



**ROGERS**  
Public Schools

where all belong, all learn, and all succeed

**HIGH SCHOOL  
COURSE CATALOG**  
*2019-2020*



## TO ALL HIGH SCHOOL STUDENTS AND PARENTS:

All high school students will make many decisions concerning their education. Among the most important of these decisions is the selection of courses to be studied. Whether you plan to attend college, go to a vocational-technical school, or enter the work force, these are extremely important decisions.

Course selections should be made carefully, considering both the student's future goals and graduation requirements. College-bound students should immediately map out a course of study that consists of smart core courses. Students should seek the advice of parents, counselors, teachers, mentors and administrators. A close relationship among these groups can help ensure appropriate choices.

The high school master schedules are developed after students make course choices. As a direct result of these decisions, the number of sections available is determined by the choices made by students during their course selection process. Although some conflicts will arise, every effort will be made to enroll students in the courses that they select. Please register accurately and give careful consideration to the selections made.

Rogers has three high school campuses and two alternative campuses: Rogers High School, Rogers Heritage High School, Rogers New Technology High School, Crossroads/Extended Day, and REAP. Some courses may only be offered at off-site locations. Students may want to consider this issue in selecting courses.

Graduates who have gone on to postsecondary schools always advise students to take more ADE Smart Core courses, work harder, and develop a rigorous schedule. Such a plan is likely to improve the student's ACT/SAT scores, reduce the need for remedial (non-credit) courses in college, and generally make more options available to the student upon graduation. Do not underestimate the seriousness of choosing these courses.

Best wishes for success.

<b>Heritage High School (HHS)</b>	<b>Rogers High School (RHS)</b>	<b>Rogers New Tech High School (RNTHS)</b>	<b>Crossroads Learning Center (CR)</b>	<b>REAP</b>
<b>Principal:</b> Jim Davis <b>Assistant Principals:</b> Chad Arnhart Jerrod Blockburger Cindy Rice Darla Tomasko <b>Administrative Assistant:</b> Zac Vest	<b>Principal:</b> Dr. Lewis Villines <b>Assistant Principals:</b> Rob Lindley Tricia Murray Lynsey Reynolds Paul Wilson <b>Administrative Assistant:</b> Jeff Hagers	<b>Principal:</b> Dr. Lance Arbuckle <b>Assistant Principals:</b> Karen Highfill Chip Greenwell	<b>Principal:</b> Karen Steen	<b>Principal:</b> Terry Ciganek

## ROGERS PUBLIC SCHOOLS STATEMENT OF ASSURANCE

In keeping with guidelines of Title VI, Section 601, Civil Rights Act of 1964, Title IX, Section 901, Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the **Rogers Public Schools** assures that no person shall, on the basis of race, color, national origin, sex, religion, or handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program.

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**Disclaimer:** Every effort has been made to insure that information provided in this course catalog is current and accurate at the time of publication.

*\*Cover and photos by Jason Ivester*

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## SELECTION OF COURSES

The Rogers School District believes that selection of courses is one of the most important things that students and parents do each year. Choices that are made have long-term effects on job opportunities, preparation for college, the development of responsibility and independence, and the ability to work with others (among many other things). We urge you to make your selections seriously and thoughtfully, to consult with your parents/guardians, and to seek additional information from your teachers and counselors. The following sections are intended to give you information about skills needed for success in the workplace and those needed for success in college. The courses you select will contribute to the development of these skills.

## ROGERS PUBLIC SCHOOLS STUDENT PROMOTION AND PLACEMENT

IKE

In grades 9-11, students will advance to the next grade level in the student information system. Students in grade 12 **must meet the graduation requirements** in order to be promoted to graduation status.

Graduation Requirements beginning with the Class of 2017

The Rogers Board of Education establishes the following requirements for graduation from a Rogers High School. All courses with an Arkansas Department of Education high school course number will count toward graduation credit.

4 credits	<b>English</b>
4 credits <sup>1</sup>	<b>Math</b> (at least 1 unit of Algebra or its equivalent <sup>2</sup> and 1 unit of Geometry or its equivalent <sup>2</sup> ) A unit of AP Computer Science or state-approved Computer Science may count as Flex credit for one unit of Math. All math units must build on the base of algebra and geometry knowledge and skills.
3 credits <sup>1</sup>	<b>Science</b> (at least 1 unit of Biology Integrated or its equivalent and 1 unit of a physical science) A unit of AP Computer Science or state-approved Computer Science may count as Flex credit for one unit of Science.
3 credits	<b>Social Studies</b> (1 unit of World History, 1 unit of U.S. History, ½ unit of Civics and ½ unit of Economics)
1 credit	<b>Physical Education</b>
½ credit	<b>Oral Communication</b>
½ credit	<b>Health / Safety</b>
½ credit	<b>Fine Arts</b>
½ credit	<b>Career &amp; Technical</b>
7 credits <sup>3</sup>	<b>Electives</b>
<b>24</b>	<b>Total Credits Required<sup>4/5</sup></b>

<sup>1</sup> All students are required to be enrolled in a math and science class their junior or senior year.

<sup>2</sup> A two-year Algebra equivalent or a two-year Geometry equivalent may each be counted as two units toward the four-unit requirement.

<sup>3</sup> According to the ADE Standards of Accreditation, electives are also known as Career Focus credits—14.02

<sup>4</sup> May be reduced to no less than 22 credits under compelling extenuating circumstances. A 12<sup>th</sup> grade student may file a formal request with the principal of the high school the student attends, the assistant superintendent of secondary curriculum and instruction, and the superintendent of schools to graduate with less than 24 credits but no less than 22 credits. Those who earn at least 24 credits and at least 48 grade points will receive a silver seal on the diploma; those who earn at least 24 credits but fewer than 48 grade points, and those graduating with fewer than 24 credits will receive no seal on the diploma.

<sup>5</sup> Rogers New Technology High students, in addition, will need to complete **two** of the following options to meet graduation requirements: **Career Investigations**-(0.5 credit), **Approved Community Service**-(25 hours), **Early College Experience**-(6 hours) of college credit which may include collegiate distance learning, Advanced Placement, and concurrent credit courses with at least one course taken on the college campus.

Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate as required by A.C.A. 6-16-1406.

Beginning in the 2018-2019 school year, in order to receive a high school diploma a student will be required to pass the civics portion of the naturalization test as required by A.C.A. 6-16-149.

Beginning with the entering freshman class of 2017-2018, each high school student will be required to have specific instruction in personal finance standards in grades 10, 11, or 12 prior to graduation as required by A.C.A. 6-16-135.

Graduation Requirements for English Language Learners

All students must fulfill district requirements in order to graduate. In order to accommodate the learning needs of English Language Learners, up to three credits of English may be earned in English I ESOL, English II ESOL, and/or English III ESOL. The remaining English credit must be earned in a mainstream English class. English IV ESOL (Senior Support) may be taken in conjunction with mainstream English. English I, II, III or IV may be taken in order to satisfy the mainstream English credit. Successful completion of English III ESOL (or demonstration of appropriate proficiency) is a prerequisite for enrolling in English I, II, III, or IV. English Language Learners will initially be placed in the appropriate ESOL courses based on the results of state-approved language proficiency testing, prior education, and approval of parents. Subsequent placement will be determined by language proficiency testing, successful completion of courses, and teacher recommendation. Parents may decline ESOL services at any time by contacting the ESOL office at 631-3559.

## Honors Graduation

### Graduation with Honors

A student must complete all local graduation requirements, the Smart Core requirements specified by the Arkansas Department of Education, complete at least two years of the same foreign language, complete the required number of AP courses (or appropriate Rogers New Technology High School Early College Experience courses), and meet the GPA and quality point requirements to graduate with honors.

The board of education approves three levels of honors recognition for Rogers graduates:

- **Honors:** For those who complete all local graduation requirements, Smart Core, complete the requirements specified by the Arkansas Department of Higher Education (ADHE), complete at least two levels of the same foreign language, complete at least two Advanced Placement courses, or an Associate's Degree program, or appropriate Rogers New Technology High School (RNTHS) Early College Experience courses, maintain a grade point average of at least 3.300, and earn at least 92 total quality points.
- **High Honors:** For those who complete all local graduation requirements, Smart Core, complete the requirements specified by the Arkansas Department of Higher Education (ADHE), complete at least two levels of the same foreign language, complete at least four Advanced Placement courses, or complete an Associate's Degree program, or appropriate Rogers New Technology High School (RNTHS) Early College Experience courses, maintain a grade point average of at least 3.750, and earn at least 105 total quality points.
- **Distinguished Honors:** For those who complete all local graduation requirements, Smart Core, complete the requirements specified by the Arkansas Department of Higher Education, complete at least two levels of the same foreign language, complete at least five Advanced Placement courses, or complete an Associate's Degree program, or appropriate Rogers New Technology Early College Experience courses, maintain a grade point average of at least 4.000, and earn at least 112 total quality points.

	Requirements	AP Courses	GPA	Total Quality Points
<b>Honors</b>	<ul style="list-style-type: none"> <li>• All local graduation requirements</li> <li>• Smart Core</li> <li>• requirements specified by the ADHE</li> <li>• 2 levels of the same foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• 2 AP courses</li> <li style="text-align: center;">OR</li> <li>• Associate's Degree program</li> <li style="text-align: center;">OR</li> <li>• Early College Experience (RNTHS)</li> </ul>	3.300	At least 92
<b>High Honors</b>	<ul style="list-style-type: none"> <li>• All local graduation requirements</li> <li>• Smart Core</li> <li>• requirements specified by the ADHE</li> <li>• 2 levels of the same foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• 4 AP courses</li> <li style="text-align: center;">OR</li> <li>• Associate's Degree program</li> <li style="text-align: center;">OR</li> <li>• Early College Experience (RNTHS)</li> </ul>	3.750	At least 105
<b>Distinguished Honors</b>	<ul style="list-style-type: none"> <li>• All local graduation requirements</li> <li>• Smart Core</li> <li>• requirements specified by the ADHE</li> <li>• 2 levels of the same foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• 5 AP courses</li> <li style="text-align: center;">OR</li> <li>• Associate's Degree program</li> <li style="text-align: center;">OR</li> <li>• Early College Experience (RNTHS)</li> </ul>	4.000	At least 112

### Quality Points<sup>1</sup>

Quality points and GPA will be utilized to determine honors graduation. Quality points will be accumulated based on grade points assigned in the following manner:

	Grade Points for Non-AP Class	Grade Points for Advanced Placement Class*
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0

\*For a student to receive weighted credit for an AP class, he or she must complete the AP test at the end of the class and the student's course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and Arkansas Department of Education rules or is in the process of completing an Additional Training Plan.

All high school courses will be counted toward honors graduation, **except** the following:

- Approved credits earned in a home school or any other school not fully accredited by a state's education department or one of the standard regional accrediting agencies (e.g., North Central Association).<sup>2</sup>
- Grades from an Arkansas Nonpublic School Accrediting Association (ANSAA) school will count in the honors calculation if the student attends a Rogers high school for three years.<sup>2</sup>
- Credits transferred from a foreign country, unless from a school accredited by one of the regional accrediting agencies, as indicated above.<sup>2</sup>

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<sup>1</sup> To calculate quality points, add grade points for each grade on the transcript and divide by two.

<sup>2</sup> If a student attends two years at a Rogers high school, the student may petition to have grades and quality points calculated during the fall of the senior year. A committee of administrators and teachers will be formed to make a determination if course work not accepted for quality points meets the rigor and expectations of Rogers Public Schools.

### **Class Rank**

Rogers Public Schools does not report a numerical ranking "rank" for our students. Complications for students related to this policy change should be directed in writing to the building principal for consideration.

### **Grade Point Average**

All courses with a high school course number for which a grade is recorded (regular courses, transfer courses, college courses, etc.) will be included in the grade point calculation, and the resulting grade point average will be reported to colleges or other approved agencies which request this information.

### **Early Graduation**

A student may graduate when the 24-credit requirement is met. However, no more than 2 units of credit for correspondence work will be accepted. Students who choose not to attend their designated Rogers high school for their senior year will not be eligible for honors graduation.

Students who meet the above named requirements may elect to attend graduation ceremonies. It is the responsibility of the student to be measured for cap and gown at the appropriate time and to make all other arrangements necessary for graduation.

### **Delayed Graduation**

Any student who does not meet graduation requirements at the end of 12<sup>th</sup> grade must earn the remaining credits needed within one year. After that one-year period, all current graduation requirements must be met to receive a high school diploma from Rogers Public Schools.

Policy Adopted 6-17-03

Revised 2-15-05, 12-18-07, 6-17-08, 12-15-09, 7-20-10, 4-17-12, 9-18-12, 11-20-12, 5-21-13, 11-19-13, 11-18-14, 5-19-15, 12-19-17, 6-19-18 Reviewed: 3-17-15, 5-8-18 Rogers School District No. 30

Because the Rogers School District believes in the concept of accountability, it provides the following guarantee to the graduates of a Rogers high school:

For any Rogers graduate who meets all of the following conditions and is then required to take remedial courses upon admission to a public college or university in Arkansas, the Rogers School District agrees to reimburse the student for the full tuition for such remedial courses. (If a student enters a public institution outside of Arkansas, or a private institution, the school district will pay remedial tuition comparable to in-state tuition at a public institution in Arkansas.)

To qualify for this tuition payment, the student must:

1. Complete all courses specified as Core requirements by the Arkansas Department of Higher Education (ADHE) and the student's college. The ADHE core requirements currently include the following:
  - 4 units of English, with emphasis on writing skills (not to include courses in oral communication, journalism, drama, or debate)
  - 3 units of science, with laboratories
  - 4 units of math, including Algebra I and II, Geometry and one at a higher level than Algebra II
  - 3 units of social studies, including 1 of American History, 1 of World History, ½ Civics and ½ Economics
  - Complete the Smart Core requirements as specified by the Arkansas Department of Education.
2. Have a grade point average of at least 2.50 in these core requirements at graduation.
3. Have taken the ACT (national college admission test) prior to April of the junior year.
4. Have successfully completed an ACT preparatory program or any comparable program at the conclusion of the junior year, if the most recent ACT score in math or English was below the remedial level, as determined by the Arkansas Department of Higher Education (currently set at 19).
5. Have successfully completed a recommended course of study during the senior year, if the most recent ACT score in math or English was below the remedial level.
6. Have taken the ACT at least once in the spring semester of the senior year, if previous scores were not above remedial levels.
7. Have successfully completed an ACT preparatory program or any comparable program, at the conclusion of the senior year, if the most recent ACT score was below the remedial level.
8. Have an average attendance rate of at least 95% for grades 9-12.
9. Have been a full-time student enrolled in the Rogers Public Schools for the five years prior to graduation.
10. Have enrolled in college no later than the spring semester of the school year following graduation from a Rogers high school.

Approved 4/20/2004

Revised 12/18/2007, 4/17/12, 12/18/12, 5/8/18 Reviewed: 3/17/15 Rogers School District No. 30

## GRADUATION REQUIREMENTS COMPARISON

Beginning with the entering 9th grade class of 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

	ADE Smart Core (24 Credits)	ADE Core (24 Credits)
<b>English</b>	<b>4 Credits:</b>	<b>4 Credits:</b>
	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
<b>Math</b>	<b>4 Credits:</b>	<b>4 Credits:</b>
	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II</li> <li>Fourth Year Math as approved by ADE or approved Computer Science</li> </ul> <i>At least one math credit must be taken in 11<sup>th</sup> or 12<sup>th</sup> grade</i>	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>2 credits from:                             <ul style="list-style-type: none"> <li>Bridge to Algebra II</li> <li>Algebra II</li> <li>Fourth Year Math as approved by ADE or approved Computer Science</li> </ul> </li> </ul> <i>At least one math credit must be taken in 11<sup>th</sup> or 12<sup>th</sup> grade</i>
<b>Science</b>	<b>3 Credits with lab experience:</b>	<b>3 Credits with lab experience:</b>
	<ul style="list-style-type: none"> <li>Biology-Integrated (1 credit)</li> <li>2 credits from:                             <ul style="list-style-type: none"> <li>Physical Science-Integrated</li> <li>Chemistry-Integrated</li> <li>Physics</li> <li>ADE Approved Computer Science</li> </ul> <i>(no lab experience required)</i> </li> </ul>	<ul style="list-style-type: none"> <li>Biology-Integrated</li> <li>1 credit from:                             <ul style="list-style-type: none"> <li>Physical Science-Integrated</li> <li>Chemistry-Integrated</li> <li>Physics</li> <li>ADE Approved Computer Science</li> </ul> <i>(no lab experience required)</i> </li> </ul>
<b>Social Studies</b>	<b>3 Credits:</b>	<b>3 Credits:</b>
	<ul style="list-style-type: none"> <li>United States History</li> <li>World History</li> <li>Civics (½ Credit)</li> <li>Economics (½ Credit)</li> </ul>	<ul style="list-style-type: none"> <li>United States History</li> <li>World History</li> <li>Civics (½ Credit)</li> <li>Economics (½ Credit)</li> </ul>
<b>Physical Education</b>	<b>1 Credit:</b>	<b>1 Credit</b>
	<ul style="list-style-type: none"> <li>½ Credit (required)</li> <li>½ Credit (local requirement)</li> </ul>	<ul style="list-style-type: none"> <li>½ Credit (required)</li> <li>½ Credit (local requirement)</li> </ul>
<b>Oral Communication</b>	½ Credit	½ Credit
<b>Health/Safety</b>	½ Credit	½ Credit
<b>Fine Arts</b>	½ Credit	½ Credit
<b>Career &amp; Tech</b>	½ Credit (local requirement)	½ Credit (local requirement)
<b>Electives</b>	<b>7 Credits:</b>	<b>7 Credits:</b>
	<ul style="list-style-type: none"> <li>6 Credits (required)</li> <li>1 credit (local requirement)</li> </ul>	<ul style="list-style-type: none"> <li>6 Credits (required)</li> <li>1 credit (local requirement)</li> </ul>

*Comparable concurrent credit may be substituted where applicable.*

## GRADING

Grades are one of the most important products of the educational process in that they remain a part of the student's record forever. Students are encouraged to do their very best in all classes. Parents are encouraged to monitor the progress of their children and to raise questions, when necessary, about grades. Such questions should be directed first to the teacher, then to a counselor or the principal. Students who maintain sufficiently high grades may qualify for honors graduation, recognition by the Rogers Chamber of Commerce, incentive awards, etc.

### Grading Standards: **All Classes**

<b>Grade Range:</b> Although grades are typically reported as letter grades, those grades are based on the following <b>grading scale</b> :	<b>Regular/Pre-AP:</b> <b>Grade values</b> (for purposes of computing grade point averages) for all regular classes are based on the following point values, computed at the end of each semester:	<b>AP Courses:</b> <b>Grade values</b> for Advanced Placement (AP) courses are based on the following semester point values, when the national exam is taken at the end of the year:
90-100	A – 4 points	A – 5 points
80-89	B – 3 points	B – 4 points
70-79	C – 2 points	C – 3 points
60-69	D – 1 point	D – 2 point
Below 60	F – 0 points	F – 0 points

## COLLEGE TESTING INFORMATION

Most colleges require students to take the ACT or the SAT as a part of the admission process. Many scholarship programs, such as the National Merit Scholarship Program and the Arkansas Academic Challenge Scholarship, require students to take one or the other of these tests. Registration materials are available in the counseling office. Students planning to enroll in a community college (such as NWACC) may utilize assessments outlined by the colleges. Information related to college assessments is available in the counselors' office. The Rogers High School campus at: 2300 S. Dixieland Rd., Rogers, AR, is an administration site for most college entrance exams. Please check in the counseling office and look through the registration materials for the registration deadlines for each testing date.

For more information on Advanced Placement (AP), SAT, PSAT and ACT tests, please visit the following websites:

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

[www.actstudent.org](http://www.actstudent.org)

[www.apstudent.collegeboard.org/home](http://www.apstudent.collegeboard.org/home)

## GENERAL INFORMATION

**ADVANCED PLACEMENT (AP) COURSES:** These courses are designed for college-bound students who want the best preparation for college course work. Students who successfully complete an AP course, and who choose to take a nationally administered exam at the end of the course, can earn college credit that is accepted at most colleges and universities. For a student to receive weighted credit for the class, he/she must complete the AP test at the end of the year. Students should check with the college of their choice to determine the college's AP policies.

**CONCURRENT CREDIT:** A student in the Rogers School District who successfully completes eighth grade shall be eligible to enroll in an institution of higher learning for the purpose of earning concurrent credit that counts as college credit and toward high school graduation elective requirements. (See page 75 for more information)

**CORRESPONDENCE COURSES:** Students must have **prior approval** from a counselor and principal for correspondence courses to be accepted. No more than 2 units of correspondence credit can be counted towards the graduation requirement.

**PROGRESS/DEFICIENCY REPORTS:** Parents are entitled to a notice that their children are in danger of failing a course and the probable reason for a deficiency. Therefore, teachers will hand out progress/deficiency reports to students during the fifth week of each quarter.

**DROPPING A CLASS:** Until the 70<sup>th</sup> day of the semester, a class may be dropped and not appear on the transcript. After the 70<sup>th</sup> day of the semester, a student **may not** drop a class. *NOTE: All students must be enrolled in at least **six** "for credit" classes. Therefore, students would only have the option of dropping **one** class per semester.*

**FULL-TIME ENROLLMENT:** Students in the Rogers School District who have successfully completed eighth grade must be on campus for seven periods and enrolled in a minimum of six classes for credit. Exceptions to this are students who are participating in a Rogers high school work program or taking concurrent credit classes at a publicly supported community college, technical college, four-year college, university or an accredited private institution. See course descriptions for those who may enroll in work programs and prerequisites that are required. Students in these programs must take their on-campus credit classes consecutively.

**INCOMPLETE GRADES:** These are the responsibility of the student. After **one** semester the incomplete grade automatically becomes an "F" and is calculated as an "F" in the GPA and class rank until it is made up.

**REGISTRATION:** Course selection takes place in the spring semester for the following year. Selections should be made carefully, considering both the student's future goals and graduation requirements. The high school master schedules are developed after students make course choices. As a direct result of these decisions, the number of sections available is determined by the choices made by students during their course selection process. Although some conflicts will arise, every effort will be made to enroll students in the courses that they select. Please register accurately and give careful consideration to the selections made. Classes are designed to meet the needs of the majority of students whether or not they plan to continue their education beyond high school. Students planning to go to college are advised to select those mathematics, science, social studies, and language courses that will be the best preparation for college.

**REPLACEMENT CREDIT:** Students have several options for earning replacement credit. Students should visit with their counselor as soon as possible to understand his/her options. For a student to count concurrent credit as replacement credit toward graduation requirements, the student should follow the concurrent credit/replacement credit guidelines established by the Rogers School District.

**REPORT CARDS:** Report cards are given out each semester. First semester report cards are distributed at parent-teacher conferences. Second semester report cards are mailed to the parents.

**SCHEDULE CHANGES:** All schedule changes for first and second semesters of the school year **must** be completed before the designated deadline at each high school. The only changes that will be made after this deadline will be due to our error in making a schedule, improper placement in an advanced level course, or to insure that a student who has previously failed a course is not scheduled with the same teacher. Other circumstances may be appealed to the principal.

## ROGERS PUBLIC SCHOOLS – HIGH SCHOOL GRADUATE PROFILE

The high school Graduate Profile has been many years in the making. Rogers Public School administration visited with many community groups, both civic and business-oriented. In addition, parent, teacher and student groups were also consulted. The question that was asked of all of those groups was: *"What knowledge, skills and characteristics should students have before they graduate?"* All of the answers from all of the groups were compiled and formulated into the Graduate Profile, listed below. The school district understands that as our community grows and changes, what it expects from its high school graduates may also change. It is the job of the local school district to provide high school graduates ready to be productive members of its community. Therefore it should be understood that this list of knowledge, skills and characteristics, known as the graduate profile, is a working document that will be in constant revision.

Additional time has been spent to ensure that our local expectations align with national expectations. The characteristics of the Rogers Graduate Profile have been compared to the 21<sup>st</sup> Century Skills and the technology standards of ISTE (*International Standards for Technology in Education*). The alignment is high and we can be assured that students meeting the Rogers Graduate Profile are prepared to compete internationally in today's global economy.

# Graduate Profile:

## Communication

First Language – Students are expected to communicate well, both orally and written in their first language  
Reading, Writing, Speaking, and Listening

Second Language – Communication is a second language allows students to compete for jobs in today's world  
Reading, Writing, Speaking, and Listening

## Content Knowledge

All students must meet the state standards for the core content areas including  
language arts, math, science, and social studies

## Reasoning & Thinking Skills

Inventive Thinking – develop new ideas

Critical Thinking – has the ability to define problems

Creative Thinking – thinks imaginatively

### Analysis Skills:

- Knowledge of systems – Understands how systems work
- Use of data – Uses data to analyze information and improve processes
- Information processing - Systematically organizes or records information and follows up with an appropriate action
- Evaluating – Judges or determines the significance, worth or quality
- Problem-solving – Handles problems logically; anticipates potential outcomes; makes good decisions

## Employability Skills

Team Skills – Takes initiative in team leadership, works well and contributes to the team effort

Serving customers – Courteous and thoughtful respect for seniority/authority

### Personal Qualities:

- Goal-setting – Sets personal goals and monitors progress
- Manners – Courteous and thoughtful; respect for seniority/authority
- Grooming - Good appearance/impressions; clothing
- Drug-free – Free of illegal substances
- Sociability – Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- Self-Esteem – Believes in one's own self-worth and maintains a positive view of self
- Integrity/Honesty – Can be trusted; recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; chooses an ethical course of action
- Responsibility – Punctual; completes tasks in a timely manner
- Citizenship – Has a sense of social responsibility and participates in the democratic process; volunteers
- Creativity – Generates new ideas; uses imagination to reveal new possibilities; producer, generator and/or artist
- Social Literacy – Knows how to behave appropriately in each situation
- Emotional Literacy – Demonstrates maturity and maintains self-control
- Financial Literacy - Understands personal accounting; has knowledge of checking, savings, and credit card use
- Self-evaluation – Constantly assesses one's own knowledge, skills, and abilities for continuous improvement

## Career Awareness and Exploration

Takes advantage of educational and occupational exploration and career planning

## Technology and Digital-Age Literacy

Demonstrates basic knowledge of computers and software; selects appropriate tools and procedures to accomplish task

## Aesthetic Literacy

Has an understanding and appreciation for beauty, culture and the arts



## ROGERS HONORS ACADEMY: EXPLORE, EXCEL, TRANSFORM

### **Mission:**

The mission of the Rogers Honors Academy is to promote academic excellence and provide students with the skills and support needed to attend college and to get admitted to the *top schools* in the US. (Top Schools are identified in US News and World Report Best Colleges, Colleges That Change Lives and The Princeton Review Best 384 Colleges.)

