrition I  
Grades 9 – 12**

*½ Credit*

Lab Fee: \$10.00

In this introductory course students will cover basic food production skills and techniques for home and commercial cooking. Nutrition is also covered. Course work includes book work, food demonstrations, tests, and food preparation in the kitchen laboratory.

**Foods and Nutrition II-  
Prostart I      Grades 11 & 12**

*2 Credits*

This two-period Culinary Arts class is designed to teach students key workplace skills employers are looking for in new employees, whether in the food industry or another career. These skills – communication, teamwork, work ethics, responsibility, planning and having a positive attitude – are learned through a restaurant management curriculum. The course includes food preparation techniques, safety and sanitation, purchasing, sales and service, and culinary management. Field trips to local restaurants and businesses will provide a chance to observe food service businesses and professionals. On campus catering events allow the students “real world” experience. This course is articulated through STLCC. Students will be involved in the community garden as a part of the farm to plate initiative.

**Foods and Nutrition III-  
Prostart II                      Grade 12**

*2 Credits*

This is a continuation of ProStart I. Students who have completed the requirements of the two-year ProStart program are awarded an industry-recognized certificate – the ProStart National Certificate of Achievement. To earn the certificate, students pass two national exams, demonstrate a mastery of foundational skills, and work 400 mentored hours. This course is articulated through STLCC.

# Fine Arts

## Visual Arts Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Art I</b> ½ Credit <b>Art II</b> ½ Credit <b>Multicultural Arts</b> ½ Credit <b>3-D Design</b> ½ Credit	<b>Drawing and Design</b> ½ Credit <b>Painting</b> ½ Credit	<b>Ceramics I</b> ½ Credit <b>Ceramics II</b> ½ Credit	

**Art I** **Grades 9-12**

*½ Credit*

This is an introductory course designed for students of all skill levels. It is the pre-requisite course for most art classes. Art I gives students an opportunity to create artwork while learning basic art concepts and drawing skills. Project based learning will allow students to utilize a variety of materials. Some aspects of Art History will also be included.

**Art II** **Grades 9-12**

*½ Credit*

Art II is designed to build upon the skills learned in Art I. Students will learn to create realism in their two-dimensional work by using perspective drawing techniques as well as value gradation and shading techniques. Students will also explore color theory by using their creativity to design and create original artwork that uses eight basic color schemes.

**3-D Design** **Grades 9-12**

*½ Credit*

*Class lab fee: \$5.00*

This course is a foundation in three-dimensional design applications. Students will develop clay hand building techniques in pottery. In addition, students will study sculptural mediums and develop artistic skills with various three-dimensional design problems and sculpting techniques.

**Drawing and Design**

**Grades 10 – 12**

*½ Credit – Semester*

This art course is for students who have mastered fundamental skills in art and who would like to further develop their abilities. Various art media such as graphite & colored pencils, oil pastels, ink and paint will be utilized in this course. The creative use of balance, unity, proportion and contrast will be emphasized in this project-based student choice course.

**Painting** **Grades 10 – 12**

*½ Credit*

Painting is an advanced course that allows students choice in project-based learning. The course objectives enable students to further develop their painting abilities working with tempera, water color, acrylic and oils. Students will learn how to stretch their own canvas and design and paint a collaborative wall mural.

**Ceramics I** **Grades 11-12**

*½ Credit*

*Class lab fee: \$15.00*

In this course, students will learn the basic techniques of hand-built clay projects. Projects will be built using pinch, coil, slab and sculpting techniques. As the students develop construction skills, emphasis will be on the creative use of three-dimensional design and texture, surface quality and texture. As time allows, students may be able to create independent projects utilizing combines techniques.

**Ceramics II** **Grades 11-12**

*½ Credit*

*Prerequisite: Grade of "C" or higher in Ceramics I*

*Class lab fee: \$15.00*

This course is a continuation of Ceramics I. Students will develop further hand building techniques in more challenging pottery. Students may also experiment with wheel throwing. In addition, students will study sculptural mediums and develop artistic skills with various three-dimensional design problems.

**Multicultural Arts** **Grades 9-12**

*½ Credit*

*Class lab fee \$5.00*

In this hands-on course, students will engage in design and production activities through which they will create traditional and contemporary decorative arts. Students may work in fibers such as weaving & tie dye, as well as ceramics & sculpting techniques. The curriculum reinforces the fine art principles and elements, while enabling students to work predominantly with three-dimensional formats. Students will be introduced to the art forms and crafts of several different cultures and time periods.

