

# 2019-2020 Course Guide

## Southern Boone High School

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The Course Guide has been designed through a cooperative effort of the professional staff of the Southern Boone High School. Its purpose is to provide secondary school students with an understanding of the courses available and to assist them in wisely planning their four-year high school program.

Students are encouraged to discuss their high school plans with parents, teachers and counselors. Plans should be made on the basis of past performance and other applicable information.

Students should plan carefully, stay in school, and use the talents they have to the fullest. Counselors and other professional staff members are available to help students in any way possible.

### -----General Requirements-----

In addition to the program of study, a student must pass proficiency exams concerning the Missouri and United States Constitutions. Beginning with the class of 2021, students must also pass a proficiency exam in civics. Participation in CPR training is required for graduation as well.

Students are required to successfully complete specifically prescribed courses: English I, II, III and IV, Western Civilizations, Government and American History, Physics 9 and Biology, and Personal Finance. Additional graduation requirement information can be found in “Graduation Requirements for Students in Missouri Public Schools” issues by Missouri DESE.

Southern Boone High School Graduation Requirements		2019 Entrance Requirements for The University of MO		NCAA Division I-Full Qualifier	
English	4.0	English	4.0 units	English	4.0 units
Social Studies	3.0	Social Studies	3.0 units	Social Studies	2.0 units
Math	3.0	Math**	4.0 units	Math*	3.0 units
Science	3.0	Science	3.0 units	Science	2.0 units
Fine Arts	1.0	Fine Arts	1.0 unit		
Foreign Lang	0.0	Foreign Lang*	2.0 units		
Practical Arts	0.5				1.0 extra unit of either English, math or science, plus 4.0 extra units of core classes or foreign language, plus an acceptable ACT score (see web site) and minimum 2.3 core GPA; 10 of the 16 core courses must be completed prior to senior year.
Personal Fin	0.5				
PE	1.0				
Health	0.5	**Algebra I or higher			
Electives	7.5	*same language			*Algebra I or higher
		24 or above on ACT or ACT/class rank sliding scale			• All core courses must be on the NCAA list of approved courses. Refer to NCAA eligibility requirements online for further information <a href="http://eligibilitycenter.org">http://eligibilitycenter.org</a>
<b>Total</b>	<b>24.0</b>	<b>Total</b>	<b>17.0 units</b>	<b>Total</b>	<b>16.0 units</b>

# Selecting a Career Path & Career Clusters

Choosing classes is one of the more important decisions a student makes. We believe course selection should be based on future goals in order to make classes more relevant for students.

## A way to look at future goals is through Career Paths & Career Clusters.

Career paths are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All paths include a variety of occupations that require different levels of education and training. Selecting a career cluster provides an area of focus and a variety of ideas to pursue.

By selecting a career cluster, a student can prepare for the future based on interests, abilities, talents and desired levels of education. By choosing a career cluster and selecting high school classes that support the chosen cluster, students increase their opportunities for success. Additional information on career paths and clusters can be found at <https://dese.mo.gov/college-career-readiness/career-education/career-clusters>

### Available Career Paths

Most careers and occupations fall within the following six areas. Choosing a career path provides focus but does not limit choices. Change is always possible.

**Arts and Communications** Occupations in this path are related to the humanities and the performing, visual, literary and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising and public relations.

**Business, Management and Technology** Occupations in this path are related to the business environment. These may include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics and management.

**Health Services** Occupations in this path are related to the promotion of health and the treatment of disease. These may include research, prevention treatment and related technologies.

**Human Services** Occupations in this path are related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, child care, and social services.

**Industrial and Engineering Technology** Occupations in this path are related to technologies necessary to design, develop, install and maintain physical systems. These may include engineering, manufacturing, construction, service and related technologies.

**Natural Resources** Occupations in this path are related to agriculture, the environment and natural resources. These may include agricultural resources, agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

## Additional Information

### Weighted Courses

Specific upper level courses, as noted in this guide, will carry a 1.25 weighted grade.

## Course Work for Advanced College Standing

There are a variety of opportunities for students to earn advanced standing and/or college credit for work done at the high school level. These opportunities are described below:

**CLEP:** Over 2900 colleges and universities grant credit and/or advanced placement for CLEP exams. CLEP exams require no formal classroom instruction. Students must check with the college or university in which they are interested for specific credit by examination policies. CLEP tests are given locally.

**Dual Credit:** Students may earn both high school credit and college credit for selected courses taken through classes offered at Southern Boone or through classes designated for college credit. Students are responsible for appropriate fees.

**Dual Enrollment:** Students may attend any of the local colleges while in high school. Students may do this during their senior

year only. They must be in attendance three class periods at Southern Boone. All courses taken at the college level earn college credit. Students are responsible for appropriate fees. See your counselor for further information.

**Career Center Classes:** Opportunities may exist for students in selected Nichols Career Center courses to earn credit and/or advanced standing at several colleges and universities (check with NCC for current opportunities). Nichols Career Center will work with students individually to assist in determining eligibility.

**Online Dual Credit:** Students may earn both high school credit and college credit for courses taken online through a local college partnering with the Southern Boone school district. Students are responsible for appropriate fees and textbooks. See the Online Dual Credit section and/or counselor for more information.

# Course Descriptions

## Communication Arts

### Career Path: Arts and Communications

**English I** (9<sup>th</sup> grade, required). Focus on how the elements of literature (plot, character, setting, point of view and theme) work together to construct meaning in different kinds of texts, including short story, myth, novel and play. Study of how informational works use text structures to shape information for different audiences and purposes. Writing competencies include main idea, organization and development, with selection and integration of appropriate textual quotations. Extensive reading and writing required. (1 credit)

**English II** (10<sup>th</sup> grade, required). Students will identify, examine, analyze, and evaluate elements of literature, literature techniques and text features in short stories, novels, non-fiction pieces, plays and poetry. Students will respond to various genres of literature through writing and small/whole group discussions and activities. Writing will focus on persuasive techniques, audience, structure and supporting main ideas. Extensive reading and writing required. (1 credit)

**English III** (11<sup>th</sup> grade, required). An examination of American writers from the time of the early Native Americans to the modern era. This course will enhance students' awareness of the relationship between historical events and literature. Novels, short stories, plays, non-fiction selections and poetry will be used to enhance students' understanding of historical development. Various writing assignments will be composed to accompany the reading. Extensive reading and writing required. (1 credit)

**English IV** (12<sup>th</sup> grade, either English IV or DC College English is required). English IV focuses on reading and writing for adults. Students build practical literacy strategies to use every day, such as recognizing informative and persuasive techniques in newspapers and periodicals, and writing concise, accurate, understandable pieces for home and work. (1 credit)

**DC College English** (12<sup>th</sup> grade, either English IV or DC College English is required). College English focuses on writing and reading strategies for college coursework. Students practice common types of informative and argumentative writing; research methods, including database research; and reading techniques for academic prose, including professional journals. Students may choose to (1) register for college credit each semester or (2) may take the course for high school credit only. This weighted course is intended for students who plan to attend college soon after high school.. **This is a weighted course.** (1 credit SBC, 3 college credit hours per sem)

## Mathematics

### Career Paths: Business, Management & Technology Health Services, Industrial & Engineering Technology, Natural Resources

**Introduction to Algebra** (9<sup>th</sup> grade). This class will prepare students and provide students with the necessary algebraic skills to continue on into Algebra I. (1 credit)

**Algebra I** (Prerequisite: Incoming freshmen must have earned a C- or better in 8<sup>th</sup> grade math; 9-10<sup>th</sup> grade). Algebra I emphasizes the use of algebraic tools (graphical, numeric, and symbolic) to develop confidence and skills in solving or modeling real world problems. (1 credit)

**Geometry** (Prerequisite: Algebra I; 9-12<sup>th</sup> grade). This course will provide a careful development of both inductive and deductive reasoning. While emphasizing the formal geometric topics of points, lines, planes, congruency, similarity, and characteristics of polygons and circles, this course will also stress the connections in geometry to everyday life experiences. (1 credit)

**Algebra II** (Prerequisite: Algebra I and Geometry; B+ or better in Algebra I and teacher recommendation to dual enroll in Geometry and Algebra II; 9-12<sup>th</sup> grade). This course will review Algebra I skills and extend their concepts. More advanced work with quadratic functions, polynomials, algebraic fractions will be studied. (1 credit)