This endeavor involves:

- Educating parents and students about college choice so they can make informed decisions.
- Expanding the possibilities open to students through increased understanding about college admissions, financial aid, and through visits to colleges and exposure to college representatives.
- Increasing the number of Rogers Public Schools' college-going students and supporting underrepresented students in this process.

### **What does *Explore, Excel, Transform* mean in the Rogers Honors Academy?**

#### **Explore**

Self: What are my interests, talents, passions, ways of thinking? How am I unique? What are my special characteristics? What extracurricular activities do I enjoy?

Community: How am I a part of my communities (as a learner, a contributor, a leader...)? What are the needs of my communities?

Academics: What do I get excited about learning? How can I do research? What can I explore that I haven't explored?

#### **Excel**

Self: How can I expand my thinking? What biases do I have and how do I work with them? How do I follow my passions? Develop my unique characteristics? How do I expand my horizons? How do I stretch myself?

Community: What issues do I deeply care about? How can my contributions make my communities better? What can I leave as a legacy? How do I make a difference in a meaningful way?

Academics: How do I challenge myself? How far can I go in my favorite fields of study? What primary sources can I utilize? How can I think critically, analytically and creatively to construct knowledge? How can I take my academic performance to the next level? How can I think and create in an interdisciplinary way?

#### **Transform**

Self: How do I realize my potential? How do I become the best self I can become?

Community: What has changed as a result of my contributions? What 'work' am I most proud of? How have I changed the 'way of doing business' or the attitudes of others in my various groups?

Academics: How do I push the frontiers of understanding in a particular discipline and across disciplines? How have I worked with original or primary sources to create a new understanding?

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### **Expectations for Scholars:**

Rogers Honors Academy scholars will experience a rigorous curriculum, excel in coursework and their relationships with others, and meet high expectations for personal conduct. They will be academically motivated, engage enthusiastically with new world experiences and diverse perspectives, be respectful in their interactions, and enthusiastic and caring citizens of their local and world community. In addition, they will:

- Attend the Rogers Honors Academy Graduation & Scholarship Celebration.
- Graduate with a GPA of 3.75 or higher.
- Exhibit knowledge of and adherence to the rules of the school district.
- Communicate effectively with their teachers, counselors and mentors and actively pursue additional assistance when needed.
- Produce work of high quality and contribute positively to their learning community.
- Attend college fairs, college admissions presentations, and other college-related activities and events.
- Take ACT and/or SAT preparation workshops.
- Go on college visits when possible to do so.
- Get involved in community service, help consistently with family or home obligations, or work in a job.

## Requirements for Scholars 2019--2020

### Sophomore Year Requirements

- Cumulative GPA of 3.70 by end of Fall semester
- Take 2 Pre-AP or AP Classes (any combination)
- Involvement in Community Service or working in a job (obligations at home qualify)
- Foreign Language Class: While not required for this year, if student hasn't already taken a foreign language class, it is recommended that they begin taking a foreign language class.

### Junior Year Requirements

- Cumulative GPA of 3.75 by end of Spring semester
- Take 3 Pre-AP or AP Classes (any combination)
- Ongoing involvement in Community Service or working in a job (obligations at home qualify)
- Foreign Language Class: If student hasn't already taken a foreign language class, it is required that they take one this year.
- Students are encouraged to take AP Seminar (part of AP Capstone)

*(NOTE: Students are required to take 2 levels of the same foreign language. It is strongly recommended that students explore additional levels of foreign language for college admission requirements to top tier colleges. It is recommended that students take AP level foreign language classes.)*

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### Senior Year Requirements

- Maintain Cumulative GPA of 3.75
  - Take 3 Pre-AP or AP Classes (any combination)
  - Ongoing involvement in Community Service or working in a job (obligations at home qualify)
  - Foreign Language class: It is strongly recommended that students explore additional levels of foreign language for college admission requirements to top tier colleges. It is recommended that students take AP level foreign language classes.
  - Students are encouraged to take AP Research (part of AP Capstone)
- 

### College Visits

Students will be given the opportunity to take a college visit during their membership in the Rogers Honors Academy. (Depending on space, subsequent trips may be possible.)

**Students are required to visit at least one top school – either on their own or with the RHA.**

Top schools are identified by US News and World Report Best Colleges. We focus on:

- [Top 100 National Universities](#)
- [Top 50 Liberal Arts Colleges.](#)
- [Colleges That Change Lives](#)
- [The Princeton Review Best 384 Colleges](#)

### College Applications

During their senior year, each RHA member **must apply to at least two top schools** in the US.

### Community Service

Students should be involved in sustained, personally meaningful community service or work inside of or outside of the home. Community service or work commitments may increase potential admission to top colleges and scholarship awards and it provides a learning opportunity beyond school.

### Additional RHA Requirements

Essay: One to three paragraphs. (Essay format should be Times New Roman, 12-point font size, double-spaced.)

Essay should include:

- Your story - who you are and how you will take advantage of the opportunities provided by the RHA.

## COURSE DESCRIPTIONS

**Arkansas Department of Education's Curriculum Frameworks:** All courses taught within the Rogers Public Schools follow the Arkansas Department of Education's Curriculum Frameworks when available. These frameworks contain Student Learning Expectations upon which all coursework is based. Courses that do not have frameworks provided by the state have been submitted to the ADE for their approval.

**The College Board's® Advanced Placement Program®** enables students to pursue college-level studies while still in high school. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both, for college. **AP (Advanced Placement) Courses** offered on our high school campuses are taught by trained teachers. Because of these courses' rigorous nature, they provide some of the best experiences for our students. Therefore, parents and students should take into consideration:

- One or both parents/guardians are encouraged to attend an AP parent information meeting before registration
- Some AP courses may have additional content related prerequisites—please check the course description(s) of the individual course(s).
- If an AP course is taught only once for all school campuses, the class may begin at 8:00 am.

Students may receive weighted credit for taking an Advanced Placement (AP) course only if they complete the national AP exam at the end of the year. Students should seek to enroll in **Pre-AP courses** when possible in order to increase their chances for success in the actual **AP courses**. Please note that there are **no** national exams for the **Pre-AP courses** and students do **not** receive weighted credit for those classes.

## ENGLISH

Grade 9	Grade 10	Grade 11	Grade 12
Accelerated Pathways			
Pre-AP English I	Pre-AP English II	AP English Language and Composition	AP English Literature and Composition
			College Composition I AND College Composition II
SMART CORE and CORE			
English I	English II	English III	English IV
ELECTIVES			
Academic Reading Creative Writing Critical Reading I Critical Reading II ELA Drama			
Elective Credits			Transitional Literacy Ready
Graduation Credits			

### **#410000 English I** (9<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

English I will include units of grammar, vocabulary development, literature and composition. The student is expected to read short stories, plays, and novels. Composition is addressed through the literature assignments and other areas of interest. Study, note-taking, and testing skills are taught and practiced throughout the course.

### **#410001 Pre-AP English I** (9<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: successful completion of 8<sup>th</sup> grade English)

Pre-AP strategies utilized in the pre-AP curriculum are designed to provide all students the skills necessary to be successful in any level of the language arts curriculum. This curriculum will provide instruction in the three language arts strands of writing, reading, and listening/speaking. As the curriculum progresses, these strands will be expanded to include advanced study in the areas of grammar, literary analysis, reading comprehension, vocabulary development, all genre of writing, AP terminology, and AP formatted exams. The ultimate goal of these years of pre-AP instruction is to lay a strong foundation for success with the AP curriculum. As this course is part of the college-prep path, the student may be exposed to literature containing what some may consider offensive language and controversial topics.

### **#41000E English I ESOL** (9<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. English I will include units of grammar, vocabulary development, literature and composition. The student is expected to read short stories, plays, and novels. Composition is addressed through the literature assignments and other areas of interest. Study, note-taking, and testing skills are taught and practiced throughout the course.

**#411000 English II** (10<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: successful completion of English I or concurrent enrollment in an English I credit recovery class)

English II demands that the student master a wide range of English skills. The course is devoted to the study of literature and the development of writing and vocabulary skills. Grammar and usage skills are reviewed and reinforced as necessary to enhance and improve writing skills. The student is expected to read short stories, essays, drama, poetry, and novels. In addition to these literary genres, the student learns literary terms and is exposed to some literary criticism. Composition is addressed through the literature assignments and through other areas of interest. Study, note-taking, and testing skills are reviewed and practiced throughout the course. Critical thinking skills are emphasized.

**#411001 Pre-AP English II** (10<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: successful completion of English I or Pre-AP English I)

Students will continue a program of advanced study of literature, critical thinking skills, grammar, and composition. The students begin an intensive study of literary terms and their application in literature. Critical writing is introduced and emphasized. Formal critiques of a novel or non-fiction work approved by the teacher are required. As this course is part of the college-prep path, the student may be exposed to literature containing what some may consider offensive language and controversial topics.

**#41100E English II ESOL** (10<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. English II demands that the student master a wide range of English skills. The course is devoted to the study of literature and the development of writing and vocabulary skills. Grammar and usage skills are reviewed and reinforced as necessary to enhance and improve writing skills. The student is expected to read short stories, essays, drama, poetry, and novels. In addition to these literary genres, the student will learn literary terms and be exposed to some literary criticism. Composition is addressed through the literature assignments and through other areas of interest. Study, note-taking, and testing skills are reviewed and practiced throughout the course. Critical thinking skills are emphasized.

**#412000 English III** (11<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: successful completion of English II or concurrent enrollment in an English II credit recovery class)

English III will include grammar study and practice, vocabulary development skills, a research process, and composition. The focus is American Literature supplemented with additional pieces for enrichment. The students will expand on literary terms and critical thinking skills presented in English II.

**#41200E English III ESOL** (11<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. English III will include grammar study and practice, vocabulary development skills, a research process, and composition. . The focus is American Literature supplemented with additional pieces for enrichment. The students will expand on literary terms and critical thinking skills presented in English II.

**#413000 English IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: successful completion of English III or concurrent enrollment in an English III credit recovery class)

English IV addresses writing, reading, and communication skills. English IV covers grammar review as needed, as well as more advanced grammar techniques. Students are to master conventions of composition based upon literature and research. The focus is British Literature supplemented with additional pieces for enrichment. Listening, speaking, and presentation skills are practiced and emphasized.

**#513033 English IV ESOL** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

This course is for senior students who are enrolled in a mainstream English course. This class provides additional study in English grammar and concepts in order to support the senior taking a mainstream English course. Focus will be placed on reading literature and writing for a variety of academic purposes.

**#517030 AP English Language and Composition** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: recommendation of "B" in current English course; teacher recommendation)

AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by

making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

**#517040 AP English Literature and Composition** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: recommendation of “B” in current English course; teacher recommendation)

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**#519930 College Composition I – NWACC ENGL 1013 English Composition I**

(11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisites: Cumulative 3.00 GPA and ACT: 19 Reading and English **OR** Accuplacer: 78 Reading and 83 Sentence Skills **OR** ACT Aspire: 428 Reading and English)

**NOTE:** This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. Guiding the student through the process of writing with regular practice and analysis of effective writing, this first course of the composition sequence emphasizes the writing of clear, concise, developed academic prose. Generally students are expected to follow the rules of Standard English to understand paragraph development, and to write a research assignment involving the integration of sources. Students may encounter works of a mature nature as is expected in a college course.

**#519940 College Composition II – NWACC ENGL 1023 English Composition II**

(12<sup>th</sup> Grade) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisite: College Comp I with C or better)

**NOTE:** This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This course continues the writing, reading, research and critical thinking skills developed in Composition I. Students will write in multiple genres and gain further practice in the analysis, interpretation, and evaluation of complex texts. Students may encounter works of a mature nature as is expected in a college course.

**#417010 Creative Writing** (9<sup>th</sup> – 12<sup>th</sup>) (.5 credit) (1 semester)

Creative Writing is designed to allow students to explore different genres of writing. Students will increase their ability to give and receive critical feedback while developing the skills needed to write creatively within different genres. This course will also provide students the skill sets necessary to pursue various avenues of publishing. By the conclusion of the course, students will have a working portfolio of their collected writings across a variety of genres and topics.

**#419110 Critical Reading I** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit and/or 0.5 credit per semester)

**NOTE:** This course is **NOT** a required English credit, it is considered a language arts elective.

Critical Reading is an elective course for selected students. Placement will be determined through course grades, test scores, and teacher recommendations. Students will be assigned to this class unless meeting one of the following conditions: (1) reading score of “ready or exceeding” on ACT or ACT Aspire; (2) students in special education whose reading deficits are being adequately addressed in the IEP; or (3) ESOL students whose reading deficits are being adequately addressed in the ESOL program. This course is designed to accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, ongoing assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats and genres. In addition, students will engage in differentiated learning activities tied to a variety of fiction and nonfiction texts with increasing complexity. Students will also demonstrate literacy competence through purposeful application of knowledge and skills from this course, based on individual and collective literacy goals.

**#419120 Critical Reading II** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit and/or 0.5 credit per semester)

**NOTE:** This course is **NOT** a required English credit, it is considered a language arts elective.

Critical Reading II is an elective course for selected students. Placement will be determined through course grades, test scores, and teacher recommendations. Students will be assigned to this class unless meeting one of the following conditions: (1) reading score of “ready or exceeding” on ACT or ACT Aspire, (2) students in special education whose reading deficits are being adequately addressed in the IEP, or (3) ESOL students whose reading deficits are being adequately addressed in the ESOL program. This course is designed to accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, ongoing assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats and genres. In addition, students will engage in differentiated learning activities tied to a variety of fiction and nonfiction texts with increasing complexity. Students will also demonstrate literacy competence through purposeful application of knowledge and skills from this course, based on individual and collective literacy goals.

**#416000 ELA Drama** (9<sup>th</sup>–12<sup>th</sup> Grades) (0.5 credit) (1 semester)

ELA Drama is a one semester English elective course designed to introduce students to the study of dramatic literature. Through the study of written plays, students will become informed, perceptive, and appreciative audience members of plays from various cultures and time periods. To accomplish this goal, students will gain knowledge of dramatic elements by studying classical to contemporary plays. Students will examine and compare historical influences and contexts, universal themes in dramatic literature, and authorial treatment of tragic heroes from various literary periods. Students will demonstrate understanding of dramatic literature through creative oral and written interpretations and adaptations. This course is an elective credit and above the state requirements of four English credits.

**#419130 Academic Reading** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

Academic Reading is a two-semester course designed to accelerate reading growth for students thru a state required intervention by strengthening comprehension outcomes through all subjects. Students will receive focused explicit instruction by engaging in differentiated learning activities tied to a variety of fiction and nonfiction texts with increasing complexity. This is a Career Focus credit, placement is determined by state guidelines.

**#496030 Transitional Literacy Ready** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

This course DOES NOT fulfill the 12<sup>th</sup> grade English graduation requirement. (Career Focus elective credit) This course teaches students strategies for reading and understanding specific kinds of complex texts in all subjects. Students learn to develop and defend ideas from the text and write about them in different college-level formats. Literacy Ready prepares high school students to read and write about college-level texts in core subjects. Students who do not meet college and career readiness assessment requirements will be offered this course to improve literacy skills.

# MATHEMATICS

The math department offers a wide range of courses. Refer to the following guidelines to select a four-year (grades 9-12) plan that is right for you. Each route listed below has been designed to assist students as they select a math course for each of the four years of high school. College-bound students should be aware that many colleges now require Algebra I, Algebra II and Geometry for admission.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Accelerated Pathways</b>						
Prerequisite Work + Accelerated Math 7	Pre-AP Algebra I	Pre-AP Geometry	Pre-AP Algebra II	Pre-Calculus	AP Calculus AB	AP Calculus BC
Math 6	Accelerated Math 7	Pre-AP Algebra I	Pre-AP Geometry	Pre-AP Algebra II	Pre-Calculus	AP Calculus AP Statistics 4 <sup>th</sup> Year Math*
			Pre-AP Geometry & Pre-AP Alg. II	Pre-Calculus	AP Calculus AB	AP Calculus BC
<b>SMART CORE</b>						
				Pre-AP Geometry & Pre-AP Alg. II	Pre-Calculus	AP Calculus AP Statistics 4 <sup>th</sup> Year Math*
Math 6	Math 7	Math 8	Algebra I	Pre-AP Geometry	Pre-AP Algebra II	Pre-Calculus 4 <sup>th</sup> Year Math*
				Geometry	Algebra II	4 <sup>th</sup> Year Math*
<b>CORE</b>						
Graduation Credit			Algebra I	Geometry	Bridge to Algebra II	Algebra II Quantitative Literacy
Elective Credit			Algebra I Math Lab	Geometry Math Lab		
<p>*4th Year math electives: Algebra III, Quantitative Literacy, College Algebra, College Trig, College Finite, Statistics, AP Statistics</p> <p>A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4<sup>th</sup> math requirement (or the 3<sup>rd</sup> science requirement). Two distinct units of the approved computer science courses may replace the 4<sup>th</sup> math requirement and the 3<sup>rd</sup> science requirement.</p> <p>All students are required to be enrolled in a math and science class their junior or senior year.</p>						

**#430000 Algebra I** (7<sup>th</sup> - 9<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas include linear and exponential relationships by contrasting them with each other and by applying linear models to data and analyzing, solving and applying quadratic functions.

**#639000 Algebra I Math Lab** (9<sup>th</sup> Grade) (1 credit) (2 semesters)

This course is an *elective* credit. The fundamental purpose is to support students currently enrolled in Algebra I with additional math foundations needed for success. Placement will be assigned by committee based on 8<sup>th</sup> grade ACT Aspire math scores, course grades, and recommendations. Each learning expectation for Algebra I lab is intended to reinforce prior knowledge from middle school math, reinforce Algebra I concepts currently being learned, and develop habits that support learning progress.

**#431000 Geometry** (9<sup>th</sup> - 10<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Algebra I)

The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships. Critical areas of study are circles, expressing geometric properties with equations, geometric measurements and dimensions, and modeling with Geometry.

**#639001 Geometry Math Lab** (10<sup>th</sup> Grade) (1 credit) (2 semesters)

This course is an *elective* credit. The fundamental purpose is to support students currently enrolled in Geometry with additional math foundations needed for success. Placement will be assigned by committee based on 9<sup>th</sup> grade ACT Aspire math scores, course grades, and recommendations. Each learning expectation for Geometry lab is intended to reinforce prior knowledge from Algebra I, Geometry concepts currently being learned, and develop habits that support learning progress.

**#431001 Pre-AP Geometry** (8<sup>th</sup>-10<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisites: Algebra I)

The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships. Critical areas of study are circles, expressing geometric properties with equations, geometric measurements and dimensions, and modeling with Geometry. This course includes all topics normally covered in Geometry and additional applications related to the real world, with a deeper and broader look at most topics.

**#435000 Bridge to Algebra II** (10<sup>th</sup>-11<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Students must have successfully completed Algebra I, but not Algebra II. Students may enroll concurrently with Geometry but not concurrently with Algebra II; this course is a math elective.)

Bridge to Algebra II was developed with the intent to provide students who have completed Algebra I, with the additional math foundation they need to be successful in an Algebra II course. Critical areas of study are to reinforce linear concepts that were previously included in the Algebra I; master quadratics and exponential concepts not included within Algebra I through modeling functions and summarizing, representing, and interpreting data; or introduce higher order concepts to prepare students for success in Algebra II.

**#432000 Algebra II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisites: Algebra I and Geometry)

This course is recommended for the college bound student. The fundamental purpose of this course is to build on student's work with linear, quadratic, and exponential functions as well as extend their knowledge of functions to include polynomial, rational, and radical functions. Students continue to model situations through solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

**#432001 Pre-AP Algebra II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisites: Algebra I and Geometry)

This course is recommended for the college bound student, such as one who plans to complete AP Calculus. The fundamental purpose of this course is to build on student's work with linear, quadratic, and exponential functions as well as extend their knowledge of functions to include polynomial, rational, and radical functions. Students continue to model situations through solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. This course includes all topics normally covered in Algebra II and additional applications related to the real world, with a deeper and broader look at most topics.

**#439120 Quantitative Literacy** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisites: Algebra I; this course is a 4<sup>th</sup> year math elective.)

This course builds on Algebra I to explore mathematical topics and relationships. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve mathematical understanding in real world situations. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically, and verbally. Quantitative Literacy will help students develop conceptual understanding by supporting them in making connections between concepts. Students will be expected to use technology, including graphing calculators, computers, or data gathering tools throughout the course. Modeling, numerical reasoning, statistics and probability, personal financial literacy, and business financial literacy are the five critical areas of study.

**#439070 Algebra III** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Algebra II)

The fundamental purpose of this course is to enhance the higher level thinking skills developed in Algebra II through a more in-depth study of Algebra II concepts and exploration of some pre-calculus concepts. Critical areas of study include polynomial, rational, exponential, and logarithmic functions, sequences and series, matrices, and conics.

**#433000 Pre-Calculus** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Algebra II)

The fundamental purpose of this course is the study of trigonometric functions and identities as well as applications of right triangle trigonometry and circular functions. Students will use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations with functions and equations, and relationships of mathematical concepts. Numbers and quantity, trigonometry, conic sections, and functions are the four critical areas of study.

**#439090 Statistics** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Algebra I and Algebra II)

Statistics is a two-semester course designed for students who have successfully completed Algebra II and expect to further their studies in business, social sciences, or education. Statistics builds on knowledge of probability, randomness, and variability to provide students an understanding of experimental design, estimation, hypothesis testing, and effective communication of experimental results. Statistical information collected and analyzed by students is used to investigate ways of collecting, displaying, and analyzing data. Making inferences and justifying conclusions, conditional probability and the rules of probability, and using probability to make decisions are the three critical areas of study.

**#534040 AP Calculus AB** (11<sup>th</sup> - 12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-Calculus)

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**#534050 AP Calculus BC** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-Calculus)

**NOTE:** AP Calculus AB is a recommended prerequisite.

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**#539030 AP Statistics** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Algebra II)

AP Statistics is equivalent to one semester, 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. The four critical areas of study are exploring data, sampling and experimentation, anticipating patterns and statistical inference.

**#539900 College Algebra - NWACC MATH 1203 College Algebra**

(11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisites: Algebra II, Cumulative 3.0 GPA and the following minimum test scores for Math and Reading: ACT: Math 21 (86 Accuplacer, 434 ACT Aspire) and ACT: Reading 19 (78 Accuplacer, 428 ACT Aspire))

**NOTE:** This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing using graphing utility functions, graphs and models; polynomial and rational functions; exponential and logarithmic functions; systems of equations, inequalities and matrices; and sequences and series.

**#539961 College Finite Math - NWACC MATH 2053 Finite Math**

(11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisites: College Algebra with C or better or 24 ACT Math score)

**NOTE:** This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This course is a survey and applications course in mathematics designed for business, life science, and social science students. Topics include a review of using a graphing utility, linear models, systems of linear equations, matrices, linear programming, the simplex method, set theory, probability, counting principles, statistics, and finance mathematics.

**#539962 College Plane Trigonometry - NWACC MATH 1213 Plane Trigonometry**

(11<sup>th</sup> - 12<sup>th</sup> Grades) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisites: College Algebra with C or better or 24 ACT Math score)

**NOTE:** This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This is a survey of basic trigonometric concepts. Topics include a review of functions and graphs, the trigonometric functions, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, applications of trigonometry, complex numbers, a review of exponential and logarithmic functions, and polar coordinates and equations.

## SCIENCE

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated Pathways- Recommended for students who intend to major in science related fields				
Physical Science-Integrated	Pre-AP Biology-Integrated	Pre-AP Chemistry-Integrated	AP Physics I or II AP Chemistry AP Biology	AP Physics II AP Environmental Anatomy & Physiology
		AP Physics I		
8 <sup>th</sup> Science	Physical Science-Integrated	Pre-AP Biology-Integrated AND Pre-AP Chemistry-Integrated	AP Physics I or II AP Chemistry AP Biology AP Environmental Science Anatomy & Physiology	
SMART CORE- Recommended for college bound students				
	Physical Science-Integrated	Biology-Integrated (or Pre-AP)	Chemistry-Integrated (or Pre-AP)	AP Chemistry AP Biology Physics AP Physics I or II AP Environmental Environmental Science Anatomy & Physiology Outdoor Education
CORE				
	Physical Science-Integrated	Biology-Integrated	Environmental Science Anatomy & Physiology Outdoor Education	
A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 3rd science requirement (or the 4th math requirement). Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement.				
All students are required to be enrolled in a math and science class their junior or senior year.				

### PHYSICAL SCIENCES:

**#423000 Physical Science-Integrated** (8th - 9th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite or corequisite: Algebra I)

Students in Physical Science-Integrated continue to develop their understanding of the core ideas in the physical, life, and earth and space sciences learned in middle school. These ideas include the most fundamental concepts from chemistry, physics, biology, and Earth and space science but are intended to leave room for expanded study in upper-level high school courses. The performance expectations in Physical Science-Integrated build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. There are six topics in Physical Science-Integrated: (1) Elements, Matter, and Interactions, (2) Matter in Organisms, (3) Forces and Motion, (4) Energy, (5) Waves, and (6) Interactions of Humans and the Environment.

**#42300E Physical Science-Integrated ESOL** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 physical science credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. Students in Physical Science - Integrated continue to develop their understanding of the core ideas in the physical, life, and earth and space sciences learned in middle school. These ideas include the most fundamental concepts from chemistry, physics, biology, and Earth and space science but are intended to leave room for expanded study in upper-level high school courses. The performance expectations in Physical Science - Integrated build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. There are six topics in Physical Science - Integrated: (1) Elements, Matter, and Interactions, (2) Matter in Organisms, (3) Forces and Motion, (4) Energy, (5) Waves, and (6) Interactions of Humans and the Environment. Students will earn one unit of physical science credit for graduation. It is recommended that students be enrolled in Algebra I previously or concurrently with this course.

**#421000 Chemistry-Integrated** (10th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite or corequisite: Algebra II)

Students in Chemistry-Integrated fully develop their understanding of the core ideas in the physical and Earth and space sciences. These ideas include the more complex concepts from chemistry, physics, and Earth science but are intended to leave room for expanded study in career-focus high school courses. The performance expectations (standards) build on the physical science ideas and skills and allow high school students to explain more in-depth phenomena foundational to chemistry, physics, and Earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across these science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices.

**#421001 Pre-AP Chemistry-Integrated** (10th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite or corequisite: Algebra II)

Students in Pre-AP Chemistry-Integrated fully develop their understanding of the core ideas in the physical and Earth and space sciences. These ideas include the more complex concepts from chemistry, physics, and Earth science but are intended to leave room for expanded study in career-focus high school courses. The performance expectations (standards) build on the physical science ideas and skills and allow high school students to explain more in-depth phenomena foundational to chemistry, physics, and Earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across these science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. Students in Pre-AP Chemistry will also look at real world applications of Gas Laws, Thermodynamics and Kinetics. They will also analyze more complex data and presentations.