# Fine Arts

## Instrumental Music Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Concert Band 1 Credit			
Beginning Band for the High School Student 1 Credit			
Piano I ½ Credit			
Piano II ½ Credit			
Learning Music Through Guitar ½ Credit			
Music Design and Application ½ Credit			
Advanced Music Design and Application ½ Credit			
		Stage Band ½ Credit or 1 Credit	
		Symphonic Band 1 Credit	
		*AP Music Theory 1 Credit	

\*Weighted Course

**Concert Band**      **Grades 9 – 12**  
*1 Credit*

*Course Fee: \$75 for new students, \$25 for returning*  
Students who enroll in Concert Band must have at least one prior year of experience playing a band instrument or 2 semesters of Piano. During the fall, this group joins with the Symphonic Band to form the Marching Band. This large ensemble has required performances at several competitions and community events. During the spring this ensemble performs traditional concert band music at a Grade 2-3 level and may perform as an individual ensemble at required MSHSAA competitions and community performances. Over the course of the entire year the concert band will explore musical selections from multiple genres written for marching band, pep band, and concert band instrumentation. Participation in performances is a course requirement.

**Beginning Band for the High School Student**      **Grades 9-12**  
*1 credit*

*\$25 Course Fee*  
Where typically beginning band is only open to students in middle school, this course is geared specifically for the high school student who didn't get the opportunity to join in Junior High. In this specialized class students will learn the fundamentals of music at an accelerated rate. Concepts include notation, theory, instrument performance techniques as well as history and other important aspects of becoming a proficient beginning musician. Students will share what they've learned at performances

at the end of each semester.

**Piano I**      **Grades 9 – 12**  
*½ Credit*

This course is designed for students who wish to develop basic piano playing skills. Students will understand, study, and apply elements of music theory to learning how to play the piano. A lot of this class will include individualized instruction. There will also be time spent in group instruction on musical notation and theory.

**Piano II**      **Grades 9 – 12**  
*½ Credit*

Prerequisite: Piano I  
This class is intended for the student with some minimal keyboard background and some prior music-reading experience. The emphasis of the course will be on the development of piano techniques: sight-reading, major scales, arpeggios, primary chords, and acquisition of standard piano repertoire. Students will be able to further improve their piano skills through practice and performance.

**Learning Music through Guitar**  
**Grades 9-12**  
*½ credit*

Open to only a limited number of students, this course is meant for the beginning music student. Concepts will include chords, chord progressions, harmony, melody, and more. Students are expected to share what they have learned at a performance at the end of the semester.

**Music Design and Application**  
**Grades 9 – 12**

*½ Credit*  
This course is designed for

students seeking a hands-on exploration of the production of music. Students will use GarageBand software to explore practical demonstrations and applications of real-world recording scenarios including: looping, Real-time MIDI, working with drum kits, editing, automated track volume and mixing. Students will develop and refine music skills in this introduction to music application.

**Advanced Music Design and Application**

**Grades 9 – 12**  
*½ Credit*

This one semester course builds upon MDA I and uses GarageBand software to introduce audio recording and editing, and mixing, as well as further refinement of skills learned in MDA. Students will learn the basics of podcasting, keyboard skills, remixing and situational/media use music.

**Stage Band**      **Grades 10-12**  
*½ or 1 Credit*

Stage Band will provide basic instruction in multiple genres and their appropriate performance styles. Genres studied will include pop, jazz, the American musical, and more. Instrument doubling possibilities, vocal performance and improvisation opportunities are available. The ultimate goal of this ensemble is to give interested students an engaging opportunity to study and perform non-traditional instrumental ensemble literature. Stage Band is designed to build upon the musical and performance skills students have acquired in Instrumental Music classes and to further develop the

knowledge and skills that are required to perform in a variety of genres. The focus of this course is on performance techniques and music literacy. Public performances are given as a culmination of this study and are a requirement of the course.

### **Symphonic Band**

#### **Grades 11 – 12**

*1 Credit*

*Course Fee: \$75 for new students, \$25 for returning*

The Symphonic Band is a skills-ready ensemble that combines with the Concert Band during the fall to form the Marching Band. This large ensemble has several required performances at several competitions and community events. During the spring this ensemble performs traditional concert band music at a Grade 3+ level and performs as an individual ensemble at MSHSAA competitions and community performances. Participation in MSHSAA Solo/Ensemble competition is encouraged, as is auditioning for the All Suburban Honor Band. Over the course of the entire year the concert band will explore musical selections from multiple genres written for marching band, pep band, and concert band instrumentation. Participation in performances is a course requirement.

### **\*AP Music Theory**

#### **Grades 11-12**

*1 credit*

This rigorous, college-level course is designed to meet the standards outlined by the College Board. This course introduces the high school music student to musicianship, theory, and musical materials and procedures through musical terminology, notational skills, basic compositional skills, score analysis, and aural skills. It integrates aspects of melody, harmony, texture, rhythm, form, elementary composition, and musical history and style. Music skills such as dictation and other listening skills, sight-singing, and keyboard harmony will also play a large role in this course.

# Fine Arts

## Vocal Music Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Concert Choir 1 Credit			
Chorale 1 Credit			

**Concert Choir      Grades 9-12**

*1 Credit*

This ensemble is open to all grades and students in the high school. Students will learn how to sight-read and sing with good intonation, tone, and breath support. The curriculum of the class will include learning and discovering music of different genres and musical periods through concentration on melody, harmony, rhythm, and other stylistic musical features. During this course, individuals and ensembles perform at MSHSAA competitions and community performances. Participation in MSHSAA Solo/Ensemble competition is encouraged, as is auditioning for the All Suburban Honor Choir. Attendance at class, concerts, and special rehearsals is required.

