

# SALISBURY HIGH SCHOOL COURSE DESCRIPTIONS 2024-25



## **MISSION STATEMENT**

The Salisbury R-IV School District will educate and inspire students to achieve individual success. *Adopted 2013-14*

## **VISION STATEMENT**

Salisbury Junior/Senior High School will provide standards-based instruction and resources that will promote high levels of student learning in all academic areas including the arts, technology, vocational skills, and extracurricular activities. The school will provide remediation for at-risk students and offer challenging extensions for advanced learners. By creating a positive atmosphere and using effective communication students, staff, and the larger community will work together to develop an environment where diversity and equality are encouraged. These opportunities will promote supportive, engaging, and challenging paths that will guide students towards rewarding careers, life-long learning, and a desirable quality of life. *Adopted 2013-14*

## **EDUCATIONAL PHILOSOPHY**

A philosophy of education is the foundation on which a school district is built and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Board of Education shall be a guide in determining the policies, rules, and regulations of the school district.

We believe that all students can learn. All students, however, are individuals, possessing unique interests and abilities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his or her capacities.

We believe that in a democratic society, education must help the student realize his or her worth as an individual and should lead him or her toward becoming a productive, responsible member of society. Strong emphasis must be placed upon democratic values, which are important for an effective and satisfying personal and social life and help to contribute to a positive attitude and build self-esteem.

We believe that in an ever-shrinking world, a student must be prepared to take his or her place in this global community. In order to do this, education must provide the student with an appreciation for cultural differences as well as a cooperative spirit.

We believe that a student cannot be given all the information in his or her thirteen years of school to be able to cope with all that life offers. So it is essential that every student be given the tools to be a problem solver and lifelong learner.

We believe that the foundation of the district's educational program is based on the development of competencies in the basic fundamentals of reading and oral and written communication.

It is, therefore, the mission of the Salisbury School District to provide an educational environment for children of the district, which is safe, nurturing, and will foster and accelerate their intellectual, physical, social and career development.

## **SCHOOL MOTTO**

Our school motto is "believing and achieving". We believe that all of our students can learn and achieve whatever they desire with hard work and dedication to learning.

## **SCHOOL DISTRICT GOALS**

1. Provide an educational experience that will prepare all students, regardless of academic standing for life after high school.
2. Operate the school district in a sound fiscal manner.
3. Provide the student with an environment that is safe, pleasant, and conducive to learning.
4. Maintain a maintenance and building program that will keep up with the needs of the Salisbury School District as well as keep an eye toward the future.
5. Provide support services that contribute to the overall effectiveness of the educational system.

## **ACCREDITATION**

The Salisbury School District is fully accredited. This puts us in an elite group of schools, which have high standards and high student performance.

## **NON-DISCRIMINATION POLICY**

The Salisbury School District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, age, or handicap in admission or access to, or treatment or employment in its programs and activities. If you have any questions regarding compliance with Title VI, Title IX or Section 504, contact the superintendent.

## **GRADES**

Each quarter is divided into nine weeks. The first and second quarters combine with the semester final to make the first semester, and the third and fourth quarters combine with the semester final to make the second semester. Only semester grades are recorded on permanent records. Each quarter an honor roll is posted.

## **GRADE PERCENTAGES**

The grading scale used by all teachers, district-wide, was approved in the spring of 2001. The letter grades assigned to each percentage are as follows:

|             |              |                |
|-------------|--------------|----------------|
| A 94.5-100  | A- 89.5-94.4 | B+ 86.5-89.4   |
| B 82.5-86.4 | B- 79.5-82.4 | C+ 76.5-79.4   |
| C 72.5-76.4 | C- 69.5-72.4 | D+ 66.5-69.4   |
| D 62.5-66.4 | D- 59.5-62.4 | F 59.4 & below |

## **GRADE POINT SCALE**

The following grade point scale was approved by the Salisbury Board of Education in the fall of 2000:

|   |      |      |      |
|---|------|------|------|
| A | +    | 4.0  | -    |
| B | 3.33 | 3.0  | 2.67 |
| C | 2.33 | 2.0  | 1.67 |
| D | 1.33 | 1.0  | 0.67 |
| F | 0.00 | 0.00 | 0.00 |

## **GRADUATION REQUIREMENTS**

The following graduation requirements and special regulations have been adopted by the Board of Education and take effect beginning with the entering freshmen of the 2008-2009 school year. Requirements for students in Special Education will be determined on an individual basis.

|                             |           |
|-----------------------------|-----------|
| Language                    | 4 credits |
| Social Studies              | 3 credits |
| Science                     | 3 credits |
| Math                        | 3 credits |
| Fine Arts                   | 1 credit  |
| Practical Arts              | 1 credit  |
| P.E.                        | 1 credit  |
| Health                      | ½ credit  |
| Personal Finance            | ½ credit  |
| Electives                   | 9 credits |
| <b><u>Total Credits</u></b> | <b>26</b> |

## **Junior High Course Descriptions**

### **ENGLISH**

#### **7th Grade English**

The seventh grade course includes a study in literature and writing. Comprehension skills will be developed through activities and group discussion. Students will communicate through written word and verbal presentation. Grammar and writing conventions will be introduced and practiced to prepare student for high school English. Technology will be utilized to enhance the learning process.

#### **8th Grade English**

The eighth grade course includes an enhanced study in literature and writing. Comprehension skills will continue to be developed from seventh grade. Students will write essays, both fiction and nonfiction. An introduction to MLA format used to prepare them for high school English classes. Grammar and writing conventions will be reviewed and emphasized for all written work. Technology will be utilized to enhance the learning process.

### **MATH**

#### **7th Grade Math**

In 7th Grade Mathematics students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and drawing inferences about populations based on samples.

#### **8th Grade Math**

In 8th Grade Mathematics students will focus on formulating and reasoning about expressions and equations, including systems of linear equations, and solving linear equations and systems of linear equations; using functions to describe quantitative relationships; and analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

#### **Algebra I**

Students should know their multiplication tables, should feel comfortable working with fractions without a calculator, doing basic operations with positive and negative integers, and be familiar with plotting points/lines on an X-Y graph. This course includes the study of real numbers; writing, solving and graphing linear equations and functions; solving and graphing linear inequalities; exponents and exponential functions; quadratic equations and functions; and polynomials and factoring.

*Prerequisites: 8th grade math or (Pass aptitude test in at end of 7<sup>th</sup> Grade Math. If taken during the 8<sup>th</sup> grade, this course will appear on a student's high school transcript.)*

## **SCIENCE**

### **7th Grade Science**

Seventh grade science gives an introduction to many areas of science. Students will explore areas of Physical, Life, and Earth sciences through a study of matter, energy transformations, electricity, ecosystems, climate change, and weather systems. Graphing will be emphasized, as well as calculations within the metric system. Students will also get to participate in a number of laboratory activities using the scientific method and CER (claim, evidence, and reasoning). This year-long course will build a knowledge of science that will help students throughout their junior high and high school science classes.

