

# Missouri School for the Blind

## Grades 7-12



# Course Description Guide

*(Revised June 8, 2016)*

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# Graduate Goals

**A student graduating from the Missouri School for the Blind will be:**

**A life-long learner who:**

- ✓ Is able to gather, analyze, and apply information and ideas.
- ✓ Communicates effectively within and beyond the classroom.
- ✓ Demonstrates applied knowledge utilizing appropriate technology, media, and resources.
- ✓ Possesses self-advocacy skills in order to access community resources.

**A person with successful social skills who:**

- ✓ Respects others' viewpoints and responds with sensitivity and insight.
- ✓ Uses ethical, aesthetic, democratic, and practical values to guide behavior.
- ✓ Works collaboratively.
- ✓ Is able to utilize values in determining choices.
- ✓ Demonstrates appropriate social skills and behaviors.
- ✓ Exhibits socially acceptable interpersonal behaviors.

**A person with a plan for educational and/or career goals who:**

- ✓ Uses self-discipline to pursue goals effectively, restructuring goals as necessary.
- ✓ Demonstrates positive attitudes toward work.
- ✓ Selects an appropriate occupation that will be personally satisfying.
- ✓ Possesses attitudes and habits that will make him/her a productive participant in economic life.
- ✓ Exhibits reading and writing skills to ensure the ability to conduct himself/herself as a competent adult in the world of work and in leisure activities.

**A person with the skills to live as independently as possible who:**

- ✓ Recognizes and solves problems.
- ✓ Makes informed decisions as a responsible member of society.
- ✓ Is able to live with his/her limitations and strengths.
- ✓ Has the ability to use leisure time effectively.
- ✓ Holds positive attitudes toward health and physical fitness.
- ✓ Can function safely in his/her environment.



## Graduation Requirements

The Missouri Department of Elementary and Secondary Education has set minimum graduation requirements at 24 credits for students graduating on or after June 2010.

These must include:

- ✓ 4 credits of English Language Arts, [English]
- ✓ 3 credits of Math (4 credits for College Prep Students),
- ✓ 3 credits of Social Studies (including 1 credit of United States History, World History and 1/2 credit of Government. In addition, all students must pass tests on the United States and Missouri Constitutions),
- ✓ 3 credits of Science (at least one must be a laboratory course),
- ✓ 1 credit of Fine Arts (Music, Drama, Art),
- ✓ 1 credit of Practical Arts (Industrial Technology, Home Economics, Computers),
- ✓ 1 credit of Physical Education,
- ✓ 1/2 credit of Health
- ✓ 1/2 credit Personal Finance
- ✓ 7 electives.

For students planning to attend college, these additional classes are recommended:

- ✓ 4 credits of Communication Arts
- ✓ 3 or 4 credits of Math (beginning with Algebra),
- ✓ 3 credits of Social Studies.
- ✓ 3 credits of Science
- ✓ 2 credits of foreign language are strongly recommended.

Detailed recommendations for College Prep are available at:

[http://dese.mo.gov/divimprove/sia/Graduation\\_Handbook\\_2010.pdf](http://dese.mo.gov/divimprove/sia/Graduation_Handbook_2010.pdf)



## English Language Arts

### Course: 7<sup>th</sup> Grade English Language Arts

**Course Number:** M7ELA

**Grade Level:** Academic 7<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 054800

**Course Description:** Seventh Grade English Language Arts (M7ELA) will develop and improve students' skills in the areas of reading, comprehension, writing, speaking, listening, and critical thinking through a variety of group and individualized learning experiences. The study of literature, composition, spelling, grammar, and vocabulary are taught in an integrated manner in order for the student to communicate more effectively. Students will study a variety of poems, plays, short stories, fiction and nonfiction works which reflect various cultures and historical times. Speaking skills are practiced in oral presentations, such as book reports and research projects. Sentence construction and the mechanics of grammar are reviewed and spelling skills are maintained with spelling and/or vocabulary tests throughout the year. The students will further improve their knowledge of the steps in the writing process and apply them to compositions, which narrate, describe, inform and persuade in order to more effectively communicate their ideas in all academic areas.

### Course: 8<sup>th</sup> Grade English Language Arts

**Course Number:** M8ELA

**Grade Level:** Academic 8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 054800

**Course Description:** Eighth Grade Communication Arts (M8ELA) will further develop and improve students' skills in the areas of reading, comprehension, writing, speaking, listening, and critical thinking through a variety of group and individualized learning experiences. The study of literature, composition, spelling, grammar, and vocabulary are taught in an integrated manner in order for the student to communicate more effectively. Students will

study a variety of poems, plays, short stories, fiction and nonfiction works which reflect various cultures and historical times. Speaking skills are practiced in oral presentations, such as book reports and research projects. Sentence construction and the mechanics of grammar are reviewed and spelling skills are maintained with spelling and/or vocabulary tests throughout the year. The students will further improve their knowledge of the steps in the writing process and apply them to compositions which narrate, describe, inform and persuade in order to more effectively communicate their ideas in all academic areas.

### **Course: English I**

**Course Number:** HELA I

**Grade Level:** Academic 9<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 054800

**Course Description:** English I (ELAI) will develop and further improve students' speaking, listening, reading, writing, information gathering, and critical thinking skills through a variety of group and individualized learning experiences. Speaking skills will be reinforced in oral presentations and research assignments. An assortment of poems, plays, short stories, fiction, and nonfiction works which reflect various cultures and historical times will be studied. Students will be able to consciously relate the literature to their lives or other societal situations. They will compare, contrast, analyze, evaluate, and respond to the literature by writing descriptive, expository, narrative, and persuasive compositions.

### **Course: English II (English Lit)**

**Course Number:** HELA II

**Grade Level:** Academic 10<sup>th+</sup>

**Prerequisite:** HELA I

**Core Data Number:** 054823

**Course Description:** English II (HELA II) will further develop and improve students' skills in the areas of reading, comprehension, writing, speaking, listening, critical thinking and evaluating. Students will analyze and evaluate, through oral discussion and written assignments, a variety of literary genres – short stories, poetry, plays, fiction and nonfiction works. The study of literature, vocabulary, grammar and writing are integrated through a variety of individual and group experiences. Language skills, writing and research assignments, oral presentations, and group and individual projects will develop proficiency, creativity and confidence that will aid the students in all academic areas and the workplace.

## **Course: American Literature**

**Course Number:** HELA III

**Grade Level:** Academic 11<sup>th</sup>/12<sup>th</sup>

**Prerequisite:** HELA I and HELA II or by permission

**Core Data Number:** 054821

**Course Description:** American Literature (HELA III) is a study of the major works of American writers as they relate to the development of American society. Several forms of literature, such as essays, poetry, drama, plays, novels, short stories, fiction and nonfiction works, will be studied from their historical, political and social perspectives. Students will be expected to become active readers and engage in a variety of writing assignments (descriptive, expository, narrative, persuasive and reflective), individual and group assignments, and oral presentations. A research paper and writing portfolio will be required.

## **Course: American Novels**

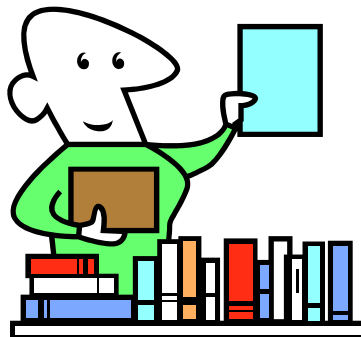
**Course Number:** HELA IV

**Grade Level:** Academic 12<sup>th</sup>

**Prerequisite:** HELA I, II and III; or by permission

**Core Data Number:** 054825

**Course Description:** American Novels (HELA IV) is designed to improve and refine students' communication skills in the areas of reading, writing, speaking, listening, and critical thinking through a series of reading discussions, oral presentations and writing assignments in response to the novels. Students will evaluate a variety of novels; recognize and explain various literary devices; distinguish the author's thesis, bias and purpose; classify literature from a historical standpoint; compare, contrast and differentiate among authors' styles and respond to and apply text to one's personal life. The selected novels will allow an examination of various locations and the rapidly changing society of twentieth-century America. The novels will serve as the basis of many discussions, but the ultimate focus will be improving writing skills by creating interesting, well-executed essays and a research paper.



## **Course: Listening and Speaking I-Resource**

**Course Number:** MELA 1R

**Grade Level:** 7<sup>th</sup> - 8<sup>th</sup>

**Prerequisite:** None – course placement based on student's cognitive and reading level

**Core Data Number:** 195610

**Course Description:** MELA 1R is designed to improve skills in listening, speaking, reading and writing. This course integrates speaking, listening, and writing, with content area reading. Students will develop and model appropriate listening and speaking skills. In addition, emphasis on reading success and vocabulary enrichment to enhance motivation and competence will be integrated. High interest reading materials at the instructional level, guest readers and books on tape will be the focus. The curriculum also includes practice in analysis, evaluation and application of communication processes, technology and skills for the workplace. Students will use the library to locate appropriate sources for a variety of learning tasks. All teaching and learning strategies will be tailored to the specific needs of individual students.

Listening and Speaking Development I will enable students to develop and apply effective listening and speaking skills and strategies to communicate and engage with both familiar and unfamiliar people. Students will learn and apply reading and study skills to enhance their learning in all subject areas. In addition, students will give multiple presentations and will learn to paraphrase and summarize as well as listen to others for information. Presentations will include at least one demonstration speech, and students will work on vocal expression and body language. Communication opportunities will be directly related to the environment and activities in which student participates and with whom a student interacts. Saying, hearing and seeing and understanding what needs to be learned, telling or listening to tales and stories, using tape recorder taped stories, and word processors will be integrated into all thematic units.

## **Course: Listening and Speaking II-Resource**

**Course Number:** MELA 2R

**Grade Level:** 7<sup>th</sup> - 8<sup>th</sup>

**Prerequisite:** MELA 1R or permission

**Core Data Number:** 195610

**Course Description:** MELA 2R is designed to improve skills in listening, speaking, reading and writing. This course integrates speaking, listening, and writing, with content area reading. Students will develop and model appropriate listening and speaking skills. In addition, emphasis on reading success and vocabulary enrichment to enhance motivation and competence will be integrated. High interest reading materials at the instructional level, guest readers and books on tape will be the focus. The curriculum also includes practice in analysis, evaluation and application of communication processes, technology and skills for the workplace. Students will use the library to locate appropriate sources for a variety of learning tasks. All teaching and learning strategies will be tailored to the specific needs of individual students.

Listening and Speaking Development II will enable students to develop and apply effective listening and speaking skills and strategies to communicate and engage with both familiar and unfamiliar

people. Students will learn and apply reading and study skills to enhance their learning in all subject areas. In addition, students will give multiple presentations and will learn to paraphrase and summarize as well as listen to others for information. Presentations will include at least one reader's theater as well as a class play. Communication opportunities will be directly related to the environment and activities in which student participates and with whom a student interacts. Saying, hearing and seeing what needs to be learned, telling or listening to tales and stories, using tape recorder taped stories, and word processors will be integrated into all thematic units.