**Chorale      Grades 9 – 12**

*1 Credit*

This ensemble is designed for the student in high school interested in performing music at a more advanced level. Students will study and perform music of various genres and become effective sight-readers. This class will be focused heavily on participation. Attendance at class, extra rehearsals, and performances will be required as part of the student's grade. During this course, individuals and ensembles perform at MSHSAA competitions and community performances. Participation in MSHSAA Solo/Ensemble competition is encouraged, as is auditioning for the All Suburban Honor Choir. Students will be required to audition with the vocal music faculty

# Fine Arts

## Performing Arts Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Public Speaking</b> ½ Credit			
<b>Theatre Performance I</b> ½ Credit			
<b>Theatre Performance II</b> ½ Credit			

**Public Speaking      Grades 9-12**

*½ Credit*

Public Speaking is a semester course that focuses on developing effective public speaking techniques, both verbal and non-verbal. Students will study the role of the communicator and organize, prepare and deliver presentations before an audience. Students will learn how to deliver ideas in a clear, concise and appropriate manner. Students will also learn the essential skill of listening to speech critically and fairly. The content includes a study of various forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of various audiences, and techniques of public speaking.

**Theatre Performance I**

**Grades 9-12**

*½ Credit*

This is an introductory course in theatre. Students will develop skills in concentration, movement, voice, characterization, improvisation, and the basic principles of dramatic structure through pantomime, duet acting, directing, and a one act performance.

**Theatre Performance II**

**Grades 9-12**

*½ Credit*

This class is an extension of Theatre Performance I. Students will deepen their study of acting by exploring characterization and different acting theories, as well as direct and work on one-act plays. Students will be expected to participate in MSHSAA One-Act play competitions.

# Foreign Language Course Pathway

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Spanish I 1 Credit German I 1 Credit			
	Spanish II 1 Credit German II 1 Credit		
		*Dual Credit Spanish III 1 Credit	

\*Weighted Course

**German I**      **Grades 9 – 12**  
*1 Credit*      *NCAA Approved*

A balanced approach is used to introduce the four basic skills of language acquisition: reading, writing, speaking and listening. The course is also geared to supply the students with cultural information about the German-speaking countries. Initially, the emphasis is on listening and speaking.

**German II**      **Grades 10 – 12**  
*1 Credit*      *NCAA Approved*

Students continue their acquisition of the German language through reading, writing, speaking and listening. Increasing attention is paid to reading and writing skills.

**Spanish I**      **Grades 9 – 12**  
*1 Credit*      *NCAA Approved*

In this course the students will learn to speak, read and write in Spanish. They will learn to use the language in everyday life situations. This course will introduce students to the social and cultural world of Spanish-speaking people, their food, customs, traditions and contributions to modern civilization.

**Spanish II**      **Grades 10 – 12**  
*1 Credit*      *NCAA Approved*

This course follows the same format as Spanish I; however, a higher degree of proficiency in reading and writing is expected. Oral expression is greatly emphasized through conversation. Students will continue to learn about the contributions of the Spanish-speaking world.

**Dual Credit Spanish III (1818)**  
**Grades 11 & 12**

*1 Credit*      *NCAA Approved*  
Students will continue their progressive mastery of vocabulary, advanced grammar and verb structures by reading and writing. The aim of this course is to give students an active, flexible command of Spanish through personal involvement and understanding. Students will study and research the history, literature and culture of the Spanish people. SLU course equivalent: SPA 1020 and SPA 2010 – 6 credit hours

# Other Elective Credits

## **Desktop Publishing: Yearbook Grades 10 – 12**

*1 Credit*

Students will develop their interviewing, writing, designing and photography skills to produce a high school yearbook to be sold and distributed to students, faculty members and the community. Students will learn to use Online Design yearbook software, Adobe InDesign and Adobe Photoshop, Microsoft Word, and Google applications in the creation and development of the yearbook. Students will learn the business aspect of publication through the sale of advertisements and yearbook sales which are required of all staff members. Working as a team, students will be required to meet weekly and monthly deadlines. Yearbook staff members will work after school to complete assignments as a course requirement.

## **ACT Prep                    Grades 10-12**

*½ Credit*

The ACT Prep course will emphasize test-taking strategies, math skills, and reading skills. Students will study and practice listening and note taking techniques, test taking strategies, questioning and thinking skills, library research and information

retrieval, pre-ACT test practice, memory technique, reading in the content areas and vocabulary development. All four ACT subtests and writing preparation will be reviewed: English, Math, Reading, and Science Reasoning. Students are encouraged to register and take the ACT during this course.