**#422010 Physics** (10th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite or corequisite: Algebra II)

Physics builds upon students' understanding of the core ideas in the chemistry-integrated course. The standards engage students in the investigation of physical laws and application of the principles of physics to address real world problems. There are five topics in physics: (1) Motion, (2) Work and Energy, (3) Heat and Thermodynamics, (4) Waves, Sound, and Simple Harmonic Motion, and (5) Electricity.

**#522080 AP Physics I** (10th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite or corequisite: Algebra II)

AP Physics I is equivalent to a first-semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

**#522090 AP Physics II** (11th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: AP Physics I and completed or concurrently taking Precalculus)

AP Physics II is equivalent to a second-semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the course framework.

**#521030 AP Chemistry** (11th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Algebra II and Pre-AP Chemistry-Integrated or Chemistry-Integrated)

The AP Chemistry 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. The key concepts encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. This course requires that 25 percent of the instructional time engages students in lab investigations.

**LIFE SCIENCES:**

**#420000 Biology-Integrated** (9th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

Students in Biology-Integrated develop understanding of key concepts that help them make sense of the interactions between life science and Earth and space science. The ideas are building upon students' understanding of disciplinary ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are seven topics in Biology-Integrated: (1) Cycling of Matter and Energy, (2) Structure and Function, (3) Biodiversity and Population Dynamics, (4) Genetic Variations in Organisms, (5) Evolution by Natural Selection, (6) Earth's Changing Climate, and (7) Humans and Natural Systems. The performance expectations (standards) for Biology-Integrated blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

**#420001 Pre-AP Biology-Integrated** (9th - 10th Grade) (1 credit) (2 semesters) (NCAA approved core course)

Students in Pre-AP Biology-Integrated develop understanding of key concepts that help them make sense of the interactions between life science and Earth and space science. The ideas are building upon students' understanding of disciplinary ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are seven topics in Biology-Integrated: (1) Cycling of Matter and Energy, (2) Structure and Function, (3) Biodiversity and Population Dynamics, (4) Genetic Variations in Organisms, (5) Evolution by Natural Selection, (6) Earth's Changing Climate, and (7) Humans and Natural Systems. The performance expectations (standards) for Biology-Integrated blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. Students will also analyze and interpret complex data presentations, actively participate in analyzing real-world phenomena, and regularly collaborate with their peers in dialogue, investigations and problem solving.

**#42000E Biology-Integrated ESOL** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Physical Science-Integrated and ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. Students in Biology-Integrated develop understanding of key concepts that help them make sense of the interactions between life science and Earth and space science. The ideas are building upon students' understanding of disciplinary ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are seven topics in Biology-Integrated: (1) Cycling of Matter and Energy, (2) Structure and Function, (3) Biodiversity and Population Dynamics, (4) Genetic Variations in Organisms, (5) Evolution by Natural Selection, (6) Earth's Changing Climate, and (7) Humans and Natural Systems. The performance expectations (standards) for Biology-Integrated blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

**#424030 Anatomy/Physiology** (11th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Biology-Integrated or Pre-AP Biology-Integrated)

The purpose of Anatomy and Physiology is to help students understand the disciplinary core ideas and develop a coherent and scientifically based view of the world. Students in human anatomy and physiology develop understanding of key concepts that help them make sense of the interactions among the eleven human body systems. These include: Integumentary System, Skeletal System, Muscular System, Respiratory System, Circulatory System, Digestive System, Nervous System, Endocrine System, Lymphatic System, Urinary System, and Reproductive System. This is a career-focused course for students interested in medical professions and related fields.

**#424020 Environmental Science** (11th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

Environmental Science develops understanding of key concepts that help make sense of the interactions between Earth science, physical science, and life science. The ideas build upon students' understanding of disciplinary ideas, science and engineering practices, and crosscutting concepts from earlier grades and previous high school science courses. There are four topics in environmental science: (1) Systems, (2) Energy, (3) Populations, and (4) Sustainability. The performance expectations in Environmental Science develop usable knowledge that can be applied to understanding, explaining, and improving human

interactions with Earth systems and resources. The performance expectations reflect the aspects of environmental science with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society.

**#520030 AP Biology** (10th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-AP Biology-Integrated or Biology-Integrated and Pre-AP Chemistry-Integrated or Chemistry-Integrated)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution and cellular processes involving energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

**#523030 AP Environmental Science** (11th - 12th Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: two years of high school laboratory science—one year of life science and one year of physical science—and Algebra 1)

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**SCIENCE ELECTIVE:**

**#425020 Outdoor Education-Science Component** (11th - 12th Grade) (1.5 credit) (2 semesters)

(Corequisite: #585015 Outdoor Education-Physical Education Component; credit will be given for 1 year (1.0 credit) of Earth Science and 1 semester (0.5 credit) of Physical Education)

Outdoor Education is a science and physical education course. Student performance expectations are built around a systems approach which strongly reflects the many societally relevant aspects of Earth sciences (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. Students will explore concepts of Earth Science while exploring their environment through recreational activities and utilizing skills that can be used throughout their life. These activities include kayaking, rock-climbing, hunters' education, and boaters' education. Students will demonstrate their understanding of human impact on ecosystems. No equipment is required; however, students will be asked to bring their own equipment if they have it (e.g. fishing tackle).

**#585015 Outdoor Education-Physical Education Component** (11th - 12th Grade) (1.5 credit) (2 semesters)

(Corequisite: #425020 Outdoor Education-Science Component; credit will be given for 1 year (1.0 credit) of Earth Science and 1 semester (0.5 credit) of Physical Education)

Outdoor Education is a science and physical education course. Student performance expectations are built around a systems approach which strongly reflects the many societally relevant aspects of Earth sciences (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. Students will explore concepts of Earth Science while exploring their environment through recreational activities and utilizing skills that can be used throughout their life. These activities include kayaking, rock-climbing, hunters' education, and boaters' education. Students will demonstrate their understanding of human impact on ecosystems. No equipment is required; however, students will be asked to bring their own equipment if they have it (e.g. fishing tackle).

## SOCIAL STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
<b>ACCELERATED PATHWAYS</b>			
AP Human Geography	AP World History	AP US History	
AND/OR		Economics with Personal Finance (.5)	
Pre-AP US History		AP United States Government and Politics (meets Civics requirement)	
		AP Macroeconomics / AP Microeconomics	
<b>SMART CORE &amp; CORE</b>			
US History	World History	Civics (.5)	
		Economics with Personal Finance (.5)	
<b>ELECTIVES</b>			
AP Human Geography Arkansas History			
AP European History Native American Anthropology Psychology World Geography			
Graduation Credit	AP Government AP Macroeconomics / AP Microeconomics AP Psychology Sociology Wartime America		
Elective Credit			

### **#470000 United States History Since 1890** (9<sup>th</sup>–12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Progressive Era, allowing United States History Since 1890 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. United States History Since 1890 references the eras and time periods from The National Center for History in the Schools.

### **#47000E United States History Since 1890 ESOL** (9<sup>th</sup> –12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. In Grades 5-8, student receive a strong foundation in United States History from pre-colonialism through the Progressive Era, allowing United States History Since 1890 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired

outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. United States History Since 1890 references the eras and time periods from The National Center for History in the Schools.

**#470001 Pre-AP United States History Since 1890** (9<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Progressive Era, allowing United States History Since 1890 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. United States History Since 1890 references the eras and time periods from The National Center for History in the Schools. Students will gain a more critical perspective on the use of learning, writing and analytical skills, which will prepare them for success in AP courses and college.

**#570020 AP United States History** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisites: proficiency on the latest benchmark test OR a “B” in the last English and Social Studies classes completed; teacher recommendation from a previous Social Studies teacher; 10<sup>th</sup> grade students: Pre-AP American History)

AP U.S. History 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.

**#579001 Wartime America** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (ADE approved course)

(Prerequisite: US History Since 1890)

The study of wars fought by the United States from the American Revolution to the War in Afghanistan. The purpose of this course is to offer an insight into American conflicts and the various issues that brought forth these wars. Throughout this course, students will be exposed to the political, economic, military, and social aspects that occurred within and outside the United States that led to conflict with other nations.

**#471000 World History Since 1450** (9<sup>th</sup>-12<sup>th</sup> Grades) (10<sup>th</sup> – 12<sup>th</sup>) (1 credit) (2 semesters) (NCAA approved core course)

In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics/government, economics, and geography to the historic eras. World History 9-12 provides an in-depth study of the history of human society from Era 6: Emergence of First Global Age 1450-1770 to Era 9: Contemporary World since 1945. World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives. This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21<sup>st</sup> century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and time periods from The National Center for History in the Schools.

**#47100E World History Since 1450 ESOL** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisites: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics/government, economics, and geography to the historic eras. World History 9-12 provides an in-depth study of the history of human society from Era 6: Emergence of First Global Age 1450-1770 to Era 9: Contemporary World since 1945. World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives.

This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and periods from The National Center for History in the Schools.

**#571020 AP World History** (10<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: proficiency on the latest benchmark test OR a “B” in the last English and Social Studies classes completed; teacher recommendation from a previous social studies teacher)

AP World History 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 1200 CE 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.

**#579170 AP European History** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisites: proficiency on the latest benchmark test OR a “B” in last English and Social Studies classes completed; teacher recommendation from previous Social Studies)

**NOTE:** This class does **not** meet the state requirement of 1 unit of World History. AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

**#473000 Arkansas History** (9<sup>th</sup>–12<sup>th</sup> Grades) (0.5 credit) (2 semesters) (NCAA approved core course)

The course addresses the geographic features and economics of the state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. The course work for Arkansas History, grades 9-12 is organized historically and chronologically, making it more rigorous than Arkansas History, grades 7-8, which is organized geographically and regionally. Arkansas History, grades 9-12 references the Encyclopedia of Arkansas eras and time periods to organize the strands and content standards.

**#472000 Civics** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course)

The focus of Civics is the application of civic virtues and democratic principles and investigation of problem solving in society. This course provides a study of the structure and functions of federal, state, and local government. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

**#47200E Civics ESOL** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The focus of Civics is the application of civic virtues and democratic principles and investigation of problem solving in society. This course provides a study of the structure and functions of federal, state, and local government. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

**#572040 AP United States Government and Politics** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: proficiency on the latest benchmark OR “B” in the last English and Social Studies classes completed; teacher recommendation from a previous Social Studies teacher)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that

require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

**#474400 Psychology** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5credit) (1 semester) (NCAA approved core course)

Psychology is a social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; and psychological disorders and their treatments.

**#579120 AP Psychology** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: proficiency on the latest benchmark OR “B” in the last English and Social Studies classes completed; teacher recommendation from a previous social studies teacher)

The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Major topics in the AP course include the following: methods, approaches, and history of the discipline, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, psychological disorders, treatment of psychological disorders, and social psychology. This course offers an introduction to psychology and prepares students to take the AP Psychology examination. Parents and students should be aware that some material may be controversial.

**#474500 Sociology** (11<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course)

Sociology is a one-semester social studies elective course, which introduces students to the social systems that are the foundation of society. An emphasis is placed on culture, social status, social institutions, and social problems, as well as resulting behaviors. Using the tools and techniques of sociologists, students will examine the causes, consequences, and possible solutions for various social issues. Students will read major sociological theorists as well as consider how sociologists approach issues. This course contains mature content and debate. Parents and students should be aware that some of the material might be controversial. This course promotes the discussion of current social topics impacting American society including teen pregnancy, rape, marriage and divorce patterns, euthanasia, and use of technology for gender selection. This course also compares and contrasts the beliefs and practices of the American society with those of other societies. Some examples are birth rites and puberty rites such as circumcision and funeral rites such as consuming of the dead.

**#579002 Native American Anthropology** (10<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester) (ADE approved course)

The study of Native Americans both past and present gives us insight to the amazing adaptability and flexibility of an entire culture of people who are often forgotten in today’s high school textbooks. This course does NOT rely on any previous anthropological knowledge. The course will include a study of prehistory (before the Europeans came); culture areas and the cultures therein; technology, art, and religion; social and political systems; subsistence patterns; and conflict between Native American Cultures. The texts will also cover multiple aspects of everyday Native American life including their mythology along with issues they faced as result of contact with Europeans.

**#474600 World Geography** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course)

World Geography in Grades 10-12 continues to deepen geographic reasoning, knowledge, and skills as students focus on spatial relationships, places, regions, and human systems. This course emphasizes the interaction of humans and their physical and cultural environments. Students will use spatial and environmental perspectives and available geospatial technologies to analyze and interpret a variety of geographic representations, pictorial and graphic evidence, and data. This type of geographic inquiry helps students understand and appreciate their own place in the world and fosters curiosity about Earth’s wide diversity of environments and cultures.

**#579080 AP Human Geography** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: proficiency on the latest Benchmark OR “B” in the last English and Social Studies classes completed; teacher recommendation from a previous Social Studies teacher)

**NOTE:** Incoming 9<sup>th</sup> graders must meet all the above and successfully complete an 8<sup>th</sup> grade Pre-AP class.

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

**#474300 Economics with Personal Finance** (11<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course)

One-semester Economics for Grades 11-12 emphasizes economic decision making. Students will explore the interrelationships among consumers, producers, resources, and labor as well as the interrelationships between national and global economies. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earning potential. This course meets the graduation requirement of Act 480.

**#47430E Economics with Personal Finance ESOL** (11<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. One-semester Economics for Grades 11-12 emphasizes economic decision making. Students will explore the interrelationships among consumers, producers, resources, and labor as well as the interrelationships between national and global economies. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earning potential. This course meets the graduation requirement of Act 480.

**#579150 AP Macroeconomics** (11<sup>th</sup>–12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: proficiency on the latest Benchmark OR “B” in the last English and Social Studies classes completed; Algebra I; teacher recommendation from a previous social studies teacher)

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**#579160 AP Microeconomics** (11<sup>th</sup>–12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: proficiency on the latest Benchmark OR “B” in the last English and Social Studies classes completed; Algebra I; teacher recommendation from a previous social studies teacher)

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## COURSES FOR SPEAKERS OF OTHER LANGUAGES

**#TBD Language Development I** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide emerging English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

**#TBD Language Development II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide intermediate English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

**#TBD Language Development III** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: ESOL Department Approval)

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide early advanced English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

**#TBD English Language Learner** (9<sup>th</sup> -12<sup>th</sup> Grades) (0.5 or 1 Local Non-Academic Credit) (1 or 2 semesters)

(Prerequisite: ESOL Department Approval)

This course is designed for the emerging Language Learner living in the United States 12 months or less. Enrollment is based on the results of a state-approved language screener administered as part of enrollment. This course is designed to support the

acculturation process in areas such as US, school, and classroom culture. Background knowledge and awareness of college readiness, career fields, and graduation requirements will also be explored. Teamwork, responsibility, and leadership skills will be practiced and reinforced through cooperative learning activities and projects. Based on student data, other topics relating to the transition process may be addressed.

## ATHLETICS

The following athletic Organized Physical Activities (OPA) are available and may be applied towards physical education credit pending coach's P.E. certification. Non-OPA sports (taught by a non-certified coach) have a local credit number.

(Prerequisite: coaches' approval/tryout)

**NOTE:** Only 1 credit of P.E. can count within the state of Arkansas's 22 required credits for graduation.

### Full Year

#58502B OPA Dance

#58502C OPA Cheerleading

### Fall Sports

#585026 OPA Football

#585027 OPA Volleyball

#585028 OPA Golf

#585029 OPA Cross Country

#58502A OPA Tennis

#585024 OPA Swimming

### Spring Sports

#585020 OPA Basketball

#58502D OPA Wrestling

#585021 OPA Baseball

#585022 OPA Track

#585023 OPA Soccer

#585025 OPA Softball

### Off Season Sports

#58501L Fitness & Conditioning Cross Country

#58501G Fitness & Conditioning Soccer

#58501H Fitness & Conditioning Baseball

#58501I Fitness & Conditioning Softball

#58501J Fitness & Conditioning Golf

#58501K Fitness & Conditioning Tennis

#58501F Fitness & Conditioning Track

#585018 OPA Fitness & Conditioning

(Basketball Off-Season)

#58501B OPA Fitness & Conditioning

(Wrestling Off-Season)

#585016 OPA Fitness & Conditioning

(Football Off-Season)

#585017 OPA Fitness & Conditioning

(Volleyball Off-Season)

*Courses scheduled outside the defined school day/year (periods 1-7) will receive a grade but will not be counted/calculated for class rank.*

## ART

**#450000 Visual Art I** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

Visual Art I is a full year course designed for the student interested in art. The course is designed to build basic drawing skills and experience a broad range of mediums. A variety of media and projects is provided to encourage development of compositional skills using the elements of art according to the principles of design. The student will also gain an appreciation of art.

**#450030 Visual Art II** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Visual Art I and teacher recommendation)

Visual Art II is a full year course designed for the advanced art student to further sharpen drawing skills and composition development. A variety of media and projects are provided to encourage development of compositional skills using the elements of art according to the principles of design. The student will also further develop drawing skills.

**#450040 Visual Art III** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Visual Art II and teacher recommendation)

Visual Art III is a full year course designed for students who already have an excellent skill base in drawing, painting, and other media. Students will continue to sharpen general skills while starting to have a specific area of concentration. Building portfolios for scholarship application and college admission will also be an area of importance.

**#450050 Visual Art IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Visual Art III and teacher recommendation)

Visual Art IV is a full year course designed for students who already have an excellent skill base in all mediums and are planning a college/professional career in art. Students will be expected to have a major area of concentration along with continually developing drawing skills. Building portfolios for scholarship application and college admission will also be an area of importance.

**#453100 Visual Art Appreciation** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

This is a studio course that allows the student to work in various media (pencil, charcoal, pen and ink, pastels and watercolor). It stresses the basic elements of art and introduces well-known artists' work. This course will fulfill the fine arts requirement for graduation.

**#559040 AP Studio Art: Drawing/#559050 AP Studio Art: 2-D Design/#559060 AP Studio Art: 3-D Design**

(11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Visual Art II; a parent-teacher conference; teacher recommendation)

This course is divided into three sections of advanced study – Drawing Portfolio, 2-D Design Portfolio and 3-D Design Portfolio.

**Students will choose only one.** Student portfolios are used for evaluation.

**#450090 Studio Art 3-D** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisites: Visual Art 1)

Studio Art 3-D is a one-semester course designed for students who have successfully completed Art I. Studio Art 3-D is a course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art. This course would appeal to the general student population who is not interested in ceramics but has a desire to develop a skill base in areas such as jewelry, fiber arts, sculptures, mosaics, and other 3-D media. This class would also be a foundation for those students interested in taking AP Studio Art 3-D. This course may also be used as the semester requirement for the Standards for Accreditation.

**#550010 Graphic Design I** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (ADE approved)

(Prerequisite: Visual Art Appreciation or Visual Art I)

In this class students will learn how to create digital artwork on the computer. The study of design, layout, and basic animation will be covered as well as the study of digital art for commercial and advertisement purposes. Students will also focus on creating a digital portfolio that they can show to perspective colleges, employers, and/or scholarship committees. The programs students will use and learn throughout the year are: Adobe Photoshop CS4, Illustrator CS4, InDesign CS4, Flash CS4, Painter 8, and 3-D Studio Max.

**#550021 Graphic Design II** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (ADE approved)

(Prerequisite: Graphic Design I or teacher recommendation)

Graphic Design II is a continuation of Graphic Design I. The skills and knowledge the student has gained in Graphic Design I will be continued in this course. More in-depth projects that will focus on complicated digital artwork, designs, advertisement, 3-D drawings and animation. An in-depth focus project will be required of each student in this class, concentrating in the area of the student's interest or possible major in college or technical school. Students will also have an opportunity to do designs for local business and school related jobs. This class is designed for those students serious about pursuing graphic design, animation, or 3-D design or illustration. Students will also focus on creating a digital portfolio that they can show to perspective colleges, employers, and/or scholarship committees. Students in this course will use the same programs as in Graphic Design I. Students will learn new skills with these programs, as well as, more complex and challenging applications with each one.

**#450500 Ceramics I** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

This is an introductory level course that will acquaint students with basic clay material and the process of forming, decorating, and firing it. Hand building techniques including pinch, coil, and slab will be emphasized. Students will be given four assignments that combine technique and creativity to produce finished pieces. A general survey of the history and culture behind ceramics will be explored.

**#450510 Ceramics II** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Ceramics I or teacher recommendation)

Ceramics II is intended for the advanced and serious art student, specifically one interested in ceramics and 3d forms, who needs a more rigorous course to develop skills necessary for advancement in building a college entry level portfolio.

**#TBD Ceramics III** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Ceramics II or teacher recommendation)

Ceramics III will parallel Visual Art III using the ceramics medium to teach art curriculum frameworks. Students will use ceramics to create original artwork that demonstrates aesthetics and composition. Students will use previous knowledge gained through

Ceramics I and Ceramics II to progress in their understanding and execution of art and ceramics. This course is intended for students who are pursuing Art as their academic focus or career pursuits.

**#559030 AP Art History** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

AP Art History is a chronological survey of architecture, painting, sculpture, and photography of the western tradition and selected works from a variety of cultures from beyond the European tradition.

## DRAMA

**#453130 Theatre Appreciation** (9<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester)

Theatre Appreciation is a one-semester course in which students will develop fundamental theatre skills through academic study. Students will develop an understanding of basic theatre skills and the history of the theatre, analyze and evaluate artistic work, and discover connections between theatrical works and societal, cultural, and historical contexts.

**#459100 Theatre I** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Theatre Appreciation or teacher recommendation)

This is a performance class and all students will be required to perform before an audience and be present at a limited number of after school rehearsals. Students will learn and demonstrate mastery of theatre academic and performance skills. Students will explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work.

**#459110 Theatre II** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Theatre I or teacher recommendation)

This is a performance class and all students will be required to perform before an audience and be present at a limited number of after school rehearsals. In this course students will take on more complex projects and further explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work.

**#459120 Theatre III** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Theatre II or teacher recommendation)

This is a performance class and all students will be required to perform before an audience and be present at a limited number of after school rehearsals. In this course students will take on more complex projects including directing pieces. They will further explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work.

**#459240 Stagecraft I** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

Stagecraft I is a two-semester course which provides students with both exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume and makeup. Students will use their skills for productions in our facility. All students are required to work the drama productions and be present at a limited number of after school rehearsals.

**#459250 Stagecraft II** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Stagecraft I)

Stagecraft II is a two-semester course which builds upon the Stagecraft I exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume and makeup. Students will use their skills for productions in our facility. All students are required to work the drama productions and be present at a limited number of after school rehearsals.

**#459260 Stagecraft III** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Stagecraft II)

Stagecraft III is a two-semester course which builds upon the Stagecraft II exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume and makeup. Students will use their skills for productions in our facility. All students are required to work the drama productions and be present at a limited number of after school rehearsals.

**#459200 Dance I** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

Dance I is an introductory movement-based course to learn dance basics. Students will learn beginning ballet, jazz and musical theatre skills. There will be a minimum of one public dance performance per school year.

**#459210 Dance II** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Dance I or teacher recommendation)

Dance II is a beginner-intermediate movement-based class to improve basic dance skills learned in Dance I. Students will develop their ballet, jazz, and musical theatre skills as well as learn other genres. There will be a minimum of one public dance performance per school year.

**#459220 Dance III** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Dance I, Dance II, or teacher recommendation)

Dance III is an intermediate-advanced movement-based class to develop level appropriate dance skills with an emphasis on analysis and choreography. Students will apply choreographic principles to create individual and group dances. There will be a minimum of two public dance performances per school year.

**#459230 Dance IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Dance I, Dance II, Dance III or teacher recommendation)

Dance IV is an advanced movement-based class to develop level appropriate dance skills with an emphasis on analysis, production, and performance. Students will perform in solo, small group, and large group settings. Dance students will critique performances and reflect on impact of dance on culture as well as cultural influences on dance. There will be a minimum of two public dance performances per school year.

## HEALTH

***\*\*This course is required for graduation.***

**#480000 Health Digital** (10<sup>th</sup> -12<sup>th</sup> Grade) (0.5 credit) (1 semester)

This course is designed toward the preventive health concept. The entire body, i.e., endocrine, digestive, respiratory, reproductive, skeletal, muscular, systems, etc., is studied through a physiological systems approach to foster an understanding of the function and subsequent proper maintenance of the body. In addition, genetics, emergency care, mental/emotional health, environmental hazards, drugs, communicable diseases, nutrition, cancer, and health careers/services are studied in relation to our present society. The class format includes lectures, on line assignments and instruction, guest speakers, a variety of audio-visual resources, special projects, and class assignments. Students are certified according to American heart Association standards, in adult airway obstruction (conscious and unconscious) and one-rescuer CPR. This course will meet the state graduation requirement for both health and digital learning. The course will utilize a blended format with both direct teacher instruction and self-paced online instruction.

## JOURNALISM

**#415000 Journalism I** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

Journalism I is a two-semester course designed to introduce students to the world of media. Students in Journalism I will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective communication. Students will learn journalistic guidelines for writing, design, and photography, which include objectivity, responsibility, and credibility.

**#415012 Journalism II (Yearbook)** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Journalism I or teacher recommendation)

Journalism II Yearbook is an intermediate study of yearbook production and publication. Yearbook staff members will participate in the publication process from the brainstorming phase to final product distribution. Students in Journalism II will become active participants in the world of media to enhance their communication skills. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members.

**#415022 Journalism III (Yearbook)** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Journalism II Yearbook)

Journalism III Yearbook is an advanced study of yearbook production and publication. Yearbook editors, section editors, and staff members will be immersed in the publication process. Students will employ journalistic skills in media. Students will use academic knowledge gained in Journalism I and II to assume leadership roles and/or become advanced writers, designers, and photographers.

**#415011 Journalism II (Newspaper)** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Journalism I or teacher recommendation)

Journalism II is an intermediate study of newspaper production and publication. Newspaper staff members will participate in the publication process from the brainstorming phase to final product distribution. Students in Journalism II will become active participants in the world of media to enhance their communication skills. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members.

**#415021 Journalism III (Newspaper)** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Journalism II)

Journalism III is an advanced study of newspaper production and publication. Newspaper staff members will be immersed in the publication process. Students will employ journalistic skills in media. Students will use academic knowledge gained in Journalism I and II to assume leadership roles and/or become advanced writers, designers, and photographers.

**#415030 Journalism IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Journalism III)

Journalism IV is the leadership staff and is responsible for the newspaper or yearbook production and publication. Newspaper/Yearbook editors will be immersed in the overall publication process. Students in Journalism IV will use their advanced journalistic knowledge and leadership skills to facilitate all aspects of media production and to ensure that journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility, are followed.