## **Course:** Reading and Writing I Resource

**Course Number:** HELA 3R

**Grade Level:** 9<sup>th</sup>+

**Prerequisite:** MELA 2R or permission

**Core Data Number:** 195610 (SpEd CA) or 054899 (Other Language Arts)

**Course Description:** HELA 3 is designed to improve skills in reading, writing, listening, speaking and information literacy. Teaching strategies are individualized to the needs of each child and the skills are taught in incremental steps. Given a variety of reading genres students will understand and be able to explain, interpret, and evaluate the literature, participate in class discussions, oral presentations and other communication methods including music and art. Students will employ reading skills in order to read and understand a variety of texts including fiction, non-fiction, textbooks, and technical manuals. Promoting peer interaction through discussion, retelling, brainstorming and other activities will be a primary feature of the course. Student will continue to expand vocabulary in their writing, in oral presentations and on various assignments. In addition, they will receive instruction and practice on presentation skills and have multiple opportunities to present formally and informally. Using appropriate speaking skills, students will give demonstration and persuasive speeches using an outline and utilize at least one electronic medium. Students will also practice exemplary active listening skills in class. Furthermore, students will use various memorization techniques to rehearse and practice new information. The curriculum also includes practice in analysis, evaluation and application of communication processes, technology and skills for the workplace. Students will use the library to locate appropriate sources for a variety of learning task. Students will also learn and apply study skills to enhance their learning in all subject areas. Thematic units will activate students' prior knowledge and integrate it with text content and stimulate understanding and learning.

## Course: Reading and Writing II Resource

**Course Number:** HELA 4R

**Grade Level:** 10<sup>th</sup> +

**Prerequisite:** HELA 3R or permission

**Core Data Number:** 195610 (SpEd CA) or 054899 (Other Language Arts)

**Course Description:** HELA 4R is designed to improve skills in reading, writing, listening, speaking and information literacy. Teaching strategies are individualized to the needs of each child and the skills are taught in incremental steps. Given a variety of reading genres students will understand and be able to explain, interpret, and evaluate the literature, participate in class discussions, oral presentations and other communication methods including music and art. Students will employ reading skills in order to read and understand a variety of texts including fiction, non-fiction, textbooks, and technical manuals. Promoting peer interaction through discussion, retelling, brainstorming and other activities will be a primary feature of the course. Student will continue to expand vocabulary in their writing, in oral presentations and on various assignments. In addition, they will receive instruction and practice on presentation skills and have multiple opportunities to present formally and informally. Using appropriate speaking skills, student will give demonstration and persuasive speeches using an outline and utilize at least one electronic medium. Students will also practice exemplary active listening skills in class. Furthermore, students will use various memorization techniques to rehearse and practice new information. The curriculum also includes practice in analysis, evaluation and application of communication processes, technology and skills for the workplace. Students will use the library to locate appropriate sources for a variety of learning task. Students will also learn and apply study skills to enhance their learning in all subject areas. Thematic units will activate students' prior knowledge and integrate it with text content and stimulate understanding and learning.



## **Course: Reading and Writing III Resource**

**Course Number:** HELA 5R

**Grade Level:** 11<sup>th</sup> +

**Prerequisite:** HELA 4R or permission

**Core Data Number:** 195610 (SpEd CA) or 054899 (Other Language Arts)

**Course Description:** English Language Arts 5R encompass reading, writing, talking, listening, viewing and representing ideas. Learning more advanced skills in reading and writings, as well as listening and speaking, allow the students a strong foundation on which to build. HELA 5R emphasizes these essential skills and concepts that ensure simultaneous application to everyday life. Direct instruction in reading comprehension strategies using both fiction and non-fiction through thematic units will provide the structure for all students learning. In addition, students will read a variety of practical, everyday items (menus, ad, and newspapers). Students will also express preferences for favored reading materials. Additionally, students will apply reading skills to different situations; phrases and sentences. Writing instruction emphasizes vocabulary, accepted patterns of organization, development and support of ideas, and acceptable usage and mechanics which prepares them for future studies and for the workplace. They will also understand the three main types of sentences while developing skills in constructing paragraphs and developing skills in writing stories independently by using story starters. Furthermore, students will write personal notes and letters. Through listening and information literacy students will form mental pictures or act out real life situations described, recall fact and details, relate key points or main ideas, and understand the basic relationship between ideas (cause and effect, sequential happening, summarize content and thinking creatively). Higher levels of skills in speaking, listening and critical thinking will be developed, expanding sight-word vocabulary and enhancing decision making skills. This course builds upon those skills taught in previous classes and are embedded within all academic subjects. These skills will form the foundation for students to become life-long learners and communicators.

## **Course: Reading and Writing IV Resource**

**Course Number:** HELA 6R

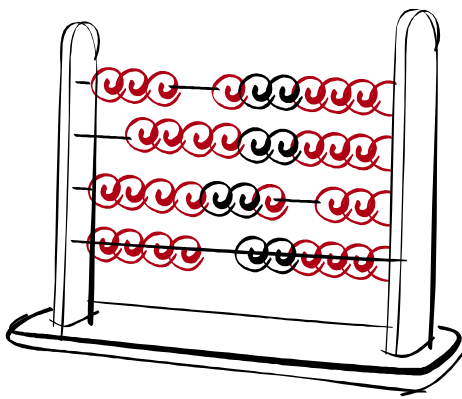
**Grade Level:** 12<sup>th</sup>

**Prerequisite:** HELA 5R or permission

**Core Data Number:** 195610 (SpEd CA) or 054899 (Other Language Arts)

**Course Description:** HELA 6R encompass reading, writing, talking, listening, viewing and representing ideas. Learning more advanced skills in reading and writings, as well as listening and speaking, allow the students a strong foundation on which to build future learning. HELA 6R emphasizes these essential skills and concepts and ensures simultaneous application to everyday life. Direct instruction in reading comprehension strategies using both fiction and non-fiction through thematic units will provide the structure for all students learning. In addition, students will read a variety of practical, everyday items (menus, ads, and newspapers). Students will also express preferences for favored reading materials. Additionally, students will apply reading skills to different situations; phrases and sentences. Writing instruction emphasizes vocabulary, accepted patterns of organization, development and support of ideas, and acceptable usage and mechanics that prepares them for future studies

and for the workplace. They will also understand the three main types of sentences while developing skills in constructing paragraphs and developing skills in writing stories independently by using story starters. Furthermore, students will write personal notes and letters. Through listening and information literacy students will form mental pictures or act out real life situations described, recall fact and details, relate key points or main ideas, and understand the basic relationship between ideas (cause and effect, sequential happening, summarize content and thinking creatively). Higher levels of skills in speaking, listening and critical thinking will be developed, expanding sight-word vocabulary and enhancing decision making skills. This course builds upon those skills taught in previous classes and are embedded within all academic subjects. These skills will form the foundation for students to become life-long learners and communicators.



## Mathematics

**Course:** 7<sup>th</sup> Grade Mathematics

**Course Number:** M7MA

**Grade Level:** Academic 7<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 115800

**Course Description:** Seventh Grade Mathematics is a general mathematics course in which the mathematical literacy that has been developed in the elementary grades is deepened and refined. Students will continue their learning in the areas of number sense, geometric and spatial sense, data analysis, probability and statistics, patterns and relationships within mathematical concepts and systems, and discrete mathematics. Applications, problem-solving, and critical thinking are integrated throughout. Manipulatives, calculators, and other technology are used as tools of instruction.

## **Course:** 8<sup>th</sup> Grade Mathematics/Pre-Algebra

**Course Number:** M8MA

**Grade Level:** Academic 8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 115815

**Course Description:** Eighth Grade Mathematics and Pre-Algebra are both courses in which the emphasis is to prepare students for Algebra I. Areas of study which were included in the seventh grade curriculum will be further refined. The course emphasizes the language of algebra and solving problems using various approaches. The use of manipulative is also emphasized. Scientific calculators are introduced.

## **Course:** Algebra I

**Course Number:** HMA I

**Grade Level:** Academic 9<sup>th</sup> +

**Prerequisite:** Pre-Algebra or Instructor permission

**Core Data Number:** 115810

**Course Description:** Algebra I is a course in which algebraic abilities are further developed. Emphasis is placed on solving equations and inequalities, graphing, exponents, functions, polynomials, and radicals. Manipulatives, calculators, and other technology are used as tools of instruction.



## Course: Geometry

**Course Number:** HMA II

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** HMA I or instructor permission

**Core Data Number:** 115830

**Course Description:** Geometry is a course, which builds on the geometric concepts developed in grades 1-8. The language and symbolism of geometry, logical reasoning skills, and the interrelationship of geometry with other mathematics and disciplines are emphasized. There is considerable employment of manipulatives and the tools of geometry as well as computer programs that support the learning of Geometry.

## Course: Algebra II

**Course Number:** HMA III

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** HMA I

**Core Data Number:** 115861

**Course Description:** Algebra II, primarily is a course for college-bound students, further refines the algebraic literacy developed in prior courses. Facility with solving and graphing equations, inequalities, and functions is emphasized, as is working with polynomials and radicals. Scientific and graphing calculators and computer graphing programs are utilized.

## Course: Advanced Algebra

**Course Number:** HMA IV

**Grade Level:** Academic 12<sup>th</sup> (one semester)

**Prerequisite:** HMA I, II and III or permission

**Core Data Number:** 115861

**Course Description:** Advanced Algebra is a one-semester continuation of Algebra II for those students who are college-bound. This course will include further study of functions, use of matrices, the complex number system, and analytic geometry. Fractals and iteration may be introduced. Scientific and graphing calculators and computer graphing programs are utilized



## **Course: Trigonometry**

**Course Number:** HMA V

**Grade Level:** Academic 12<sup>th</sup> (one semester)

**Prerequisite:** HMA I, II, and III or permission

**Core Data Number:** 115860

**Course Description:** Trigonometry is a one-semester course recommended for college-bound students. Students will investigate triangle trigonometry, the circular functions with their graphs, trigonometric identities, and applications including vectors. Scientific and graphing calculators and computer graphing programs are utilized.

## **Course: Developmental Math I Resource**

**Course Number:** MMA 1R

**Grade Level:** 7<sup>th</sup> - 8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 195620 (SpEd MA) or 115891 (Supplemental Math)

**Course Description:** In Developmental Math I, students will develop an understanding of whole numbers up to 1000. Familiarity with math vocabulary as it relates to equivalent numbers is also a focus. An understanding of time (clock faces), calendar units, and the concepts of before, after, and between is also facilitated. Students will identify coins and their values. Students will identify paper money and its values using the folding method commonly used by the blind and visually impaired.

## **Course: Developmental Math II Resource**

**Course Number:** MMA 2R

**Grade Level:** 7<sup>th</sup> - 8<sup>th</sup>

**Prerequisite:** MMA 1R or recommendation

**Core Data Number:** 195620 (SpEd MA) or 115891 (Supplemental Math)

**Course Description:** Development Math II is a general mathematics course that continues the development of MA I. Real world applications and interdisciplinary connections will be explored. Students will be introduced to addition, subtraction, multiplication, and division facts. Students will use a calculator to solve number problems using basic operations. Students will solve word problems using basic operations, particularly problems involving money and shopping up to \$5.00. Students will continue to develop their understanding of time and calendar units. The ability to recognize and count numbers up to hundred thousand will also be included in this course. Technology and assistive technology including the use of computers and calculators will be used as tools of instruction.



