



**ROGERS**  
Public Schools  
where all belong, all learn, and all succeed

# 2022-2023 **HIGH SCHOOL** Course Catalog

*Preparing today for  
opportunities tomorrow*

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## TO ALL ROGERS 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. Whether you plan to attend college, go to a vocational-technical school, or enter the work force, these are extremely important decisions. A *Student Success Plan* is required for all Arkansas High School students with assistance in planning for high school and beyond. Rogers Public Schools has developed a district plan to address student's preparation for future academic goals and career planning following graduation, utilizing the Naviance program. Students, Parents, Teachers, Counselors and Administrators will begin working with students in 8<sup>th</sup> grade to review and support student's goals each year throughout activities—these goals and plans will be shared with parents annually as well.

Course selections require careful consideration of 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 based on student course selection; as a result, the number of sections available will determine by registration choices made by students during their registration process. Although some conflicts will arise, schools make every effort to enroll students in their selected courses. Please register accurately and consider 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, and Crossroads and REAP. Some courses are 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.

Heritage High School (HHS)	Rogers High School (RHS)	Rogers New Tech High School (RNTHS)	Crossroads Learning Center (CR)	REAP
<b>Principal:</b> Jeff Wasem <b>Assistant Principals:</b> Tyler Glenn Ron Hensley Matt Murray Martin Resendiz Stephanie Schriner	<b>Principal:</b> Lisa Williams <b>Assistant Principals:</b> James Rappe Lynsey Reynolds Tricia Tice Sarah Raymond Ronnie Delk	<b>Principal:</b> Dr. Lance Arbuckle <b>Assistant Principals:</b> Danya Scheiderer Abigail Howe	<b>Principal:</b> Matt Cook	<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.

Equity Coordinator  
Dr. Roger Hill  
500 West Walnut  
Rogers, Arkansas 72756  
479-636-3910

**DISCLAIMER:** Every effort was made to ensure that information provided in this course catalog is current and accurate at the time of publication. Cover:

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## SELECTION OF COURSES

The Rogers School District believes that choosing courses is one of the most important things that students and parents do each year. Choices have long-term effects on job opportunities, preparation for college, 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 will 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

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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** to achieve graduate status.

**Graduation Requirements beginning with the Class of 2026**

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> ) <b>1 unit of AP Computer Science or state-approved Computer Science may count as Flex credit for one unit of Math</b> 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) <b>1 unit of AP Computer Science or state-approved Computer Science may count as Flex credit for one unit of Science</b>
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>Computer Science</b> (state approved course)
1 credit	<b>Physical Education</b>
½ credit	<b>Communications</b>
½ credit	<b>Health/Safety</b>
½ credit	<b>Fine Arts</b>
½ credit	<b>Career &amp; Technical</b>
6 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> 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 9, 10, 11, or 12 prior to graduation as required by A.C.A. 6-16-135.

Beginning with the eight-grade class of 2021-2022, a student will be required to have completed one credit of a computer science course for graduation requirements, as required by A.C.A. 6-16-152.

**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) can be taken in conjunction with mainstream English. English I, II, III or IV is required 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 is 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

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's 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 <i>OR</i></li> <li>● Associate's Degree program <i>OR</i></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 <i>OR</i></li> <li>● Associate's Degree program <i>OR</i></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 <i>OR</i></li> <li>● Associate's Degree program <i>OR</i></li> <li>● Early College Experience (RNTHS)</li> </ul>	4.000	At least 112

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

Quality points and GPA will 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 count 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 any 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's 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 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 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 completed. 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 order their 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 completed 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's high school:

For any Rogers's 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, ½ Economics, and 1 credit
  - 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's 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>Pre-AP English 9</li> <li>Pre-AP English 10</li> <li>English 11</li> <li>English 12</li> </ul>	<ul style="list-style-type: none"> <li>Pre-AP English 9</li> <li>Pre-AP English 10</li> <li>English 11</li> <li>English 12</li> </ul>
<b>Math</b>	<b>4 Credits:</b>	<b>4 Credits:</b>
	<ul style="list-style-type: none"> <li>Pre-AP Algebra I</li> <li>Geometry</li> <li>Algebra II</li> <li>Fourth Year Math as approved by ADE <b>or</b> 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>Pre-AP Algebra I</li> <li>Geometry</li> <li>Algebra II <b>or</b> Fourth Year Math approved by ADE <b>or</b> 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>
<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><b>1 Physical Science credit from:</b> <ul style="list-style-type: none"> <li>Physical Science-Integrated</li> <li>Chemistry-Integrated</li> <li>Physics</li> </ul> </li> <li>ADE Science <b>or</b> Approved Computer Science</li> </ul>	<ul style="list-style-type: none"> <li>Biology-Integrated (1 credit)</li> <li><b>1 Physical Science credit from:</b> <ul style="list-style-type: none"> <li>Physical Science-Integrated</li> <li>Chemistry-Integrated</li> <li>Physics</li> </ul> </li> <li>ADE Science <b>or</b> Approved Computer Science</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 (RPS requirement)</li> </ul>	<ul style="list-style-type: none"> <li>½ Credit (required)</li> <li>½ Credit (RPS requirement)</li> </ul>
<b>Personal or Professional Communications</b>	½ Credit	½ Credit
<b>Health/Safety</b>	½ Credit	½ Credit
<b>Computer Science</b>	1 Credit	1 Credit
<b>Fine Arts</b>	½ Credit	½ Credit
<b>Career &amp; Tech</b>	½ Credit (RPS requirement)	½ Credit (RPS requirement)
<b>Electives</b>	<b>6 Credits:</b>	<b>6 Credits:</b>
	<ul style="list-style-type: none"> <li>5 Credits (required)</li> <li>1 credit (local requirement)</li> </ul>	<ul style="list-style-type: none"> <li>5 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, grades are based on the following <b>grading scale</b> :	<b>Regular/Pre-AP Grade values</b> (for purposes of computing grade point averages) these classes are based on the following point values, computed at the end of each semester:	<b>AP Courses Grade values</b> Advanced Placement (AP) courses are based on the following semester point values, upon completion of the national exam at the end of the year:
A = 90-100	A – 4 points	A – 5 points
B = 80-89	B – 3 points	B – 4 points
C = 70-79	C – 2 points	C – 3 points
D = 60-69	D – 1 point	D – 2 point
F = 0-59	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 assist college-bound students to best prepare 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 earning concurrent credit that counts as college credit and toward high school graduation elective requirements. (See page 76 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 count 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 can 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 enroll 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’s 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 calculated 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 chosen considering Student Success Planning and graduation requirements. The high school master schedules is based on student’s course choices. As a direct result, the number of students registered impacts the number of sections available. Although some conflicts will arise, every effort will be made to enroll students in the courses that they select. Please register accurately and consider these selections. Classes are designed to meet the needs of the majority of students whether they plan to continue their education beyond high school or enter the workforce. Students planning to go to college are advised to select mathematics, science, social studies, and language courses that will provide 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 available 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 ensure 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 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 in 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 pursue admittance to the *top schools* in the US. (Top Schools as 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, and 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 have not 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 3.50 or higher
- Exhibit knowledge of and adherence to the rules of the school district

- Communicate effectively with their teachers, counselors and mentors, 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
- Attendance at RHA programming (during Advisory and other times) is mandatory

## Requirements for Scholars 2022--2023

### Sophomore Year Requirements

*Students who meet the following requirements will be invited to apply to the RHA. Their application will include: a teacher recommendation, completion of a questionnaire, writing an essay and interview. (See additional RHA Requirements below for essay details)*

- Cumulative GPA of 3.50 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 has not already taken a foreign language class, it is recommended 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 has not 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)
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### College Visits

Students will have 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.**

US News and World Report Best Colleges identify top schools. 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 offered 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.



### Rogers Virtual Learning (RVL)

Rogers Virtual Learning is an online experience provided by Rogers Public Schools that empowers students to personalize their learning and enjoy an individualized program that can meet their goals, needs, and abilities.

Our program utilizes Florida Virtual curriculum and licensed teachers that can support students in their courses. RVL provides the core curriculum for grades 6-12 and elective options for grades 9-12.

For more information on course work and enrollment, please contact Darla Tomasko, Executive Director of ALE/Virtual at [darla.tomasko@rpsar.net](mailto:darla.tomasko@rpsar.net) or 479-631-3560.

# ENGLISH

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Accelerated Pathways			
Accelerated Pre-AP English I	Accelerated Pre-AP English II	AP English Language and Composition	AP English Literature and Composition College Composition I & College Composition II
SMART CORE and CORE			
Pre-AP English I	Pre-AP English II	English 11	English 12
ELECTIVES			
Academic Reading, I, II, III & IV Creative Writing (semester & year-long) Critical Reading I Critical Reading II			
Elective Credits			Transitional English 12
Graduation Credits			

**#410100 Pre-AP English I** (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 designed 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. **(Co-Teach #41010C)**

**#41010A Accelerated Pre-AP English I (1** credit, 2 semesters) (NCAA approved core course)

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

Accelerated Pre-AP English 9 curriculum is designed to provide 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.

**#51004E Pre-AP English 9 ESOL** (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 9 ESOL will include units of grammar, vocabulary development, literature and composition. The student will 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 practiced throughout the course.

**#411100 Pre-AP English II** (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 analyzes of a novel or non-fiction work approved by the teacher is 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. **(Co-Teach #41110C)**

**#41110A Accelerated Pre-AP English II** (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *successful completion of English I or Pre-AP English I*

In Accelerated Pre-AP English 10, 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 analyzes of a novel or non-fiction work approved by the teacher is 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.

**#51103E Pre-AP English 10 ESOL** (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. English 10 ESOL will assist student to 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 will benefit students to improve writing. The student will read short stories, essays, drama, poetry, and novels, in addition to literary genres. Students will become familiar with literary terms, and exposed to some literary criticism. Composition through literature assignments and other areas of interest will be a focus. Study, note taking, and testing skills are practiced throughout the course, and critical thinking skills emphasized.

**#412000 English 11** (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *successful completion of English 10 or concurrent enrollment in an English 10 credit recovery class*

English 11 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 10.