### **8th Grade Science**

Eighth grade science builds on knowledge of Chemistry, Biology, and Earth Science. Students will use the scientific method and CER to complete lab activities to help with understanding of lessons. This year-long course will challenge students to apply prior knowledge to more in depth areas of science.

## **SOCIAL STUDIES**

### **7th Grade Social Studies**

In the seventh grade Social Studies course, students will use independent and cooperative strategies with an emphasis on research, writing, technology, inquiry, and analysis of complex source materials. Geographic and economic research tools will be used to analyze the five themes of geography (location, place, region, movement, and human environment interaction) in order to make decisions and problem solve. Major course strands include: government, economics, geography, and culture.

### **8th Grade American History**

The eighth grade American History curriculum focuses on early American history, from the study of the first migrations of North America through the build up to the Civil War. Students will be introduced to the first Americans, the European colonies, the incredible battle for American independence, and the fundamentals of the Constitution. The new American nation and its problems and successes are discussed, along with the changes and expansion that made America what it is today.

## **FINE ARTS**

### **7th Grade Art (SEM)**

This is a basic course that covers the elements (line, shape, value, texture, form, space and color) and the principles (balance, variety, proportion, rhythm, movement, pattern, emphasis, and harmony). During the year, students work with each element using a variety of techniques and materials. The course will also expose students to the history of art and develop art criticism skills. The concepts of aesthetics, art curriculum, art history, and art production are applied and reinforced throughout the course.

Text: "Exploring Art" Publisher Glencoe/McGraw-Hill

### **8th Grade Art (SEM)**

This course lays a foundation for art appreciation and helps develop skills as an artist. The students will engage in the exploration of various artworks that depict nature, animals, people, objects, architecture, recorded events, celebrations, and storytelling. We will also plan and create our own artworks depicting a few of these themes. Art through the ages will be explored exposing students to various cultures and art movements from prehistoric times through today.

Text: "Introducing Art" Publisher Glencoe/McGraw-Hill

## **Intermediate Band**

Intermediate band is a yearlong, daily course for 7<sup>th</sup> and possibly 8<sup>th</sup> grade students. Instruction is given in the instrument categories of woodwinds, brass, and percussion. The focus of this class is the continued development and expansion of musical skills. Musical growth is encouraged in large ensemble settings, as well as increased opportunity for personal achievement through small ensembles, solos, and honor band groups. Prior experience in band classes (5th and 6th grade) is highly suggested. A student wishing to enter into a band class in 7th grade is encouraged to study in a private lesson setting with either the director or an outside instructor to ensure success in this class. Note; the entire eighth grade band students may be enrolled in high school band or intermediate band. This decision will be made on a yearly basis based on the recommendation of the band instructors.

## **Junior High Choir**

This course uses the practice of singing as an ensemble to learn the definition and application of music, music literacy, music listening, music history, music theory, and music-making. Students will practice and perform music of varying forms and cultures to reinforce those standards.

## **JH Speech/Drama**

This class focuses on the beginning elements of theater and public speaking skills. Students will learn the basics to script structure, blocking, and stage directions, as well as create and perform a successful scene. Students will read and analyze plays, film, and fine art performances. Students will also explore a wide range of public speaking skills and be introduced to basic researching, argumentation, questioning, and rebuttal skills in debate.

# **PRACTICAL ARTS**

## **7th Grade FACS**

This comprehensive instructional program is designed to help prepare students for multiple roles as individuals and family members. Emphasis is placed upon values clarification, decision making, consumer skills, personal and family relationships, parenting, nutrition, and health. Career exploration and its impact on families are key components.

## **8<sup>th</sup> Grade Keyboarding**

A basic, introductory course in personal computers using Google Docs and Google Slides. The students will receive hands-on experience in Docs and Slides creating business documents and presentations. The course focuses on skills necessary to be productive in both work and personal environments via computer devices.

## **7th Grade Agriculture**

This course highlights the key areas of agriculture at a basic level. Students will learn about the National FFA Organization's history and purpose, agricultural careers available, basic types of farm/ranches, agricultural practices specific to Missouri and complete a woodworking project.

## **8th Grade Agriculture**

This course highlights the use of the AgExplorer curriculum where students learn about careers in agriculture. Each week focuses on a specific career sector which includes: agribusiness, animal systems, biotechnology, environmental service, food product and processing, natural resources, plant systems, power, technical and structures and agricultural education. The class concludes with a Hunters Education course that allows students to become hunter education certified.

## **PHYSICAL EDUCATION**

### **Junior High Physical Education**

Physical Education is a general physical education course of team, lifetime, and individual sports which includes but is not limited to tennis, flag football, horseshoes, floor hockey, basketball, pickleball, weight training, table tennis, speedball, volleyball, softball, badminton, CPR, track and field, and swimming. Before each class, warm-ups specific to each sport will be taught. Each student will be evaluated on participation, attitude, skill tests, and-or written tests. As in all other physical education classes, fitness tests will be given.

## **EXPLORATORY**

### **Exploratory and Enrichment Course (Quarter)**

Exploratory and Enrichment is designed to provide students with a foundational level of mastery in a variety of subject areas. Subject areas that could be taught include, but are not limited to, critical thinking, computer skills, internet safety, career choices, social/emotional health, organizational and study skills, time management, and personal finance. The purpose of Exploratory and Enrichment is not to become experts, but rather to explore the basics of these areas of study in order to develop a more well-rounded student transitioning into secondary education.

### **Study Skills**

See principal for details.

# **High School Course Descriptions**

## **ENGLISH CLASSES**

### **English I**

English I at Salisbury High School provides units of instruction that focus on reading literature and informational texts, writing, and speaking and listening skills with 9th grade complexity. Students will read various fiction and nonfiction texts both American and world literature including poems, short stories, novels, essays, and plays. Students will learn vocabulary, reading comprehension skills, literary techniques, and writing skills across genres. Students will write narrative, argumentative, and expository pieces. They will also be required to complete research and use MLA style while formatting essays. Students will be expected to write both fiction and nonfiction pieces. Students will also be expected to participate in class discussions, prepare and give presentations, and demonstrate public speaking skills.