**Course:** Consumer Math I Resource

**Course Number:** HMA 3R

**Grade Level:** 9<sup>th</sup> +

**Prerequisite:** MMA 2R or recommendation

**Core Data Number:** 195620 (SpEd MA) or 115868 (Consumer Math)

**Course Description:** The Consumer Math I class encompasses a broad spectrum of skills and concepts that allow student to explore and solve problems for purposed functioning in everyday life. To facilitate learning, teachers will utilize a variety of models of teaching that are conducive to the developmental needs of our students. Differentiation is practiced in all math classes. Market Math, Department Store Math, Be Ad Wise, Catalog and Internet Shopping and Introduction to Banking are the thematic units utilized to teach the skills and concepts that are frequently used in daily life. Students will also acquire functional quantitative concepts and skills related to money, budgeting, time, and other measurements. Students will identify and count coins and bills, make change, and use money to make purchases. The teacher will develop an easy-to-hard sequence that leads to the ability to determine whether an item or items are affordable. Students will use print ads to compare quantity to price to determine best buy. Discounts and coupons for purchasing necessities will also be introduced. In addition, teaching time-management skills using an environmental-cue strategy, using a picture-symbol strategy, and interpreting clock time will be reinforced. Furthermore, the basic math concepts and operations will be developed and reinforced. For example, student will have an understanding of numbers, place value, numerations and basis operations of adding and subtracting. They will then apply math concepts and operations to purchasing items and other daily needs.

## **Course: Consumer Math II Resource**

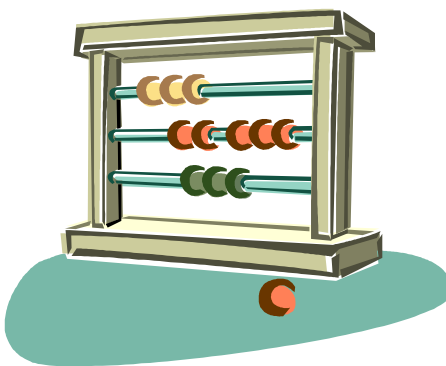
**Course Number:** HMA 4R

**Grade Level:** 10<sup>th</sup> +

**Prerequisite:** HMA 3R or recommendation

**Core Data Number:** 195620 (SpEd) or 115868 (Consumer Math)

**Course Description:** Consumer Math II builds on a broad spectrum of skills and concepts that allow students to explore career options and solve problems for purposed functioning in everyday life. Learning about earning, spending and managing money, basic budgeting, and utilizing banking systems will be reinforced through authentic performance task and real life experiences. Students enrolled in this course will have beginning knowledge of checking accounts; they will have the basics of paying bills and deposits. Students will count coins and bills in different denomination to \$20.00. The concept of decimals will be introduced and students will demonstrate knowledge of how to add and subtract using decimals up through hundreds. Students will demonstrate the ability to make change, use money responsibly, and to make purchases. Differentiated instruction is practiced in all math units based on the developmental needs of each student.



## **Course: Consumer Math III Resource**

**Course Number:** HMA 5R

**Grade Level:** 11<sup>th</sup> +

**Prerequisite:** HMA 4R or recommendation

**Core Data Number:** 195620 (SpEd) or 115868 (Consumer Math)

**Course Description:** Consumer Math III is a course that continues the development of integrating basic math skills with independent life skills involving careers, money earning, purchasing, banking systems and budgeting. Students will continue to expand their mathematic skills and vocabulary in order to apply problem solving strategies to solve life situations. Real world applications and interdisciplinary connections will be investigated through each unit. In addition, basic computations with whole numbers, fractions, decimals and percent will be used throughout the course. Students are expected to apply these fundamental skills and concepts across a wide range of real-life situations. Students taking

this course will build on their beginning knowledge of checking and savings accounts. Students will demonstrate the ability to write a check, prepare a deposit/withdrawal slip, keep a check ledger, read a bank statement, and reconcile a monthly checking/savings account. Students will complete a simulation of paying bills, making deposits, and balancing a checkbook as an ongoing class project. Assistive technology including the use of computers and calculators will be used as tools of instruction.



### **Course:** Consumer Math IV Resource

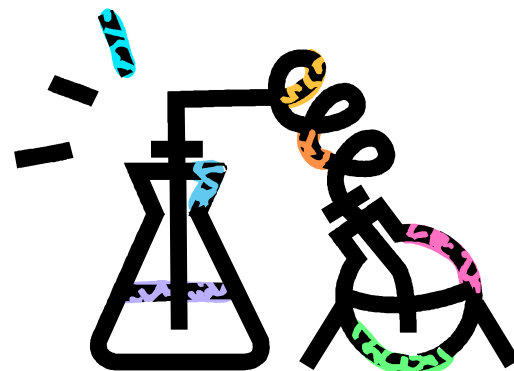
**Course Number:** HMA 6R

**Grade Level:** 12<sup>th</sup>

**Prerequisite:** HMA 5R or recommendation

**Core Data Number:** 195620 (SpEd) or 115868 (Consumer Math)

**Course Description:** Consumer Math IV will further prepare student for independent living and help them solve problems encountered in their daily life to predict their future needs or outcome. Utilizing math skills and concepts students will differentiate wants and needs, itemize monthly income and expenses to create a monthly budget, and demonstrate an understanding of long verses short term budgeting. They will create a monthly budget based on estimated yearly expenses, and then learn to reconcile a banking account. Students will also demonstrate an understanding of banking, loans, credit cards, and income taxes. Targeted skill and concepts will be practiced throughout the units by meaningful routines and in combination with related skills. Most importantly, students will acquire the knowledge and skills to make personal decisions and act as responsible members of society



## Science

### Course: 7<sup>th</sup> Grade Science

**Course Number:** M7SC

**Grade Level:** Academic 7<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 135000

**Course Description:** : In this course students learn the basics of scientific inquiry; measurement; the properties and principles of matter, energy, force and motion; the processes and interactions of the earth's systems (geosphere, atmosphere, hydrosphere); and the composition and structure of the universe and the motions of the objects within the universe. We will also incorporate the impact of science and technology on human activity, and vice versa. The students do lab work and written work, participate in discussions and various group projects, and keep a notebook of definitions. The written work includes very concrete concepts as well as the application of those concepts to solving problems and evaluating situations.

### Course: 8<sup>th</sup> Grade Science

**Course Number:** M8SC

**Grade Level:** Academic 8th

**Prerequisite:** None

**Core Data Number:** 135000

**Course Description:** In this course the basics of scientific inquiry and measurement are reviewed and built upon, with an emphasis on developing, evaluating, and communicating results and explanations. We also cover the properties and principles of matter, energy, force and motion; the characteristics and interactions of living organisms, and the processes and interactions of the earth's systems (geosphere, atmosphere, hydrosphere), all at a greater depth than in years past. We will also incorporate the impact of science and technology on human activity, and vice versa. The students do lab work and written work, participate in discussions and various group projects, and keep a notebook of definitions. The written work includes very concrete concepts as well as the application of those concepts to solving problems and evaluating situations.

## **Course: Physical Science**

**Course Number:** HSC 9

**Grade Level:** Academic 9<sup>th</sup> +

**Prerequisite:** None

**Core Data Number:** 135010

**Course Description:** This course utilizes a lot of lab work as we learn about the metric system of measurement; the classification and chemistry of matter; changes in matter; force and motion; simple machines; energy and energy changes; and magnetism. Students will keep a notebook of terms and definitions, and will begin developing their own notes. They will have many opportunities to apply the concepts learned in class in labs, on worksheets and exams, and in class activities and discussions.

## **Course: Family Living and Human Sexuality**

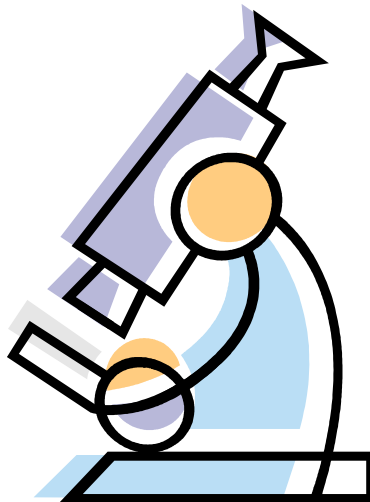
**Course Number:** HSC FLHS

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** 10<sup>th</sup> grade and up with permission

**Core Data Number:** 134299

**Course Description:** This class involves discussion of self-awareness and self-concept; values; maturity; relationships, including friendships, dating, and marriage; sexuality; reproductive systems; conception, pregnancy, and birth; contraception; sexually transmitted diseases; and tobacco, alcohol, and other drugs.



## **Course: Biology I**

**Course Number:** HSC I

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** HSC 9 or permission

**Core Data Number:** 134200

**Course Description:** This course covers topics in the science of living things, beginning with the basic characteristics of living things progressing, through basic chemistry and the chemistry of life and exploring cell structure and function. A unit on genetics explains the factors and mechanisms of heredity and environment. Topics in ecology, evolution and classification will be explored and the first four kingdoms of living things (Protists, Monerans, Fungi and Plants) will be reviewed. Students will keep a notebook of terms and definitions, and will develop many of their own notes. They will have many opportunities to apply concepts learned in class in labs, on worksheets, exams and in class activities and discussions.

## **Course: Biology II**

**Course Number:** HSC II

**Grade Level:** Academic 11<sup>th</sup> +

**Prerequisite:** HSC 9 and HSC I, or permission

**Core Data Number:** 134200

**Course Description:** This course begins with a review of the vertebrate groups of animals; then it is mainly concerned with the anatomy and physiology of the systems of the human body. Each system will be covered in detail, emphasizing the structures involved, how they function, and the diseases and disorders of each system. In addition, a unit on medical/health care is covered. At the end of the year, students choose a final research project.

## **Course: Life Science Resource**

**Course Number:** MSC 1R

**Grade Level:** 7<sup>th</sup>-8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 195000 (VI), 195630 (SpEd SC), 994015 (ELE/MS Basic Skills)

**Course Description:** Life Science (MSC 1R) is designed to facilitate students understanding of the characteristics of living organisms, changes in ecosystems, and interactions of organisms with their environment through scientific inquiry and observation. In Life Science (MSC 1R) students do lab work and participate in discussions as well as group projects. Each student will keep a notebook of definitions/concepts (written/tactile or oral/dictated) for each unit of study. The written (oral/dictation) work includes the recording of concrete concepts as well as the application of concepts to pose questions, plan, and conduct experiments and make and record observations using the five senses. Life Science (MSC 1R) consists of four

major units of study, including: 1) plants; 2) animals; 3) ecology and food chains; and 4) the impact of science, technology, and human activity on the living components of the earth.

### **Course:** Earth/Space Science Resource

**Course Number:** MSC 2R

**Grade Level:** 7<sup>th</sup>-8<sup>th</sup>

**Prerequisite:** MSC 1R or permission

**Core Data Number:** 195000 (VI), 195630 (SpEd SC), 994015 (ELE/MS Basic Skills)

**Course Description:** The focus in Earth/Space Science (MSC 2R) is on Earth and physical science concepts through the study of three units: Earth in Space, Properties of Matter and Catastrophic Events. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science.

