



# **HIGH SCHOOL PROGRAM GUIDE**

*Explore Your Frontiers*

2017-2018

30 W. Pershing Rd. #402

Kansas City, MO 64108

# FRONTIER SCHOOLS PHILOSOPHIES

## **Vision Statement**

To become a vibrant, innovative educational leader, building strong partnerships with other academic, business and community institutions.

## **Mission Statement**

Empower students to discover and develop their innate gifts and talents

- in pursuit of college readiness, productive citizenship and lifelong learning
- within an atmosphere of academic excellence with a STEM (Science, Technology, Engineering and Math) focus
- to prepare for the STEM-related jobs now projected for the American workforce
- meeting the needs of all, including those whose primary interest is non-STEM
- providing flexibility to expand in the future to a STEAM environment by adding an Arts component

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# **Section I: Frontier College – College Ready**

At Frontier, students are expected to master their subjects, and every Frontier student graduates college-ready. Our high school program is designed to provide each student with the essential elements of a college prep education, along with opportunities to engage in the exploration of intense study within particular fields of interest.

Through the following components, every Frontier student will attain skills and abilities that are necessary to be successful in college and beyond.

## **Rigorous Curriculum**

Frontier offers rigorous and relevant course work with a heavy emphasis on STEM courses. Middle and high school curriculum and programs are designed to prepare students for college level course work

## **College Geared Coursework**

Frontier's high school program is designed to ensure acceptance, enrollment, and success in four year colleges/universities. Students are expected to successfully complete a minimum of 24 credits in different subject areas identified by the state of Missouri.

## **Progress Monitoring with Ongoing Assessment and Personalized Support**

Frontier educators have necessary tools to monitor academic progress of each student and to adjust instructional strategies to better meet students' needs. Based on ongoing assessment and data analysis, personalized learning opportunities and individualized need-based support will be provided to every student in order to achieve their college and career goals.

## **College and Career Counseling Support for Students**

Our goal is to guide every Frontier student in preparing for and achieving his or her postsecondary goals and aspirations. College counselors provide individualized support to each student in the five areas of college and career readiness.

- Personal Readiness
- Academic Readiness
- Career Readiness
- College Admissions
- Financial Aid and Scholarships

## Student Expectations and Commitment

At Frontier, all students are expected to:

- Complete Frontier Schools Standard or Honors Graduation Plan
- Complete state-mandated end-of-course tests (EOC)
- Show proof of completion of at least 60 hours of community service
- Receive acceptance to a two or four year college or university

## College Readiness Monitoring

FS implements End-of-Course (EOC), Northwest Evaluation Association (NWEA), ACT, PSAT/NMSQT®, PSAT™ 8/9, PSAT™ 10 assessments to track the academic readiness of students. Students who meet minimum expected scores for each grade level are on target to be college ready.

- **End-of-Course (EOC):** The Missouri Assessment Program assesses students' progress toward the Missouri Learning Standards, which are Missouri's content standards. End-of-Course assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment, regardless of grade level. Missouri's suite of available End-of-Course assessments includes: English I, English II, Algebra I, Algebra II, Geometry, American History, Government, Biology and Physical Science. Districts must ensure that students completed EOC assessments in Algebra I, English II, Biology, and Government prior to high school graduation. For students who complete the Algebra I EOC assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes. All students, including Missouri Option students, are required to participate in EOC assessments designated as "required" for accountability purposes. A few groups of students are exempt from EOC assessments required for accountability purposes. Exempt student groups include:
  - Students whose IEP teams have determined that they are eligible to participate in the Missouri Assessment Program-Alternate (MAP-A)
  - English Language Learners (ELL) who have been in the United States 12 cumulative months or fewer at the time of administration may be exempted from taking the English II and/or English I assessments.
  - Foreign exchange students (not required to participate, but may do so at the district's discretion)
  - Home schooled students (not required to participate, but may do so at the local district's discretion)
- **Northwest Evaluation Association (NWEA):** Founded by educators nearly 40 years ago, Northwest Evaluation Association™ (NWEA™) is a global not-for-profit educational services organization known for our flagship interim assessment, Measures of Academic Progress® (MAP®). More than 7,400 partners in U.S. schools, districts, education agencies, and international schools trust us to offer pre-kindergarten through grade 12 assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation.

- **American College Testing (ACT):** The ACT is a standardized test that measures a student's skills in five core areas: English, math, reading, science, and writing (optional). Students in grades 11 and 12 take the ACT so that they can submit their scores to colleges as part of the college application process.

Subject Area	Total Questions	Time (in minutes)	Score Range
English	75	45	Between 1-36
Math	60	60	Between 1-36
Reading	40	35	Between 1-36
Science	40	35	Between 1-36
Composite	215	2 hours and 55 minutes	Average of English, Math, Reading and Science. Between 1-36
<i>Writing (Optional)</i>	<i>1 essay</i>	<i>40</i>	<i>Between 1-12</i>

- **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT):** Frontier Public Schools is dedicated to providing a comprehensive college preparatory program that facilitates each student's ambition to pursue higher education at the nation's top university and colleges. As a part of this process, students in 11th may take PSAT/NMSQT test in Fall. The most common reason for taking the PSAT/NMSQT is to receive feedback on student strengths and weaknesses so that students can focus their preparation on those areas that could most benefit from additional study or practice. This test also gives a student chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

Subject Area	Total Questions	Time (in minutes)	Score Range
<b>Evidenced Based Reading and Writing</b>			160-760
Reading	47	60	
Writing and Language	44	35	
<b>Math</b>			160-760
Math-No Calculator	17	25	
Math-Calculator	31	45	
Total	139	2 hours and 45 minutes	320-1520

- **Preliminary Scholastic Aptitude Test 10 (PSAT 10):** The PSAT 10 and PSAT/NMSQT are the same test, offered at different times of year. Students in 10th grade may take PSAT 10 in Spring. The scores of this test are not used for National Merit Scholarship.
- **Preliminary Scholastic Aptitude Test 8/9 (PSAT 8/9):** The PSAT 8/9 is a test that is designed to help students and teachers figure out what students need to work on most so that they're ready for college when they graduate from high school. It tests the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10—in a way that makes sense for their grade level.

