



CAREER LADDER

PLAN 2023-2024

INDEPENDENCE PUBLIC SCHOOLS (1-9-2023)

I. CAREER LADDER PHILOSOPHY

Quality education is largely dependent on the skills and talent of the teacher. The Independence Career Ladder Plan provides a flexible framework in which career advancement is available and teachers are rewarded for performance and for professional responsibilities.

The primary goal of a Career Ladder process is to promote excellence by recognizing and rewarding effective teaching and thus enhancing student performance. The Independence Career Ladder Plan encourages teachers to continue in the teaching profession by providing opportunities for increased responsibilities and compensation.

An emphasis on excellence, effective teaching, and professional development serves to enhance the status of teaching and offers challenges and responsibilities for teachers.

The implementation of this philosophy will be enhanced through the Independence Career Ladder model that focuses on the following purposes:

- To enhance the educational experiences of students by recognizing and rewarding productive, effective educators.
- To retain quality teachers in the classroom.
- To provide a career path for teachers to allow them to advance within the profession.
- To provide incentives for professional growth.
- To promote staff development.

II. CORRELATION OF RESPONSIBILITIES TO THE INDEPENDENCE SCHOOL DISTRICT IMPROVEMENT PLANS

The Independence School District has developed Board of Education Goals, the Comprehensive School Improvement Plan Goals, and Building Level School Improvement Goals to facilitate and improve the instructional experience for students. All Career Ladder responsibilities shall directly and obviously relate to Board of Education Goals, the Comprehensive School Improvement Plan Goals, Building Level School Improvement Goals, and The Missouri Standards.

III. ELIGIBILITY AND STAGE PLACEMENT

- In order for teachers to participate in Career Ladder in a calendar year, the teacher cannot be on an improvement plan.
- If an ISD staff member dropped out of the previous Career Ladder program and submits a new application, the staff member will be placed no higher than Stage II.
- Staff members new to ISD will not be eligible for Career Ladder until the completion of their 2nd year of teaching experience in the ISD.
- Eligible staff members can choose a lower Stage to participate in even if they qualified for a higher stage. This means if you choose a lower stage than stage III, such as stage II. You would be compensated at the Stage II compensation level and would not be required to stay at Stage II the following year.

IV. INDEPENDENCE CAREER LADDER QUALIFICATIONS

A. STAGE I

Qualifications

1. Two (2) to Four years(4) of teaching experience in the Independence School District.
2. Appropriate certification in a subject area.
3. Classroom teacher, library media specialist, SLP, building coach, or guidance counselor serving on not less than a regular length, full-time contract.
4. The Career Ladder applicant will develop a Career Ladder Plan that contains responsibilities and timelines the applicant will assume in order to receive the Career Ladder supplemental pay. The responsibilities shall relate to the Improvement Plans and Goals identified in Section II. Career Ladder plans will be typed. Application for Career Ladder can be accessed on the **Staff** page of the District website at: **<http://www.isdschools.org>**.

The criteria for the responsibilities are:

- a minimum of 50 clock hours,
- a minimum of 25 student contact hours
- a minimum of 2 responsibilities/goals and a maximum of 4 responsibilities/goals for the entire plan
- a maximum of 25 clock hours per responsibility with the exception of student contact hours which will be unlimited,

- documented hours must be beyond the contract day
- documented hours may not be subject to other compensation.
- Providing Special Education services that could meet IEP goals is not allowed.
- The teacher has met all of the qualifications for Stage I and participated in a minimum of at least fifty (50) clock hours in one or more of the following:
 - Support School sponsored parent engagement events.
 - Served as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;
 - Served as a mentor for students, whether formally or informally;
 - Provided high-quality tutoring or additional learning opportunities to students consistent with department memo FAS-21- 004;
 - Assisted students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications;
 - Other (Description required)
 - Provided instruction on “5th Day” activities.
 - Club Sponsorship
 - Tutoring
 - Credit Recovery
- Approved Non-Student contact hour activities
 - Participated in a teacher externship as provided in section 168.025;
 - Served as a mentor or cooperating teacher for a new teacher for which the teacher does not already receive additional compensation;
 - PTA Building Representative with administrator permission
 - Professional Development Committee
 - Career Ladder Committee
 - Superintendent or Principal’s Advisory Committee
 - Safety Committee
 - Wellness Committee
 - Parent involvement activities regarding instruction or curriculum
 - Serving in teacher externships
 - Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive compensation
 - Home visits
 - CPI training outside of contracted time as approved by an administrator.
 - Other (with a description of how this teacher’s responsibility or voluntary effort directly relates to improving programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program, or instructional improvement).