**#51203E English 11 ESOL** (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. English 11 ESOL 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 10.

**#413000 English 12** (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *successful completion of English 11 or concurrent enrollment in an English 11 credit recovery class*

English IV addresses writing, reading, and communication skills. English 12 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 emphasized.

**#51303E English 12 ESOL** (1 credit, 2 semesters)

**Prerequisite:** *ESOL Department Approval*

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

**#413010 Transitional English 12** (1 credit, 2 semesters) (NCAA approved core course)

Transitional English 12 is a two-semester ELA course, designed to accelerate students' literacy skills essential for college and career readiness. The course is comprised of two Transitional Literacy Ready ELA units and additional district-developed units of study that together encompass the Arkansas English Language Arts Standards for Grade 12. Transitional English 12 focuses on developing the requisite literacy skills for success in higher education and the workforce. These texts will be the models for student writing products, emphasizing both informational and argumentative types.

**#517030 AP English Language & Composition**

(11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

AP English Language and Composition aligns to 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 & Composition** (11<sup>th</sup>-12<sup>th</sup>) (1 credit, 2 semesters) (NCAA approved core course)

The AP English Literature and Composition aligns to introductory college-level literary analysis course. This course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way 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.

**#417010 Creative Writing** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit) (1 semester)

Creative Writing allows 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 provides 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. **(Year long, 2-semester #417020)**

**#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** ACT Aspire: 428 Reading and English

**Accuplacer:** See course/department/school requirements (NWACC, ECE, and NWTI) as required, scores vary from course

**NOTE:** This course earns 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. Guiding students through the process of writing with regular practice and analysis of effective writing, this first course in the composition sequence emphasizes writing of clear, concise, developed academic prose. Generally, students will utilize rules of Standard English to develop paragraphs and complete research assignments involving the integration of sources. Students may encounter works of a mature nature as is expected in a college course. **(can fulfill 11<sup>th</sup> grade English requirement)**

**#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 earns 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This course continues with expectations in writing, reading, and research expanding 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. **(can fulfill 12<sup>th</sup> grade English requirement)**

**#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; 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 are 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 accelerates 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; 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 accelerates 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.

**#419130 Academic Reading I** (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 through state required interventions by strengthening comprehension outcomes in 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 determined by state guidelines.

**#596400 Academic Reading II (ADE Approved)** (10<sup>th</sup>-12<sup>th</sup> Grades) (1 credit, 2 semesters)

**Prerequisite:** *Academic Reading I*

Academic Reading II is a two-semester course designed to accelerate reading growth for student interventions by strengthening comprehension outcomes in 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 determined by state guidelines.

**#596410 Academic Reading III (ADE Approved) (11th-12<sup>th</sup> Grades)** (1 credit, 2 semesters)

**Prerequisite:** *Academic Reading II*

Academic Reading III is a two-semester course designed to accelerate reading growth for student interventions by strengthening comprehension outcomes in 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 determined by state guidelines.

**#596420 Academic Reading IV (ADE Approved)** (12<sup>th</sup> Grades) (1 credit, 2 semesters)

**Prerequisite:** *Academic Reading III*

Academic Reading IV is a two-semester course designed to accelerate reading growth for student interventions by strengthening comprehension outcomes in 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 determined by state guidelines.

# 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 outlined below is 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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
ACCELERATED Pathways						
Accelerated Math 6	Accelerated Math 7	Pre-AP Algebra I	Accelerated Geometry	Accelerated Algebra II	Pre-Calculus	AP Calculus AP Statistics <b>4<sup>th</sup> Year Math*</b>
		Accelerated Geometry	Accelerated Algebra II	Pre-Calculus	AP Calculus AB	AP Calculus BC
				Accelerated Geometry & Accelerated Algebra II		
SMART CORE						
Math 6	Math 7	Math 8	Pre-AP Algebra I	Geometry	Algebra II	AP Statistics
			Accelerated Pre-AP Algebra I	Accelerated Geometry	Accelerated Algebra II	Pre-Calculus
						Algebra III
						<b>4<sup>th</sup> Year Math*</b>
CORE						
Graduation Credit			Pre-AP Algebra I	Geometry	Algebra II	Algebra III or Quantitative Literacy or Technical Math for College & Career
Elective Credit			Critical Algebra I	Geometry Math Lab		

**\*4<sup>th</sup> Year math electives:** Algebra III, Technical Math for College & Career, Quantitative Literacy, College Algebra, College Trig, College Finite, Statistics, AP Statistics

A flex credit 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 credits of the approved computer science courses may replace the 4<sup>th</sup> math requirement **and** the 3<sup>rd</sup> science requirement.

All students are required to be enrolled in a math and science class their junior or senior year.

**#430300 Pre-AP Algebra I (all 9<sup>th</sup> graders)** (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. **(Co-Teach #43030C)**

**#430301 Accelerated Pre-AP Algebra I (all 9<sup>th</sup> graders)** (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.

**#596000 Critical Algebra I** (9th grade) (1 credit, 2 semesters) **Concurrent course with Pre-AP Algebra I**

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. Committee based on 8th grade ACT Aspire math scores, course grades, and recommendations determines placement. Each learning expectation of Critical Algebra I is intended to reinforce prior knowledge from middle school math, reinforce Algebra I concepts concurrently while taking Algebra I, and develop habits that support learning progress.

**#431000 Geometry** (8<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 complex geometric situations and deepen their explanations of geometric relationships. Critical areas of study are circles, expressing geometric properties with equations, geometric measurements/dimensions, modeling with Geometry. **(Co-Teach #43100C)**

**#431001 Accelerated Geometry** (9<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisites: Pre-AP Algebra I in 8<sup>th</sup> grade**

The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore 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.

**#639001 Geometry Math Lab** (10<sup>th</sup> grade) (1 credit, 2 semesters) **Concurrent course: Geometry**

This course is an **elective** credit. The fundamental purpose is to support students currently enrolled in Geometry with additional math foundations needed for success. Committee recommendation based on ACT Aspire math scores, course grades, and recommendations determine placement. Each learning expectation for Geometry lab reinforces prior knowledge from Algebra I and Geometry concepts concurrently while taking Geometry, and develop habits that support learning progress.

**#439130 Technical Math for College and Career** (11th-12th Grade, 2 semesters)

**Prerequisites: Pre-AP Algebra I or Algebra I, Geometry**

Building upon previous high school math courses, this course extends mathematical topics and relationships. Emphasis on the application of mathematics in context and through modeling, using mathematics to represent, analyze, make predications or otherwise provide insight into real-world situations. Students will collect, organize, describe and use quantitative data and draw inferences from data. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically and verbally. This course can be used as a 3<sup>rd</sup> or 4<sup>th</sup> math credit for high school students.

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

**Prerequisites: Pre-AP Algebra I or Algebra I, Geometry**

This course is recommended for college bound students. The fundamental purpose 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. **(Co-Teach #43200C)**

**#432001 Accelerated Algebra II** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisites: Pre-AP Algebra I or Algebra I, Geometry or Accelerated Geometry**

This course is recommended for college bound students. The fundamental purpose 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.

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

**Prerequisites:** *Pre-AP Algebra I or 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 on applying modeling in the process of choosing and using appropriate mathematics and statistics to analyze, understand, and 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 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*

This course enhances higher level thinking skills developed in Algebra II through 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:** *Pre-AP Algebra I or 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 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 the first 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 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 recommended as a prerequisite**

AP Calculus BC is roughly equivalent to a college calculus courses, extending 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 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:** *Pre-AP Algebra II or 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 Concurrent Credit Algebra (NWACC MATH 1203 College Algebra)**

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

**Prerequisites:** *Pre-AP Algebra II or Algebra II, Cumulative 3.0 GPA and minimum test scores for Math and Reading.*

**ACT:** *Math 21, ACT: Reading 19 Aspire Reading 428 and Aspire Math 434*

**Accuplacer:** *See course/department/school requirements (NWACC, ECE, NWTI) required scores vary from course to course*

**NOTE:** This course can earn 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.

**#539960 Concurrent Credit 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 can earn 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 graphing utilities, linear models, and systems of linear equations, matrices, linear programming, simplex method, set theory, probability, counting principles, statistics, and finance mathematics.

**#539940 Concurrent Credit Pre-Calculus/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 can earn 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

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Accelerated Pathways- Recommended for students who intend to major in science related fields				
Physical Science-Integrated	Pre-AP Biology  Accelerated Pre-AP Biology	Accelerated Chemistry-Integrated  Accelerated Pre-AP Biology  AP Physics I	AP Physics I or II AP Chemistry AP Biology  AP Physics I or II AP Chemistry AP Biology AP Environmental Science Anatomy & Physiology	AP Physics II AP Environmental Anatomy/Physiology
SMART CORE- Recommended for college bound students				
8 <sup>th</sup> Science	Physical Science-Integrated	Pre-AP Biology	Chemistry-Integrated  Physics	AP Chemistry AP Biology AP Physics I or II AP Environmental Physics Environmental Science Anatomy & Physiology Outdoor Pursuits/Science
CORE				
Graduation Credit  Elective Credit	Physical Science-Integrated	Biology-Integrated	Environmental Science Anatomy/Physiology Outdoor Pursuits/Science	

A flex credit 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 grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite or Co-requisite: Algebra I or Pre-AP 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 are the focus, leaving 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. **(Co-Teach #42300C)**

**#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 scaffold, giving language learners equal access to curriculum. 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 leaving 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. The recommendation is students be previously enrolled in Algebra I or concurrently with this course.

**#421000 Chemistry-Integrated** (10<sup>th</sup>- 12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

***Prerequisite or Co-requisite: Algebra II***

Students in Chemistry-Integrated fully develop their understanding of the core ideas in Physical and Earth sciences. These ideas include complex concepts from Chemistry, Physics, and Earth sciences, and 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. **(Co-Teach #42100C)**

**#421001 Accelerated Chemistry-Integrated** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

***Prerequisite or Co-requisite: 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 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** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

***Prerequisite or Co-requisite: 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** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

***Recommended Prerequisite/Co-requisite: 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 consist of hands-on laboratory work, with an emphasis on inquiry-based investigations that provide opportunities to demonstrate the foundational physics principles and apply scientific practices.