## **A+ Tutoring Class Grades 11 & 12**

*½ Credit*

Student must remain in A+ good standing (cumulative attendance 95%, no discipline and 2.5 GPA). The A+ Tutoring Program is a class designed to help students enrolled in the A+ Schools Program meet the tutoring component. The class will teach students tutoring techniques that will prepare them to tutor fellow Bayless students. The student will be paired up with a Bayless teacher that has students that require tutoring. Students will only receive tutoring hours based on the time they have tutored. The rest of the time students spend in the classroom they will be a mentor to other students or assist the classroom teacher. Grades are based on teacher evaluation reflection and journal writing. Interested students must see the A+ Coordinator for the form to be

filled out before registering for this class.

## **Edgenuity                    Grades 10-12**

*½ credit*

Students are able to access virtual learning through this online learning program. Edgenuity offers standards-aligned video-based curriculum for high school blended learning environments. The program allows educators to customize the curriculum for their students, who monitor their own progress while completing lessons, assessments, and interactive activities.

# Intervention Electives

## **Algebra Support**

### **Grades 9 – 10**

*½ Credit or 1 Credit*

This course is designed to support students in the successful completion of one or both semesters in Algebra I. The course includes a variety of activities to reinforce analytical thinking, problems solving, and the ability to comprehend both reading and writing related to math. While emphasizing skill development, the course also reviews the benchmarks needed to be successful on the Algebra I EOC. The course is designed to assist students who need extra support or time to be successful in the concurrent Algebra I class. Elective credit for this class is awarded on a PASS/FAIL basis. Students must pass their Algebra I class to receive the .5 elective credit associated with Algebra Support.

## **Literacy Support**

### **Grades 9 – 12**

*½ Credit*

This elective course is designed to enhance student performance in English Language Arts through a small group workshop format with a focus on college and career preparation. This course will also prepare students to complete appropriate state mandated English assessments. While there are no outside assignments or projects for this course, daily active participation in all in-class activities is mandatory.

## South Tech: Vocational & Technical Education

Sixty percent of tomorrow's jobs start with today's career and technical education. The technical program, sponsored by the St. Louis Special School District, offers free career and technical education in 37 different career fields. Students will have the opportunity to investigate career interests prior to college and/or begin a career right after high school graduation. Since South Tech is a public high school, there are no tuition fees or transportation costs for students. Some of the programs have a course fee.

For more information in pursuing a course of study at South County Technical High School, see your school counselor and acquire a handbook with specific details on admissions requirements and program offerings from the Bayless High School Counseling Center.

### Who Should Apply?

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

### How are the Programs Offered?

- Juniors attend a two-year specific training program in one specific field of their choice.
- One-year seniors attend a one-year program in one specific field of their choice, if available.

### Half-Day Program

- Students take four academic classes at BHS.
- Students take technical training at South Tech High School as their three other courses.
- Tech grades transfer to BHS as practical arts or core credits depending on the program.
- Students will receive a Bayless High School Diploma.

### How and When to Apply?

- Schedule an appointment with your counselor to discuss and review the various career opportunities. BHS counselors will assist students with completion of these applications. Applications are due by Dec. 1st for priority enrollment in programs for the following school year. After applications are received, students are interviewed at Bayless by an admissions representative from South County Tech.
- It is also recommended that students attend a tech school open house prior to acceptance.

### SOUTH TECHNICAL HIGH SCHOOL

12721 West Watson Road St. Louis, MO 63127

314-989-7400

<https://southtechnical.org/>

The following vocational programs are available at the South Tech campus:

**Auto Body I**

Students will learn to repair and restore vehicles to "like new" condition. Instruction is provided in frame and body straightening and alignment to meet factory specifications, repair of damaged panels, and replacement of component parts, welding, refinishing and painting, estimating damage costs, and preparation of damage reports.

**Auto Body II**

Students will learn to repair and restore vehicles to "like new" condition. Instruction is provided in frame and body straightening and alignment to meet factory specifications, repair of damaged panels, and replacement of component parts, welding, refinishing and painting, estimating damage costs, and preparation of damage reports.

**Automotive Technology I**

Students will follow the Automotive Service Excellence (ASE) Certification curriculum. They will learn to diagnose and repair the advanced computerized control systems on today's vehicles. Instruction is provided in tire, wheel and alignment services, brakes, steering and suspension, electronic systems, engine performance, transmissions, vehicle safety and emissions inspection, heating and air conditioning.

**Automotive Technology II**

Students will follow the Automotive Service Excellence (ASE) Certification curriculum. They will learn to diagnose and repair the advanced computerized control

systems on today's vehicles. Instruction is provided in tire, wheel and alignment services, brakes, steering and suspension, electronic systems, engine performance, transmissions, vehicle safety and emissions inspection, heating and air conditioning.

**CISCO Networking Academy I**

This program is certified as a Cisco Networking Academy. Students have the opportunity to learn Cisco Certified Network Associate (CENNA) Network+ and A+ certifications. They will learn to build, repair and maintain computers and networking systems, diagnose and solve hardware and software problems in this information technology program. Instruction also covers a variety of operating systems, multimedia capabilities, printing, routing, and switching, the OSI model, VLAN and WAN systems.