B. STAGE II

Qualifications

1. Successful completion of the Stage I Career Ladder Plan.
2. Five (5) to seven (7) years of teaching experience in the Independence School District.
3. Appropriate certification in subject areas.
4. Classroom teacher, library media specialist, SLP, building coach, or guidance counselor on serving not less than a regular length, full-time contract.
5. The Career Ladder applicant will develop a Career Ladder Plan that contains responsibilities and timelines the applicant will assume in order to receive the Career Ladder supplemental pay. The responsibilities shall relate to the Improvement Plans and Goals identified in Section II. Career Ladder plans will be typed. Application for Career Ladder can be accessed on the **Staff** page of the District website at: **<http://www.isdschools.org>**.

The criteria for the responsibilities are:

- a minimum of 75 clock hours,
- a minimum of 37.5 student/parent contact hours
- a minimum of 3 responsibilities/goals and a maximum of 6 responsibilities/goals for the entire plan
- a maximum of 25 clock hours per responsibility with the exception of student contact hours which will be unlimited,
- documented hours must be beyond the contract day, and
- documented hours may not be subject to other compensation.
- Providing Special Education services that could meet IEP goals is not allowed.
- The teacher has met all of the qualifications for Stage I and participated in a minimum of at least seventy-five (75) clock hours in one or more of the following:
 - Support School sponsored parent engagement events.
 - Served as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;
 - Provided high-quality tutoring or additional learning opportunities to students

- consistent with department memo FAS-21- 004;
- Assisted students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications;
 - Other (description required)
 - Provided instruction on "5th Day" activities.
 - Club Sponsorship
 - Tutoring
 - Credit Recovery
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- Approved Non-Student contact hour activities
 - Participated in a teacher externship as provided in section 168.025;
 - Served as a mentor or cooperating teacher for a new teacher for which the teacher does not already receive additional compensation;
 - PTA Building Representative with administrator permission
 - Professional Development Committee
 - Career Ladder Committee
 - Superintendent or Principal's Advisory Committee
 - Safety Committee
 - Wellness Committee
 - Parent involvement activities regarding instruction or curriculum
 - Serving in teacher externships
 - Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive compensation
 - Home visits
 - CPI training outside of contracted time as approved by an administrator.
 - Other (with a description of how this teacher's responsibility or voluntary effort directly relates to improving programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program, or instructional improvement).

C. **STAGE III**

Qualifications

1. Successful completion of the Stage II Career Ladder Plan.
2. Eight (8) years or more of teaching experience in the Independence School District.
3. Appropriate certification in a subject area).
4. Classroom teacher, library media specialist, SLP, building coach, or guidance counselor on serving not less than a regular length, full-time contract.
5. The Career Ladder applicant will develop a Career Ladder Plan that contains responsibilities and timelines the applicant will assume in order to receive the Career Ladder supplemental pay. The responsibilities shall relate to the Improvement plans and goals identified in Section II. Career Ladder plans will be typed. Application for Career Ladder can be accessed on the **Staff** page of the District website at: **<http://www.isdschools.org>**.

The criteria for the responsibilities are:

- a minimum of 100 clock hours,
- a minimum of 50 student/parent contact hours
- a minimum of 4 responsibilities/goals and a maximum of 8 responsibilities/goals for the entire plan
- a maximum of 30 clock hours per responsibility with the exception of student contact hours which will be unlimited,
- documented hours must be beyond the contract day, and
- documented hours may not be subject to other compensation.
- Providing Special Education services that could meet IEP goals is not allowed.
- The teacher has met all of the qualifications for Stage I and participated in a minimum of at least one hundred (100) clock hours in one or more of the following:
 - Support School sponsored parent engagement events.
 - Served as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;

- Served as a mentor for students, whether formally or informally;
- Provided high-quality tutoring or additional learning opportunities to students consistent with department memo FAS-21- 004;
- Assisted students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications;
- Other (description required)
- Provided instruction on “5th Day” activities.
 - Club Sponsorship
 - Tutoring
 - Credit Recovery
- Approved Non-Student contact hour activities
 - Participated in a teacher externship as provided in section 168.025;
 - Served as a mentor or cooperating teacher for a new teacher for which the teacher does not already receive additional compensation;
 - PTA Building Representative with administrator permission
 - Professional Development Committee
 - Career Ladder Committee
 - Superintendent or Principal’s Advisory Committee
 - Safety Committee
 - Wellness Committee
 - Parent involvement activities regarding instruction or curriculum
 - Serving in teacher externships
 - Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive compensation
 - Home visits
 - CPI training outside of contracted time as approved by an administrator.
 - Other (with a description of how this teacher’s responsibility or voluntary effort directly relates to improving programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program, or instructional improvement).