**#522090 AP Physics II** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

***Recommended prerequisite: AP Physics I and completed or concurrently taking Pre-calculus***

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 consist of hands-on laboratory work, with an emphasis on inquiry-based investigations that provide opportunities to demonstrate foundational physics principles and apply all seven science practices defined in the course framework.

**#521030 AP Chemistry** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Recommended prerequisite:** *Algebra II and Pre-AP Chemistry-Integrated or Chemistry-Integrated recommended*

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 engage students in lab investigations.

**LIFE SCIENCES:**

**#420000 Biology-Integrated** (10<sup>th</sup>-12<sup>th</sup> grades) (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. **(Co-Teach #42000C)**

**#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.

**#420100 Pre-AP Biology** (10<sup>th</sup>-11<sup>th</sup> grades) (1 credit, 2 semesters)

Students in Pre-AP Biology 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 Pre-AP Biology: (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 Pre-AP Biology 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. **(Co-Teach #42010C)**

**#420101 Accelerated Pre-AP Biology** (9<sup>th</sup>-10<sup>th</sup> grades) (1 credit, 2 semesters)

Students in Accelerated 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. The performance expectations (standards) for Accelerated 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.

**#424030 Anatomy/Physiology** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *Biology-Integrated or Pre-AP Biology-Integrated or Biology-Integrated ESOL*

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.

**#524030 Concurrent Credit Anatomy and Physiology** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Biology-Integrated or Pre-AP Biology-Integrated or Biology-Integrated ESOL*

The purpose of Concurrent Credit Anatomy and Physiology is to help students understand the disciplinary core ideas and develop a coherent and scientifically based view of the world, while receiving college credit. 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** (11<sup>th</sup>-12<sup>th</sup> grades) (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 develops usable knowledge 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** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Recommended prerequisites:** *Pre-AP Biology 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 consist of hands-on laboratory work, with an emphasis on inquiry-based investigations that provide 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** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Recommended prerequisite:** *two years laboratory science, one year of life science, 1 year of physical science, Algebra 1*

AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required understanding 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: (MUST BE TAKEN CONCURRENTLY)**

**#425020 Outdoor Pursuits/Earth SCIENCE Component** (11<sup>th</sup>-12<sup>th</sup> grades) (1.5 credit, 2 semesters)

**Co-requisite:** *#485031 Outdoor Pursuits-Physical Education Component; 1 credit will be earned (1.0 credit) Earth Science AND 1 semester (0.5 credit) of Physical Education*

Outdoor Pursuits is a science and physical education course. Student performance expectations will utilize a systems approach that 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 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, requests students to bring their own equipment if they have it (e.g. fishing tackle).

**#485031 Outdoor Pursuits/PHYSICAL EDUCATION Component** (11<sup>th</sup>-12<sup>th</sup> grades) (1.5 credit, 2 semesters)

**Co-requisite:** *#425020 Outdoor Pursuits-Science Component; 1 credit will be earned (1.0 credit) of Earth Science AND 1 semester (0.5 credit) of Physical Education*

Outdoor Pursuits is a science and physical education course. Student performance expectations will utilize a system that 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 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 can bring their own equipment if they have it (e.g. fishing tackle).

## SOCIAL STUDIES

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
ACCELERATED PATHWAYS			
AP Human Geography	AP World History	AP US History	
AND/OR		Economics with Personal Finance (0.5) & Civics (0.5)	
US History	Pre-AP World History & Geography	AP United States Government and Politics (completes Civics graduation requirement)	
		AP Macroeconomics / AP Microeconomics	
SMART CORE & CORE			
US History	World History	Civics (0.5)	
		Economics with Personal Finance (0.5)	
ELECTIVES			
AP Human Geography			
	AP European History Native American Anthropology Psychology Sociology World Geography		
Graduation Credit		AP US Government & Politics AP Macroeconomics / AP Microeconomics AP Psychology 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 periods from The National Center for History in the Schools. **(Co-Teach #47000C)**

**#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 periods from The National Center for History in the Schools.

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

AP U.S. History is 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 (requires ADE approval)** (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 analyze 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) (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 assists 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 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 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 assists students in understanding the human condition, how people and countries of the world 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 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 periods from The National Center for History in the Schools.

**#471100 Pre-AP World History and Geography** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Pre-AP World History and Geography areas of focus prioritize the skills fundamental to the study of history and geography in high school, Advanced Placement®, and beyond. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences. Students will acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. Students will explain relationships among events and people by marshalling evidence for causation, comparison, and continuity and change over time. Students will demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments. **(Co-Teach #47110C)**

**#471101 Accelerated Pre-AP World History and Geography** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Pre-AP World History and Geography areas of focus prioritize the skills fundamental to the study of history and geography in high school, Advanced Placement®, and beyond. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences. Students will acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. Students will explain relationships among events and people by marshalling evidence for causation, comparison, and continuity and change over time. Students will demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

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

AP World History is the equivalent of a two-semester introductory college 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)

**NOTE:** *This class does **not** meet the state requirement of 1 unit of World History.*

AP European History is the equivalent of a two-semester introductory college 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.

**#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.***

**#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. *Students are required to pass the Arkansas state Civics exam prior to graduation.*

**#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 & Politics** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)  
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. *(fulfills Civics credit)*

**#474400 Psychology** (10<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit) (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, including knowledge and methods psychologists apply 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)  
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 might be controversial.

**#474500 Sociology** (10<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. Emphasis is 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 influencing 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** (requires ADE approval) (10<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 semester)  
The study of Native Americans both past and present gives us insight to the amazing adaptability and flexibility of an entire culture of people 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)  
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).

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

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)

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.

**#473000 Arkansas History** (9<sup>th</sup>–12<sup>th</sup> grades) (0.5 credit) (1 semester) (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 is organized historically and chronologically, making it more rigorous than Arkansas History, grades 7-8. Arkansas History, grades 9-12 references the Encyclopedia of Arkansas eras and periods to organize the strands and content standards.

## **COURSES FOR SPEAKERS OF OTHER LANGUAGES**

**#59640E 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 engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

**#59641E 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 engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

**#59642E 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 engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

**#971600 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 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 supports 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 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 courses are available and can earn physical education credit. (*Prerequisite: coaches' approval/tryout*)

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

2022-2023 ATHLETIC CODES							
Athletics-Dance (Fall-Spring)					Co-Ed	48504D	1.0
Athletics-Cheerleading (Fall-Spring)					Co-Ed	48504C	1.0
FALL (IN-SEASON)					SPRING (OFF-SEASON)		
Athletics-Cross Country	Boys & Girls	485044	0.5		Athletics-Cross Country (OS)	Boys & Girls	48504R 0.5
Athletics-Football	Co-Ed	485041	0.5		Athletics-Football (OS)	Co-Ed	48504F 0.5
Athletics-Golf	Boys & Girls	485043	0.5		Athletics-Golf (OS)	Boys & Girls	48504G 0.5
Athletics-Swimming	Boys & Girls	485045	0.5				
Athletics-Tennis	Boys & Girls	485045	0.5		Athletics-Tennis (OS)	Boys & Girls	48504E 0.5
Athletics-Volleyball	Girls	485042	0.5		Athletics-Volleyball (OS)	Girls	48504V 0.5
FALL (OFF-SEASON)					SPRING (IN-SEASON)		
Athletics-Baseball (OS)	Boys	485047	0.5		Athletics-Baseball	Boys	48504B 0.5
Athletics-Basketball (OS)	Boys & Girls	485046	0.5		Athletics-Basketball	Boys & Girls	48504K 0.5
Athletics-Wrestling (OS)	Boys & Girls	48504W	0.5		Athletics-Wrestling	Boys & Girls	48504L 0.5
Athletics-Soccer (OS)	Boys & Girls	485048	0.5		Athletics-Soccer	Boys & Girls	48504J 0.5
Athletics-Softball (OS)	Girls	485049	0.5		Athletics-Softball	Girls	48504H 0.5
Athletics-Track (OS)	Boys & Girls	48504T	0.5		Athletics-Track	Boys & Girls	48504A 0.5

**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 Foundations I** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Art I is a full year course designed for students interested in art. The course builds basic drawing skills, and experience a broad range of mediums. A variety of media and projects 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 Foundations II** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** Art I or Visual Art Foundations I

Visual Art II is a full year course designed for the advanced art student to extend drawing skills and composition development. A variety of media and projects 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 Foundations III** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** Visual Art Foundations II

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 Foundations IV** (12<sup>th</sup> grade) (1 credit, 2 semesters)

**Prerequisite:** Visual Art Foundations III

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 focus on 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** (9th-12th grades) (0.5 credit, 1 semester)

This is a studio course, allowing students 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 Portfolio** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**#559050 AP Studio Art: 2-D Design Portfolio** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**#559060 AP Studio Art: 3-D Design Portfolio** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Visual Art Foundations II; a student-parent-teacher conference*

AP Studio Art courses are specific to three sections of advanced study – Drawing, 2-D Design or 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 Foundations I*

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.

**#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 Foundations I*

In this class, students will learn how to create digital artwork on the computer. The study of design, layout, and basic animation with 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: 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*

Graphic Design II is a continuation of Graphic Design I. The skills and knowledge gained in Graphic Design I will 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 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) (1 credit, 2 semesters)

This introductory level course 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 a primary point of emphasis. Students will complete 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** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Ceramics I or teacher recommendation*

Ceramics II is for 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.

**#550030 Ceramics III** (11<sup>th</sup>-12<sup>th</sup> grade) (1 credit, 2 semesters) *(requires ADE approved)*

**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 for students who are pursuing Art as their academic focus or career pursuits.

### **#450600 Sculpture** (10<sup>th</sup>–12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Visual Art Foundations I or Ceramics I*

Sculpture will parallel Visual Art II using the 3D/Sculptural media to teach art curriculum frameworks. Students will use sculpture to create original artwork that demonstrates aesthetics and composition. Students will use previous knowledge gained through Ceramics I and/or Visual Art I to progress in their understanding and execution of art and sculpture. This course is for students who are interested in a more rigorous course to develop the skills necessary for advancement in building a college entry-level portfolio.