**Math Analysis** (Prerequisite: Algebra II; 10-12<sup>th</sup> grade). This course consists of an extensive study of trigonometry followed by general topics for pre-calculus. Matrices, rational function graphs and Conic Sections and other real world applications. **This is a weighted course.** (1 credit)

**Calculus** (Prerequisite: Math Analysis; 11-12<sup>th</sup> grade). This course will develop and expose the students to the traditional calculus topics of analytic geometry, differentiation and integration. There will be emphasis on applications in the real world as well as the development of the calculus skills. (1 credit)

**DC College Algebra** (Prerequisite: Algebra I, Geometry, Algebra II; 11-12<sup>th</sup> grade). Topics include a review of basic algebra; various functions and their graphs, including polynomial and rational functions and exponential and logarithmic functions; and an introduction to analytic geometry. The course includes systems of equations and inequalities. (1 SBC credit, 3 hours college credit during the spring semester)

# Science

## Career Paths: Health Services, Human Services, Industrial & Engineering Technology, Natural Resources

**Physics 9** (9<sup>th</sup> grade, required). Physics 9 is an introductory course to physics, astronomy, and Earth-science. The course outlines concepts in heat, electricity, motion, forces, energy, and astronomy. Students are given opportunities to investigate by conducting experiments and collaborating with peers. (1 credit)

**Biology** (10<sup>th</sup> grade, required). Biology is an introductory course to give students a general understanding of the organization of living systems at different scales. The course explores the topics of cell structure and function, metabolism, genetics, natural selection, and ecology. (1 credit)

**PLTW Introduction to Engineering** (9<sup>th</sup>-12<sup>th</sup>). 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 3-D modeling software, and use an engineering notebook to document their work. (1 credit)

**Ecology** (Prerequisite: Biology; 11-12<sup>th</sup> grade). This is a one-semester introduction to how living organisms function and interact in nature. The course includes a discussion of all factors that influence the distribution and abundance of organisms. We examine both biotic (living) and abiotic (nonliving) elements of the environment that influence the behavior and evolution of populations as they encounter competition and struggle to survive. Population, community, and ecosystem level ecology are explored. (0.5 credit)

**Environmental Science** (Prerequisite: Biology and Ecology or teacher approval; 11-12<sup>th</sup> grade). This is a one-semester interdisciplinary course that explores the complex relationships between humans and ecosystems. Biology, chemistry, social science, and environmental ethics will be introduced to illuminate contemporary environmental issues. The course will facilitate critical thinking about the proper relationship between humans and the natural world, while providing an introduction to the field of environmental studies. (0.5 credit)

**Chemistry I** (Prerequisite: Algebra I; 11-12<sup>th</sup> grade; 10<sup>th</sup> grade with teacher recommendation). Chemistry I introduces basic chemical terminology and processes. It emphasizes the periodic table, moles, chemical reactions, and energy transformations. The chemical reactions include basic reaction types, acid-base chemistry, oxidation-reduction chemistry, and biochemistry concepts. (1 credit)

**Forensics** (Prerequisite: 3 science credits or concurrent with 3<sup>rd</sup> credit; 11-12<sup>th</sup> grade). Forensic science is the use of scientific principles and technologies in the investigation of crimes. Students will learn about the science of fingerprints, DNA, hair and fibers, and blood spatter, and other forms of evidence. Labs and activities will revolve around investigations of mock crime scenes and collection and analysis of evidence. General principles of crime scene investigation will also be covered. (0.5 credit)

**Forensics II** (Prerequisite: Forensics I; 11-12<sup>th</sup> grade). In this second semester course, students will continue the study of how science is used to solve crimes. Topics of study include criminal profiling, skeleton analysis, entomology, toxicology, and

criminal rights. There is a capstone project in which students act as crime scene investigators who identify, analyze and interpret evidence from a mock crime scene. Students then collaborate with Street Law students to conduct a “Day in Court” during which they act as experts in forensic science. (0.5 credit)

**AP Biology** (Recommended: Physics 9 and Biology grade of B or higher; 11-12<sup>th</sup> grade). AP Biology is equivalent to an introductory college biology course taken by students majoring in a biological science. AP Biology differs from regular high school biology in that the content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The College Board has redesigned the curriculum starting in the 2013 school year, and although the amount of material has been reduced, the emphasis on scientific thinking and analytical thinking has increased. Students who are genuinely interested in pursuing a career in the biological sciences or medical fields are especially advised to take this course. AP Biology provides students a significant advantage in college by allowing them to acquire the foundation in concepts and skills prerequisite to many college biological science courses. **This is a weighted course.** (1 credit)

**Human Anatomy** (11-12<sup>th</sup> grade). A course designed to introduce the components of the human anatomical systems at the college level. Eleven human systems will be introduced including skin, skeletal, muscle, cardiac, respiratory, endocrine, nervous, and reproductive systems. Dissections are a major part of this course. A field trip to the University of Missouri to work with a cadaver is part of the class experience. Students will also complete a dissection of their own on a non-human organism near the end of the spring semester. (1 credit)

# Social Studies

## Career Path: Human Services

**Ancient Civilization** (9<sup>th</sup> grade, required). This semester-long course covers Early Civilizations through the Middle Ages. We will engage our learning to the people, places, events, time periods, economics, and social aspects that occur during this period in history and how they are interrelated. This course will cover the following topics: Early Civilizations, Ancient Greece, Roman Empire, Christendom and the Dark Ages, the Viking Age, and World Religions. (0.5 credit)

**Western Civilization** (10<sup>th</sup> grade, required). Western Civilization is a broad survey of history from the period of earliest civilization to modern times. Emphasis will be placed on post Renaissance events. Units of study will include: The Renaissance, Reformation, Enlightenment and Revolution, Industrialism and a New Global Age, Nationalism and World Wars, and The World Today. (1 credit)

**American History** (11<sup>th</sup> grade, either American History or DC American History I/II is required). This course covers the time after the Civil War to the present day. Units included are: Imperialism, Progressivism, World War I, the 1920's, the Great Depression, World War II, Cold War, Korean War, Vietnam War, and the decades of the 1950's, 60's, 70's, 80's, and 90's. For these units we will be learning the political, economic, and social

aspects of the era. In addition, the Show-Me Process and Knowledge Standards, and the End of Course Assessment Standards will be incorporated. (1 credit)

**Government** (12<sup>th</sup> grade, required). This course covers all aspects of the Federal and State Government systems. An exam on the Federal and State governance systems will be required. Successful completion of the exam and course will satisfy the State and district Social Studies requirement for government/civics. Other topics will include current issues, economics and law related studies. (0.5 credit)

**Street Law** (10-12<sup>th</sup> grade). Street Law covers general scenarios in the law related areas of criminal and juvenile justice torts, and consumer, family and individual rights. The intention of this course is to give students a practical view on law. The curriculum includes case studies, mock trials, role playing, small group exercises, and visual analysis activities. (0.5 credit)

**Psychology** (10-12<sup>th</sup> grade). This is an introductory psychology class. Topics covered in this course include: biopsychology, states of mind, psychological development, sensation and perception, learning, cognitive processes motivation and emotion, personality, and psychological disorders. The curriculum includes case studies, role playing, small group exercises, and visual analysis activities. (0.5 credit)

**Current Events and Global Studies I and II** (10-12<sup>th</sup> grade). Global Studies will focus on current even analysis. Students will look at historical causation, basic geographical and cultural norms, and different worldview arguments to better understand the global context of our lives. The end goal of this course is to begin the process of thinking strategically about major issues and start developing solutions. (0.5-1 credit)

## Foreign Language

(Colleges *recommend* 2 years of the same FL; some four-year universities *require* it.)