Subject Area	Total Questions	Time (in minutes)	Score Range
<b>Evidenced Based Reading and Writing</b>			120-720
Reading	42	55	
Writing and Language	40	30	
<b>Math</b>			120-720
Math-No Calculator	13	20	
Math-Calculator	25	40	
Total	139	2 hours and 25 minutes	240-1440

- **Scholastic Aptitude Test (SAT):** The SAT is a standardized test widely used for college admissions in the United States. It is an alternative for ACT. The students who are interested in taking SAT should talk to the school counselor. For more information, please go to [www.collegeboard.com](http://www.collegeboard.com).

### **Intervention for College Readiness**

FS intervention programs are designed at each grade level to ensure that students are on the college readiness track. FS has an ongoing benchmarking system to monitor the progress of each student. Then, assessment data is used to develop an individualized learning plan for each student.

### **National Honor Society**

High school students who have maintained a minimum GPA of 3.0 during their high school career are eligible for nomination to the school's local chapter of the National Honor Society. Students seeking admission should contact the sponsor for admission guidelines. The student must have been enrolled in the current school for at least one semester. Selection for membership is based



upon a student's evidence of scholarship, service, leadership, and character. Selection will be made by a faculty council appointed by the Principal. Discipline referrals and excessive absences will constitute evidence of deficiencies in character and leadership. Service contributions are determined by completion of a service form by the nominee and scored by the faculty council. Induction is held twice during each academic year.

## Section II: General Information

### Attendance

Attendance Requirements to receive credit for a course:

1. State law mandates that a student must be in attendance for **90% of the time a class in session** to receive credit.
2. The Attendance Review Committee will make the ultimate decision whether or not the student receives credit in a class.
3. Dual Credit students must meet the attendance requirements set by the local campus.
4. IEP and 504 committees may be considered as an attendance committee for students with disabilities.

### Minimum Course Load

9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students are required to enroll six classes at minimum per semester. 12<sup>th</sup> grade students are required to enroll in eight classes (or equivalent) per semester.

### EXCEPTIONS:

1. Senior students enrolled in off campus Dual Credit courses can take the last period off in their high school schedules. College course schedule verification and counselor/administrator approval is required.
2. Senior students who are on track their graduation credit requirements and are enrolled in Dual Credit and AP courses may be granted Independent Study classes. Counselor/administrator approval is required.

### Grade Level Classification

Students will be classified in certain grade levels by the number of credits he or she has earned at the end of each school year.

Freshman (9 <sup>th</sup> )	0.00-4.50 credits
Sophomore (10 <sup>th</sup> )	5.00-10.50 credits
Junior (11 <sup>th</sup> )	11.00-16.50 credits
Senior (12 <sup>th</sup> )	17.00-24.00 credits

### How to Earn Credits

Courses vary from one to two semesters in length. Students can earn a half credit for each semester course and a whole credit for a year-long course\* (*exceptions may apply*). Students earn credits when they pass their courses with the minimum of 60% average and meet 90% attendance requirement. Each semester stands alone. Semesters are not averaged together except in cases of student progression plan.

The following are ways a student can earn credit:

- A course is taken as a part of the student's high school schedule
- A Dual Credit college course - approved by counselor - is taken for high school credit and college credit (must be one of the approved courses listed on the dual credit list-- refer to the Dual Credit programs, Section IV.)
- AP Exam
- Online courses - approved courses through accredited online course providers
- Summer School Opportunities

*Students and parents assume the responsibility for registering for, and completing courses attempted. Students and parents assume the cost of taking courses outside of their regular high school schedule.*

*Students must talk to their counselor for information regarding alternate methods of acquiring credits before signing up for any course.*

### **Recovering/Repeating a Course**

Students who receive a failing grade must recover the course in order to receive the required credit. For this purpose, the school may offer recovery courses during the summer school or academic year. If they had failed the course and not earned the credit, the following guidelines apply:

- If a student receives an "F" and recovers it by taking the class again during a regular school year as part of his/her daily schedule, then the first grade will not be calculated in the overall grade point average (GPA). Only the second grade will affect the (GPA). Both grades will appear on the transcript.
- If a student receives an "F" and recovers it by taking a summer school course (or any other recovery course that is not part of the student's daily schedule during the academic year) then both grades will be calculated in the GPA. Both grades will appear on the transcript.

Occasionally, students may wish to retake a class to improve their knowledge and skills in that subject matter area.

If they had previously earned the credit, the following guidelines will apply:

- No additional credit is earned when a course is repeated.
- The first and second grade will be recorded on the student's permanent record.
- The most recent grade will be calculated in the GPA.

- The policy does not apply to courses that are intended to be repeated, such as: band, newspaper, weight training, etc.

### **Schedule Changes**

Students must choose their courses carefully and with the advice of their counselor and parents to minimize the need for a change. The master schedule is built to accommodate the classes originally chosen by the student.

Schedule changes based on teacher, elective, or section preferences may not be honored. The administration reserves the right and has the responsibility to only make changes as necessary to meet graduation requirements, balance class sizes, correct administrative or clerical error, reflect changes in school personnel, or other educationally appropriate reasons.

### **Dropping a Class**

- Changes requested after the Course Plan has been submitted will be made only for the following reasons per counselor approval:
  - A Senior needs to make up deficient graduation credits
  - A student received an failing grade and needs to repeat the class for high school graduation requirements or to meet college eligibility requirements
  - A student is in the incorrect course level
  - A course requested will not be offered due to budgetary restraints or low class size
  - A student completed a course credit at summer school
- During the **first 15 school days** of class, students may request a schedule change according to the following guidelines:
  - Level changes can be requested by students and parents based on availability (grades from the dropped upper level course will be carried into the added lower level course)
  - Placement recommendation based on academic performance
  - Medical/health issues require adjustment in schedule
  - Course needed for graduation or college eligibility requirements

### **Grading Scale, Class Ranking, GPA**

#### Grade Calculation

A student's Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student's GPA. Weighted GPA is used to determine class rank. Unweighted

GPA is used for admission to most colleges and universities, and for scholarships at in-state schools.