### **English II**

English II at Salisbury High School provides units of instruction that focus on reading literature and informational texts, writing, and speaking and listening skills with 10th grade complexity. Students will read various fiction and nonfiction texts both American and world literature including poems, short stories, novels, essays, and plays. Students will learn vocabulary, reading comprehension skills, literary techniques, and writing skills across genres. Students will write narrative, argumentative, and expository pieces. They will also be required to complete research and use MLA style while formatting essays. Students will be expected to write both fiction and nonfiction pieces. Students will also be expected to participate in class discussions, prepare and give presentations, and demonstrate public speaking skills.

The state required End of Course (EOC) exam is administered upon successful completion of this course.

*Prerequisite: English I*

### **Practical English III**

Practical English III is designed as a third year English course for students planning to enter the workforce directly out of high school. The course is a journey through American and British literature including short stories, novels, and essays. Students will learn vocabulary, reading comprehension skills, literary techniques, and writing skills. Students will write narrative, argumentative, and expository pieces. They will also be required to complete research and use MLA style while formatting essays. Students will also be expected to participate in class discussions, prepare and give presentations, and demonstrate public speaking skills. Lastly, students will survey literature on a real-world scale and look into how literature is applied to their everyday lives.

*Prerequisites: English I and English II*

### **English III**

English III is designed as a third year English course for college bound students. English III is a journey through American literature. Students will study a variety of forms of literature including poetry, short stories, plays, novels, and essays. Along with literature, the history, custom, and culture of America will be studied. Writing will be a major component of the course, focusing on incorporating evidence and citation. Writing, reading, grammar, vocabulary, and speaking skills will be emphasized throughout this journey.

*Prerequisites: English I and English II (grade of C or better in English II or will need instructor approval)*

## **Practical English IV**

Practical English 4 is designed as a fourth year English for students planning to attend two year colleges, technical schools, or enter the workforce. The basic skills of English will be emphasized: writing, reading, and verbal communication. Included through the year will be units on resumes and interviews, research and writing, workplace communication, and diversity.

*Prerequisite: English III or Practical English III*

## **Composition I & II (dual credit from Moberly Area Community College)**

Dual Credit English LAL 101 and 102 Composition I and Composition II are designed as a rigorous fourth year English for students planning to attend four year colleges and universities as well as two year colleges.

### **LAL 101: Composition I**

This course teaches the process of writing, from prewriting to revision. Focus is on reading and critical thinking, essay writing, and literary analysis. Course provides practice in computer-assisted writing and oral communication. Prerequisite: Eligible placement score or satisfactory completion of developmental sequence. *Prerequisite: English III with a grade of C or better*

### **LAL 102: Composition II**

Students are introduced to research writing through originality, organization, and persuasion. Focus is on critical thinking when conducting research, considering sources, and synthesizing information. *Prerequisite: LAL101*

## **Creative Writing**

Creative writing, a semester English elective, is an exercise in creative thinking and expression. This course will focus on expressive writing in many different forms. Students will have the opportunity to explore several different types of poetry and prose styles, as well as respond to literature, and other artistic mediums. Writing that shows thought will be emphasized. Peer reviews and sharing ideas are essential elements to this course.

*Prerequisite: English II*

## **Classical Mythology (Semester- Dual Credit LAL 275 from Moberly)**

The student is introduced to the subject of classical mythology with emphasis placed on its relevance to interpretation of both literature and art. Both Greek and Norse mythology will be covered. Students will read, analyze, discuss, and write about myths.

*Prerequisite: English II with a grade of B or better*

## **MATH CLASSES**

### **Functional Mathematics**

This course is designed to allow students to refine and develop math skills and concepts through instruction and practice. The content in this course will be designed to reinforce mathematical skills necessary to be successful in further math courses. Topics will include, but not limited to the following: Order of Operations with Real Numbers, Real Number Line Basics, Coordinate Plane Basics and Formula Usage and Operations. This course will be an option for students entering high school before they take Pre-Algebra/Algebra 1B combination or Algebra I.

### **Pre-Algebra /Algebra B (2 credits, one each, equivalent to full year Algebra I)**

Pre-Algebra/Algebra B is a two-year course series emphasizing fundamental Algebra skills. Pre-Algebra is the first of a two-part Algebra program. Algebra B is the second of a two-part Algebra program. These are courses designed to prepare students for tomorrow's world by involving them in exploring and discovering math concepts, connecting algebra to the real world and to other subjects and math topics, and by building an understanding of the concepts that provide a strong foundation for future courses and careers. The content emphasizes graphing and solving equations/inequalities, factoring, quadratic functions, exponential functions, systems of equations/inequalities, statistics, and data analysis through the integration of technology as a problem-solving tool. Pre-Algebra/Algebra B is the foundation for higher mathematics courses. The state required End of Course (EOC) exam is administered upon successful completion of Algebra IB. After successfully completing these two courses, a student should be ready to enroll in geometry.

### **Algebra I**

Students should know their multiplication tables, should feel comfortable working with fractions without a calculator, doing basic operations with positive and negative integers, and be familiar with plotting points/lines on an X-Y graph. This course includes the study of real numbers; writing, solving and graphing linear equations and functions; solving and graphing linear inequalities; exponents and exponential functions; quadratic equations and functions; and polynomials and factoring. The state required End of Course (EOC) exam is administered upon successful completion of this course.

*Prerequisite: 8th grade math or Pass aptitude test at the end of 7<sup>th</sup> Grade Math*

### **Geometry**

Geometry is the branch of mathematics concerned with the properties and relations of points, lines, surfaces, solids, and higher dimensional analogs. *Prerequisite: Algebra I or Pre-Algebra AND Algebra B*

### **Algebra II**

Students should feel comfortable doing basic math without a calculator (including using operations with fractions and integers). Algebra 2 provides a review and extension of the concepts taught in Algebra 1. Topics covered will include equations and inequalities, general functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions of angles and of real numbers, systems of equations and inequalities, and sequences and series. Introduction to matrix algebra and probability/statistics will also be taught. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

*Prerequisites: Algebra I or Pre-Algebra AND Algebra B and Geometry.*

## **Trigonometry**

This course is a college preparatory course covering essential topics in advanced high school mathematics for the study of calculus, physics, educational research statistics, and other advanced topics in college. Applications of mathematics to real problem situations are featured. Students will explore trigonometric, circular, logarithmic, and exponential functions as models of data and learn transformation of data needed to interpret and draw conclusions.

*Prerequisites: Algebra I, Geometry and Algebra II (or taken concurrently with Algebra II with instructor approval)*

## **College Algebra (dual credit from Truman)**

A review and study of algebraic topics including equations and inequalities, algebraic, exponential, and logarithmic functions, systems of equations and inequalities. Emphasis will be placed on application and review of skills.