### Career Paths: Arts & Communication, Human Services

**French I** (9-12<sup>th</sup> grade). This course gives students a basic background in the French language. Students will become competent to communicate in the most common everyday situations orally and in writing. Lessons will be focused on everyday themes such as “Getting to know you,” “New classes, new friends,” “Family and home” and “Going shopping.” Students will learn French word order, communicating with whole phrases and in sentences, and communicating actions in the present and future tenses. Students will learn vocabulary for numbers to 100, days of the week, seasons, months, classroom objects, telling time, weather and foods. Students will explore French culture and geography. This course will provide a skill foundation for French II. (1 credit)

**French II** (Prerequisite: French I, a grade of “C” or higher is recommended; 9-12<sup>th</sup> grade). French II represents the second half of developing basic French communication skills. After a brief review of French I grammar and vocabulary students will be more thoroughly competent to communicate in everyday situations. As in French I themes will be centered around everyday life such as “Traveling in France, by air and train,” “Summer Sports,” “Stores and Shopping” and “Everyday routines,” among others. These themes prepare students for possible real-life encounters with French speaking people and situations. Students will be

challenged to communicate orally and in writing in order to develop a higher level of proficiency in their communication skills. Students will be introduced to describing events in the past. Students will continue their exploration of the Francophone world and the French culture. This class is designed to give students the opportunity to continue their language studies in high school (French III) or on the college level. This course provides a review and skills foundation for the French III course. (1 credit)

**French III** (Prerequisite: French II; 10-12<sup>th</sup> grade). This course focuses on adding to and refining skills acquired from French I and II. Daily lessons will focus on central themes including, “Sports,” “Winter and winter sports,” “Health and medicine,” “Cultural likes and dislikes” (vocabulary associated with films, museums, theater, etc.), “Traveling Abroad” (making reservations, checking into and out of hotels), and “Money and Banking.” These units will prepare students for real-life encounters with French speaking people and situations. Students will focus on and demonstrate intermediate to advanced proficiency in writing and oral communication. Students will be able to narrate, discuss, give and receive information in various time frames, past, present and future. This course will include a monthly magazine review and will prepare students with the skills foundation for the French IV course and/or future college studies, careers, travels and other possible real life situations. (1 credit)

**French IV** (Prerequisite: French III; 11-12<sup>th</sup> grade). French IV will focus on adding to and refining oral and written communication skills. The themes covered will further prepare students for possible real-life situations with French speaking people and situations. Students will demonstrate more advanced competency in talking about world issues and issues important to teens in various parts of the world. Focus will be on communication involving analyzing situations, expressing one's opinion, problem solving and making recommendations. Students will be able to communicate in any time frame. This course will provide a foundation for a college level course in French, careers, travel and other real-life situations. (1 credit)

**Spanish I** (9<sup>th</sup> grade). This course gives students a basic background in the Spanish language. Students will become competent to communicate in the most common, everyday situations. Lessons will be centered around everyday themes, such as “Pleased to meet you,” “New classes, new friends,” “Get organized,” “What are you doing this afternoon?” “Going shopping” and “On vacation.” Students will learn their colors, numbers, telling time, classroom objects, and days of the week, seasons, sports, weather, activity, music, foods, and clothes in Spanish. Students will also learn Spanish word order, communicating with whole phrases and in sentences, and communicating action in the present and past tenses. We will also explore Spanish culture and geography. This course will provide skills foundation for the Spanish II course. (1 credit)

**Spanish II** (Prerequisite: Spanish I; 9-12<sup>th</sup> grade). Spanish II represents the second half of developing basic Spanish communication skills. Students will become more thoroughly competent to communicate in the most common everyday situations. As in Spanish I, lessons will be centered around everyday themes such as “A trip abroad,” “Everyday life,” “Get going with your studies,” and “A day at the market,” among others. This will prepare students for possible real-life encounters with Spanish speaking people and situations. Students will learn to communicate in a wider variety of more challenging situations, and demonstrate intermediate proficiency in their communication. Students will narrate and discuss events that

occurred in the past. They will also show more precise relations between people/things in their communications by using pronouns. In addition to acquiring present/past tense and other basic grammatical abilities, students will explore the Spanish-speaking world including several areas/populations in the United States. This class will give students the opportunity and foundation to continue language studies in high school (Spanish III, Spanish IV), and on to the college level. This course will provide skills foundation for the Spanish III course. (1 credit)

**Spanish III** (Prerequisite: Spanish II; 10-12<sup>th</sup> grade). Spanish III focuses on adding to and refining communication skills. Lessons will be centered around unit themes such as "Let's go shopping," "I had a great time this summer," "For a healthy life," "Around the table," and "Art and Music," among others. This orientation will prepare students for possible real-life encounters with Spanish speaking people and situations. Students will demonstrate intermediate to advanced proficiency in talking in/about these situations. Attention will be given to more advanced communication functions such as analyzing situations, problem solving and recommendations. Students will be able to narrate, discuss, give and receive information in various time frames--past, present, and future. This course will provide skills foundation for the Spanish IV course, future college studies, careers, travels, and other real-life situations. (1 credit)

**Spanish IV** (Prerequisite: Spanish III; 11-12<sup>th</sup> grade). Spanish IV focuses on refining Spanish communication skills. Lessons will be centered around unit themes such as: "At the Palace Royale Restaurant," "A television program," "At the travel agency," "A trip to Spain," and "At an archaeological sight," among others, "In class," "At the movie theater," and so forth. This thematic orientation will prepare students for possible real-life encounters with Spanish speaking people and situations. Students will demonstrate more advanced competency in communication regarding most common and challenging situations. Students will be able to communicate in any time frame. This course will provide skills foundation for college level course in Spanish, careers, travels, and other real-life situations. (1 credit)

## Fine Arts

### Career Path: Arts & Communications

## Art

**Art I** (9-12<sup>th</sup> grade). Art 1 is a beginning level art course designed to teach students basic art concepts and skills. Students will explore the history of art from ancient Egypt to Modern Art. Students will develop art skills and appreciation as they produce works of art in the style and media of each historical period. Students will identify and incorporate the elements and principles of design. (1 credit)

**Art II** (Prerequisite: Art I; 10-12<sup>th</sup> grade). Art 2 will build on the knowledge gained in Art I including the six basic elements and principles of design through drawing, painting, sculpture and ceramics. This course will provide some art history but will mostly focus on contemporary art. Students will develop skills and personal style as they experiment with a variety of art media. Students will reflect on concepts they have learned in written and verbal formats. (1 credit)

**Advanced Art** (Prerequisite: Art I and II; 11-12<sup>th</sup> grade). Advanced Art is designed to build on the skills learned in previous art courses, plus challenge the artist to greater degrees of skill. Scheduling is flexible so students may take a full two years or just one semester, depending on their scheduling needs. The prerequisite is that students must have completed Art 1 and Art 2. Students will design their own projects based on a theme of their own choosing. Students will prepare for college as they design and maintain a website, assemble an electronic portfolio, exhibit in art shows, and discuss their art experiences in verbal and written formats. (1 credit)

**Theatrical Design** (9<sup>th</sup>-12<sup>th</sup> grade). Students will learn the basics of theater to include stage movements, set design, costumes, hair and make-up as well as the history of theater. Students will complete projects based on and in support of theatrical productions. Students will apply art skills and color theory in a practical way. (1 credit)

## Music

**Band** (9-12<sup>th</sup> grade). Performance-oriented group. Advanced fundamentals will be taught including some theory and ear training. Students will be expected to participate in three to four parades in the fall. The concert band season includes fall, winter and spring concerts, conference clinic and District Contest in the spring. Opportunities for small ensembles and solos at District contest are also a part of the band program. (1 credit)

**Pep/Jazz Band** (9-12<sup>th</sup> grade). High School Jazz Band will focus on the continued development of concepts introduced in previous band levels with greater emphasis on improvisation and musical expressions. This is made intentionally small for chances to work with ensembles within the group, more singing and traveling performances and eventually a higher quality of literature/music to be performed. Students must audition for entry and size/balance is to director's discretion. (1 credit)

**Jazz, Pop, and Rock** (9<sup>th</sup>-12<sup>th</sup> grade). Explore the history of modern popular music. We will look at over 100 years of music starting back before the guitar was electric. We will find out if video really killed the radio star, and if auto tuning is so wrong. What day did the music die? Extend your understanding of music, find some other things you like, and where it all came from. Find out the inspirations of the artists that have inspired you! Note: Some of the content will be controversial subject matter, since art often times pushes limits of societal norms. Parental discretion is advised. (0.5 credit)

**Movie Music** (9<sup>th</sup>-12<sup>th</sup> grade). How has music changed the way you watch movies and in TV? Ever been watching Law and Order, and you already know someone was going to confess to a crime - by the music. Learn why movie music is so important to our view experience. Find out the history behind it. We will start back before movies had sound. We will explore theme music used by composers of films by Steven Spielberg, Alfred Hitchcock. We will look into the use of popular music, classical music, and jazz in film. Discover the sounds behind some of your favorite films. Note: Some of the content will be controversial subject matter, since art often times pushes limits of societal norms. Parental discretion is advised. (0.5 credit)

**Concert Choir** (9-12<sup>th</sup> grade). This class is for any interested student in singing. Students will sing in class, perform on exams

and concerts, and participate in District and Conference level activities. (1 credit)

**Chamber Choir** (9-12<sup>th</sup> grade). This is an audition class and small in number. Students will focus on more intensive vocal studies. More singing and traveling is required. (1 credit)

**Musical Theater** (9-12<sup>th</sup> grade). Focuses on learning theatrical basics such as the use of vocal speech, movement, singing and dancing for performance purposes. This class is responsible for putting on multiple performances throughout the school year. (1 credit)

**Music Production and Business** (9-12<sup>th</sup> grade). In this course, students select one instrument (guitar, bass, keyboard, drums, and/or vocals), or technical field (lights, sound engineering) and we begin teaching fundamentals: programming, control, multi-track recording, scales, chords, notes, and all the rest. Follow this up with digital design elements (Website, programs, tickets) so that you can market your music in today's world. Our unique approach to music instruction teaches our students vital fundamentals through songs they know and love, not rote memorization. With real musical context in a fun environment, we give all of our students the knowledge they need to really pursue their passion for music. (1 credit).

