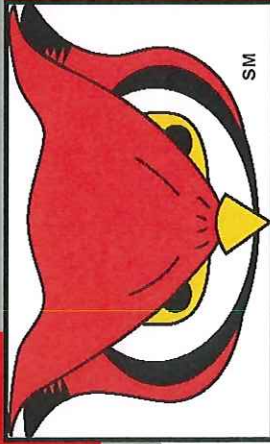


Marshall Public Schools



**Marshall  
High School**

# Programs of Study





## SALINE COUNTY CAREER CENTER

900 WEST VEST, MARSHALL, MO 65340

660-886-6958/FAX 660-886-3092

[www.marshallschools.com/sccc](http://www.marshallschools.com/sccc)

---

"Training students to pursue excellence in scholastics, work, and life."

Dear Parents and Students:

On behalf of Marshall Public Schools, I want to welcome you to career exploration and planning. We believe the most effective educational experience for students is one that includes a personalized plan. The Marshall Public School's - Program of Study provides an opportunity for you or your student to explore career planning within their high school career. As you navigate through the pages, you'll notice career pathway information along with courses needed for certificates and degree requirements.

At the Saline County Career Center, our students learn by "doing" and through authentic work experiences that replicate industry standards. We believe college and career-readiness is possible for every student. Our programs at SCCC develop work experiences for students to acquire employable skills that create a successful transition from school-to-work. We offer dual credit classes and even have courses that are included in an "articulation agreement" with State Fair Community College. These opportunities allow students to fulfill college credits during their high school classes.

We believe in career training and equipping students with the skills they need to be successful in their career and in life. If you have any questions about career opportunities that are available for you or your student, please contact us at 660-886-6958.

Thank you,

A handwritten signature in black ink, appearing to read "Mitch Holder".

Mitch Holder  
Director  
Saline County Career Center  
Marshall, MO 65340  
660-668-6958

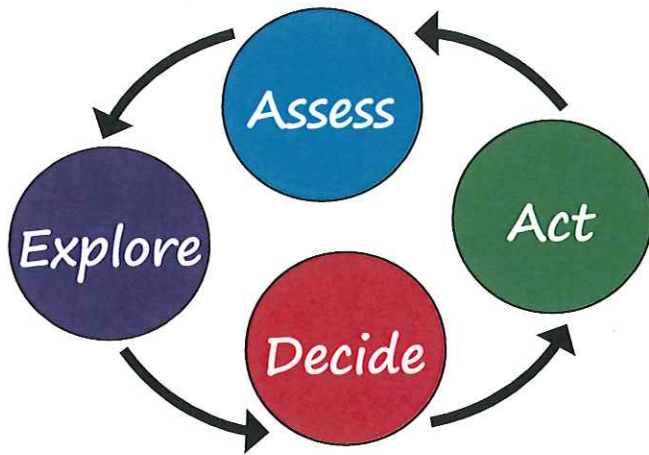
Mitch Holder  
Director  
(660) 886-6958 x247

Eric Lark  
Guidance Counselor  
(660) 886-6958 x249

Michelle Hanson  
Adult Ed. Coordinator  
(660) 886-6958 x250



# Create a Plan and Stick to It



Armed with information about career, educational and training resources in your region, you can begin to develop your career and educational plan. As you make plans, it is important to keep them flexible. Be ready to take advantage of new opportunities, and don't let unexpected challenges derail your goals.

These tips may help you create a plan and follow through to success:

## *Use the Career Development Process.*

Many counselors recommend a simple process for career planning that involves a cycle of actions: assess, explore, decide and act. Start by assessing yourself, what direction you would like to take your career, your interests, your strengths. Next, explore different careers and educational or training programs available. Decide on a plan of action, and put it to work. Keep your plan on hand so that you can remember what you decided to do and how the different pieces fit together. Once you have taken action on the plan, the cycle continues as you assess what you have done and continue the process.

## *Make a Schedule.*

Develop a daily or weekly schedule for yourself, and do your best to stick to it. You can always adjust your schedule if it seems unrealistic or too rigid, but routine activities are a key to success. If you spend your money without planning a budget and making notes in a checkbook register, you can develop big problems very fast. Your time is at least as important as your money. Budget your time with a daily or weekly routine.

## *Get Organized.*

Create a space for papers and materials related to your career goals and education, and keep things in order. This space could be a box, a drawer or a desk. If you are taking classes, keep your folders and notebooks tidy and in order, and have a separate space for papers related to your program of study. A little time invested in keeping your materials tidy and organized can prevent unnecessary stress and keep you from getting discouraged.

## *Be Prepared for Setbacks.*

Every plan comes with its challenges. A job may involve things that you didn't expect. Classes may be harder than you expected. When you start something new, find out who you can go to if you need help, and don't be afraid to ask for help.

## *Celebrate Your Successes.*

Take time to recognize and celebrate your accomplishments as you move toward your career goals. Motivate yourself with rewards. A healthy pride in your accomplishments can lift you through difficult times.