*Prerequisites: Algebra I, Geometry, Algebra II or taken concurrently with Algebra II with instructor approval) and Trigonometry*

## **Calculus**

This course investigates the key mathematical concepts of the function, the limit, the derivative, and the integral. Each of these concepts will be discussed from a graphical, numerical, and algebraic perspective.

*Prerequisites: Algebra I, Geometry, Algebra II and Trig/College Algebra*

## **Statistics**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

*Prerequisites: Algebra I, Geometry, and Algebra II*

## **SCIENCE CLASSES**

**\*Beginning with the class of 2025, students will be required to take Biology or Applied Biology for graduation.**

### **Physical Science**

Physical science is a foundational, laboratory course that integrates principles of chemistry and physics. It emphasizes higher order thinking skills, inquiry-based learning, and laboratory skills.

### **Earth Science**

The earth/environmental science curriculum focuses on the function of the Earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. The areas of inquiry include: Energy in the Earth System, Geochemical Cycles, Origin and Evolution of the Earth System, Oceanography, Meteorology, Origin and Evolution of the Universe, Predictability of a Dynamic Earth, Human Interactions with the Earth's Geologic and Environmental Systems.

### **Biology I**

Having a basic understanding of biology may even prove beneficial to you in future endeavors. This year you will be introduced to basic themes found in biology such as ecological interactions, photosynthesis, cellular respiration, cellular structures and genetics through discussion and "hands on" projects. The state required End of Course (EOC) exam is administered upon successful completion of this course.

*Prerequisites: Physical Science or Earth Science. Class size limited to 16 due to lab space*

### **Applied Biology I**

Applied Biology will cover the same major topics of Biology 1, but will introduce them at a slower pace and not in as much depth. Having a basic understanding of biology may even prove beneficial to you in future endeavors. This year you will be introduced to basic themes found in biology such as ecological interactions, photosynthesis, cellular respiration, cellular structures and genetics through discussion and "hands on" projects. The state required End of Course (EOC) exam is administered upon successful completion of this course.

*Prerequisites: Physical Science or Earth Science*

### **Biology II (not offered 24-25 school year)**

Biology II will delve deeper into topics from Biology I, like genetics, cellular respiration, photosynthesis, ecology, evolution, and molecular biology. It will also cover new material including cell signaling, protein structures, and biochemistry.

*Prerequisites: Biology I or Applied Biology with instructor approval*

### **Chemistry I**

Chemistry is an important science in our everyday life. It is of great importance not only to other sciences and technology, but also to any explanation of the material things around us. Chemistry I is a yearlong course designed to give a sound understanding of the basic facts and principles of chemistry.

Some of the topics we will study include: matter and energy, historical and modern atomic structures, periodicity, nomenclature of inorganic molecules, bonding, math of the chemical formula, chemical equations, stoichiometry, and how chemistry relates to everyday life.

*Prerequisites: Physical Science or Earth Science and Algebra II (may be enrolled concurrently with teacher approval)*

### **Advanced Placement Biology**

AP Biology is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices, I assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

*Prerequisites: C or above in Biology I (or with Instructor Approval)*

### **Human Anatomy /Physiology**

This year we will discover the basic anatomy and physiology behind the many processes your body completes every day! Systems to be studied include the integumentary system, skeletal system, muscular system, nervous system, cardiovascular system, respiratory system, digestive, and the reproductive system, along with introductory units covering essential vocabulary and concepts.

*Prerequisites: Physical Science or Physics First, and Biology I or Applied Biology with instructor approval*

### **Physics (YEAR)**

The world today is dependent on technology and science. Physics is at the core of the sciences and we could not carry out our everyday life without its basic principles. Physics is known as the base science because all other sciences obey the laws of physics. Through our yearlong discovery of physics concepts, we will have a better understanding on how physics affects our everyday life. Some of the topics we will study include: electricity, uniform motion, accelerated motion, forces, Newton's laws, energy, thermal energy, waves, and planetary motion.

*Prerequisite: Algebra II (may be enrolled concurrently with instructor approval)*

## **SOCIAL STUDIES CLASSES**

### **American History (required for Freshmen)**

The course is designed to emphasize the study of American History from the Civil War up to the present. Students will learn and study the American Civil War, the settling of the American West, World War I, the Great Depression, World War II, and the free world's victory in the Cold War over Communism. Also, students will gain a deeper appreciation for racial equality by studying about the struggle for civil rights by our nation's minorities. There is also a study of the American Presidents, Lincoln through the present, as we move through the course.

### **American Government (SEM - required for sophomores)**

The American Government and Politics course provides a framework for understanding American democracy and the scope of our government. It provides extensive coverage of five core subject areas: constitutional foundations, patterns of political behavior, political institutions, public policy outputs, and state and local government. The required US Constitution, Missouri and Civics tests needed for graduation will be administered in this course.

*Prerequisite: American History*

### **World History**

World History is a chronological survey beginning with prehistory. World History is not limited to western civilization and will include information concerning Africa, the subcontinent, Asia, the Middle East, and the Americas. The first semester will be World History: Prehistory through the Renaissance and Exploration. The second will be World History: Reformation through the 20th Century.

*Prerequisites: American History and American Government*

**Dual Enrollment US History** *Prerequisites: American History and American Government; A/B in English III or English II (grade from previous year)*

#### **HST105--1st Semester**

This course is a survey of the economic, social and diplomatic aspects of the historical development of the United States from 1492 to the Civil War.

#### **HST106--2nd Semester**

This course is a survey of the economic, social, and diplomatic aspects of the United States from 1865 to the present.

### **History in the Movies (SEM)**

This course examines the ways in which the American movie industry has depicted major events and themes in American history and society, and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Students are expected to view movies in addition to in-class viewing, and to read materials relating to both American cinema and historical topics. A general understanding of U.S. history is recommended.

*Prerequisites: American History and American Government*

### **World Geography and Cultures (SEM)**

This course will examine the geographic make-up of our planet, the Earth's active processes, and how the Earth's physical features influence human behavior. Students will study how different societies gain and use resources and how access to valuable resources can lead to conflict and tension. This course will include an introduction to geography, physical geography, human geography, and explore how these topics play out in specific regions in our world. Students will examine the impact geography has on history, culture, economics, and politics with the goal of improving student geographic literacy, critical thinking, and problem-solving skills - all of which better prepare students for the challenges of an increasingly interconnected global community. This World Geography course also places an emphasis on conducting research and analyzing primary and secondary sources and is designed to prepare students for higher-level social science courses.

### **America at War (SEM)**

This course is a study of the American military institution from the colonial period to the current environment in the 21st century. Students will examine military traditions and employment of forces during war and peace as well as the relationships between the military and society. It emphasizes the innovations and changes in strategy, tactics, organization and technology throughout American wars and conflicts.