### **#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 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 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 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 complete more complex projects including directing pieces. They will further explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use critiques to deepen the meaning of their work.

### **#459240 Technical Theatre I** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Stagecraft I is a two-semester course that 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 Technical Theatre II** (10<sup>th</sup> -12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Technical Theatre 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 Technical Theatre III** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Technical Theatre 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 analyze 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 and Wellness (Digital)** (10<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 semester)

This course focuses on preventive health concept. The entire body, i.e., endocrine, digestive, respiratory, reproductive, skeletal, muscular, systems, etc., 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 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 can gain certification 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 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.

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

**Prerequisite:** *Journalism I*

Journalism II (Newspaper) 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.

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

**Prerequisite:** *Journalism I*

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.

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

#### ***Prerequisite: Journalism II***

Journalism III (Newspaper) is an advanced study of newspaper production and publication. Newspaper staff members will focus on 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.

### **#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 complete 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 essential 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.

## **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 can be 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 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 earn 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 on 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 develops 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 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 will learn various pieces of music, from Bach to Hindemith, and given opportunities to perform in the fall, Christmas, and spring concerts. Students can 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** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

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

This choir provides training in 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 for solo and ensemble participation.

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

**#45204W Choir II: Intermediate Women's** (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** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

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

**Prerequisite:** *audition and teacher recommendation*

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

**#45206W Choir IV: Advanced Women's** (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 will work on 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 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 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 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

**#414200 Personal Communications** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 Semester)

Will provide students with an understanding of the dynamics of effective communication while speaking, listening and responding in day-to-day life; including social media usage, communication barriers, mass media, conflict resolution, research, and organization skills.

**#414210 Professional Communications** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 Semester)

Will provide students with an understanding of the dynamics of effective communication while speaking, listening and responding to situations they will encounter in career settings; including ethical communication, responsible social media usage, communication barriers, mass media, conflict resolution, leadership styles, business etiquette, and job interviews.

**#414050 Debate I** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**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 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 on research proficiencies, 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 helps 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*

This course 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 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***

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, 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.

## **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.

#### **#485010 Personal Fitness for Life** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 semester)

Personal Fitness for Life is a one-semester physical education course designed to enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. ***(fulfills PE requirement for graduation)***

#### **#485020 Recreational Sports** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 semester)

Recreational Sports is a one-semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to physical activity, lifetime sports, and recreational activities. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. ***This course fulfills the PE requirement for graduation.***

#### **#485030 Outdoor Pursuits** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 semester)

Outdoor Pursuits is a one-semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to outdoor physical activity, lifetime sports, and recreational activities. Students will participate in outdoor activities that will increase physical fitness levels and develop health practices that value outdoor physical activity and its contribution to lifelong fitness. ***This course fulfills the PE requirement for graduation.***

## **PHYSICAL EDUCATION & SCIENCE ELECTIVE: (MUST BE TAKEN CONCURRENTLY)**

#### **#425020 Outdoor Pursuits-Earth SCIENCE Component** (11<sup>th</sup>-12<sup>th</sup> grades) (1.5 credit, 2 semesters)

***Co-requisite: #485030 Outdoor Pursuits-Physical Education Component; 1 credit will be earned (1.0 credit) of Earth Science AND 1 semester (0.5 credit) of Physical Education***

Outdoor Pursuits is a science and physical education course. Student performance expectations based on a system 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 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 may bring their own equipment if they have it (e.g. fishing tackle).

#### **#485031 Outdoor Pursuits-Physical Education Component** (11<sup>th</sup>-12<sup>th</sup> grades) (1.5 credit, 2 semesters)

***Co-requisite: #425020 Outdoor Pursuits Education-Science Component; credit given for 1 year (1.0 credit) of Earth Science AND 1 semester (0.5 credit) of Physical Education***

Outdoor Pursuits is a science and physical education course. Student performance expectations are on a systems approach that 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 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 may bring their own equipment if they have it (e.g. fishing tackle).

## 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 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 understand 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** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***PLEASE SIGN UP IN THE COUNSELING CENTER***

This course is 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 introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Visually attending, signing, role-playing, and group activities 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 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 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.

**#441030 French III** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

#### ***Prerequisite: 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.

**#441040 French IV** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

#### ***Recommended prerequisite: 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** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

#### ***Recommended prerequisite: 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:**

**#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 is 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.

## **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 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 in Spanish and 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 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 integrated into the curriculum through the four literacy skills. This course is 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 Spanish III** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *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 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.

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

**Prerequisite:** *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 and Culture** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Recommended prerequisite:** *Spanish III / College Intermediate Spanish / Spanish for Native Speakers III / Spanish IV / or for acceleration*

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 will be addressed, 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 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 and Culture** (12<sup>th</sup> grade) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *AP Spanish Language and Culture or for acceleration*

Students will read a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature covering seven centuries. Emphasis 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 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 is taught exclusively in Spanish.

**#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 or Spanish for Native Speakers III, appropriate test score for admission to NWACC, Cumulative 3.0 GPA*

**NOTE:** This course may earn 3 hours of college credit; students must meet eligibility requirements, pay tuition, and purchase a textbook. Students will 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 is 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 earn 3 hours of college credit; students must meet eligibility requirements, pay tuition, and purchase a textbook. Students will 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.

# COMPUTER SCIENCE\INFORMATION TECHNOLOGY

## **#465070 Programming-Year 1** (9<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semester)

This yearlong course 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 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.

## **#465080 Programming-Year 2** (10<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semester)

This course builds upon the concepts taught in Programming-Year 1. This course provides 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.

## **#465090 Programming-Advanced Year 3** (11<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semester) (*weighted credit*)

This course builds upon the concepts taught in Programming-Year 3. This course provides advanced understanding of concepts in computer science that are necessary for students to function in an ever-changing technological world. 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. ***This course receives weighted credit by the State of Arkansas.***

## **#465670 Game Development and Design-Year 1** (9<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters)

### ***Prerequisite/Co-requisite: Programming-Year 1***

This course introduces principles of computer Game Development and 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 Development and 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 Development and 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 Development and 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.

## **#465680 Game Development and Design-Year 2** (10<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters)

### ***Prerequisite: Game Development and Design – Year 1***

This second Game Development and Design course includes intermediate principles of computer Game Development and 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 Development and 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.

## **#465690 Game Development and Design-Advanced Year 3** (11<sup>th</sup>-12<sup>th</sup> Grades) (1.0 credit, 2 semesters) (*weighted credit*)

### ***Prerequisite: Game Development and Design – Year 2***

Game Development and Design – Advanced Year 3 offers advanced principles of computer Game Development and 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 Development and 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 receives weighted credit.***

## **#465570 Robotics-Year 1** (8<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters)

Robotics-Year I provides understanding of concepts in computer science that are necessary for students to function in an ever-changing technological world. Through these standards, students will explore, apply and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data, Information, Security, Algorithms and Programs; Computer and Communications; and Professionalism and Impacts of Computing. These standards give students the tools and skills needed to successful in college and careers, whether in computer science and computing or other fields.

### **#565030 AP Computer Science Principles–Year 1**

(10<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters) (***weighted credit***)

AP Computer Science Principles – Year 1 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.

### **#565130 AP Computer Science A–Advanced Year 3**

(11<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters) (***weighted credit***)

***Prerequisite:*** AP Computer Science Principles – Year 1

The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is equivalent to 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.

### **#465930 Computer Science Independent Study**

(11<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters) (***weighted credit***)

***Prerequisite:*** Programming – Advanced Year 3 or Game Development and Design – Advanced Year 3

A Computer Science Independent Study opportunity 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.

### **#465940 Computer Science Internship**

(11<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters) (***weighted credit***)

***Prerequisite:*** Programming – Advanced Year 3 or Game Development and Design – Advanced Year 3

A Computer Science Independent Study Program provides enrichment to 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.

### **Additional Course Offerings:**

#### **#465780 Career Practicum 1 – Computer Science** (*requires ADE approval*)

(10<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters)

***Prerequisite:*** Programming – Year 2

#### **#465790 Career Practicum 2 – Computer Science** (*requires ADE approval*)

(10<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters)

***Prerequisite:*** Programming – Year 2

#### **#465880 Career Practicum 3 – Computer Science** (*requires ADE approval*)

(11<sup>th</sup>-12<sup>th</sup> grades) (1.0 credit, 2 semesters)

***Prerequisite:*** Career Practicum 2

#### **#465890 Career Practicum 4 – Computer Science** (*requires ADE approval*)

(12<sup>th</sup> grade) (1.0 credit, 2 semesters)

***Prerequisite:*** Career Practicum 3

### **UPSKILL Courses: Arkansas State University (Concurrent Courses)**

**#565910 Introduction to Coding with SWIFT (CC)**

**#565920 Intermediate Coding with SWIFT (CC)**

**#565810 Advanced Studio in SWIFT (CC-weighted)**

These courses offer computer science credit through concurrent courses. The UpSkill computer program is available statewide to high school students who wish to pursue concurrent credit in Introduction, Intermediate and Advanced Coding with SWIFT. Arkansas State University offers these on-line courses. Roger Public Schools will transcript appropriate credit and weighting upon completion of these additional computer course offerings. (MOU)

## MISCELLANEOUS COURSES

### **#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 create and communicate evidence-based arguments.

### **#517070 AP Research** (12<sup>th</sup> grade) (1 credit, 2 semesters)

AP Research builds upon concepts learned in AP Seminar, to explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a yearlong research-based investigation to address a research question.

### **#66111J Junior Merchant Program (NWACC): Exploring Merchant Career Path** (11<sup>th</sup>-12<sup>th</sup> grades) (0.5 *Local High School credit*)

The purpose of this course is to provide a concentrated study towards the completion of the Junior Merchant Program (JMP) through NWACC. In this course, students will gain an understanding and exposure to the many different retail professional career paths. Each week the focus will be a different retail career path, visibility to the types of work in each career as well as the education pathway needed to attain these jobs. Students will gain an understanding of the buyer and seller roles, functions and responsibilities. They will explore product development, sourcing and imports, and selling to retailers. Students will gain an understanding of how retailers and their suppliers/manufactures interact.