### Grading Scale and Course Weight

A student's Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student's GPA.

<b>Letter Grade</b>	<b>Grade Range</b>	<b>Dual Credit (DC)</b>	<b>On-Level Course</b>
A	90-100+	5.0	4.0
B	80-89	4.0	3.0
C	70-79	3.0	2.0
D	60-69	2.0	1.0
F	0-59	0.0	0.0

### Senior Class Rank

Frontier schools are ranking schools. A class rank indicates how a student's grades compare with those of other students in his/her class.

All courses recorded on the high school transcript shall count toward Grade Point Average (GPA) and class rank, using the grades received.

Class rank is determined by the weighted grade point average (GPA) of all high school credit courses taken through the end of the eighth semester. *Rank for graduation status (valedictorian/salutatorian) is determined by the GPA through the end of the first semester of the senior year.*

A final calculation of GPA and class rank is determined at the completion of the senior year and will be reflected on the final transcript.

To be eligible for senior class ranking (valedictorian and salutatorian honors) students must be enrolled for their junior and senior years in the same high school, and graduate in no fewer than eight regular semesters.

## **Graduation Ceremony**

Students completing the Frontier Schools and State of Missouri requirements for graduation will be granted a high school diploma. FS annually sponsors a graduation ceremony for students who have completed requirements established by both the FS and the State. Students who have not completed requirements may participate in graduation ceremony with an approval from principal. Even if the student participates in graduation ceremony to, he or she may remain enrolled to complete the FS requirements and earn his and her high school diploma; however, the student will only be allowed to participate in graduation ceremony. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student's participation in graduation ceremonies. Graduation announcements are not invitations to the graduation ceremony. If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the FS Graduation ceremony.

## **Credits from Other Institutions**

Credits earned during the summer following the junior year will be entered to the junior year course lists and be counted in the overall GPA and ranking computations. Any credits received **after September 1<sup>st</sup>** will be entered to the senior course list and will not affect the ranking submitted to colleges during the fall semester of the senior year. It is students' responsibility to ensure summer credits are submitted on time and properly entered to their course lists.

## **Transfer Students**

A student transferring into the district from a DESE accredited school will receive the numerical grade earned in courses from that school. Weighted courses will be honored and converted to match our system.

Students Transferring from Schools Outside of the United States: Students from other countries will receive Ps for passing appropriate courses. Translation of out-of-country transcripts is the responsibility of the parent/guardian. Awarding of credit will be determined by school administration after review of all documentation.

*Students from Home Schooling Programs and unaccredited private schools:* Credits earned through home schooling programs and unaccredited private schools will not be calculated for GPA and class rank by the district. Students must provide documentation of enrollment and completion of courses in order to get credit. Students will receive Ps for passing appropriate courses.

# Section III: High School Graduation Requirements

In order for a student to graduate from Frontier Schools, the student must fulfill:

1. FS High School Credit Requirement
2. Admission by a 2-Year/4-Year College
3. Minimum 60 Community Service Hours<sup>1</sup>
4. Complete state-mandated end-of-course tests (EOC)

## Course-by-Credit Summary

Frontier School Program is designed to ensure acceptance, enrollment, and success in 4-year universities, and requires the following course-by-credit plan for all students, regardless of the plan they choose to graduate. Exceptions may apply to students receiving Special Education services.

Course	Frontier Schools Standard Diploma	Frontier Schools Honors Diploma
Communication Arts	4.00	4.00
Mathematics	3.00 <sup>2</sup>	4.00
Science	3.00	4.00
Social Studies	3.00	3.00
Personal Finance	0.50	0.50
Physical Education	1.00	1.00
Languages other than English	2.00 <sup>3</sup>	3.00
Fine Arts	1.00	1.00
Health	0.50	0.50
Practical Arts	1.00	1.00
Electives	5.00	4.00
<b>TOTAL</b>	<b>24</b>	<b>26</b>

<sup>1</sup> Community service requirement is 15 hours per year.

<sup>2</sup> Coordinating Board for Higher Education (CBHE) recommends four Mathematics credits for students who plan to enroll in a college or university.

<sup>3</sup> May be waived for students in special programs and transfer students with no LOTE credit. These students must earn 2 additional elective credits which will replace LOTE credits. "Frontier Schools Minimum Standard Diploma" will be awarded to these students.

## Required Academic Program for FS High School Graduation

Discipline	Frontier Schools Standard Diploma	Frontier Schools Honors Diploma
<b>English</b>	<p><b>Four Credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III/ AP English Language and Composition/Dual Credit</li> <li>• English IV/AP English Literature and Composition/Dual Credit</li> </ul>	<p><b>Four Credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III/ AP English Language and Composition/Dual Credit</li> <li>• English IV/AP English Literature and Composition/Dual Credit</li> </ul>
<b>Mathematics</b>	<p><b>Three Credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> </ul>	<p><b>Four Credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• An additional course for which Algebra II is prerequisite such as Pre-Calculus, College Algebra, AP Calculus AB or AP Calculus BC</li> </ul>
<b>Science</b>	<p><b>Three Credits from the following:</b></p> <ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Biology or AP Biology</li> <li>• Chemistry or AP Chemistry</li> <li>• Physics or AP Physics (B or C)</li> <li>• Dual Credit Science Courses</li> </ul>	<p><b>Four Credits from the following:</b></p> <ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Biology or AP Biology</li> <li>• Chemistry or AP Chemistry</li> <li>• Physics or AP Physics (B or C)</li> <li>• Dual Credit Science Courses</li> </ul>
<b>Social Studies</b>	<p><b>Three Credits from the following:</b></p> <ul style="list-style-type: none"> <li>• American History or AP American History</li> <li>• American Government or AP US Government</li> <li>• World History, World Geography, African American History</li> <li>• Dual Credit Social Studies Courses</li> </ul>	<p><b>Three Credits from the following:</b></p> <ul style="list-style-type: none"> <li>• American History or AP American History</li> <li>• American Government or AP US Government</li> <li>• World History, World Geography, African American History, World Religions, Contemporary History, Contemporary Issues</li> <li>• Dual Credit Social Studies Courses</li> </ul>
<b>Personal Finance</b>	<p><b>One-half credit:</b></p> <ul style="list-style-type: none"> <li>• Personal Finance</li> </ul>	<p><b>One-half credit:</b></p> <ul style="list-style-type: none"> <li>• Personal Finance</li> </ul>
<b>Physical Education</b>	<p><b>One credit must consist of:</b></p> <ul style="list-style-type: none"> <li>• Physical Education</li> </ul>	<p><b>One credit must consist of:</b></p> <ul style="list-style-type: none"> <li>• Physical Education</li> </ul>



