



2019-2020

PROGRAMS OF STUDY  
BOOK



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**CONFLUENCE**  
PREPARATORY ACADEMY

## **SECTION I: DISTRICT INFORMATION**

### **DISTRICT INFORMATION:**

**District:** Confluence Academies  
**Address:** 611 North 10<sup>th</sup> Street  
Suite 525  
St. Louis, MO 63101  
**Phone:** 314-588-8554  
**Fax:** 314-588-1343  
**Website:** [www.confluenceacademy.org](http://www.confluenceacademy.org)

**Chief Executive Officer:** Dr. Candice Carter-Oliver  
**Board of Directors:** Jose A. Pineda, M.D., M.S.C.  
Craig H. Larson, Ed.D.  
Lance LeComb  
Holston Black III  
Odis Jackson, Ph.D.  
Leona Lucas  
Essence Owens

### **SCHOOL INFORMATION:**

**School:** Confluence Preparatory Academy  
**Address:** 310 North 15<sup>th</sup> Street  
St. Louis, MO 63103  
**Phone:** 314-588-81088  
**Fax:** 314-588-1296  
**Website:** <http://cpa.confluenceacademy.org/>  
**Grades:** 9-12

**Principal:** To Be Determined  
**Asst. Principal:** Sheila Green-Samuels  
**Athletic Director:** Angela Prebianca  
**Counselor:** Danielle Carter – Grades 9-10  
**Counselor:** Rod Cable – Grades 11-12  
**Social Worker:** Joyce Southerland-Wade  
**Social Worker:** Duane Gill



## **SECTION I: DISTRICT INFORMATION *CONTINUED***

### **OVERVIEW:**

The mission of Confluence Preparatory Academy is to enable and inspire every student to develop fully his or her intellectual capacity and commitment to active citizenship. Everything we do is based on our eight core values --- Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility and Integrity. We seek to educate students to achieve ambitious math, science, literacy and other academic goals in a rich educational environment; to prepare every student for admission to a four-year college or university; to teach students to respect and positively impact themselves and the global community they are entering; and to motivate students to become self-directed lifelong learners.

### **INTRODUCTION:**

This Programs of Study Book is prepared for the benefit of the following:

#### **A. The Student:**

- To provide the student with a better understanding of the guidance services;
- To provide the student with a description of each course offered at Confluence Preparatory Academy;
- To inform the student of those courses which are required and those that may be taken as electives;
- To provide the student with information in order to make wise decisions toward a successful future.

#### **B. The Counselor:**

- To serve as a quick reference in assisting counselors in planning an academic program that will best benefit each student;
- To provide guidance in planning the student's program toward graduation;
- To help counselors plan an academic program to ensure college and career readiness;
- To inform the counselor more accurately on specific requirements and course progression.

#### **C. The Teacher:**

- To serve as a reference source for student requirements;
- To enable the classroom teacher to answer questions that a student may have with regard to the courses offered at Confluence Preparatory Academy;
- To provide the classroom teacher with an overview of the program offerings to the students of Confluence Preparatory Academy.

#### **D. The Parents/Community:**

- To provide a composite source of course offerings at Confluence Preparatory Academy. This, in turn, will enable parents to:
  - Assist their children in choosing courses best suited to them.
  - Review the course offerings and relate them to their children's future educational and vocational goals.
  - Know the prerequisites, which would allow their children to enroll in specific classes.
  - Be knowledgeable of the basic Missouri State Department of Education and Confluence Academies Board policies and requirements for high school graduation.

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## SECTION I: DISTRICT INFORMATION *CONTINUED*

### KEY TERMS:

Coming to the high school is a major step in a child's education. The following terms and definitions may be helpful to as a student navigates through the high school:

#### A+:

Confluence Preparatory Academy students who meet certain qualifications will be eligible for reimbursement for two years of tuition, including fees from any Missouri public community college, vocational school, or technical school.

#### ACT:

The most widely accepted college entrance exam administered five times a year in the St. Louis area. All Juniors are required to participate in the District-Administered ACT in early April at no cost to the student or their parents. Additional information can be found at the **ACT Website:** [www.act.org](http://www.act.org)

#### Advanced Placement (AP):

Students in AP classes may receive an additional grade point beyond the normal 4.0 grade scale. Students must earn an A, B, or C to receive the additional point. Students can also earn college credit if they earn a qualifying score on the AP Exam administered through the College Board.

#### Class Rank:

A student's academic standing in relation to his/her class is referred to as class rank. The final class rank is determined by comparing each student's cumulative GPA. Class rank is expressed as a fraction of the total class; example 1/125 equals first in a class of 125.

#### Core Courses:

Core courses are classes in English Language Arts (ELA), Mathematics, Science and Social Studies. They are classes that are required for the completion of each grade level and to receive a high school diploma.

#### Course Selection:

Students should select courses to meet graduation requirements to prepare for post-secondary education. The high school graduation requirement of 24 credits does not ensure that a student has completed all courses necessary for college.

*(Refer to SECTION III: GRADUATION REQUIREMENTS)*

#### Credit:

One credit is awarded for a course that meets daily for one semester; a course that meets every other day for one semester yields ½ credit. Students must earn a grade of D or above to receive credit

#### Credit Recovery:

Students who do not have enough credits to graduate from high school may choose to take credit recovery classes. Students need to see their counselors to see if they qualify for this option.

## SECTION I: DISTRICT INFORMATION *CONTINUED*

### KEY TERMS: *continued*

#### Dual Credit:

**Dual Credit (DC)** in effect enrolls students in college courses while they are still in high school, allowing them to earn **credit** for both. Dual credit allows students the opportunity for high school students to take college credit-bearing courses taught by college-approved high school teachers.

#### Dual Enrollment:

**Dual enrollment (DE)**, or concurrent enrollment as it is also known, is the practice of allowing a student to be enrolled in two academic institutions at once. Usually, this involves a high school and a college. The credits apply both to high school diploma requirements and college graduation requisites.

#### Elective Courses:

Elective courses are required to graduate and are used to complete the number of credits needed to graduate. These can include additional college prep courses

#### End Of Course (EOC) Exams:

The Missouri End-of-Course (EOC) Assessments evaluate students' levels of proficiency towards mastering the Missouri Learning Standards. EOC Assessments provide important information that contributes to decisions concerning individual students, groups of students, and educational programs. EOC Assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment, regardless of grade level. The EOC Proficiency Levels are Below Basic, Basic, Proficient, and Advanced.

Missouri **MANDATES** four (4) EOC assessments be completed prior to high school graduation in the Content Areas below:

- Algebra I
- English II
- Biology
- Government

#### Grade Distribution:

Each grading period students will receive a percentage grade. Each percentage grade will generate a letter grade based on the scale below.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60



## SECTION I: DISTRICT INFORMATION *CONTINUED*

### KEY TERMS: *continued*

#### Grade Point Average (GPA) Current and Cumulative:

The grade a student receives in each class is used to calculate GPA. A student's current GPA is based on the grades for the semester just completed. The grade points earned in all courses for that semester are added together and divided by the number of courses taken. (A=4, B=3, C=2, D=1 and F=0) The cumulative GPA is based on all courses completed.

#### Example:

<b>Classes:</b>	<b>Grade:</b>	<b>Points:</b>
Algebra	C	= 2 points
Civics	C	= 2 points
Biology	B	= 3 points
Composition I	B	= 3 points
P. E.	A	= 4 points
Keyboarding I	C	= 2 points
Astronomy	B	= 3 points
Naval Science I	B	= 3 points
		= 22 points divided by 8 classes = <b>2.750 GPA</b>

#### Honors Classes:

Students in honors classes may receive an additional grade point beyond the normal 4.0 grade scale. Students must earn an A, B, or C to receive the additional point.

#### Prerequisite:

A prerequisite indicates the requirements that must be met before enrolling in a course.

#### Schedule Changes:

Prior to the beginning of a new semester, students may request a schedule change by completing the appropriate form and submitting it to their counselor for approval. Students are assigned to classes within their area of interest and grade level.

**No schedule changes will be allowed after the first two (2) weeks of each semester.**

Schedule changes may be necessary due to some of the following:

- A scheduling mistake has been made (enrolled in a course without the prerequisite)
- There is a need to balance classes
- Classes may be cancelled due to insufficient enrollment
- It is determined by school officials that a circumstance exists whereby the student has limited opportunities to be successful.

#### Semester:

A semester consists of 18-20 weeks divided into two quarterly grading periods. Only the semester grade is recorded on the student's transcript. Two semesters equal one academic year.

#### Transcript:

Your child's high school transcript is a permanent record of his or her grades in all courses taken at the high school.

## SECTION I: DISTRICT INFORMATION *CONTINUED*

### ATTENDANCE REQUIREMENTS:

In order for each student to receive maximum benefit from school, **regular attendance is a must**. Confluence Academies requires that all students enrolled must attend school regularly in accordance with laws. Please note that absences are measured in terms of school hours so arriving late and taking your child out of school early count toward absences when unexcused.

The Missouri Compulsory Attendance Law R.S.Mo. Section 167.031 mandates that “any parent, guardian or other person in this state having charge, control, or custody of a child between the ages of seven (7) and sixteen (16) years of age shall cause the child to attend regularly some public, private, parochial, parish, home school or some combination of such schools not less than the entire term of school which the child attends.”

After a student has accumulated **three (3) or more days of unexcused absences**, parents will receive an attendance letter from the Attendance Office. The letter reminds parents of their obligation to keep the school informed of the reasons for their child’s absence. It also notifies them that continued absences by the child without explanation would be reported to the Truancy Court. (*See the CONFLUENCE STUDENT HANDBOOK for the school policies on student absences and truancy letter.*)

After **five (5) or more days of unexcused absences**, a letter will be sent to parents informing them of legal obligations and consequences to parents who violate the Missouri Compulsory Attendance Law.

After **ten (10) or more days of unexcused absences**, parents will be referred to the appropriate authorities and the Truancy Court of the City of St. Louis will be notified with a letter to be sent to parents regarding such notification.