### **Course:** Physical Science Resource

**Course Number:** HSC 3R

**Grade Level:** 9<sup>th</sup> +

**Prerequisite:** MSC 2R or permission

**Core Data Number:** 195000 (VI), 195630 (SpEd SC), 134642 (Applied SC)

**Course Description:** Physical Science (HSC 3R) is designed to facilitate students understanding of properties and principles of matter and energy, states of matter, forms of energy (sound and forces of motion), and the impact of science, technology and human activity, as well as the processes and interactions of the earth's systems through scientific inquiry and observation. In Physical Science (HSC 3R) students do lab work and participate in discussions as well as group projects. Each student will keep a notebook of definitions/concepts (written/tactile or oral/dictated) for each unit of study. The written (oral/dictated) work include the recording of concrete concepts, as well as the application of those concepts to pose questions, plan, and conduct experiments, as well as make and record observations using the five senses. Physical Science (HSC 3R) consists of four major units of study, which include: 1) properties of matter and energy; 2) investigating states of matter; 3) investigating forms of energy: sound and forces of motion; and 4) impact of science, technology and human activity. All goals and expectations are modified based on student's needs.

### **Course:** Biological Science Resource

**Course Number:** HSC 4R

**Grade Level:** 11<sup>th</sup>

**Prerequisite:** HSC 3R or permission

**Core Data Number:** 195000 (VI), 195630 (SpEd SC), 134642 (Applied SC)

**Course Description:** Biological Science (HSC 4R) is designed to develop students understanding of the characteristics and interactions of living organisms, changes in ecosystems, and interactions through scientific inquiry and observation. Biological Science (SC 4) is designed to build on the concepts and skills taught in Life, Physical, and Earth/Space Science. Biological Science (HSC 4R) features a strong project component in which students participate in four long-term learning projects which are designed to facilitate in-depth understanding of biological concepts, as well as provide opportunities for students to develop observational skills. Biological Science (HSC 4R) consists of four major units of study that include: 1) classification of plants and animals; 2) characteristics of plants and animals; 3) interaction of organisms and their environment; and 4) the impact of science, technology, and human activity.

## **Course: Life Science Resource II**

**Course Number:** HSC 5R

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Prerequisite:** HSC 4R or permission

**Core Data Number:** 195000 (VI), 195630 (SpEd SC), 994015 (ELE/MS BS)

**Course Description:** Life Science (HSC 5R) is designed to facilitate students understanding of the characteristics of living organisms, changes in ecosystems, and interactions of organisms with their environment through scientific inquiry and observation. In Life Science (HSC 5R) students do lab work and participate in discussions as well as group projects. Each student will keep a notebook of definitions/concepts (written/tactile or oral/dictated) for each unit of study. The written (oral/dictation) work includes the recording of concrete concepts as well as the application of concepts to pose questions, plan, and conduct experiments and make and record observations using the five senses. Life Science (HSC 5R) consists of four major units of study, including: 1) plants; 2) animals; 3) ecology and food chains; and 4) the impact of science, technology, and human activity on the living components of the earth. Life Science is designed to build on the concepts and skills taught in HSC 1R through HSC 4R, including the classification of living things, the animal kingdoms, and activities of living cells and organisms. Students study ecosystems, interrelationships among organisms, and natural resources. Students also study the human body and its basic structure and function.

## **Course: Earth/Space Science Resource II**

**Course Number:** HSC 6R

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Prerequisite:** HSC 5R or permission

**Core Data Number:** 195000 (VI), 195630 (SpEd SC), 994015 (ELE/MS BS)

**Course Description:** Earth/Space Science (HSC 6R) is designed to facilitate students understanding of the properties and principals of energy and matter; the structure and motion of the earth and other planets; the solar system and sun and other stars; the makeup of the

universe; weather and climate; water; earthquakes and volcanoes; glaciers; and the impact of science, technology, and human activity on the earth. In Earth/Space Science students expand their understanding of the use of models to understand their world. In Earth/Space Science (HSC 6R) students do lab work and participate in discussions as well as group projects. Each student will keep a notebook of definitions/concepts (written/tactile or oral/dictated) for each unit of study. The written (oral/dictated) work includes the recording of concrete concepts as well as the application of these concepts to pose questions, plan, and conduct experiments, as well as make and record observations using the five senses. Earth/Space Science (HSC 6R) consists of four major units of study, which include: 1) properties and principles of energy and matter; 2) the solar system/earth, sun, and moon; 3) earth's materials: rocks and soil/water cycle and weather; and 4) impact of science, technology, and human activity on the earth. All goals and expectations are modified based on student's needs.

## **Social Studies**

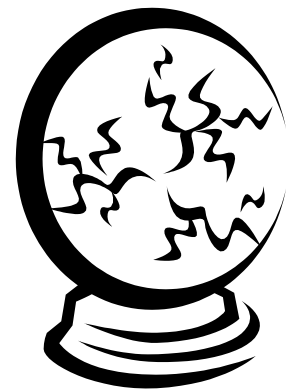
**Course:** 7<sup>th</sup> Grade Social Studies

**Course Number:** M7SS

**Grade Level:** Academic 7<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 156600



**Course Description:** Seventh Grade Social Studies is the study of the American system of government and the principles that led to its founding expressed in documents such as the Magna Carta, the Mayflower Compact, the Declaration of Independence, and the Constitution. Students will also study the principles of the American economic system and the ideas of free market capitalism.

**Course:** 8<sup>th</sup> Grade Social Studies

**Course Number:** M8SS

**Grade Level:** Academic 8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 156600

**Course Description:** Social Studies 8 – Eighth Grade Social Studies is the study of Western Civilization and the emergence of human societies and the earliest forms of human governance. Students will also study the evolving structures of human groups into civilized societies, competing groups, and innovators.

## **Course:** Middle School Career Planning and Exploration

**Course Number:** MSS CP

**Grade Level:** Academic 7<sup>th</sup> or 8<sup>th</sup> (one semester)

**Prerequisite:** None

**Core Data Number:** 997000

**Course Description:** In Middle School Careers students build upon Career Paths, career exploration and basic social skills lessons learned in elementary classroom guidance lessons. Through role-plays, structured interviews, research, and reading students explore careers in which they may be interested; understand how their individual interests, abilities, and values are used in planning a career; determine preparation needed for careers in which they are interested; recognize the importance of making plans for the future, develop social skills and work habits necessary for successful and satisfying careers, and learn about job search skills.

## **Course:** American History I

**Course Number:** HSS I

**Grade Level:** Academic 9<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 156661

### ***Required for Graduation***

**Course Description:** American History I - Students will study the colonization of the Americas with focus on the British colonies in North America. Students will also study the societies, economies, and cultures of the thirteen British colonies and begin to compare and contrast the development of each colony. Students will be able to explain the individual development of each colony and be able to describe British colonial life in North America.

## **Course:** American History II

**Course Number:** HSS II

**Grade Level:** Academic 10<sup>th</sup>

**Prerequisite:** HSS I or permission

**Core Data Number:** 156661

**Course Description:** American History II – Students will study the development of the United States of America from 1776 to the End of Reconstruction. Students will study the impact of the Civil War on American culture and development as well as the impact of the Civil War on Amendments to the Constitution. Students will be able to explain the causes of the Civil War and the impact of its results on the American future.



### **Course: Government and Politics**

**Course Number:** HSS III

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** HSS I or permission

**Core Data Number:** 156650

***Required for Graduation***

**Course Description:** Government and Politics – This course utilizes an in-depth study of the American system of government from the governmental structure of the Colonies to the present day political system. The students will study the origins of American government and the applications of that governmental system in today's society. The students will also focus on citizenship and personal participation in the present-day American political systems.

### **Course: Careers**

**Course Number:** HSS IV

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** HSS I or permission

**Core Data Number:** 156663

**Course Description:** This course will examine the major turning points that shaped the modern world. These historical events/developments include: early civilizations, ancient Greek and Roman philosophy, emergence of Judaism and Christianity, the development of Western political thought, analysis of the Middle Ages, the Renaissance, the Industrial Revolution, patterns of global change and conflict, and analysis of the integration of countries into the global economy. This study requires students to trace the rise of democratic ideas, and develop an understanding of the historical roots of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts.

**Course Number:** HSS V

## **Course: World History**

**Grade Level:** Academic 10<sup>th</sup> \ +

**Prerequisite:** HSS I or permission

**Core Data Number:** 997000

***Required for Graduation***

**Course Description:** This Course covers the methods and strategies to building a successful career. The students will focus on techniques for analyzing personal information for career choices. The students will also study the best methods for choosing a career and finding a job. The course will provide students with the appropriate information for successful job skills and positive job retention.



## **Course: Psychology**

**Course Number:** HSS VI (Elective)

**Grade Level:** Academic 10<sup>th</sup> +

**Prerequisite:** Permission

**Core Data Number:** 156100

**Course Description:** This course is a comprehensive introductory level study of Psychology. This study includes: an introduction to the field of psychology and to many of the core concepts used in studying, analyzing, and describing human psychology, analyzing the relationship between human physiology and psychology, understanding the different levels of consciousness, exploring aspects of learning, memory, and thought, examining psychological development during the different stages of life, analyzing cognitive and social psychology, studying the characteristics of psychological disorders and therapies for mental health, and demonstrating the steps of research in the Scientific Method.

## **Course:** Introduction to Western Civilization Resource

**Course Number:** MSS 1R

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156600 (ELE SS)

**Course Description:** In Intro to Western Civilization, students will learn the principles expressed in documents shaping the constitutional democracy of the United States, and how rules and laws are made and changed to promote common good. Students will learn about the migration of people from around the world and the cultures and religious traditions that have contributed to America's history. Students will study the geography of location, place, movement, and regions, and their relationships to changes in environment and society. Students will learn various methods of conflict resolution and describe how authoritative decisions are made within the government. Students will compare how people's needs have been met in different ways in different cultures, at various times, and learn methods used to resolve conflicts. The students will learn how methods of peaceful resolution apply to their school community and state. This course will teach the students how people trade and barter and explain supply and demand in Ancient times as well as in the world today. Students will learn how to **use** surveys, statistics, maps and documents, diaries, letters, journals and photos as tools of social science inquiry. They will use library and media resources, such as videos, dictionaries, encyclopedias, atlases, and books, as well as artifacts, such as materials, works of art, fossils, pottery, and clothing.

## **Course:** Discovery/ Exploration/Settlement of the New World Resource

**Course Number:** MSS 2R

**Grade Level:** 7<sup>th</sup> - 8<sup>th</sup>

**Prerequisite:** MSS 1R or permission

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156600 (ELE SS)

**Course Description:** In Discovery/Exploration/Settlement of the new World, students will learn why cities make laws and ordinances and how this applies to the Constitution. The students will learn that as citizens they have both rights and responsibilities. The students will examine the culture and interactions of the Native, European and African Americans in Missouri and around the United States. The students will learn about individuals who made contributions to our state and national heritage such as Amerigo Vespucci, Christopher Columbus, Pilgrims, Lewis and Clark and Sacagowea. Students will learn how to demonstrate a peaceful resolution to a dispute, especially when applied to school, community and state. Students will learn about the laws of supply and demand. Students will learn the geography of Missouri and be able to locate the Mississippi and Missouri Rivers. Students will learn the physical characteristics of North America such as land forms, and water bodies. Students will learn to construct and interpret maps so that they may locate the seven continents and four oceans. Students will analyze how people's needs are met by governments, schools, religious institutions, etc. Students will use a problem-solving

organizer as a method of resolving conflicts. Students will learn how to use surveys, statistics, maps and documents, diaries, letters, journals, and photos as tools of social science inquiry. They will use library and media resources, such as videos, dictionaries, encyclopedias, atlases, and books, as well as artifacts, building structure materials, works of art, fossils, pottery, and clothing.