<b>Languages Other Than English</b>	<i>Two Credits</i> must consist of any two levels in the same language. An AP course can also be substituted for each level (must also be the same language).	<i>Three Credits</i> must consist of any three levels in the same language. An AP course can also be substituted for each level (must also be the same language).
<b>Fine Arts</b>	<b>One credit from the followings:</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> </ul>	<b>One credit from the followings:</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> </ul>
<b>Health</b>	<b>One-half credit:</b> <ul style="list-style-type: none"> <li>• Health</li> </ul>	<b>One-half credit:</b> <ul style="list-style-type: none"> <li>• Health</li> </ul>
<b>Practical Arts</b>	<b>One credit from the followings:</b> <ul style="list-style-type: none"> <li>• Computer Applications</li> <li>• Graphic Arts/Desktop Publishing</li> </ul>	<b>One credit from the followings:</b> <ul style="list-style-type: none"> <li>• Computer Applications</li> <li>• Graphic Arts/Desktop Publishing</li> </ul>
<b>Elective Courses</b>	<b>Five credits from:</b> <ul style="list-style-type: none"> <li>• Dual Credit Courses</li> <li>• AP Courses</li> <li>• PLTW Courses</li> <li>• Critical Writing</li> <li>• Journalism</li> <li>• Debate</li> <li>• Psychology</li> <li>• Sociology</li> <li>• World Religions</li> <li>• African American History</li> <li>• Earth Science</li> <li>• Environmental Science</li> <li>• Contemporary Issues</li> <li>• Contemporary History</li> <li>• Or any other course approved by Frontier School System</li> </ul>	<b>Four credits from:</b> <ul style="list-style-type: none"> <li>• Dual Credit Courses</li> <li>• AP Courses</li> <li>• PLTW Courses</li> <li>• Critical Writing</li> <li>• Journalism</li> <li>• Debate</li> <li>• Psychology</li> <li>• Sociology</li> <li>• World Religions</li> <li>• African American History</li> <li>• Earth Science</li> <li>• Environmental Science</li> <li>• Contemporary Issues</li> <li>• Contemporary History</li> <li>• Or any other course approved by Frontier School System</li> </ul>
<b>GPA</b>	None	3.0 or higher
<b>Community Service</b>	60 hours	60 hours
<b>College/Institution of Higher Learning Admission</b>	Proof of acceptance to a two or four year college.	Proof of acceptance to a four year college.
<b>State Testing</b>	All students must complete the required state mandated tests for the graduation.	

<b>Pathways</b>			
<b>PLTW Engineering</b>	<b>PLTW Biomedical Science</b>	<b>STEM/Technology Applications</b>	<b>Human Services</b>
<ul style="list-style-type: none"> <li>• Introduction to Engineering Design (IED)</li> <li>• Principles of Engineering (POE)</li> <li>• One Specialization Course</li> <li>• Engineering Design and Development (EDD)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Biomedical Science</li> <li>• Human Body Systems</li> <li>• Medical Interventions Biomedical Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Graphics &amp; Animation</li> <li>• Principal of Information Technology</li> <li>• Web Design &amp; Development</li> <li>• Video Production</li> <li>• AP Computer Science</li> <li>• Mobile Application Development</li> <li>• Audio Video Production</li> <li>• Introduction to Computer Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Photography</li> <li>• Theater Arts</li> <li>• Psychology</li> <li>• Criminal Justice</li> <li>• Sociology</li> <li>• Debate</li> <li>• Yearbook</li> </ul>

### **Graduation Options for Students with Disabilities**

Students with disabilities are provided an individualized educational program with various opportunities to succeed. Annual meetings are held with students with disabilities and their parents in which an Individualized Educational Plan (IEP) is developed and an appropriate educational plan is determined. Students receiving special education services follow the curriculum and credit requirements required of all students as determined by their prospective graduation plan. Students with identified special needs will be provided appropriate accommodations in regular classes. Should students need modification of the state standards, they may be served in specialized classes according to their Individual Education Plan (IEP).

### **Options that are the same for all other students:**

- Frontier Schools Minimum Standard Diploma\*
- Frontier Schools Standard Diploma
- Frontier Schools Honors Diploma

*\*Frontier Schools Minimum Standard Diploma is awarded to the students who are exempt from taking foreign language classes based on administrative approval.*

# Section IV: Advanced Placement (AP)

## Enrollment Guidelines

FS supports any student who wants to accept the challenges of an advanced class. The opportunity to be in Advanced Placement (AP) classes carries with it certain assumptions about the capabilities and maturity of students completing the college level work that AP courses represent. AP coursework requires students to engage in more independent analytical reading, academic discourse, and writing assignments, both inside and outside the classroom.

Students with disabilities are allowed the same opportunity to participate in AP classes as their non-disabled peers. The same eligibility criteria and expectations would apply to these students, but they can receive an accommodation in an advanced class, unless that accommodation would alter the content or academic standards of the AP class. The student must also be eligible to receive the accommodation in a regular class.

College Board can allow students with disabilities to use accommodations in exams including AP exams if it is shown that these students' disabilities affect their test participation. Campus special education coordinator and High School counselor can be contacted for College Board accommodation request process and more.

The following AP enrollment guidelines will be used to match the level and complexity of the AP curriculum with the readiness and motivation of the students. The campus AP Committee has the right to make collaborative enrollment decisions and process appeals.