## *Make a To-Do List.*

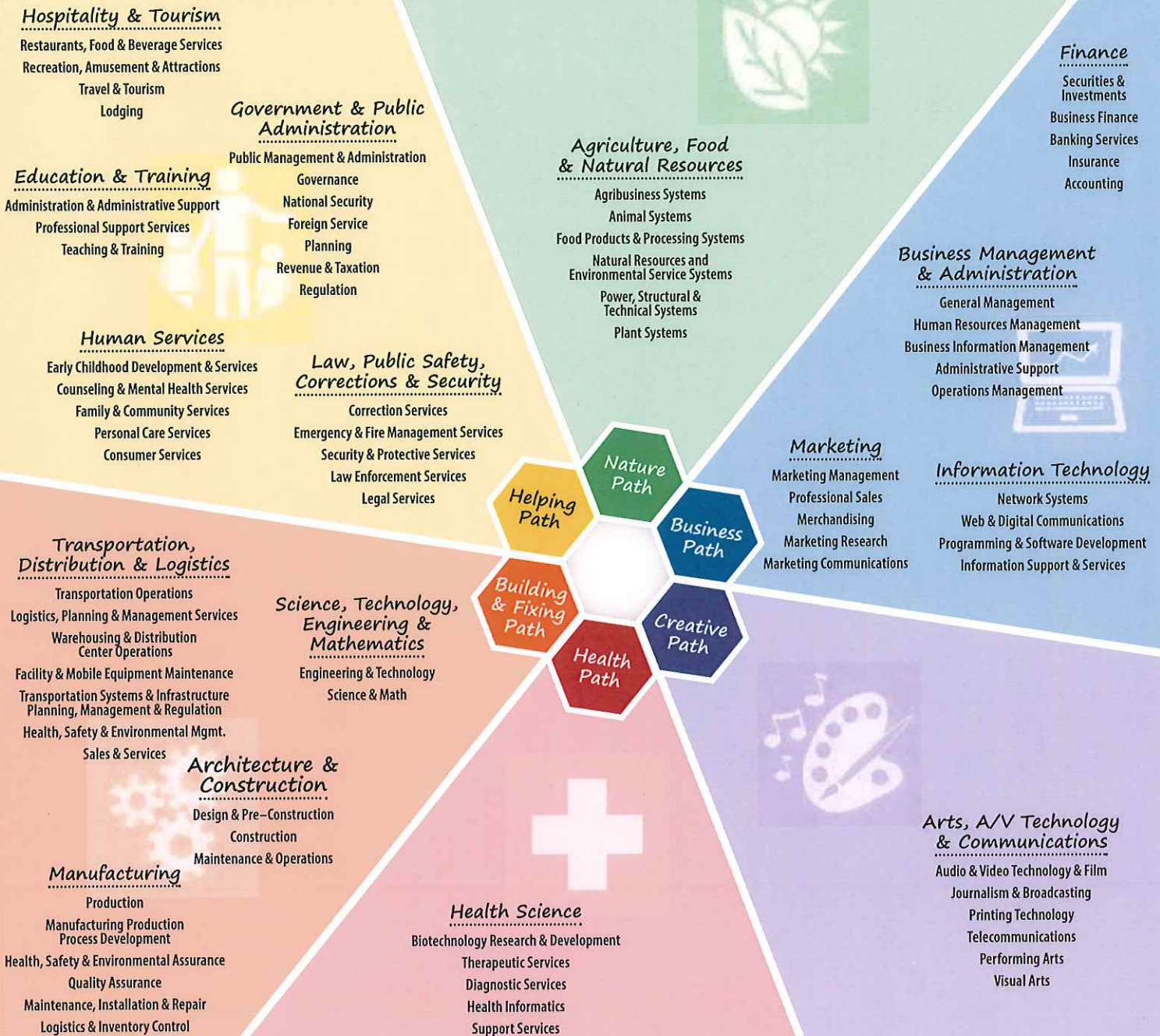
Using a to-do list can help you prioritize the things you need to do for the day or for the week, and it can give you a greater sense of accomplishment as you work toward your goals. If you have a large project to do, break it down into individual tasks. Not only can this keep a longer project from becoming overwhelming, but it can also help guarantee that you do not forget an important step.

## *Make Time to Relax.*

Always allow some time for relaxation. Often, the greatest inspirations can come during relaxation activities. Find activities that help you relax and make them a part of your routine. Everyone needs time to recharge their batteries. Whether it's reading a book, playing a sport, going for a walk or catching your favorite team on television, allowing time for your favorite things can prevent you from getting run down while you work toward your career goals.



# CAREER CLUSTERS



## About the Career Clusters

The 16 Career Clusters is an organizing framework for careers based on common knowledge and skills. The clusters assist students and educators in tailoring coursework and experiences that will best prepare them for success in their chosen career areas

The clusters provide depth to Missouri's six Career Paths, which have been used by educators for years with younger students, and the clusters further narrow with pathways that describe a more specific collection of careers.



# CAREER INTEREST SURVEY

## Career Clusters Interest Survey

This interest survey is designed to help you identify the career clusters that best match you. Circle each item that matches your personality. Write the number in the white box at the bottom and find your top three career clusters.

Arts, A/V Technology and Communications		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>■ Use my imagination to communicate new information to others</li> <li>■ Perform in front of others</li> <li>■ Read and write</li> <li>■ Play a musical instrument</li> <li>■ Perform creative, artistic activities</li> <li>■ Use video and recording technology</li> <li>■ Design brochures and posters</li> </ul>	<ul style="list-style-type: none"> <li>■ Creative and imaginative</li> <li>■ Good communicator / good vocabulary</li> <li>■ Curious about new technology</li> <li>■ Relate well to feelings and thoughts of others</li> <li>■ Determined / tenacious</li> </ul>	<ul style="list-style-type: none"> <li>■ Art / Graphic Design</li> <li>■ Music</li> <li>■ Speech and Drama</li> <li>■ Journalism / Literature</li> <li>■ Audio-Visual Technologies</li> </ul>
		<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

Agriculture, Food and Natural Resources		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>■ Learn how things grow and stay alive</li> <li>■ Make the best use of the earth's natural resources</li> <li>■ Hunt and/or fish</li> <li>■ Protect the environment</li> <li>■ Be outdoors in all kinds of weather</li> <li>■ Plan, budget and keep records</li> <li>■ Operate machines &amp; keep them in good repair</li> </ul>	<ul style="list-style-type: none"> <li>■ Self-reliant</li> <li>■ Nature lover</li> <li>■ Physically active</li> <li>■ Planner</li> <li>■ Creative problem solver</li> </ul>	<ul style="list-style-type: none"> <li>■ Math</li> <li>■ Life Sciences</li> <li>■ Earth Sciences</li> <li>■ Chemistry</li> <li>■ Agriculture</li> </ul>
		<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

Business Management and Administration		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>■ Perform routine, organized activities but can be flexible</li> <li>■ Work with numbers and detailed information</li> <li>■ Be the leader</li> <li>■ Make business contact with people</li> <li>■ Work with computer programs</li> <li>■ Create reports and communicate ideas</li> <li>■ Plan my work and follow instructions without close supervision</li> </ul>	<ul style="list-style-type: none"> <li>■ Organized</li> <li>■ Practical and logical</li> <li>■ Patient</li> <li>■ Tactful</li> <li>■ Responsible</li> </ul>	<ul style="list-style-type: none"> <li>■ Computer Applications /Business and Information Technology</li> <li>■ Accounting</li> <li>■ Math</li> <li>■ English</li> <li>■ Economics</li> </ul>
		<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