V. CAREER LADDER PROCEDURES

A. APPLICATION PROCESS

The Career Ladder applicant shall develop a Career Ladder Plan which formally details the manner and timeline proposed to meet the specific responsibility requirements as well as provisions to monitor progress and verify the completion of responsibilities. Following initial approval by the Career Ladder committee, the Career Ladder Plan may be amended for good cause, by **April 30**, with the approval of the Career Ladder committee.

A Career Ladder Plan may extend from **May 1st of the current year** through **May 31st** of next year. **The Career Ladder Plan must be submitted to the Career Ladder committee by October 1st.**

The Career Ladder committee shall give initial approval for a Career Ladder Plan that shows sufficient documentation to demonstrate that the applicant will complete responsibilities identified for different stages for the Career Ladder program.

B. COMPLETION AND APPROVAL FOR PAYMENT

The applicant shall submit the completed Career Ladder Plan to the committee by **May 31st**. The committee will review the plans to ensure that the applicants have fulfilled the specific requirements of their responsibilities. Teachers who have a Career Ladder Plan approved will receive the appropriate payment. Payment shall not exceed \$1,500 for Stage 1, \$3,000 for Stage II, or \$5,000 for Stage III. Career Ladder payment shall be in addition to the teacher's contracted district salary. The responsibilities of the CLP shall be commensurate and adjustable to the compensation offered for each stage that will be completed by the teacher while on the Career Ladder. These responsibilities shall be directly and obviously related to the Independence Improvement Plans as identified in Section II and be detailed in the teacher's CLP.

If you cannot complete the hours required for your Stage, you will be compensated according to the Stage requirements that your completed hours meet. This means that if you did not meet the hours required for Stage III but completed enough to meet Stage II requirements, you would be compensated at the Stage II compensation level. Therefore, you will not be required to go down to that Stage the following year.

C. TIMELINE SUMMARY FOR CAREER LADDER ACTIVITIES

Sept. 1 - Oct. 1	Date to submit Career Ladder Plans.
April 30	Deadline for submitting amendments for the Career Ladder Plan.
May 31st	Date to submit the COMPLETED Career Ladder Plan, with verification, to the committee for approval and recommendation for payment.

VI. CAREER LADDER REVIEW COMMITTEE

A. COMMITTEE COMPOSITION

A Career Ladder committee shall be created each year to recommend approval to the Board of Education of the applicant's Career Development Plan and placement on the Career Ladder. The committee will be representative of the following:

1. Certificated teaching staff:
 - minimum of 20 elementary teachers, not to exceed 23, with at least one representative from each elementary building
 - minimum of 8 middle school teachers, not to exceed 10, with at least two representatives from each middle school building
 - minimum of 7 high school teachers, not to exceed 10, with at least two representatives from Van Horn, William Chrisman, and Truman, and at least one representative from Independence Academy
2. Central Office (Assistant Superintendent of Human Resources)
3. Secondary Administrator
4. Elementary Administrator

B. PROCEDURES FOR SELECTING TEACHER REPRESENTATIVES

All teachers who qualify for any stage of the Career Ladder will be eligible to serve on the committee. The Career Ladder committee shall have at least fifty percent (50%) membership from the teacher Unit who have been selected by the Association President or designees. With the annual consent of the Career Ladder committee members, their committee service will be continuous. If a Career Ladder committee vacancy occurs, the INEA Association President or designee will receive notice of the vacancy and select a replacement from requisite sites. If the District does not receive notification of the INEA selections for service of the Career Ladder Committee within 30 days of notice of the vacancy, the District will provide notice to the Association President of its intent to select a replacement for the Career Ladder Committee and will proceed to make a selection.

- C. Stakeholder input on the development of the plan was gathered through surveys and meetings.

X. ASSESSMENT OF THE CAREER LADDER PROGRAM

During May of each school year, the Independence Career Ladder committee under the direction of the Deputy Superintendent of Instruction, will assess the Career Ladder program. The criteria for assessment will include the goals and purposes of the Career Ladder program as well as the applicable annual goals established by the Board of Education. The Career Ladder committee assessment will be based upon how these goals and purposes are enhanced by teacher participation in the Career Ladder program responsibilities. Data will be compiled to document teacher involvement in responsibilities

supporting the identified goals and purposes.