In order **for a student to participate in extracurricular activities** such as sporting events/games, field trips, dances, competitions, etc., the student must have at least ninety percent (90%) attendance. Students who have at least eighty-five (85%) to eighty-nine (89%) percent attendance may be able to attend/participate in extracurricular activities with administration approval.

Students are expected to be in class on time, every day, and ready, willing and able to learn. Students are tardy if they are not in their classroom by the designated start time of your campus that your student attends. If a student arrives after the school’s designated start time, a parent or guardian must sign him/her in at the main office unless their bus is late for the PreK-8 schools. **At CPA, the student must sign in at the main office** unless his/her bus is late. **As a reminder, the minutes of tardiness can and will eventually equate to an unexcused absence and will fall under consequences listed for unexcused absences (see Tardiness).**

### **School Hours – 2019-2020:**

- Confluence Preparatory Academy 7:55 am – 2:58 pm



## SECTION II: SCHOOL INITIATIVES

### **THE A+ SCHOOLS PROGRAM:**

**Website:** <https://dhe.mo.gov/ppc/grants/aplusscholarship.php>

The A+ Scholarship Program provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. The information on this page is effective for the 2018-2019 academic year, unless otherwise noted.

#### **To be eligible for assistance you must meet the following requirements:**

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

### **PROJECT LEAD THE WAY (PLTW):**

**Website:** <https://www.pltw.org/our-programs/pltw-biomedical-science>

Confluence Preparatory Academy students have the opportunity to enroll in the Project Lead the Way (PLTW) Biomedical Science program. Students in this program experience real-world challenges – and they're doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

#### **Curriculum Overview:**

PLTW Biomedical Science program is an activity-, project-, and problem-based (APB) instructional design that centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

## SECTION II: SCHOOL INITIATIVES *CONTINUED*

### DUAL CREDIT/ENROLLMENT

**Website:**

- Department of (DESE):
  - <https://dese.mo.gov/quality-schools/mo-school-improvement-program/dual-credit-dual-enrollment>
  - <https://dhe.mo.gov/cota/dualcredit.php>

**DUAL CREDIT** is a program in which postsecondary courses, taught in a high school by certified secondary instructors, which a high school student may take to earn both high school and higher education credits. Courses may also be administered online, or as hybrid courses.

**DUAL ENROLLMENT** allows you to get a head start on your college career. Current high school students can take undergraduate classes while in their final years of high school. Courses completed as a dual enrollment student appear on both the high school and the college /university transcript. Contact the counseling department for current dual enrollment opportunities.

### ADVANCED PLACEMENT (AP):

**Website:** <https://ap.collegeboard.org/>

Confluence Preparatory Academy has increased its Advanced Placement (AP) course over the past year and plans on offering more course over the next three years. Advanced Placement is a program run by the College Board (the makers of the SAT) that allows students to tackle college-level work while they are still in high school. By taking these courses, students can earn college credit and/or qualify for more advanced classes when they begin college if they pass the AP exam.

An Advanced Placement (AP) exam is basically a test of all that was learned in an AP class. College credit is received if the student passed the exam given at the end of the year in May. (AP tests are scored between 1 and 5, with anything above 3 considered passing.) Taking an AP course and passing the test is a sign that the student is capable of handling college-level work, which will strengthen their college applications immensely.

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## SECTION II: SCHOOL INITIATIVES *CONTINUED*

### **ALTERNATIVE EDUCATION PROGRAMS:**

Confluence Preparatory Academy (CPA) is committed to providing quality programs that assist in helping all students to be successful. Alternative educational services are individualized programs in which students work at their own academic level and are in control of their daily learning. The students work one on one with teachers who are specifically available to assist them at any time.

CPA's onsite Alternative Education Program is known as the **ACE Learning Center**. ACE Learning Centers has been helping students at risk of dropping out of school become high school graduates. ACE is dedicated to achievement, commitment, and excellence and implements the research based [Exemplary Practices of the National Alternative Education Association](#). ACE is recognized as a model program by the [National Dropout Prevention Center](#).

The purpose of ACE Learning Center is to work with public schools and the community to get students who may be behaviorally, academically, or socially challenged back on track. ACE effectively addresses classroom disruption, low academic achievement, grade retention, truancy, credit recovery, and high dropout rates.

### **ACE Learning Center Mission:**

- Empower all students with skills to become productive and responsible members of society.
- Provide a safe, personalized, and supportive learning environment.
- Provide non-traditional approaches to unique learning styles.
- Help students improve attendance, stay in school, and persist to graduation

### **ACE Learning Center:**

- **Website:** [www.acelearningcenters.org](http://www.acelearningcenters.org)

## SECTION III: GRADUATION REQUIREMENTS

### GUIDELINES FOR OBTAINING A HIGH SCHOOL DIPLOMA:

**Website:** [https://www.boarddocs.com/mo/conac/Board.nsf/files/AVRUB46E5A16/\\$file/Policy%202525.pdf](https://www.boarddocs.com/mo/conac/Board.nsf/files/AVRUB46E5A16/$file/Policy%202525.pdf)

The minimum graduation requirements to earn a diploma are as follows\*:

<u>Course</u>	<u>Credits Required</u>	
English Language Arts	4 credits	
Math	3 credits	
Science	3 credits	
Social Studies	3 credits	(required 1.0 American History, .5 Government, US & Mo Constitution requirement must also be met)
Fine Arts	1 credit	
Practical Arts	1 credit	(.5 credit must be Personal Finance)
Personal Finance* See above		
Physical Education	1 credit	
Health Education	0.5 credit	
Electives	<u>7.5 credits</u>	
<b>Total</b>	<b>24 Credits</b>	

Students may earn up to a maximum of 10 credits in one school year.

\*Students may meet this requirement either by passing the school personal finance course or they may test out of the requirement by passing the Missouri Personal Finance Assessment (MoPFA) with 90% or higher. Personal Finance counts as ½ of the Practical Arts Requirement.

Students may choose to take a more rigorous course of study and earn a Confluence Preparatory Academy-College Prep diploma. All requirements except speech will be in effect immediately. Starting with the class of 2019, all components will be required to earn a College Prep Diploma.



## SECTION III: GRADUATION REQUIREMENTS *CONTINUED*

### GUIDELINES FOR COLLEGE READINESS:

#### How Does ACT Determine if Students Are College Ready?

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The Benchmarks are median course placement values for these institutions and represent a typical set of expectations. The ACT College Readiness Benchmarks were revised for 2013 graduating class reporting. The ACT College Readiness Benchmarks are listed below:

<b>ACT Benchmarks</b>		
<b>College Course</b>	<b>ACT Subject Area Test</b>	<b>Benchmark Score</b>
English Composition	English	18
College Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23
	<b>Composite</b>	<b>21</b>

\*Information compiled from the ACT online publication, *The Condition of College and Career Readiness 2014*, Missouri and the Missouri Department of Elementary and Secondary Education (DESE)

<b>Admission Type</b>	<b>Missouri Universities/Colleges</b>	<b>ACT Score</b>
Open	St. Louis Community College; Ranken Technical College; North Central Missouri College; Harris Stowe State University	No Minimum
Moderately Selective	University of Central Missouri; Missouri Southern State University; Northwest Missouri State University; Southeast Missouri State University	21 or higher
Selective	Missouri State University; University of Missouri- St Louis; University of Missouri-Columbia; University of Missouri-Kansas City; Missouri University of Science and Technology	24 or higher
Highly Selective	Washington University; Truman State	27 or higher



## SECTION III: GRADUATION REQUIREMENTS *CONTINUED*

### COLLEGE/UNIVERSITY ADMISSION REQUIREMENTS:

#### SAMPLE:

COURSE REQUIREMENTS:	
Subject	Unit of Credits
English	4
Mathematics	4
Social Studies/History	3-4
Science	3-4
Foreign Language	2

ADDITIONAL REQUIREMENTS:
High school transcript
Complete application to college
Counselor/Teacher recommendation
Essay
Extracurricular and community service activities
ACT/SAT Standardized Test Scores

## SECTION III: GRADUATION REQUIREMENTS *CONTINUED*

### RESOURCES FOR COLLEGE READINESS:

- **Federal Student Aid - College Preparation Checklist:**
  - Website: <https://studentaid.ed.gov/sa/sites/default/files/college-prep-checklist.pdf>
- **College Planning – College Board:**
  - Website: <https://bigfuture.collegeboard.org/>
- **ACT:**
  - Website: <http://www.act.org/>
  - The ACT is an entrance exam used by most colleges and universities to make admissions decisions. It is a multiple-choice, pencil-and-paper test administered by ACT, Inc.

The purpose of the ACT test is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. College admissions officers will review standardized test scores alongside your high school GPA, the classes you took in high school, letters of recommendation from teachers or mentors, extracurricular activities, admissions interviews, and personal essays. How important ACT scores are in the college application process varies from school to school.

Overall, the higher you score on the ACT and/or SAT, the more options for attending and paying for college will be available to you.

- **Federal Student Aid (FAFSA):**
  - Website: <https://studentaid.ed.gov/sa/fafsa>
  - To apply for federal student aid, such as federal grants, work-study, and loans, you need to complete the Free Application for Federal Student Aid (FAFSA). Completing and submitting the FAFSA is free and easier than ever, and it gives you access to the largest source of financial aid to pay for college or career school.

In addition, many states and colleges use your FAFSA information to determine your eligibility for state and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.

## SECTION IV: ATHLETIC ELIGIBILITY

### MISSOURI STATE HIGH SCHOOL ACTIVITIES ASSOCIATION (MSHSAA) Eligibility

**Website:** <https://www.mshsaa.org/resources/pdf/1819EligibilityStandardsFlyer.pdf>

Confluence Preparatory Academy (CPA) is a member of the Missouri State High School Activities Association (MSHSAA). CPA, and our participants, must abide by the rules and guidelines set forth by the MSHSAA in order to maintain their eligibility to participate in MSHSAA sponsored activities.