## MUSIC

**#451000 Band I** (9th Grade) (1 credit) (2 semesters)

High school Band is for students who play woodwind, brass, and percussion instruments. Marching band begins in mid-August and continues through football season. The band performs at football games, pep rallies, and parades. Further, the marching band participates in both regional and invitational marching contests. The bands perform several concerts and participate in ASBOA Region Contests. Private instruction is provided for students trying for the all-region band and solo-ensemble contest.

**#451040 Band II** (10<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Band I)

**#451050 Band III** (11<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Band II)

**#451060 Band IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Band III)

**#451200 Jazz Band I** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: students will be expected to participate in Band unless extenuating circumstances exist, and/or the student has gained approval from the instructor by audition)

Jazz Band I will introduce and explore various styles of jazz, Latin, rock and swing. The jazz band will perform at various school and community events. Instruction in improvisation and jazz technique are an integral part of this course. Students are also given the opportunity to try-out for the all-region jazz band.

**#451210 Jazz Band II** (10<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Jazz Band I)

**#451220 Jazz Band III** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Jazz Band II)

**#451230 Jazz Band IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Jazz Band III)

**#459010 Music Theory** (10<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: successful completion of one year of formal training in music)

Music Theory is a rigorous course designed to expand and to enhance the skills of the serious high school musician. Students in Music Theory examine components of music composition, melodic practices, theories of harmony, and other musical concepts. Students analyze music from different stylistic periods and develop notation, aural, and sight-reading skills. Emphasis is placed upon the application of rhythm, melody, harmony, form, and other compositional devices into original compositions.

**#559010 AP Music Theory** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: music teacher recommendation)

This course is designed to develop a student's ability to recognize, understand, and describe the rudiments and terminology of music, including notation, intervals, scales and keys, chords, metric organization and rhythmic patterns. Emphasis is placed on the development of aural skills, sight-singing skills, written skills, compositional skills and analytical skills.

**#451100 Orchestra I** (9<sup>th</sup> Grade) (1 credit) (2 semesters)

Orchestra is for students who play the violin, viola, cello, or string bass. Students are exposed to types of music from Bach to Hindemith and are given opportunities to perform in fall, Christmas, and spring concerts and to audition and participate in regional and all-state clinics. Students also attend state contest and solo and ensemble contest.

**#451110 Orchestra II** (10<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Orchestra I)

**#451120 Orchestra III** (11<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Orchestra II)

**#451130 Orchestra IV** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Orchestra III)

**#45200M Choir I: Beginning Men's Choir** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

**#45200W Choir I: Beginning Women's Choir** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

This choir provides training in the basic fundamentals of vocal production, correct diction, and stage presence. Emphasis is on preparation and performance of various styles of music, including concert, classical, folk, and popular. Singers perform in concerts during the year. Opportunities are provided for solo and ensemble participation.

**#45204M Choir II: Intermediate Men's Choir** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

**#45204W Choir II: Intermediate Women's Choir** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Choir I or teacher recommendation)

This choir continues training in the fundamentals of vocal production, correct diction, and stage presence. Emphasis is on preparation and performance of more advanced styles of music, including concert, classical, folk, and popular. Singers perform concerts throughout the year. Students compete as a group at regional and state-level events. Opportunities are provided for solo and ensemble participation.

**#45205M Choir III: Advanced Men's Choir** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

**#45205W Choir III: Advanced Women's Choir** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: audition and teacher recommendation)

**#45206M Choir IV: Advanced Men's Choir** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

**#45206W Choir IV: Advanced Women's Choir** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: audition and teacher recommendation)

**\*\*Enrollment in Chorale classes is by audition only. Students who are not accepted will be encouraged to enroll in Choir classes to improve their vocal skills.**

**#452001 Chorale I** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: audition and teacher recommendation)

This choir is a contest-oriented group. Singers are exposed to a variety of musical styles, including madrigal, classical, folk, jazz and popular. Students are encouraged to compete as individuals at the region and state levels. All students compete as a group at invitational, regional and state-level events. Previous choral experience is required. The most serious singers should participate in solo and ensemble competition.

**#452041 Chorale II** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Chorale I, audition and teacher recommendation)

**#452051 Chorale III** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Chorale II, audition and teacher recommendation)

**\*\* Enrollment in Show Choir is by audition only. Tryouts for show choir are held in the spring of the previous year.**

**#452002 Show Choir I/Chamber Singers I** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: students will be expected to participate in Choir or Chorale unless extenuating circumstances exist, and/or the student has gained approval from the instructor by audition)

This choir will prepare a wide spectrum of vocal music including dance choreography and creative staging. Emphasis will be placed on today's pop sounds, Broadway musicals and vocal jazz. Students will also compete as a chamber choir at region and state contest. It is highly recommended that students in Show Choir participate in another concert chorus.

**#452042 Show Choir II/Chamber Singers II** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Show Choir I/ Chamber Singers I, audition and teacher recommendation)

It is highly recommended that students in Show Choir participate in another concert chorus.

**#452052 Show Choir III/Chamber Singers III** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Show Choir II/ Chamber Singers II, audition and teacher recommendation)

**NOTE:** It is highly recommended that students in Show Choir participate in another concert chorus.

## ORAL COMMUNICATIONS

**#414050 Debate I** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) Fulfills the ½ credit of Oral Communications.

This course will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication; recognition of communication barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. Students in Debate I will gain an understanding of the fundamentals of argumentation and will express ideas and present information in a variety of oral advocacy situations from small group discussions to formal debates. Special emphasis will be given to research proficiencies and analytical thinking and listening skills. Students must be willing to travel and compete.

**#414060 Debate II** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Debate I)

This course will provide students with an intermediate understanding of dynamics of argumentation and effective communication. Debate II is designed to help students master preparation skills and develop an understanding of debate procedures at an intermediate level. Students in Debate II will express ideas and present information in a variety of formal presentations and debate formats. Students will demonstrate appropriate verbal and nonverbal communication while using ethical debating practices. Students will engage in in-depth, topic-specific research from informational texts. Students must be willing to travel and compete.

**#414070 Debate III** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Debate II with teacher approval or teacher recommendation)

This course is designed to lead students to a mastery of advanced oral communication and argumentation skills. Students in Debate III will express ideas and present information in a variety of formal presentations and debate formats. Students will construct argumentative positions using scientific and technical research on complex, controversial issues. Content will focus on the centrality of oral advocacy to the legal system and the democratic process. Peer adjudication will be an important part of the Debate III process.

**#414020 Forensics I** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course).

**NOTE:** Fulfills the ½ credit of Oral Communications.

This course will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication; recognition of communication of barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. In Forensics I, students will develop research skills to prepare for a variety of public speaking formats, including debate, public address, and oral interpretation of literature. Furthermore, students will organize research and analysis into presentations delivered in a variety of formats and for a variety of audiences. Students must be willing to travel and compete in a speech tournament. Forensics includes three competition areas: public address, interpretation, and drama events.

**#414030 Forensics II** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Forensics I with teacher approval or teacher recommendation)

This course will provide students an opportunity to demonstrate communication skills at an intermediate level. Students will cultivate effective vocal delivery, emphasizing articulation, projection, and inflection. They will cultivate appropriate movement and gesture to

accentuate meaning. These communication skills, which will serve students well throughout their lives, will be embedded throughout the course. Students will acquire skills necessary to make aesthetic choices in the selection, preparation, and presentation of literature from a wide variety of genres. Students will practice persuasive techniques in both extemporaneous and prepared formats. Students must be willing to travel and compete in a speech tournament.

**#414000 Oral Communications** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (NCAA approved core course).

**NOTE:** Fulfills the ½ credit of Oral Communications.

Oral Communications is a one-semester course in which the students learn about communicating verbally and nonverbally. They also learn the process of speech writing and presentation. The students are asked to write their own speeches based on research they've done and to present these speeches to the class.

**#414010 Extended Year Oral Communications** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (0.5 Credit of Oral Communication and 0.5 credit of elective)

Students will learn the process of speech writing and presentation. Students will work to develop communication skills in oral and nonverbal communication. Several formal and informal presentations will be required. Additional focus will be on real-world communication and corrective voice and diction. Confidence-building activities are stressed. This course is for those who are very uncomfortable speaking or reading aloud.

## PHYSICAL EDUCATION

**NOTE:** One credit of physical education is required for graduation. Only **one** credit of P.E. can count within the state of Arkansas's 22 required credits for graduation.

**#485000 Physical Education** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

This is a two-semester course that includes a planned curriculum which provides content and learning experiences in basic motor skills, movement patterns, and movement concepts as they apply to physical activity and health-related physical fitness, as well as lifetime sports and recreation.

**#485001 Physical Education** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

This is a one-semester course that includes a planned curriculum which provides content and learning experiences in basic motor skills, movement patterns, and movement concepts as they apply to physical activity and health-related physical fitness, as well as lifetime sports and recreation.

**#485002 Adapted Physical Education** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (Counselor placement)

This course is designed to facilitate individualized physical activities programs for special needs students. Meets state requirements for credit.

**#585012 Lifetime Sports** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Physical Education or an OPA)

This course is designed to provide students with the knowledge and skills necessary to participate in a variety of individual and dual sports and to use these activities to maintain or enhance health-related fitness over the course of a lifetime.

**#585014 Fitness and Conditioning I** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Physical Education or an OPA)

This course is designed to provide the students with the knowledge to safely use a weight room, to develop the skills to properly perform specific exercises and to assess, implement and monitor a personalized fitness program.

**#585019 Fitness and Conditioning II** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Fitness and Conditioning I)

**#585011 Fitness and Conditioning III** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Fitness and Conditioning II)

**#585013 Fitness and Conditioning IV** (11<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Fitness and Conditioning III)

**#425020 Outdoor Education-Science Component** (11th - 12th Grade) (1.5 credit) (2 semesters)

(Corequisite: #585015 Outdoor Education-Physical Education Component; credit will be given for 1 year (1.0 credit) of Earth Science and 1 semester (0.5 credit) of Physical Education)

Outdoor Education is a science and physical education course. Student performance expectations are built around a systems approach which strongly reflects the many societally relevant aspects of Earth sciences (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. Students will explore concepts of Earth Science while exploring their environment through recreational activities and utilizing skills that can be used throughout their life. These activities include kayaking, rock-climbing, hunters' education, and boaters' education. Students will demonstrate their understanding of human impact on ecosystems. No equipment is required; however, students will be asked to bring their own equipment if they have it (e.g. fishing tackle).

**#585015 Outdoor Education-Physical Education Component** (11th - 12th Grade) (1.5 credit) (2 semesters)

(Corequisite: #425020 Outdoor Education-Science Component; credit will be given for 1 year (1.0 credit) of Earth Science and 1 semester (0.5 credit) of Physical Education)

Outdoor Education is a science and physical education course. Student performance expectations are built around a systems approach which strongly reflects the many societally relevant aspects of Earth sciences (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. Students will explore concepts of Earth Science while exploring their environment through recreational activities and utilizing skills that can be used throughout their life. These activities include kayaking, rock-climbing, hunters' education, and boaters' education. Students will demonstrate their understanding of human impact on ecosystems. No equipment is required; however, students will be asked to bring their own equipment if they have it (e.g. fishing tackle).

## SPECIAL EDUCATION

Special education services are provided only for students who are eligible for services according to federal and state guidelines. Parent/teacher/counselor approval is required.

## WORLD LANGUAGES

It is recommended that students study a world language for a minimum of two years. However, the goal of world language study is fluency, and it is hoped that students will take all courses offered in the world language of their choice. A student who takes the full extent of courses in a world language will become able to speak the language with a degree of fluency, comprehend spoken language by a native speaker, express himself/herself in written language, read with comprehension and have an understanding of the culture(s) of the countries where the language is spoken. After the first course, all world language students will discuss enrollment for the following year with his/her current teacher to aid in course selection.

## AMERICAN SIGN LANGUAGE

**#449010 American Sign Language I** (9th-12th) (1 credit) (2 semesters)

This course is designed as an entry level course for students interested in learning American Sign Language (ASL). ASL provides basic instruction in production and comprehension (language usage), vocabulary, and grammar, and eventually leads to increased communicative and cultural proficiency in ASL. The culture, history, current events, and traditions of the Deaf community are introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Visually attending, signing, role-playing, and group activities are designed to instruct, reinforce, connect language skills, and develop signacy. ASL I include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Current ASL teaching pedagogy indicates that using ASL in instruction yields best results for language acquisition.

## FRENCH

**#441000 French I** (8<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

This course is designed for students who wish to explore the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. The course will be taught primarily in French.

**#441010 French II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: French I)

This course is designed for students who wish to explore the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in French I instruction. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. The course will be taught primarily in French.

**#441011 Pre-AP French II** (9<sup>th</sup> - 12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: French I)

This course is designed for students who wish to explore the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in French I instruction with greater intensity. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily, although not exclusively, in French.

**#441031 Pre-AP French III** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: French II or Pre-AP French II)

This course is designed for students who wish to continue to improve their language proficiency and study the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Focus will be on developing language skills. Students will build on the skills acquired in French II instruction with greater intensity and depth. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in French.

**#441041 Pre-AP French IV** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-AP French III)

This course is designed for students who wish to continue to improve their language proficiency and study the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Focus will be on developing language skills. Students will build on the skills acquired in French III instruction with greater rigor, intensity and depth. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in French.

**#541060 AP French Language & Culture** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-AP French III)

This course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. The course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. This course is intended to instruct globally minded students who have an appreciation for the French language and culture and wish to more deeply explore its influence, practices and daily activities across the Francophone world. In order to best facilitate the study of language and culture, the course is taught primarily in the target language.

## GERMAN

**#442000 German I** (8<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

In this course students will learn to speak and write German used in everyday situations. Students will develop the four language skills of speaking, listening, reading, and writing. Students will also gain information on the history, geography, and the way of life of German speaking people. The course will be taught partially in German.

**#442010 German II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: German I)

In the second year of German, students will continue to build on the four language skills. Particular emphasis will be placed on building vocabulary and reading skills. Outside readings, tapes, games, puzzles, and videotapes will be used to supplement the text. This course will be taught increasingly, although not exclusively, in German.

**#442030 German III** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: German II)

This course is designed to further the students' fundamental language skills. Emphasis will be placed on building more complex reading and writing skills. In addition to the text, students will read German literature and current periodicals. Tapes, puzzles, games, and videotapes will also be used to provide enrichment. This course will be taught primarily in German.

**#442040 German IV** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: German III)

This course is designed for the student interested in language proficiency. This class encompasses the five basic language skills: listening, speaking, reading, writing, and culture. Various texts and materials will be used including current German periodicals, newspapers and books. Composition and conversation will be the focus of this course. This course will be taught in German.

**#542060 AP German Language** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: German III)

This course is the equivalent of third year college advanced German composition and conversation. It encompasses oral skills, reading comprehension, grammar and composition. Development of language skills that can be applied to various activities and disciplines, as well as, extensive training in the organization and writing of compositions will be included. This course will be taught exclusively in German.

## SPANISH & SPANISH FOR NATIVE SPEAKERS

*Students may be required to take a Spanish placement test or Native Spanish placement test (such as the **Rogers' Native Spanish Placement Test**) prior to entering a Spanish or Native Spanish course to determine his/her appropriate placement level (7<sup>th</sup>-12<sup>th</sup> grade). The district will designate Native Spanish/Spanish teachers as test administrators for both high school feeder patterns.*

**#440000 Spanish I** (8<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

This course is designed for students who wish to explore the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. The course will be taught primarily in Spanish.

**#540100 Spanish for Native Speakers I** (8<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved course)

(Prerequisite: *Native Spanish Placement Test* / Environmental exposure to Spanish and some oral communication skills; students who have gone to school in U.S. school system 7+ years will begin with this course)

This course is specifically designed to meet the communicative needs of the non-ESOL Spanish heritage learner. Students will learn Spanish structure: phonetics, grammar, spelling, reading and writing processes. In addition they will work to build a more extensive vocabulary. This class will be taught increasingly in Spanish and will prepare students to advance to the upper levels of native Spanish. It is a one-year course worth one world language credit.

**#440020 Spanish II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Spanish I)

This course is designed for students who wish to explore the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in Spanish I instruction. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. The course will be taught primarily in Spanish.

**#440021 Pre-AP Spanish II** (9<sup>th</sup> - 12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Spanish I)

This course is designed for students who wish to explore the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in Spanish I instruction with greater intensity. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in Spanish.

**#540110 Spanish for Native Speakers II** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: *Native Spanish Placement Test* / Spanish for Native Speakers I or students who have gone to school in US school system fewer than 4 years will begin with this course)

This course is designed for any native speaker or second language student with native fluency that wishes to improve his/her ability to read, write, and generally master the Spanish language. Students will study spelling, writing skills and reading. Themes will surround issues of Hispanic Americans and Hispanics living in the United States. Only students fluent in Spanish may enroll in this course, as it is taught exclusively in Spanish. It is a one-year course worth one world language credit.

**#440030 Pre-AP Spanish III** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Spanish II or Pre-AP Spanish II)

This course is designed for students who wish to continue to improve their language proficiency and study the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Focus will be on developing language skills. Students will build on the skills acquired in Spanish II instruction with greater intensity and depth. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in Spanish.

**#540120 Pre-AP Spanish for Native Speakers III** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Spanish for Native Speakers II or Spanish for Native Speakers I with teacher recommendation)

This is a continuation of the Level II course. Students will continue to work on their literacy skills, including reading, writing and spelling, as well as on analytical thinking skills through the study of literature. This course will be taught exclusively in Spanish. It is a one-year course worth one world language credit.

**#549902 College Intermediate Spanish I** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisite: Spanish II, Pre-AP Spanish II or Spanish for Native Speakers III, appropriate test score for admission to NWACC, Cumulative 3.0 GPA)

**NOTE:** This course may be taken for 3 hours of college credit, students must meet eligibility requirements, pay tuition, and purchase a textbook. Students will be expected to apply their prior knowledge and understanding of Spanish and expand on their skills of speaking, reading, writing and comprehension. Through creative use of the language, the student will participate in progressively more challenging conversations and writing, narrating past, present and future events. The course will include a comprehensive grammar review and exposure to Spanish and/or Latin American writers. The class will be conducted primarily in Spanish.

**#549903 College Intermediate Spanish II** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (1 semester) (NCAA approved core course)

(Prerequisite: College Intermediate Spanish I, appropriate test score for admission to NWACC, and Cumulative 3.0 GPA)

**NOTE:** This course may be taken for 3 hours of college credit, students must meet eligibility requirements, pay tuition, and purchase a textbook. Students will be expected to apply their knowledge and understanding of Spanish and expand on their skills in speaking, reading, writing and comprehension. Students will be reading representative works of Spanish and/or Latin American writers and will use these as a vehicle to stimulate the expression of their own attitudes and feelings about the content and message of the literary works as well as life in general. Enrichment will be provided through use of current media materials. This class will be conducted in Spanish.

**#TBD Latin American Studies** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-AP Spanish III, College Intermediate Spanish II or Spanish for Native Speakers III)

This course surveys the history of Latin America from the beginnings of civilization to the present time. It will look at the development of modern Hispanic America. The first half of the course will cover the geography of Latin America, the pre-Columbian Indian tribes, and the conquest by the Spanish and Portuguese empires and the colonial period. The second semester will cover the independence and development of the new nations through the 19th and 20th centuries. There will also be a study of the many political and economic changes in the recent years. Relationships with the U.S. will be discussed as well as the cultural aspects of each period. The course will be taught completely in Spanish and students will be expected to participate in class discussions and do all coursework in Spanish.

**#440040 Pre-AP Spanish IV** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-AP Spanish III or College Intermediate Spanish II or Spanish for Native Speakers III)

This course is designed for students who wish to continue to improve their language proficiency and study the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Focus will be on developing language skills. Students will build on the skills acquired in Spanish III instruction with greater rigor, intensity and depth. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in Spanish.

**#540070 AP Spanish Language & Culture** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: Pre-AP Spanish III / College Intermediate Spanish / Pre-AP Spanish for Native Speakers III / Pre-AP Spanish IV / or upon instructor approval)

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed in as much as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use

and not to overemphasize grammatical accuracy at the expense of communication. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible: practices; and perspectives. In order to best facilitate the study of language and culture, the course is taught primarily in the target language.

**#540080 AP Spanish Literature & Culture** (12<sup>th</sup> Grade) (1 credit) (2 semesters) (NCAA approved core course)

(Prerequisite: AP Spanish Language and Culture or upon instructor approval)

Students will read a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature covering seven centuries. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. This course is equal to that of junior level college introduction to Hispanic literature course. Student effort will concentrate on the comprehension and analysis of the specific texts and poetry on the AP Spanish literature list. The AP Spanish Literature and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught primarily in the target language. The AP Spanish Literature course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible: practices; and perspectives. This class will be taught exclusively in Spanish.

## MISCELLANEOUS

**#517060 AP Seminar** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

AP Seminar is a foundational course aimed at juniors that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**#496010 Community Service Learning** (9<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit per semester) (1 semester)

A student may earn a total of one unit of credit for 75 hours of approved community service between their 9<sup>th</sup> -12<sup>th</sup> grades, beginning with the summer following the eighth grade. Interested students should contact a counselor about this program and **should not** list this as a course to be taken.

**#69600J Cornerstone** (9<sup>th</sup> Grade) (0.5 credit) (1 semester) (Local credit only)

(Prerequisite: Recommendation by school counselors/principals)

To serve recommended high school freshmen: Signposts are everywhere in life, sending us in either positive or negative directions. Cornerstone will explore these signposts and help students to develop the skills for healthy and effective living and school success. Students will have an opportunity to develop, manage, and enhance life skills important in making decisions for healthy and effective living. The primary goal is for students to form healthy attitudes, behaviors, and habits that promote personal development, health and well-being, and academic success. The students should become pro-active about their responsibilities as individuals in their family, school, and civic communities.

**#493890 Capstone** (12<sup>th</sup> Grade) (0.5 credit) (1 semester)

Capstone is a class designed to help seniors make the transition from high school to the next level of their career. The course will include the study of: career and technical skills, ethics, team building skills, problem solving tools, SCANS skills, MAPS, and dealing with "systems". Students will have a "Quality Team Project". In the project, a group of students will be given a "real" problem to solve from a local community institution or business. Each student will be expected to do an individual presentation to include MAPS development as a result of the quality team project and capstone course.

**#696005 Introduction to Education/Cadet** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (Local Credit only)

Introduction to Education is a local credit course that provides students the opportunity to explore a career in education. The course will introduce them to the history and governance of education as well as to the variety of careers in education. Students will apply what they learn about child growth and development and learning styles and needs by completing projects and creating learning activities for children. Students will have the opportunity to experience the profession through field experience where they will work with a cooperating teacher and children in a classroom. This course provides a foundation to those who also want to take Elementary Tutors and may also be taken in conjunction with that course.

**#696006 Library Media Aide I** (11<sup>th</sup>-12<sup>th</sup> Grades) (Local credit only)

(Prerequisite: Interview with Library Media Specialist and Advisor Recommendation)

Students interested in selecting this course need a solid knowledge of English skills as well as a good attendance record. The library media aide program is a daily training and practice in research, processing, information literacy, and production skills. Students have an opportunity from weekly rotating job assignments to explore their capabilities, develop new learning and research skills, manage and maintain given responsibilities, and develop leadership and peer-level social skills. Students may not use this time to complete academic assignments from other areas while a student library media aide. Library Media Aide is a credit class and required activities and skills will be assessed through test, reports, and observations.

**#696007 Library Media Aide II** (12<sup>th</sup> Grade) (Local credit only)

(Prerequisite: Library Media Aide I, application, interview with Library Media Specialist, and Advisor Recommendation)

Students interested in selecting this course need a solid knowledge of English skills as well as a good attendance record. The library media aide program is a daily training and practice in research, processing, information literacy, and production skills. Students have an opportunity from weekly rotating job assignments to explore their capabilities, develop new learning and research skills, manage and maintain given responsibilities, and develop leadership and peer-level social skills. Students may not use this time to complete academic assignments from other areas while a student library media aide. Library Media Aide is a credit class and required activities and skills will be assessed through test, reports, and observations.

**#596400 Military Service** (11<sup>th</sup> - 12<sup>th</sup> Grades) (Will count toward ADE 22 credits)

One unit of elective credit shall be available for students in grades eleven and twelve who participate in the "Split Training Option", a program offered by the Army National Guard. The student must complete the training at Fort Dix, New Jersey; Fort Jackson, South Carolina; Fort Leonard Wood, Missouri; Fort Bliss, Texas; Fort Benning, Georgia; or Fort Sill, Oklahoma. To receive credit the student must present to the registrar a certificate of completion from one of the above training locations.

**#TBD Personal Finance** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester) (ADE Approved)

The intent of this personal finance course is to 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, utilize 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.

**#696000 Student Council I/ Leadership Training** (1<sup>st</sup> Year) (9<sup>th</sup> - 12<sup>th</sup> Grades) (1 elective credit) (2 semesters) (Local credit only)

Students signing up for this course have been elected into Student Council. The class will be an experience in active or participatory leadership. Students will take on many projects, chosen and assigned that will teach the skills of leadership. In the process, this will offer students an opportunity to better serve their school and community and develop individual responsibility.

**#696001 Student Council II/ Leadership Training** (2<sup>nd</sup> Year) (10<sup>th</sup> - 12<sup>th</sup> Grades) (1 elective credit) (2 semesters) (Local credit only)

**#696002 Student Council III / Leadership Training** (3<sup>rd</sup> Year) (11<sup>th</sup>-12<sup>th</sup> Grades) (1 elective credit) (2 semesters) (Local credit only)

**#696003 Student Council IV / Leadership Training** (4<sup>th</sup> Year) (12<sup>th</sup> Grade) (1 elective credit) (2 semesters) (Local credit only)

**#696004 Tutors** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters) (Local credit only)

(Prerequisites: Application process with teacher recommendation and administrator approval. Recommended courses in career pathway: Introduction to Education, Child Development, or Psychology)

The course is a year-long local credit course aimed at high school students interested in a career in education. Due to the expectations of the course, students who apply for enrollment should have documented examples of leadership skills and responsibility to show they meet the required expectations for serving the cooperating teacher and school. This course is designed to allow students a long-term opportunity to investigate education as a career and to provide support to an assigned classroom teacher's students. Tutors will work with students on one-on-one or small group basis with a cooperating teacher at an elementary or middle school which feeds into the respective high school.