**CISCO Networking Academy II**

This program is certified as a Cisco Networking Academy. Students have the opportunity to learn Cisco Certified Network Associate (CENNA) Network+ and A+ certifications. They will learn to build, repair and maintain computers and networking systems, diagnose and solve hardware and software problems in this information technology program. Instruction also covers a variety of operating systems, multimedia capabilities, printing, routing, and switching, the OSI model, VLAN and WAN systems.

**Carpentry I**

Students will follow the Associated General Contractors national

curriculum for residential and commercial construction. They will learn to follow local building codes and blueprints to cut, fit, assemble, form, frame, and finish a wide variety of construction projects. Graduates may qualify for apprenticeship training credit with the Carpenters, Floor Layers and Construction Craft Laborers apprenticeship programs.

**Carpentry II**

Students will follow the Associated General Contractors national curriculum for residential and commercial construction. They will learn to follow local building codes and blueprints to cut, fit, assemble, form, frame, and finish a wide variety of construction projects. Graduates may qualify for apprenticeship training credit with the Carpenters, Floor Layers and Construction Craft Laborers apprenticeship programs.

**Construction Innovations**

Our Construction Innovations major allows students to customize a year or semester of construction exploration to match their interests. A wide variety of quarter long courses give students a solid foundation of basic knowledge and experience. Students can continue into an Advanced Construction course in their second year. Students choose from: Carpentry, Electrical Trades, General Construction, Floor Layers Middle Apprenticeship, or Heating, Ventilation, & Air Conditioning

**Construction Trades I**

This program provides an overview of various aspects of the construction field. Students will

learn blueprint reading, plumbing, HVAC system maintenance, residential electricity, concrete, masonry, carpentry framing, roofing, drywall, flooring, and finishing procedures. Graduates may qualify for apprenticeship training credit at the Carpentry, Floor Layers and Construction Craft Laborers apprenticeship programs.

### **Construction Trades II**

This program provides an overview of various aspects of the construction field. Students will learn blueprint reading, plumbing, HVAC system maintenance, residential electricity, concrete, masonry, carpentry framing, roofing, drywall, flooring, and finishing procedures. Graduates may qualify for apprenticeship training credit at the Carpentry, Floor Layers and Construction Craft Laborers apprenticeship programs.

### **Cosmetology I**

The curriculum is the same as those used by private cosmetology schools, following Missouri State Board of Cosmetology guidelines. Students will learn theory and gain practical experience with customers in a new salon environment. Instruction is provided in hair analysis, treatment, coloring, cutting, and styling techniques. Facials, nail care, anatomy, physiology, and salon management are also covered. Upon completion of this curriculum and attainment of 1500 required hours of instruction, students will take the State Board's comprehensive licensure examination.

### **Cosmetology II**

The curriculum is the same as those used by private cosmetology schools, following Missouri State Board of Cosmetology guidelines. Students will learn theory and gain practical experience with customers in a new salon environment. Instruction is provided in hair analysis, treatment, coloring, cutting, and styling techniques. Facials, nail care, anatomy, physiology, and salon management are also covered. Upon completion of this curriculum and attainment of 1500 required hours of instruction, students will take the State Board's comprehensive licensure examination.

### **Culinary Arts I**

Accredited by the prestigious American Culinary Foundation, this program enables students to earn the ACF Culinary Secondary Graduate Certificate, as well as the ServSafe and ProManagement Professional Cooking Certificates from the Educational Foundation of the National Restaurant Association. Students will train as chefs in a full-size, state-of-the-art kitchen and dining facility.

### **Culinary Arts II**

Accredited by the prestigious American Culinary Foundation, this program enables students to earn the ACF Culinary Secondary Graduate Certificate, as well as the ServSafe and ProManagement Professional Cooking Certificates from the Educational Foundation of the National Restaurant Association. Students will train as chefs in a full-size, state-of-the-art kitchen and dining facility.

### **Dental Sciences I**

Students will learn dental examination, treatment, radiographic, and laboratory procedures, patient scheduling, and record maintenance. Instruction is also provided in infection control and hazards management, chair-side assistance, emergency and preventive procedures, dental specialties, and office administration. Seniors may participate in a clinical internship. Upon completion of the program, and two years' full-time work experience, students may take the National Board Exam to become a certified dental assistant.

### **Dental Sciences II**

Students will learn dental examination, treatment, radiographic, and laboratory procedures, patient scheduling, and record maintenance. Instruction is also provided in infection control and hazards management, chair-side assistance, emergency and preventive procedures, dental specialties, and office administration. Seniors may participate in a clinical internship. Upon completion of the program, and two years' full-time work experience, students may take the National Board Exam to become a certified dental assistant.

### **Design and Entrepreneurship**

Inventors will thrive in this product development course designed to support creation and innovation. Bring your ideas to fruition with support from local St. Louis professionals and your fellow South Tech students. Learn how to protect, promote, pitch, and produce the products or services

you are inspired to think up in this course.