Architecture and Construction		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>■ Read and follow blueprints and/or instructions</li> <li>■ Picture in my mind what a finished product looks like</li> <li>■ Work with my hands</li> <li>■ Perform work that requires precise results</li> <li>■ Solve technical problems</li> <li>■ Visit and learn from beautiful, historic or interesting buildings</li> <li>■ Follow logical, step-by-step procedures</li> </ul>	<ul style="list-style-type: none"> <li>■ Curious</li> <li>■ Good at following directions</li> <li>■ Pay attention to detail</li> <li>■ Good at visualizing possibilities</li> <li>■ Patient and persistent</li> </ul>	<ul style="list-style-type: none"> <li>■ Math</li> <li>■ Drafting</li> <li>■ Physical Sciences</li> <li>■ Construction Trades</li> <li>■ Electrical Trades, Heat, Air Conditioning and Refrigeration, or Technology Education</li> </ul>
		<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

Education and Training		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>■ Communicate with different types of people</li> <li>■ Help others with their homework or to learn new things</li> <li>■ Go to school</li> <li>■ Direct and plan activities for others</li> <li>■ Handle several responsibilities at once</li> <li>■ Acquire new information</li> <li>■ Help people overcome their challenges</li> </ul>	<ul style="list-style-type: none"> <li>■ Friendly</li> <li>■ Decision maker</li> <li>■ Helpful</li> <li>■ Innovative / inquisitive</li> <li>■ Good listener</li> </ul>	<ul style="list-style-type: none"> <li>■ Language Arts</li> <li>■ Social Studies</li> <li>■ Math</li> <li>■ Science</li> <li>■ Psychology</li> </ul>
		<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>



# CAREER

# INTEREST SURVEY

Finance		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Work with numbers</li> <li>Work to meet a deadline</li> <li>Make predictions based on existing facts</li> <li>Have a framework of rules by which to operate</li> <li>Analyze financial information and interpret it to others</li> <li>Handle money with accuracy and reliability</li> <li>Take pride in the way I dress and look</li> </ul>	<ul style="list-style-type: none"> <li>Trustworthy</li> <li>Orderly</li> <li>Self-confident</li> <li>Logical</li> <li>Methodical or efficient</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Math</li> <li>Economics</li> <li>Banking / Financial Services</li> <li>Business Law</li> </ul>

Hospitality and Tourism		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Investigate new places and activities</li> <li>Work with all ages and types of people</li> <li>Organize activities in which other people enjoy themselves</li> <li>Have a flexible schedule</li> <li>Help people make up their minds</li> <li>Communicate easily, tactfully and courteously</li> <li>Learn about other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Tactful</li> <li>Self-motivated</li> <li>Works well with others</li> <li>Outgoing</li> <li>Slow to anger</li> </ul>	<ul style="list-style-type: none"> <li>Language Arts / Speech</li> <li>Foreign Language</li> <li>Social Sciences</li> <li>Marketing</li> <li>Food Services</li> </ul>

Government and Public Administration		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Be involved in politics</li> <li>Negotiate, defend and debate ideas and topics</li> <li>Plan activities and cooperate with others</li> <li>Work with details</li> <li>Perform a variety of duties that may change often</li> <li>Analyze information and interpret it to others</li> <li>Travel and see things that are new to me</li> </ul>	<ul style="list-style-type: none"> <li>Good communicator</li> <li>Competitive</li> <li>Service-minded</li> <li>Well-organized</li> <li>Problem solver</li> </ul>	<ul style="list-style-type: none"> <li>Government</li> <li>Language Arts</li> <li>History</li> <li>Math</li> <li>Foreign Language</li> </ul>

Human Services		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Care about people, their needs and their problems</li> <li>Participate in community services and/or volunteering</li> <li>Listen to other people's viewpoints</li> <li>Help others be at their best</li> <li>Work with people from preschool to old age</li> <li>Think of new ways to do things</li> <li>Make friends with different kinds of people</li> </ul>	<ul style="list-style-type: none"> <li>Good communicator / good listener</li> <li>Caring</li> <li>Non-materialistic</li> <li>Intuitive and logical</li> <li>Non-judgmental</li> </ul>	<ul style="list-style-type: none"> <li>Language Arts</li> <li>Psychology / Sociology</li> <li>Family and Consumer Sciences</li> <li>Finance</li> <li>Foreign Language</li> </ul>

Health Sciences		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Work under pressure</li> <li>Help sick people and animals</li> <li>Make decisions based on logic and information</li> <li>Participate in health and science classes</li> <li>Respond quickly and calmly in emergencies</li> <li>Work as a member of a team</li> <li>Follow guidelines precisely and meet strict standards of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Compassionate and caring</li> <li>Good and following directions</li> <li>Conscientious and careful</li> <li>Patient</li> <li>Good listener</li> </ul>	<ul style="list-style-type: none"> <li>Biological Sciences</li> <li>Chemistry</li> <li>Math</li> <li>Occupational Health</li> <li>Language Arts</li> </ul>

Information Technology		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Work with computers</li> <li>Reason clearly and logically to solve complex problems</li> <li>Use machines, techniques and processes</li> <li>Read technical materials and diagrams and solve technical problems</li> <li>Adapt to change</li> <li>Play games and figure out how they work</li> <li>Concentrate for long periods without being distracted</li> </ul>	<ul style="list-style-type: none"> <li>Logical / analytical thinker</li> <li>See details in the big picture</li> <li>Persistent</li> <li>Good concentration skills</li> <li>Precise and accurate</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>Science</li> <li>Computer Technology / Computer Applications</li> <li>Communications</li> <li>Graphic Design</li> </ul>



# CAREER INTEREST SURVEY

Law, Public Safety, Corrections and Security		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Communicate with different types of people</li> <li>Help others with their homework or to learn new things</li> <li>Go to school</li> <li>Direct and plan activities for others</li> <li>Handle several responsibilities at once</li> <li>Acquire new information</li> <li>Help people overcome their challenges</li> </ul>	<ul style="list-style-type: none"> <li>Friendly</li> <li>Decision maker</li> <li>Helpful</li> <li>Innovative / inquisitive</li> <li>Good listener</li> </ul>	<ul style="list-style-type: none"> <li>Language Arts</li> <li>Social Studies</li> <li>Math</li> <li>Science</li> <li>Psychology</li> </ul>