**NON-CREDIT COURSES**

**#999001 Study Hall – 1<sup>st</sup> Semester**

**#999002 Study Hall – 2<sup>nd</sup> Semester**

**#999831 Student Aide – 1<sup>st</sup> Semester**

**#999832 Student Aide – 2<sup>nd</sup> Semester**



## TWENTY-FIRST CENTURY PROGRAMS

# Career Education Programs

Rogers Public Schools offers a wide range of Twenty-First Century Programs, which include career programs designed to equip students with academic, technical and employability skills to prepare them for both college and entrance in a career field. Many of the programs also offer industry certifications that verify a proficiency level of skills recognized by business and industry. Rogers Public Schools will ensure that all students will have equitable access and opportunity to all career and technical education courses, programs, student organizations and events.

## AGRICULTURE, FOOD & NATURAL RESOURCES

Agricultural science and technology education is an organized educational program designed to provide career exploration and technical preparation for students who are preparing for career success in the Agriculture, Food, and Natural Resources Career Cluster. The knowledge and performance skills required for successful achievements and/or advancement in agricultural occupations constitute the central focus of the program. This program seeks to broaden traditional agricultural education to include agricultural literacy, reinforcement of applied instruction, agricultural business and industry needs, and increase preparation for further education.

### Animal Systems Pathway

#### Animal Systems Program of Study

Course Code	Program of Study Core Courses (3 credits needed for Completer status)	Credits
491150	Survey of Agricultural Systems	1
	<b>AND two credits of the following CTE and/or NON-CTE courses</b>	
491390	Agriculture Mechanics	1
491380	Agricultural Metals	1
Elective	<b>Any agriculture elective course will complete program of study</b>	1
	<b>Non-Agriculture Course Electives</b>	
495300	Human Anatomy and Physiology	1
495480	Introduction to Engineering Design (IED)	1
495490	Principles of Engineering (POE)	1
495550	Gas Metal Arc Welding	1
495560	Gas Tungsten Arc Welding	1
494940	Introduction to Manufacturing	1
494480	Introduction to Skilled Trades	1
493840	Mechanical, Plumbing and Electrical Systems	1
495580	Shielded Metal Arc Welding	1
495570	Metal Fabrication	1
493860	Internship (see Internship Course Information)	1-4 credits

#### **#491150 Survey of Agricultural Systems** (9<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

This course is a foundation course for all agriculture programs of study and is strongly recommended before enrolling in any other agricultural courses. The topics covered in this course include general agriculture, FFA, leadership, supervised agricultural experience, animal systems, plant systems, agribusiness systems, food products & processing, biotechnology, natural resources systems, environmental service systems, and power, structural & technical systems.

#### **#491180 Animal Science** (10th-12th Grade) (1 credit) (2 semesters)

(Prerequisite: Survey of Agricultural Systems)

This is a general study of animal science and production. Topics include pet care and management, economic importance of livestock, genetics and animal breeding, animal nutrition, animal health, facilities, and marketing. The business aspects of animal production will also be covered, as well as current ethical issues related to the production of livestock. New and emerging agricultural technologies will be explored in this lab-based animal science course. Students will learn how to research and compile data in the areas of animal genetics, digestion, reproduction and animal health.

**#491440 Poultry Science** (10<sup>th</sup> -12<sup>th</sup> Grade) (0.5 credit) (1 semester)

(Prerequisite: Survey of Agricultural Systems)

Poultry Science is a program that focuses on the production and management of poultry and the production and handling of poultry products. This course allows for an in-depth look at the Poultry Industry while providing “hands- on laboratories”, opportunities to participate in FFA and Supervised Agriculture Experiences.

**Plant Systems Pathway**

Plant Systems Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
491150	Survey of Agricultural Systems	1
	<b>AND</b>	
491340	Plant Science	1
<b>AND two credits from the any agriculture elective course or Internship</b>		
Elective	Agriculture Course	1
<b>Non-Agriculture Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#491340 Plant Science** (10<sup>th</sup> -12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Survey of Agricultural Systems)

This course covers the relationship between plants and people, plant morphology and physiology, plant production, the environment, soil, careers in plant science, and other related areas. This course allows for an in-depth look at Plant Science while providing Hands on Laboratories, and opportunities to participate in FFA and Supervised Agriculture Experiences.

**#491270 Greenhouse Management** (10<sup>th</sup> -12<sup>th</sup> Grade) (0.5 credit) (1 semester)

(Prerequisite: Survey of Agricultural Systems)

This course offers the serious horticulture student an in depth study of greenhouse management practices. Structural considerations are covered, as well as plant propagation techniques, pesticide use, and marketing strategies. The student will receive ample opportunity to practice the skills learned during the course in the schools greenhouse.

**#491330 Nursery/Landscape** (10<sup>th</sup> -12<sup>th</sup> Grade) (0.5 credit) (1 semester)

(Prerequisite: Survey of Agricultural Systems)

This course covers the production of plants, shrubs, and ornamental trees for transplanting to landscape designs. Propagation, designing plans, installation, maintenance, transportation, and careers are included in the curriculum.

**#491260 Forestry** (10<sup>th</sup> -12<sup>th</sup> Grade) (0.5 credit) (1 semester)

(Prerequisite: Survey of Agricultural Systems)

Principles of forests and forestry through the technical study of the biology, ecology, measurement, management technologies of wood products, and the wood products industry are examined.

**Power, Structural & Technical Systems Pathway**

Agricultural Power, Structural &amp; Technical Systems Program of Study

Course Code	Program of Study Core Courses (3 credits needed for Completer status)	Credits
491150	Survey of Agricultural Systems	1
491390	Agriculture Mechanics	1
<b>AND two credits of the following CTE and/or Non-Agriculture Electives</b>		
491380	Agricultural Metals	1
Elective	Any agriculture elective course will complete program of study	1
<b>Non-Agriculture Course Electives</b>		
495480	Introduction to Engineering Design (IED)	1
495490	Principles of Engineering (POE)	1
495550	Gas Metal Arc Welding	1
495560	Gas Tungsten Arc Welding	1
494940	Introduction to Manufacturing	1
494480	Introduction to Skilled Trades	1

493840	Mechanical, Plumbing and Electrical Systems	1
495580	Shielded Metal Arc Welding	1
495150	Industrial Technologies	1
495570	Metal Fabrication	1
493860	Internship (see Internship Course Information)	1-4 credits

#### **#491150 Survey of Agricultural Systems** (9<sup>th</sup> – 12<sup>th</sup> Grade) (1 credit) (2 semesters)

This course is a foundation course for all agriculture programs of study and is strongly recommended before enrolling in any other agricultural courses. The topics covered in this course include general agriculture, FFA, leadership, supervised agricultural experience, animal systems, plant systems, agribusiness systems, food products & processing, biotechnology, natural resources systems, environmental service systems, and power, structural & technical systems.

#### **#491390 Agricultural Mechanics** (10<sup>th</sup> -12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Survey of Agricultural Systems)

This two-semester course is designed to provide students with laboratory experiences beyond the exploratory level in the fourteen major areas of agricultural mechanics. Areas covered include arc welding, oxyacetylene welding, cold metal work, sheet metal work, tool fitting, small gas engines, surveying, concrete and masonry, plumbing, hand and power tool woodworking, electricity, and painting and finishing. This course is designed for students with a serious interest in agricultural mechanics.

#### **#491380 Agricultural Metals** (10<sup>th</sup> -12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite/Corequisite: Survey of Agricultural Systems or Agricultural Mechanics)

This course covers safety and technical information in agricultural welding with ample opportunity for students to gain hands-on skill in the laboratory. Cold and hot metal work, as well as cutting and welding will be covered. Further work involves the advanced study of compressed gas and electric principles used for welding, brazing, cutting, and heating metals as they relate to agriculture. MIG, TIG, gas, and arc welding will be covered, as well as plasma arc cutting and project construction.

#### **#491300 Leadership & Communications** (10<sup>th</sup> -12<sup>th</sup> Grade) (0.5 credit) (1 semester)

(Prerequisite: Survey of Agricultural Systems)

This course is designed to help students develop their abilities in such areas as public speaking, parliamentary procedure, organization, delegation, business etiquette, and conflict resolution, so that they will be better able to fulfill leadership roles in agriculture.

## **BUSINESS MANAGEMENT AND ADMINISTRATION**

Business, management, and administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business, management, and administration career opportunities are available in every sector of the economy. There is one career pathway available: General Management pathway

### **General Management Pathway**

Management Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>One credit from the following courses</b>		
49212A	Computerized Business Applications Part A	.5
49212B	Computerized Business Applications Part B	.5
492320	Management	1
<b>And one credit from the following courses</b>		
492100	Computerized Accounting I	1
492070	Business Law I	.5
492080	Business Law II	.5
492760	Social Media and Communications	1
492110	Computerized Accounting II	1
492170	Entrepreneurship	1
<b>Non-Business &amp; Marketing Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and prerequisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#492070 Business Law I** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Computerized Business Applications Part A and Part B)

Business Law is a one-semester course designed to acquaint students with legal problems and rights encountered in business transactions by minors and adults. This course will include law and the judicial systems; laws relating to minors, consumers, and the business firm; elements of contracts and credit; sales contracts; employment laws, commercial paper; insurance and property rights. The class will include lessons on ethics, consumer protection, rental agreements, and the need for insurance. Identifying and understanding proprietorships, partnerships and corporations are covered as well as other legal issues that affect us as individuals in our society.

**#492080 Business Law II** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Business Law I)

Business Law II is a one-semester course covering standards of law which govern our business and personal affairs in today's dynamic marketplace. It is designed to help students better understand the business world in which they live, gain confidence in conducting business, and be better prepared to recognize legal problems in management of an enterprise. Topics will include credit and bankruptcy, commercial paper, employment and agency, forms of business organization (proprietorships, partnerships, and corporations), real and personal property, bailments, and insurance.

**#492320 Management** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

Management is a two-semester course that assists the student in understanding basic management functions. Students study the management process, decision-making, environmental factors, basic ethics, and social responsibility. Planning, organizing, leading, and controlling are emphasized as well as basic concepts of staffing, leadership, communications, entrepreneurship, and international management.

## FINANCE

Planning, services for financial and investment planning, banking, insurance, and business financial management. There is one career pathway: Accounting.

**Accounting Pathway**

Accounting Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>One credit of the following</b>		
49212A	Computerized Business Applications—Part A	0.5
49212B	Computerized Business Applications –Part B	0.5
492100	Computerized Accounting I	1
<b>And two credits from the following elective courses</b>		
492070	Business Law I	.5
492080	Business Law II	.5
492110	Computerized Accounting II	1
<b>Non-Business &amp; Marketing Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, and telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, and telecommunications, presentation, and Web page design.

**#492100 Computerized Accounting I** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

Computerized Accounting I is a two-semester course that emphasizes accounting principles as they relate to computerized financial systems. Students study the accounting cycle for a proprietorship organized as a service business, a partnership organized as a merchandising business, and a corporation. Students learn to prepare a payroll with various withholding items including federal, state, and FICA taxes and benefits.

**#492110 Computerized Accounting II** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Accounting I)

Computerized Accounting II is a two-semester course that is designed to provide students with the knowledge, understanding, and skills necessary for a successful entry-level job in an accounting field. Students will learn to process transactions for a departmentalized business, a voucher system, inventory control and uncollectible accounts. They will apply four different methods to figure depreciation for plant assets and record notes payables and note receivables. The students will practice organizing a corporation, paying dividends, acquiring additional capital, and analysis and reporting to officers and stockholders. The students will learn cost accounting for a merchandising business and a manufacturing business. They will review tax forms, budgeting and other accounting concepts.

## HOSPITALITY AND TOURISM

Hospitality & Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services. There are two career pathways: Lodging pathway and the Travel and Tourism pathway.

**Travel & Tourism Pathway**

Hospitality Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits from the following courses</b>		
492260	Tourism Industry Management	1
49212A	Computerized Business Applications—Part A	.5
49212B	Computerized Business Applications—Part A	.5
<b>And one credit from the following electives</b>		
492250	Hospitality Administration	.5
492070	Business Law I	.5
492080	Business Law II	.5
492100	Computerized Accounting I	1
492170	Entrepreneurship	1
492250	Hospitality Administration	.5
492760	Social Media and Communications	1
492230	Arkansas Hospitality & Tourism	.5
<b>Non-Business &amp; Marketing Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semesters)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, and telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semesters)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, and telecommunications, presentation, and Web page design.

**#492260 Tourism Industry Management** (10<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This course will introduce students to tourism and management concepts including, but not limited to customer service, management and supervisory development, management theory, decision making, organization, communications, human relations, leadership training, personnel training, travel counseling, reservationists, ticketing, tour development, security, sales, travel and tourism accounting, marketing, and convention management, applicable local, state, and federal laws and asset management.

**#492250 Hospitality Administration** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite/Corequisite: Computerized Business Applications Part A and Part B)

Hospitality Administration is a one-semester in depth study of the hospitality industry. Students will become familiar with careers in hospitality and the primary segments of the hospitality industry. The importance of personal presentation, communication skills, guest satisfaction, the ability to perform basic business math, along with basic marketing concepts will also be covered in this course.

**#492230 Arkansas Hospitality & Tourism** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite/Corequisite: Computerized Business Applications Part A and Part B)

Arkansas Hospitality & Tourism is a two-semester course designed to familiarize students with Arkansas careers in hospitality and the opportunities available to promote travel and tourism in the state. Emphasis will be on the food industry, transportation industry, lodging industry, and tourist attractions within the various geographical locations in the state.

## MARKETING SALES AND SERVICE

Planning, managing, and performing marketing activities to reach organizational objectives

**Marketing Management Pathway**

Entrepreneurship Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits of the following</b>		
49212A	Computerized Business Applications—Part A	0.5
49212B	Computerized Business Applications—Part B	0.5
492170	Entrepreneurship	1
<b>And one credit from the following elective courses</b>		
492100	Computerized Accounting I	1
492330	Marketing	1
492070	Business Law I	.5
492080	Business Law II	.5
492640	Sports and Entertainment Marketing	.5
492190	Fashion Merchandising	.5
<b>Non-Business &amp; Marketing Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#492170 Entrepreneurship** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

Entrepreneurship I is a two-semester course designed to offer an overview of the American business enterprise system. A study of various forms of ownership, internal organization, management functions, and financing as they relate to business. The course content focuses on the concepts and practices of small business ownership and management. The student should be introduced to software that is used as a tool for management functions. (The student's project involves opening an imaginary business and including floor plans, location, building design and financial planning.)

**#492100 Computerized Accounting I** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

Computerized Accounting I is a two-semester course that emphasizes accounting principles as they relate to computerized financial systems. Students study the accounting cycle for a proprietorship organized as a service business, a partnership organized as a merchandising business, and a corporation. Students learn to prepare a payroll with various withholding items including federal, state, and FICA taxes and benefits.

**#492110 Computerized Accounting II** (11<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Accounting I)

Computerized Accounting II is a two-semester course that is designed to provide students with the knowledge, understanding, and skills necessary for a successful entry-level job in an accounting field. Students will learn to process transactions for a departmentalized business, a voucher system, inventory control and uncollectible accounts. They will apply four different methods to figure depreciation for plant assets and record notes payables and note receivables. The students will practice organizing a corporation, paying dividends, acquiring additional capital, and analysis and reporting to officers and stockholders. The students will learn cost accounting for a merchandising business and a manufacturing business. They will review tax forms, budgeting and other accounting concepts.

**#492330 Marketing** (11<sup>th</sup> –12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

Marketing is a two-semester course designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing. Instruction will focus on market types, market analysis, consumer types, planning promotion, buying, pricing, distribution, finance, trends, and careers

**Marketing Research Pathway**

Marketing Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>One credit</b> of the following		
49212A	Computerized Business Applications—Part A	0.5
49212B	Computerized Business Applications—Part B	0.5
<b>And</b>		
492330	Marketing	1
<b>And one credit</b> from the following courses		
492070	Business Law I	.5

492080	Business Law II	.5
492100	Computerized Accounting I	1
492170	Entrepreneurship	1
492190	Fashion Merchandising	.5
492350	Marketing Management	1
492340	Marketing Apprenticeship/Work-Based Learning	1
<b>Non-Business &amp; Marketing Course Electives</b>		
494150	Fundamentals of Advertising and Graphic Design	1
493860	Internship (see Internship Course Information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#492330 Marketing** (11<sup>th</sup>–12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

Marketing is a two-semester course designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing. Instruction will focus on market types, market analysis, consumer types, planning promotion, buying, pricing, distribution, finance, trends, and careers.

**Marketing – Work-Based Learning** (11-12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Corequisite: Enrolled in Marketing; complete application process)

**NOTE:** Students may only have a total of 2 credits for Marketing or Marketing Management Work-based Learning between the junior and senior year

**#492341** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit)

This is a supervised learning experience where marketing students work in a marketing position for a minimum of 135 hours per semester.

**#492342** (12<sup>th</sup> Grade) (2 credits)

This is a supervised learning experience where marketing students work in a marketing position for a minimum of 270 hours per semester.

**#492350 Marketing Management** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite: Marketing)

Marketing Management is a two-semester course designed to develop decision-making skills through the application of marketing and management principles. Competencies will be accomplished by utilizing various instructional methods, resources, and direct involvement with marketing businesses. The course will focus on organization, finance, risks, credit, technology, and social aspects. On-the-job training may be an integral part of this course and earns up to two credits. Classroom instruction earns one credit.

**Marketing Management -Work-based Learning** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Corequisite: Enrolled in Marketing Management; complete application process)

**NOTE:** Students may only have a total of 2 credits for Marketing or Marketing Management Work-based Learning between the junior and senior year.

**#492341** (12<sup>th</sup> Grade) (1 credit)

This is a supervised learning experience where marketing students work in a marketing position for a minimum of 135 hours per semester. Students who took Marketing-Work Based Learning their junior year will need to enroll in this course.

**#492342** (12<sup>th</sup> Grade) (2 credits)

This is a supervised learning experience where marketing management students work in a marketing position for a minimum of 270 hours per semester.

**#492640 Sports & Entertainment Marketing** (10<sup>th</sup> – 12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Computerized Business Applications Part A and Part B)

Sports and Entertainment Marketing is a one-semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship, venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution.

**#492190 Fashion Merchandising** (10<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Computerized Business Applications Part A and Part B)

Fashion Merchandising is a one-semester course designed to offer an overview of the fashion industry. It provides the foundation in preparing students for a wide range of careers available in the different levels of the fashion industry. Emphasis is given to historical development, designers, production, merchandising, domestic and foreign markets, accessories, and retailing. Also included is the study of styles, fads and trends of the latest fashion designs.

## AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIONS

Designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.

**Audio/Visual Tech and Film Program of Study**

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following Foundational Courses		
493640	Fundamentals of Audio/Video Tech & Film	1
493650	Intermediate Audio/Video Tech & Film	1
<b>And one credit</b> from the following courses		
493660	Advanced Audio/Video Tech & Film	1
493670	Media Communications Lab	1
<b>Non- Audio/Visual Tech and Film Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#493640 Fundamentals of Audio/Video Tech and Film** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semester)

This is the basic core course dealing with video and audio production aspects. Students will study the basics of film and television production as well as other forms of audio-video communication such as animation, graphics and sound (including music) production for video. They will study the history of Audio-Video Technology and Film as well as careers and skills necessary for employment in this pathway.

**#493650 Intermediate Audio/Video Tech and Film** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Fundamentals of Audio/Video Tech and Film)

This is the intermediate core course for students in the audio-video technology & film career pathway. Students will go beyond the basics of film and television production and develop specialties in one or more forms of audio-video communication such as camera work and editing, animation, graphics and sound (including music) production for video. Students will work as a team to complete various productions such as multimedia presentations and videos for special events and programs, documentaries, commercials, instructional videos, and video slideshows. These students will expand their knowledge of different types of software and techniques used in production, work on more complicated projects, as well as take on mentoring and leadership roles in the production process.

**#493660 Advanced Audio/Video Tech and Film** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Intermediate Audio/Video Tech and Film)

The course is project-based instruction and is an extension of the Audio/Video Tech and Film program of study core. It provides classroom training and instruction for the advanced student that is over and above the basic core course requirement. The content builds on the knowledge, skills, and abilities taught in Fundamental and Intermediate Audio/Video Tech and Film.

**#493670 Media Communications Lab** (12<sup>th</sup> Grade) (1 credit) (2 semesters)

(Prerequisite/Corequisite: Advanced Audio/Video Tech and Film)

This is a lab-based course for students who have taken Fundamentals, Intermediate and Advanced A/V Tech & Film. The course will provide extended learning experiences that focus on individual student projects that align with program area concepts. The lab-based course will also support advanced skill development in A/V Tech & Film.

**#69600S Sports Broadcasting \*\*Local Credit** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Fundamentals of A/V Tech and Film)

This class will allow students to focus on sports journalism skills and TV production skills simultaneously. These skills include, but are not limited to: writing, reporting, play-by-play announcing, equipment set-up, use and take down, and distribution and promotion of athletic events. The student population intended to be instructed is any student, male or female, interested in athletic events of any/all sports, technology and journalism.

## INFORMATION TECHNOLOGY

**Web Design & Digital Communications Pathway**

Social Media and Communications Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>One credit</b> of the following		
49212A	Computerized Business Applications—Part A	0.5
49212B	Computerized Business Applications—Part B	0.5
<b>AND</b>		
492760	Social Media and Communications	1
<b>And One Credit</b> from the following elective courses		
492550	Senior Technology Seminar	1
492070	Business Law I	.5
492080	Business Law II	.5
492100	Computerized Accounting I	1
492170	Entrepreneurship	1
492320	Management	1
492330	Marketing	1
<b>Non-Social Media &amp; Communications Elective Course</b>		
465010	Computer Science with Programming Emphasis I	.5
465020	Computer Science with Programming Emphasis II	.5
494150	Fundamentals of Advertising and Graphic Design	1
465310	Mobile Application Development – Level 1	.5
465320	Mobile Application Development – Level 2	.5
493860	Internship (see Internship Course Information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design

**#492760 Social Media and Communications** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This is a two-semester project-based course that enhances technology skills, job search and employability skills along with communication skills. Students will create an online electronic career portfolio focused on an individual career path, create social media and viral marketing campaigns, participate in video conferencing, cloud-based collaboration, and learn and practice other workplace related communication technologies and channels. Students will apply verbal and nonverbal communication skills related to both spoken and written communications; technology will be used to enhance these skills. Productivity programs and apps will be used to teach time management, organization and collaboration skills, cloud storage and computing. Students will also create career-related documents according to professional layout and design principles, and will also learn the photo and video editing skills needed to create promotional and informational business communications and viral marketing campaigns.

**#492550 Senior Technology Seminar** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This course is for students to apply the technical skills and knowledge learned in advanced business courses such as Digital Communications and Web Design. Students will utilize these skills to work on real-world technology-based projects for the school, community, and local businesses. Students will have the opportunity to achieve industry certification in Adobe software.

**STEM (Science, Technology, Engineering and Mathematics)**

Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services

**Programming & Software Development Pathway**

Programming Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> from the following courses		
465010	Computer Science with Programming/Coding Emphasis-Level 1	.5
465020	Computer Science with Programming/Coding Emphasis-Level 2	.5
465030	Computer Science with Programming/Coding Emphasis-Level 3	.5
465040	Computer Science with Programming/Coding Emphasis-Level 4	.5
<b>and at least One Credit</b> from the following elective courses		
492670	Web Technologies	1
465910	Computer Science Independent Study, Level I	.5
465920	Computer Science Independent Study, Level II	.5
465650	Advanced Programming Level I-Game Design	.5
465660	Advanced Programming Level II-Game Design	.5
TBD	Unmanned Aerial Systems (UAS) Flex Course	1
<b>Non-STEM Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

**#465010 Computer Science with Programming/Coding Emphasis – Level 1** (9<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

**#465020 Computer Science with Programming/Coding Emphasis – Level 2** (9<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

(Prerequisite: Computer Science with Programming/Coding Emphasis – Level 1)

This course builds upon the concepts taught in Level 1. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

**#465030 Computer Science with Programming/Coding Emphasis – Level 3** (10<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

(Prerequisite: Computer Science with Programming/Coding Emphasis – Level 2)

This course builds upon the concepts taught in Level 2. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

**#465040 Computer Science with Programming/Coding Emphasis – Level 4** (10<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

(Prerequisite: Computer Science with Programming/Coding Emphasis – Level 3)

This course builds upon the concepts taught in Level 3. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively.

**#465910 Computer Science Independent Study, Level I** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

**#465920 Computer Science Independent Study, Level II** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

**#492670 Web Technologies** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This course is an exploration of all the elements of Web Site Design. Students will begin by creating web sites using HTML, XHTML, and CSS. Students will investigate several Adobe software packages to enhance web sites such as: PhotoShop to create and edit graphics; Flash to create animations and web banners. Fireworks to create and optimize images for the web; Premiere to create and edit video, Audition to create and edit audio. Students will focus on how to use web design software such as Dreamweaver to create websites. Students will also use multimedia equipment such as iPads, digital cameras, and camcorders.

**#465650 Advanced Programming Level 1-Game Design** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

**#465660 Advanced Programming Level 2-Game Design** (10<sup>th</sup> -12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

The Level 2-Game Design course includes advanced principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

**#TBD Unmanned Aerial Systems (UAS) FLEX Course** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

This course is designed to provide students with a foundational understanding of the concepts in unmanned aerial systems. During this course students will explore, apply and move toward mastery in skills and concepts related to Components of UAS (unmanned aerial system), Aeronautics, Problem Solving, Flight Operations and Industry Specific Operations. Students will learn about UAS core components, pre-flight operations, in-flight operations, post-flight operations and will be allowed to explore some industry specific UAS applications as they apply to Audio-Visual Technology and Agriculture. This course will be taught on the Rogers High School campus.

**#565110 / 565120 AP Computer Science A Level 1 and Level 2** (10<sup>th</sup> -12<sup>th</sup> Grades) (.5 credit per semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Students should learn to code fluently in a well-structured fashion. They should be able to read and understand a large program and a description of the design and development process leading to such a program. Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the rules of these components within the system. Students should be able to recognize the ethical and social implications of computer use.

**#565010 / 565020 AP Computer Science Principles Level 1 and Level 2** (10<sup>th</sup> -12<sup>th</sup> Grades) (.5 credit per semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## HEALTH SCIENCE

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Health Services Pathway**

Medical Professions Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits of the following</b>		
495300	Human Anatomy & Physiology	1
495350	Foundations of Health Care	1
<b>OR</b>		
424030	Anatomy / Physiology (science department course)	1
<b>And a minimum of One credit from the following courses</b>		
495380	Introduction to Medical Professions Expanded	.5
495230	Medical Clinical Internship/Specialization	.5
495390	Medical Procedures Expanded	.5
495360	Medical Terminology	.5
495280	Pharmacy Technology Fundamentals	1
<b>Non-Health Science Course Electives</b>		

495310	Certified Nurse's Assistant (CNA) offered at RHS or NWACC	1
493860	Internship (see Internship Course Information)	1-4 credits

**#495350 Foundations of Health Care** (9-12<sup>th</sup> Grade) (1 credit) (2 semesters)

This course is designed to introduce students to medical professions and the basic foundational skills for first aid and the treatment of patients. Along with Anatomy and Physiology this is a foundation core course for subsequent education and training in health services.