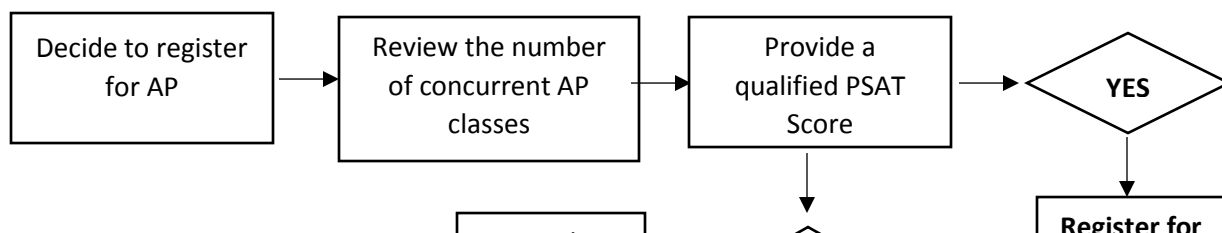
## Phase 1. Registering for an AP Class Flowchart

The following 2 flowcharts summarize the registration and enrollment process for an AP Class.

During the Phase 1, students decide which AP classes they would like to register for and confirm the maximum number of concurrent AP classes. PSAT (AP Potential) scores are used during the strategic placement of students into AP classes. PSAT (AP Potential) allows to identify “students who are likely to score a 3 or higher on a given AP® Exam based on their performance on the PSAT/NMSQT®, PSAT™ 8/9, PSAT™ 10, or SAT®. AP Potential is rooted in a long line of research showing moderate to strong correlations between PSAT/NMSQT® scores and AP Exam results, and that PSAT/NMSQT scores are stronger predictors of students' AP Exam scores than the more traditional factors such as high school grades and grades in same-discipline course work.”

Decisions to register can be appealed via the campus AP Committee.

**January – February** – timeline is subject to change based on campus



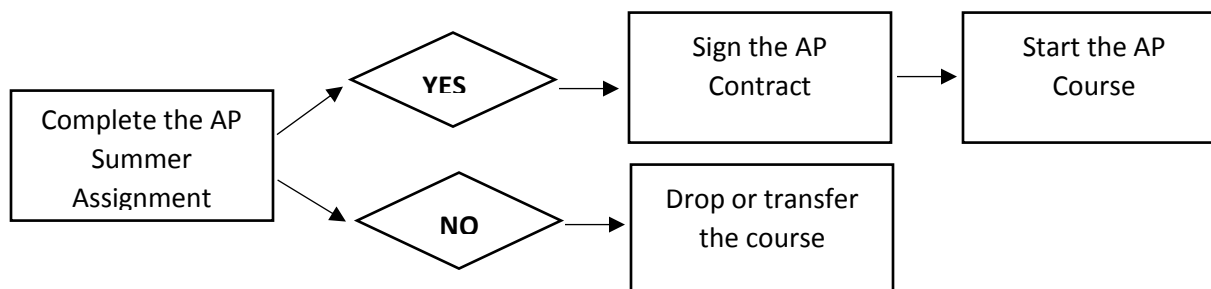
## Phase 2. Completing Summer Assignment and Contract Flowchart

Final decision to enroll and start the AP course is contingent upon the completion of the summer assignment and signing of the AP contract.

### *Note:*

- *Summer work must be completed prior to the beginning of second week*
- *Students and parents must sign an AP contract and agree with the AP course guidelines*

**August – September** - timeline is subject to change based on campus



**AP Committee will consider the following indicators when making a final decision to enroll a student into an AP class:**

- AP Potential – PSAT
- SAT/ACT and other test data
- Teacher Recommendations
- Previous AP Experience
- AP Exams
- GPA

**Students in AP Courses are expected to:**

- Be independent learners that are willing to read, learn, and ask questions as well as pursue outside reading and research

- Discuss and share material relevant to the course in a collegial manner
- Spend adequate time every week studying or in tutorials to avoid falling behind
- Accept that enrollment in an AP course does not guarantee an A or B grade
- Openly accept assignments, suggestions, and coaching from the teacher
- Maintain a level of academic integrity that reflects the college level of an AP course
- Thoughtfully select their course load
- Prepare to take the AP exam in May for the course(s) in which they are enrolled
- Comply with any amendments to these expectations that their AP teacher chooses to implement

Students are expected to take the following action in order to avoid falling behind an AP course:

- Confer with their AP teacher weekly before/after school or via email
- Take immediate action in coordination with their AP teacher; this could include attending tutorials, completing supplemental work, or other appropriate action.

By registering for an AP course, students are making a commitment for the entire length of the course. Students should understand that registration for multiple AP courses is a commitment to undertake a challenging academic schedule.

## Section IV: Dual Credit Program

Dual credit courses provide high school students an opportunity to experience rigorous college-level coursework and to receive, simultaneously, both high school and college-level course credit. Providing dual credit opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion.

*(Coordinating Board for Higher Education Policy on Dual Credit Delivery)*

### What is Dual Credit?

- Dual Credit courses are courses offered for dual credit from agreements between high schools, universities and community colleges whereby a high school student enrolls in a college course and simultaneously earns college credit and high school credit for the course.
- Partnerships between Missouri secondary schools and Missouri colleges and universities have enabled high school students to earn college credits before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater.
- Courses are offered by accredited colleges and include both academic and career/technical courses. FS Dual Credit Program is designed towards helping students complete 43-44 credit hours which are known as General Education courses. Courses taken as dual credit will transfer to Missouri public institutions according to their transfer policies. Private and out-of-state institutions choose which courses to accept and whether credit for Dual Credit coursework will be honored.
- To ensure that students are taking meaningful dual credit courses, they need to be aware of the requirements and degree/certification requirements in their field of interest as well as their two-year college and their future four-year college. By tracking students' college coursework along with their high school graduation plan, students should be aware of their progress toward the college goals.
- College courses offered for dual credit may be offered online, taught at the college campus or the high school campus by credentialed instructors. Courses offered for dual credit include the same content and rigor as courses taught to other college students, utilizing the same instructors, curriculum and policies.
- The number of Dual Credit courses students can take will depend on course load and schedule availability of each student. A student taking 15 college credit hours per semester, including AP and Dual Credit courses, has the course load of a full-time college student. Considering the workload and the importance of academic success, students cannot be enrolled in more than 15 college credit hours per school semester

## **Why Dual Credit?**

The benefits to high school students who participate in dual credit courses are numerous. At many colleges, students are able to earn 12 or more hours of college credit prior to graduating from high school.