1. **Bona Fide Student:**
  - In order to represent your school, you must be a bona fide student and meet all eligibility requirements. You must be regularly attending classes and you must meet the academic requirements in MSHSAA By-Law 2.3 and those of your school.
2. **Citizenship:**
  - You must be a creditable citizen. Creditable citizens are those students whose conduct - both in school and out of school - will not reflect discredit upon themselves or their school.
3. **Sportsmanship:**
  - If you commit an unsportsmanlike act while participating in an event, you could become ineligible.
  - If your conduct as a spectator is found to be unsportsmanlike, you could be barred from attending any further high school contests.
  - The unsportsmanlike conduct of any spectator, regardless of age, could cause that spectator to be barred from attending school contests
4. **Academics:**
  - You must have earned, the preceding semester of attendance, a minimum of 3.0 units of credit or have earned credit in 80% of the maximum allowable classes in which any student can be enrolled in the semester, whichever is GREATER, at your school.
  - For your current semester, you must be enrolled in and regularly attending courses that offer 3.0 units of credit or 80% of the maximum allowable credits which may be earned at your school, whichever is GREATER.
  - Credits earned or completed after the close of the semester will not fulfill this requirement. Summer high school courses for FALL academic eligibility may count provided the course is necessary for graduation or promotion or is a core subject course, and credit is placed on the school transcript. No more than one unit of credit in summer school shall be counted toward fall eligibility.
  - Students promoted for the first time into 9th grade are considered academically eligible for the first semester after promotion.
  - Do not drop courses without first consulting with your school principal, athletic director or counselor to determine whether doing so will affect your eligibility.
5. **Semesters of Participation:**
  - You are eligible to participate in any sport for a maximum of four seasons. Any part of a contest played during a season counts as a season of participation.
  - Your eligibility to participate in high school activities begins when you first enter the 9th grade and lasts for the next eight consecutive semesters (four consecutive years).
6. **Age Limits:**
  - If you reach 19 years of age prior to July 1, you will be ineligible the next school year.
  - Over-aged 8th graders should be moved up to the senior high team to have eight semesters of eligibility.
  - Over-aged 6th graders should be moved up to the 7th grade team to participate, because they will be ineligible as seniors.

***Visit the MSHSAA WEBSITE for the Eligibility Requirements #7-16***



## SECTION IV: ATHLETIC ELIGIBILITY *CONTINUED*

### NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) Eligibility

Website: <http://www.ncaa.org/student-athletes/future>

Website: [http://www.ncaapublications.com/productdownloads/EB18-19\\_single.pdf](http://www.ncaapublications.com/productdownloads/EB18-19_single.pdf)

#### ACADEMIC REQUIREMENTS:

- To play sports at a Division I or II school, you must **graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score** that matches your core-course GPA.

#### CORE CLASSES:

- Visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses.
- Complete **16 core courses** in the following areas:
  - This simple formula will help you meet Divisions I and II core-course requirements.

$$4 \times 4 = 16$$

+ 4 English courses (one per year)

+ 4 math courses (one per year)

+ 4 science courses (one per year)

+ 4 social science courses (one per year)

**= 16 NCAA CORE COURSES**

#### GRADE-POINT AVERAGE:

- The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.
  - Division I requires a **minimum 2.3 GPA**.
  - Division II requires a **minimum 2.2 GPA**.

#### TEST SCORES:

- Take the ACT or SAT as many times as you want before you enroll full time in college but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT and won't use scores shown on your high school transcript.

#### SLIDING SCALE:

- Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low-test score, you need a higher GPA to be eligible. Find more information about sliding scales at [ncaa.org/student-athletes/future/test-scores](http://ncaa.org/student-athletes/future/test-scores).



## SECTION V: COURSE DESCRIPTIONS

### CORE CLASS: ENGLISH LANGUAGE ARTS

#### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

ENGLISH LANGUAGE ARTS	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
	English 1 Language Arts	1	None	x			
	English 1 Honors	1	Teacher Recommendation	x			
	English 2 Language Arts	1	English 1		x		
	English 2 Honors	1	English 1 Language Arts, English 1 Honors, or Teacher Recommendation		x		
	English 3 Language Arts	1	English 2			x	
	AP English 3 Language and Composition +	1 - 3	English 2 Language Arts or English 2 Honors			x	x
	English 4 Language Arts	1	English 3				x
	AP English 4 Literature and Composition +	1 - 3	AP English 3 Language Arts, English 3 Honors, or Teacher Recommendation				x
<b>ELECTIVES</b>							
	English 1 Anchor	1	None	x			
	Advanced Placement (AP) Fundamentals	0.5	None	x	x	x	
	ACT Prep ELA/Reading	0.5	None			x	x
	Speech	0.5	None		x	x	x
	Student Media Publications 1	1	None			x	
	Student Media Publications 2	1	Publications 1				x
	Yearbook 1	1	None			x	
	Yearbook 2	1	Yearbook 1				x

+ Course has the potential to earn high school AND college credits.

- Black** = Currently Offered  
**Blue** = 2019-2020 Implementation  
**Red** = 2020-2021 Implementation  
 DE = Dual Enrollment  
 H = Honors  
 AP = Advanced Placement



## CORE CLASS: ENGLISH LANGUAGE ARTS

### COURSE DESCRIPTIONS:

<b>Course:</b>	<b>ENGLISH 1 LANGUAGE ARTS</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	English I provides an academic atmosphere that expands students' fundamental skills of reading, writing, speaking, listening, thinking, viewing and presenting. This course will help to build a foundation for their high school and post-secondary academic careers. The course will also allow students to improve their reading, writing, and communication skills through various effective strategies found in the instructional framework and curriculum. Students will encounter various genres of literature and several styles of writing. The development of critical reading and writing skills is a major emphasis of the course. This course aligns with the Missouri Learning Standards.		
<b>Course:</b>	<b>ENGLISH 1 HONORS</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation		
<b>Description:</b>	English I Honors provides an academic atmosphere that expands students' reading and writing experiences. This course will allow students to improve their reading, writing, and communication skills through classroom discussion, collaborate group work, writing to learn, literacy groups, scaffolding, and questioning. Students will be expected to integrate technology into several project-based learning assignments in order to practice solving real world problems. The course, as a whole, will allow students to showcase their communication and critical thinking skills. They will also achieve a high level of proficiency for academic writing. This course aligns with the Missouri Learning Standards.		
<b>Course:</b>	<b>ENGLISH 2 LANGUAGE ARTS</b>	<b>Grade Placement:</b>	10 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	English 1		
<b>Description:</b>	In this course, students build on existing literature and composition skills and move to a higher level. English II is designed to prepare students for the demands of a two or four-year college degree program. Students will hone in on their skills of literary analysis by reading short stories, poetry, drama, novels, and non-fiction (classic and modern). Students will become more proficient readers and writers. Students will also expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Composition is also addressed through several forms of writing, including research, research skills, and techniques. This course aligns with the Missouri Learning Standards and prepares students for state assessments.		

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## CORE CLASS: ENGLISH LANGUAGE ARTS

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>ENGLISH 2 HONORS</b>	<b>Grade Placement:</b>	10 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	English 1 Honors or English 1 Language Arts or Teacher Recommendation		
<b>Description:</b>	This course will explore Literature more widely and deeply than those in standard English II classes. English II Honors fosters intellectual curiosity by encouraging students to generate thought-provoking questions and responses. This curriculum is designed for students with above average ability and performance in reading, writing, and critical interpretation. In addition to developing persuasive, expository, and narrative writing, students focus on analytical skills in preparation of the English III Advanced Placement course. Along with extensive study of literature, grammar, vocabulary and writing, honors students complete a library research paper. This course aligns with the Missouri Learning Standards, prepares students for state assessments, and has a summer reading component.		
<b>Course:</b>	<b>ADVANCED PLACEMENT (AP) FUNDAMENTALS</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade and 10 <sup>th</sup> /11 <sup>th</sup> grade
<b>Credit:</b>	0.5	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	<b>ADVANCED PLACEMENT (AP) FUNDAMENTALS</b> is designed to cover the essential components common to every Advanced Placement course. The course contains strategies and skills that are key to the pursuit of a college education and success in the college environment. In AP Fundamental students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.		
<b>Course:</b>	<b>ENGLISH 3 LANGUAGE ARTS</b>	<b>Grade Placement:</b>	11 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	English 2		
<b>Description:</b>	This course will familiarize students with the common themes and ideas that have developed throughout literature of the United States through the study of literary genres, author's purpose for writing, and analysis of common literary and rhetorical devices. Emphasis is placed on an understanding of major American works and their authors, continued development of vocabulary, mechanics, written expression, oral communication skills, appreciation of multi-cultural literature, and the completion of at least four primary essays including a research paper. There will also be a focus on test-taking skills to prepare for the ACT. This course aligns with the Missouri Learning Standards.		

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## CORE CLASS: ENGLISH LANGUAGE ARTS

### COURSE DESCRIPTIONS: *continued*

**Course:** AP® ENGLISH 3 LANGUAGE & COMPOSITION \*      **Grade Placement:** 11<sup>th</sup> or 12<sup>th</sup> grade  
**Credit:** 1.0 – 3.0      **Length of Course:** 2 semesters; 1 year  
**Prerequisite:** English 2 Language Arts, English 2 Honors, or Teacher Recommendation  
**Description:** AP English Language and Composition provides students the opportunity to master advanced reading and writing skills. Increasing their facility to read for a variety of purposes, students analyze nonfiction's rhetorical modes in subjects such as science, history, journalism, biography, and politics. While nonfiction is the primary focus, works of fiction supplement the themes and stylistic techniques of the student nonfiction. Students write a variety of essays: narrative, descriptive, expository, analytical, investigative, and persuasive. Upon completion, students are expected to take the Advanced Placement English Language and Composition Exam. This course aligns with the Missouri Learning Standards and there is a summer reading component. This course also has the potential to earn high school AND college credits.

**Course:** ENGLISH 4 LANGUAGE ARTS      **Grade Placement:** 12<sup>th</sup> grade  
**Credit:** 1.0      **Length of Course:** 2 semesters; 1 year  
**Prerequisite:** English 3  
**Description:** This course is designed to emphasize practical reading and writing skills. This course prepares students for the rigors of college and career requirements with an intense review of writing and literary analysis. Critical essays and a research paper are two major writing requirements for this course. Students will learn how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences. This course aligns with the Missouri Learning Standards.