## Health & Physical Education

### Career Paths: Health Services & Human Services

**Health** (9<sup>th</sup> grade, required). This is a discussion-based class. Students are given many opportunities to apply their understanding of health knowledge. Students learn how taking responsibility for their own health has positive effects for themselves and those around them. Units include communication skills, relationships, substance abuse, communicable diseases, including sexually transmitted diseases and HIV/AIDS. The beginning of the life cycle and abstinence are covered. (0.5 credit)

**Girls' Team Sports** (10<sup>th</sup>-12<sup>th</sup> grade). This class is designed for female students interested in competitive team sports. This course will include daily skill instructions and implementation of those skills into a competitive game setting. It is strongly recommended that students enjoy competitive sports. (1 credit)

**Boys' Team Sports** (10<sup>th</sup>-12<sup>th</sup> grade). This class is designed for male students interested in competitive team sports. This course will include daily skill instructions and implementation of those skills into a competitive game setting. It is strongly recommended that students enjoy competitive sports. (1 credit)

**Freshman PE** (9<sup>th</sup> grade). This class is designed for students interested in playing team sports. This course will include daily skill instructions and implementation of those skills into a game setting. (1 credit)

**General PE** (10<sup>th</sup>-12<sup>th</sup> grade). This class is designed for students interested in playing team sports in a less competitive way. This course will include daily instructions and implementation of those skills into a game setting that is less competitive. (1 credit)

**Weight Training** (9<sup>th</sup>-12<sup>th</sup> grade). This course is designed to provide students with an opportunity to develop fitness through weight training, plyometrics, core strengthening, speed, agility, and flexibility training. Students will be educated in proper

lifting techniques, safety factors, and muscle development. This class will include performance testing as well as lifting assessments and improvement is expected. (1 credit)

**Aerobics** (9<sup>th</sup>-12<sup>th</sup> grade). This class is designed to create opportunities for wellness and fitness for individuals who do not enjoy the sports setting. A variety of exercises will be performed including yoga, kickboxing, zumba, and also brisk walking. (1 credit)

**Adaptive PE** (9<sup>th</sup>-12<sup>th</sup> grade). This class is designed for students needing adapted or modified physical education. (1 credit)

**Adaptive PE Mentors** (11<sup>th</sup>-12<sup>th</sup> grade). Students work as partners and mentors alongside special education students enrolled in Adaptive PE. (1 credit)

## Practical Arts

## Family & Consumer Science

### Career Path: Human Services

**Interior Design and Decorating** (9<sup>th</sup>-12<sup>th</sup> grade). Interior Design and Decorating teaches the relationship of art principles to the design of the home and its furnishings. Attention will be given to architectural and furniture styles as well as physical, psychological and social influences on housing needs and choices. Explore career options for expressing creativity through designing floor plans, decorating interiors and try your hand at designing living space for a variety of purposes. This course is recommended for all students who will someday own, rent, or be responsible for a house or apartment. It is especially recommended for the student considering a career in housing, architecture, real estate or interior design. (0.5 credit)

**Child Development** (9<sup>th</sup>-12<sup>th</sup> grade). From parenting readiness, through pregnancy and childbirth, to learning about the ages and stages of development, we will participate in lecture, projects, activities and more. Students will participate in a "Real Care Baby" project that will reinforce the level of commitment, involvement and responsibility of caring for a newborn. (0.5 credit)

**Advanced Child Development** (Prerequisite: Child Development; 9<sup>th</sup>-12<sup>th</sup> grade). This course will better prepare students to participate in high quality care for their own children and/or other children in their care and to enhance the quality of life for children as parents and caregivers. Advanced Child Development will enable students to a) construct meaning pertinent to child care, guidance and supervision; b) interact effectively with children; c) solve problems based upon children's health concerns at various developmental stages; d) assess the impact of quality child care on the child, family and society; e) make decisions that support ethics and professionalism in child development careers. (0.5 credit)

**Child Development Associate Preparation and Observation** (Prerequisite: Child Development, Advanced Child Development; 12<sup>th</sup> grade). This course is designed for students entering the early childhood education field and planning to earn a Child Development Associate (CDA) credential. This course covers the content of eight subject areas required to meet the learning competencies of the CDA credential. It will also entail

observation hours in licensed early childhood centers which may be applied towards the contact hour requirement of the certification process. This is a dual enrollment course at no cost to the student. (1 credit)

**Textiles for Living I** (9<sup>th</sup>-12<sup>th</sup> grade). This course covers basic skills needed in sewing and clothing care. Attention will be given to working with fabrics, the use of equipment, patterns, sewing machines, and basic hand sewing. At least four projects will be completed. This course is recommended for all students considering a career in Fashion Merchandising, Fashion Design, retail clothing sales or any other clothing-related field. **Cost to student includes sewing supplies, patterns, fabric and notions.** (0.5 credit)

**Textiles for Living II** (Prerequisite: Textiles for Living I; 9<sup>th</sup>-12<sup>th</sup> grade). Textiles for Living II gives the student an opportunity to develop advanced skills in sewing and garment construction. The student will construct projects with a higher degree of difficulty than in Textiles for Living I. This course is recommended for all students considering a career in Fashion Merchandising, Fashion Design, retail clothing sales, or any other clothing-related field. **Cost to student includes sewing supplies, patterns, fabric and notions.** (0.5 credit)

**Advanced Textiles** (Prerequisite: Textiles for Living II; 10<sup>th</sup>-12<sup>th</sup> grade). Advanced Textiles gives the student an opportunity to further their skills in sewing and garment construction. The student will construct projects with a higher degree of difficulty than in Textiles for Living II. This course can be taken for an entire year or just one semester. **Cost to student includes sewing supplies, patterns, fabric and notions.** (0.5 - 1.0 credit)

**\*Introduction to Foods** (9<sup>th</sup>-12<sup>th</sup> grade). Introduction to Foods offers the opportunity to explore why we eat the way we eat, examine the influences on our food choices and to become familiar with recommended eating patterns in America. Introduction to Foods also offers basic food prep skills attainment through a variety of lab experiences, promoting selections of foods across MyPlate and exposure to multiple techniques. Students in Introduction to Foods will sharpen skills in technical reading (recipes) and cooperative work skills (group labs). This course is offered on an alternating year basis. It WILL NOT be offered in 2019-20. (0.5 credit)

**\*Culinary Skills** (9<sup>th</sup>-12<sup>th</sup> grade). This course was designed to meet student interest and curiosity. Culinary Skills class is designed to expose students to types of food prep skills that may be expected in entry level jobs as well as give them a chance to experience the kinds of recipes and work that can become a home-based business. Topics will include: baking fundamentals, food presentation, cake decorating and careers in food service. No prerequisite. This course is offered on an alternating year basis. It WILL NOT be offered in 2019-20. (0.5 credit)

**World Foods** (9<sup>th</sup>-12<sup>th</sup> grade). The purpose of the World Foods course is to enable students to make nutritious food choices, to develop culinary skills, and to better understand the cultures, customs, and lifestyles of individuals and families from various regions throughout the world. No prerequisite. This course is offered on an alternating year basis. It WILL be offered in 2019-20. (0.5 credit)

**Americana Foods** (9<sup>th</sup>-12<sup>th</sup> grade). A study will be made of our American heritage of foods and factors influencing our eating habits. The cuisines of the following regions will be

explored: New England, Mid-Atlantic, Midwest, South, Southwest, Pacific Northwest, and the Great Lakes. Students will prepare foods from each of the regions. No prerequisite. This course is offered on an alternating year basis. It WILL be offered in 2019-20. (0.5 credit)