### **#66222R Junior Merchant Program (NWACC): Retail Industry Foundations** (11<sup>th</sup>-12<sup>th</sup> grades) (0.5 *Local High School credit*)

The purpose of this course is to provide a concentrated study towards the completion of the Junior Merchant Program (JMP) through NWACC. In this course, students gain an awareness of the retail industry, knowledge of how external influence impact the retail industry, gain an understanding of the science behind store product placement, exposure to retail math, current as well as the rapid changes occurring in the retail industry and future growth. There will be an emphasis on e-commerce as well as the importance of meeting customer needs. This course will focus on the importance of leadership, professionalism as well as an awareness of how to develop a student's personal brand.

### **#496010 Community Service Learning** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit)

A student may earn one 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 in the registration.

### **#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.

### **#591010 AVID I (requires ADE approval)** (9<sup>th</sup>-12<sup>th</sup> grades) (1.0 elective credit, 2 semesters)

AVID I (Advancement via Individual Determination) is a course offer to prepare students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking and research. These skills will be developed using WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies used throughout the AVID courses. AVID is an academic program designed to increase school wide learning and performance. The target AVID student is a student who has a strong desire to attend a four-year university and are first generation college students who could benefit for additional guidance and support. AVID I is a local credit only, and does not count towards high school graduation requirements.

**#591020 AVID II (requires ADE approval)** (10<sup>th</sup>-12<sup>th</sup> grades) (1.0 elective credit, 2 semesters)

AVID I (Advancement via Individual Determination) is a course offer to prepare students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking and research. These skills will be developed using WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies used throughout the AVID courses. AVID is an academic program designed to increase school wide learning and performance. The target AVID student is a student who has a strong desire to attend a four-year university and are first generation college students who could benefit for additional guidance and support. AVID I is a local credit only, and does not count towards high school graduation requirements.

**#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 are 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 are assessed through test, reports, and observations.

**#696008 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, 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 are elected to the 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 yearlong 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 student. Tutors will work with students on one-on-one or small group basis with a cooperating teacher at an elementary or middle school that 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



## 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.

*It is the policy of Rogers Public Schools to not discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.*

## 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.

### AGRICULTURE, FOOD and NATURAL RESOURCES

#### ***Animal Systems Program of Study***

Level One	Level Two	Level Three
Survey of Agricultural Systems	Animal Science	<ul style="list-style-type: none"><li>• Veterinary Science</li><li>• Career Practicum AG-AFNR</li><li>• Razorback AgCademy course</li></ul>

#### **#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; it is required when enrolling in 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** (10<sup>th</sup>-12<sup>th</sup> 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, as well as current ethical issues related to the production of livestock. New and emerging agricultural technologies are 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.

**#491460 Veterinary Science** (10th-12th Grade) (1 credit, 2 semesters)

**Prerequisite: Animal Science**

This course will provide students with a sound platform to master the knowledge and skills necessary to become a veterinary assistant. It will prepare student to pursue a rewarding career as part of the professional veterinarian team. It will also equip the next generation of veterinarians and veterinarian assistants with the new technology tools that reinforce industry's expectations. Finally, it provides academic knowledge, high order reason and problem-solving skills, work attitudes, general employability skills, technical skills and occupational skills.

**#490600 Career Practicum AG-AFNR** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

**Prerequisite/Co-requisite: Survey of Agricultural Systems AND Animal Science**

Work-based learning in Agricultural, Food and Natural Resources program of study

**#590140 Razorback AgCademy: Foundation of Ag Education** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

**#590150 Razorback AgCademy: Intro to Animal Science** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

**#590180 Razorback AgCademy: Fundamentals of Ag Systems** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

**Plant Systems Program of Study**

Level One	Level Two	Level Three
Survey of Agricultural Systems	Plant Science	<ul style="list-style-type: none"><li>• Greenhouse Management <b>or</b></li><li>• Career Practicum AG-AFNR</li><li>• Razorback AgCademy course</li></ul>

**#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 required when enrolling in 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.

**#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** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters) (Level 3 Course)

**Prerequisite: Plant Science**

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 opportunity to practice the skills learned during the course in the school's greenhouse.

**#490600 Career Practicum AG-AFNR** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters) (Level 3 course)

**Prerequisite/Co-requisite: Survey of Agricultural Systems or Plant Science**

Work-based learning in Agriculture, Food and Natural Resources program of study

**#590140 Razorback AgCademy: Foundation of Ag Education** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

**#590150 Razorback AgCademy: Intro to Animal Science** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

**#590180 Razorback AgCademy: Fundamentals of Ag Systems** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

## AGRICULTURAL POWER, STRUCTURAL & TECHNICAL SYSTEMS

### *Power, Structural & Technical Systems Program of Study*

Level One	Level Two	Level Three
Survey of Agricultural Systems	Agricultural Mechanics	<ul style="list-style-type: none"><li>● Agricultural Metals <b>or</b></li><li>● Career Practicum AG-AFNR</li><li>● Razorback AgCademy course</li></ul>

#### **#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 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> grades) (1 credit, 2 semesters)

##### ***Prerequisite: Survey of Agricultural Systems***

This two-semester course provides students with laboratory experiences beyond the exploratory level in the fourteen major areas of agricultural mechanics. Areas covered include arc welding, oxyacetylene welding, cold metalwork, 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** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### ***Prerequisite/Co-requisite: Survey of Agricultural Systems or Agricultural Mechanics***

This course covers safety and technical information in agricultural welding, with 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.

#### **#490600 Career Practicum AG-AFNR** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

##### ***Prerequisite/Co-requisite: Survey of Agricultural Systems or Plant Science***

Work-based learning in Agricultural Power, Structural & Technical System program of study

#### **#590140 Razorback AgCademy: Foundation of Ag Education** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

#### **#590150 Razorback AgCademy: Intro to Animal Science** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

#### **#590180 Razorback AgCademy: Fundamentals of Ag Systems** (11<sup>th</sup>-12<sup>th</sup> Grade) (1 credit, 2 semesters)

# BUSINESS AND MARKETING

## FINANCE:

### ***Accounting Program of Study***

Planning, services for financial and investment planning, banking, insurance, and business financial management.

Level One	Level Two	Level Three
Survey of Business— (Microsoft Office)	Accounting I	<ul style="list-style-type: none"> <li>• Accounting II <b>or</b></li> <li>• Career Practicum BUS</li> </ul>

#### **#492120 Survey of Business (Microsoft Office)** (9<sup>th</sup>-12<sup>th</sup> grades)

The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Microsoft Office-SB is a two-semester course designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers.

#### **#492100 Accounting I** (10<sup>th</sup>-12<sup>th</sup> grades)

##### ***Prerequisite: Survey of Business***

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 Accounting II** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### ***Prerequisite: Accounting I***

Accounting II is a two-semester course 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.

#### **#490610 Career Practicum BUS: Finance** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### ***Prerequisite/Co-requisite: Accounting I***

Work-based learning in Finance program of study

## BUSINESS, MANAGEMENT, and ADMINISTRATION:

### ***Administrative Support Program of Study***

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.

Level One	Level Two	Level Three
Survey of Business-(Microsoft Office)	Management	<ul style="list-style-type: none"> <li>• Accounting I <b>or</b></li> <li>• Career Practicum BUS</li> </ul>

#### **#492120 Survey of Business (Microsoft Office)** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semester)

The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Microsoft Office-SB is a two-semester course, designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers

### **#492320 Management** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Survey of Business (Microsoft Office)***

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.

### **#492100 Accounting I** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Management***

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

### **#490630 Career Practicum BUS: Management and Administration**

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

#### ***Prerequisite/Co-requisite: Management or Accounting I***

Work-based learning related to business management and administration program of study

## **MARKETING MANAGEMENT**

### ***Marketing Business Enterprise Program of Study***

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

Level One	Level Two	Level Three
Survey of Business-(Microsoft Office)	Marketing Business Enterprise	<ul style="list-style-type: none"><li>● Marketing Management</li><li>● Small Business Operations <i>or</i></li><li>● Career Practicum BUS</li></ul>

### **#492120 Survey of Business (Microsoft Office)** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Survey of Business is a two-semester course. This course introduces students to business and marketing programs of study and related technology necessary to succeed in business and marketing careers.

### **#492330 Marketing Business Enterprise** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Survey of Business (Microsoft Office)***

Marketing (Business Enterprise) 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. Student learn software 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.)

### **#492350 Marketing Management** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Marketing Business Enterprise***

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

### **#492700 Small Business Operations** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Marketing Business Enterprise***

Small Business Operations is for students interested in learning how to manage a small business. Students will participate in laboratory work, and lab experiences will consist of operating a School Based Enterprise (SBE). In addition to lab work, students will complete a series of lessons designed to prepare them for transition to higher education and/or entrepreneurial career.

## **#490640 Career Practicum BUS: Marketing, Sales and Service**

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

**Prerequisite/Co-requisite:** *Marketing Business Enterprise or Marketing Management*

Work-based learning related to business management and administration program of study (NON-compensated)

## **MERCHANDISING:**

### ***Retail Management Program of Study***

Planning, managing, and performing marketing, inventory and supply chain activities within the retail industry.

Level One	Level Two	Level Three
Survey of Business-(Microsoft Office)	Retail Business	<ul style="list-style-type: none"><li>● Accounting I</li><li>● Digital Marketing</li><li>● Small Business Operations <i>or</i></li><li>● Career Practicum BUS</li></ul> <i>Concurrent credit course may also be taken as Level 3 course</i>

### **#492120 Survey of Business (Microsoft Office)** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Survey of Business is a two-semester course, designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers.

### **#490820 Retail Business** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisites:** *Survey of Business (Microsoft Office)*

The Retail Operations will provide students an overview of the retailing industry from a regional, national and global perspective. Students will increase awareness and knowledge of key elements within the retail industry including business operations, marketing, sales, supply and production, merchandising, promotion, selling, analyzing and forecasting sales, operations, and inventory control. The course will also focus on fundamental retail processes and related careers that are essential to maintaining production, purchasing, inventory and a sustainable supply chain to help ensure products are readily available for consumers. Students will also explore retail operations used within different types of retail companies, on-line, e-commerce businesses, and future trends within the retail industry.