**Course:** AP® ENGLISH 4 LITERATURE & COMPOSITION      **Grade Placement:** 12<sup>th</sup> grade  
**Credit:** 1.0 – 3.0      **Length of Course:** 2 semesters; 1 year  
**Prerequisite:** English 3 Language Arts, English 3 Honors, or Teacher Recommendation  
**Description:** This is a literature, discussion, and composition course. After students read classic and modern literature, they discuss the material and write short and/or extensive papers on the works. The texts are supplemented by outside readings and critical selections. Students will rigorously analyze collegiate level texts. They will also expand their vocabulary and refine their writing skills. This course aligns with the Missouri Learning Standards. Upon completion, students are expected to take the Advanced Placement Exam. This course also has the potential to earn high school AND college credits.

**Course:** ACT PREP ELA/READING      **Grade Placement:** 11<sup>th</sup> or 12<sup>th</sup> grade  
**Credit:** 0.5      **Length of Course:** 1 semester; ½ year  
**Prerequisite:** None  
**Description:** This course will prepare college bound juniors and seniors planning to take the ACT, as well students preparing for workforce readiness assessments. The course will include essential concepts in reading, writing, grammar, and mechanics. The course is designed to increase reading and writing skills as it relates to ACT.



## CORE CLASS: ENGLISH LANGUAGE ARTS

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>ENGLISH 1 ANCHOR</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	This course is paired with a Discourse (English I Language Arts) class. (Discourse refers to the language, images, styles, genres, behaviors, and other forms of communication used). Students complete the paired courses concurrently. This course provides students with the opportunity to become a better and more confident reader, writer, and researcher. Students in this course will hone in on reading comprehension; developing analytical skills related to both fiction and non-fiction texts and responding to readings with evidence-based writing. Students will also be introduced to the steps of the research process such as collection, organization, compiling a Works Cited page, drafting, revising, and publishing a paper. This year-long course will prepare students for English II Language Arts. This course aligns with the Missouri Learning Standards.		
<b>Course:</b>	<b>SPEECH</b>	<b>Grade Placement:</b>	10 <sup>th</sup> , 11 <sup>th</sup> , or 12 <sup>th</sup> grade
<b>Credit:</b>	0.5	<b>Length of Course:</b>	1 semester; ½ year
<b>Prerequisite:</b>	None		
<b>Description:</b>	This course is designed to teach the basics of oral communication including small group communication, informative speaking, impromptu speaking, and articulation, with a focus on interpersonal communication.		
<b>Course:</b>	<b>STUDENT MEDIA PUBLICATIONS 1</b>	<b>Grade Placement:</b>	11 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	In this course, students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative newspaper which records school events and important information. There is an emphasis on journalism skills in this class. Students will gain useful, real world skills in time management, marketing, teamwork, and design principles.		
<b>Course:</b>	<b>STUDENT MEDIA PUBLICATIONS 2</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Publications 1		
<b>Description:</b>	This course is designed for students to receive an additional year of experience in publication of the school newspaper – Titan News. In this course, students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative newspaper which records school events and important information. There is an emphasis on journalism skills in this class. Students will gain useful, real world skills in time management, marketing, teamwork, and design principles.		

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## CORE CLASS: ENGLISH LANGUAGE ARTS

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>YEARBOOK 1</b>	<b>Grade Placement:</b>	11 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	This course is designed to construct, edit, print, sell, and distribute the high school yearbook. Class work includes all phases of yearbook activities necessary to produce a historical record of the school's personnel, events, activities, and the student body staff.		

<b>Course:</b>	<b>YEARBOOK 2</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Yearbook 1		
<b>Description:</b>	This course is designed for students to receive an additional year of experience in publication of the yearbook. The class provides additional experience with computer layout design, photography, and camera-ready yearbook pages using the latest publication technology. This advanced course will also provide students the opportunity to assume editorial position(s) on the yearbook staff.		

## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

### CORE CLASS: **MATHEMATICS**

#### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
<b>MATHEMATICS</b>	Basic/General Mathematics	1	None	x	x	x	x
	Algebra Essentials	1	None	x			
	Algebra 1	1	None	x	x	x	
	Algebra 1 - Honors	1	Placement Test	x	x		
	Geometry	1	Algebra 1	x	x	x	
	Geometry - Honors	1	Algebra 1; Placement Test	x	x	x	
	Algebra 2/Trigonometry	1	Geometry			x	x
	Algebra 2/Trigonometry – Honors	1	Geometry; Placement Test			x	x
	College Algebra - Dual Credit +	1 - 3	"C" or higher in Algebra 2			x	x
	Trigonometry - Dual Credit +	1 - 3	"C" or higher in Algebra 2			x	x
	Statistics	1	Algebra 2 or concurrent			x	x
	Calculus	1	Algebra 2/Trigonometry				x
	AP Calculus AB +	1 - 3	"C" or higher in Pre-Calculus				x
	AP Statistics +	1 - 3	"C" or higher in Algebra 2				x
<b>ELECTIVES</b>							
	ACT Prep Math/Science	0.5	Algebra 1		x	x	x

+ Course has the potential to earn high school AND college credits.

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 DE = Dual Enrollment  
 H = Honors  
 AP = Advanced Placement



## CORE CLASS: MATHEMATICS

### COURSE DESCRIPTIONS:

<b>Course:</b>	<b>GENERAL/BASIC MATHEMATICS</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher/Counselor Recommendation; Scores less than 40% on Algebra 1 Placement Test		
<b>Description:</b>	<b>MATH FOUNDATIONS</b> students build and reinforce foundational math skills needed for successful progression through high school mathematics courses. Students enrolled in this course will progress through carefully paced, guided instruction and engaging interactive practice. The topics include whole numbers, operations on whole numbers, fractions, decimals, ratios, proportions, percent, rates, measurement, basic geometric concepts, and an introduction to basic algebraic concepts. The focus is on learning the computational procedures and then applying the skills to problem solving in applications.		
<b>Course:</b>	<b>ALGEBRA ESSENTIALS</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; Scores less than 60% on Algebra 1 Placement Test		
<b>Description:</b>	<b>ALGEBRA ESSENTIALS</b> will support the student who need additional support to master core math content. Student will work on the 6 vital algebraic skills and concepts that will building math foundation and proficiencies, variables, algebraic expressions, equations, functions, inequalities, and their graphical representations.		
<b>Course:</b>	<b>ALGEBRA 1</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Description:</b>	<b>ALGEBRA 1</b> is the critical element in secondary mathematics education. Topics introduced in Algebra 1 provide the foundation students require for future success in high school mathematics, critical thinking, and problem solving. Topics include: Equations, Inequalities, Functions, Linear Functions, Systems of Equations/Inequalities, Exponents/Polynomials, Factoring Polynomials, Quadratic Functions/Equations, Exponential Functions, and Data Analysis/Probability. At the completion of the course the students are required to take the Missouri Algebra I End-of-Course Exam.		
<b>Course:</b>	<b>ALGEBRA 1 – HONORS</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; “C” or higher is previous math class; Algebra Placement Test		
<b>Description:</b>	The <b>ALGEBRA 1- HONORS</b> course is designed to provide students with an in-depth level of instruction, an accelerated pace and a cooperative learning environment. The course guides students in the development of critical thinking skills and algebraic problem-solving skills which provide the foundation for real world problem-solving. It is targeted to highly motivated students who have previously had some algebra. At the completion of the course the students are required to take the Missouri Algebra I End-of-Course Exam.		

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## CORE CLASS: MATHEMATICS

### COURSE DESCRIPTIONS: *continued*

**Course:** GEOMETRY  
**Credit:** 1.0  
**Prerequisite:** Algebra 1  
**Description:** The **GEOMETRY** course's essential program goals are finding surface area and volume, understanding relationships between lines and angles, using deductive reasoning to communicate logical arguments and formulate proofs, identifying and justifying congruence of objects and/or their parts, and using proportional reasoning to identify and justify similarity between objects including right triangles and trigonometry. Successful completion of this course will prepare students for the Algebra 2 and/or Pre-Calculus.

**Grade Placement:** 9-11<sup>th</sup> grade  
**Length of Course:** 2 semesters; 1 year

**Course:** GEOMETRY – HONORS  
**Credit:** 1.0  
**Prerequisite:** Teacher Recommendation; Algebra 1 with a “C” or higher; Placement Test  
**Description:** The **GEOMETRY - HONORS** covers concepts of congruence, similarity, and symmetry are explored from the perspective of geometric transformations. Students will learn to construct mathematical arguments by writing proofs for geometric theorems. Right triangle trigonometry is taught as an extension of similar triangles. *It is with proofs and trigonometry that Honors Geometry is more rigorous than regular Geometry. Honors students will apply trigonometry to general triangles by deriving the formulas for area and proving the Laws of Sines and Cosines.* Students will also study coordinate geometry, circles, and extending knowledge of two-dimensional figures to three-dimensional figures. Students will use equations to describe geometric shapes. The semester will wrap up with an exploration of probability and using probability to evaluate outcomes of decisions. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content.

**Grade Placement:** 9-11<sup>th</sup> grade  
**Length of Course:** 2 semesters; 1 year

**Course:** ALGEBRA 2/TRIGONOMETRY  
**Credit:** 1.0  
**Prerequisite:** Geometry  
**Description:** The **ALGEBRA 2/TRIGONOMETRY** course covers topics in greater depth and breadth than Algebra II. This course is the prerequisite course for enrollment in Pre-Calculus and AP Statistics, as well as for College Algebra and Trigonometry after completing Algebra 1 and Geometry. Topics will include linear functions and equations, quadratic and polynomial equations with real and complex solutions, exponential and logarithmic equations and functions, transformations, rational expressions, systems of equations, matrices, probability including permutations and combinations, sequences and series, conics, and trigonometry through advanced trigonometric identities. The student will need access to a graphing calculator on a regular basis.