**Career Development Entrepreneurship** (11<sup>th</sup>-12<sup>th</sup> grade). This course studies entrepreneurial opportunities in the surrounding community as well as opportunities that students may be interested in pursuing. Students will research careers, create a business plan, a resume and cover letter, and work collaboratively with other students to create a competitive marketing plan for a product they develop. (0.5 credit)

## Agricultural Education

(To participate in FFA you must have an agriculture education class)

### Career Path: Natural Resources

**Introduction to Agriculture, Food and Natural Resources (AFNR)** (9<sup>th</sup> grade). Introduction to Agriculture, Food, and Natural Resources (AFNR) course is to introduce you to topics that pertain agriculture and the careers you may pursue in agriculture. Throughout the course you will experience —hands-on activities, projects, and field trips. Experiences will involve learning about agriculture, FFA, and animal science. This course includes instruction in leadership development and record keeping. Students enrolled in this course are strongly encouraged to join the Ashland FFA. (1 credit)

**Agriculture Science II-Plant Science** (Prerequisite: AFNR, second year agriculture students or 10<sup>th</sup> grade). This course is designed as an introductory course to plant science and horticulture. Areas of study include soils, hydroponics, plant anatomy and physiology, hydroponics, landscaping, greenhouse production, insects and diseases, and plant marketing. You will receive hands-on experience through detailed activities, projects and labs in the classroom, greenhouse and garden site. Students enrolled in this course are strongly encouraged to join the Ashland FFA. All students enrolled will learn about Supervised Agricultural Experience (SAE) and record keeping. (1 credit)

**Ag Science II- Mechanics** (Prerequisite: AFNR, second year agriculture students or 10<sup>th</sup> grade). This course will deal with the development of skills in the shop and classroom. Students will construct at least two agriculture related projects using power tools and develop basic arc welding skills. Fifty percent of this course will involve the above-mentioned shop skills and project construction while fifty percent will be in class instruction with guest speakers and industrial workers coming in to work with the students. Areas of study will include welding, structures, plumbing, concrete, safety, metallurgy, and careers.

**Animal Science** (11<sup>th</sup>-12<sup>th</sup> grade, may be taken for Dual Credit). Interested in learning about animals in detail this is the class for you. The major focus of Animal Science is to allow students to gain experiences in various animal science concepts such as history and uses of livestock, handling and safety, cells and tissue, animal nutrition, reproduction, genetics and health with hands-on activities, projects, and problems. You can choose to study dogs, cats, horses, cattle, goats, sheep, swine and any other domesticated livestock that interest you. This course includes instruction in leadership development and record keeping. Students enrolled in this course are strongly encouraged to join the Ashland FFA. All students enrolled will learn about Supervised Agricultural Experience (SAE) and record keeping. (1.0 credit)



**Food Science and Safety** (11-12<sup>th</sup> grade). If you are interested in a class with many hands-on activities, projects and problems that simulate actual situations related to food and food products you will enjoy this course. This course includes study in the areas of food chemistry and nutrition, food product development, marketing, food packaging and labeling, evaluation of foods, food microbiology, food processing, principles of sanitation and quality control. This course includes instruction in leadership development and record keeping. Students enrolled in this course are strongly encouraged to join the Ashland FFA. All students enrolled will learn about Supervised Agricultural Experience (SAE) and record keeping. (0.5 credit)

**Greenhouse Management and Plant Production** (11-12<sup>th</sup> grade). This course will continue what you have learned in Intro to AFNR and Agriculture Science II about plants by applying them to the greenhouse plant production. This course develops a basic understanding of greenhouse techniques. The production of greenhouse crops will be used to demonstrate procedures such as plants started from cuttings, seeds, grafts, and layering. Students will manage their own crop as a greenhouse project. You will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists. If you like to spend time outside landscaping and gardening as well as time in a greenhouse this is a class for you! Members of this class will help in growing and marketing for our yearly plant sale. All students enrolled will learn about Supervised Agricultural Experience (SAE) and record keeping. (0.5 credit)

**Agriculture Leadership** (11<sup>th</sup>-12<sup>th</sup> grade). The purpose of Agriculture Leadership is to assist students in becoming more successful in a leadership role and the workplace. Students will work on a capstone project based on agriculture sales or issues. This course will enhance personal development and communication skills. Students will spend time developing a resume, cover letter as well as completing scholarship and college applications. Students will study principles of agriculture and public speaking. Students enrolled in this course are strongly encouraged to take advantage of the many personal opportunities and benefits offered by joining the Ashland FFA. All students enrolled will learn about Supervised Agricultural Experience (SAE) and record keeping. \* (1 credit)

**Supervised Agriculture Experience Cooperative** (12<sup>th</sup> grade). Seniors will be allowed to work 1-2 periods a day at a job site. Students will have to take the Agriculture Leadership class and sign a contract along with their parents. The contract sets forth specific requirements such as attendance and grades, etc. The credit awarded for on the job training should be 1 unit per school year for each 10 hours of employment per week. No more than 2 credits may be awarded for on the job training during a school year. \* (1-2 credits)

**Agriculture Power/Technology & Construction I** (11<sup>th</sup>-12<sup>th</sup> grade). Agricultural Power and Technology is a foundation level course that will teach students about the fundamentals of agricultural mechanics. Students are immersed in inquiry-based exercises filled with activities, projects, and problems that focus upon the form and function of material, machines and tools used in agriculture. Students will apply technical skill while becoming competent in the process that is used to operate, repair, engineer and design agricultural tools and equipment. Students will vary from guided projects to self-determined and community provided projects in both wood and metal material building. This course includes instruction in leadership development and record keeping. (1 credit)

**Agriculture Welding & Construction II** (12<sup>th</sup> grade). Agricultural Welding & Construction allows you the opportunity to advance the basic welding skills developed in Agriculture, Food and Natural Resources II. Further exploration on tools, shop safety, CNC operation, project planning and construction will be a focus. Students

will vary from guided projects to self-determined and community provided projects in both wood and metal material building. This course is approximately 75% shop work. This course includes instruction in leadership development and record keeping. (1 credit)

**Natural Resources, Ecology, Wildlife Management** (11<sup>th</sup>-12<sup>th</sup> grade). This course prepares students for careers in the areas of conservation and wildlife management. It includes study in units on forestry, fisheries, and wildlife management for economic and recreational purposes. Course will cover land based, aquatic, avian, and specialty wildlife animals. The natural resources portion of the year long course prepares students for careers in the area of natural resources. It includes study in units on Missouri's natural resources such as forestry, soils science, aquatics, with units in renewable, alternative, and conventional energy and how it relates to the environment. This course includes instruction in leadership development and record keeping. (1 credit)

**Agriculture Structures** (11<sup>th</sup>-12<sup>th</sup> grade). This course introduces the knowledge and skills for applying the physical science principles of operation and maintenance to mechanical equipment, welding and fabrication, structures, plumbing, electrical wiring, fencing, and concrete. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will be assessed on the construction of a wood and/or metal structure project during this course. This class WILL NOT be offered 2019-2020. (0.5 credit)

**Small Gas Engines** (11<sup>th</sup>-12<sup>th</sup> grade) This course provides entry level training in the fundamentals of small gas engines. An overview of the career opportunities available in the field will be explored in addition to shop safety and basic tools. Students will disassemble and rebuild two-stroke and four-stroke engines. This class WILL NOT be offered 2019-2020. (0.5 credit)

## Business and Computers

### Career Path: Business, Management & Technology

**Personal Finance** (12<sup>th</sup> grade, required). Personal Finance is a class designed for seniors concentrating on teaching students about income, money management, spending and credit and saving and investing. Students will be equipped with skills on how to manage their personal finances in the real world after graduation. (0.5 credit)

**Computer Science Principles** (10-12<sup>th</sup> grade). Computer Science Principles is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. This course covers a board range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course is designed to prepare students for the AP Computer Science Principles exam. Students will have the option to take the AP exam at the end of the course. (1 credit)

**Yearbook** (Prerequisite: an application process that involves letters of recommendation the spring semester prior to the next year in order to enroll in the course; 11-12<sup>th</sup> grade). The more simulated real-world business experience that students encounter in high school the more they are prepared for the workforce. The yearbook class offers a simulated business environment in which they can play an active role. As a member of the yearbook staff, students play a role in the completion of an end product publication, where each student is responsible for individual parts. (1 credit)