*Prerequisites: American History and American Government*

### **Contemporary Issues (SEM, offered opposite Government)**

This is a day by day study of the current events and problems facing our country and world. This class is based on individual and group work, discussion, and quizzes. For your "textbook" you will be receiving weekly copies of Time." Students will develop and demonstrate skills in critically reading charts, graphs, maps, political cartoons, and primary and secondary sources. Students will use a variety of sources to explore and identify historical, geographical, social, economic, scientific, etc. causes, consequences and possible solutions of problems in current events. Students will examine the major countries of the world and major personalities. Students will choose news stories of your interest and construct a portfolio of these and your reactions to those stories, as well as individual and group work. Students will investigate news events that relate to cross-curricular fields.

*Prerequisites: American History and American Government*

### **Psychology (SEM)**

Psychology is a survey of methods and subject matter of Psychology. Students will develop a better understanding of their own behavior as well as the behavior of others by studying the selected topics of personality, intelligence, mental health, and more..

*Prerequisites: American History and American Government*

### **Sociology (SEM)**

Sociology is a survey of methods and subject matter of Sociology. Students will develop a better understanding of group behaviors by studying a number of topics. Students will understand the concept of sociology, investigate the concept of culture, apply socialization to their own experiences, explore social structures and stratification, and investigate social inequalities.

*Prerequisites: American History and American Government*

## **FINE ARTS CLASSES**

### **Art I - Intro to Art**

Art I is a basic course that covers the elements of 2D and 3D design: line, shape, value, texture, form, and color. During the year, students work with each element individually using a variety of techniques and materials. The course will also expose students to the history of art and to basic aesthetic evaluation of works of art. The course emphasizes skills development and development of the creative thought process. All students will maintain a sketchbook and a portfolio of completed projects (to monitor progress). Grading is based on timely completion of homework, creative application of skills on projects, and participation.

Text: "Art Talk" Publisher Glencoe/McGraw Hill

### **Art II**

Art II is a course designed to expand upon the Art I foundation. It is designed for the student who has a strong interest in the arts. This studio course is planned so that students will learn additional techniques and creative thought processes as well as new applications for the skills and concepts learned in Art I. This will result in students having larger repertoires of responses for solving creative problems, and having a greater understanding and appreciation of the visual arts. Students who have successfully completed Art I will have the background knowledge and skills necessary for this course.

This course is a hands-on introduction to drawing, painting, printmaking, ceramics and sculpture. Equal time will be given to each discipline. The basic goal is to expand the student's art experience through studio art techniques while recognizing the value of art history. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. Ample opportunities will be given to refine skills, develop creative thinking and to critique works of art.

*Prerequisite: Art I*

### **Art III**

Art III is designed for the student with a strong interest in visual art. Painting — Drawing— Pottery -Sculpture. Students will be working independently on upper level projects exploring their artistic ideas and vision. Specific goals and assignments will be worked out on an individual basis between student and instructor. New techniques will be taught as needed and creative exploration of ideas and techniques will be strongly encouraged. It is a chance for the visually gifted to excel.

*Prerequisites: Art I and Art II*

### **Art IV**

Art IV is designed for the student who plans to major in art at the college level. This studio course is designed to develop and encourage the artistic ability and interest students have gained in Art III and earlier art courses. The Art IV curriculum is planned to encourage individual exploration of a variety of concepts and media. Students are expected to work independently with the instructor offering advice and guidance on a more limited basis. Students are encouraged to develop their own assignments, to develop their own unique interest and style.

*Prerequisites: Art I, Art II and Art III and instructor permission.*

## **Arts and Crafts (SEM)**

Arts and Crafts is designed for students who like to work in many different artistic areas to discover interests and abilities. Students learn the primary skills of many visual art processes as well as design and creative strategies. Most of the work produced in this class is intended for use as functional objects as well as works of art. A variety of artistic media are used to develop individual artistic concepts: etching on glass or mirrors, hand-wrought metal work or jewelry, stencil painting on shirts and wood, tie-dye, sculpture, decoupage, fluid painting, sand-casting, rug hooking, macrame, wreath making, and ornaments.

*Prerequisite: Art I*

## **Studio in Creative Media (Typography & Coding) (SEM)**

Creative Media is designed as an exploratory visual arts class that will help students build persistence, strengthen coding knowledge, increase confidence, harness creative energy, and enhance focus. Students will learn about typography and then work independently on a mixture of guided and open-play activity apps to expose students to computational thinking and problem solving. Students will learn about programming, practice it for themselves, then apply their new skills towards the creation of their own project. Students will practice their coding techniques, and learn new ones; and just as important, they'll gain valuable experience and real world skills in a fun and exciting collaborative environment.

*Prerequisites: Art I and school internet permissions with chromebook*

## **Studio in Sculpting & Ceramics (SEM)**

This course provides a comprehensive study in methods of sculpture, hand-built clay construction and basic wheel throwing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. This studio class provides an opportunity for students to work on their creativity and artistic expression, as well as critical thinking, patience and hand-eye coordination while creating 3D forms in clay. Working with clay is a physical process with many stages that allow for input from the artist. The students will use a variety of tools and techniques (hand building and pottery wheel) to create both functional and sculptural forms while they explore clay and its transformation, by the firing process, into ceramics. Creativity and quality craftsmanship are emphasized.

*Prerequisites: Art I*

## **Drama & Forensics (year-long)**

Drama provides units of instruction that focus on elements of theater, script writing, acting skills for both product and performance, design and technical theater, theater history, principles of directing, script analysis and evaluation, research, careers in theater, and cultural diversity in theater. Students will be expected to complete both individual and group projects, design and build props, set, and costumes, perform scripted and improvised scenes, as well as read and write about plays, film, and various fine art performances. Students will also learn about forensics such as prose, poetry, humorous, dramatic, and duet acting with a performance component. Students will become comfortable and confident with public speaking and performance through practice.

## **Choir**

The Salisbury High School Choir's purpose is to advance the music-reading, music-appreciating, music-making, and music-performing skills of its members. Members of this ensemble represent the school in singing through various community, district, and state-level functions.

## **Band**

High school band is a yearlong, daily course for 9th (possibly 8th grade) through 12th grade students. Instruction is given in the instrument categories of woodwinds, brass, and percussion. A student wishing to enter into high school band class *without prior instruction* will be required to study in a private lesson setting with either the director or an outside instructor to ensure success in the class.

Instruction is built using the fundamental knowledge gained in years prior, while expanding and encouraging growth through more individualized assessment and performance opportunities. There is an emphasis of performance in MSHSAA sponsored competitions and festivals; participation in these activities will require the Band to adhere to the rules and regulations set forth by the MSHSAA organization in regards to eligibility. Students enrolled in the class are required to participate in all three (marching, concert, and pep) performing ensembles. Prior experience in band class (5th - 7th or 8th grade) is highly suggested.