**Grade Placement:** 10-12<sup>th</sup> grade  
**Length of Course:** 2 semesters; 1 year

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## CORE CLASS: MATHEMATICS

### COURSE DESCRIPTIONS: *continued*

**Course:** ACT PREP MATH/SCIENCE (ELECTIVE) **Grade Placement:** 10-12<sup>th</sup> grade  
**Credit:** 0.5 **Length of Course:** 1 semester  
**Prerequisite:** Algebra 1  
**Description:** The ACT PREP MATH/SCIENCE course will prepare college bound juniors and senior planning to take the SAT/ACT as well students preparing for workforce readiness assessments. The course will include essential concepts in pre-algebra, algebra, geometry, statistics/probability and basic trigonometry. The course is designed to increase mathematical and science skills, develop reasoning techniques, apply graphing calculator to solve complex problems and develop test taking strategies. The instructional strategy will focus on problem solving and applying concepts aligned to SAT/ACT and workforce readiness assessments.

**Course:** CALCULUS **Grade Placement:** 12<sup>th</sup> Grade  
**Credit:** 1.0 **Length of Course:** 2 Semesters; 1 year  
**Prerequisite:** Pre-Calculus  
**Description:** Some of the topics covered include limits, continuity, derivatives, applications of derivatives (related rates, curve-sketching, optimization), integrals, applications of integrals (volumes, accumulation of change, differential equations), and techniques of integration.

**Course:** COLLEGE ALGEBRA (DUAL CREDIT) **Grade Placement:** 11-12<sup>th</sup> grade  
**Credit:** 1.0 – 3.0 **Length of Course:** 2 semesters  
**Prerequisite:** “C” or higher in Algebra 2; “C” or higher in Algebra 2 - Honors  
**Description:** The COLLEGE ALGEBRA (DUAL CREDIT) is a university-level courses taught in high schools to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit. A letter grade and university credit hours are awarded by the college or university offering the dual credit course, and a record of that class is kept at that institution, just as if the students had been on-campus taking the class.  
 Topics Include: a quick and intense review of the topics from Algebra, including algebraic expressions, polynomials, equations, problem solving, complex numbers, and graphing. Major topics include functions, exponential and logarithmic functions, matrices, polynomial equations, inequalities, introduction to analytic geometry, conic sections, systems of equations, mathematical induction, and the binomial expansion theorem.



## CORE CLASS: MATHEMATICS

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>TRIGONOMETRY (DUAL CREDIT) *</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	"C" or higher in Algebra 2; "C" or higher in Algebra 2 - Honors		
<b>Description:</b>	<p>The <b>TRIGONOMETRY (DUAL CREDIT)</b> is a university-level courses taught in high schools to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit. A letter grade and university credit hours are awarded by the college or university offering the dual credit course, and a record of that class is kept at that institution, just as if the students had been on-campus taking the class.</p> <p>Topics Include: a review of algebra topics, in-depth analysis of higher order two variable functions, sequence and series, mathematical induction proofs, and an introduction to integral calculus. Theory and application of trigonometric functions including both a unit circle and right triangle approach, solving and graphing trigonometric equations and functions, proving trigonometric identities, introduction and use of radian measure, polar forms of equations and complex numbers and vectors in 2 and 3 dimensions. This course is primarily to prepare students for Calculus and Physics at the college level.</p> <p>* {Offered starting 2020-2021 school year}</p>		
<b>Course:</b>	<b>STATISTICS *</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Algebra 2 or concurrent enrollment		
<b>Description:</b>	<p>The <b>STATISTICS</b> course recognizes that virtually everyone uses or consumes statistical material every day and most people do so without training in the proper use or potential abuse of statistical information. This course is designed as a general-purpose introduction to the field of statistics and probability. Students will need a working knowledge of algebra in order to successfully solve the problems in this course. The primary objective of this course is to enable students to be wiser users and more critical consumers of statistical material. The primary goal of this course is to enhance statistical literacy. Topics include organizing and displaying data using various forms of frequency distributions, and analyzing data using measures of central tendency, measures of variation, and measures of relative standing. Probability concepts will also be studied and students will solve problems involving permutations and combinations.</p> <p>* {Offered starting 2020-2021 school year}</p>		
<b>Course:</b>	<b>AP<sup>®</sup> STATISTICS *</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; "C" or higher in Algebra 2; "C" or higher in Algebra 2 - Honors		
<b>Description:</b>	<p>The <b>AP<sup>®</sup> STATISTICS</b> course is equivalent to a one-semester, introductory, non-calculus-based college course in Statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.</p> <p>* {Offered starting 2020-2021 school year}</p>		

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## CORE CLASS: MATHEMATICS

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>AP<sup>®</sup> CALCULUS AB *</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; “C” or higher in Pre-Calculus		
<b>Description:</b>	<p>The <b>AP<sup>®</sup> CALCULUS AB</b> course is equivalent to a one-semester, introductory, non-calculus-based college course in Calculus. The course will help the students develop an understanding of the concepts and applications of calculus. Students will work with functions numerically, graphically, and analytically and will then be required to justify or explain their results with words. Technology will be used to help solve problems, experiment, and interpret results. Students will learn how to model situations with functions, derivatives, and integrals, and learn how they are all inter-related. Students will gain an appreciation of the wonders of calculus. Students enrolled in this course have the option of taking the Calculus AB Advanced Placement test in May.</p> <p>* {Offered starting 2020-2021 school year}</p>		

## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

CORE CLASS: **SCIENCE**

### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
<b>SCIENCE</b>	Physical Science	1	None	x			
	Concepts of Chemistry	1	Algebra 1; Placement Test		x		
	Chemistry	1	Algebra 1		x		
	Chemistry – Honors	1	Algebra 1; Placement Test		x		
	Biology	1	None			x	x
	Biology – Honors	1	Placement Test			x	x
	<b>Biology – Dual Enrollment/Credit +</b>	1 - 3	“C” or higher in Algebra 2			x	x
	<b>AP Chemistry +</b>	1 - 3	Placement Test; Chemistry			x	x
	Anatomy & Physiology	1	Biology AND Chemistry				x
	AP Environmental Science +	1 - 3	Biology AND either Chemistry or Physical Science				x
	<b>ELECTIVES</b>						
	ACT Prep Math/Science	0.5	Algebra 1		x	x	x

+ Course has the potential to earn high school AND college credits.

- Black** = Currently Offered  
**Blue** = 2019-2020 Implementation  
**Red** = 2020-2021 Implementation  
 DE = Dual Enrollment  
 H = Honors  
 AP = Advanced Placement

CORE CLASS: **SCIENCE**

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**CONFLUENCE**  
 PREPARATORY ACADEMY

## COURSE DESCRIPTIONS:

<b>Course:</b>	<b>PHYSICAL SCIENCE</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	none		
<b>Description:</b>	<p><b>PHYSICAL SCIENCE</b> is a full-year course that investigates the fundamentals of Physics, Chemistry, Astronomy, and Earth Science. Math skills will be called upon as force, motion, and energy are investigated. The properties of matter, atomic structure, and chemical reactions allow the student to acquire an understanding of the world around them at a microscopic level. Electricity, magnetism, and waves will be discussed as the student learns how these are formed and the features that characterize them. The class also incorporates topics concerning the physical processes on earth, and the motions, characteristics, and forces in space.</p>		
<b>Course:</b>	<b>CONCEPTS OF CHEMISTRY</b>	<b>Grade Placement:</b>	10 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Algebra 1; Teacher Recommendation; Placement Test		
<b>Description:</b>	<p>The <b>CONCEPTS OF CHEMISTRY</b> course is designed for those students who wish to obtain an understanding of the science of chemistry and its application in everyday life. This course will cover atomic structure, periodic trends, physical and chemical properties, and chemical bonding. Lab experiences, scientific inquiry, and problem solving are used to emphasize scientific concepts with minor mathematical applications. This course serves as a foundation course for other sciences. Students may take Chemistry after completion of this class.</p>		
<b>Course:</b>	<b>CHEMISTRY</b>	<b>Grade Placement:</b>	10 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Algebra 1		
<b>Description:</b>	<p>The <b>CHEMISTRY</b> course investigates the properties and structure of matter. The course is an introductory college prep course designed to challenge students as they learn how to explain the world around them in terms of atoms and molecules. A large amount of laboratory experience will be gained as students observe chemical reactions and learn to make their own conclusions. This course will prepare the student for future chemistry courses.</p> <p>Topics will include: chemical reactions, parts of the atom, gas laws, and solution chemistry. Ability to solve basic algebraic equations is expected. Students will learn to use chemical lab equipment. Lab reports will be scored using a common scoring guide.</p>		
<b>Course:</b>	<b>CHEMISTRY - HONORS</b>	<b>Grade Placement:</b>	10 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	C <sup>+</sup> of higher in Algebra 1; Teacher Recommendation; Placement Test		
<b>Description:</b>	<p>The <b>CHEMISTRY</b> course is designed for the student who anticipates a science-based career, desires an accelerated, comprehensive program and intends to take advanced courses in science. Instruction will emphasize laboratory investigations, independent research, and analysis.</p>		

**CORE CLASS: SCIENCE**

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**CONFLUENCE**  
PREPARATORY ACADEMY

## COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>AP<sup>®</sup> CHEMISTRY*</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; Chemistry		
<b>Description:</b>	The <b>AP<sup>®</sup> CHEMISTRY</b> course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. Students may earn college credit depending on AP <sup>®</sup> test score or signing up for the college credit. * {Offered starting 2020-2021 school year}		
<b>Course:</b>	<b>ACT PREP MATH/SCIENCE (ELECTIVE)</b>	<b>Grade Placement:</b>	10-12 <sup>th</sup> grade
<b>Credit:</b>	0.5	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	Algebra 1		
<b>Description:</b>	The <b>ACT PREP MATH/SCIENCE</b> course will prepare college bound juniors and senior planning to take the SAT/ACT as well students preparing for workforce readiness assessments. The course will include essential concepts in pre-algebra, algebra, geometry, statistics/probability and basic trigonometry. The course is designed to increase mathematical and science skills, develop reasoning techniques, apply graphing calculator to solve complex problems and develop test taking strategies. The instructional strategy will focus on problem solving and applying concepts aligned to SAT/ACT and workforce readiness assessments.		
<b>Course:</b>	<b>BIOLOGY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	<b>BIOLOGY</b> is the study of living things. An emphasis is placed on the cellular level. Discussions about social issues such as genetic engineering and the impact of man on his/her environment will be conducted. Students study life from the one-celled structure to mammals. Laboratory work provides hands-on opportunities that reinforce biological concepts with everyday experiences. *This course includes a state required End of Course Exam.		
<b>Course:</b>	<b>BIOLOGY – HONORS</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; Placement Test		
<b>Description:</b>	<b>BIOLOGY – HONORS</b> is a challenging course designed for students who anticipate a Science-based career, desire an accelerated, comprehensive program and intend to continue in advanced courses in science. Instruction will include laboratory investigations, and independent research and analysis. The level of difficulty is hard. The amount of homework will be approximately five hours per week. *This course includes a state required End of Course Exam.		