Science, Technology, Engineering and Math		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Interpret formulas</li> <li>Find the answers to questions</li> <li>Work in a laboratory</li> <li>Figure out how things work and investigate new things</li> <li>Explore new technology</li> <li>Experiment to find the best way to do something</li> <li>Pay attention to details and help things be precise</li> </ul>	<ul style="list-style-type: none"> <li>Detail-oriented</li> <li>Inquisitive</li> <li>Objective</li> <li>Methodical</li> <li>Mechanically inclined</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>Drafting</li> <li>Physical Sciences</li> <li>Construction Trades</li> <li>Electrical Trades, Heat, Air Conditioning and Refrigeration, or Technology Education</li> </ul>

Manufacturing		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Work with my hands and learn that way</li> <li>Put things together</li> <li>Do routine, organized and accurate work</li> <li>Perform activities that produce tangible results</li> <li>Apply math to work out solutions</li> <li>Use tools and operate equipment and machinery</li> <li>Visualize objects in three dimensions from flat drawings</li> </ul>	<ul style="list-style-type: none"> <li>Practical</li> <li>Observant</li> <li>Physically active</li> <li>Step-by-step thinker</li> <li>Coordinated</li> </ul>	<ul style="list-style-type: none"> <li>Math—Geometry</li> <li>Chemistry</li> <li>Trade and Industry courses</li> <li>Physics</li> <li>Language Arts</li> </ul>

Transportation, Distribution and Logistics		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Travel</li> <li>See well and have quick reflexes</li> <li>Solve mechanical problems</li> <li>Design efficient processes</li> <li>Anticipate needs and prepare to meet them</li> <li>Drive or ride</li> <li>Move things from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>Realistic</li> <li>Mechanical</li> <li>Coordinated</li> <li>Observant</li> <li>Planner</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>Trade and Industry courses</li> <li>Physical Sciences</li> <li>Economics</li> <li>Foreign Language</li> </ul>

Marketing		
Activities that I like to do:	Personal qualities that describe me:	Subjects that I like:
<ul style="list-style-type: none"> <li>Shop and go to the mall</li> <li>Be in charge</li> <li>Make displays and promote ideas</li> <li>Give presentations and enjoy public speaking</li> <li>Persuade people to buy products or to participate in activities</li> <li>Communicate my ideas to other people</li> <li>Take advantage of opportunities to make extra money</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiastic</li> <li>Competitive</li> <li>Creative</li> <li>Self-motivated</li> <li>Persuasive</li> </ul>	<ul style="list-style-type: none"> <li>Language Arts</li> <li>Math</li> <li>Business Education / Marketing</li> <li>Economics</li> <li>Computer Applications</li> </ul>

This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose. Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005). The Career Clusters Interest Inventory is being used with permission of:



States' Career Clusters Initiative, 2008, www.careerclusters.org

## Top Matches

Career Cluster 1

---



---

Career Cluster 2

---



---

Career Cluster 3

---



---

# **Marshall High School**

## **Activities and Organizations**

### **Activities**

Band – Sara Summers  
Baseball (Spring) – Paul Alberson  
Boys Basketball (Winter) – Jason Varner  
Girls Basketball (Winter) – Paul Alberson  
Boys Golf (Spring) – John Weaver  
Boys Soccer (Fall) – Justin VanWinkle  
Boys Swimming (Fall) – Elaine Kelly  
Boys Tennis (Spring) – Ann Lewis & Brett Clause  
Boys and Girls Cross Country (Fall) – Jim Papreck & Amanda VanWinkle  
Boys and Girls Track (Spring) – Jim Papreck (Boys) – Amanda VanWinkle (Girls)  
Cheerleading - Lisa Bridges  
Choir – Ann Lewis  
Dance Force - Cherri Williams  
Football (Fall) – Jon Stockman  
Girls Golf (Fall) – John Weaver  
Girls Soccer (Spring) – Edwin Bridges  
Girls Softball (Fall) – Michael Varner  
Girls Swimming (Winter) – Rachel Willis  
Girls Tennis (Fall) – Susan Carney & Paul Gieringer  
Girls Volleyball (Fall) - Ashley Bredehoeft  
Orchestra – Kevin Lines  
Wrestling (Winter) – Greg Woodring

### **Clubs**

Academic Team – Bryan Gaskill  
Archery Club – Jon Stockman  
Art Club – James Bickell & Mary Resz  
Bird Cage – Cherri Williams  
Debate/Forensics – Paul Gieringer  
Distributed Educational Clubs of America (DECA) – Kerry Henley  
Drama Club – Mike Brennan  
Fall Musical – Mike Brennan & Ann Lewis  
Family Career and Community Leaders of America (FCCLA) – Leigh Ann Leimkuehler  
Fellowship of Christian Athletes (FCA) – Christina Benitez  
Future Business Leaders of America (FBLA) – Kira Witmer  
Future Farmers of America (FFA) – Karla Riggs, Tyler Burgin & Matt Hart  
Future Teachers of America (FTA) – Jim Papreck  
Gaming – Brett Clause  
National Honor Society (NHS) – Cathy Crawford  
Ping Pong – Cathy Crawford  
Science Club – OPEN  
Skills USA – Rusty Wilder  
Special Olympics - Brittney Buskin  
Spring Play – Amber Tottingham  
Student Council – Kim Adams  
Super Mileage – Carter Fawkes  
Technology Student Association (TSA) – Carter Fawkes  
Trap Shooting – Tyler Burgin & Matt Hart  
Yoga – Cathy Crawford





**Marshall  
High School**

## Clubs and Activities



### DECA

**Contact Person:** Kerry Henley

**Overview:** The co-curricular marketing student organization, DECA, is designed to support and strengthen the marketing curriculum and reinforce academic concepts related to marketing. Through participation in local, state and national activities, DECA members develop a better understanding of the business world, increase awareness of their civic obligations and develop social poise and leadership skills. Participation in DECA provides a vehicle for students to employ higher order thinking skills, interact with high-level business people, and gain career and technical understanding.