### **Early Childhood Education I**

Students will study teaching in a pre-school setting for 2-5 year old children, rotating through curriculum development, lesson preparation, teaching, and supervisory duties. Instruction includes child development, guidance and discipline techniques, health and safety procedures, licensing, program evaluation, professionalism, and relating to families. Students also learn to provide an enriched, safe, and appropriate environment to meet the physical, social, emotional, and intellectual needs of small children. Seniors will work on portfolio presentation for Child Development Association (CDA) certification.

### **Early Childhood Education II**

Students will study teaching in a pre-school setting for 2-5 year old children, rotating through curriculum development, lesson preparation, teaching, and supervisory duties. Instruction includes child development, guidance and discipline techniques, health and safety procedures, licensing, program evaluation, professionalism, and relating to families. Students also learn to provide an enriched, safe, and appropriate environment to meet the physical, social, emotional, and intellectual needs of small children. Seniors will work on portfolio presentation for Child Development Association (CDA) certification.

### **Electrical Trades I**

The curriculum adheres to the National Electrical Code, and

models electrical apprenticeship programs. Students will learn to install, connect, test, and maintain wiring systems for residential and commercial settings. Instruction includes electrical theory, interpreting schematics and blueprints, AC circuits and wiring methods, conductors, low voltage wiring, conduit bending, load centers and safety switches, service entrance construction, rough-in and trim-out, transformers, lighting, motors, controllers, and more. Graduates may test out of one year of the Independent Electrical Contractors apprenticeship program.

### **Electrical Trades II**

The curriculum adheres to the National Electrical Code, and models electrical apprenticeship programs. Students will learn to install, connect, test, and maintain wiring systems for residential and commercial settings. Instruction includes electrical theory, interpreting schematics and blueprints, AC circuits and wiring methods, conductors, low voltage wiring, conduit bending, load centers and safety switches, service entrance construction, rough-in and trim-out, transformers, lighting, motors, controllers, and more. Graduates may test out of one year of the Independent Electrical Contractors apprenticeship program.

### **Electronics and Robotics Engineering I**

This program provides students with a foundation in electrical and electronics theory. Coursework is divided into four major categories that include direct current, alternating current, analog, and

digital circuits. Students will also learn the concepts of voltage, current, resistance, inductance, capacitance, impedance, power, and related troubleshooting techniques. They will construct numerous projects such as robots, AM/FM radios, and radio-controlled cars. Seniors may earn certification through the Electronic Technicians Association.

### **Electronics and Robotics Engineering II**

This program provides students with a foundation in electrical and electronics theory. Coursework is divided into four major categories that include direct current, alternating current, analog, and digital circuits. Students will also learn the concepts of voltage, current, resistance, inductance, capacitance, impedance, power, and related troubleshooting techniques. They will construct numerous projects such as robots, AM/FM radios, and radio-controlled cars. Seniors may earn certification through the Electronic Technicians Association.

### **Emergency Medical Technicians (Senior Year Only)**

Instruction includes EMT preparation, basic life support, patient assessment, medical emergencies, trauma, ambulance service, and 32 hours of clinical observation at local fire and hospital emergency departments. The program adheres to the National EMT-Basic and American Heart Association curriculums, as well as Occupational Safety and Health Administration (OSHA) standards. Students will earn EMT, AHA, CPR and automated external defibrillator, OSHA hazardous

materials and outreach training certifications.

### **Firefighting I**

The program adheres to the Missouri Fire Marshall Fire Fighter, National First Responder, and American Heart Association curriculums, as well as Occupational Safety and Health Administration (OSHA) standards. Students will earn First Responder, AHA first aid, CPR and automated external defibrillator, OSHA hazardous materials and outreach training certifications. Students will learn rescue procedures, firefighting and suppression techniques, including fire combat experience in the fire tower. Qualified juniors have the option of moving into the EMT program.

### **Floorlayers Middle Apprenticeship I**

Students learn to install hardwood, vinyl, carpet and ceramic tile floorings, and to create unique flooring designs for residential and commercial properties. Students can participate as a summer intern with a licensed contractor, earning a high wage while completing portions of the apprenticeship program and credit toward an associate's degree. Students earn 10 hour OSHA certification. Floorlayers Middle Apprenticeship (Bayless Campus) II Students learn to install hardwood, vinyl, carpet and ceramic tile floorings, and to create unique flooring designs for residential and commercial properties. Students can participate as a summer intern with a licensed contractor, earning a high wage while completing portions of the apprenticeship program and credit toward an associate's degree. Students earn

10 hour OSHA certification.

### **Graphic Design I**

Students will learn to design for advertising, publishing, and display purposes. Instruction is provided in design, typography, production and camera-ready art, computer graphics and personal portfolio preparation. One quarter is spent in printing technology cross-training to develop an understanding of the interaction required between design and production in the graphic communications industry. This program is Print ED Certified and national accredited by the Graphic Arts Education and Research Foundation.