### **#492100 Accounting I** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Retail Business*

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

### **#492760 Digital Marketing** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Survey of Business (Microsoft Office) and Retail Business*

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, digital marketing campaigns and participate in video conferencing, cloud-based collaboration, and learning with application other workplace related communication technologies and channels.

### **#492700 Small Business Operations** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Marketing (Business Enterprise)*

Small Business Operations is for students interested in learning how to manage a small business. Students will participate in laboratory work, and lab experiences will consist of operating a School Based Enterprise (SBE). In addition to lab work, students will complete a series of lessons designed to prepare them for transition to higher education and/or entrepreneurial career.

**#490640 Career Practicum BUS: Marketing, Sales and Service** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite/Co-requisite:** *Retail Business*

Work-based learning related to Marketing, Sales and Service program of study

***Supplemental Course for ALL Business & Marketing programs:***

**#492770 Introduction to Supply Chain and Logistics** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisites:** *Survey of Business (Microsoft Office) and Retail Management*

Introduction to Supply Chain & Logistics is a yearlong course that introduces students to the supply chain and logistics industry. The content emphasizes beginning knowledge key to the success of working in the supply chain & logistics industries. Students study and gain a basic understanding of logistics, transportation, operations, warehousing, supply chain technology, transportation systems, SCOR model, and customer service skills ultimately learning how to buy, make and deliver products. Students will have the opportunity to explore careers in the supply chain and logistics industry.

## TRADE & INDUSTRY PROGRAMS

### ARTS, A/V TECHNOLOGY and COMMUNICATIONS:

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

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

Level One	Level Two	Level Three	Level Three (Electives)
Media Communications	A/V Productions I	A/V Productions II	A/V Productions III
		A/V Tech & Film Lab Career Practicum T & I: AVTC	

**#493680 Media Communications** (9-12 grades) (1 credit, 2 semesters)

**#493640 Audio Visual Productions I** (10<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 necessary skills for employment in this pathway.

**#493650 Audio Visual Productions II** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Audio Visual Productions I*

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, applied to complicated projects, as well as mentoring and leadership roles in the production process.

**#493660 Audio Visual Productions III** (12<sup>th</sup> grade) (1 credit, 2 semesters)

**Prerequisite:** *Audio Visual Productions II*

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 A/V Productions I and II.

**#493670 Audio/Video Tech and Film Lab** (12<sup>th</sup> grade) (1 credit, 2 semesters)

**Prerequisite/Co-requisite:** *Audio Visual Productions III*

This is a lab-based course for students who have taken Audio Visual Productions I, II and III. 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.

### **#490740 Career Practicum T & I: Arts, Audio/Visual Technology and Communications**

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

#### **Prerequisite: A/V Productions II**

Work-based learning related to Arts, Audio/Visual Technology and Communication program of study (NON-compensated)

### **Local Credit Course for Audio/Visual Technology and Film Program of Study:**

### **#69600S Sports Broadcasting** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (LOCAL CREDIT only)

#### **Prerequisite: A/V Productions I**

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 intended student population is any student, male or female, interested in athletic events of any/all sports, technology and journalism.

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

### **Engineering and Technology:**

#### **Unmanned Aerial Systems**

Level One	Level Two	Level Three
Unmanned Aerial Systems I	Unmanned Aerial Systems II	<ul style="list-style-type: none"><li>• Unmanned Aerial Systems III</li><li>• Unmanned Aerial Systems <i>FLEX</i> Course <b>or</b></li><li>• Career Practicum STEM</li></ul>

### **#490160 Unmanned Aerial Systems (UAS) I** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

The UAS I course introduces the development and use of drones, safety and regulations, aviation principles, UAS structure and assembly, and basic operations. Students will build a drone and execute appropriate mission planning and flight procedures.

***This course is on the Rogers High School campus.***

### **#490170 Unmanned Aerial Systems (UAS) II** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisite: Unmanned Aerial Systems I**

Building upon the UAS 1 course, students continue to demonstrate appropriate regulations and procedures to fly drones safely. New concepts include troubleshooting, airspace, interpreting sectional charts and weather reports, operational procedures, and 3D design and printing. Students will develop and execute a UAS mission for an industry-specific-solution scenario. Preparing for and passing the **FAA Part 107 Certification** (drone private pilot) test is an integral part of the Level II course. ***This course is on the Rogers High School campus.***

### **#490180 Unmanned Aerial System (UAS) III** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisites: UAS II and FAA Part 107 Certification**

Designed for students to culminate their learning in a real-world setting, in Level III, students will complete a variety of projects (either on campus or off campus) for business and community partners designed to utilize their knowledge and skills and expand their learning related to UAS applications. ***This course is on the Rogers High School campus.***

### **#490150 Unmanned Aerial Systems (UAS) FLEX Course** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

This course provides students with a foundational understanding of the concepts in unmanned aerial systems. 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 explore some industry specific UAS applications as they apply to Audio-Visual Technology and Agriculture. ***This course is on the Rogers High School campus.***

### **#490720 Career Practicum STEM: STEM cluster**

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

#### **Prerequisite/Co-requisite: Unmanned Aerial System I and II**

Work-based learning related to STEM fields of study

Updated 4/21/2022

## Architecture and Construction:

### Architectural CAD Program of Study

Level One	Level Two	Level Three
Drafting & Design	Architectural/CAD I	<ul style="list-style-type: none"> <li>● Architectural/CAD II <b>or</b></li> <li>● Career Practicum STEM</li> </ul>

#### **#494700 Drafting & Design** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Drafting and Design focuses on the basic knowledge and skills required to produce engineering and architectural drawings. Emphasis on the development of competencies related to the use of drafting equipment, the production of beginning level engineering drawings, and the production of beginning level architectural drawings.

#### **#494710 Architectural/CAD I** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### **Prerequisite: Drafting and Design**

Architectural/CAD I focus is on the knowledge and skills required to produce advanced level architectural drawings. Emphasis is on the development of competencies related to solving drafting and design problems that require the individual to understand and apply a wide range of technical knowledge and critical thinking skills. The course allows students to produce architectural traditional drawings or computer-aided architectural drawings.

#### **#494730 Architectural/CAD II** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### **Prerequisite: Architectural/CAD I**

Architectural/CAD II focuses on the knowledge and skills required to produce advanced level architectural drawings. Emphasis on real world practice and experience related to solving problems that require understanding and application of various architectural software and design techniques.

#### **#490690 Career Practicum STEM: Architecture and Construction**

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

##### **Prerequisite/Co-requisite: Drafting & Design AND Architectural/CAD I**

Work-based learning related to STEM fields of study

### Engineering CAD Program of Study

Level One	Level Two	Level Three
Drafting & Design	Engineering/CAD I	<ul style="list-style-type: none"> <li>● Engineering/CAD II <b>or</b></li> <li>● Career Practicum STEM</li> </ul>

#### **#494700 Drafting & Design** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Drafting and Design focuses on the basic knowledge and skills required to produce engineering and architectural drawings. Emphasis on the development of competencies related to the use of drafting equipment, the production of beginning level engineering drawings, and the production of beginning level architectural drawings.

#### **#494740 Engineering/CAD I** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### **Prerequisite: Drafting and Design**

Engineering/CAD I focus is on the knowledge and skills required to produce advanced level engineering drawings. Emphasis is on the development of competencies related to solving drafting and design problems that require the individual to understand and apply a wide range of technical knowledge and critical thinking skills. The course allows students to produce drawings of mechanical parts, engineering diagrams, electronics, etc. as traditional drawings or computer-aided drawings.

#### **#494760 Engineering/CAD II** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### **Prerequisite: Engineering CAD I**

Engineering/CAD II focuses on the knowledge and skills required to produce advanced level engineering drawings. Emphasis on real world practice and experience related to solving problems that require the individual to understand and use various engineering software and techniques.

#### **#490690 Career Practicum STEM: Architecture & Construction**

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

##### **Prerequisite/Co-requisite: Engineering CADD I or Engineering CAD II**

Work-based learning relating to STEM fields in Architecture and Construction

Updated 4/21/2022

# HEALTH SCIENCES

## THERAPEUTIC SERVICES

### *Nursing Services (NEW PROGRAM)*

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

Level One	Level Two	Level Three	Level Three (Electives)
Foundations of Health Care	Medical Terminology	<ul style="list-style-type: none"> <li>• Certified Nursing Assistant (0.5)</li> <li>• <i>Certified Nursing Assistant</i> (1.0)</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy/Physiology</li> <li>• Medical Professions Expanded (0.5)</li> </ul>
		<ul style="list-style-type: none"> <li>• Medical Lab (0.5) #490510</li> <li>• Medical Lab (1.0) #490520</li> <li>• Career Practicum T &amp; I: HS</li> </ul>	

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

This course introduces 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.

### **#495360 Medical Terminology** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semester)

**Prerequisite:** *Foundations of Health Care*

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.

### **#490030 Certified Nursing Assistant-CNA** (11<sup>th</sup>-12<sup>th</sup> grades) (**0.5 credit**, 1 semester)

**Prerequisite:** *Medical Terminology*

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

### **#490500 Certified Nursing Assistant-CNA** (11<sup>th</sup>-12<sup>th</sup> grades) (**1.0 credit**)

**Prerequisite:** *Foundations of Health Care and Anatomy/Physiology*

**Course Time:** *typically, has been 10:30–12:00 on the NWACC Campus, Monday-Friday.*

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

### **#424030 Anatomy/Physiology** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite:** *Medical Terminology*

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.

### **#495380 Medical Professions Expanded** (11<sup>th</sup>-12<sup>th</sup> grades) (**0.5 credit**, 1 semester)

**Prerequisite:** *Foundations of Health Care and Anatomy/Physiology*

Experiences in this class provides 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.