Advantages for dual credit students include the following:

- Receive high school and college credit for courses in which they earn a “C” or better
- Fast-track their undergraduate or vocational degrees
- Save on tuition and fees by accelerating time to complete a degree
- Reduced cost of enrolling in higher education courses
- Opportunity to access college facilities and resources such as tutoring services, computer labs, and counseling services
- Enhances skills required to be successful at the collegiate level such as time management skills, critical thinking skills, study skills and following directions and procedures

## **How Do Students Qualify for Dual Credit?**

In order to be eligible for dual credit courses all prospective dual credit students must meet the same requirements for placement into individual courses, (e.g., English or mathematics) as those required of on-campus students. Institutions that use placement tests to assess students’ readiness for college-level, individual courses must ensure that these students score at proficient or above on the ACT or other common placement test as adopted by the CBHE.

In addition to these requirements:

- a) Students in the 11th and 12th grades with an overall minimum grade point average of 3.0 (on a 4.0 scale) are automatically eligible for dual credit courses.
- b) Students in the 11th and 12th grades with an overall grade point average between 2.5 – 2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or legal guardian.
- c) Students in the 10th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale) and must provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.
- d) Students in the 9th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale), score at the 90th percentile or above on the ACT or SAT, and provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.

# Section VI: College Counseling

## Process at Frontier Schools

1. College Aspirations: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying the conviction that all students can succeed in college.
2. Academic Planning for College and Career Readiness: Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.
3. Enrichment and Extracurricular Engagement: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.
4. College and Career Exploration and Selection Processes: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.
5. College and Career Assessments: Promote preparation, participation, and performance in college and career assessments by all students.
6. College Affordability Planning: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.
7. College and Career Admission Processes: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.
8. Transition from High School Graduation to College Enrollment: Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.



## CROSSWALK OF CAREER PATHS/CLUSTERS

\*For more Information go to [www.missouriconnections.org](http://www.missouriconnections.org)

<p><b>Arts and Communications</b> (Artistic "Creators") <b>Clusters:</b> Arts, Audio/Visual Technology &amp; Communications <b>Occupations include:</b> Architecture, Interior Design, Creative Writing, Fashion Design, Film, Fine Arts, Graphic Design, Journalism, Languages, Radio, TV, Advertising, Public Relations <b>Recommended Electives:</b> Computer Applications, Shop, Journalism, Drawing, Painting, Speech/Drama, Choir, Band, Music Appreciation, Textiles I &amp; II, Housing, Graphic Arts, Drafting, Ceramics, Foreign Languages, Web Design and Digital Media, and Culinary Arts programs <b>Clubs &amp; Activities:</b> Drama, Art, Shop, &amp; Graphics Clubs, Speech Contest, FCCLA, Yearbook <b>Possible Volunteer/Work Experience:</b> community theater, church choir, radio/TV station, write for local newspaper, sing national anthem at events, talent shows, face painting</p>	<p><b>Human Services</b> (Social "Helpers") <b>Clusters:</b> Education &amp; Training, Government &amp; Public Administration, Hospitality &amp; Tourism, Law/Public Safety/Corrections/Security <b>Occupations include:</b> Related to Economic, Political and Social systems, Education, Government, Law &amp; Law enforcement, Leisure &amp; Recreation, Military, Religion, Child Care, Social Services and Personal Services <b>Recommended Electives:</b> Computer Applications, Drama, Child Development I &amp; II, Culinary I &amp; II, Psychology, American Government, Weight Training, Speech, Cont. Issues, Law, Advanced American History I &amp; II, AP Psychology, AP Government, Sociology, Family Health, Tourism &amp; Hospitality <b>Clubs &amp; Activities:</b> Sports, Student Council, Class officer, FCCLA, TREND, Youth Alive, A+ Program, Teen CERT <b>Possible Volunteer/Work Experience:</b> work for political campaigns, day care, teacher aide, YMCA, scouts, Junior Achievement, A+ tutor</p>
<p><b>Business, Management and Technology</b> (Conventional "Organizers") <b>Clusters:</b> Information Technology, Finance and Marketing <b>Occupations include:</b> Sales, Entrepreneurship, Marketing, Computers, Finance Accounting, Personnel, Economics and Management <b>Recommended Electives:</b> Computer Applications, Publications, Accounting, Marketing, Personal Finance, COE, Sports &amp; Entertainment Marketing, Computer Graphics, Economics, Speech, Digital Media, Career Opportunities., Web Design, Desktop Publishing, Business Technology, Tourism &amp; Hospitality, Digital Media and Business Management Program at the ATS <b>Clubs &amp; Activities:</b> FBLA, DECA, <b>Possible Volunteer/Work Experience:</b> Junior Achievement, sales projects for clubs, raise money for charitable causes, office or school counseling office aide</p>	<p><b>Industrial &amp; Engineering Technology</b> (Realistic/Investigative/ Conventional "Doers/Thinkers/Organizers") <b>Clusters:</b> Architecture/Construction, Manufacturing, Science/Technology/Engineering/Math, Transportation, Distribution &amp; Logistics <b>Occupations include:</b> Related to Design, Develop, Install, and Maintain Physical Systems, Engineering, Manufacturing, Construction, Service and related Techs. <b>Recommended Electives:</b> Computer Applications, Geometry, Physics, Publications, Sculpture, Ceramics, Shop I, Small Engines, Architectural Drafting, Metals, Mechanical Drafting, ABC Science, Speech and Jefferson College programs in Electronics, Computer Aided Drafting, Auto Tech, Machine Tool Tech, Welding, Residential Carpentry, Residential Wiring <b>Clubs &amp; Activities:</b> Shop, Math, Art, Graphics, and Computer Clubs, Yearbook <b>Possible Volunteer/Work Experience:</b> maintenance and repairing small appliances, automobiles, or computers.</p>
<p><b>Health Services</b> (Investigative/Social "Thinkers/Helpers") <b>Clusters:</b> Health Sciences <b>Occupations include:</b> Related to the promotion of health and the treatment of disease. Research, Prevention, Treatment and related Technologies <b>Recommended Electives:</b> Anatomy/Physiology, ABC Science, Adv. Biology, Chemistry, Psychology, Computer Applications, Weight Training, Boys/Girls Health, Family Health, Contemporary Issues, Culinary I &amp; II, Speech, Jefferson College Health Program <b>Clubs &amp; Activities:</b> Science Club, FHA, Weight lifting, TREND, Teen CERT <b>Possible Volunteer/Work Experience:</b> hospital volunteer, Red Cross, donate blood, food service advisory board member, nurse/pharmacist for a day</p>	<p><b>Natural Resources</b> (Realistic "Doers") <b>Clusters:</b> Agriculture, Food, Natural Resources <b>Occupations include:</b> Related to Agriculture, Environment and <b>Natural Resources:</b> Agriculture Science, Environmental Science, Earth Science, Fisheries, Forestry, Horticulture and Wildlife <b>Recommended Electives:</b> Computer Applications, Geology, Ecology, Advanced Biology, Chemistry, Culinary, Speech, ABC Science <b>Clubs &amp; Activities:</b> Missouri Conservation, Science Club, Outdoor Activities, Green Team <b>Possible Volunteer/Work Experience:</b> Adopt a Highway or River, florist, parks, botanical gardens, zoo, veterinary, animal shelter</p>