**#495300 Human Anatomy & Physiology I** (10<sup>th</sup> -12<sup>th</sup> Grade) (1 credit) (2 semesters)

Anatomy & Physiology focuses on anatomy and physiology of body systems and the diseases of those systems. Specific areas of study include the structure of the human body, processes of disease, and the following body systems: integumentary, skeletal, muscular, circulatory, lymphatic, nervous, sensory, respiratory, digestive, urinary, endocrine, and reproductive.

**#495380 Medical Professions Expanded** (9<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

Experiences in this class are designed to provide students with basic information and skills needed for a career in the health care field. Emphasis is given to the development of competencies related to health care systems and careers, medical history and events, qualities of successful health care workers, medical ethics and legal responsibilities, communications, medical terminology and math, nutrition and health, human growth and development, classification of diseases, job-seeking skills, and the student organization.

**#495390 Medical Procedures Expanded** (9<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

Medical Procedures Expanded is a one-half unit course that helps students develop specific and general skills needed by the health care professional. Topics will include safety in medical fields, infection control, vital signs, CPR/First Aid, medical math, charting and medical abbreviations. Students will also have the opportunity to participate in the Medical Professions career and technical student organization (HOSA), competitions and events.

**#495360 Medical Terminology** (10<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester)

Medical Terminology assists students in developing the language used for communication in the health care professions. Areas of study include fundamental word structure, organization of the body, diagnostic and imaging procedures, pharmacology, general medical terms, and major body systems.

**#495230 Explore Specialized Medical Fields** (10<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Foundations of Health Care and Human Anatomy & Physiology)

Specialized Medical Fields provides student opportunities to explore specialized medical fields such as sports medicine, phlebotomy, Anesthesiology, Emergency Medicine, Medical Genetics, Ophthalmology, Pediatrics, Physical Medicine & Rehabilitation, Physical Therapy and Radiology. Students will increase awareness of educational pathways to different types of specialized medical fields, unique skill sets required for each field.

**#495280 Pharmacy Technology Fundamentals** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Foundations of Health Care and Human Anatomy & Physiology)

This course provides an overview of the pharmacy technology field and develops the fundamental concepts and principles necessary for successful participation in the pharmacy field. Successful completion of this course will help prepare students to take the Pharmacy Technician Certification Exam following high school graduation.

**#495310 Certified Nursing Assistant-CNA** (RHS Campus) (11-12<sup>th</sup> grade) (1 credit) (1 semester)

(Prerequisite: Foundations of Health Care and Human Anatomy & Physiology)

**Course Time: 8:15am-9:45pm Monday-Friday on the Rogers High School Campus.** Transportation to and from Heritage High School, Rogers New Technology High School and Crossroads will be provided.

This course offers advanced medical procedures, nurse assistant skills, direct patient care and provides clinical training in area health care facilities. After successful completion of the class and following high school graduation, the student is eligible to take the Nurse Assistant Certification Exam. Students will have the opportunity to receive the CNA certification. Cost: Students are responsible for required drug screening, TB skin tests and criminal background check.

## HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs.

### Early Childhood Development & Services

Child Care Guidance, Management & Services Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following Foundational Courses		
493020	Child Development & Parenting	1
493010	Childcare Guidance, Management and Services	1
<b>And one credit</b> of the following		
493150	Human Relations	.5
493080	Family & Consumer Sciences	1
493110	Food Safety and Nutrition	1
<b>Non-Family &amp; Consumer Sciences Course Electives</b>		
493860	Internship (see Internship course information)	1-4 credits

#### **#493010 Child Care Guidance, Management and Services** (11th -12th Grades) (1 credit)

(Prerequisite/Corequisites: Must have completed or currently enrolled in Parenting and/or Child Development)

**NOTE:** This course will be a two class period blocked course. **Transportation to the off-site childcare centers will be the responsibility of the student.**

Experiences in the course are designed to provide students with information and experiences in the occupational field of child care guidance, management and services. Employment opportunities include child care and guidance, foster care, family day care, and teacher assistants. Emphasis in this course is given to development of competencies related to FCCLA, employability, understanding the child care profession, child development, health and safety of children, guiding children's behavior, guiding special needs children, planning and management of a child care program and facility, and the effect of technology in child care and guidance management and services. Upon successful completion of this course, students will receive state certification as child care teacher, child care assistant, or child care aide. The level of certification depends on the number of FACS courses taken in the child care program of study. A minimum of 40 hours of hands-on laboratory experience in a child care facility is also required for certification. This course will help interested students pursue the Child Development Associate Credential (CDA). This course requires students to complete a background check at the cost of the student and to have a TB skin test.

### Family & Community Services Pathway

Family and Consumer Sciences Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following Foundational Courses		
493080	Family & Consumer Sciences	1
493020	Child Development & Parenting	1
<b>And a minimum of one credit</b> of the following courses		
493030	Clothing & Textiles I	.5
493110	Food Safety & Nutrition	1
493140	Housing & Interior Design	.5
493150	Human Relations	.5
<b>Non-Family &amp; Consumer Sciences Course Electives</b>		
493860	Internship (see Internship course information)	1-4 credits

#### **#493080 Family and Consumer Sciences** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships; housing and interior design; wardrobe planning and selection; garment care and construction; the physical, emotional, social and intellectual development of children; nutrition and food selection; healthy lifestyle choices; meal planning, preparation and service; home management; money management; the application of current technology in the home and workplace. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life.

**#493030 Clothing & Textiles 1** (10<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester)

Experience in the Clothing and Textiles 1 course are designed to assist students in developing skills necessary for decision-making as a clothing consumer and for understanding the role of the clothing and textile industry in the economy. Emphasis is given to the development of competencies related to clothing selection, clothing needs of family members, clothing care, characteristics of natural and synthetic fibers, types of fabrics and fabric finishes, laws and regulations related to the clothing and textiles industry, use and care of basic sewing supplies and equipment, fabric selection, clothing construction techniques, jobs and careers in clothing and textiles, computer use in clothing and textiles, and effects of technology on the clothing and textiles industry. Upon completion of this course, the student should acquire skills needed for clothing and textiles occupations and develop knowledge of the impact of technology on the clothing and textiles industry.

**#493110 Food Safety and Nutrition** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

The Food Nutrition and Safety course focuses on the development of essential food safety practices needed to select, receive, store, prepare, and serve food. Students will learn to create and implement an environment of food safety procedures based on the latest FDA Food Code and local regulations. This course will also focus on the development of essential food safety practices necessary to select, receive, store, prepare, and serve food. Students will create and implement food safety procedures based on the FDA Food Code and local regulations to apply sound sanitation practices. Skills are applicable to the Arkansas Safe Food Handler and National Restaurant Association ServSafe Certifications.

**#493150 Human Relations** (10<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester)

Human Relations focuses on the development of skills needed in order to build and maintain successful relationships in the home, community, and workplace. Emphasis is given to the development of competencies related to personality development, decision-making, communication, relationships outside the family, relationships within the family, and careers in the field of human relations. Upon completion of this course, the student should have a better understanding of self; know how to communicate effectively; and be able to establish and maintain effective relationships with family members, peers, and others.

**#493020 Child Development & Parenting** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semester)

The Child Development and Parenting course focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, selection of child-care services, health and safety of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. are designed to assist students in developing an understanding of the parenting process and of parenting skills, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, choosing professionals to help with parenting problems, selection of child-care services, and careers related to parenting

**#493140 Housing and Interior Design** (10<sup>th</sup> -12<sup>th</sup> Grades) (0.5 credit) (1 semester)

Housing and Interior Design focuses on personal and family housing needs, options for meeting those needs, and the impact of the housing industry on the economy. Attention is given to student competencies addressing housing needs, trends, finance, construction and artful principles as applied to housing. Other topics emphasize competencies related to management of furnishings and appliances, conservation, green design, home technology, and career opportunities in housing. Students achieving these competencies will develop an appreciation for housing and interior design. Upon successful completion of the course, the student will be able to make informed decisions in securing and maintaining a personal or family home.

## CONSTRUCTION

Designing, planning, managing, building, and maintaining physical structures and the larger built environment, including roadways and bridges and industrial, commercial, and residential facilities and buildings

**Construction Pathway**

Construction Technology Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Completion of the following two (2) courses and one elective course</b>		
494480	Introduction to Skilled Trades	1
494460	Carpentry	1
<b>And one credit from the following elective courses</b>		

494860	Architecture & Construction Lab	1
493840	Mechanical, Plumbing and Electrical	1
<b>Non-Construction Course Electives</b>		
493140	Housing & Interior Design (FACS)	.5
493860	Internship (see Internship course information)	1-4 credits

#### **#494480 Introduction to Skilled Trades** (9<sup>th</sup> -12<sup>th</sup> Gr.) (1 credit) (2 semesters)

The Introductory Construction Skills course prepares individuals to apply technical knowledge and skills in the construction related career fields, including building, inspecting, and maintaining of structures and related properties. Successful completion will allow student to earn NCCER credential in CORE curriculum. Students may also have the opportunity to receive concurrent credit for completion of construction courses and/or NCCER certification through Northwest Arkansas Community College.

#### **#494460 Carpentry** (10<sup>th</sup> -12<sup>th</sup> Gr.) (1 credit) (2 semesters)

(Prerequisite: Introduction to Skilled Trades)

The Carpentry course prepares individuals to apply technical knowledge and skills to layout, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. This course is based on the NCCER Carpentry Fundamentals 1 Curriculum. Students may also have the opportunity to receive concurrent credit for completion of construction courses and/or NCCER certification through Northwest Arkansas Community College.

#### **#494860 Architecture & Construction Lab** (9-12 Gr.) (1 Credit) (2 semesters)

(Prerequisite/ corequisites: Introduction to Skilled Trades)

This production based program is designed to allow for the development of skills and knowledge through construction and carpentry related lab experiences.

#### **#493840 Mechanical, Plumbing and Electrical** (11-12th grade) (1 Credit) (2 Semesters)

(Prerequisite: Carpentry)

This instructional program prepares individuals to apply technical knowledge and skills in heating, ventilation, and air conditioning; electrical and mechanical systems; and plumbing. It is a foundation course to combine electrical, plumbing and HVAC courses into a one credit introductory course. This course is based on components of NCCER electrical Level 1, plumbing Level 1 and HVAC Level 1 curriculum.

## **MANUFACTURING**

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance, and manufacturing/process engineering

### **Manufacturing Production Pathway**

Advanced Manufacturing Program of Study

<b>Course Code</b>	<b>Program of Study Courses</b> (3 credits needed for Completer status)	<b>Credits</b>
<b>Two credits</b> of the following and one elective from A/V Communications cluster		
494940	Introduction to Manufacturing	1
494950	Design for Manufacturing	1
<b>And one credit</b> from the following		
494960	Manufacturing Production Processes	1
<b>Non-Manufacturing Course Electives</b>		
495450	Computer Integrated Manufacturing (PLTW)	1
493860	Internship (see Internship course information)	1-4 credits

#### **#494940 Introduction to Manufacturing** (9<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

This course is designed to introduce the student to the world of advanced manufacturing and establish a foundation upon which further studies in manufacturing might rest. Students will explore basic manufacturing materials and processes, tools, techniques, and produce some simple products.

**#494950 Design for Manufacturing** (10<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Introduction to Manufacturing)

This course is designed to expand on the introductory manufacturing course and expose the student to basic design concepts, computer skills, and drawing skills used in product and process design within the field of manufacturing. Additionally, the course is designed to expose students to a number of interpersonal skills and competencies necessary for a sustained career in manufacturing.

**#494960 Manufacturing Production Process** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisites: Design for Manufacturing)

This course is designed to provide the student with a hands-on learning experience with the basic tools, equipment, and operations of manufacturing industries. The student will also understand the relationship between a manufacturing need, a design, materials, processes, as well as tools and equipment. During this course, the student will utilize many of the basic manufacturing processes to produce primary and secondary materials for manufacturing.

**Manufacturing Production Pathway**

Precision Machining Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following courses		
495200	Machine Tool I	1
495220	Machine Tool II	1
And <b>one credit</b> from the following courses		
495210	Machine Tool Lab	1
<b>Non-Precision Machining Course Electives</b>		
493860	Internship (see Internship course information)	1-4 credits

**#495200 Machine Tools I** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

Machine Tools I is a one-hour course in which students spend time in the classroom learning theory and acquiring skills necessary to shape metal with shop equipment. The student will learn how to produce a precise project in the shop for a grade. The student will learn how to correctly apply their knowledge to use the engine lathes, milling machines, metal saws, and drilling equipment. Upon successful completion of their projects they are given the basic fundamentals of CAD (computer aided drafting). Students are encouraged to support SKILLS USA, where leadership, the ability to work with others, and other technical skills are developed.

**#495210 Machine Tools Lab** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

Machine Tools Lab is a one credit course that is designed to provide students learning experiences within the Machine Shop environment. The Machine Tools lab experiences will support the development of skills and knowledge that relate to jobs within manufacturing and machining industries.

**#495220 Machine Tools II** (10<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Machine Tools I).

Machine Tools II is a one credit course in which students greatly enhance their abilities learned in Machine Tools I, including more in-depth learning about shop machinery, more precise tolerances, cutting tools, math and advanced blueprint reading. Using the shop's CNEZ programs, students will be able to write and verify a CNC (computerized numerical control) program. All shop work centers around the production of advanced machining practices to acquire a distinct understanding of "Real World" applications.

**PRE-ENGINEERING**

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services.

**Engineering & Technology Pathway**

Pre-Engineering (PLTW-Project Lead The Way) Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
Completion of the following <b>TWO</b> Project Lead The Way (PLTW) foundational courses		
495480	Introduction to Engineering Design (IED)	1

495490	Principles of Engineering (POE)	1
And <b>One credit</b> from the following elective courses		
495440	Civil Engineering and Architecture (CEA)	1
<b>Non Pre-Engineering Course Electives</b>		
493860	Internship (see Internship course information)	1-4 credits

**#495480 Introduction to Engineering Design (IED)** (9-12<sup>th</sup> grade) (1 credit) (2 semesters)

Introduction to Engineering Design is an introduction course that develops students' problem-solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software.

**#495490 Principles of Engineering (POE)** (10-12<sup>th</sup> grade) (1 credit) (2 semesters)

(Prerequisite: Introduction to Engineering). Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in postsecondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes.

**#495440 Civil Engineering and Architecture (CEA)** (11th-12<sup>th</sup> grade) (1 credit) (2 semesters)

(Prerequisite: Principles of Engineering). Students will be presented with design problems that require the use of computer-aided drafting skills to develop solutions to the problems.

## TRANSPORTATION, DISTRIBUTION AND LOGISTICS

Planning, managing, and moving of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services, such as transportation infrastructure planning and management, logistic services, and mobile equipment and facility maintenance.

### Mobile Equipment, Maintenance & Repair Pathway

Automotive Service Technology Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following and one elective from A/V Communications cluster		
494180	Brakes/Manual Drive Train	1
494190	Electrical Systems/HVAC	1
And <b>one credit</b> from the following		
494200	Engine Performance/Engine Repair	1
494210	Suspension & Steering/Automatic Transmission	1
<b>Non-Automotive Course Electives</b>		
493860	Internship (see Internship course information)	1-4 credits

**#494180 Brakes/Manual Drive Train** (9<sup>th</sup>-11<sup>th</sup> Grades) (1 credit) (2-hour block/1 semester)

The curriculum will begin with an introduction to the different automotive systems. Shop safety, tool and equipment will be covered. Students are required to pass the safety test with 100% before working in the shop. Automotive brake theory, diagnosis, maintenance and repair will be covered according to the 2012 NATEF MLR standards. Topics will include disc, drum, power, and ABS brake systems. Also covered will be basic theory maintenance and service of manual transmissions and drive trains.

**#494190 Electrical Systems/HVAC** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2-hour block/1 semester)

(Prerequisite: Brakes/Manual Drive Train)

The curriculum will begin with a review of shop safety, tools and equipment. Automotive electrical theory, diagnosis, maintenance and repair will be covered, according to the 2012 NATEF MLR standards. Topics will include batteries, charging, starting, lighting, and wiring systems. Also covered will be basic theory, maintenance and service of AC/Heating systems.

**#494200 Engine Performance/Engine Repair** (10<sup>th</sup> -12<sup>th</sup> Grades) (2-hour block/1 semester or 1 hour/2 semesters)

(Prerequisites: Brakes/Manual Drive Train AND Electrical Systems/HVAC)

The curriculum will begin with a review of shop safety and procedures. Automotive steering/suspension theory, diagnosis, maintenance and repair will be covered, according to the 2012 NATEF MLR standards, including 4 wheel alignment procedures. Also covered will be basic theory, maintenance and service of automatic transmissions.

**#494210 Suspension & Steering/Automatic Transmissions** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credits) (2 hour block/1 semester)

(Prerequisites: Brakes/Manual Drive Train, Electrical Systems/HVAC AND Engine Performance/Engine Repair)

The curriculum will begin with a review of shop procedures and safety. Automotive Engine Performance theory, diagnosis, maintenance and repair will be covered, according to the 2012 MATEF MLR standards. Topics will include fuel, ignition, computer and emission control systems. Also covered will be basic theory, maintenance and service of Engine Repair.

## **CAREER EXPLORATION (9-12<sup>TH</sup> GRADE)**

**#493880 College and Career Readiness** (9-12<sup>th</sup> Grade) (0.5 credit) (1 semester)

College and Career Readiness is a one semester course offered to students in grades 9-12.

However, it is highly recommended for students in grades 11-12 due to the age requirement for the WorkKeys assessment. The course content shall reflect postsecondary education and training opportunities for success at the college level or employable level. It focuses on WorkKeys skills including Graphic Literacy, Applied Mathematics, and Workplace Documents. The online computer-based KeyTrain curriculum is required to prepare students for the ACT WorkKeys assessments for the Arkansas Career Readiness Certificate. Students must be at least 16 years of age, successfully pass level four or higher in KeyTrain Career Ready 101 curriculum, and have a Social Security number to take the ACT WorkKeys assessments. The curriculum, assessments, and Career Readiness Certificate (CRC) are provided free of charge to the school and to the student. WorkKeys assessment takers must also register online with the Arkansas Joblink system in the Department of Workforce Services.

**#493860 Internship 1 (11-12th Grade) (1 credit) (2 semesters)**

The Internship course is offered to students in grades 11-12 who are in good academic standing and have completed at least two units in a chosen career focus area. The internship course is designed to assist students in their specific career focus areas and to help them successfully transition from school to career. Students who expect to begin their careers immediately upon high school graduation, as well as those who need to complete post-secondary training prior to starting a career can benefit from the course. The structure includes a strong business partnership that links the course and its participants to current resources, information, and guidance from industry professionals. It provides intense, competency-based classroom and work-site instruction specifically tailored to meet the needs of individual students. Each classroom and worksite competency an intern successfully completes is documented and placed in a portfolio. The intern receives the portfolio upon completion of the internship course. It also fosters articulation of programs between high schools and postsecondary education, credit-granting institutions, and apprenticeship programs. A post-graduation monitoring system is incorporated that identifies and addresses graduates' ongoing needs as they advance toward their identified career goals.

**#49386T Internship 2 (1 credit)**

**#49386E Internship 3 (1 credit)**

**#49386F Internship 4 (1 credit)**

### **Eligibility of Students**

1. Students must be at least 16 years of age in order to meet labor law requirements.
2. Students shall apply for acceptance to the internship course. Minimum guidelines for acceptance include:
  - a. Completed at least two units of an identified career major;
  - b. Academic standing of at least 2.0 on a 4.0 scale;
  - c. Acceptable attendance record as determined by the school administration;
  - d. Written recommendations from a counselor, a teacher in the student's career major area, a teacher outside the student's career major, and two personal references from non-relatives;
  - e. Membership in a student organization that reflects intern's career goals and enhances his/her ability to excel in a chosen career focus area.

### **Internship Course Credits**

1. Interns should be expected to complete at least 18 hours of coordinator classroom instruction and 180 hours of work-site (work-based learning) study in order to receive one credit.
2. Interns should receive two credits with a minimum of 36 hours of classroom instruction and 360 hours of work based learning in the work site.
3. A maximum of four credits for completing 72 hours of coordinator contact and 720 hours worksite study within a consecutive two-year period.

**Additional Requirements:**

Registration with AR Job Link system in the Department of Workforce Services and the online computer-based KeyTrain curriculum is required to prepare students for the ACT WorkKeys assessments for the Arkansas Career Readiness Certificate. Students must enter their Social Security number to complete the AR JobLink registration and take the ACT WorkKeys assessments. The curriculum, assessments, and Career Readiness Certificate (CRC) are provided free of charge to the school and to the student. WorkKeys assessment takers must also register online with the Arkansas Joblink system in the Department of Workforce Services. The internship course is designed to support the guidelines, goals, and objectives of all student organizations. Interns are required to hold membership in the student organization that represents their individual career focus area, if one is available.

## ROGERS NEW TECHNOLOGY HIGH SCHOOL

### Career & Technical Education Programs and Courses

The following Career & Technical Education (CTE) programs of study and courses are offered to 9-12<sup>th</sup> grade students attending Rogers New Technology High School.

Business & Marketing Research

Entrepreneurship

Social Media & Communications

Programming & Software Development

Automotive Service (Transportation provided to the RPS Career Center for the courses in this program of study)

Manufacturing (Transportation provided to the RPS Career Center for the courses in this program of study)

Construction (Transportation provided to the RPS Career Center for the courses in this program of study)

Precision Machining (Transportation provided to the RPS Career Center for the courses in this program of study)

**\* Program of study and course information for the programs listed above can be found in the preceding pages.**

Advertising & Graphic Design

Digital Photography

Mobile Applications Development

**\* Program of study and course information for the programs listed above can be found below.**

## AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIONS PREPARATION

Designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services

### Advertising and Graphic Design Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following Foundational Courses		
494150	Advertising & Graphic Design 1	1
494170	Advertising & Graphic Design 2	1
	And <b>one credit</b> from the following courses	
494130	Advanced Advertising and Graphic Design	1
494160	Advertising and Graphic Design Lab	1
<b>Non- Audio/Visual Tech and Film Course</b>		
493860	Internship (see Internship course information)	1-4 credits

### **#494150 Advertising and Graphic Design 1** (9<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics and how they are applied in today's industry standards.

**#494170 Advertising and Graphic Design 2** (10<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisites: Advertising/Graphic Design 1 or Graphic Design I)

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics and how they are applied in today's industry standards.

**#494130 Advanced Advertising and Graphic Design** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisites: Advertising/Graphic Design 2 or Graphic Design II)

Advanced Advertising and Graphic Design takes the best, most important relevant components of Advertising and Graphic Design Introduction and Intermediate courses, and then expands them for the serious 3<sup>rd</sup> year student. Each component is flexible and can be implemented throughout the school year, fulfilling the 120 credit hours of instruction. Each component is essentially intertwined with each other and may be implemented simultaneously.

**#494160 Advertising & Graphic Design Lab** (9-12<sup>th</sup> Grade) (1credit) (2 semesters)

(Prerequisite/Corequisites: Advertising and Graphic Design 1 &amp; 2 and Advanced Advertising and Graphic Design)

This is a lab-based course is for students who have taken Fundamentals, Intermediate and Advanced Advertising & Graphic Design. The course will provide extended learning experiences that focus on individual student projects that align with program area concepts. The lab-based course will also support advanced skill development in Advertising & Graphic Design. The lab can be taken each year.

**Digital Photography Program of Study**

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
Two credits of the following Foundational Courses		
494350	Digital Photography 1	1
494370	Digital Photography 2	1
	And one credit from the following courses	
494380	Advanced Photography	1
494360	Photography Lab	1
Non- Audio/Visual Tech and Film Course		
493860	Internship (see Internship course information)	1-4 credits

**#494350 Fundamentals of Photography** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

Students will journey through the functioning of the camera, to basic picture taking using the automatic options to then progressing to taking photographs with manual, aperture and shutter priority modes. As the course progresses students will learn how to digitally develop, edit, and correct the photographs we take during class using Photoshop. In addition to the history of photography and the great photographers will be covered throughout the year and students will develop a portfolio of one's photography.

**#494370 Intermediate Photography** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Fundamentals of Photography)

Students will push their knowledge of basic photography and challenge their abilities by photographing more complicated subject matters, unusual shooting conditions and lighting situations. The aesthetic development of photography will be the focus throughout the year, through critiques, presentations, and decision making. Students will discover how to better adjust their photographs while staying true to life or pushing those limits by creating ethereal or altered imagery. Just as in Fundamentals of Photography, the history of photography and acclaimed photographers will be covered throughout the year and students will continue to develop their portfolios.

**#494380 Advanced Photography** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Intermediate Photography)

This independent production based program is designed to provide the advanced photography student with practical knowledge and highly advanced skills for a comprehensive career in photography.

**#494360 Photography Lab** (9th-12<sup>th</sup> Grade) (1credit) (2 semesters)

(Prerequisite/Corequisites: Fundamentals, Intermediate and Advanced Photography)

This is a lab-based course for students who have completed Fundamentals, Intermediate and Advanced Photography. The course will provide extended learning experiences that focus on individual student projects that align with program area concepts. The lab-based course will also support advanced skill development in Photography.

## INFORMATION TECHNOLOGY

**Web Design & Digital Communications Pathway**

Social Media and Communications Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>One credit</b> of the following		
49212A	Computerized Business Applications—Part A	0.5
49212B	Computerized Business Applications—Part B	0.5
<b>AND</b>		
492760	Social Media and Communications	1
And <b>One Credit</b> from the following elective courses		
492550	Senior Technology Seminar	1
492070	Business Law I	.5
492080	Business Law II	.5
492100	Computerized Accounting I	1
492170	Entrepreneurship	1
492320	Management	1
492330	Marketing	1
<b>Non-Social Media &amp; Communications Elective Course</b>		
465010	Computer Science with Programming Emphasis I	.5
465020	Computer Science with Programming Emphasis II	.5
494150	Fundamentals of Advertising and Graphic Design	1
465310	Mobile Application Development – Level 1	.5
465320	Mobile Application Development – Level 2	.5
493860	Internship (see Internship course information)	1-4 credits

**#49212A Computerized Business Applications-Part A** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#49212B Computerized Business Applications-Part B** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Corequisite: Students must complete Part A and Part B (two semesters) to meet the program completer and pre-requisite requirements for upper level courses.)

Computerized Business Applications is a course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design.