**Cost:** \$20 Dues (Includes T-Shirt) \$ 15 Dues (Without T-Shirt)

**Obligations/Responsibilities:** Must be enrolled in Fundamentals of Marketing or Advanced Marketing. Advanced Marketing students are required to participate in DECA competitions.

### SkillsUSA

**Contact Person:** Rusty Wilder

**Overview:** SkillsUSA is a partnership of students, teachers and industry representatives working together to ensure America has a skilled workforce. SkillsUSA helps each student to excel. SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations, including health occupations and for further education. SkillsUSA was formerly known as VICA (the Vocational Industrial Clubs of America).

**Cost:** \$13 Dues

**Obligations/Responsibilities:** Attend local meetings, attend state and national competitions.

### FFA (National FFA Organization)

**Contact Person:** Tyler Burgin, Karla Riggs, Matt Hart

**Overview:** The Marshall FFA Chapter is an intracurricular organization that coincides with all Agriculture Education courses. The Marshall FFA Chapter was #1 in MO in 2012, 2013, 2014, and 2015, and recognized as a top 10 Model of Excellence chapter on the National Level for 2012, 2013, 2014, and was named the #1 chapter in the nation in 2015. The chapter's mission is to develop member's potential for premiere leadership, personal growth, and career success through agriculture education.

**Cost:** \$20 Dues (Includes T-Shirt)

**Obligations/Responsibilities:** Every member must be enrolled in an agriculture education course to be eligible to participate in the organization and FFA Chapter activities.

## **MARSHALL FFA TRAPSHOOTING**

**Contact Person:** Tyler Burgin, Matt Hart

**Overview:** Marshall FFA Trap Team is a shooting sports program that teaches responsibility, precision, cooperation, good sportsmanship, and encourages the development of outdoor skills and firearm safety.

**Cost:** Participation in Fundraisers

**Obligations/Responsibilities:** Members must currently provide their own firearm (shotgun), ammunition, hearing protection and eye protection for practice and competition. The team competes at the Area, District and State Level throughout the year as well as several MYSSA competitions.

---

## **STUDENT COUNCIL**

**Contact Person:** Kim Adams

**Overview:** Student Council is Marshall High School's student government. Students should be prepared to participate in activities throughout the school year outside school hours. For details, please see Student Handbook.

**Obligations/Responsibilities:** Run for class officer or representative, then attends all scheduled meetings. Meeting times and places will be posted in the announcements.

---

## **ART CLUB**

**Contact Person:** James Bickell, Mary Resz

**Overview:** Students participate in different art shows and events throughout the year both at the school and in the community. A variety of fundraising and volunteering events will be put on each year by art club and members will be encouraged to attend and assist in these events.

**Cost:** \$15 Dues (Includes T-Shirt)

**Obligations/Responsibilities:** Attend and assist in art shows and events

---

## **EL CLUB DE ESPANOL**

**Contact Person:** Rebecca Hernandez

**Overview:** Immerse yourself in Hispanic culture! Participate in activities in which you will learn about the new customs through cooking, dancing and lots more!

**Cost:** \$15 Dues

**Obligations/Responsibilities:** Attend monthly meetings; participate in fundraising

---



## **FBLA (Future Business Leaders of America)**

**Contact Person:** Kira Witmer

**Overview:** The FBLA-PBL mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. FBLA is a state and national organization available to all high school students. Business meetings are conducted and fund-raising activities are provided through the school to enable the club members to participate in district, state, and national conferences and contests and service projects. FBLA offers an excellent opportunity for students to become leaders, understand business and business-related fields, prepare for careers, socialize, and engage in challenging competition.

**Cost:** \$20 Dues (Includes an FBLA T-Shirt)

**Obligations/Responsibilities:** Members should plan to attend meetings, prepare for district contest, help with fund raisers, and participate in FBLA activities.

---

## **FORENSICS**

**Contact Person:** Paul Gieringer

**Overview:** Forensics is the speech and debate organization at MHS. The class prepares in 13 different competitive events and participates in tournaments throughout the year.

**Obligations/Responsibilities:** Must be enrolled in Forensics class or see Mr. Gieringer if interested.

---

## **NHS (National Honor Society)**

**Contact Person:** Cathy Crawford

**Overview:** National Honor Society is an organization that is involved in service to school and community. It is open to students at the end of the first semester of 11<sup>th</sup> grade, and the end of the first semester of 12<sup>th</sup> grade.

**Cost:** \$20

**Obligations/Responsibilities:** To be scholastically eligible for membership, a student must achieve and maintain a cumulative GPA of 3.5. Students will also be required to complete 20 hours of community service and 15 service hours for Marshall Public Schools. Statements relating to leadership, service, and character are distributed to each faculty member who is requested to rate those eligible students in the above areas. After reviewing these ratings, final selection is made by the Faculty Council composed of five members appointed by the principal plus the NHS advisor who serves as an ex-officio member. Announcements of new members are in January. Induction ceremonies occur during 3<sup>rd</sup> quarter.

---

## **BIRD CAGE**

**Contact Person:** Cherri Williams

**Overview:** Bird Cage is our modern day rendition of Pep Club. Our goal is to build school pride, generate participation in all activities. If a student is not able to play a in a sport, Bird Cage still lets them participate by supporting the teams by simply cheering them on. Bird Cage is more of a social organization to promote school unity! Everyone is welcome.

**Cost:** \$15

---

## **SPECIAL OLYMPICS**

**Contact Person:** Brittany Busken

**Overview:** Special Olympics provides year-round sports training and athletic competition in a variety of Olympic-type sports for children with disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, teamwork, experience joy, and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes, and the community. Come participate with us as an athlete, volunteer, or coach in what will be a very rewarding experience.

---

## **FCCLA (Family Career and Community Leaders of America)**

**Contact Person:** Leigh Ann Leimkuehler

**Overview:** FCCLA is a Family and Consumer Sciences (FACS) related club. FCCLA focuses on personal development and community involvement. The members have the opportunity to do individual projects for state recognition and team projects for regional/state/national competitions. We are always looking for community service project ideas to offer volunteer opportunities for the members.

**Cost:** \$20 (Regional, State and National Dues)

**Obligations/Responsibilities:** Anyone who has had or is currently in a FACS class is eligible to join.

---

## **FUTURE TEACHERS OF AMERICA (FTA)**

**Contact Person:** Jim Papreck

**Overview:** Cadet Teaching is designed to interest students in the teaching profession as a career. This elective course offers an opportunity to gain understanding and knowledge of the teaching profession by serving as assistants to the classroom teachers at Marshall High School, becoming active members of the FTA (Future Teacher's Association), and completing written assignments designed to explore an education career.