## **Course:** American History I Resource

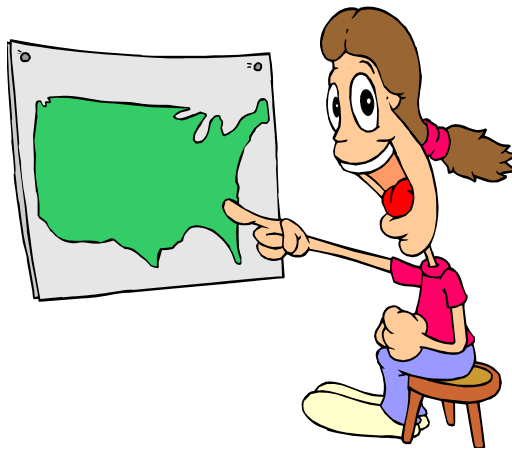
**Course Number:** HSS 3R

**Grade Level:** 9<sup>th</sup> +

**Prerequisite:** MSS 2R or permission

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156690 (Other SS)

**Course Description:** In American History I, the students will understand the main purpose of the Declaration of Independence, and Constitution of the United States and identify symbols of our nation. Students will identify and explain the purposes of laws, and apply the responsibilities of citizens. Students will learn various methods of conflict resolution and describe how authoritative decisions are made within the government. Students will explain the three branches of the federal government, and the economic concepts of goods and services, natural, capital and human resources, and economic decision-making. Students will explain the existence and purpose of taxes and how taxes affect them. Students will learn how to read and interpret maps and map features. Students will learn about the contributions of both Missourians and non-Missourians to the history of the United States. Students will examine cultural interactions among ethnic groups. The students will compare how people's needs have been met in different ways at various times in history. Students will learn how to use surveys, statistics, maps and documents, diaries, letters, journals and photos as tools of social science inquiry. They will use library and media resources, such as videos, dictionaries, encyclopedias, atlases, and books, as well as artifacts, such as materials, works of art, fossils, pottery, and clothing.



## **Course: American History II Resource**

**Course Number:** HSS 4R

**Grade Level:** 10<sup>th</sup> +

**Prerequisite:** HSS 3R or permission

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156690 (Other SS)

**Course Description:** In American History II, the students will learn why the state of Missouri has a constitution and makes and enforces laws. The students will learn the Bill of Rights and understand that citizens have both rights and responsibilities. Students will learn various methods of conflict resolution and describe how authoritative decisions are made within the government. Students will explain the three branches of the federal government, and the economic concepts of goods and services, natural, capital and human resources, and economic decision-making. Students will explain the existence and purpose of taxes and how taxes affect them. Students will learn how to read and interpret maps and map features. Students will gain knowledge of significant individuals or groups who have made contributions to our state and national heritage. The students will learn Missouri's role in the Civil war and the changes in Missouri since then in education, transportation, and communication. Students will learn the laws of supply and demand. Students will identify states bordering Missouri, define regions, and use geography to explain the past and predict the future. Students will learn how a person becomes a member of a group or institution and how ideas and concepts have changed over time, such as the roles of women in society. Students will learn how to use surveys, statistics, maps and documents, diaries, letters, journals and photos as tools of social science inquiry. They will use library and media resources, such as videos, dictionaries, encyclopedias, atlases, and books, as well as artifacts, such as building structures and materials, works of art, fossils, pottery, and clothing.

## **Course: Systems of Government Resource**

**Course Number:** HSS 5R

**Grade Level:** 11<sup>th</sup> +

**Prerequisite:** HSS 4R or permission

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156699 (Other SS)

**Course Description:** In Systems of Government, the students will learn the principles of constitutional democracy in the United States. Students will identify important principles such as limited government, rule of law, majority rule, minority rights, separation of powers, and check and balances. Students will examine the connection of constitutional principles in documents such as the Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution, Federalist Papers, and Amendments to Constitution, emphasizing the Bill of Rights. Students will identify and examine the functions of the three branches of government. Students will learn how local, state, and national governments affect people's lives. Students will participate in economic decision making such as consumer and environmental decisions. Students will learn about government taxation and spending, interest rates, and property rights. Students will identify and use library media

resources such as newspapers, periodicals, letters, interviews, journals, and the internet as tools for social science inquiry.

### **Course: Current Issues Resource**

**Course Number:** HSS 6R

**Grade Level:** 12<sup>th</sup>

**Prerequisite:** HSS 5R or permission

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156699 (Other SS)

**Course Description:** In Current Issues, students will learn about the history and changes of Missouri, United States, and the World. Students will learn about the contributions of civil rights leaders such as Dr. Martin Luther King Jr. Students will analyze peaceful resolutions of disputes by courts, legitimate authorities, parents, teachers, principals, etc. Students will learn how authoritative decisions are made, enforced, and interpreted with the Federal, State and Local government. Students will learn about the laws of supply and demand in today's world. Students will learn about current issues such as the environment, ethnic backgrounds, diversity, languages, education, religions, and the political system. Students will examine relationships between and among people living in cities, suburbs, towns, villages, etc. Students will learn about different regions and what type of businesses they produce. Students will examine how ideas, concepts, and traditions have changed over time. Students will learn how to use media resources and create timelines to enhance studies in civics, history, economics, and geography.

### **Course: World History Resource**

**Course Number:** HSS 7R

**Grade Level:** 12<sup>th</sup>

**Prerequisite:** HSS 6R or permission

**Core Data Number:** 195000 (VI), 195640 (SpEd SS), 156699 (Other SS)

**Course Description:** In World History (SOC 7), the students will learn the culture of the early river valley civilizations such as Ancient Egypt in North Africa, India, Mesopotamia, and China. The students will learn the differences in the Greek and Roman Empires. The students will investigate European civilization during the middle ages, and Feudal Japan. The students will compare the Native Latin American cultures and investigate African Empires. The students will define limited and unlimited government and how lives vary under these systems. Students will interpret the past, explain the present and predict the future consequences of economic decisions. The students will locate major cities, nations, continents and oceans on maps. Students will learn how cultural traditions, human actions, and institutions affect people's behavior. Students will use visual graphics (tactile), timelines, videos and the internet to identify resources for social inquiry. They will use library and media resources, such as encyclopedias, atlases, and books, as well as artifacts, such as building materials, works of art, fossils, pottery, and clothing.

## Fine Arts



## Music

**Course:** Middle School Exploratory Elements of Music

**Course Number:** MMU

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup> (1 semester)

**Prerequisite:** None

**Core Data Number:** 126900

**Course Description:** In Middle School and High School Elements of Music Classes, an emphasis will be given to music theory and harmony. Students will learn to read music notation, symbols and terminology in Braille and/or print. Students will also analyze and describe elements of music within music compositions. Students will apply these skills to music activities and practices, including but not limited to keyboard skill development and music composition.

**Course:** Middle School Choir

**Course Number:** MCH

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup> Grade

**Prerequisite:** None

**Core Data Number:** 126960

**Course Description:** The Choir is open to anyone who enjoys singing. Previous singing experience is preferred but not required. Students will improve vocal production, singing in different registers, intonation, correct posture and breathing, enunciation, pronunciation, vowel formation, proper use of consonants, breath management within phrases, balance/blend techniques, music reading skills and rehearsal etiquette. Basic fundamentals of music, interpretation of performance styles and musicianship are emphasized.

## **Course: High School Choir**

**Course Number:** HCH

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> Grade

**Prerequisite:** None

**Core Data Number:** 126960

**Course Description:** The Choir is open to anyone who enjoys singing. Previous singing experience is preferred but not required. Students will improve vocal production, singing in different registers, intonation, correct posture and breathing, enunciation, pronunciation, vowel formation, proper use of consonants, breath management within phrases, balance/blend techniques, music reading skills and rehearsal etiquette. Basic fundamentals of music, interpretation of performance styles and musicianship are emphasized.

## **Course: Music Appreciation I**

**Course Number:** HMAP I

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 126920

**Course Description:** Music Appreciation I is an introduction to the basic elements of music. The student will obtain knowledge of the basic elements of music, understand the Western art music tradition and trace its development from the Middle Ages to the present, and learn about the influence that politics, social structure, religion and other factors had on music and other art forms.



## **Course: Middle School Exploratory Spanish**

**Course Number:** MSP

**Grade Level:** 7<sup>th</sup> or 8<sup>th</sup> (1 semester)

**Prerequisite:** None

**Core Data Number:** 060000

**Course Description:** This course is a very basic introduction to the language and some of the culture of the Spanish-speaking world. Students will be introduced to the basics of the language and its culture and will develop a working vocabulary for everyday situations. Basic skills will be learned through imitation, repetition, memorization and practice.

## **Course: Spanish I**

**Course Number:** HSP I

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> grade

**Prerequisite:** None

**Core Data Number:** 066300

**Course Description:** This course is an introduction to the language and culture of the Hispanic world. Activities are chosen to enhance learning and give students an opportunity to practice their expanding vocabulary. Students will begin to develop their abilities in listening, speaking, reading and writing the Spanish language. They will also be introduced to the culture of the Spanish-speaking world.

## **Course: Spanish II**

**Course Number:** HSP II

**Grade Level:** 10<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** Spanish I

**Core Data Number:** 066300

**Course Description:** This course will further establish a student's skills which are necessary for acquiring a second language. Students will greatly expand the practice of the four language skills of listening, speaking, reading and writing and will study Hispanic culture in greater depth. The goal of the course is the almost total immersion into the Spanish language.



## Visual Arts

**Course:** Middle School Exploratory Art



**Course Number:** MVA  
**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup> (1 semester)  
**Prerequisite:** None  
**Core Data Number:** 024100

**Course Description:** Students will continue to learn essential understanding under five strands:

1. Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.
2. Artists communicate ideas through artworks by selecting and applying art elements and principles.
3. Viewers' respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the quality of artwork through art criticism.
4. Visual art is connected to performing arts, communication arts, math, science, and social studies.
5. Literate citizens understand the role and functions of art in history and culture. Artists influence and are influenced by the cultures and time periods in which they live.

Students will continue to learn about different media, tools and supplies. The potter's wheel will be introduced. Students will be given a wider chance for self-expression while learning how to channel their ideas to fit assignments. Good work habits and organization will be stressed. This class will include another study of art forms from different cultures. Students will also study art from another period of history, various artists from that time and how art fits into what was happening at the time – social, religious, economic, etc.)