## CORE CLASS: SCIENCE

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>BIOLOGY (DUAL ENROLLMENT/CREDIT)*</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	"C" or higher in Algebra 2; "C" or higher in Algebra 2 - Honors;		
<b>Description:</b>	<p><b>BIOLOGY (DUAL ENROLLMENT)</b> is a university-level courses taught in high schools to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit. A letter grade and university credit hours are awarded by the college or university offering the dual credit course, and a record of that class is kept at that institution, just as if the students had been on-campus taking the class. Topics Include: Cellular and Molecular Biology. Introduction to biochemistry, molecular genetics, cell structure, function and processes. Laboratory required. Writing assignments, as appropriate to the discipline, are part of the course.</p> <p>* {Offered starting 2020-2021 school year}</p>		

<b>Course:</b>	<b>ANATOMY &amp; PHYSIOLOGY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Biology AND Chemistry		
<b>Description:</b>	<p>The <b>ANATOMY &amp; PHYSIOLOGY</b> course is a study of the human body in reference to the different systems: integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, digestive, respiratory, endocrine and reproductive. The study of physiology and anatomy provides answers to questions regarding the functioning of the body in both health and disease. Course work includes: lab work, lecture and evaluation of system malfunctions. This course is heavy in reading and vocabulary.</p>		

<b>Course:</b>	<b>AP<sup>®</sup> ENVIRONMENTAL SCIENCE</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; Biology AND either Chemistry or Physical Science		
<b>Description:</b>	<p>The <b>AP<sup>®</sup> ENVIRONMENTAL SCIENCE</b> course is a course for students interested in identifying and analyzing environmental problems, their risks and possible solutions. It is an interdisciplinary science class, which incorporates principles from biology, chemistry and earth sciences. The course is designed to meet the content and goal requirements set by the College Board.</p> <p>Students may earn college credit depending on AP<sup>®</sup> test score or signing up for the college credit option through UMSL. UMSL requires a 3.0 GPA for admission.</p>		



## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

### CORE CLASS: **SOCIAL STUDIES**

#### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

SOCIAL STUDIES	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
	World History	1	None	x			
	United States History	1	World History		x		
	Government & Politics	1	American History		x		
	Sociology	0.5	None			x	x
	Psychology	0.5	None			x	x
	AP Psychology +	1 - 3	Psychology			x	x
	AP US Government and Politics +	1 - 3	American Government			x	x
	African American History	0.5	American History			x	x
	Current Events	0.5	None			x	x
	<b>World History – AP or Dual Enrollment +</b>	1 - 3	World History			x	x
	<b>Unites States History – AP or Dual Enrollment +</b>	1 - 3	American History			x	x

+ Course has the potential to earn high school AND college credits.

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**CONFLUENCE**  
 PREPARATORY ACADEMY

## CORE CLASS: SOCIAL STUDIES

### COURSE DESCRIPTIONS:

<b>Course:</b>	<b>WORLD HISTORY</b>	<b>Grade Placement:</b>	9 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>WORLD HISTORY</b> course will include events from Reformation to the present day. The growth of democracies, the progress of industry and technology, the tensions between conflicting ideologies, the problems of developing nations and the struggle for world peace are some of the topics introduced. The beginnings of our own nation and its participation in world affairs are woven into this course. This course aligns with the Missouri Learning Standards.		
<b>Course:</b>	<b>UNITED STATES HISTORY</b>	<b>Grade Placement:</b>	10 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	World History		
<b>Description:</b>	The <b>UNITED STATES HISTORY</b> course will begin with the Civil War and Reconstruction, the consolidation of the American West, the development of industry and urbanization, the emergence of a middle class, populism and progressivism, depression, the world wars and America's emergence as a world power, immigration and the struggles of minorities for equal rights, and the continuing quest for an American identity, both at home and abroad. This course aligns with the Missouri Learning Standards.		
<b>Course:</b>	<b>GOVERNMENT &amp; POLITICS</b>	<b>Grade Placement:</b>	11 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	American History		
<b>Description:</b>	The <b>GOVERNMENT &amp; POLITICS</b> course deals with the rights and responsibilities of citizenship in the United States, focusing on government at the national, state, and local levels. Included in this course is the study of the Missouri Constitution and the U.S. Constitution. An economics component will stress the role of the student as a taxpayer, producer, and consumer in the free market system of the American economy. This course aligns with the Missouri Learning Standards and prepares students for state assessments. Students are expected to take the Missouri End-of-Year Exam at the completion of the course.		
<b>Course:</b>	<b>SOCIOLOGY</b>	<b>Grade Placement:</b>	11 <sup>th</sup> or 12 <sup>th</sup> grade
<b>Credit:</b>	0.5	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>SOCIOLOGY</b> course will concentrate upon human needs, communications, social organizations and cultural change. It will further focus on social institutions and social problems. Topics covered will include family, minority groups, culture, poverty and crime. Students will be introduced to careers in sociological-related fields and the methodologies employed by sociologists. Active participation in class discussion is a part of the grade for this course.		



## CORE CLASS: SOCIAL STUDIES

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>PSYCHOLOGY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	0.5	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>PSYCHOLOGY</b> course focuses on individual behavior patterns. The student will examine human needs, attitudes, and adjustments. Topics studied will include: psychology as a science, the learning process, personality theory, mental health, personal development, and social psychology. This course aligns with the Missouri Learning Standards.		
<b>Course:</b>	<b>AFRICAN AMERICAN HISTORY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	0.5	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	American History		
<b>Description:</b>	The <b>AFRICAN AMERICAN HISTORY</b> a student-centered semester course. This course will help students acquire knowledge and skills to think analytically about how the political and social struggles of African Americans shaped modern society. The purpose of the course is to help students understand African American experiences from the end of the Civil War to the dawn of a new millennium. In this student-centered class, students will demonstrate knowledge through performances such as documentaries, plays, speeches, videos, music, and/or Google Slide presentations.		
<b>Course:</b>	<b>CURRENT EVENTS</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>CURRENT EVENTS</b> course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course uses newspapers, online media, cartoons, and newscast to support class discussion. Additionally, students participate in group projects, presentations, and work with primary source materials and opinion pieces in order to better understand the world around them.		
<b>Course:</b>	<b>AP<sup>®</sup> PSYCHOLOGY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Psychology		
<b>Description:</b>	The <b>AP<sup>®</sup> PSYCHOLOGY</b> course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students may earn college credit depending on AP <sup>®</sup> test score, or signing up for the college credit.		



## CORE CLASS: SOCIAL STUDIES

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>AP® US GOVERNMENT AND POLITICS</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	American Government		
<b>Description:</b>	The <b>AP® GOVERNMENT</b> course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students are expected to take the AP® US Government and Politics Exam, as well as the Missouri End-of-Year Exam.		
<b>Course:</b>	<b>AP® OR DUAL ENROLLMENT WORLD HISTORY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	World History		
<b>Description:</b>	The <b>AP® WORLD HISTORY</b> course is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students may earn college credit depending on AP® test score, or signing up for the college credit.		
	<b>DUAL ENROLLMENT WORLD HISTORY</b> is a university-level courses taught in high schools to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit. A letter grade and university credit hours are awarded by the college or university offering the dual credit course, and a record of that class is kept at that institution, just as if the students had been on-campus taking the class.		

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**CONFLUENCE**  
 PREPARATORY ACADEMY

## CORE CLASS: SOCIAL STUDIES

### COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>AP® OR DUAL ENROLLMENT UNITED STATES HISTORY</b>	<b>Grade Placement:</b>	11-12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	American History		
<b>Description:</b>	<p>The <b>AP® UNITED STATES HISTORY</b> course is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Students may earn college credit depending on AP® test score or signing up for the college credit.</p> <p><b>DUAL ENROLLMENT UNITED STATES HISTORY</b> is a university-level courses taught in high schools to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit. A letter grade and university credit hours are awarded by the college or university offering the dual credit course, and a record of that class is kept at that institution, just as if the students had been on-campus taking the class.</p>		



## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

ELECTIVE CLASS: **ART**

### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

ART	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
	Art 1	1	None	x	x	x	x
	Drawing 1	1	None	x	x	x	x
	Painting 1	1	None	x	x	x	x
	Art History I	1	None	x	x	x	x
	Art Appreciation	1	None	x	x	x	x

+ Course has the potential to earn high school AND college credits.