**Cost:** \$5 Dues

**Obligations/Responsibilities:** Maintain a record of good citizenship and avoid the unlawful use of drugs and alcohol.

---

## **TSA (Technology Student Association)**

**Contact Person:** Carter Fawkes

**Overview:** TSA (Technology Student Association) is an organization for students that have been or are currently enrolled in a Technology Education/Industrial Arts class. This organization gives students the opportunity to learn more about technology and apply that knowledge in many different ways. TSA offers leadership opportunities and a chance to showcase a student's knowledge through competition on state and national levels.

**Cost:** \$10

**Obligations/Responsibilities:** Must be currently enrolled or have completed a Technology Education class.

---



## **MARSHALL SUPERMILEAGE TEAM**

**Contact Person:** Carter Fawkes

**Overview:** Marshall Supermileage Team students design and construct a vehicle to achieve the best fuel mileage possible. The team competes annually in the Missouri Supermileage Challenge in which the car is driven on a closed course and its fuel economy is evaluated and compared to entries from other Missouri schools. The team meets after school weekly starting in October and the contest is in April.

**Obligations/Responsibilities:** Hard work, good attendance, grades and school behavior is required for participation.

---

## **ACADEMIC TEAM**

**Contact Person:** Bryan Gaskill

**Overview:** Academic Team can be characterized as competition in which subject matter in multiple academic disciplines is used: science, mathematics, social studies, communication arts, fine arts/performing arts, and miscellaneous. This activity features head to head academic team competition, quick response answers, time limits on questions and use of recognition systems by participants.

**Obligations/Responsibilities:** After school practices and Saturday competitions.

---

## **DRAMA CLUB**

**Contact Person:** Mike Brennan

The drama club is dedicated to bringing the joy and power of Drama to students by providing high quality theatrical programming at the beginner and intermediate levels. It pledges to offer participants the chance to experience the excitement and rewards of theatre arts while developing poise, social skills, confidence, and the ability to work with others. All members are introduced to both theory and practice of drama.

---

## **SCIENCE CLUB/SCIENCE OLYMPIAD**

**Contact Person:**

Science club is for any student that has an interest in any area of science. Students will have the opportunity to go on science related field trips, participate in science fairs, and volunteer out in the community. Science club also participates in Science Olympiad and Science Bowl. At these competitions students will put their science knowledge to the test and compete for state and national recognition, along with the chance to win scholarships.

**Cost:** \$15 (for Science club T-shirt)

**Obligations/responsibilities:** Member should plan to attend meetings and practices for competitions

---

## **FCA (Fellowship of Christian Athletes)**

**Contact Person:** Christina Benitez

FCA is a local, state, and national organization dedicated to helping coaches and athletes and all whom they come in contact with, discover the challenge of developing a personal relationship with Jesus Christ. There is a local huddle group in the high school, which is open to all students grades 9-12. Any student is welcome, even if they are not an athlete. We have weekly meetings on Thursdays at 7:30a.m.

---

## **ARCHERY CLUB**

**Contact Person:** Jon Stockman

---

## **FALL MUSICAL**

**Contact Person:** Mike Brennan, Ann Lewis

---

## **SPRING PLAY**

**Contact Person:** Amber Tottingham, Brandi Souder

---

## **YOGA CLUB**

**Contact Person:** Cathy Crawford

**Overview:** Yoga club is for all interested students who want to learn and continue doing yoga exercises before school to increase flexibility and improve balance. Yoga club meets before school two days a week. Students should dress comfortably and may bring a yoga mat or towel to use.

---

## **PING PONG CLUB**

**Contact Person:** Cathy Crawford

**Overview:** Any student interested in learning how to play ping pong for fun is welcome to join. The club meets after school two days a week in the commons and students either play individually against others or with a partner.

**Cost:** If ping pong balls are lost or destroyed, group members will have to chip in money to replace them.

---

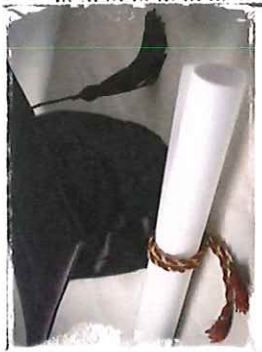
## **GAMING**

**Contact Person:** Brett Clause

---







## Marshall High School Graduation Requirements

### Planning Your Educational Program

is determined by the courses you take in high school and how well you do in those courses. The proper selection of courses will be governed by: (1) Requirements for graduation from high school; (2) Entrance requirements for a college or a vocational school; (3) A special field of interest (engineering, medicine, mechanics, etc...), and (4) Proper sequence of courses. Therefore, you must check your planned program of study each year.

### Minimum Unit Requirements for Graduation

Marshall High School will require a minimum of 25 units of credit for graduation. Of this minimum total no more than four can be in physical education. The local Board of Education has set the following requirements by area for the 25 units.

**\*English (4 units):** English I; English 2; English 3; and English 4 or English elective

**\*Mathematics (3 units):** Algebra; Geometry; Math Elective

**\*Science (3 units):** Intro. to Physics and Chem. (Physical Sc.); Biology I (Life Sc.); and 1 more science (Phy. or Life Sc.)