## Course: High School Art I

**Course Number:** HVA I  
**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>  
**Prerequisite:** None  
**Core Data Number:** 024100

**Course Description:** Students will continue to study visual arts under five broad strands: Product-Performance, Artistic Perceptions, Interdisciplinary Connections, and Historical and Cultural Context. This study will include vocabulary, techniques and processes, elements and principles and presentation. We will use cultures, styles, history and nature as a base for content. Using creativity to solve problems and channeling ideas in appropriate self-expressions that fit assignments will be stressed. Organization of materials and work style will be practiced. Students will exhibit stronger mastery knowledge of vocabulary, processes, techniques, elements and principles of visual arts. They will enhance their skills to apply such knowledge when analyzing works of fine arts. They will understand cultures, genres,

styles and history of works of fine art. They will continue using various media, tools and supplies, often of their own choice. Self-expression, using creativity to solve problems, channeling ideas into appropriate expressions that fit assigned projects will be stressed. Students will have additional opportunities to study and research careers in the field of visual fine arts.

### **Course: High School Art II**

**Course Number:** HVA II

**Grade Level:** 9<sup>th</sup> - 12<sup>th</sup>

**Prerequisite:** HVA I

**Core Data Number:** 024123

**Course Description:** Students will expand on their understanding of visual arts increasing their awareness of elements of design and basic principles of art, historic contexts, and art from different cultures. They will use their knowledge in making self-evaluation as well as analyzing art of others. More organization and direction will be expected in the creative choices they make and more independence in their work style. Nature, history, culture and style will still be a base for subject matter. There will be more focus on realizing a personal expression.

### **Course: High School Art III**

**Course Number:** HVA III (Special Projects)

**Grade Level:** 9<sup>th</sup> - 12<sup>th</sup> (1 Semester)

**Prerequisite:** VA I

**Core Data Number:** 024123

**Course Description:** This class is designed for students who have completed other art classes and can use their knowledge and skills as a base. The course will offer a more thorough exploration of developing a creative thinking process and an independent working style.



## Practical Arts



### Computer Technology

**Course:** Middle School Exploratory Computer Science

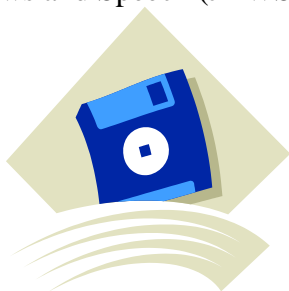
**Course Number:** MCOMP SCI

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup> (1 semester)

**Prerequisite:** None

**Core Data Number:** 991100

**Course Description:** This course is designed to continue the development and enhancement of skills for a variety of education related programs. Emphasis is on the daily use of a computer to develop speed and accuracy. The course also will use the internet to do research and MSWord to do short writing assignments. Students learn more keystrokes to use Job Access for Windows and Speech (JAWS) and Zoom Text more efficiently.



**Course:** Computer Science I

**Course Number:** HCOMP SCI I

**Grade Level:** 9<sup>th</sup> -12<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 991105

**Course Description:** This course is designed to teach concepts associated with applications on the computer. Students will develop skills in operating microcomputer systems and software, using word processing and desktop publishing application, performing database procedures, and executing spreadsheet applications.

## **Course: Computer Science II**

**Course Number:** HCOMP SCI II

**Grade Level:** 10<sup>th</sup> -12<sup>th</sup>

**Prerequisite:** Computer Science I or permission

**Core Data Number:** 991105

**Course Description:** This course is designed to teach concepts associated with applications on the computer. Students will develop skills in using second word processor. This course also introduces the student to elementary programming principles and applications. This course is intended for student with little or no prior programming experience.

## **Course: Computer Science III**

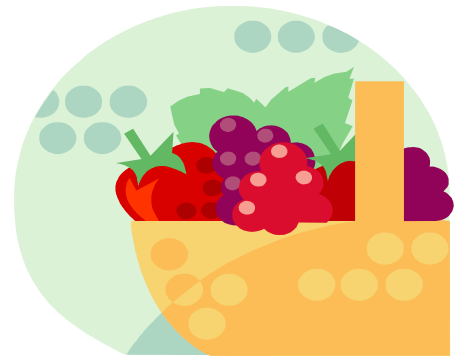
**Course Number:** HCOMP SCI III

**Grade Level:** 10<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** Computer Science I and II or permission

**Core Data Number:** 991105

**Course Description:** This course is intended for advanced computer science students having prior programming experience. This course introduces the building blocks of computers. This course is designed to give students a fundamental understanding of the concepts of how computers and networks work.



## **Family and Consumer Sciences (FACS)**

### **Course: Middle School Exploratory Family and Consumer Sciences**

**Course Number:** MFACS

**Prerequisite:** None

**Grade Level:** 7<sup>th</sup>-8<sup>th</sup> (1 semester)

**Core Data Number:** 096800

**Course Description:** Introduction to FACS explores concepts of food and nutrition; textiles

and clothing; individual, child and family development; housing and living environments; activities of daily living; consumer management; and career possibilities. Beginning level sewing projects, food labs, and consumer concepts will be introduced through projects, labs, and real world experiences. In addition to these practical living skills, students will be instructed in care, guidance, understanding and appreciation of children and their development. Cooperation, problem solving and evaluation skills are enhanced during lab projects. Learning activities are designed to help students apply their decision-making skills and management skills to the world around them.

### **Course: Introduction to Family and Consumer Sciences**

**Course Number:** HFACS I

**Prerequisite:** None

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup> (1 semester)

**Core Data Number:** 0968801

**Course Description:** Family and Consumer Sciences is a comprehensive course designed to assist students in developing the core knowledge and skills needed to manage their lives. Students will focus on areas of essential life skills that include the following areas: foods, nutrition, wellness, clothing, textiles, child development, family and peer relationships, and developing skills as providers and consumers of goods and services. Critical thinking, cooperation, problem solving, decision making, and evaluation skills are enhanced during group and lab projects. Students will also work on projects that will include investigating employment opportunities and life decisions, self-development and family relationships.

### **Course: Child Development, Care and Guidance**

**Course Number:** HFACS II

**Prerequisite:** HFACS I (096899)

**Grade Level:** 10<sup>th</sup>-12<sup>th</sup> (1 semester elective)

**Core Data Number:** 096821

**Course Description:** Child Development prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create and environment for children that will promote optimum development. Students will evaluate the significance of family and its impact on the well-being of individuals and society. Work experiences such as laboratory observations, job shadowing, or laboratory participation may be included if opportunities are available.

### **Course: Nutrition and Wellness**

**Course Number:** HFACS III

**Prerequisite:** HFACS I

**Grade Level:** 10<sup>th</sup>-12<sup>th</sup> (1 semester elective)

**Core Data Number:** 096824

**Course Description:** Nutrition and Wellness is an introductory course that explores food choices, preparation, and the relationship of nutrition to health and wellness. It is designed to help students make appropriate food choices for life long health and fitness. This course allows students the opportunities to develop skills in the selection, preparation, storing, and serving of food; meal management to meet individual and family nutrition needs across the life span; and optimal use of food resources and money.

### **Course: International Cuisine**

**Course Number:** HFACS IV

**Prerequisite:** HFACS I (096899)

**Grade Level:** 10<sup>th</sup>-12<sup>th</sup> (1 semester elective)

**Core Data Number:** 096829

**Course Description:** International cuisine is a course designed to assist student to utilize previously acquired knowledge of food principles and preparation in the exploration of challenging new concepts. Emphasis in International cuisine is placed on discovering and implementation of worldwide food preparation and specialty items.

### **Course: Apparel and Textiles**

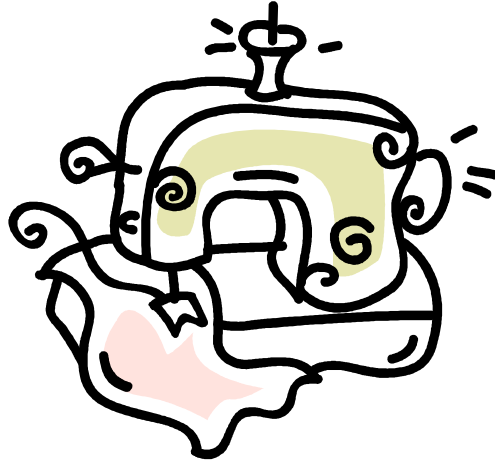
**Course Number:** HFACS V

**Prerequisite:** HFACS I (096899)

**Grade Level:** 10<sup>th</sup>-12<sup>th</sup> (1 semester elective)

**Core Data Number:** 096820

**Course Description:** Textiles and apparel is a semester course and is a continuation of what students learned in Family and Consumer Sciences I. This course is designed to prepare students in the understanding of the social, cultural, and psychological aspects of textile and apparel products. Instruction in how to select, produce, maintain, and alter textile and apparel products and the effect of consumer choices on the needs of the individual and family are included in the course of study.



### **Course Number: Personal Finance**

**Course Number:** HPF I

**Prerequisite:** None

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup> (1 semester required)

**Core Data Number:** 996400

**Course Description:** Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

### **Course: Work Practice I**

**Course Number:** HWK 1

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 195800 (SpEd), 997000(Career Exploration On-Campus)



**Course Description:** Work Practice – Level I provides MSB students with an opportunity to develop the skills necessary to prepare for future employment. Work Practice – Level I is designed to develop skills in the areas of: Rudimentary Fine Motor Development, Visual/Tactile Discrimination, Basic Packaging, Basic Assembly, Basic Tool Use as well as Social Skills and Work Related Behaviors. In Work Practice Level 1, students get their first formal exposure to the world of work when they enter the MSB simulated workshop. Student's clock in, store their belongings in their "employee locker" and begin work at their

assigned work station as well as take an appropriate scheduled break and then return to work. Work tasks are assigned according to assessed ability level and move progressively to more complex levels. Work Practice Level 1 is a goal-driven curriculum, assessed by a curriculum-based checklist.



### **Course:** Career Exploration in the Hospitality Industry

**Course Number:** HWK 2A

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> (1 semester elective)

**Prerequisite:** None

**Core Data Number:** 195800 (SpEd), 997000(Career Exploration On-Campus)

**Course Description:** Career Exploration in the Hospitality Field is an extension of the skills learned in Work Practice I. In Work Practice II students expand their skills and knowledge as they apply them to real-life situations. Students will report to a simulated work site where they learn the components of the hospitality industry through direct instruction, progressively moving toward independence and proficiency. Students will explore various aspects of the hospitality industry including: Health and safety, set-up, menu planning, food preparation and clean-up and food storage.

### **Course:** Career Exploration in the Housekeeping Industry

**Course Number:** HWK 2B

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> (1 semester elective)

**Prerequisite:** None

**Core Data Number:** 195800 (SpEd), 997000(Career Exploration On-Campus)

**Course Description:** Career Exploration in the Housekeeping Industry is an extension of the skills learned in Work Practice I. In Work Practice II students expand their skills and knowledge as they apply them to real-life situations. Students will report to a simulated “hotel” site on the MSB campus where they learn the components of the housekeeping industry through direct instruction, progressively moving toward independence and proficiency. Students will explore various aspects of the housekeeping industry including: Organization, health and safety, floor maintenance, bed-making, general housekeeping routines and more.