**\*If you would like to participate in color guard, please sign up for the fall semester of band to receive 1/2 of a fine art credit.**

## **Music Appreciation (dual credit is from CMU) SEM**

This course is designed as an introduction to the appreciation of music with an emphasis on western art music, music of other cultures, as well as popular music. The music is surveyed with recordings, videos, multimedia computer presentations, and live performances providing illustrations for directed listening as a basis of appreciation. Transferable: UC, CSU and private colleges.

Disclaimer to DC Music App.

## **Guitar**

This class is designed for the student with no previous experience playing guitar or without knowledge of standard music notation. Fundamentals of standard music notation, chords, tablature and improvisation will be covered.

*Guitar class size is limited to 10 students; preference will be given to students based on grade level starting at 12th grade*

## **Piano Class**

This class is designed for the student with no previous experience playing piano or without knowledge of standard music notation. Fundamentals of standard music notation, chords, scales and song playing will be covered.

*Piano class size is limited to 8 students; preference will be given to students based on grade level starting at 12th grade.*

## **PHYSICAL EDUCATION CLASSES**

### **Boys Fitness & Conditioning (not offered 23-24)**

### **Girls Fitness & Conditioning**

### **Co-Ed Fitness & Conditioning**

Fitness and Conditioning is a year-long weight training course that emphasizes body conditioning and development through specific exercises over a period of time. Weight training is an individual activity where proper technique and concentration is important in order to achieve maximum results. A systematic method of progressive body building will be introduced to students. Instruction emphasizes development of muscular strength/ tone, and power by use of universal weight machines/ free weights. Students will also learn and explore various methods of lifelong fitness outside the weight room.

### **Boys Physical Education**

Physical Education is a year-long course of general physical education activities of team, lifetime, and individual sports to include but not limited to tennis, flag football, horseshoes, floor hockey, basketball, pickleball, weight training, table tennis, speedball, volleyball, softball, badminton, CPR, track and field, and swimming. Before each class, warm-ups specific to each sport will be taught. Each student will be evaluated on participation, attitude, skill tests, and-or written tests. As in all other physical education classes, fitness tests will be given.

### **Co-Ed Walking**

This class is designed to give students the opportunity to achieve cardiovascular fitness through low impact walking, stretching, and plyometric activities. Each day will consist of distance walking at different intervals and progressions. Objectives of this course are for each student to improve their cardiovascular endurance, improve flexibility, and to reduce % body fat. Students will gain knowledge regarding lifetime fitness, nutrition, and the importance of an active lifestyle.

## **HEALTH/FINANCE CLASSES**

### **Health (Semester, required for graduation)**

Comprehensive health education teaches students fundamental health concepts and skills that foster healthy habits and behaviors for the individual and others through sequential and coordinated teaching of health education, and physical education. Students will learn to assess risks and consider potential consequences and to make health-enhancing decisions.

### **Personal Finance (Semester, required for graduation)**

Personal Finance will introduce students to the world of money management and finance. Students will learn what to do with their money by learning about their financial options and their responsibilities, and they will also learn about the consequences of mismanaged finances. The course presents and explains financial concepts such as budgeting, consumer purchasing, strategies, consumer credit, investing, insurance, and taxation.

## **PRACTICAL ARTS CLASSES**

### **Interior Design**

This instructional program describes the study of the behavioral, social, economic, functional, and aesthetic aspects of housing, interiors, and other built environments. It includes instruction in analyzing, planning, designing, furnishing, and equipping residential, work, and leisure spaces to meet user needs and the study of related public policies.

### **Baking and Pastry**

This instructional program prepares students for careers or post-secondary programs related to the baking and pastry culinary business and industry. The student will apply the knowledge and skills of how basic ingredients function, baking/pastry vocabulary, and mixing techniques to produce baking/pastry products based on industry standards. Students will develop skills in basic bread and pastry techniques to produce breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. Attention to detail and artistic flair are key skills that begin to develop during this class.

*Prerequisite: General Foods*

### **Child Development I (SEM)/ Child Development II (SEM)**

This instructional program studies the intellectual, social, emotional, and biological development of children and the planning and design of related human services. It includes instruction in parent-child relations, parenting practices, special needs of children, prenatal and environmental influences of child development, external support services, and related public policy issues.

### **General Foods**

This instructional program prepares individuals to understand the principles and practices relating to food preparation in the home and in vocational settings. This course includes instruction in food safety and handling, equipment use, food preparation techniques, culinary nutrition and menu development, and career opportunities in the foodservice industry.

*Class size limited to 16; preference given to students starting with seniors*

### **International Foods**

This instructional program prepares individuals to understand the principles and practices relating to food preparation in the home and in vocational settings. This course includes instruction in food safety and handling, equipment use, food preparation techniques, culinary nutrition and menu development, and career opportunities in the foodservice industry in greater depth than General Foods.

*Prerequisite: General Foods*

### **Business Technology**

Students will explore computer skills and applications needed on a personal, school/college, and career level. The focus of this course is to provide knowledge and skills associated with Microsoft Office applications including: Word, Power Point, Excel, Access, Publisher and Outlook. Students will create various documents: reports, business letters, tables, databases, spreadsheets, and brochures. In addition, students will expand their knowledge of computer terminology, parts of a computer, and search strategies on the Internet. Students also have the opportunity to earn a Digital Literacy Certificate which can be used on resumes and job applications. This certificate is proof of achieving expert status in computer skills and applications.

## **Desktop Publishing**

This class will produce the high school yearbook, the SAPAN. Students will learn desktop publishing skills necessary to produce the yearbook. You will learn the beginning and advanced rules of design, as well as how to use a camera and rules to capture great photos. You will also practice organizational and communication skills required for staff unity, productivity and public relations.

Students will gain marketing skills through selling business advertisements to the community and selling books to their classmates. Students will learn how to meet deadlines, and work independently and cooperatively as a whole staff. After school work will be required to take photos, gather information for layouts, and to possibly meet deadlines. Much time and attention will be needed to perfect the high school yearbook. The yearbook you produce will be work you are proud of.

*Prerequisites: application and teacher approval required for acceptance into this class*

*B average or higher in English and junior or senior standing*

## **Accounting I**

Students will gain knowledge of basic accounting principles and procedures. Students will learn and understand how to make economic and financial decisions that will affect their communities, as well as their own economic futures. Automated accounting procedures will be applied through various problem solving applications and individualized accounting business simulations.