**#490510 Medical Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (**0.5 credit**, 1 semester)

**#490520 Medical Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (**1.0 credit**, 2 semester)

**#490760 Career Practicum T & I: Health Sciences** (11th -12th grades) (1 credit, 2 semesters)

**Prerequisite/Co-requisite: Foundations of Health Care and Anatomy/Physiology**

Work-based learning in the health science field

## THERAPEUTIC SERVICES

### **MEDICAL SKILLS and SERVICES (NEW PROGRAM)**

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

Level One	Level Two	Level Three	Level Three (Electives)
Foundations of Health Care	Medical Terminology	<ul style="list-style-type: none"> <li>Medical Professions Expanded (0.5)</li> <li>First Responder</li> </ul>	Anatomy/Physiology
		<ul style="list-style-type: none"> <li>Medical Lab (0.5) #490510</li> <li>Medical Lab (1.0) #490520</li> <li>Career Practicum T &amp; I: HS</li> </ul>	

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

This course introduces 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.

**#495360 Medical Terminology** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semester)

**Prerequisite: Foundations of Health Care**

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.

**#495380 Medical Professions Expanded** (11<sup>th</sup>-12<sup>th</sup> grades) (**0.5 credit**, 1 semester)

**Prerequisite: Medical Terminology**

Experiences in this class provides 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.

**#494140 First Responder** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semester)

**Prerequisite: Medical Terminology**

First Responders provide a service in an environment requiring special skills and knowledge. They also serve as liaisons with other emergency services. This course introduces these concepts. The goals and objectives of this curriculum are to improve the quality of emergency medical care. This is a Level 3 course in the Medical Professions and Sports Medicine programs of study.

**#424030 Anatomy/Physiology** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (NCAA approved core course)

**Prerequisite: Medical Terminology**

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.

**#490510 Medical Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (**0.5 credit**, 1 semester)

**#490520 Medical Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (**1.0 credit**, 2 semester)

**#490760 Career Practicum T & I: Health Sciences** (11th -12th grades) (1 credit, 2 semesters)

**Prerequisite/Co-requisite:** *Foundations of Health Care and Anatomy/Physiology*

Work-based learning in the health science field

## THERAPEUTIC SERVICES:

### *Sports Medicine Program of Study*

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

Level One	Level Two	Level Three	Level Three (Electives)
Foundations of Health Care	<ul style="list-style-type: none"><li>Principles of Sports Medicine</li><li>Medical Terminology</li></ul>	Sports Medicine Injury Assessment	<ul style="list-style-type: none"><li>Anatomy/Physiology</li><li>Medical Professions Expanded</li></ul>
		Career Practicum T & I: HS	

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

This course introduces 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.

**#494050 Principles of Sports Medicine** (10th-12th grades) (1 credit, 2 semester)

Students are introduced to the Sports Medicine field and learn about the role of an Athletic Trainer. Students will learn a variety of concepts in healthcare from Sports Medicine's historical foundation to injury management. This course will provide students the opportunity for hands on learning and networking with other Athletic Trainers, as well as other healthcare professionals in the community. The purpose of this instructional program is to serve as an introduction to the field of Sports Medicine and investigate the job responsibilities of an Athletic Trainer.

**#495360 Medical Terminology** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semester)

**Prerequisite:** *Foundations of Health Care*

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.

**#494070 Sports Medicine Injury Assessment** (11th-12th grades) (1 credit, 2 semester)

Students continue to build skills in the Sports Medicine field. Students will learn a variety of concepts in healthcare from Sports Medicine's historical foundation to injury management. This course will provide students the opportunity for hands on learning and networking with other Athletic Trainers, as well as other healthcare professionals in the community. The purpose of this instructional program is to serve as an introduction to the field of Sports Medicine and investigate the job responsibilities of an Athletic Trainer.

**#424030 Anatomy/Physiology** (11<sup>th</sup>-12<sup>th</sup> grades) (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.

**#495380 Medical Professions Expanded** (11<sup>th</sup>-12<sup>th</sup> grades) (**0.5 credit**, 1 semester)

**Prerequisite:** *Foundations of Health Care and Anatomy/Physiology*

Experiences in this class 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.

**#490760 Career Practicum T & I: Health Sciences** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Medical Terminology AND Sports Medicine Injury Assessment*

Work-based learning in the health science field

## HUMAN SERVICES

### FAMILY and COMMUNITY SERVICES:

***Nutrition Science & Dietetics***

Level One	Level Two	Level Three
Family and Consumer Sciences	Food Safety and Nutrition	<ul style="list-style-type: none"><li>Life and Fitness Nutrition</li></ul> <b>or</b> <ul style="list-style-type: none"><li>Career Practicum FCS</li></ul>

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

Family and Consumer Science provides students with basic information and skills needed to function effectively within the family and within a changing, complex society. The course develops 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. Students also learn about 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.

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

**Prerequisite:** *Family and Consumer Sciences*

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.

**#493200 Life and Fitness Nutrition** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Food Safety and Nutrition*

Life and Fitness Nutrition enables students to analyze the interaction of nutrition, foods and fitness for overall wellness of individuals and family throughout the life span. In this course, students will develop nutrition and fitness habits to make wise decision regarding healthy living and prevention of disease through these practices.

**#490680 Career Practicum FCS: Human Services** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisite:** *Family and Consumer Sciences and Food Safety and Nutrition*

Work-based learning in nutrition sciences and dietetics program of study (*NON-Compensated*)

### FAMILY and COMMUNITY SERVICES:

***Human & Social Services Program of Study***

Level One	Level Two	Level Three
Family and Consumer Sciences	Child Growth and Development	<ul style="list-style-type: none"><li>Dynamics of Human Relationships</li><li>Child Care Guidance, Management and Services</li></ul> <b>or</b> <ul style="list-style-type: none"><li>Career Practicum FCS</li></ul>

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

Family and Consumer Science provides students with basic information and skills needed to function effectively within the family and within a changing, complex society. The course develops 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. Students also learn about 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.

**#493020 Child Growth and Development** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisites: Family and Consumer Sciences***

The Child Development and Parenting course focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. This course develops 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. Addition focus on the 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. Students develop 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.

**#493150 Dynamics of Human Relationships** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisite: Child Growth and Development***

This course focuses on the development of skills needed in order to build and maintain successful relationships in the home, community and workplace. The course focuses on competencies related to personality development, decisions making, communication, relationships outside the family, and career in the field of human relations. Upon completion of this course, students 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.

**#493010 Child Care Guidance, Management and Services** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisite: Child Growth and Development***

Experiences in the course provide students with information and experiences in the occupational field of child care guidance, management and services. Employment opportunities include childcare 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 childcare teacher, childcare assistant, or childcare aide. The level of certification depends on the number of FACS courses taken in the childcare program of study. A minimum of 40 hours of hands-on laboratory experience in a childcare 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.

**#490680 Career Practicum FCS: Human Services** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisite/Co-requisite: Dynamics of Human Relationships***

Work-based learning providing family and community services

## Teaching and Training:

### Pre-Educator Program of Study

Level One	Level Two	Level Three	Level Four (optional)
Introduction to Education <b>or</b> Introduction to Education: Concurrent Credit	Educational Technology <b>or</b> Educational Technology: Concurrent Credit	Child Growth & Development <b>or</b> Child Growth & Development: Concurrent Credit	Career Practicum FCS
		Career Practicum FCS: Education & Training Services	

#### **#493240 Introduction to Education** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and experience other responsibilities of classroom teachers. Students are involved in observations as well as direct student instruction; placement rotations allow students to have experiences in various education career roles, grade levels, subject areas, and ability groups.

#### **#590230 Introduction to Education: Concurrent Credit** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and experience other responsibilities of classroom teachers. Students are involved in observations as well as direct student instruction; placement rotations allow students to have experiences in various education career roles, grade levels, subject areas, and ability groups.

#### **#493290 Education Technology** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### ***Prerequisite: Introduction to Education***

Methods of Teacher Instruction deepens students' knowledge and experiences in the field of education. Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and experience other responsibilities of classroom teachers. Students are involved in observations as well as direct student instruction; placement rotations allow students to have experiences in various education career roles, grade levels, subject areas, and ability groups.

#### **#590520 Education Technology: Concurrent Credit** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### ***Prerequisite: Introduction to Education***

Methods of Teacher Instruction deepens students' knowledge and experiences in the field of education. Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and experience other responsibilities of classroom teachers. Students are involved in observations as well as direct student instruction; placement rotations allow students to have experiences in various education career roles, grade levels, subject areas, and ability groups.

#### **#493020 Child Growth and Development** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

##### ***Prerequisites: Educational Technology***

The Child Development and Parenting course focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. This course develops 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. Addition focus on the 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. Students develop 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.

### **#592020 Child Growth and Development: Concurrent Credit** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisites: Educational Technology***

The Child Development and Parenting course focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. This course develops 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. Addition focus on the 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. Students develop 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.

### **#490660 Career Practicum FCS: Education & Training Services**

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

#### ***Prerequisite: Educational Technology***

Work-based learning for the pre-educator program of study

## **Visual Arts:**

### ***Clothing and Housing Design***

Level One	Level Two	Level Three
Family and Consumer Sciences	Fashion and Interior Design	<ul style="list-style-type: none"><li>• Advanced Fashion &amp; Interior Design <i>or</i></li><li>• Career Practicum</li></ul>

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

Family and Consumer Science provides students with basic information and skills needed to function effectively within the family and within a changing, complex society. The course develops 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. Students also learn about 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.

### **#490890 Fashion and Interior Design** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Family and Consumer Sciences***

The Intro to Fashion and Interior Design course will include concepts, skills and topics currently included within the Clothing & Textiles I and Housing & Interior Design semester courses.

### **#490900 Advanced Fashion and Interior Design** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### ***Prerequisite: Family and Consumer Sciences and Fashion & Interior Design***

Students in Advanced Fashion and Interior Design will develop necessary skills for the management and construction of commercial building, industrial garment construction and related projects. Basic construction techniques are integrated throughout the course in various projects. One or more advanced level projects will create project using correct construction techniques and commercial interior design skills. The student will also develop skills for understanding commercial regulations pertaining to interior design.