## **Course:** Career Exploration in the Landscaping Industry

**Course Number:** HWK 2C

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> (1 semester elective)

**Prerequisite:** None

**Core Data Number:** 195800 (SpEd), 997000(Career Exploration On-Campus)

**Course Description:** Career Exploration in the Landscaping Industry is an extension of the skills learned in Work Practice I. In Work Practice II students expand their skills and knowledge as they apply them to real-life situations. Students will report to a simulated worksite on the MSB campus where they learn the components of the landscaping industry through direct instruction, progressively moving toward independence and proficiency. Students will explore various aspects of the landscaping industry including: Horticulture, planting, planning, caring, pruning, transplanting and general care for both indoor and outdoor landscaping.



## **Course:** Career Exploration in the Manufacturing Industry

**Course Number:** HWK 2D

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> (1 semester elective)

**Prerequisite:** None

**Core Data Number:** 195800 (SpEd), 997000(Career Exploration On-Campus)

**Course Description:** Career Exploration in the Manufacturing Industry is an extension of the skills learned in Work Practice I. In Work Practice II students expand their skills and knowledge as they apply them to real-life situations. Students will report to a simulated worksite on the MSB campus where they learn the components of the manufacturing industry through direct instruction, progressively moving toward independence and proficiency. Students will explore various aspects of the manufacturing industry including: Health and safety, assembly line work, production, packaging, and more.



### **Course: On-Campus Work Experience**

**Course Number:** HWK 3

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 195700 (SpEd), 997000(Career Exploration On-Campus)

**Course Description:** The Level 3, On-Campus Work Experience provides MSB students with an opportunity to receive realistic vocational experiences in a variety of businesses and organizations. The students receive training at off-campus job sites as part of their overall school program. Students must demonstrate independence in job-related performance skills and appropriate job-related social skills. Supervision and training are provided by school personnel. Off-campus work experience continues to be a goal-driven curriculum, assessed by a curriculum-based checklist

### **Course: Off-Campus Work Experience**

**Course Number:** HWK 4

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 195700 (SpEd), 997001(Career Exploration Off-Campus)

**Course Description:** Off-Campus Work Experience provides MSB students with an opportunity to receive realistic vocational experiences in a variety of businesses and organizations. The students receive training at off-campus job sites as part of their overall school program. Students must demonstrate independence in job-related performance skills and appropriate job-related social skills. Supervision and training are provided by school personnel. Off-campus work experience continues to be a goal-driven curriculum, assessed by a curriculum-based checklist



## Health and PE

**Course:** Middle School Health and Physical Education

**Course Number:** MHPE

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 086000

**Course Description:** The Middle School Health Curriculum continues to build on prior knowledge and skills taught in earlier years. It is designed to help students develop a variety of important life skills. These skills will enable students to maintain healthy lifestyles, know how responsible decisions will affect their future, and build positive supportive relationships with family and friends. Students will continue to develop listening skills, refusal skills, critical thinking skills and assertive skills. Through the development of these skills, students will be equipped to deal with an ever-changing world in an effective way.

Middle School Physical Education is a combination of selected activities with an emphasis on fundamentals. The activities will involve both individual and team activities. Physical fitness, cardiovascular and basic fitness principles will be taught. The content of this course includes instruction in a variety of lifetime sports, personal physical fitness development, and limited-number team activities. Students will gain an understanding of the development of knowledge and dispositions that will enhance a commitment to positive lifestyle behaviors related to health and physical activities, physical fitness, aquatics, dance, and leisure activities. Emphasis will be placed on assessing, achieving and evaluating personal health-related physical fitness goals

**Course:** Middle School Adaptive PE

**Course Number:** MPE AD

**Grade Level:** 7<sup>th</sup> -8<sup>th</sup>

**Prerequisite:** IEP Driven

**Core Data Number:** 086010



**Course Description:** The goals of the adaptive physical education program are to develop physical fitness, fundamental motor skills, fundamental locomotor skills, and the ability to use them in group games, sports, and to develop skills in aquatics and dance. Services are provided until the student has improved his/her fitness and motor capabilities enough to successfully return to the regular physical education program. Adaptive physical education services are provided for children in the school who have been identified as having motor, fitness, and/or coordination needs in combination with other exceptional educational needs. These include such disabilities as mental retardation, cognitive impairments, hearing, speech,

or visual impairments, emotional disturbances, orthopedic or other health impairments, and/or learning disabilities. Adaptive physical education may be provided as a supplement to regular physical education class only when extra help is needed or it may become the main source of physical education when the child can no longer successfully participate in a mainstreamed situation. Most importantly, students will learn fitness and wellness concepts necessary to live a healthy life.

### **Course: High School Adaptive PE**

**Course Number:** HPE AD

**Grade Level:** 9<sup>th</sup> -12<sup>th</sup>

**Prerequisite:** IEP Driven

**Core Data Number:** 086010

**Course Description:** The goals of the adaptive physical education program are to develop physical fitness, fundamental motor skills, fundamental locomotor skills, and the ability to use them in group games, sports, and to develop skills in aquatics and dance. Services are provided until the student has improved his/her fitness and motor capabilities enough to successfully return to the regular physical education program. Adaptive physical education services are provided for children in the school who have been identified as having motor, fitness, and/or coordination needs in combination with other exceptional educational needs. These include such disabilities as mental retardation, cognitive impairments, hearing, speech, or visual impairments, emotional disturbances, orthopedic or other health impairments, and/or learning disabilities. Adaptive physical education may be provided as a supplement to regular physical education class only when extra help is needed or it may become the main source of physical education when the child can no longer successfully participate in a mainstreamed situation. Most importantly, students will learn fitness and wellness concepts necessary to live a healthy life.

### **Course: High School PE**

**Course Number:** HPE

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** None

**Core Data Number:** 086000

**Course Description:** The base of the high school physical education program is fitness, wellness and leisure/recreation activities. With adaptations, modifications and safety supervision, students who are blind or visually impaired can participate in many of the same individual and group activities enjoyed by sighted peers. Instruction provides comprehensive skill development in all phases of physical education and must be deliberately planned and taught to blind and visually impaired students with a focus on the development of life-long skills and activities. The course will include a variety of teaching methods individualized to

meet the needs of each child. In addition, students will be introduced to physical education and health related careers. The course will include many of the activities in the secondary scope and sequence chart. After successful completion of this course the student may enroll in the elective physical education courses that fit their personal interests and needs.

### **Course: High School Health**

**Course Number:** HHE

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup> (1 semester)

**Prerequisite:** None

**Core Data Number:** 085300

**Course Description:** Students will learn how to take responsibility for their personal health and wellness for life. Physical, mental-emotional and family-social health will be covered so students can achieve balanced healthful living. Students will learn how to make and analyze behavior that will affect their health status. This course will include units in personal health skills, mental and emotional health, family and social health, growth and development, nutrition, environmental health, injury prevention and personal safety. Developing comprehension of health concepts is a lifelong process and life skill. Becoming and staying a healthy person requires students to look at the way they live their own lives. Students will develop healthy behavior contracts that are individualized to meet their needs. By doing this, they will better understand what healthful behaviors they are already practicing and what helpful behaviors they may want to add to their routine.

### **Course: Body Conditioning**

**Course Number:** HPE E1

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Prerequisite:** HPE

**Core Data Number:** 086025

**Course Description:** Emphasis is placed on Total Wellness, which will include analyzing individual needs in the areas of strength, endurance, cardiovascular fitness, flexibility, and body composition. Nutrition, goal setting, dealing with stress, and consumer issues will also be covered. A fitness portfolio will be completed. Students will take tests to measure their own fitness levels compared to healthy fitness zones. Students will also analyze their own personal fitness plan based on fitness principles and exercise and nutrition plans. Weight training will also be offered so students can develop an appreciation of the component of physical fitness, muscle strength, endurance and flexibility. Practice sessions will be done in

conjunction with proper training techniques and proper spotting methods. Students will be responsible for charting their progress and understanding what level of strength and endurance is considered to be appropriate for a healthy lifestyle.



### **Course: Lifetime Sports/Leisure Recreation**

**Course Number:** HPE E2

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Prerequisite:** HPE

**Core Data Number:** 086030

**Course Description:** This course will include: Bowling, Table Tennis, Golf, Wrestling, Racquet Sports, Biking, Cross-Country Skiing, and Swimming (water aerobics, community water safety, water sports, and diving). A healthy balance of solitary, social, passive and physical activities will be taught. Instruction in basic motor skills, as well as cooperative play strategies will be addressed in a specific manner in order to maximize success. In addition to traditional games, board games, billiards and swimming, students will become aware of state and national organizations that promote recreation, leisure and sporting activities for the visually impaired.

### **Course: Team Sports**

**Course Number:** HPE E3

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Prerequisite:** HPE

**Core Data Number:** 086035

**Course Description:** This course is designed for students who enjoy a mild to moderate level of competition. This course includes instruction and opportunities to participate in team activities using team concepts. The development of abilities to maintain a high level of fitness will also be stressed along with an appropriate amount of exercise activities to maintain fitness. The rules and skills of team sports as well as good sportsmanship will also be stressed. Students will demonstrate knowledge and skills in the following activities: Goal Ball, Beeper Ball, Football, Basketball, Bocce, Wrestling, and Soccer.

## **Course: Outdoor Pursuits**

**Course Number:** HPE E4

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Prerequisite:** HPE

**Core Data Number:** 086099

**Course Description:** In this elective course student will become familiar with a variety of lifetime recreational activities (i.e. orienteering, rock climbing, archery, hiking, biking, etc). Student's will acquire, analyze and apply knowledge and skills related to these activities. An emphasis will be placed on activities and skills that will enable students to develop and maintain a healthy lifestyle. Students will utilize various problem solving skills as individuals and as a group.



## **Expanded Core Curriculum for the Blind and Visually Impaired**

### **Course: Assistive Technology**

**Course Number:** HAT I

**Grade Level:** 9-12; IEP Driven

**Prerequisite:** IEP Driven or recommendation

**Core Data Number:** 195100

**Course Description:** Assistive Technology services are defined as any service that increases, maintains, or improves the capabilities of person with disabilities. IDEA stipulates Assistive Technology as a service to be provided to students with disabilities. Schools have the responsibility for ensuring the delivery of devices and equipment to students in a special

education setting. Assistive Technology also allows teachers and therapists to customize learning activities to help student learn essential skills. There are many high-techs, as well as low-tech, devices available. Computer and Assistive Technology are based on individual needs as determined by the IEP Team. Students will learn basic computer skills to assist blind/visually impaired students to use the computer as a tool for learning, including: word processing, spreadsheets, database, and telecommunication. In addition, there are text enlargement and speech output programs, portable note takers and refreshable Braille devices



### **Course: Braille**

**Course Number:** EBRL/MBRL/HBRL

**Grade Level:** All

**Prerequisite:** IEP Driven

**Core Data Number:** 195100

**Course Description:** Braille literacy includes the teaching of formal reading skills in Braille, including decoding and word-analysis skills, vocabulary development, comprehension skills, and reading for specific purposes; teaching formal writing skills; providing an ongoing assessment of Braille literacy skills and literacy media needs; developing mechanical skills in Braille reading; building reading fluency; building the motivation for, and enjoyment of, reading; encouraging leisure reading. The development of Braille Literacy is linear in many ways and students' progress through the skills at their own pace. Braille instruction is IEP based; practice and implementation are systemic and should be discussed at each student's annual IEP meeting.