## **Multimedia I**

Multimedia is the integration of pictures, graphics, video, sound, and text to express emotions, communicate thoughts, and demonstrate creativity. Multimedia design gives students experience and knowledge in all forms of mixed media and content. Multimedia presentations combine text, graphics, animation, images, and sound from a wide range of media, including films, newspapers, magazines, television, videos, and electronic media-generated images. A wide range of current hardware and software will be explored including Adobe Photoshop, Premiere, Audition, and other design-based software.

In this course, students will explore several different ways of expressing themselves digitally by developing and utilizing the elements and principles of visual arts in a world that craves digital media in all career pathways. Students will create videos, music mixes, and various print materials.

## **Multimedia II:**

Students in Multimedia II will broaden their knowledge and mastery of Adobe software and broaden their skills in the area of photography, videography, and design layout. This course will be an independent study. Materials will be provided.

*Prerequisite: Multimedia I*

## **Entrepreneurship (SEM, can also be offered as a year long course, depending on interest)**

The main purpose of this course is to provide students with a comprehensive understanding of business entrepreneurship. Students will learn information related to the following topics: assessing entrepreneurial abilities, defining the entrepreneurial process, recognizing the characteristics of business and the role business plays in the global economy, identifying various business models, developing new business ideas, creating a business plan, facing various startup challenges including hiring key staff and selecting technologies, and developing a business. It will also provide an understanding of marketing a business and its products or services. Students will have an opportunity to apply their knowledge through hands-on exercises. Communicating ideas and facts to others, along with teamwork, is emphasized in the project assignments.

### **Sports & Entertainment Management and Marketing (SEM)**

This course focuses on the principles of management and planning supported by research, financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing products/business, and develop a career plan. Sports & Entertainment is a course designed to teach business concepts applied to the sports and entertainment industry. Marketing is a tool that has allowed the U.S. economy to become highly successful internationally. The basic functions of marketing, product/service management, distribution, selling, marketing information management, financing, pricing, and promotion will be covered. In addition to marketing overview, this course is designed to show how advertising, sales and event marketing and communications are important to this industry.

### **Industrial Metals I/II/III (Year)**

This course will develop student's ability to perform metalworking and metal fabrication tasks. Students will gain knowledge and experience in proper and safe techniques in welding, cutting and shaping metal through class lessons, class projects, and individual projects. The emphasis is on individual student projects to best immerse students in these topics as much as possible. They will gain experience in working with metal fabrication related equipment such as SMAW welders, MIG welders and oxy-fuel equipment. There is a focus on safety operations, life skills, financial record keeping, and professionalism to best provide students with employability and career readiness.

*Class size is limited to 15 students; preference will be given to students based on grade level starting at 12th grade.*

### **Industrial Power (Year)**

This course highlights career readiness skills in power, structural and technical skills. Students will gain knowledge and experience in metal fabrication, small engine repair and maintenance, and automotive machinery. There is a focus on safety operations, life skills, financial record keeping, and professionalism to best provide students with employability and career readiness. This course may take place in conjunction with the Ag Mechanics class. *Class size is limited to 15 students; preference will be given to students based on grade level starting at 12th grade.*

### **Industrial Woods I/II/III (Year)**

This course is designed to expand students' woodworking skills. Students will demonstrate their knowledge and experience by participating in teacher assigned and student driven projects. The projects are designed to give students as much experience as possible by using many different machines and tools. Students will gain introductory knowledge of woodworking tools and equipment, and have the ability to safely use them for their intended purpose. There is a focus on safety operations, life skills, financial record keeping, and professionalism to best provide students with employability and career readiness.

*Class size is limited to 12 students; preference will be given to students based on grade level starting at 12th grade.*

### **AG Science I**

This is an introductory course to the history and traditions of the National FFA Organization. Students will learn about agri-business systems, animal systems, food products and processing systems, plant science systems, power, structure and technical systems. Students maintain record books as a part of the Supervised Agricultural Experience program and on site SAE visits are conducted by the instructors. Each student obtains the Greenhand Degree in spring semester.

*This course is a prerequisite for all agricultural education courses.*

### **Agricultural Food Science and Technology (SEM 1) and Food Science & Technology (SEM 2)**

This course highlights the importance of farm to table practices of the food science side of agriculture. Students will be exposed to introductory food science concepts that relate to food crops and meat prepared, processed, and preserved. Students maintain record books as a part of their Supervised Agricultural Experience programs and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I*

### **AG Mechanics I/II (Year)**

This course builds career readiness skills in ag power, structural, and technical skills. Students will gain knowledge and experience in agricultural structures, metal fabrication, small engine repair and maintenance, and agriculture machinery. Students maintain record books as a part of the Supervised Agricultural Experience program and on site SAE visits are conducted by the instructors. There is a focus on safety operations, life skills, and professionalism to best provide students with employability and career readiness. This course may take place in conjunction with the Industrial Power/Energy course.

*Prerequisites: Ag Science I, junior or senior Class size is limited to 15 students; preference will be given to students based on grade level starting at 12th grade.*

### **Conservation & Natural Resources (fall semester)**

This class prepares students to be responsible stewards of the natural environment. Students examine conservation practices, regulations, ecology, careers in conservation through guest speakers from the Missouri Department of Conservation and the art of fly fishing. At the end of the course, students will be certified to operate a boat on Missouri waterways by obtaining their Missouri Boaters Certification. Students maintain record books as a part of their Supervised Agricultural Experience program and on site SAE visits are conducted by the instructor.

*Prerequisites: Ag Science I*

### **Introduction to Crop Science (Sem 1) and Greenhouse Operations I/II/III (Sem 2)**

This class highlights the importance of plant biology, soil fertility and management, communication techniques, crop/seeds identification and selection, safety and environmental issues, field crop production, proper greenhouse techniques, propagation, and maintenance and running of the greenhouse through hands-on experiences with a greenhouse production sale. Students create resumes and a semester-long business project. Students maintain record books as part of their Supervised Agricultural Experience programs and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I Crop Science will only be offered in the fall of even numbered school years.*

*Landscape and Design will be offered in the fall of odd numbered years.*

### **Plant Science (Year Long, not offered 24-25)**

This class stresses the importance of plant biology, soil fertility and management, crop/seeds identification and selection, safety and environmental issues, and field crop production during the fall semester. The spring semester is designed to teach proper greenhouse techniques, propagation, and maintenance and running of the greenhouse through hands-on experiences with a greenhouse production sale in the agricultural education greenhouse. Students create resumes and a semester-long business project. Students maintain record books as a part of their Supervised Agricultural Experience program and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I*