XI. APPEAL PROCEDURE

The Career Ladder applicant may appeal decisions regarding approval or denial of application and placement on the Career Ladder to the Career Ladder committee. If the Career Ladder issues are not resolved after consultation with the committee, the teacher may initiate the appeals procedures as provided in Regulation 4850 of the Board of Education Policies. If the issue is not resolved at the Superintendent of Schools level, the applicant may make a written appeal to the decision to the Board of Education within 30 days of the Superintendent's decision.

XII. FUNDING OF THE PROGRAM

In 2022 The Department of Elementary and Secondary started funding 60% of the District's Career Ladder program. The 2022 funding requires a local match of 40% for any additional salary provided by the grant. For positions otherwise funded by a federal program for the base salary, local funds must be used to match the state funds provided by the grant to supplement salaries based on the qualifications and responsibilities of each stage. Federal funds may not be used for the grant salary matching funds. This is true for positions funded discretely by federal funds (e.g. Title I) and for situations where Title I is implemented using a School-wide Pool model.

If the Department of Elementary and Secondary Education discontinues or prorates funding the Career Ladder program, the Independence School District can make the decision to discontinue the Career Ladder program or prorate the Career Ladder program.

1. Upon successful completion of the process and appropriate documentation, educators will receive the following compensation:

Stage 1 participants: 50 hours logged for \$1500 compensation.
Stage 2 participants: 75 hours logged for \$3000 compensation.
Stage 3 participants: 100 hours logged for \$5000 compensation.
2. All eligibility requirements for Career Ladder participation will remain the same. In order for teachers to participate in Career Ladder in a calendar year, the teacher cannot be on an improvement plan.
3. If the State provides any future funding or adjusts funding for any portion of Career Ladder, the committee will reconvene to discuss how teachers might modify their plan in order to access the resulting additional compensation.
4. In order to remain compliant with State regulations, participants must log the requisite number of student contact hours for their level of participation; a minimum of (25) twenty-five student contact hours for stage 1, (37.5) thirty-seven and a half hours for stage 2, and (50) fifty hours for stage 3. The State will no longer allow educators to log a combination of student and parent

contact hours to fulfill this requirement. All of those hours must be direct student contact only. Therefore, the plan document and forms have been changed to reflect this revised expectation.

**INDEPENDENCE SCHOOL DISTRICT GOALS COMPREHENSIVE
SCHOOL IMPROVEMENT PLAN (C.S.I.P.)**

**Career Ladder
2023-2024**

Area 1: Academic Achievement

Goal 1.1: Align curriculum to state and national standards.

1. Strategy 1.1.1: Provide curriculum, aligned with the Missouri Learning Standards, including instructional activities and assessments for all curricular areas in support of reading, writing, and math.
2. Strategy 1.1.2: Each building and program will implement a School Improvement Plan that will evaluate the taught curriculum, as measured by AYP and APR.

Goal 1.2: Restructure high school programs to increase student achievement in all five MSIP Standards..

1. Strategy 1.2.1: Expand industry and post-secondary partnership opportunities to all Independence Schools through improved access to Career Academies
2. Strategy 1.2.2: Improve knowledge of and focus on MSIP Standards 3, 4, and 5

Goal 1.3: Implement effective research-based instructional practices across the district in an effort to eliminate achievement gaps.

1. Strategy 1.3.1: Appropriate professional development on research-based instructional materials and strategies will be implemented with fidelity through collaborative cross-district opportunities.
2. Strategy 1.3.2: Administer and analyze relevant assessments pertaining to classroom instruction in all classrooms PK-12 to acquire and develop data-driven best practices for instruction
3. Strategy 1.3.3: Early intervention programs will be used to ensure that all children from birth to grade 12 will have access to appropriate research-based programs providing for education and ongoing growth.

Area 3: High-Quality Staff

Goal 3.2: Provide professional development opportunities for all staff members

3. Strategy 3.2.3: Provide ongoing professional development for new and veteran certificated staff members
4. Strategy 3.2.4: Provide ongoing professional development opportunities for veteran classified staff members

Area 4: Parent - Community Involvement

Goal 4.1: Use a variety of outlets to reach parents and patrons and expand opportunities for parental and community engagement

1. Strategy 4.1.1: Improve and streamline communication to parents and community by teachers, buildings and the District.
2. Strategy 4.1.2: Increase parental and patron involvement in the schools and the district

Goal 4.2: Create and maintain a culture of strong relationships and professionalism