### **Course: Elementary Guidance**

**Course Number:** EGU

**Grade Level:** K – 6th

**Prerequisite:** NONE

**Core Data Number:** 885600

**Course Description:** MSB's comprehensive guidance and counseling program is an integral part of our total educational program designed to assure that all students are college and career ready. It is developmental by design and includes sequential activities organized and implemented by the school counselor with the active support of teachers and administrators.

As a developmental program, it addresses the needs of all students by facilitating their academic, career and personal/social development as well as creating a positive and safe learning climate in school. At the same time, the program assists students as they face issues and resolve problems that prevent their healthy development. The program is delivered through the following four program components:

- Guidance and Counseling Curriculum - structured group and classroom presentations
- Individual Student Planning – appraisal, development of Personal Plans of Study, and successful transitions from grade level to grade level and to a successful post-secondary experience
- Responsive Services - individual counseling, small-group counseling, consultation, and referral
- System Support - program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation

### **Course:** Middle School Guidance

**Course Number:** MGU

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup>

**Prerequisite:** NONE

**Core Data Number:** 885400

**Course Description:** MSB's comprehensive guidance and counseling program is an integral part of our total educational program designed to assure that all students are college and career ready. It is developmental by design and includes sequential activities organized and implemented by the school counselor with the active support of teachers and administrators. As a developmental program, it addresses the needs of all students by facilitating their academic, career and personal/social development as well as creating a positive and safe learning climate in school. At the same time, the program assists students as they face issues and resolve problems that prevent their healthy development. The program is delivered through the following four program components:

- Guidance and Counseling Curriculum - structured group and classroom presentations
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- Responsive Services - individual counseling, small-group counseling, consultation, and referral
- System Support - program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation

## **Course: High School Guidance**

**Course Number:** HGU

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Prerequisite:** NONE

**Core Data Number:** 885000

**Course Description:** MSB's comprehensive guidance and counseling program is an integral part of our total educational program designed to assure that all students are college and career ready. It is developmental by design and includes sequential activities organized and implemented by the school counselor with the active support of teachers and administrators. As a developmental program, it addresses the needs of all students by facilitating their academic, career and personal/social development as well as creating a positive and safe learning climate in school. At the same time, the program assists students as they face issues and resolve problems that prevent their healthy development. The program is delivered through the following four program components:

- Guidance and Counseling Curriculum - structured group and classroom presentations
- Individual Student Planning – appraisal, development of Personal Plans of Study, and successful transitions from grade level to grade level and to a successful post-secondary experience
- Responsive Services - individual counseling, small-group counseling, consultation, and referral
- System Support - program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation



## **Course: Orientation and Mobility**

**Course Number:** EOM/MOM/HOM

**Grade Level:** K-12; IEP Driven

**Prerequisite:** IEP Driven  
**Core Data Number:** 889500

**Course Description:** Orientation and Mobility is a class in which a student is seen on an individual basis by a Certified Orientation and Mobility Specialist (COMS). The COMS provides sequential instruction to individuals with visual impairment in the use of their remaining senses to determine their position within the environment and in techniques for safe movement from one place to another. Orientation skills are acquired gradually and cumulatively. The orientation and mobility curriculum is divided into five strands which are concept development, sensory development, orientation and mapping, travel techniques and communication, personal safety and advocacy. Within each strand there are three levels. Level one skills are acquired and used in familiar environments. Within level two, the students are expected to use the basic skills with ease and begin to apply them in unfamiliar environments. At level three, students are expected to choose which skills and techniques to use independently in more complex environments. While advanced travel techniques are taught at level three, it is recognized that O&M skills continue to be refined all through life, and proficiency may not be achieved during the school years. It is the O&M specialists that will select which strands are most appropriate for each student based on the student's previous experience and skill level. The strands do not necessarily need to be taught in the order in which they appear in the curriculum; however it is important to recognize that most strands do have prerequisite skills. It is important to note that a student may be in different levels of different strands at the same time. Safety is the number one priority within the curriculum and is addressed and emphasized throughout each strand.

### **Course:** Introduction to Activities of Daily Living

**Course Number:** HADL I  
**Grade Level:** 9<sup>th</sup> -10<sup>th</sup> Grade  
**Prerequisite:** None  
**Core Data Number:** 994020 (Life Skills), 195100 (VI)

**Course Description:** This course focuses on the introduction and development of skills in meal preparation, housekeeping, clothing care and maintenance, personal appearance and social skills demonstrated through miscellaneous authentic activities in a real-life apartment setting. Two times per month all students taking Introduction to ADL Class will meet as a group to participate in Preparation for Success Luncheon Meetings. The monthly host or hostess will prepare the apartment, create and prepare the menu, and orchestrate the social activities, and clean up after the meeting.



## **Course: Transition Skills**

**Course Number:** HADL II

**Grade Level:** 11<sup>th</sup> -12<sup>th</sup> Grade

**Prerequisite:** HADL I or Permission

**Core Data Number:** 994020 (Life Skills), 195100 (VI)

**Course Description:** The primary goal of our transition skills class is to prepare our students to live independently when they leave MSB. Students will work individually with an instructor for the most part, but they will also meet in groups to hear speakers and to engage in discussion with their peers. The curriculum stresses hands on experience. The class is conducted in an apartment at the Missouri School for the Blind, where students can have direct experience performing the tasks of daily living. An emphasis is placed on the use of academic and communication skills in the performance of the tasks required to live independently. Students will learn value based decision-making, problem solving, and planning strategies.

Four areas of study provide direction to our transition skills class. Students learn to manage their wardrobe, care for personal hygiene, monitor their body language, and control their overall personal appearance. They integrate cleaning, cooking, and planning skills needed to manage independently one's own residence. Students gain first hand experience with communicating with agencies and organizations that provide services to the general population and specialized services to persons who are visually impaired, and discuss and practice decision making and planning in realistic settings and with real life issues. Individualized instruction offered to each student provides an opportunity to match the skills training with the goals and existing skill level of each student.

The transition skills class curriculum is integrated with other classes at MSB. Instruction in the transition skills class is closely coordinated with Braille and communications instruction and Family and Consumer Science. The transition skills class provides a setting where all the learning which students have gathered from other classes can be integrated for a practical purpose. Valuable learning gained at home and in school is reinforced and integrated, as students plan for the challenge of independent living.

## Course: MSB LIFE – Level 1

**Course Number:** HADL III

**Grade Level:** 11<sup>th</sup> -12<sup>th</sup> Grade

**Prerequisite:** Permission

**Core Data Number:** 994020 (Life Skills), 195100 (VI)



**Course Description:** MSB **L.I.F.E.** is a two-level program designed to provide qualified blind or visually impaired students with mild to moderate additional disabilities, ages approximately 18-21, seeking a Missouri High School Diploma, with the opportunity to continue their educational experiences in an age-appropriate simulated community setting.

**MSB L.I.F.E. I** is a unique program where students develop daily living skills in an apartment-style dormitory, work in the community, and explore community-based leisure recreation opportunities. Each day, students will work in three areas of transition: Employment, Independent Living, Education and Training, based on their IEP-driven transition goals.

This program allows students to learn and develop through active participation in thoughtfully organized, supported community-based learning experiences. Students are provided with opportunities to use newly-acquired skills and knowledge in real-life situations. Extending student learning beyond the classroom and into the community enhances what is taught.

## Course: MSB LIFE – Level 2

**Course Number:** HADL IV

**Grade Level:** 11<sup>th</sup> -12<sup>th</sup> Grade

**Prerequisite:** Permission

**Core Data Number:** 994020 (Life Skills), 195100 (VI)

**Course Description:** MSB **L.I.F.E.** is a two-level program designed to provide qualified blind or visually impaired students with mild to moderate additional disabilities, ages approximately 18-21, seeking a Missouri High School Diploma, with the opportunity to continue their educational experiences in an age-appropriate simulated community setting.

**MSB L.I.F.E. II** is a continuation of LIFE I, however, LIFE II students are apply their knowledge in a 24- hour setting, while living in the LIFE apartment full-time, working in the community or going to college. This application level helps students practice the skills they have learned in an authentic yet supported environment designed to help them transition beyond school with increased confidence and skills to live, work and play in the community.

## **Course:** Academic Planning for College Success

**Course Number:** HAP

**Grade Level:** 12<sup>th</sup> (one semester)

**Prerequisite:** 12<sup>th</sup> and Permission from Educational Administration

**Core Data Number:** 997000

**Course Description:** Academic Planning is a one semester, half-credit course for seniors who plan to enter either a two or four year college. The first half of this class guides students through the college choice and application process. Students will use their self knowledge, including knowledge of their visual and additional disabilities, personal values, and intended college major and career goals to choose and apply to appropriate colleges. During the second half of the course, students will learn to effectively and assertively self-advocate for the disability-related services each will need. Building upon their specialized skills as persons with visual disabilities, students will further develop their study, research, note-taking and test-taking skills so that they will be successful college students. Another important skill students will learn is to manage their time effectively to complete required assignments and still be able to participate in some non-academic aspects of the college experience.



## **Course:** Advisement/Project Starfish



**Course Number:** MADV PS/ HADV PS

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup> Grade / 9<sup>th</sup> – 12<sup>th</sup> Grade

**Prerequisite:** None

**Core Data Number:** 990099

At Missouri School for the Blind (MSB), the Advisory Program is a key component in helping 7<sup>th</sup> to 12<sup>th</sup> grade students achieve success in the educational environment and successfully transition beyond high school to the larger community. MSB provides a non-traditional, individualized education program with high quality academic and life-skills preparation. The focus is on the student as a whole person, placing equal importance on meeting each student's educational, social, developmental and vision needs. To ensure that each student has every opportunity for success, both in and beyond MSB, 7<sup>th</sup> to 12<sup>th</sup> grade students are assigned an Academic Advisor. Academic Advisors meet with students regularly in grade-level advisement groups or in individual advisement sessions. Advisement sessions are approximately 30 minutes in length and focus on grade-level specific objectives. Two faculty members

serve as Advisors to each grade-level group of students and accompany the group from grades 7 through graduation. Like the *Legend of the Starfish* MSB Advisors focus on helping students meet challenges and succeed: *one at a time*.



### **Course: Resource**

**Course Number:** EIEP R/ MIEP R/ HIEP R

**Grade Level:** K – 12<sup>th</sup>

**Prerequisite:** IEP Driven

**Core Data Number:** 994020

**Course Description:** MSB IEP Resource course content is driven by a student's individual IEP. IEP Resources courses traditional include objectives based on previous assessment and progress is measured by the same assessment upon.

### **Course: VI Resource**

**Course Number:** EVI R/ MVI R/ HVI R

**Grade Level:** K – 12<sup>th</sup>

**Prerequisite:** IEP Driven

**Core Data Number:** 195100

**Course Description:** MSB VI Resource course content is driven by a student's individual IEP. VI Resources courses traditional include objectives based on previous assessment and progress is measured by the same assessment objectives are based upon.