### **Agricultural Business and Management I/II (SEM)**

This course stresses the importance of verbal and written communications to the agricultural sector. The program teaches students sales, service, farm and ranch management, entrepreneurship, and economics. Students create resumes and a semester-long business project. Students maintain record books as part of the Supervised Agricultural Experience program and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I, junior or senior*

### **AG Communications and Leadership (SEM)**

This course introduces basic communication, education, and leadership theory. Emphasis is placed on the practical application of theoretical knowledge of communicating, educating, and leading within agriculture. This class may conduct Ag Ed on the Move in the fall. The program teaches agricultural education lessons to third grade students by communicating the importance of Missouri agriculture commodities to future consumers. Agricultural communications coursework will be strengthened through FFA fall public speaking, spring leadership development events, agricultural essay contests and scholarship applications. Daily skills which will be practiced include the correct use of grammar, spelling, and sentence structure. Students maintain record books as part of their Supervised Agricultural Experience program and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I, junior or senior*

### **Ag Structures**

This course places emphasis on career readiness skills in Ag Power, Structural, and Technical skills. Students will gain knowledge and experience in farmstead planning, building construction, concrete, electrical systems, plumbing, and fencing. Students maintain record books as part of their Supervised Agricultural Experience programs and on site SAE visits are conducted by the instructor.

*Prerequisites: Ag Science I, junior or senior*

### **Animal Science**

This course highlights the importance of livestock production and management, animal nutrition, animal reproduction, and animal care. This course will specialize in beef, dairy, poultry, sheep, swine, and equine. Students maintain record books as part of their Supervised Agricultural Experience programs and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I*

### **Ag Sales and Marketing I/II (SEM)**

This course will provide students with an introduction to (1) the principles of personal selling, (2) marketing and promotional activities undertaken by various supply-chain members, and (3) some of the basic concepts and skills associated with a career in sales - all within the context of agriculture. Additionally, students maintain record books as a part of their supervised Agricultural Experience programs and on site SAE visits are conducted by the instructors. Curriculum will also be supplemented by competing in the Ag Sales FFA CDE.

*Prerequisites: Ag Science I, junior or senior*

### **Ag Structures**

This course highlights career readiness skills in Ag Power, Structural and Technical skills. Students will gain knowledge and experience in Farmstead planning, building construction, concrete, electrical systems, plumbing, and fencing. Students maintain record books as part of the Supervised Agricultural Experience programs and on site SAE visits are conducted by the instructors.

*Prerequisites: Ag Science I, junior or senior*

## **FOREIGN LANGUAGE CLASSES:**

### **Spanish I (offered ???) -**

In Spanish I the student begins to understand, speak, read, and write Spanish. Conversational skills using the present tense and practical vocabulary are emphasized. Students also begin to study the culture of Spanish-speaking peoples.

### **Spanish II (offered ???)**

Spanish II builds on the first-level course. Students increase their vocabulary, continue to use and develop the present tense and infinitive verb constructions, and improve conversational, reading, and writing skills. Students continue to study the culture of Spanish speaking peoples.

*Prerequisite: Spanish I*

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### **College and Career Readiness**

This course is designed to equip senior students with the skills to craft high-quality applications, find financial aid, research post-graduation options, establish career goals, and gain life skills.

### **Teaching As A Profession**

This course will explore the roles a teacher plays, the qualities of effective teachers, and how to become a teacher. Students will learn about the history of education, educational theories, classroom management, and how to develop lesson plans. Students will also explore what education is like in different countries/cultures throughout the world.

### **Cadet Teaching**

The cadet teaching class is designed to give Senior students interested in the teaching profession hands-on experience. Students are provided with the opportunity to interact with teachers and their students in a classroom environment. Cadet teachers engage in the same activities a professional teacher encounters in his/her classroom. Students are evaluated by both the supervising teacher and the cooperating teacher.

*Eligibility Requirements: Seniors who have no failing grades and who maintain a "C" average may enroll in the class. Must be a member of FTA.*

### **A+ Tutoring**

Refer to A+ criterion as listed in the student handbook.

### **Online Dual Credit**

Please see the Student Handbook for information on online dual credit policies. A list of offered courses is available to students prior to the start of each semester.

### **VO-TECH**

**www.moberly.k12.mo.us** Under District Buildings, select Moberly Area Technical Center and then MATC course descriptions. Ag and Natural Resources not available to Salisbury students.

*Acceptance rubric includes attendance, discipline, academic performance, deadline met and extra point opportunities.*

## **Study Skills**

See principal for details and approval.

## **FLEX Program**

Course Content: Students wishing to earn credit via alternative delivery methods on or off campus at Salisbury High School. Participants in the FLEX Program must: (1) be of junior or senior status (2) attend school for at least five instructional hours of their schedule; (3) pursue timely graduation by completing all core requirements courses with a passing grade; (4) at time of application must have a 95 percent or higher attendance rate and must maintain that attendance rate while a part of the FLEX program; (5) at time of application must have a minimum Grade Point Average of 2.5 and maintain that GPA while apart of the FLEX program; and (6) avoid suspension or expulsion while in the program. Students will submit an application for the intended FLEX Program Field in the spring semester of previous year. Applicants must apply for a FLEX Field that aligns with his/her Individual Career and Academic Plan (ICAP) and meet the prerequisites of desired FLEX Field. Students will submit timelogs, and pay stubs if applicable, to the RootEd Advisor at the end of each quarter. Supervisors will provide an evaluation of student progress at the end of each quarter. Failure to complete the required hours will result in loss of credit and the student will not be able to continue in FLEX for the second semester. Students who intend to FLEX off-campus must do so at an approved business. The list of approved businesses will be posted prior to the application deadline.

Course Credit: Students who are working in their approved FLEX Field will earn units of credit based on time worked. Students can FLEX up to two hours per school day. Hours may vary depending on what FLEX Field a student is chosen for. Students will receive .5 credits per school hour flexed. A student can receive up to one full credit per semester. If a student is asked to leave their assigned FLEX Field or does not maintain eligibility requirements, the student will be placed back into school courses.

## **Resource Classes**

\*The resource program at Salisbury High School provides units of instruction in core area subjects, such as English and Math. Students are also taught several necessary skills in addition to their Individual Education Plan (IEP). Some of these skills include, but are not limited to: study skills, test preparation, learning styles, listening skills/following directions, career exploration, life skills, social skills, organizational skills, functional academics, transitional planning, and personal finance units.

\*The resource program works directly with the Special Education director, the IEP team, regular education teachers, administrators, parents, and students. The resource program does require the student's cooperation as more responsibility is placed on each student during their junior high and high school years.

All of these programs follow the student's Individual Education Plan (IEP) that are completed under the guidance of the Individuals with Disabilities Education Act (IDEA) Federal Law.