**#492760 Social Media and Communications** (9<sup>th</sup> -12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This is a two-semester project-based course that enhances technology skills, job search and employability skills along with communication skills. Students will create an online electronic career portfolio focused on an individual career path, create social media and viral marketing campaigns, participate in video conferencing, cloud-based collaboration, and learn and practice other workplace related communication technologies and channels. Students will apply verbal and nonverbal communication skills related to both spoken and written communications; technology will be used to enhance these skills. Productivity programs and apps will be used to teach time management, organization and collaboration skills, cloud storage and computing. Students will also create

career-related documents according to professional layout and design principles, and will also learn the photo and video editing skills needed to create promotional and informational business communications and viral marketing campaigns.

#### **#492550 Senior Technology Seminar** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This course is for students to apply the technical skills and knowledge learned in advanced business courses such as Digital Communications and Web Design. Students will utilize these skills to work on real-world technology-based projects for the school, community, and local businesses. Students will have the opportunity to achieve industry certification in Adobe software.

#### **#492170 Entrepreneurship** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credits for each course) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

Entrepreneurship I is a two-semester course designed to offer an overview of the American business enterprise system. A study of various forms of ownership, internal organization, management functions, and financing as they relate to business. The course content focuses on the concepts and practices of small business ownership and management. The student should be introduced to software that is used as a tool for management functions. (The student's project involves opening an imaginary business and including floor plans, location, building design and financial planning.)

## **STEM (Science, Technology, Engineering and Mathematics)**

Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services

### **Programming & Software Development Pathway**

Programming Program of Study

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> from the following courses		
465010	Computer Science with Programming/Coding Emphasis-Level 1	.5
465020	Computer Science with Programming/Coding Emphasis-Level 2	.5
465030	Computer Science with Programming/Coding Emphasis-Level 3	.5
465040	Computer Science with Programming/Coding Emphasis-Level 4	.5
and at least <b>One Credit</b> from the following elective courses		
492670	Web Technologies	1
465650	Advanced Programming Level I-Game Design	.5
465660	Advanced Programming Level II-Game Design	.5
465910	Computer Science Independent Study, Level I	.5
465920	Computer Science Independent Study, Level II	.5
<b>Non-STEM Course Electives</b>		
493860	Internship (see Internship Course Information)	1-4 credits

#### **#465010 Computer Science with Programming/Coding Emphasis – Level 1** (9<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

#### **#465020 Computer Science with Programming/Coding Emphasis – Level 2** (9<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

(Prerequisite: Computer Science with Programming/Coding Emphasis – Level 1)

This course builds upon the concepts taught in Level 1. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

**#465030 Computer Science with Programming/Coding Emphasis – Level 3** (10<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

(Prerequisite: Computer Science with Programming/Coding Emphasis – Level 2)

This course builds upon the concepts taught in Level 2. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

**#465040 Computer Science with Programming/Coding Emphasis – Level 4** (10<sup>th</sup>-12<sup>th</sup> Gr.) (.5 credit) (1 semester)

(Prerequisite: Computer Science with Programming/Coding Emphasis – Level 3)

This course builds upon the concepts taught in Level 3. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively.

**#465910 Computer Science Independent Study, Level I** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

**#465920 Computer Science Independent Study, Level II** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

**#492670 Web Technologies** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A and Part B)

This course is an exploration of all the elements of Web Site Design. Students will begin by creating web sites using HTML, XHTML, and CSS. Students will investigate several Adobe software packages to enhance web sites such as: PhotoShop to create and edit graphics; Flash to create animations and web banners. Fireworks to create and optimize images for the web; Premiere to create and edit video, Audition to create and edit audio. Students will focus on how to use web design software such as Dreamweaver to create websites. Students will also use multimedia equipment such as iPads, digital cameras, and camcorders.

**#465650 Advanced Programming Level 1-Game Design** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

**#465660 Advanced Programming, Level 2-Game Design** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

The Level 2-Game Design course includes advanced principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

**#565110 / 565120 AP Computer Science A Level 1 and Level 2** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit per semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Students should learn to code fluently in a well-structured fashion. They should be able to read and understand a large program and a description of the design and development process leading to such a program. Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the rules of these components within the system. Students should be able to recognize the ethical and social implications of computer use.

**#565010 / 565020 AP Computer Science Principles Level 1 and Level 2** (10<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit per semester)

(Prerequisite/Corequisites: Computer Science with Programming/Coding Emphasis – Level 1 and Level 2, AP Computer Science or Instructor Approval)

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**Programming & Software Development Pathway****Mobile Applications Program of Study**

Course Code	Program of Study Courses (3 credits needed for Completer status)	Credits
<b>Two credits</b> of the following		
465310	Mobile Application Development Level 1	.5
465320	Mobile Application Development Level 2	.5
465330	Mobile Application Development Level 3	.5
465340	Mobile Application Development Level 4	.5
and at least <b>one credit</b> from the following elective course options		
492670	Web Technologies	1
465910	Computer Science Independent Study, Level I	1
465920	Computer Science Independent Study, Level II	1

**#465310 Mobile Application Development, Level 1** (9<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Computerized Business Applications Part A & B)

This course is a foundation course for the Mobile App Development program of study. The course will explore the current landscape of mobile app development; define the roles of a development team and introduce fundamental software development terminology and mindsets. Students will discuss and use various hardware platforms and operating systems to design, create and maintain an application.

**#465320 Mobile Application Development, Level 2** (9<sup>th</sup>-12<sup>th</sup> Gr.) (0.5 credit) (1 semester)

(Prerequisite: Mobile Application Development Level 1)

This course teaches the skills, techniques, software and regulations necessary to develop and publish a professional mobile application. This one-semester, project-based course will be structured so that students learn the basics of the Objective-C or Java programming language, then use a professional IDE to create, test and deploy basic apps on mobile devices.

**#465330 Mobile Application Development, Level 3** (9<sup>th</sup>-12<sup>th</sup> Grades) (0.5 credit) (1 semester)

(Prerequisite: Mobile Application Development Level 1 & Level 2)

This course is a project-based course that will build upon students' basic programming knowledge and give them the tools to understand and use API's to create mobile applications in a professional IDE for an IOS or Android device.

**#465340 Mobile Application Development, Level 4** (9<sup>th</sup>-12<sup>th</sup> Grades) (.5 credit) (1 semester)

(Prerequisite/Corequisites: Mobile Applications Development I and/or Mobile Applications Development II)

This student-led, project based course will be instructed for students to choose their own project, research the market for their proposed app, then use a professional IDE to create, test and deploy their app on mobile devices.

## CAREER EXPLORATION (9-12<sup>TH</sup> GRADE)

### **#493880 Career Investigations (College and Career Readiness) (9-12<sup>th</sup> Grade) (0.5 credit) (1 semester)**

College and Career Readiness is a one semester course offered to students in grades 9-12.

However, it is highly recommended for students in grades 11-12 due to the age requirement for the WorkKeys assessment. The course content shall reflect postsecondary education and training opportunities for success at the college level or employable level. It focuses on WorkKeys skills including Graphic Literacy, Applied Mathematics, and Workplace Documents. The online computer-based KeyTrain curriculum is required to prepare students for the ACT WorkKeys assessments for the Arkansas Career Readiness Certificate. Students must be at least 16 years of age, successfully pass level four or higher in KeyTrain Career Ready 101 curriculum, and have a Social Security number to take the ACT WorkKeys assessments. The curriculum, assessments, and Career Readiness Certificate (CRC) are provided free of charge to the school and to the student. WorkKeys assessment takers must also register online with the Arkansas Joblink system in the Department of Workforce Services.

### **#493860 Internship 1 (11-12th Grade) (1 credit) (2 semesters)**

The Internship course is offered to students in grades 11-12 who are in good academic standing and have completed at least two units in a chosen career focus area. The internship course is designed to assist students in their specific career focus areas and to help them successfully transition from school to career. Students who expect to begin their careers immediately upon high school graduation, as well as those who need to complete post-secondary training prior to starting a career can benefit from the course. The structure includes a strong business partnership that links the course and its participants to current resources, information, and guidance from industry professionals. It provides intense, competency-based classroom and work-site instruction specifically tailored to meet the needs of individual students. Each classroom and worksite competency an intern successfully completes is documented and placed in a portfolio. The intern receives the portfolio upon completion of the internship course. It also fosters articulation of programs between high schools and postsecondary education, credit-granting institutions, and apprenticeship programs. A post-graduation monitoring system is incorporated that identifies and addresses graduates' ongoing needs as they advance toward their identified career goals.

### **#49386T Internship 2 (1 credit)**

### **#49386E Internship 3 (1 credit)**

### **#49386F Internship 4 (1 credit)**

#### **Eligibility of Students**

1. Students must be at least 16 years of age in order to meet labor law requirements.
2. Students shall apply for acceptance to the internship course. Minimum guidelines for acceptance include:
  - a. Completed at least two units of an identified career major;
  - b. Academic standing of at least 2.0 on a 4.0 scale;
  - c. Acceptable attendance record as determined by the school administration;
  - d. Written recommendations from a counselor, a teacher in the student's career major area, a teacher outside the student's career major, and two personal references from non-relatives;
  - e. Membership in a student organization that reflects intern's career goals and enhances his/her ability to excel in a chosen career focus area.

#### **Internship Course Credits**

1. Interns should be expected to complete at least 18 hours of coordinator classroom instruction and 180 hours of work-site (work-based learning) study in order to receive one credit.
2. Interns should receive two credits with a minimum of 36 hours of classroom instruction and 360 hours of work based learning in the work site.
3. A maximum of four credits for completing 72 hours of coordinator contact and 720 hours worksite study within a consecutive two-year period.

#### **Additional Requirements:**

Registration with AR Job Link system in the Department of Workforce Services and the online computer-based KeyTrain curriculum is required to prepare students for the ACT WorkKeys assessments for the Arkansas Career Readiness Certificate. Students must enter their Social Security number to complete the AR JobLink registration and take the ACT WorkKeys assessments. The curriculum, assessments, and Career Readiness Certificate (CRC) are provided free of charge to the school and to the student. WorkKeys assessment takers must also register online with the Arkansas Joblink system in the Department of Workforce Services. The internship course is designed to support the guidelines, goals, and objectives of all student organizations. Interns are required to hold membership in the student organization that represents their individual career focus area, if one is available.

# CROSSROADS ALE PROGRAM

## Career & Technical Education Programs and Courses

The following Career & Technical Education (CTE) programs of study and courses are offered to 9-12<sup>th</sup> grade students attending Crossroads ALE Program on the Crossroads campus.

Automotive Service (Transportation provided to the RPS Career Center for the courses in this program of study)

Manufacturing (Transportation provided to the RPS Career Center for the courses in this program of study)

Construction (Transportation provided to the RPS Career Center for the courses in this program of study)

Precision Machining (Transportation provided to the RPS Career Center for the courses in this program of study)

**\* Program of study and course information for the programs listed above can be found in the preceding pages.**

The additional courses listed below are available to students attending the Crossroads ALE program.

**#69600R Reading Improvement** (9<sup>th</sup> – 12<sup>th</sup> Grades) (0.5 credit) (1 semester) (Local Credit Only)

**NOTE:** This is an elective language arts credit, not to replace the existing requirements for 4 units of English

This course will specifically and directly address the skills of reading – both generically and within various subject areas. In addition, to include the larger “literacy” concepts, writing will also be addressed. As much as possible, instruction will be individualized, so specific framework items may be addressed for some students but not for others. Expectations are that students will develop sufficient skills to move to the satisfactory/proficiency level on at least one of the approved measures of reading/literacy.

**#69600L Life Skills** (9<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters) (Local Credit Only)

To serve all ALE high school students: Signposts are everywhere in life, sending us in either positive or negative directions.

Cornerstone will explore these signposts and help students to develop the skills for healthy and effective living and school success.

Students will have an opportunity to develop, manage, and enhance life skills important in making decisions for healthy and

effective living. The primary goal is for students to form healthy attitudes, behaviors, and habits that promote personal

development, health and well-being, and academic success. The students should become pro-active about their responsibilities as

individuals in their family, school, and civic communities

**#493780 JAG in ALE Program** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

In this course students will focus on being prepared for success in the workplace. It includes a school-to-work program that provides students with a comprehensive set of job-related competencies that are designed to equip students with the skills needed to interview and secure a job position, sustain employment, seek opportunities for advancement, and conflict resolution strategies within the workplace.

**#493790 JAG II ALE Program** (11<sup>th</sup>-12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite JAG I)

The purpose of the JAG in ALE Internship program is to help students successfully transition from a high school environment to the environment of their chosen career field. Individualized and “real world” experiences that are competency based will be a focus of the internship program. Jag II will provide students extended opportunities to gain employability skills and career/work related experiences.

**#493800 JAG Apprenticeship/Work-Based Learning** (11<sup>th</sup> – 12<sup>th</sup> Grades) (1 credit) (2 semesters)

(Prerequisite: Enrollment in the JAG in ALE Program)

In this course students will learn how to successfully transition from a high school environment to their chosen career field.

Individualized and “real world” experiences that are competency based will be a focus of the internship program.



# Industry Certifications

The Rogers Public Schools offers students opportunities to obtain industry certifications that are recognized by business and industry. The following is a list of industry certifications that may be available within career and technical education programs. Industry certifications identify areas in which students have demonstrated proficiency in both knowledge and performance of industry skills.

## **Advanced Manufacturing**

- OSHA 10 General Industry Certification

## **Advertising & Graphic Design**

- Visual Communications-Adobe Photoshop
- Print & Digital Media Publications Using Adobe InDesign
- Graphic Design & Illustration-Adobe Illustrator
- Photoshop using Adobe Photoshop

## **Automotive Technology (Service/Repair)**

ASE (Automotive Service Excellence) Student Certification in the following areas:

- Brakes
- Electrical/Electronics
- Steering/Suspension
- Engine Performance
- Engine Repair
- Manual Transmissions & Drive Trains
- Automatic Transmissions
- Air Conditioning
- OSHA 10 General Industry Certification

## **Business and Marketing**

- Microsoft Office Specialist-Word
- Microsoft Office Specialist PowerPoint
- Microsoft Office Specialist Excel
- Microsoft Office Specialist-Access
- Microsoft Office Specialist – Outlook
- National Career Readiness Certification
- Visual Communications using Adobe Photoshop
- Print & Digital Media Publications-Adobe InDesign
- Graphic Design & Illustration-Adobe Illustrator
- Ever-Fi Literacy Certification
- Work Ethic Certification

## **Certified Nurse's Assistant**

- Certified Nurse's Assistant (CNA)
- Personal Care Assistant (PCA)

## **Construction (Trades) Technology**

- NCCER Core Curriculum Certification
- OSHA 10 General Industry Certification
- NCCER Carpentry Certification

## **Digital Photography**

- Visual Communications using Adobe Photoshop
- Visual Communications-Adobe Photoshop
- Print & Digital Media Publications Using Adobe InDesign

## **Family and Consumer Science**

- Arkansas Food Handler
- Serv Safe Certification
- Child Care Guidance, Management and Services course will help interested students pursue the Child Development Associate Credential (CDA).

## **Health Professions**

- First Aid - American Heart Association
- Heart Saver CPR - American Heart Association
- Pharmacy Technology Fundamentals course this course will help prepare students to take the Pharmacy Technician Certification Exam following high school graduation.

## **Machines Tools**

- OSHA 10 General Industry Certification

## **Mobile Applications Development**

- Visual Communications using Adobe Photoshop
- Print & Digital Media Publications Using Adobe InDesign
- Graphic Design & Illustration using Adobe Illustrator

## **Pre-Engineering**

- Computer –Aided Design Certification

## **Vocational Agriculture**

- NCCER Core Certification
- OSHA 10 General Industry Certification

## CONCURRENT CREDIT/REPLACEMENT CREDIT GUIDELINES

1. The concurrent credit program will be available for all students in the Rogers School District who have completed eighth grade.
2. Before enrolling in a concurrent course, a student who wants it to replace one of the 22 required core curriculum courses as required by the Arkansas Department of Education should consult with his or her school guidance counselor to determine if the course is eligible to replace a core curriculum course. The student's principal must grant final approval of the replacement course.
3. Seniors or juniors taking concurrent courses must be on a high school campus for four credit classes and two off-campus concurrent classes or five credit classes and one off-campus concurrent class. Freshmen and sophomores must be on campus seven periods and enrolled in a minimum of six credit classes.
4. Some concurrent classes are taught on the high school campuses.
5. Students taking concurrent credit courses must furnish proof of enrollment at the college, university or institution of higher learning and a course description to their Rogers school during the first two weeks of a semester. It will be the student's responsibility to inform the college to send the final grade and credit to their Rogers school.
6. Courses taken in the summer and at night may count as concurrent credit.
7. Beginning with the 13-14 school year, each three-hour regular course, including those with an additional lab requirement, will count as a 1 unit of credit in the same subject area.
8. A student in grade 12 who possesses at least an ACT sub-dash score of 17 in English, reading, or mathematics (or an equivalent measure) may enroll in remedial/developmental courses. Each three-hour remedial/development course will count as  $\frac{1}{2}$  unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.
9. Letter grades for concurrent credit courses that replace one of the 22 required core courses as required by the Arkansas Department of Education will be recorded on the high school transcript.
10. Students must meet all graduation requirements.
11. Students will not be awarded replacement concurrent credit for duplicate courses. (Example: English IV and Freshman English)
12. Concurrent credit is limited to seven semester hours per semester unless enrolled an associate degree program. This limit may be exceeded by some students, but approval from their Rogers school counselor and the college is required.
13. Students should check with the college, university or other accredited institution of higher learning for their eligibility requirements.



**EARLY COLLEGE  
EXPERIENCE**

## **NWACC: CONCURRENT CAREER AND TECHNICAL EDUCATION COURSES**

*Offered on RPS High School Campuses*

### **Registration and Enrollment Dates:**

**Fall Semester: April 1 – July 1 & Spring Semester: November 1 – December 20**

Courses will be scheduled from 4:30pm-6:00pm. If enrollment and time permits, courses may also be offered during the regular school day. Please contact your school counselor for more information. Tuition, Lab Fees and Textbooks expenses may be required for each course.

#### **#593140 Design I** (NWACC Course-Art 1313) 11-12<sup>th</sup> grade (1 credit)

Students in this course learn to use the elements and principles of design as a basis for all creative work in the visual arts. Students are introduced to the vocabulary of design as well as the use of the computer as a design tool. **THIS COURSE MUST BE TAKEN BEFORE ANY OTHER GRAPHIC DESIGN COURSES.**

#### **#593150 Introduction to Photography** (NWACC Course-Art 2803) 11-12<sup>th</sup> grade (1 credit)

This is an introductory course in the study of photography. The course deals with composing, shooting, developing, printing, presenting, and critiquing black & white photographic film and prints. Students are required to have a working 35mm camera and lens with manual settings for both aperture and shutter speed. Students will be responsible for purchasing all film and photographic paper, but the cost of the course covers the darkroom chemistry.

#### **#590300 Introduction to Computer Information Systems** (NWACC Course- CISQ 1103) 11-12<sup>th</sup> grade (1 credit)

An orientation to the terminology and applications of computers and the Internet. Commercial software packages used will include Windows, word processing, spreadsheet, business presentations and database applications. This course will satisfy the hands-on computer requirements of most degree plans. Prerequisites: Minimum keyboarding skills of 25 wpm plus minimum score of 25% on the pre-assessment exam and basic hands-on familiarity with a Windows based computer. Students will be given a pre-test during first class meeting.

#### **#590210 Retail Management** (NWACC Course-MGMT 1033) 11-12<sup>th</sup> grade (1 credit)

Key retail management concepts are reinforced with current, real-world examples that bridge the gap between theory and practice. This interactive class explores buyer behavior, retail strategies, Web retailing, site analysis, retail buying, merchandising, staffing, and promotional strategies.

#### **#590220 Introduction to Entrepreneurship** (NWACC Course-ENTR 1003) 11-12<sup>th</sup> grade (1 credit)

An introduction to the role of entrepreneurial businesses in the US, the impact of entrepreneurial businesses on the US and global economy, how ideas become businesses, how entrepreneurs operate within a company and the general precepts of entrepreneurial businesses.

#### **#591510 Feasibility and Funding** (NWACC Course-ENTR 1003) 11-12<sup>th</sup> grade (1 credit)

This course will develop the student's knowledge of exploiting, determining, evaluating, funding and implementing strategies for potential entrepreneurial opportunities in the market place and analyzing the feasibility of those opportunities.

#### **#591520 E-Commerce** (NWACC Course-ENTR 2043) 11-12<sup>th</sup> grade (1 credit)

This course presents concepts and skills for the strategic use of e-commerce. It provides a framework for the analysis of e-commerce solutions to issues surrounding business-to-business, business to consumers, and intra-organizational trade. The course includes an examination of ecommerce in altering the structure of entire industries and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance.

**#590940 Emergency Medical Responder** (NWACC Course-1013) 11-12<sup>th</sup> grade (1 credit)

Students will participate in true-to-life scenarios and practice patient care with real equipment relating the skills including CPR and use of bag-valve mask, vital signs (blood pressure, pulse, respirations), assessment techniques, bleeding control, splinting, spinal care and childbirth. Upon successful completion, students will receive a certificate for EMR and an American Heart Association CPR card.



**EARLY COLLEGE  
EXPERIENCE**

## NWACC: ONLINE CONCURRENT COURSES

Early College Experience ONLINE program is designed to meet the needs of students who would otherwise not be able to benefit from concurrent courses. Students pay a reduced tuition and a distance-learning fee. Students must purchase the required textbooks. The following courses will be offered during Academic Year 2019-2020. Please contact your high school counselor for admissions and registration into the Early College Experience program.

Fall 2019	Spring 2020
Film Arts	American Government
Art Appreciation	Public Speaking
College Algebra	College Algebra
Computer Information Systems	Computer Information Systems
English Composition I	English Composition II
History of the American People to 1877	History of the American People 1877 to Present
Intro to Criminal Justice	General Psychology
Medical Terminology	Medical Terminology
Personal Health and Safety	Personal Health and Safety
Construction of Materials I	



## EARLY COLLEGE EXPERIENCE

### NWACC: ASSOCIATE DEGREE PROGRAMS

#### **Purpose**

Rogers Public Schools has expanded the Early College Experience (ECE) partnership with Northwest Arkansas Community College to provide high school students the opportunity to earn an associate degree upon graduation from high school. Qualifying students attend classes on the NWACC campus to complete sixty college hours and earn an associate's degree at a reduced cost to students and their families.

#### **Rogers Public Schools Early College Experience (ECE) and Associate Degree Program**

Participating students enroll in five courses each semester on the NWACC campus. Students can choose to take the courses in the morning or afternoon based upon a desire to participate in extracurricular activities or elective Rogers Public Schools courses to complete the student's schedule. Students take courses on the NWACC campus utilizing a Monday/Wednesday and Tuesday/Thursday course schedule. The associate degree courses do not meet on the NWACC campus on Fridays. On Fridays, students are given the opportunity to be on the NWACC or RPS campus for library, computer, research, or study opportunities during the time in which they normally have college classes. Students spend the rest of their day in their scheduled RPS courses or extracurricular activities.

RPS continues to offer individual concurrent credit courses on RPS campuses for students who are not seeking an associate degree. Students who participate in the on or off campus NWACC Early College Experience program must meet NWACC admission requirements. Students wishing to take part in the associate degree program may be asked to meet additional requirements to ensure their success with the workload and responsibility associated with the program.

#### **Cost and Transportation**

NWACC provides a discount per credit hour for students enrolled in the ECE programs on our high school campuses and will extend this discount to our students in the associate degree program. Students typically pay \$30.00 per credit hour. Rogers Public Schools will pay tuition fees and the student will pay for their course textbooks.

Students are allowed to transport themselves to NWACC. Students participating in the morning sessions will be required to provide their transportation to NWACC. Students involved in the afternoon sessions will provide their transportation home. RPS will provide or secure a shuttle bus in the middle of the day to transport students from our high schools to NWACC for afternoon sessions and return morning session students to our campuses for afternoon classes.

#### **Monitoring and Academic Success**

Because we want our students to have an authentic college experience, the students will be enrolled in sections with "regular" college students. Students will follow a pre-determined schedule of courses (see attachment) for each cohort on the NWACC campus that follows the current NWACC schedule. The NWACC Office of High School Relations will work with each high school to supply information on students' progress and attendance in their associate degree courses.

Students who appear to be in danger of failing a course/courses could be withdrawn before the NWACC drop date and could be removed from the program. Each high school and NWACC will work to support students to avoid these types of situations. Students dropped from the program will be required to return to their high school campus and will be enrolled in credit recovery or digital courses to make up required core academic content needed for graduation credit.

# Early College Associate Degree Plan and Recommended Course Sequence

## Associate of Arts

### Fall 2019 Cohort

<u>College Course</u>	<u>ADE Course Code</u>	<u>Credits Earned</u>	<u>Total Hours</u>
<b>11<sup>th</sup> Grade – Fall</b>			
ENGL 1013 English Composition I	519900	3	
HUMN 1003 Exploring Humanities	559000	3	
BIOL 1544 Principles of Biology I	529910	4	
HIST 1033 World Civilization I	579910	3	
PSYC 1003 Successful First Year Student		3	<b>16</b>
<b>11<sup>th</sup> Grade – Spring</b>			
ENGL 1023 English Composition II	519901	3	
THTR 1003 Introduction to Theater	559000	3	
<u>OR</u> COMM 1003 Film Arts			
HIST 2013 American History 1877 to Present	579920	3	
PSYC 2003 General Psychology	579900	3	
Directed Elective		3-4	<b>15-16</b>
<b>12<sup>th</sup> Grade – Fall</b>			
MATH 1313 Quantitative Literacy (Need ACT MATH of 19 or Equivalent)	539964	3	
<u>OR</u> MATH 1203 College Algebra (Need ACT MATH of 21 or Equivalent)	539960		
ENGL 2213 Survey of World Literature	519930	3	
COMM 1313 Public Speaking	514000	3	
PLSC 2003 American National Government	579930	3	
Directed Elective	579900	3	<b>15</b>
<b>12<sup>th</sup> Grade – Spring</b>			
CHEM 1104 College Chemistry I (Need ACT 21 in MATH or Equivalent)	529930	4	
<u>OR</u> CHEM1074 Fundamentals of Chemistry (Need ACT 19 in MATH or Equivalent)			
Directed Elective		3	
Directed Elective		3	
General Elective		3-4	<b>13-14</b>
		<b>Total Hours</b>	<b>60</b>

#### Directed Electives (12 – 22hrs):

ANTH, ARAB, ARHS, ART, ASTR, BIOL, BOTY, CHEM, CHIN, CMJS, COMM, ECON, ENGL, ENSC, FREN, GEOG, GEOL, GERM, HIST, HUMN, ITAL, MATH, MBIO, MUSI, PHIL, PHSC, PHYS, PLSC, PSYC, SCWK, SOCI, SPAN, THTR
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\*Note: AP Course Credits can be used to satisfy degree requirements following the policy published in the college catalog.