**Business Technology** (12<sup>th</sup> grade). Seniors doing SBE must enroll in this class. This course is designed to enhance work skills that students are receiving at their jobs. The course is designed to help prepare students to succeed in the world of work as students and adults. (1 credit)

**Supervised Business Experience** (12<sup>th</sup> grade). Seniors will be allowed to work 1-2 periods a day at a job site. Students will have to take the business technology class and sign a contract along with their parents. The contract sets forth specific requirements such as attendance, grades, etc. For each credit of SBE students must work 10 hours per week. (1-2 credits)

**Computer Applications** (9-12<sup>th</sup> grade). This course is designed to help students master beginning and advanced skills in the areas of word processing, spreadsheet applications, multimedia, Internet usage, and integrated software applications. We will also focus on speed and accuracy in the area of keyboarding. (1 credit)

**Desktop Publishing** (Recommended: Computer Applications; 10-12<sup>th</sup> grades). In this course, you will learn the most important topics of digital photography and Adobe Photoshop, InDesign, and Illustrator. You will first learn how to get started with Photoshop. You will learn how to edit pictures, work with layers, make selections, and incorporate color techniques and place type in an image. Next, you will focus on Adobe Illustrator. With Illustrator you will learn how to create basic shapes, create text and gradients, draw and compose an illustration, and transform and distort objects. Lastly, you will learn Adobe InDesign. In InDesign you will modify page elements, and work with text, frames, and color. (1 credit)

**Multimedia** (10-12<sup>th</sup> grade). This course is designed to develop electronic presentations and videos, as well as manipulate text, graphics, audio, and photography. To do this students will use, but are not limited to, Movie Maker, Audacity, Prezi, Adobe Premiere Pro, Adobe After Effects, and Adobe Flash. (0.5 credit)

**Web Design** (10-12<sup>th</sup> grade). This course provides students with Internet skills and techniques as well as a major emphasis on Web page design. Students will explore resources of the Internet and its tools through research. HTML and Web publishing software will be used to create, format, illustrate design and Web pages. This class focuses on web page planning, basic design, layout and construction, and setup and maintenance of a web site. HTML, Dreamweaver, Fireworks, Flash, Photoshop and various other web page and image creation tools are taught in the course. (0.5 credit)

**Accounting** (11-12<sup>th</sup> grade). This course is a study of the basic principles, concepts, and procedures involved in double entry accounting. Record keeping for a service business, merchandising business, partnership, and corporations are presented. This course is meant for students who plan to attend college and major or minor in a business field, those who will be entering the job market in an office related field, those who plan to operate their own business, or for those who want a basic background for bookkeeping. (1 credit)

**Entrepreneurship** (10-12<sup>th</sup> grade). Students will learn the background knowledge necessary to start and successfully operate a business. Topics will include marketing, supply and demand, business plans, sales and finance.

## Special Courses

**A+ Mentoring** (12<sup>th</sup> grade). This class will be supervised by the A+ coordinator and corresponding teacher. A+ mentoring class is a means for A+ students to gain the necessary 50 mentoring hours to meet A+ Requirements. Eligible seniors may take the class to complete A+ requirements or to provide service to our school. The class is taken for Pass/Fail credit and may be taken only 1 semester\*. Students taking the class must attend every day. Lack of attendance or skipping will result in an F for the course, removal from the class, and will prevent a student from taking the class again. Additional requirements follow: *Senior Year*: Have an overall grade point average of at least 2.2\*, have an attendance percentage of at least 94%\*, understand that any skipping of the class will prevent them from taking the class again. \*May be waived for extenuating circumstances. (0.5 credit)

**Student Organizations** (Prerequisite: Students must hold an elected position in NHS, Student Council, FFA, FBLA, or Link Crew; Students must be approved by the instructor; 10-12<sup>th</sup> grade). The goal of this course is to plan, organize, advertise, prepare, execute and evaluate school activities for Southern Boone students. Throughout the year, students will work to perfect the skills of teamwork, leadership, organization and project planning as well as participate in service learning, community activities and affairs. (1 credit)

**At Risk Study Skills** (9-12<sup>th</sup> grade). Students who have shown a pattern of struggling in school may be placed in a study skills class. A committee of teachers, administrators and counselors will meet each semester to determine which students have a need for a study skills class. (1 credit)

## Online Dual Credit

Each semester Moberly Area Community College offers a variety of dual credit classes online. Below is a list of classes that have been offered in the past. The guidance office should have a list of available classes each March (for first semester offerings) and October (for second semester offerings). Go to <http://www.macc.edu/programs/course-descriptions> for more information. All online dual credit courses are for 11<sup>th</sup> and 12<sup>th</sup> graders. Each course is 0.5 SBC credit, check web site above for college credit hours. **Students are responsible for fees and textbook(s).**

ART101: Art Appreciation I  
BIO101: Biology  
BIO105: Conservation Biology  
BIO205: Human Anatomy  
BUS100: Introduction to Business  
CIT101: Computer Essentials  
ECN101: Macroeconomics  
FLN101: Elementary Spanish  
GEO101: World Geography  
HST105: American History to 1865  
HST106: American History from 1865  
LAL153: Intro to Contemporary Literature  
LAL275: Classical Mythology  
MUS105: Music of America  
PHI150: Intro to Philosophy  
PHI152: Introduction to Ethics  
PHY164: Atmospheric Science  
PHY120: Foundations of Chemistry  
PSY101: General Psychology  
SOC101: Sociology  
SPK101: Public Speaking

# Nichols Career Center

The Skilled Technical Sciences (STS) programs at Nichols Career Center provide students with the opportunity to gain skills necessary for profitable employment. Graduates of these programs are able to utilize this education to directly enter the workforce, or continue their training at the college level.

STS programs are only available to juniors or seniors who have been selected through a competitive application process coordinated by the NCC counselor. This process requires a program tour, application, and interview with the program instructor. Because most STS programs are two-year programs, the application process generally favors incoming juniors, although incoming seniors are welcome to apply (the exception is the Health Sciences program, which is exclusive to seniors). A review of the applicant's academic/attendance records, counselor evaluation, career pathway, and interview serve as the basis for selection. First-year students of two-year programs are required to undergo a performance review before being accepted to their second year of study.

## Dual Credit & Articulated Credit

There are several opportunities for students to earn dual or articulated credit while enrolled in one of the STS programs. Current offerings include, but are not limited to: State Technical College of Missouri, State Fair Community College, Ozark Technical Community College, Stephens College, and several Art Institutes. A comprehensive list is posted on the NCC website. Enrollment for this credit is coordinated by the NCC counselor.

## Industry Recognized Credential (IRC)

Most STS programs provide students with the opportunity to earn an IRC. This credential generally serves as evidence that the student has demonstrated competency in specific skills required by various businesses and industry. Students who earn an IRC generally command better employment opportunities or wages when entering the workforce. The assessments for IRC's are provided to students when they have completed the required curriculum, which is typically during the second year of study.

## Internships

Several STS programs offer internships for second year students in their final semester of study. Students are required to maintain the following: attendance of 95% or better, minimum 2.5 GPA, an excellent behavior record, be in good standing with JCHS, and be recommended by their program instructor. Students who are approved transport themselves to their internship site and attend internship in lieu of class time.