- Black** = Currently Offered  
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 DE = Dual Enrollment  
 H = Honors  
 AP = Advanced Placement



## ELECTIVE CLASS: ART

### COURSE DESCRIPTIONS:

<b>Course:</b>	<b>ART 1</b>	<b>Grade Placement:</b> 9 <sup>th</sup> – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b> 2 semesters; 1 year
<b>Prerequisite:</b>	none	
<b>Description:</b>	<b>ART 1</b> is a course providing experience in aesthetics and techniques basic to a total art program. The projects are based on the use of elements and principles of art and will be explored through a variety of media. Two- and three-dimensional projects in drawing, painting, printmaking and design as well as color theory will be offered in this course. Students will also be exposed to art criticism, some art history and recognition of artists' work, classical to contemporary.	
<b>Course:</b>	<b>DRAWING 1</b>	<b>Grade Placement:</b> 9 <sup>th</sup> – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b> 2 semesters; 1 year
<b>Prerequisite:</b>	none	
<b>Description:</b>	<b>DRAWING 1</b> enables students to develop their creative abilities and appreciate the contributions of drawing to society. Drawing 1 helps students develop techniques and skills in drawing. The students will be required to maintain a sketchbook to record observations, ideas, and take notes. At least 14 homework sketches will be required during the semester. Emphasis will be on the basics of drawing and using different drawing techniques, such as contour line drawing, gesture drawing, perspective drawing, ink drawing, and portrait drawing. In addition to pencil, there will be a variety of media introduced including ink, pastel, marker, charcoal, and scratchboard.	
<b>Course:</b>	<b>PAINTING 1</b>	<b>Grade Placement:</b> 9 <sup>th</sup> – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b> 2 semesters; 1 year
<b>Prerequisite:</b>	none	
<b>Description:</b>	<b>PAINTING 1</b> is a course providing experience in materials and processes basic to the total art program. Students will touch upon illustration, portraiture, contour, rendering, perspective, sculpture, assemblage, collage, abstraction and other art areas. Students will continue their studies of art, artist and culture.	
<b>Course:</b>	<b>ART HISTORY 1</b>	<b>Grade Placement:</b> 9 <sup>th</sup> – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b> 2 semesters; 1 year
<b>Prerequisite:</b>	none	
<b>Description:</b>	In <b>ART HISTORY 1</b> the students will examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.	

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ELECTIVE CLASS: **ART**

## COURSE DESCRIPTIONS: *continued*

<b>Course:</b>	<b>ART APPRECIATION 1</b>	<b>Grade Placement:</b> 9 <sup>th</sup> – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b> 2 semesters; 1 year
<b>Prerequisite:</b>	none	
<b>Description:</b>	<b>ART APPRECIATION 1</b> is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.	

## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

### ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

#### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
<b>CTE</b>	<b>Business Education: Finance</b>						
	Personal Finance	0.5	None		x	x	x
	Accounting I	1.0	Personal Finance		x	x	x
	Accounting II	1.0	Accounting I			x	x
	Cooperative Education	1.0	Advanced Business Course				x
	<b>Project Lead the Way (PLTW): Biomedical</b>						
	Principal of Biomedical Science	1.0	None	x	x	x	x
	Human Body Systems	1.0	Principal of Biomedical Science		x	x	x
	Medical Interventions	1.0	Human Body Systems		x	x	x
	Biomedical Innovation	1.0	Medical Interventions		x	x	x
	<b>Computer Science</b>						
	Intro to Computing	0.5	None	x	x	x	x
	Computer Applications I	0.5	None	x	x	x	x
	Computer Applications II (Suites/Coding)	0.5	Computer Applications I	x	x	x	x
	Graphic Design	1.0	None	x	x	x	x
	Web Design	1.0	None	X	x	x	x
	<b>Business Education: Marketing</b>						
	Leadership in the Workplace	0.5	None		x	x	x
	Entrepreneurship	0.5	None		x	x	x
	Entertainment & Sports Marketing	1.0	None		x	x	x
	Fundamentals of Marketing	1.0	None		x	x	x
	Advanced Marketing	1.0	Fundamentals of Marketing			x	x
	Supervised Marketing	1.0	Advanced Business Course				x
	<b>Family Consumer Sciences and Human Services</b>						
	Family Relations	0.5	None	x	x	x	x
	Child Development I	0.5	None	x	x	x	x
	Child Development II	1.0	Child Development I		x	x	X
	Child Development III	1.0	Child Development I and II			x	x

**Black** = Currently Offered  
**Blue** = 2019-2020 Implementation  
**Red** = 2020-2021 Implementation

DE = Dual Enrollment  
 H = Honors  
 AP = Advanced Placement



## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS:

### BUSINESS EDUCATION: FINANCE

<b>Course:</b>	<b>PERSONAL FINANCE</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>PERSONAL FINANCE</b> course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.		
<b>Course:</b>	<b>ACCOUNTING I</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Personal Finance		
<b>Description:</b>	The <b>ACCOUNTING 1</b> course introduces the principles and process involved in double-entry accounting systems. It covers the entire accounting function including the use of journals, ledgers, worksheets, financial statements and specialized accounting functions such as banking and payroll. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.		
<b>Course:</b>	<b>ACCOUNTING II</b>	<b>Grade Placement:</b>	11– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Accounting I		
<b>Description:</b>	The <b>ACCOUNTING 2</b> course is the second-year accounting course designed to reinforce and enhance accounting principles and concepts introduced in the first-year accounting course. In addition, advanced accounting covers a manual and computerized accounting cycle for a corporation. Several manual and computerized simulations will also be covered emphasizing individualized and cooperative learning among students. This class is not teacher-centered learning. It is designed only for those students who are seriously considering pursuing a career in the area of business.		
<b>Course:</b>	<b>COOPERATIVE EDUCATION (CCCE)</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Must be enrolled in advanced business course		
<b>Description:</b>	The <b>COOPERATIVE EDUCATION (CCE)</b> provides students the transferable employability skills and occupational competence which will serve them throughout their continuing education and career. In addition to occupational competence, CCE programs foster self-directed learning, strengthen the development of core academic skills through application in authentic situations students to explore career options, enhance skills such as communication, leadership and problem solving, and contribute to community economic development. CCE expands opportunities for all students and exposes them to a broad array of career opportunities, work philosophies, and work environments. CCE enhances the school's ability to meet the needs of a diverse student population.		

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**CONFLUENCE**  
PREPARATORY ACADEMY

## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS: *continued*

### PROJECT LEAD THE WAY (PLTW): BIOMEDICAL

<b>Course:</b>	<b>PRINCIPAL OF BIOMEDICAL SCIENCE</b>	<b>Grade Placement:</b>	9– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	None		
<b>Description:</b>	In the <b>PRINCIPAL OF BIOMEDICAL SCIENCE</b> introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own.		
<b>Course:</b>	<b>HUMAN BODY SYSTEMS</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Principal of Biomedical Science		
<b>Description:</b>	In the <b>HUMAN BODY SYSTEMS</b> course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.		
<b>Course:</b>	<b>MEDICAL INTERVENTIONS</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Human Body Systems		
<b>Description:</b>	In the <b>MEDICAL INTERVENTIONS</b> course students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.		
<b>Course:</b>	<b>BIOMEDICAL INNOVATION</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Medical Interventions		
<b>Description:</b>	The <b>BIOMEDICAL INNOVATION</b> course is the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.		



## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS: *continued*

### COMPUTER SCIENCE

<b>Course:</b>	<b>INTRODUCTION TO COMPUTING</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>INTRODUCTION TO COMPUTING</b> course is designed to provide students with an introduction and step-by-step, sequential practice applying the most commonly used business computer software applications. The primary focus will be on the basic functions of the Windows operating system, Internet concepts, E-mail, word processing, spreadsheet, database, presentation and publication software applications. Keyboarding skills and basic computer literacy will be reinforced throughout the course of study.		
<b>Course:</b>	<b>COMPUTER APPLICATIONS I</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>COMPUTER APPLICATIONS I</b> course is designed to provide students with in-depth and step-by step, sequential practice applying the most commonly used business computer software applications. Primary focus will be placed on the features of business software application to include presentation applications and database management. The course will also reinforce word processing, and spreadsheet skills. The integration of various computer applications and the Internet will be key components.		
<b>Course:</b>	<b>COMPUTER APPLICATIONS II (SUITES &amp; CODING)</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	Computer Applications I		
<b>Description:</b>	The <b>COMPUTER APPLICATIONS</b> students will learn the advanced functions of the Windows operating system, Internet concepts, E-mail, word processing, spreadsheet, database, presentation and publication software applications. This course will acquaint the student with the personal computer that will develop intermediate to advanced skills. Successful candidates will have the opportunity to acquire a Microsoft Office Specialist Expert/Master certification credential that sets them apart from their peers in the competitive job market. This course will also introduce students to coding.		
<b>Course:</b>	<b>GRAPHIC DESIGN</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>GRAPHIC DESIGN</b> course is designed to walk you through the program step-by-step, teaching you what you need to know to gain a working knowledge of InDesign and commercial printing. Students will use Adobe InDesign CS5 is a page design program to design high quality brochures, flyers, business cards, postcards, books and even pages for digital publishing such as those for the iPad and Kindle. This course Include sizing and inserting photos, graphics, and line drawings to the text copy. Instruction will be provided to create an original layout for a notepads, logos, brochures, and other materials that utilize different types of print. Students learn basic and advanced techniques for designing and creating effective promotional pieces, publications, and digital-art. In addition, students gain a foundational knowledge of the processes behind commercial printing operations.		

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**CONFLUENCE**  
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## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS: *continued*

### COMPUTER SCIENCE

*continued*

<b>Course:</b>	<b>WEB DESIGN</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>WEB DESIGN</b> course is an introduction to creating websites. Students will learn how to efficiently and professionally create a variety of sites using various software, such as Dreamweaver, Bootstrap, and Adobe Suites. This software will be applied when using HTML5, and CSS3 to create pages. Emphasis will be placed on planning, creating and implementing a variety of site styles with different audience expectations. Students will be expected to be able to work independently and in groups to accomplish site design and implementation. You will learn to build, publish, and critique web pages.		

### BUSINESS EDUCATION: MARKETING

<b>Course:</b>	<b>LEADERSHIP IN THE WORKPLACE</b>	<b>Grade Placement:</b>	10 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>LEADERSHIP IN THE WORKPLACE</b> course prepares students to meet the challenges of leadership in today's complex global environment. The coursework will teach students the skills and best practices necessary to communicate and work with diverse groups of people toward common goals to implement beneficial societal changes in the school or community. Students will develop and enhance intrapersonal and interpersonal skills as well as learn the philosophical foundations and fundamentals of effective leadership. Finally, students will utilize their new-found skills by designing or embracing a community-based project as a culminating activity in an effort to make a difference in the lives of others. This course is a valuable resource for those who aspire to become leaders in business, government, military, and non-profit organizations.		

<b>Course:</b>	<b>ENTREPRENEURSHIP</b>	<b>Grade Placement:</b>	10 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>ENTREPRENEURSHIP</b> course introduces entrepreneurship and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.		



## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS: *continued*

### BUSINESS EDUCATION: MARKETING

*continued*

<b>Course:</b>	<b>ENTERTAINMENT AND SPORTS MARKETING</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	None		
<b>Description:</b>	The <b>ENTERTAINMENT AND SPORTS MARKETING</b> course is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.		
<b>Course:</b>	<b>FUNDAMENTALS OF MARKETING</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	None		
<b>Description:</b>	In <b>FUNDAMENTALS OF MARKETING</b> students will be introduced to the advertising, promotion, selling, distribution, financing, and pricing of products and services. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills. Competitive activities are provided for students to exercise skills and knowledge gained in the program through the co-curricular organization DECA.		
<b>Course:</b>	<b>ADVANCED MARKETING</b>	<b>Grade Placement:</b>	11– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Fundamental of Marketing		
<b>Description:</b>	In <b>FUNDAMENTALS OF MARKETING</b> course includes instructional areas designed to provide an understanding of advanced marketing principles, careers in marketing and the importance of entrepreneurship in our economy. Major emphasis is placed on marketing principles, economics, market research, sales, career development and entrepreneurship. The co-curricular organization DECA is an opportunity for students interested in challenging their business and marketing skills. This organization offers many benefits and exciting activities for marketing students including competitions, awards, scholarships, job opportunities and travel. Students will have the opportunity to participate in FBLA (Future Business Leaders of America). FBLA gives students the opportunity to learn business leadership skills as well as compete in Area, State, and National competition.		



## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS: *continued*

#### BUSINESS EDUCATION: MARKETING

*continued*

<b>Course:</b>	<b>SUPERVISED MARKETING</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Must be enrolled in Advanced Marketing Course		
<b>Description:</b>	The <b>SUPERVISED MARKETING</b> education employment program prepares students for success in postsecondary studies and the workplace. The marketing education internship is an essential component in a program of study that builds on academic instruction, marketing-specific content through on-the-job training. Supervised Marketing program prepares students for postsecondary studies through working which allows personal growth and development of interpersonal skills that contribute to life-long success. It establishes a network of business leaders and employers to work collaboratively with the educational community.		

#### FAMILY CONSUMER SCIENCES AND HUMAN SERVICES

<b>Course:</b>	<b>FAMILY RELATIONS</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	Students enrolled in <b>FAMILY RELATIONS</b> focus on analyzing the significance of the family; nurturing human development in the family throughout the life span; analyzing identifying factors that build and maintain healthy family relationships; developing communication patterns that enhance family relationships; dealing effectively with family stressors and conflicts; managing work and family roles and responsibilities; analyzing social forces and conditions that influence families across the life span; and cultivating the safety and well-being of the family. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of family responsibilities and services are emphasized. Instructors highlight the basic skills of mathematics, science, and communication when appropriate.		
<b>Course:</b>	<b>CHILD DEVELOPMENT I</b>	<b>Grade Placement:</b>	9 – 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	1 semester
<b>Prerequisite:</b>	None		
<b>Description:</b>	Students enrolled in <b>CHILD DEVELOPMENT I</b> is an introductory course that prepares students who are interested in careers related to children. This course addresses issues of child development from newborns to children ages 1 – 3. It includes the study of families and parenting; prenatal development and birth; growth and development of children; as well as childcare giving and nurturing of children. This course prepares students for Advanced Child Development which is a course that expands on topics discussed in this class.		



## ELECTIVE CLASS: CAREER TECHNICAL EDUCATION (CTE)

### COURSE DESCRIPTIONS: *continued*

#### FAMILY CONSUMER SCIENCES AND HUMAN SERVICES

*Continued*

<b>Course:</b>	<b>CHILD DEVELOPMENT II</b>	<b>Grade Placement:</b>	10– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Child Development I		
<b>Description:</b>	The <b>CHILD DEVELOPMENT II</b> (Early Childhood Education) prepares students for employment in early childhood education and related careers that involve children from birth to 8 years (3rd grade). This course provides field experiences throughout the semester to observe, document, and assess young children as well as opportunity to be exposed to programs, curricula, and services that are developmentally appropriate and available to children. Students will be monitored and evaluated in their field experience by their high school teacher as well as their field experience mentor teacher.		
<b>Course:</b>	<b>CHILD DEVELOPMENT III</b>	<b>Grade Placement:</b>	11– 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 Year
<b>Prerequisite:</b>	Child Development I and II		
<b>Description:</b>	The <b>CHILD DEVELOPMENT III</b> (Advanced Child Development) is the 3 <sup>rd</sup> year course in the Child Development Pathway and the required training course needed for the capstone course, Early Childhood Education. Students in this course will learn the employability skills needed to become Early Childhood volunteers in preschools. Students are introduced to developmentally appropriate practice from the National Association of the Education of Young Children (NAEYC) and the American Academy of Pediatrics (AAP). Topics include: Positive Guidance Techniques, Developmental Theorists, Sensory Play, Indiana Childcare Regulations, and Lesson Planning.		

## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

### ELECTIVE CLASS: **FOREIGN LANGUAGE**

#### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

FOREIGN LANGUAGE	Course Name	Credits	Prerequisite	Grade Level			
				9	10	11	12
	Spanish 1	1	None	x	x	x	x
	Spanish 2	1	Spanish 1		x	x	x
	Spanish 3	1	Spanish 2			x	x
	<b>AP® Spanish Language and Culture *+</b>	1 - 3	"C" or higher in Spanish 3				x

+ Course has the potential to earn high school AND college credits.

- Black** = Currently Offered  
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## ELECTIVE CLASS: FOREIGN LANGUAGE

### COURSE DESCRIPTIONS:

<b>Course:</b>	<b>SPANISH 1</b>	<b>Grade Placement:</b>	9 - 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	This course is not for native speakers.		
<b>Description:</b>	<b>SPANISH 1</b> is a course designed for the student who desires to complete at least two years of a foreign language, a plan recommended by many colleges and required by others. Learning a second language has its practical rewards in helping the student to facilitate communication in the future in possibly business and travel. Spanish 1 blends oral and written work in developing a basic command of the vocabulary, grammar, and syntax of the language. Spanish 1 contains instruction in listening comprehension, speaking, reading, translating, and writing. Students will acquire an elementary knowledge of the principles of pronunciation, spelling, structure of the language, grammar, and vocabulary. Some time is devoted to geography and culture of the Spanish-speaking countries as related to each unit. Students will learn to formulate questions and answers on a variety of topics pertaining to everyday matters.		
<b>Course:</b>	<b>SPANISH 2</b>	<b>Grade Placement:</b>	10 - 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Spanish 1		
<b>Description:</b>	<b>SPANISH 2</b> is a continuation of Spanish 2 containing additional vocabulary and more complex sentence structure and grammar concepts in both present and past tenses. Students will expand their comprehension of spoken Spanish and be able to produce simple conversations in writing the language. Students will read short Spanish stories from selected literature, while continuing to study Spanish geography and culture.		
<b>Course:</b>	<b>SPANISH 3</b>	<b>Grade Placement:</b>	11 - 12 <sup>th</sup> grade
<b>Credit:</b>	1.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Spanish 2		
<b>Description:</b>	In <b>SPANISH 3</b> a student can further develop language abilities in on a more advanced level by expanding vocabulary and carrying on more extended conversations and writing. Also emphasized is reading and understanding materials of moderate difficulty without translation. A strong background in the first two years is essential as the course is conducted primarily in Spanish.		
<b>Course:</b>	<b>AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE *</b>	<b>Grade Placement:</b>	12 <sup>th</sup> grade
<b>Credit:</b>	1.0 – 3.0	<b>Length of Course:</b>	2 semesters; 1 year
<b>Prerequisite:</b>	Teacher Recommendation; “C” or higher in Spanish 3		
<b>Description:</b>	The <b>AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE</b> course is comparable to a high intermediate or advanced low-level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real life tasks, it focuses on developing your abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening your cultural competencies through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature, Grammar and vocabulary are developed through contextualized study. Students enrolled in this course have the option of taking the Advanced Placement test in May.		
			* {Offered starting 2019-2020 school year}

## SECTION V: COURSE DESCRIPTIONS *CONTINUED*

### ELECTIVE CLASS: **PHYSICAL EDUCATION (PE)**

#### INDEX OF COURSES:

The following Index of Courses provides a quick overview of courses offered in each department. Courses receiving 0.5 credit are semester courses. Courses receiving 1 credit are 2 semester courses. A prerequisite indicates the requirements that must be met before taking the course. The grade level columns indicate the grade level the course can be taken.

**PHYSICAL EDUCATION (PE)  
 /HEALTH**

Course Name	Credits	Prerequisite	Grade Level			
			9	10	11	12
Physical Education (PE)	1	None	x	x	x	x
Health and Wellness	0.5	None	x	x	x	x

+ Course has the potential to earn high school AND college credits.

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**CONFLUENCE**  
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## ELECTIVE CLASS: **PHYSICAL EDUCATION (PE)**

### COURSE DESCRIPTIONS:

**Course:** **PHYSICAL EDUCATION (PE)** **Grade Placement:** 9<sup>th</sup> – 12<sup>th</sup> grade  
**Credit:** 1.0 **Length of Course:** 2 semesters; 1 year  
**Prerequisite:** none  
**Description:** **PHYSICAL EDUCATION (PE)** is a course will cover a wide variety of fitness concepts centered around the five health related areas of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Course activities will include aerobic dance, circuit training, fitness walking, interval training, resistance training and weight training. This course is required for graduation.

**Course:** **HEALTH AND WELLNESS** **Grade Placement:** 9<sup>th</sup> – 12<sup>th</sup> grade  
**Credit:** 0.5 **Length of Course:** 1 semester  
**Prerequisite:** none  
**Description:** **HEALTH** is designed to meet the needs of today's student in typical areas of concern. Including topics such as: communicable diseases, substance abuse, nutrition, lifestyle and wellness, consumer health, mental health, body systems and sex education and other topics pertaining to the development and care of a healthy body. This course is required for graduation.