3. Strategy 4.3.1: Deepen community engagement through ISD Academies, AVID and Leader In Me

Goal 4.3: Actively engage community members and partners

1. Strategy 4.3.1: Deepen community engagement through ISD Academies, AVID and Leader In Me

Area 5: Technology

Goal 5.1: Plan the access and exposure to technology devices to support student achievement

1. Strategy 5.1.1: Elementary students will primarily use technology to support discovering, sharing, and analyzing information within the learning process as a digital citizen
2. Strategy 5.1.2: Middle School students will primarily use technology to support critical thinking, research

skills, becoming an effective collaborative learner, and digital citizenship

3. Strategy 5.1.3: High School students will primarily use technology to support collaborative research, critical analysis of information, effective communication, and digital citizenship

Goal 5.2: Increase and enhance the amount of quality products that show student learning using technology tools

1. Strategy 5.2.1: Students will utilize a variety of technology tools to research, create, collaborate, and demonstrate learning
2. Strategy 5.3.1: District-wide Professional Development will be offered in a relevant, convenient, and collaborative environment emphasizing current technology and educational applications

SHOW ME STANDARDS

GOAL 1-- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

1. develop questions and ideas to initiate and refine research;
2. conduct research to answer questions and evaluate information and ideas;
3. design and conduct field and laboratory investigations to study nature and society;
4. use technological tools and other resources to locate, select and organize information;
5. comprehend and evaluate written, visual and oral presentations and works;
6. discover and evaluate patterns and relationships in information, ideas and structures;
7. evaluate the accuracy of information and the reliability of its sources;
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation;
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies;
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.

GOAL 2-- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

1. plan and make written, oral, and visual presentations for a variety of purposes and audiences;
2. review and revise communications to improve accuracy and clarity;
3. exchange information, questions and ideas while recognizing the perspectives of others;
4. present perceptions and ideas regarding works of the arts, humanities and sciences;
5. perform or produce works in the fine and practical arts;
6. apply communication techniques to the job search and to the workplace;
7. use technological tools to exchange information and ideas.

GOAL 3-- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

1. identify problems and define their scope and elements;
2. develop and apply strategies based on ways others have prevented or solved problems;
3. develop and apply strategies based on one's own experience in preventing or solving problems;
4. evaluate the processes used in recognizing and solving problems;
5. reason inductively from a set of specific facts and deductively from general premises;
6. examine problems and proposed solutions from multiple perspectives;
7. evaluate the extent to which a strategy addresses the problem;
8. assess costs, benefits and other consequences of proposed solutions.

GOAL 4-- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate the knowledge and skills to make decisions and act as responsible members of society.

1. explain reasoning and identify information used to support decisions;
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States;
3. analyze the duties and responsibilities of individuals in societies;
4. recognize and practice honesty and integrity in academic work and in the workplace;
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals;
6. identify tasks that require a coordinated effort and work with others to complete those tasks;
7. identify and apply practices that preserve and enhance the safety and health of self and others;
8. explore, prepare for and seek educational and job opportunities.

SHOW-ME STANDARDS CONTENT AREAS

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization);
2. reading and evaluating fiction, poetry and drama;
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals);
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes);
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multimedia productions);
6. participating in formal and informal presentations and discussions of issues and ideas;
7. identifying and evaluating relationships between language and culture.

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. principles expressed in the documents shaping constitutional democracy in the United States;
2. continuity and change in the history of Missouri, the United States and the world;
3. principles and processes of governance systems;
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand);
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment;
6. relationships of the individual and groups to institutions and cultural traditions;
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. addition, subtraction, multiplication and division; other number sense, including numeration and

2. estimation; and the application of these operations and concepts in the workplace and other situations;
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes;
3. data analysis, probability and statistics;
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts;
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples);
6. discrete mathematics (such as graph theory, counting techniques, matrices).

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. process and techniques for the production, exhibition of performances of one or more of the visual or performed arts;
2. the principles and elements of different art forms;
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts;
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines;
5. visual and performing arts in historical and cultural contexts.

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. properties and principles of matter and energy;
2. properties and principles of force and motion;
3. characteristics and interactions of living organisms;
4. changes in ecosystems and interactions of organisms with their environments;
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere;
6. composition and structure of the universe and the motions of the objects within it;
7. processes of scientific inquiry (such as formulating and testing hypotheses);
8. impact of science, technology and human activity on resources and the environment.

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. structures of, functions of, and relationships among human body systems;
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management);
3. diseases and methods for prevention, treatment and control;
4. principles of movement and physical fitness;
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use);
6. consumer health issues (such as the effects of mass media and technologies on safety and health);
7. responses to emergency situations.