Signatures of both the parent/guardian and student are required to acknowledge that if this course sequence is followed, the student will attain an Associate of Arts degree from the NWACC. It is also understood that if the courses are not followed as prescribed, the institution may, but is not required to, allow the student to take courses on the campus or **online courses offered by the institution, if available, at the full tuition expense of the student and/or student's parent/guardian.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Early College Associate Degree Plan and Recommended Course Sequence**  
**Associate of Science in Liberal Arts and Science: STEM**  
**Fall 2019 Cohort**

<u>College Course</u>	<u>ADE Course Code</u>	<u>Credits Earned</u>	<u>Total Hours</u>
<b>11<sup>th</sup> Grade – Fall</b>			
ENGL 1013 English Composition I	519900	3	
HUMN 1003 Exploring Humanities	559000	3	
BIOL 1544 Principles of Biology I	529910	4	
HIST 1033 World Civilization I	579910	3	
PSYC 1003 Successful First Year Student		3	<b>16</b>
<b>11<sup>th</sup> Grade – Spring</b>			
ENGL 1023 English Composition II	519901	3	
THTR 1003 Introduction to Theater	559000	3	
<u>OR</u> COMM 1003 Film Arts			
HIST 2013 American Hist 1877 to Pres.	579920	3	
PSYC 2003 General Psychology	579900	3	
Science Elective		4	<b>16</b>
<b>12<sup>th</sup> Grade – Fall</b>			
MATH 1203 College Algebra (Need ACT MATH of 21 or Equivalent)	539960	3	
PLSC 2003 American National Government	579930	3	
Science Elective		4	
General Elective		3	
General Elective		3	<b>16</b>
<b>12<sup>th</sup> Grade – Spring</b>			
CHEM 1104 College Chemistry I (Need ACT 21 in MATH or Equivalent)	529930	4	
General Elective		4	
General Elective		4	<b>12</b>
		<b>Total Hours</b>	<b>60</b>

**Electives:**

<u>Science &amp; Math Electives:</u> ASTR, BIOL, BOTY, CHEM, ENSC, GNEG, GEOL, GEOS, HORT, MATH (non-developmental, also excludes MATH 1003 & MATH 1001), MBIO, MEEG, PHSC, PHYS	<u>General Electives:</u> ACCT, AERO, ANTH, ARAB, ARHS, ART, ASTR, BIOL, BLAW, BOTY, CHED, CHEM, CHIN, CIED, CISQ, CMJS, COMM, ECON, ENGL, ENSC, ETEC, FREN, GNEG, GEOG, GEOL, GEOS, GERM, HLSC, HIST, HORT, HUMN, ITAL, JOUR, MATH, LEGL, MBIO, MEEG, MPAX, MTCM, MILS, MUSI, PEAC, PHIL, PHSC, PHYS, PLSC, PROG, PSYC, SCWK, SOCI, SPAN, THTR
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\*Note: AP Course Credits can be used to satisfy degree requirements following the policy published in the college catalog.

Signatures of both the parent/guardian and student are required to acknowledge that if this course sequence is followed, the student will attain an Associate of Science in Liberal Arts and Science – STEM degree from NWACC. It is also understood that if the courses are not followed as prescribed, the institution may, but is not required to, allow the student to take courses on the campus or online courses offered by the institution, if available, at the full tuition expense of the student and/or student's parent/guardian.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Parent/Guardian Signature

\_\_\_\_\_  
 Date



### NWACC: SECONDARY CAREER CENTER COURSES

Students can earn college credit in the areas of Criminal Justice, Dental Assisting, Certified Nursing Assistant, (CNA) and Patient Care Assistant (PCA+). These one-year programs are taught in morning and afternoon blocks at different locations throughout Northwest Arkansas. **Students are responsible for their own transportation when busing is not provided by the school.**

#### Application Process for Career and Technical courses

Complete the Northwest Technical Institute Secondary Career Center (NTI SCC) application obtained from your high school counselor, obtain a copy of your transcript with the previous fall semester grades posted on it; if your GPA is below 2.0, the GPA Waiver form on the back of the application must be completed. All programs of study through the NTI SCC require reading test scores, make sure your counselor provides an official copy of the scores or be prepared to take the appropriate test required for that program of study. Be available for an interview with the instructor of the program of study you are interested in pursuing. Applications will be dated when received and when completed. Enrollment will be based on qualifications, student interview, and the date the completed application packet is received in the high school counseling office. ***Incomplete application packets will not be processed.*** Students will be notified via email about their acceptance into the NTI SCC program.

#### Criminal Justice

*These courses are offered in Farmington at the Old Ledbetter Elementary site & at NWACC Center for Health Professions in Bentonville. **Students are responsible for their own transportation when busing is not provided by the school***

**Criminal Justice** is a one-year program. Upon successful completion of the program, students receive eighteen college credits at NWACC, and a **Certificate of Proficiency in Law Enforcement**. Requirements: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent (78 ACCUPLACER Reading), interview with instructor.

#### #SCC494620 Introduction to Criminal Justice – Fall semester, first 8 weeks

An examination of the history and philosophy of the administration of justice in America; includes the theories of crime and punishment, rehabilitation, as well as ethics, education and training of professionals in the field.

#### #SCC494630 Law Enforcement I – Fall semester, second 8 weeks

Principles of police work, including arrests, search and seizure, and other criminal procedures affected by constitutional safeguards.

**#SCC494600 Law Enforcement Crime Scene Investigations-** covers illegal drugs, crimes against children, search warrants, arrest warrants, search and seizure laws, and the constitutional rights of persons placed under arrest. The course also places special emphasis on writing skills.

#### #SCC494610 Criminal Law– Spring semester, second 8 weeks

This course teaches the principles of criminal law as they developed from early common law to modern United States law, which includes classification of crimes, elements of and parties to a crime, and the study of criminal case law.

## **Certified Nursing Assistant (CNA) & Patient Care Assisting (PCA+)**

*These courses are offered in Farmington at the Old Ledbetter Elementary site & at NWACC Center for Health Professions in Bentonville. Students are responsible for their own transportation when busing is not provided by the school*

**Medical Assisting** is a one-year program at the Bentonville site and a semester program at the Farmington site. Upon successful completion of the program, students receive six college credits at NWACC. Requirements to apply: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent (78 ACCUPLACER Reading), interview with instructor.

### **#SCC495310 Certified Nursing Assistant (CNA) Fall semester**

The Certified Nursing Assistant course follows the Office of Long Term Care Training Program for a CNA. Students who successfully complete the course will receive 3 hours of college credit from NWACC, and may sit for the Arkansas Certified Nursing Assistant License exam (Exam cost approximately \$90).

**Cost:** Students are responsible for flu shots, TB skin tests, scrubs, and possibly drug screenings and criminal background checks.

### **#SCC495313 Patient Care Assistant (PCA+) Spring semester**

The PCA+ course expands the student's knowledge of healthcare gained in the CNA course. They are trained in advanced patient care skills, CPR, and hands on lab and clinical training at area hospitals. Students who complete the course with C or better receive 3 hours of college credit from NWACC.

**Prerequisite:** Successful completion of NWACC CNA course, or a CNA State License

## **Dental Assisting**

*These courses are offered in Farmington at the Old Ledbetter Elementary site & at NWACC Center for Health Professions in Bentonville. Students are responsible for their own transportation when busing is not provided by the school*

**Dental Assisting** is a one-year program at the Bentonville site and a semester program at the Farmington site. Upon successful completion of the program, students receive nine college credits at NWACC. Requirements to apply: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent (78 ACCUPLACER Reading), interview with instructor

### **#SCC495311 Medical Clinical Internship/ Specialization/Dental I Fall semester**

This course reviews anatomy and physiology, with a comprehensive study of the head and neck. The student's understanding of the morphological and functional interrelationships of the anatomical structures is vital to their ability to logically apply solutions to clinical problems. This course is designed to give the student information on dental morphology, oral histology, oral embryology, dental anatomical structures, as well as the functional relationship of the teeth within the dentition.

### **#SCC495312 Medical Clinical Internship/ Specialization/Dental II Spring semester**

An introduction to basic dental terminology, dental equipment, instruments, infection control processes, and procedures associated with the dental office. Students learn the process of fourhanded dentistry through demonstrations and hands on practice. The study of therapeutics includes a brief history of drugs, methods of administration, drug effects, and commonly used drugs in the treatment of oral lesions, anxiety, and pain control. This course also stresses the philosophy of preventive dentistry, including a thorough discussion of plaque formation, oral hygiene, diet and nutrition, and systemic and topical fluorides.

The following concurrent courses may also be available for students to take on either the NWACC Campus or a Rogers High School Campus. Students would need to complete the NWACC application process and meet entrance requirements. The cost of the concurrent courses would be \$30.00 per credit hour (plus applicable fees).

### **#590940 Emergency Medical Responder (NWACC-EMT 1013) 11-12<sup>th</sup> grade**

Emergency Medical Responder follows the national educational guidelines for EMS as set forth by the Department of Transportation. This course is designed to provide training in emergency care for those who will be responding to emergency calls or who have a job that may require emergency response to the injured. Student who successfully complete the Emergency Medical Responder course will receive an American Heart Association CPR card and Emergency Medical Responder certificate of Proficiency. Students must have a 2.0 GPA to register for this course. Students must provide their own transportation to and from the NWACC Campus. Class is scheduled Monday and Wednesday from 1:00pm-3:00pm. Students should plan to take the on-line Medical Terminology course on their high school campus on Tuesday, Thursday and Friday.



## BRIGHTWATER: A CENTER FOR THE STUDY OF FOOD

Students will have the opportunity to get a taste for Brightwater's Food Studies program. Through the ECE program, students will be able to complete up to 15 credit hours towards a Brightwater degree, before graduating high school. (All courses available to ECE are requirements for Culinary Arts, Artisanal Foods, and Baking and Pastry degrees). Tuition and Fees May Apply.

As a Center for the Study of Food, Brightwater offers programming to food professionals for insights and skills to positively impact our food system. In addition to cooking proficiency, students will regularly participate in activities and training on culinary nutrition, growing and sourcing food, food waste and recovery, whole-animal butchery, food entrepreneurship, and seasonal cooking. Brightwater is the first culinary school to integrate a food-systems approach and inquiry-based learning to cooking, local farming, sustainability, and community development.

At Brightwater, our focus extends beyond chefs, restaurants and the hospitality to include support regional food systems, improve public health, reduce food waste, and to promote entrepreneurship and community development. We approach food as art, food as wellness, and food as business. Our goal is to develop leaders who combine culinary skills with the ability to recognize and address complex food issues.

**All classes will be held Monday-Friday from 2:00pm-3:25pm at the Brightwater campus, which is located at 801 SE 8<sup>th</sup> Street in Bentonville. Students attending the culinary courses will be responsible for own transportation.**

**#590280 Food Safety** (NWACC Course-FDST 1013) 11-12<sup>th</sup> grade (1 credit) Tuition and Fees May Apply

**Prerequisites: None**

The aim of this course is to instruct students in the proper methods and procedures regarding food safety. This course will provide students with the knowledge of safety and sanitation practices in the foodservice and hospitality industries. Through, assignments and quizzes students will apply the information of the course. Students are encouraged to take the National Serve Safe Certification exam, which is absolutely independent from course grades. Students who want to participate in the Culinary Arts program should take the ServSafe test based on the Serve Safe certification curriculum from the National Restaurant Association and is a required course for accreditation by the American Culinary federation.

**#590580 Foundations** (NWACC Course-FDST 1023) 11-12<sup>th</sup> grade (1 credit) Tuition and Fees May Apply

**Prerequisite: Food Safety**

This course introduces basic food preparation knowledge and skills, recipe conversions and measuring techniques. Also included is instruction in the operation of commercial food service equipment and consideration of the history and value of food to society. The course consists of a lecture and lab component, both of which are competency driven.

**#590590 Food Systems** (NWACC Course-FDST 1003) 11-12<sup>th</sup> grade (1 credit) Tuition and Fees May Apply

**Prerequisites: Food Safety**

The supermarket has become the last stop in an increasingly complex global food system, spurring a growing movement to re-regionalize the food system. In this course, students will examine key economic, social, demographic, environmental, and ethical issues that currently shape our systems of food production, distribution, and consumption. Through texts and research, students will examine how food is grown, processed, transported and distributed, reviewing along the way the federal, state and local policies that shape how those foods are consumed. Students will gain an understanding of how animals and plants are raised for food, as well as how food labels and food claims are made on packages and in advertising. Group projects trace a variety of food products and provide an in-depth look at environmental impacts, animal welfare, human health and labor practices that make up the food system. The course will also cover the effect of international trade and immigration policies, exploring the concept of food sovereignty in the United States and around the world.

**#590600 Culinary Nutrition** (NWACC Course-FDST 1103) 11-12<sup>th</sup> grade (1 credit) Tuition and Fees May Apply

**Prerequisites: Food Safety and Foundations**

This course will examine the basic principles of nutrition, including their application to food preparation, menu planning and a healthy lifestyle. Attention is given to providing nutritionally-balanced and attractive meals. Menu planning using sound nutritional guidelines is stressed. The concept of creating menus while focusing on food allergies, intolerances, preferences and restrictions is

also introduced. Using curricula design and licensed by the Goldring Center for [Culinary Medicine at Tulane](#), this course provides culinary and nursing students with the knowledge base of diet, lifestyle, nutrition and how they relate to well-being and disease. Material is covered from the food-first perspective with an eye toward the practical aspects of what customers and patients face day-to-day when trying to make substantive change in their lives. The focus is on teaching about food: how to cook, what to eat, and how to help people improve their diet - and thereby, their health.



**Transportation for off-campus courses through the Secondary Career Center (Northwest Technical Institute, Brightwater Center and/or NWACC) is not provided by the Rogers Public Schools.**



## **NWTI: SECONDARY CAREER CENTER (SCC) CTE PROGRAMS**

*Additional information may be found on the  
Northwest Technical Institute High School Program website:  
<http://www.nwti.edu/high-school-programs.html>*

The Northwest Technical Institute (NTI) Secondary Career Center (SCC) serves students from school districts in Benton, Madison, and Washington Counties. The SCC provides opportunities for high school students to earn high school credit in career and technical fields. SCC students will be able to potentially graduate from their home school with a high school diploma and/or an industry recognized technical certificate and/or significant hours toward a college degree. **The NTI/SCC vocational programs are offered to 11<sup>th</sup> and 12<sup>th</sup> grade students.**

### **Programs offered by the Secondary Career Center:**

Automotive Service Technology\* (NTI Campus-Springdale)  
Computer Engineering\* (*pending approval from ACE* Southern Washington County Regional Tech. Center – Farmington)  
Cosmetology (Career Academy of Hair Design – Fayetteville, Springdale, Rogers, and Siloam Springs)  
Criminal Justice\* (Southern Washington County Regional Tech. Center – Farmington AM) (NWACC – Bentonville PM)  
Dental Assisting\* (NWACC – Bentonville AM) (Southern Washington County Regional Tech. Center - Farmington AM)  
Diesel & Truck Technology (NTI-Springdale)  
Manufacturing\* (*pending approval from ACE* - Western Benton County Career Center – Gravette)  
Medical Professions: CNA\* (Rogers High School-Rogers, AR and Southern Washington County Regional Tech. Center – Farmington)  
Medical Professions: CNA/PCA+\* (NWACC – Bentonville AM/PM and Southern Washington County Regional Tech. Center – Farmington AM)  
Welding\* (NTI Campus-Springdale and Western Benton County Career Center – Gravette)

\*Earn High School & Post Secondary Diploma Credit (NTI)

### **Admissions for High School Students**

High school counselors should review potential students' information to determine if the student will be eligible to apply for admission to a program at any SCC site. Information reviewed includes GPA, test scores, school attendance, citizenship, motivation, ability, and aptitude.

### **Application Process**

Complete the SCC application obtained from your high school counselor and attach a copy of your transcript with the previous fall semester's grades posted on it; if the GPA is below 2.0, your counselor must request a waiver from the Secondary Center office and complete. If a program of study requires test scores make sure your counselor provides an official copy of the scores or be prepared to take the appropriate test required by that program of study. Be available for an interview by the instructor of the program of study you are interested in pursuing. Applications will be dated when received and when completed. Enrollment will be based on

qualifications, student interview, and the date the completed application packet is received in the high school counseling office. Students will be notified via mail about their acceptance into an SCC program.

### **Concurrent Credit**

Concurrent classes taken through the SCC are NTI classes; grades and credit hours are recorded on NTI transcripts. Students will need to check with their home high schools to determine what type of credit the high school will allow on their high school transcript for the concurrent classes taken through the SCC. Criminal Justice, Dental Assisting and Certified Nursing Assisting and Patient Care Assistant Plus with NWACC instructors will also have the college credit transcribed on NWACC transcripts for the student.

## **Programs of Study**

### **Automotive Service Technology**

It is the mission of high school Automotive Service Technology at SCC to instruct students to be competitive in the work force so they can succeed in the 21st century. Automotive Technology is a one-year program that introduces students to basic automotive diagnosis and repair. The program holds a current certification from the National Automotive Technician Education Foundation (NATEF). Classes will cover Automotive Service Excellence (ASE) certification areas. This program promotes leadership development, community involvement and personal growth through SkillsUSA. This program is available in the afternoons only at NTI in Springdale. Students who successfully complete this program will earn concurrent credit towards an NTI AST diploma. In the event there are more applicants for a section than seats available, students will be asked to choose an alternate program of study.

### **Subjects of Study**

<b>Auto Service Technology</b>	<b>ACE Course Code</b>	<b>Units of Credit</b>
Engine Performance – 1 <sup>st</sup> quarter	590410	1
Electrical Systems – 2 <sup>nd</sup> quarter	590420	1
Brakes – 3 <sup>rd</sup> quarter	590430	1
Steering and Suspension – 4 <sup>th</sup> quarter	590440	1

### **ENROLLMENT CRITERIA**

Students will be interviewed by an Automotive Service Technology Instructor. English and Mathematics test scores from one of the following exams taken in the last three (3) years are required:

<b>ACCUPLACER</b>		<b>ACT</b>		<b>COMPASS</b>		<b>ASPIRE</b>	
NTI Basic Arithmetic	65	Mathematics	16	Pre-Algebra	37	Mathematics	434
Sentence Skills	53	English	10	Writing	15	Writing	428

### **Criminal Justice**

This fast-growing profession offers employment opportunities concentrated in law enforcement, corrections and private security. Students gain an overview of law and employment options. This program is offered in the morning at the Southern Washington County Regional Tech. Center in Farmington and in the afternoon at the NWACC Main Campus in Bentonville at the Center for Health Professions (Room 3011).

<b>Criminal Justice</b>	<b>ACE Course Code</b>	<b>Units of Credit</b>
Introduction to Criminal Justice – 1 <sup>st</sup> Quarter	590310	1
Foundations of Law Enforcement – 2 <sup>nd</sup> Quarter	590730	1
Crime Scene Investigation – 3 <sup>rd</sup> Quarter	590740	1
Criminal Law – 4 <sup>th</sup> Quarter	590750	1

### **Enrollment Criteria**

Prospective students must have a cumulative GPA of at least 2.0 or a waiver is required.

Students must take one of the following **reading** tests and score at the following levels:

<b>ACCUPLACER 78+</b>	<b>ACT 19+</b>	<b>COMPASS 83+</b>	<b>ASPIRE 428+</b>	<b>SAT 480+</b>
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### **Concurrent Credit**

Students who successfully complete this one-year program earn eighteen (18) college credit hours at NWACC towards an Associate's degree, plus a Certificate of Proficiency in Law Enforcement.

### **Medical Professions: Dental Assisting**

Dental Assistants are an integral part of the dental care team and increase the efficiency of the dentist in the delivery of oral health care. In addition to computer and clerical skills, dental assistants are proficient in patient care, dietary counseling, monitoring vital signs, administering and monitoring nitrous oxygen, taking impressions, and providing post-operative care and instructions. Classroom, laboratory, and clinical instruction provide students with a broad background in all aspects of dentistry. Internships will be provided in area offices under the guidance of dentists and assistants in the community. Students must be able to provide their own transportation to and from the various clinics. This class is located in the mornings at the NWACC Main Campus in Bentonville at the Center for Health Professions in Room 3013 in the mornings and in the mornings at the Southern Washington County Regional Tech. Center in Farmington.

<b>Dental Assisting</b>	<b>ACE Course Code</b>	<b>Units of Credit</b>
Medical Clinical Internship/Specialization: Dental I 1 <sup>st</sup> Sem.	590260	1
Medical Clinical Internship/Specialization: Dental II 2 <sup>nd</sup> Sem.	590680	1

### **Enrollment Criteria**

Prospective students must have a cumulative GPA of at least 2.0 or a waiver is required. Student costs can include: CPR card, TB skin test, flu shot, background check, and/or drug screening as well as scrubs. This is required for the clinical portion of the class.

Students must take one of the following **reading** tests and score at the following levels:

<b>ACCUPLACER 78+</b>	<b>ACT 19+</b>	<b>COMPASS 83+</b>	<b>ASPIRE 428+</b>	<b>SAT 480+</b>
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### **Concurrent Credit**

Students who complete this program earn nine (9) college credits at NWACC.

### **Diesel and Truck Technology**

A shortage of skilled technicians in the diesel and truck industry has created a tremendous opportunity for employment. Because of the highly developed technology used on today's diesel and truck equipment, there is a high demand for certified technicians. This program of study will help prepare students to become adept at analyzing truck component failure, servicing the components, and troubleshooting. Students will develop an awareness of the importance of preventative maintenance and high quality workmanship to diagnose, repair, and service heavy-duty diesel equipment. We provide students with leadership development, community involvement and personal growth through SkillsUSA. Students have an opportunity to earn industry certifications in this program of study. This class is located at Northwest Technical Institute (NTI) in Springdale and is offered in both mornings and afternoons.

<b>Diesel &amp; Truck Technology</b>	<b>ACE Course Code</b>	<b>Units of Credit</b>
Intro to Diesel PMI – 1 <sup>st</sup> Quarter	590450	1
Intro to Diesel Brakes – 2 <sup>nd</sup> Quarter	590460	.5
Intro to Diesel Electrical Systems – 3 <sup>rd</sup> Quarter	590470	1
Light Diesel Lab – 4 <sup>th</sup> Quarter	590480	.5

### **Enrollment Criteria**

Prospective students will be interviewed by a Diesel and Truck Technology Instructor. Students must a cumulative GPA of a 2.0 or a waiver is required. In the event there are more applicants for a section than seats available, students will be asked to choose an alternate program of study.

### **Medical Professions: CNA/PCA+**

#### **Certified Nursing Assistant (CNA) FALL SEMESTER**

The Certified Nursing Assistant Program is designed to meet the industry driven demand for Certified Nursing Assistants. This course provides the student with an introduction to healthcare, didactic instruction, hands on skills and clinical training. Specifically, basic nursing skills including vital signs, personal care skills and Alzheimer's and Dementia training are covered. This course prepares the successful student to sit for the Arkansas Certified Nursing Assistant Exam. This program is offered in the morning and afternoon and is located at the NWACC Main Campus in Bentonville at the Center for Health Professions (Room 3013) and in the morning at the Southern Washington County Regional Tech. Center.

## Patient Care Assistant (PCA+) SPRING SEMESTER

**Prerequisite:** Successful completion of CNA course with NWACC or a copy of a CNA state license.

The PCA+ Certificate Program is designed to meet the industry driven demand for Certified Nursing Assistants trained in advanced patient care techniques and possess the knowledge, skills and abilities to excel as a vital member of the healthcare team. This course expands on the student's knowledge of healthcare and introduces advanced patient care skills through hands on lab and clinical training at area hospitals. Students will also explore healthcare legal and ethical issues. This program is offered in the morning and afternoon and is located at the NWACC Main Campus in Bentonville at the Center for Health Professions (Room 3013) and in the morning at the Southern Washington County Regional Tech. Center in Farmington.

Medical Professions: CNA/PCA+	ACE Course Code	Units of Credit
Medical Clinical Internship/Specialization: CNA 1 <sup>st</sup> Sem.	590710	1
Medical Clinical Internship/Specialization: PCA+ 2 <sup>nd</sup> Sem.	590720	1

**Enrollment Criteria** Students are recommended to have taken Intro to Medical Professions, Medical Terminology and Human Anatomy and Physiology if available to them.

Students must take one of the following **reading** tests and score at the following levels:

ACCUPLACER 78+	ACT 19+	COMPASS 83+	ASPIRE 428+	SAT 480+
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Prospective students must have a cumulative GPA of at least 2.0 or a waiver is required.

Students are **responsible** for required cost of CPR card, TB skin test, flu shot, background check and drug screening. This is required for the clinical portion of the class.

### **Concurrent Credit**

Students who successfully complete the CNA program earn three (3) college credits at NWACC for CNA.

Students who successfully complete the PCA+ earn three (3) college credits at NWACC for PCA+.

## **Welding**

Welding is a high-tech industry that can take you places all over the world. The SCC's Welding Program is designed to help prepare students who have a desire to enter the field of welding. Students who complete this one-year course will be able to read blueprints, do layouts and cut and weld metal. Our program bases its curriculum on NCCER in order to ensure students meet industry standards. This program promotes leadership development, community involvement and personal growth through SkillsUSA. This program is available in the mornings and afternoons and is located at NTI in Springdale. Students are eligible to take an American Welding Society Certification test at the end of the program, with the cost paid for by the SCC. Students who successfully complete this program will earn concurrent credit towards an NTI WT diploma. In the event there are more applicants for a section than seats available, students will be asked to choose an alternate program of study.

Welding (1 <sup>st</sup> Year)	ACE Course Code	Units of Credit
Introductory Craft Skills 1 <sup>st</sup> quarter	590860	1
Gas Tungsten Arch Welding 2 <sup>nd</sup> quarter	590870	1
Shielded Metal Arc Welding I 3 <sup>rd</sup> quarter	590880	1
Welding Applications Lab 4 <sup>th</sup> quarter	590890	1

Welding (2 <sup>nd</sup> Year)	ACE Course Code	Units of Credit
Introductory Craft Skills 1 <sup>st</sup> quarter	592670	1
Shielded Metal Arc Welding II 2 <sup>nd</sup> quarter	592680	1
Gas Metal Arc Welding 3 <sup>rd</sup> quarter	592690	1
Welding Techniques Lab 4 <sup>th</sup> quarter	592700	1

### **Enrollment Criteria**

Students will be interviewed by a Welding Technology Instructor. English and Mathematics test scores from one of the following exams taken in the last three (3) years are required:

ACCUPLACER		ACT		COMPASS		ASPIRE	
NTI Basic Arithmetic	65	Mathematics	16	Pre-Algebra	37	Mathematics	434
Sentence Skills	53	English	10	Writing	15	Writing	428

Students must have a cumulative GPA of at least a 2.0 or a waiver is required.

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