### **Graphic Design II**

Students will learn to design for advertising, publishing, and display purposes. Instruction is provided in design, typography, production and camera-ready art, computer graphics and personal portfolio preparation. One quarter is spent in printing technology cross-training to develop an understanding of the interaction required between design and production in the graphic communications industry. This program is Print ED Certified and national accredited by the Graphic Arts Education and Research Foundation.

### **Health Sciences Academy**

Our Pre-Professional Health Sciences Academy provides an intense exploration of the medical field for college bound students. Through shadowing opportunities, guest lecturers, medical terminology study, and anatomy and physiology curriculum, students learn about a wide variety

of patient care professions and leave our program with a solid understanding of those careers and how to pursue them.

### **Health Sciences I, Health Sciences Advanced Study**

The Health Sciences program teaches the skills necessary for a foundation in healthcare. Through a combination of classroom activities and actual on-the-job clinical experiences in nursing homes, hospitals, and physician's offices, students learn human anatomy and physiology, medical terminology, disease processes, CPR, first aid, vital signs, human relations skills, and basic healthcare skills. It is imperative to be able to think and reason for this career field. Upon completion of the program, students may have the opportunity to take the Missouri State Tests as a Certified Nurse's Assistant exam. If the student passes the exam with an 80 percent and has completed all clinical requirements, he or she may be certified as a nurse's assistant by the State of Missouri. Seniors may qualify to attend and off-campus program in a nearby acute care hospital or nursing home. Graduates may qualify for advanced standing at college level.

### **Health Sciences II, Health Sciences Advanced Study**

The Health Sciences program teaches the skills necessary for a foundation in healthcare. Through a combination of classroom activities and actual on-the-job clinical experiences in nursing homes, hospitals, and physician's offices, students learn human anatomy and physiology, medical terminology, disease processes, CPR, first aid, vital signs, human

relations skills, and basic healthcare skills. It is imperative to be able to think and reason for this career field. Upon completion of the program, students may have the opportunity to take the Missouri State Tests as a Certified Nurse's Assistant exam. If the student passes the exam with an 80 percent and has completed all clinical requirements, he or she may be certified as a nurse's assistant by the State of Missouri. Seniors may qualify to attend and off-campus program in a nearby acute care hospital or nursing home. Graduates may qualify for advanced standing at college level.

### **Heating, Ventilation & Air Conditioning I**

This program follows HVAC excellence guidelines, enabling students to earn electrical, gas heat, and electrical heat certifications. Students will learn to install, maintain, diagnose and repair indoor environmental systems controlling temperature, humidity and air quality. Instruction includes basic refrigeration, service and diagnostic techniques, heating and cooling systems, electrical operations, control circuitry, soldering and brazing.

### **Heating, Ventilation & Air Conditioning II**

This program follows HVAC excellence guidelines, enabling students to earn electrical, gas heat, and electrical heat certifications. Students will learn to install, maintain, diagnose and repair indoor environmental systems controlling temperature, humidity and air quality. Instruction includes basic refrigeration, service and diagnostic techniques, heating

and cooling systems, electrical operations, control circuitry, soldering and brazing.

### **Homeland Security**

Students will develop an understanding of our culturally diverse population, as well as the Anti-Terrorist, Patriot, and Homeland Security Acts. The probation, parole, prison system, and private security are also covered. Students will learn how to prepare for natural disasters and terrorist attacks, respond to incidents involving weapons of mass destruction, and develop a disaster plan utilizing appropriate emergency response techniques. Students will earn National Emergency Telecommunication, Domestic Preparedness, Occupational Safety and Health Administration, and American Heart Association First Aid certifications.

### **IT & Graphic Design Computer Applications**

Students with Sophomore standing can explore the South Tech career clusters in this course. In the Information Technology & Graphics cluster, students explore computer programming and networking, web design, broadcast captioning, court reporting, fashion design, advertising, graphic design and production.

### **Lab & Pharmacy Sciences I**

Students will learn the basic laboratory testing skills needed to meet the high demand in medical, industrial, plant science and biotechnology laboratory settings. Instruction includes quality control, hazard management, lab mathematics, specimen collection and processing, solution and

media preparation, electrophoresis, PCR reaction, identification of bacteria, and analysis of chemical content, utilizing sophisticated lab equipment. Phlebotomy, microbiology, hematology, serology, histology, and chemistry are also covered.

### **Lab & Pharmacy Sciences II**

Students will learn the basic laboratory testing skills needed to meet the high demand in medical, industrial, plant science and biotechnology laboratory settings. Instruction includes quality control, hazard management, lab mathematics, specimen collection and processing, solution and media preparation, electrophoresis, PCR reaction, identification of bacteria, and analysis of chemical content, utilizing sophisticated lab equipment. Phlebotomy, microbiology, hematology, serology, histology, and chemistry are also covered.