## **Individual Student Planning Vocabulary**

*Career Awareness:* Gaining knowledge of career paths and job opportunities and the skills and qualifications necessary to be successful.

*Career Exploration:* Process of learning about yourself and the world of work and developing and effective strategies to realize your goals.

*Career Paths and Career Clusters:* Six career paths branch into 16 career clusters to provide a progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.

*Career Pathways:* The 16 career clusters diverge into 78 career pathways.

*Career Planning:* On-going processes that can help you manage your learning and career development.

*School Counseling Grade Level Expectations (GLEs):* The systematic, sequential and developmentally appropriate set of knowledge, skill and understanding for the K-12 school counseling curriculum.

*Individual Student Planning:* The process of on-going educational and career-planning services that helps all students develop personal plans of study organized around programs of study and their personal, career, and educational goals.

*Life Career Development:* Self-development over the life span through the integration of roles, settings, and events of a person's life.

*Missouri Career Education:* A collection of resources provided on Missouri Department of Elementary and Secondary Education website. <http://dese.mo.gov/college-career-readiness/career-education>

*Missouri Connections:* A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create résumés.

*Personal Plan of Study (PPOS):* A student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster and their educational goals. Initiated in the eighth grade, it is designed to insure a successful post-secondary transition. The key component of the Individual Student Planning Process.

*Program of Study (POS):* Secondary-to-postsecondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to

attain a postsecondary degree or industry-recognized certificate or credential.

- a. Process: Missouri currently uses a 10 step process for the development of Programs of Study that is aligned with federal guidelines which includes creation of POS templates and secondary/post-secondary curriculum alignment.
- b. Template: The model or form developed by schools that lists courses, occupations and additional learning opportunities to help students develop their personal plan of study. The completion of the POS template does not infer that the POS process has been completed.

### **Naviance / Family Connection**

Naviance is a web-based college and career exploration tool available to all of our high school students. Students are able to start exploring their options after high school, as early as freshman year. Naviance provides a number of resources in one place, including, but not limited to the following:

- Career and personality interest inventories to help you discover potential careers and majors that match your skills and interests
- Career exploration tools such as job descriptions and summaries to show you the education, skills, and abilities necessary for thousands of careers, as well as expected salaries
- Resume builder that allows students to start keeping track of their activities in one place
- College and major search options that can be tailored to your specifications (location, size, etc.), including links to college websites and information about admissions requirements and deadlines
- Resources to build a list of schools you may be interested in
- Guidance in searching for scholarships
- Links to summer enrichment program

## Section VII: A+ Program

The A+ Scholarship Program provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools.

- Be a U.S. citizen or permanent resident.
- Enter into a written agreement with your high school prior to graduation.
- Attend a designated A+ high school for 3 years immediately prior to graduation.<sup>1</sup>
- Graduate with an overall grade point average of 2.5 or higher on a 4.0 scale.
- Have at least a 95% attendance record overall for grades 9-12.
- Perform at least 50 hours of unpaid tutoring or mentoring, of which up to 25% may include job shadowing prior to graduation.<sup>2</sup>
- Maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol while in grades 9-12.
- Have achieved a score of proficient or advanced on the Algebra I end of course exam or a higher level DESE approved end-of-course exam in the field of mathematics.<sup>3</sup>

<sup>1</sup>If one of your parents is a member of the military on active duty or has retired from the military and relocated to Missouri within one year of their retirement, you are exempt from this requirement. However, you must attend an A+ designated high school in the school year immediately preceding graduation and meet all of the other high school eligibility requirements.

<sup>2</sup>High school policy may allow this criterion to be met up to 6 months beyond high school graduation in exceptional circumstances. Check with your high school's A+ coordinator to see if this is an option.

<sup>3</sup>**2018 High School seniors** - If you meet all of the eligibility requirements except the end of course exam requirement, you may establish eligibility by achieving a combined ACT math subscore and high school GPA in accordance with the following scale. You may achieve the qualifying score as a high school or postsecondary student. If you achieve the score as a postsecondary student you may be eligible for an award in the same term that you take the test.

ACT Math Score		High School GPA
17 or greater	and	2.5 or greater
16	and	2.8 or greater
15	and	3.0 or greater

For more information click: <http://dhe.mo.gov/ppc/grants/aplusscholarship.php>

## Section VIII: Course Descriptions

Specific Requirements and Interpretive Notes for Missouri High School Graduation Requirements:

### English Language Arts

Missouri high school graduates must earn at least four units to enable students to master important knowledge and skills in standard grammar and usage; composition; reading widely and deeply in both literary and informational texts; writing routinely for a variety of tasks, purposes and audiences; speaking and listening using multiple modalities including technology; language skills demonstrating control of the conventions of standard English; and vocabulary acquisition and use.