**\*Social Studies (3 units):** American History; Two Social Studies Electives; Government

**Fine Art (1 unit)**

**Practical Art (1 unit)**

**Physical Education (1 unit)**

**Personal Finance (1/2 unit)**

**Health (1/2 unit)**

**Electives (8 units)**

# Personal Plan of Study

Name \_\_\_\_\_

Graduation Year \_\_\_\_\_

Marshall High School and Saline County Career Center

Grade	English 4 credits	Math 3 credits	Science 3 credits	Social Studies 3 credits	Other Required Courses 4 credits PE 1 credit Fine Art 1 credit Pract. Art 1 credit Health ½ credit Pers Fin ½ credit	Electives 8 Credits Career & Technical Courses and/or Degree Major Courses	Credit Totals each year (25 credits required for graduation)	Career Interest: _____
<b>Secondary</b>	<b>9</b>	Eng I (1)	IPC (1)	American History (1)			7	Career Path: _____
	<b>10</b>	Eng II (1)	Biology (1)	SS elect? ( ½ ) SS elect? ( ½ )			7	Career Pathway: _____
	<b>11</b>	English credit		Government (1)			7	Plans after graduation: (complete all that apply) Enter Work Force? What Field? _____
	<b>12</b>	English credit					7	Enter Military Service? Which Branch? _____
Credit Totals in each area	4 3 2 1	3 2 1	3 2 1	3 2 1	4 3 2 1	8 7 6 5 4 3 2 1	(25 or more)	Certification program? (Certification, Community College, Career Center, Vocational program) _____
								2-Year Program? (Associate's Degree, Community College) _____
Dual Credit?	Parent's Signature _____							4-Year Program (Bachelor's Degree, University, College) _____
Articulated Credit through SCCC?	Student's Signature _____							
A+ Program?	Date: _____							

## What is "Dual Credit"?

A dual credit course is a college course taken by a high school student for which the student earns both college and high school credit at the same time. By participating in a dual credit program, it enables students to make progress toward your college degree before finishing high school.

Meet Our Student Ambassador



**NAME:** Denise Phegley - Senior

**CURRENT SCCC CLASSES:** Health Services, Ag Leadership

**PAST SCCC CLASSES:** Ag Science I, Ag Science II, Greenhouse, Floral Design

**SCCC ACTIVITIES:** FFA-National Convention, State Convention, Nursery/Landscape CDE State Qualified, Marshall FFA Chaplin 2016-2017, State FFA Camp

**WHY SCCC:** The Saline County Career Center gives students the opportunity to learn lifelong skills with every class having hands-on experiences. I can guarantee you will leave with skills you may have never had before.

### Computer Business Applications (Course #2113) - Weighted

Grades: 11, 12  
Credit: 1 hour

- Employment Opportunities
- Data Entry Clerk
  - Administrative Asst.
  - Executive Asst.
  - Receptionist
  - Legal Office Asst.
  - Medical Office Asst.

This course is designed to equip the student with a background of micro-computer operation concepts and skills for entry-level positions in the business field. It includes the use of word processing, spreadsheet, database, presentation and desktop publishing programs using MICROSOFT OFFICE 2016 (WORD, EXCEL, ACCESS, POWERPOINT and PUBLISHER). The content of this class is vital for students planning to enter the workforce or post-secondary education.

Membership in SkillsUSA is recommended.

Prerequisite: Must know the alphabetic keyboard by touch.

Articulated: State Fair Community College

Class limit: 20



### Microcomputer Applications - CAPP 125 (Course #????) - Weighted

Grades: 11, 12  
Credit: 1/2

This course is designed to equip the student with a background of micro-computer operation concepts and skills for entry-level positions in the business field. It includes the use of word processing, spreadsheet, database, presentation and desktop publishing programs using MICROSOFT OFFICE 2016 (WORD, EXCEL, ACCESS, and POWERPOINT). The content of this class is vital for students planning to enter the workforce or post-secondary education.

Prerequisite: Must know the alphabetic keyboard by touch.

Dual Credit: State Fair Community College

Dual credit students can download the entire Office Suite 2016 for free! (5 machines and 5 mobile devices)

Articulated: State Fair Community College

Eligibility: 3.0 GPA

Appropriate placement scores from ACT or Accuplacer

Class limit: 20



# What is "Embedded Credit"?

Embedded credit refers to credits awarded for mastery of course competencies from one subject that are incorporated into the course content of another class or series of classes. Students who are enrolled and successfully master the competencies are awarded credit for the classes they are enrolled in as well as the course whose competencies were "embedded".

## Culinary Arts (Course #2117)

Grades: 11, 12  
Credit: 3 hours

Employment Opportunities  
Chef  
Foodservice Manager  
Caterer  
Cake Decorator

This course provides training in the culinary industries and help students take their first real step toward promising restaurant and food service careers. Work experiences with specially trained worksite mentors are combined with a practical curriculum that coordinates real world skills and food service concepts. Students will get training in hospitality and culinary skills.



Membership in SkillsUSA is recommended. This is a two (2) year program. Embedded Credit: Technical Math (1/2 credit)

Class Limit: 12

Meet Our Student Ambassador



NAME: Steven Sims - Senior  
CURRENT SCCC CLASSES: Greenhouse, Advanced Marketing  
PAST SCCC CLASSES: Ag Science I, Ag Science II, Ag Economics, Fundamentals of Marketing  
SCCC ACTIVITIES: FFA Events, Public Speaking, DECA State  
WHY SCCC: Saline County Career Center gives you real-life work experience and develops skills necessary to ensure you are successful throughout your life. You also make lifelong friends not only from our school, but schools across Missouri. Anyone can benefit from this building and its programs.

## Advanced Culinary Arts (#2144)

Grades: 12  
Credit: 3 hours

Employment Opportunities  
Restaurant Manager  
Event Manager

Advanced Culinary Arts students will explore advanced techniques such as knife skills, sausage making, plating, and study of regional and international cuisines while applying them to an actual production setting. The class will also run a buffet periodically throughout the year. Students also have the opportunity to become certified in Serve Safe and with the American Culinary Federation as a Certified Culinarian.



Membership in SkillsUSA is recommended. Embedded Credit: Technical Math (1/2 credit) Prerequisite: Culinary Arts I, with a grade of C or better Class limit: 12



## What is "Articulation"?

Articulation is defined as a planned process linking two or more educational systems which helps the students smoothly transition from one level of occupational or academic preparation to the next without duplication of learning. A guiding principle of articulation is that no student should be required to repeat the same instructional content for which credit has already been awarded.

### Health Occupations (Course #2111)

Grades: 11, 12  
Credit: 3 hours

Health Occupations is designed to introduce students to the health care delivery system and provide basic academic knowledge in anatomy and physiology, medical terminology, infection control, human growth and development, and communication. In addition, the student learns entry-level job skills in the nursing field. Students have the opportunity and are encouraged to earn a certified nurse assistant (CNA) certification, a state certification for an entry-level position in the medical field.

Clinical experience may begin with the second quarter and will last throughout the year. Students must complete 100 contact hours in clinicals and be checked off on health care skills to be certified, therefore good school attendance is vital.