**Technical Math – Embedded Math** (11<sup>th</sup>-12<sup>th</sup> grade). This course presents informational methods of contextual mathematical instruction directly related to the corresponding 3-hour STS program. Students will review pre-existing concepts and learn new concepts that are specific to their chosen trade. Relevant mathematics will prepare students for higher education or provide them with the knowledge necessary to enter directly into a trade. Students will complete various assignments including but not limited to projects and problem solving activities. Additionally, students will practice standardized assessment questions relating to the ACT or other college entrance exams. **All STS students are enrolled in this course.** (0.5 credit per year)

**Technical English – Embedded English** (11<sup>th</sup>-12<sup>th</sup> grade). This course strives to improve and expand students' reading, writing, speaking, and listening skills through practice relevant to their CTE programs. Students will be encouraged to choose topics related to their specific programs when conducting research and presenting information. Special emphasis will be placed on speaking and

presentation skills, especially the job interview experience. Students will complete a minimum of one research and presentation project per term with additional work assigned at the program instructor's discretion. **All STS students are enrolled in this course.** (0.5 credit per year)

**Auto Collision Technology I/II** (11<sup>th</sup>-12<sup>th</sup> grade). Auto Collision Technology is a two-year course of study that focuses on the fundamentals of collision repair including safety, auto glass, part replacement, cutting metal, plastic repair, welding, straightening body panels, masking, refinishing, and detailing. The industry-developed curriculum (I-CAR) alternates annually with one year focusing on non-structural repair work while the subsequent year introduces refinishing concepts. Articulated Credit and Internship Available. IRC: I-CAR Non-Structural/Refinishing. (3 credits)

**Automotive Technology I / II** (11<sup>th</sup>-12<sup>th</sup> grade). Automotive Technology is an ASE (Automotive Service Excellence) certified two-year course of study that focuses on automotive repair and diagnosis. The curriculum is delivered through a combination of computer-based modules and shop work. The course of study alternates annually with one year focusing on engine performance and braking systems while the subsequent year introduces steering/suspension and electrical/electronic systems. Articulated Credit and Internship Available. IRC: ASE Student Level Certification. (3 credits)

**Broadcast Media I/II** (Prerequisite: strong communication skills (verbal, written) as evidenced by proficient writing skills in all high school English classes; 11<sup>th</sup>-12<sup>th</sup> grade). Broadcast Media focuses on news story development, communication skills (written, oral, interview styles, etc.) and technology skills required to create an online news magazine show broadcast at [www.jaycitynews.com](http://www.jaycitynews.com). Students will be expected to pitch story ideas, research material for the stories, conduct interviews and edit the stories into a final format and meet production deadlines. Audiovisual and lighting equipment use will be a key component of instruction. Industry-level editing software includes Adobe Premiere Pro (video), Adobe Audition (audio) and Adobe Photoshop (photos, graphics). Emphasis is placed on hands-on activities requiring students to work in groups and to be creative, responsible and professional. Second year students work on in-depth news story development. Responsibilities will also include positions as copy editor, news director and website manager. (3 credits)

**Building Trades I/II** (11<sup>th</sup>-12<sup>th</sup> grade). Building Trades is a two-year course of study that prepares students for several occupations within the construction industry. This program annually partners with the River City Chapter of Habitat for Humanity to construct a home in the Jefferson City area. Students travel off-campus for this project. The first year introduces safety, hand and power tools, plans, specification and codes, footing and foundations, concrete placing and finishing, floor/wall/ceiling/roof framing, roofing, windows and exterior doors, exterior wall finishing, interior doors and trim, painting, staining, and finishing. Second year students advance those skills through the construction of an additional home. Articulated and Dual Credit available. IRC: Career Connections. Additional Certification: OSHA 10. (3 credits)

**Computer Technology I/II** (Prerequisite: C or better in Algebra I or higher level math; 11<sup>th</sup>-12<sup>th</sup> grade). Computer Technology is a two-year course of study that prepares students for a variety of occupations within the computer science/information technology field. The program of study alternates annually with one year specializing in coding websites and computer programs using Java programming language and markup languages (HTML, DHTML, and JavaScript). The subsequent year focuses on the design, construction, maintenance, repair, networking, and administration of

computers/computer systems. Articulated and Dual Credit available. IRC: Test Out (Pro PC). (3 credits)

**Culinary Arts I/II** (Prerequisite: C or better in Foods I; 11<sup>th</sup>-12<sup>th</sup> grade). Culinary Arts is a two-year American Culinary Federation accredited program that prepares students for a variety of occupations in the hospitality and food service industries. First year students learn food preparation, sanitation and safety, nutrition, basic baking, dining room service, menu planning, purchasing, receiving, inventory, and storage, human relations, garde manger, sustainability, and nutrition in an industry standard kitchen. Students have the opportunity to showcase these skills through several catering events within the school and community. Second year students continue to advance their competencies in food preparation, sanitation and safety, nutrition, basic baking. Dual Credit available. IRC: ACF Certified Fundamentals. Additional Certification: ServSafe Food Protection Manager. (3 credits)

**Graphic Design I/II** (Prerequisite: Strong communication skills (verbal, written) as evidenced by proficient writing in all high school English classes and a C or better in Art I, OR Desktop Publishing, OR Web Design or comparable courses; 11<sup>th</sup>-12<sup>th</sup> grade). Graphic Design is a two-year course of study that introduces students to the Graphic Design and Advertising industries. Students will study typography, illustration, design and page layout, color theory, digital workflow, and print production using Adobe InDesign, Illustrator, and Photoshop through a series of in-class tutorials, exercises and final design projects. Projects may include branding and advertising, publication design, signage design, vinyl production, screen-printing, dye sublimation and digital printing. Second-year students will continue to expand their knowledge of graphic design and advertising to advance their visual communication skills. In addition, they will develop a comprehensive portfolio that highlights the student's client projects completed throughout the school district and community. Articulated Credit, Dual Credit and Internships available. IRC: SkillsUSA Graphic Design. (3 credits)

**Health Sciences** (12<sup>th</sup> grade). Health Sciences is a one-year course of study that introduces students to a variety of occupations within the health care field while focusing upon the required skills to become a Certified Nurse Assistant. The fall semester introduces vocabulary related to health care, anatomy and physiology, patient care skills, and basic disease information. In order to advance these skills, students who meet various clinical requirements are required to transport themselves daily to clinical settings at various hospitals and nursing homes during the spring semester. Articulated Credit Available. IRC: CNA. (3 credits)

**Heating, Air Conditioning and Refrigeration I/II** (11<sup>th</sup>-12<sup>th</sup> grade). This two-year course of study introduces students to the fundamentals of the heating and cooling industry. The first year includes instruction of the basics of refrigeration, installation and service, troubleshooting of residential air conditioners and furnaces, sheet metal fabrication, and wiring of house and control circuits. The second year provides students with advanced troubleshooting and problem-solving skills for all types of furnaces and air conditioners, in addition to fundamentals of commercial refrigeration/air conditioners/furnaces, and advanced sheet metal fabrication. Articulated Credit and Internship available. IRC: HVAC Excellence. Additional Certification: Section 608. (3 credits)

**Mechatronics I/II** (Prerequisites: C or better in Algebra I or higher level math; 11<sup>th</sup>-12<sup>th</sup> grade). This two-year course of study prepares students for several occupations within the engineering field such as systems, mechanical, electrical, telecommunications, control, and computer engineering. First year students use knowledge of electronic components, soldering, and microchip design to construct, troubleshoot, and repair integrated circuits, robots, computers, car audio equipment, and telecommunications devices. Students also utilize AutoCAD design software to create various 3D printer projects

and industrial programmable logic controllers to manipulate pneumatic powered equipment/control circuits. Second year students continue various projects within these topics while advancing their design, troubleshooting, and maintenance skills. Articulated Credit available. IRC: ETA EM-1 (3 credits)

**Welding I/II** (11<sup>th</sup>-12<sup>th</sup> grade). Welding is a two-year AWS (American Welding Society) approved course of study that includes instruction in gas, stick, MIG, oxyacetylene and plasma cutting processes using mild steel, stainless steel, and aluminum metals. The first year of study focuses on the preparation of metal for welding and correct application of welding rods, welding techniques, safety requirements, layout/cutting techniques, and welding terminology. The second year emphasizes advanced project-based learning, and additional skill development of arc/MIG/TIG welding, and weld testing. Articulated Credit and Internship Available. IRC: AWS SENSE. (3 credits)

## High School Extra-Curricular Activities

### Boy's Basketball

Season: First of November to mid-March  
Teams: Varsity, JV and Freshman  
Players: 12-15 per team  
Practice: Everyday each week for 1.5 to 2 hours  
Games: May play up to 16 games and 3 tournaments

**Girl's Varsity Basketball:** Pre-Season Training begins mid-October. Tryouts are completed by the first of November. Season Practice starts early in November and continues until the end of February. Athletes are expected to be at every practice, including the ones scheduled over breaks or days off (i.e. Christmas, Thanksgiving, Martin Luther King's Birthday, President's Day, etc.). There are approximately 16 games and three tournaments. This is a competitive sport and although we encourage everyone to try out only the best athletes will play in games.  
Girls grades 9-12

**Girl's Junior Varsity/Freshman Basketball:** Pre-Season Training, Tryouts and Season Practices are the same as Varsity Basketball. Expectations for practice are also the same. There are approximately 16 games. This number may increase or decrease depending on the number of athletes we have participating as well as what other schools' have participating. This is a competitive sport and, although we encourage all students to try out, only the best athletes will play in games. **Girls' grades 9-10 (juniors will be allowed to play if the numbers necessitate).**

**Baseball:** The baseball season occurs in the spring. Each year a maximum of thirty players are chosen to represent Southern Boone County Schools. The **varsity** team is scheduled for 18 games and two tournaments. The **junior varsity** will play approximately 14 games. A **freshman** schedule is also played and we host a freshman tournament. At this level there are ten dates scheduled for five inning double headers. There are an abundance of games scheduled throughout the season. The practice schedule and expectations of the coaching staff can be vigorous. This makes for a very exciting season!