### **Law Enforcement I & II**

Students will earn national First Responder, American Heart Association first aid and CPR, and OSHA certifications. They will learn criminal and juvenile justice, problem resolution, defense tactics, emergency response and enforcement procedures, preparation of police reports, investigation, patrol, and traffic control procedures. Physical fitness, human relations, cultural diversity, ethics training and communication skills are also covered. Seniors may participate in an internship with the police department.

**Motorcycle & Small Engine Technology I**

Students will learn to diagnose, maintain, and repair lawn equipment, chain saws, motorcycles, personal watercraft, boat engines, all-terrain vehicles (ATVs), and other two and four stroke cycle powered equipment. Instruction includes utilization of diagnostic equipment, engine overhauls, tune-ups, drive trains, wheel, tire and safety inspection. Starter, fuel, governor/throttle, ignition, electrical, carburetion, cooling, lubrication and brake systems are also covered.

**Motorcycle & Small Engine Technology II**

Students will learn to diagnose, maintain, and repair lawn equipment, chain saws, motorcycles, personal watercraft, boat engines, all-terrain vehicles (ATVs), and other two and four stroke cycle powered equipment. Instruction includes utilization of diagnostic equipment, engine overhauls, tune-ups, drive trains, wheel, tire and safety inspection. Starter, fuel, governor/throttle, ignition, electrical, carburetion, cooling, lubrication and brake systems are also covered.

**Precision Machining I**

Instruction includes precision measurement and inspection techniques, blueprint reading and drawing, quality control, and operation of lathes, grinders, drill presses, and milling machines to manufacture metal parts to meet precise specifications. Students will also learn computer aided manufacturing (CAM) technology, computer numerically controlled (CNC) precision machine operation and programming, in an

apprenticeship setting.

**Precision Machining II**

Instruction includes precision measurement and inspection techniques, blueprint reading and drawing, quality control, and operation of lathes, grinders, drill presses, and milling machines to manufacture metal parts to meet precise specifications. Students will also learn computer aided manufacturing (CAM) technology, computer numerically controlled (CNC) precision machine operation and programming, in an apprenticeship setting.

**Veterinary Assistant I**

Students will learn animal handling, diagnostic, examination, and treatment procedures in a simulated clinical, boarding, and grooming facility. Instruction is provided in medical terminology, anatomy and physiology, nutrition, behavior, diseases and parasites, sterilization, handling and restraining, grooming and bathing, patient examination, surgical and treatment procedures. Emphasis is placed on the physical care of animals. Office procedures, patient scheduling, and records maintenance are also covered.

**Veterinary Assistant II**

Students will learn animal handling, diagnostic, examination, and treatment procedures in a simulated clinical, boarding, and grooming facility. Instruction is provided in medical terminology, anatomy and physiology, nutrition, behavior, diseases and parasites, sterilization, handling and restraining, grooming and bathing, patient examination, surgical and treatment procedures. Emphasis is

placed on the physical care of animals. Office procedures, patient scheduling, and records maintenance are also covered.

**Web & Computer Programming I**

The curriculum parallels computer programming courses taught at the college level. Students will learn program logic and design, analysis of program goals, and problem-solving skills. They will test programs and maintain a variety of operating and information systems. Coding assignments will be constructed in SQL, C++, HTML, Java, JavaScript, Net, LINUX, UNIX, and Visual Basic.

**Web & Computer Programming II**

The curriculum parallels computer programming courses taught at the college level. Students will learn program logic and design, analysis of program goals, and problem-solving skills. They will test programs and maintain a variety of operating and information systems. Coding assignments will be constructed in SQL, C++, HTML, Java, JavaScript, Net, LINUX, UNIX, and Visual Basic.

**Welding I**

Students will learn a wide range of skills applicable to many metal fabrication industries, including aerospace, construction, automotive and diesel manufacturing and repair, and machining. Instruction is provided in blueprint reading, metal fabrication, cutting, layout and fit up, metallurgy and heat treatment, inspection and testing techniques. Oxy-fuel, shielded metal arc, general pipe, gas tungsten-arc and metal-arc, plasma and carbon-arc welding procedures are covered.

## **Welding II**

Students will learn a wide range of skills applicable to many metal fabrication industries, including aerospace, construction, automotive and diesel manufacturing and repair, and machining. Instruction is provided in blueprint reading, metal fabrication, cutting, layout and fit up, metallurgy and heat treatment, inspection and testing techniques. Oxy-fuel, shielded metal arc, general pipe, gas tungsten-arc and metal-arc, plasma and carbon-arc welding procedures are covered.

## **Construction Innovations**

The new format is open to junior and seniors and allows for one semester, one year or two years of participation. The first year or semester of attendance will consist of quarter courses designed to provide students with creative options that allow them to explore the fields of construction and design. Students who choose to return for a second year will select a specialized field for advanced study. This new program design offers a meaningful and exciting opportunity for students to earn elective credits in a manner that promotes self-discovery, teamwork, and strengthens a positive connection between education and the world of work! Program Highlights: Professional Tools and Equipment, Industry Experienced Instructors, Industry recognized Certifications, Full Scale Project Work

Bayless High School  
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314-256-8660  
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