*Interpretive Notes:* Courses in world languages (including American Sign Language, ASL), school publications, yearbook, media, photography, and radio and television may not be counted toward meeting the minimum requirements. Speech and debate courses are counted for English language arts credit. Scholastic journalism (mass media) may be counted for language arts credit, but only if it is taught by a certificated English teacher.

### Mathematics

Missouri high school graduates must earn at least three units selected to ensure that students have strong problem-solving skills and a foundation in the mathematical concepts of number sense, geometry and spatial sense, measurement, data analysis, statistics, patterns and relationships, algebraic thinking, mathematical systems, number theory, and discrete topics.

*Interpretive Notes:* Courses commonly named “computer math,” the content of which is computer literacy, introductory computer programming, and nominal mathematics applications on computers may not be counted toward meeting the minimum requirements in mathematics.

### Science

Missouri high school graduates must earn at least three units selected to ensure that students have mastered the unifying concepts, principles and laws common to all the sciences; can competently apply the scientific practices; and can organize and solve scientific problems in consumer, career and technical environments.

### Social Studies

Missouri high school graduates must earn at least three units selected to enable students to master important knowledge and skills in the areas of civic knowledge and responsibility; economic systems and functions; governmental functions; geography; world history; and American history. One of the three units must be American history, and the equivalent of one-half unit must be in government.

### Fine Arts

Missouri high school graduates must earn at least one unit, which must be from the following: music, visual arts, dance, or theatre. The content ensures that students master fundamental knowledge of the subject, including history, aesthetics, and criticism, and are able to produce or perform at an introductory level in at least one area of fine arts.

*Interpretive Notes:* Only music, visual arts, dance, or theatre may be counted toward meeting the minimum requirements. World languages (including ASL), literature, literature appreciation,

speech, debate, radio and television, and stagecraft may not be counted. To earn fine arts credit for marching band or drum corps, students must also play musical instruments and participate during times of concert or performing activities.

### Practical Arts

Missouri high school graduates must earn at least one unit designed to provide life skills or to contribute to the student's career goals.

***Interpretative Notes:*** Practical arts courses are those in which students learn to integrate academic knowledge and skills with pre-vocational and career technical knowledge and skills, and to apply them in authentic situations. Practical arts courses include courses of general interest such as computer applications, school publications, and technology education, as well as career technical education courses.

### Physical Education

Missouri high school graduates must earn at least one unit that provides students with knowledge and skills necessary for developing and maintaining a lifestyle that fosters physical fitness, participation in recreational activities, and general concern for personal well-being.

***Interpretative Notes:*** Physical education programs must focus on the knowledge and skills needed for the development of cardio respiratory endurance, muscular strength, flexibility and body composition; and stress the importance of physical activity as an important component of lifetime health and wellness. Courses devoted to conditioning for interscholastic sports or practicing for interscholastic sports may not be counted toward meeting the minimum requirement. Courses offered for elective credit may include exercise or learning about team or individual sports.

### Health

Missouri high school graduates must earn at least one-half unit that addresses structures of, functions of, and relationships among human body systems; principles and practices of physical and mental health (such as personal health habits, nutrition, stress management); diseases and methods for prevention, treatment and control; principles of movement and physical fitness; methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use); consumer health issues (such as the effects of mass media and technologies on safety and health); and, responses to emergency situations.

### Personal Finance

Missouri high school graduates must earn at least one-half unit that addresses the Missouri competencies in the areas of income, money management, spending and credit, and saving and investing. It is recommended that the Personal Finance course be completed after the ninth grade because of the specific content and its relevance for persons reaching the age at which they must begin to assume financial responsibilities. However, grade level designations are not included in the Rule, so the grade level at which Personal Finance may be taught is ultimately an individual school district's decision. Although the Graduation Handbook does refer to specific grade levels at which the course is to be offered, that document is meant for technical assistance only.

### Electives

Missouri high school graduates must earn at least seven units selected to ensure mastery of important basic academic knowledge, skills and competencies which may otherwise not have

been mastered; to extend and enhance mastery of advanced academic skills; to prepare students with employment skills; and, for students not pursuing postsecondary education, to ensure that they have the knowledge and skills needed to prepare for employment in current and emerging fields.

*Interpretative Notes:* Every elective should be chosen because the knowledge and skills taught in the course will strengthen a student's career-education preparation and increase the student's probability of succeeding in postsecondary education. Students should not be permitted to select electives randomly or simply to accumulate the required number of units of credit.

### **Missouri Coordinating Board for Higher Education High School Core Curriculum Requirement Course Description (CBHE):**

The Coordinating Board for Higher Education (CBHE), the Missouri Department of Higher Education (MDHE), Missouri higher education institutions, and the Missouri K-12 community share a common interest in promoting student preparation as a foundation of enrollment, retention, and success in Missouri postsecondary institutions.

Accordingly, with collaboration across educational sectors, the CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at an additional time and expense to the student.

The CBHE encourages governing boards at Missouri's higher education institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling. The CBHE Recommended College Preparatory High School Curriculum is recommended for full implementation beginning with the Missouri college graduation class of 2018 (entering as college freshman in the Fall of 2014).

For students graduating from high school having earned the minimum requirement of 24 credits, the CBHE recommends a core curriculum which includes units by content area as follows:

#### **CBHE-Recommended Coursework**

English/Language Arts - 4 units

Social Studies - 3 units

Mathematics - 4 units\*

Fine Arts - 1 unit

Additional Coursework - 3 units \*\*

Electives - 6 units \*\*\*



\* At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12.

\*\*Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2)

\*\*\* All students should complete at least 3 total elective units in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

### English/Language Arts

- English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

### Social Studies

- Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.
- Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

### Mathematics

- Mathematics coursework (4 units) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete four additional units in grades 9-12. Students who achieve a proficiency score of 3 or 4 on the Smarter Balanced grade 11 assessment must demonstrate continued study of mathematics for the score to be considered valid in the first year of college.
- Coursework that emphasizes pre-algebra, computer math/programming, consumer/basic math, or business math/accounting is not acceptable for the CBHE Recommended College Preparatory High School core curriculum.

### Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.
- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

### Fine Arts

- Fine arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.