### Softball

Season: Mid-August to Mid-October  
Teams: Varsity, JV and Freshman  
Players: 10-15 per team  
Practice: Everyday each week for 1.5 to 2 hours  
Games: May play up to 16 games and 3 tournaments  
Tryouts: Held the first week of practice

### Boy's Golf

Season: First of March to end of May  
Teams: Varsity and JV  
Players: 5 per team  
Practice: Everyday each week for 1.5 to 2 hours  
Meets: Up to 15 per season  
Tryouts: Held the first week of practice

### Girl's Golf

Season: August to October  
Teams: Varsity and JV  
Players: 5 per team  
Practice: Everyday each week for 1.5 to 2 hours  
Meets: Up to 15 per season  
Tryouts: No tryouts

**Cross Country:** This is for the student that enjoys long distance runs that include hills and valleys. The course is 3.1 miles. Practice consists of alternating days of speed work and distance work. This is a fall sport.

**High School Track:** If you have a desire to compete in events where increasing your personal best is the key to success then try track. There are 18 different events to try. Anyone who is willing to work hard, has a competitive nature and a positive attitude is encouraged to join the team. Track Season begins the first week of March and ends on the third week of May. Practice will last until 5:30 every day. There are 4 to 6 weekend meets.

### Soccer (Boys and Girls):

Season: August to October/ March to May  
Teams: Varsity and JV  
Practice: Two hours everyday  
Games: May play up to 18 games and 2 tournaments  
Players: Up to 17 per team  
Everyone is encouraged to tryout especially those who have endurance and sprinting abilities, coordination, a competitive nature, willing to learn, and a positive attitude.

### Volleyball:

Season: Mid-August to late October  
Teams: Varsity, JV  
Players: 10-12 per team  
Practice: Everyday each week for 2 – 2.5 hours  
Games: Up to 15 games and 2-3 tournaments  
Tryouts: Held 2 weeks before school starts

**Football:** Football accommodates athletes from a wide range of size and speed. Everyone is encouraged to participate, however, players will not be put in a game or practice situation that he is not physically able to perform in safely. Weight training is encouraged.

- Pre-season: Workouts conducted in June and July; weight lifting is expected year-round.
- Camp: High school camp will be held the last full week of July.
- Practice: Early August through Early November. Practices will be after school for approximately 2 hours per day. August practices prior to the first day of school will be longer and may be held twice per day. All players are expected to be at every practice and meeting.
- Season: 10 Varsity games, 6-8 Junior Varsity games.
- Players: up to 70

**Cheerleading:** Cheerleading is a competitive activity with tryouts in the spring of the school year. Information on tryouts and qualifications are announced in the High School bulletin. Students who sign up are provided a packet of information.

**Letterman's Club:** Any student that is a member of an athletic team, including Cheerleaders, may join Letterman's Club. Letterman's Club is a service club that helps raise money for the athletic programs. It also hosts the Athletic Banquet at the end of the school year.

**Jazz/Pep Band:** Made up of top players from the student body. Must play an acceptable jazz instrument and be enrolled in high school marching and concert bands. By audition only.

**Chamber Choir:** High School Chamber Choir is the only auditioned/select choir at Southern Boone. Fall semester students work solely on the musical production in late November, but also work toward conference choir, district choir and winter concert. Auditions are held in late March and April for participation in fall, and December for participation in spring Chamber Choir. The class is limited to 30 students in spring contest semester and voice part balance both semesters.

**Family, Career, and Community Leaders of America (FCCLA):** FCCLA is a nonprofit national vocational student organization for young men and women in family and consumer sciences education in public and private school through grade 12. Any student currently enrolled in a family and consumer sciences class or who has ever taken a FACS class is eligible to belong to FCCLA. Family, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life planning, goal setting, problem solving, decision-making and interpersonal communication – necessary in the home and workplace. Local activities vary depending upon the student leadership.

**Fellowship of Christian Athletes (FCA):** (not school sponsored) This is an independently sponsored, student led organization. Any student may belong. The purpose of this organization is to bring students together to promote and support one another in their Christian belief system.

**F.L.A.G.S.:** This foreign language club is for students who have extra interest in a foreign language and culture, art, travel, music, and drama. Students will be able to experience foods, songs, games, crafts, plays, movies, musical presentations, and websites among other things. Students interested in leadership will also have an opportunity to develop their abilities as President, Vice-President, Secretary or alternate officer. Scheduled meetings are held once a month. These are in addition to planned activities and special meetings.

**Future Business Leaders of American (FBLA):** Future Business Leaders of America is a nonprofit vocational organization for students enrolled in secondary business education classes. Students are eligible to join any year as long as they have been in a business class in high school. Students may contact the business teacher for information. The purpose of FBLA is to bring business and education together through leadership and career development programs. The major activity is competing in the district contest in the spring. Other local activities vary with the group's leadership.

**FFA:** FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The Ashland FFA is a youth organization for all high school students enrolled in an agricultural education course at Southern Boone County HS. As a member of the Ashland FFA you can become involved in many activities that are educational as well as fun. Some of the activities available to Ashland FFA members are numerous conventions and leadership conferences, trips, FFA week, and recreational activities. As a member you will develop leadership and personal skills, which you will use all your life. The FFA is an organization that is tailored to fit its members. You are invited to experience the world of FFA by taking an agricultural class and joining the Ashland FFA.

**Junior Class Activities:** Participation in this class is open to 11<sup>th</sup> grade students. Activities the students will participate in are Homecoming, Courtwarming and hosting Prom for the senior class. In order to raise money for Prom students will work the concession stand at all home games baseball, softball, volleyball, basketball as well as home track meets. A predetermined number of games are required in order for students to decorate for prom. This same number of games is required for students to be eligible for Senior Trip. Students who decorate for prom are responsible for planning, crating, etc. Only students who work the predetermined number of games will be dismissed to decorate the Friday prior to Prom Saturday.

**National Honor Society:** The Southern Boone County R-I National Honor Society is an organization honoring students who excel in

scholarship, service, leadership, and character. Students are chosen from the tenth, eleventh, and twelfth grades. The students with the highest grade point averages are given a survey sheet to list their awards, activities, and leadership responsibilities. These are given to a panel of teachers who select students to be honored. The selection is based upon the teachers' knowledge of the students and the information supplied by the student. The panel is asked to select students that are outstanding in scholarship, service, character and leadership. The organization is affiliated with the National organization that was formed by the National Association of High School Principals as a way to identify and honor students that are outstanding in many areas as well as scholarship. Students given the honor of being chosen as National Honor Society members work together to perfect their leadership, character, and service. The NHS participates in many service projects each year including sponsoring of two community blood drives, the can scrimmage for the needy and additional activities which help to make their school and community a better place to live.

**Quiz Bowl:** All students in grades 9-12 are eligible to go out for Quiz Bowl. This is a competition to answer questions in all subject matter that students should be learning in school. Students will normally practice one day a week in the months of October through early April. Matches are mainly with the other schools in our conference.

**Science Club** Southern Boone County Science Club is an organization with a membership of 9<sup>th</sup> through 12<sup>th</sup> grade students. The Science Club is involved with several activities throughout the academic year including recycling in the high school and Earth Day presentations and activities.

**Student Council:** Student Council is an organization which focuses on the student body of Southern Boone County High School. Members of the Student Council are elected by their peers. Elections for Student Council Officers are conducted in the spring. At this time class representatives are also elected by their class. Two additional representatives are elected in class meetings in the fall – a boy and a girl. Student Council focuses on the issues the student body has regarding any issue in the high school. Our role is to be an advocate for the student body and their concerns, need, etc. We also focus on maintaining school spirit by hosting various events for student participation, such as Homecoming and Courtwarming. To become involved in Student Council, an individual will need to sign up for elections in the spring and adhere to the guidelines for running for a Student Council office or representative. Individuals may also be elected in the fall by expressing his/her desire to represent his/her class on the day of elections.

(Activities and Organizations are subject to change)