Students must have a physical exam no earlier than June of current year of taking the class, 2-step Tuberculosis test, proof of immunizations, a copy of Social Security card, copy of health insurance card, criminal background check, Hepatitis B vaccine or a signed declination statement. Nursing uniforms and sturdy shoes are required.

Liability insurance cost is approximately \$13.00 to \$15.00 (subject to change). Background check \$13.00 to \$15.00 (subject to change).

Membership in SkillsUSA is recommended.

Articulated: State Fair Community College

Certificate: State Certified Nursing Assistant—\$20 fee (subject to change) for professional certificate and laminated card.

Embedded Credit: Applied Science (1 credit)

Class Limit: 12 per state regulation. (All potential students will go through an application process. Students must be 17 years old before January 1st of the upcoming academic school year.)

Employment Opportunities:

Nursing Assistant  
For:  
Hospitals  
Nursing Homes  
Doctors Offices  
Home Health



## **General Information**

### **Articulation**

What is articulation? *Articulation* is a planned process linking two or more educational systems. Students smoothly transition from one level of occupational and academic preparation to the next without delay or duplication of learning. The process is envisioned as a continuum of preparation leading to advanced program placements.

Articulation permits students to advance from one course, program, or educational level to the next without loss of time or resources. A guiding principle of articulation is that no student should be required to repeat the same instructional content for which credit has already been awarded.

In addition to the articulation agreements outlined in this publication, some of the Associate of Applied Science Degree programs conducted at SFCC articulate with like Baccalaureate Degree programs offered by the University of Central Missouri, Missouri State University, Northwest Missouri State University, Drury University, and Central Methodist University. The existing articulation agreements between area technical and comprehensive high schools and SFCC, and between SFCC and selected four-year institutions, enable students to pursue a seamless progression of education coursework from high school through completion of a bachelor's degree.

The following outlines the benefits for Students, for Instructors, and for Instructional Programs:

#### For Students:

- ◇ Minimizes needless duplication, thus reducing costs for both the student and the participating institutions
- ◇ Allows students to receive college credit and/or advanced placement for their academic achievements at the high school or technical school
- ◇ Provides an incentive for technical students to continue advanced skills training
- ◇ Encourages enrollment in high school, technical school, and college curricula
- ◇ Emphasizes for students the relationship between schools and the value of academic success at each educational level
- ◇ Fosters self-confidence in students and student confidence in programs: students know where they are going and better understand what is expected of them in order to reach their goals
- ◇ Encourages students' positive attitudes about school as well as enthusiasm and interest in classroom activities
- ◇ Promotes a goal-oriented approach to students' academic endeavors

#### For Instructors

- ◇ Provides high school and technical school faculty with a first-hand knowledge of the community college and university programs
- ◇ Provides college faculty with a first-hand knowledge of the secondary and adult programs
- ◇ Establishes an integrated program to encourage continued and/or increased enrollment of goal-oriented students



- ◇ Builds instructor self-esteem in seeing both the student and the program succeed
- ◇ Enables instructors to better see where their programs fit within the overall course of study
- ◇ Enables instructors to strengthen their own programs thereby making their students more competitive within their selected field of study
- ◇ Allows faculty to gain from each other's strengths and professional competence
- ◇ Diminishes barriers between educational levels thereby promoting a sense of ownership and partnership among participating educators

#### For Instructional Programs

- ◇ Promotes relevancy
- ◇ Fosters increased program support
- ◇ Reduces duplication of instruction and inefficient use of instructional time
- ◇ Provides increased opportunities for shared equipment, facilities, and other instructional resources

### **General Guidelines for Receiving Articulated Credit**

#### Student Eligibility

In order to be eligible to receive transcribed articulated credit at State Fair Community College, the student must:

1. Complete admission requirements as established by the College and stated in the SFCC Course Catalog.
2. Receive grades of "B" or better in all related Career and Technical Education coursework each semester of Grades 11 and 12 and/or in Grades 9 and 10 if the coursework is taken in those semesters.
3. Be recommended for credit by the technical program instructor and counselor or/director using the "Recommendation for Articulated College Credit" form.
4. Enroll at SFCC within (1)\* year of high school graduation. (\*Enrollment more than one year past graduation will result in evaluation of credit on an individual basis.)

#### Credit Awards

Actual credit awarded will vary by program according to the agreements that are in effect. Credit awards may also vary for individual students depending on technical school instructor recommendations.

#### Transcripting

Articulated credit is recorded on the student's official college transcript with the letter grade earned in the CTE program upon completion of the student eligibility requirements stated above. The articulated credit will count as hours earned toward degree completion (for purposes of calculating financial aid) and will be used to compute GPA (Grade Point Average).

Transcribed articulated credit does not guarantee transferability to other institutions of higher education.

## **SFCC Process for Transcribed Articulated Credit**

Step 1: The college program and the career and technical center (CTC) program must have a valid articulation agreement on file with the SFCC Office of College & Career Readiness

Step 2: The student must meet student eligibility requirements for articulated credit as follows:

### Student Eligibility

1. Receive grades of "B" or better in all related CTC coursework each semester.
2. Be recommended for credit by the technical program instructor using the "Recommendation for Articulated College Credit" form.
3. Submit form to the SFCC Office of College and Career Readiness.

Step 3: The student must complete admission requirements as established by the College and stated in the SFCC Course Catalog and pay the required application fee.

Step 4: The SFCC Office of College & Career Readiness verifies student eligibility, SFCC college admission, and valid articulation agreements. If valid, the SFCC Office of College & Career Readiness sends the "Recommendation for Articulated College Credit" form to the SFCC Office of the Registrar.

Step 5: SFCC Office of the Registrar will record articulated credit on the student's official college transcript with the grade earned from the career and technical school or comprehensive high school.

### Note:

- ◇ Transcribed articulated credit will count as hours earned towards degree completion at SFCC.
- ◇ Transcribed articulated credit grades will be used to compute grade point average at SFCC.
- ◇ Actual credit hours awarded will vary by program according to the agreements that are in effect. Credit awards may also vary for individual students depending on the instructor recommendations.
- ◇ Transcribed articulated credit does not guarantee transferability to other institutions of higher education. The student should check with other schools for approval.