***\*\*The courses above are part of the Arts AV/Technology and Communications cluster.***

### **SUPPLEMENTAL COURSES for FACS\Human Services programs**

### **#493160 Leadership and Service Learning** (9<sup>th</sup>-12<sup>th</sup> grades) (0.5 credit, 1 semester)

#### ***Prerequisite/Co-requisite: Dynamics of Human Relations***

Leadership and Service Learning emphasizes the importance of leadership skills, volunteerism and professionalism in the development of personal qualities. This course focuses on the benefits of community service, leadership roles and civic responsibilities. Course projects and activities incorporate and reinforce academic skills such as math and science. Students are encouraged to explore areas of critical and creative thinking, responsibility, and cultural awareness as they relate to character development. Current technology is utilized to enhance communication skills and promote professionalism. Students will take the Humans Relations course during the FALL semester followed by the Leadership and Service Learning course in the SPRING semester.

# CONSTRUCTION

## **Construction Technology Program of Study**

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

Level One	Level Two	Level Three	Level Four (optional)
Skilled Trades Construction	Carpentry	<ul style="list-style-type: none"> <li>Construction Lab</li> <li>Career Practicum T &amp; I – Architecture and Construction</li> </ul>	

### **#494480 Skilled Trades Construction** (9<sup>th</sup>-12<sup>th</sup> grades) (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> grades) (1 credit, 2 semesters)

#### **Prerequisite: Skilled Trades Construction**

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 implements 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.

### **#490040 Construction Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisite/co-requisites: Carpentry**

Production-based course, development of skills and knowledge through construction and carpentry related lab experiences.

### **#490730 Career Practicum T & I: Architecture and Construction**

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

#### **Prerequisite: Carpentry**

Work-based learning in the field of construction technology program of study

## **Mechanical, Electrical & Plumbing (MEP) Systems (NEW) Program of Study**

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

Level One	Level Two	Level Three	Level Three Electives
Skilled Trades Construction	Mechanical, Electrical, and Plumbing Systems	HVACR I	HVACR II
		MEP Systems Lab	
		Career Practicum T & I – Architecture and Construction	

### **#494480 Skilled Trades Construction** (9<sup>th</sup>-12<sup>th</sup> grades) (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.

### **#493840 Mechanical, Plumbing, and Electrical Systems** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisite: Skilled Trades Construction**

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 consists of NCCER Electrical Level 1, Plumbing Level 1 and HVAC Level 1 curriculum.

### **#495100 HVACR I** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisite/co-requisites: Mechanical, Electrical, and Plumbing Systems**

The HVAC Program provides training to students interested in a career in HVAC. This program provides knowledge and skills relevant to HVAC technicians, and incorporates energy efficiency and green installation techniques. The coursework can help prepare students for the EPA Exam; and we do offer participants the opportunity to take the exam during their time in the program. The courses combine classroom and hands-on lab experience taught by qualified experts in the trade (on the job hours not required).

### **#495110 HVACR II** (12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisite/co-requisites: HVACR I**

The HVAC Program provides training to students interested in a career in HVAC. This program provides knowledge and skills relevant to HVAC technicians, and incorporates energy efficiency and green installation techniques. The coursework can help prepare students for the EPA Exam; and we do offer participants the opportunity to take the exam during their time in the program. The courses combine classroom and hands-on lab experience taught by qualified experts in the trade (on the job hours not required).

### **#490070 MEP Systems Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)

#### **Prerequisite/co-requisites: Mechanical, Electrical, and Plumbing Systems**

Production-based course, development of skills and knowledge through construction and carpentry related lab experiences.

### **#490730 Career Practicum T & I: Architecture and Construction**

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

#### **Prerequisite: Mechanical, Electrical, and Plumbing Systems**

Work-based learning in the field of construction technology program of study

## MANUFACTURING

### **Manufacturing:**

#### **Advanced Manufacturing (NEW PROGRAM)**

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.

Level One	Level Two	Level Three	Level Three Electives
Skilled Trades Construction	• Industrial Technology I <i>or</i> • Machine Tool I	• Industrial Technology II <i>or</i> • Machine Tool II	• Industrial Technology Lab <i>or</i> • Machine Tool Lab
		Career Practicum T & I – Manufacturing	

### **#494480 Skilled Trades Construction** (9<sup>th</sup>-12<sup>th</sup> grades) (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.

**#495150 Industrial Technologies I** (10th-12th grades) (1 credit, 2 semesters)

***Prerequisite: Skilled Trades Construction***

The Industrial Technologies course prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of industrial machinery. Students learn fundamentals of diagnosing and troubleshooting industrial machinery. This will provide the groundwork for advanced skills.

**#495200 Machine Tool I** (10<sup>th</sup>–12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisite: Skilled Trades Construction***

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 apply their knowledge to use the engine lathes, milling machines, metal saws, and drilling equipment. Upon successful completion of their projects, they learn the fundamentals of CAD (Computer assisted drafting). Students are encouraged to support SKILLS USA, where leadership, the ability to work with others, and other technical skills are developed.

**#495170 Industrial Technologies II** (10th-12th grades) (1 credit, 2 semesters)

***Prerequisites: Industrial Technologies I***

Industrial Technologies II course continues to prepare individuals to apply mathematical and scientific principles to the design, development and operational evaluation of industrial machinery. Students apply the fundamentals of diagnosing and troubleshooting industrial machinery, utilizing advanced skills advanced skills.

**#495220 Machine Tool II** (10<sup>th</sup>–12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisite: Machine Tool 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. They will then take the program and run it on the shop's full-size CNC equipment, including the CNC mills and lathes. The shop is a HAAS STEC (HAAS technical education center) and on successful completion, they will receive a Level 1 and a Level 2 certification. All shop work centers around the production of advanced machining practices to acquire a distinct understanding of "Real World" applications. Students are encouraged to join SKILLS USA, where at state level they can participate in technical and leadership competitions.

**#495160 Industrial Technologies Lab** (10th-12th grades) (1 credit, 2 semesters)

***Prerequisites: Industrial Technologies I***

Industrial Technologies II course continues to prepare individuals to apply mathematical and scientific principles to the design, development and operational evaluation of industrial machinery. Students apply the fundamentals of diagnosing and troubleshooting industrial machinery, utilizing advanced skills advanced skills.

**#495210 Machine Tool Lab** (11<sup>th</sup>–12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisites: Machine Tool II***

Machine Tools Lab provides 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 with in manufacturing and machining industries.

**#490780 Career Practicum T & I: Manufacturing** (11<sup>th</sup> -12<sup>th</sup> grades) (1 credit, 2 semesters)

***Prerequisites: Machine Tool II, Industrial Technologies or Machine Tool Lab***

Work-based learning focused on maintenance, installations, and repair or production

## TRANSPORTATION, DISTRIBUTION and LOGISTICS

### Facility and Mobile Equipment Maintenance:

#### ***Automotive Service Technology Program of Study***

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.

Level One	Level Two	Level Three
Brakes/Manual Drive Train	Automotive Electrical Systems/HVAC	<ul style="list-style-type: none"> <li>● Engine Performance/ Engine Repair</li> <li>● Suspension &amp; Steering/ Automotive Transmission</li> <li style="text-align: center;"><b>or</b></li> <li>● Career Practicum T &amp; I</li> </ul>

#### **#494180 Brakes/Manual Drive Train** (9<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 Semesters)

The curriculum will begin with an introduction to the different automotive systems. Shop safety, tool and equipment will be introduced. Students are required to pass the safety test with 100% before working in the shop. Automotive brake theory, diagnosis, maintenance and repair will be assessed by 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 Automotive Electrical Systems/HVAC** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 Semesters)

***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 to industry standards 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** (11<sup>th</sup> -12<sup>th</sup> grades) (1 credit, 2 Semesters)

***Prerequisites:*** *Brakes/Manual Drive Train AND Automotive Electrical Systems/HVAC*

The curriculum will begin with a review of shop safety and procedures. Automotive steering/suspension theory, diagnosis, maintenance and repair, according to the 2012 NATEF MLR standards, including 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 credit, 2-hour block/1 semester)

***Prerequisites:*** *Automotive Electrical Systems/HVAC*

The curriculum will begin with a review of shop procedures and safety. Automotive Engine Performance theory, diagnosis, maintenance and repair will be assessed by 2012 MATEF MLR standards. Topics will include fuel, ignition, computer and emission control systems. Also covered with be basic theory, maintenance and service of Engine Repair.

#### **#490790 Career Practicum T & I: Transportation, Distribution and Logistics**

(11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) (Level 3 course)

***Prerequisite:*** *Automotive Electrical Systems/HVAC*

Work-based learning in automotive services career field

#### ***Medium/Heavy Truck Technology Program of Study (New Program)***

Level One	Level Two	Level Three
Medium & Heavy Truck: Brake/Drive Train		

#### **#494650 Medium & Heavy Truck: Brake/Drive Train** (9<sup>th</sup>-12<sup>th</sup> grades) (2 semesters, 2 credits)

This course prepares students to apply technical knowledge to repair brakes and drive trains of trucks, buses and other commercial and industrial vehicles. Students will learn to apply technical knowledge and skills to the specialized maintenance for similar vehicles.

## CAREER EXPLORATION and WORK-BASED LEARNING

### **#493880 College and Career Readiness** (9<sup>th</sup>-12<sup>th</sup> grades) (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<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) *see Eligibility requirements below*

### **#49386T Internship 2** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters) *see Eligibility requirements below*

The Internship courses are offered to students in 11 and 12 grades, who are in good academic standing and have completed at least two units in a chosen career focus area. These internship courses assist students in their specific career focus areas to 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 courses. 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 complete 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 identifies and addresses graduates' ongoing needs as they advance toward their identified career goals.

#### **Internship Course Credits:**

1. Interns will 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.

#### **Eligibility of Students for Internships and Youth Apprenticeships:**

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 records 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.

#### **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 supports 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 offered to students attending Rogers New Technology High School.

Business & Marketing Programs

Automotive Service Technology (Transportation provided to RPS Career Center for courses in this program of study)

Precision Machine Manufacturing (Transportation provided to RPS Career Center for courses in this program of study)

Construction (Transportation provided to RPS Career Center for courses in this program of study)

Unmanned Aerial Systems (UAS) (Transportation provided to RHS for courses in the program of study)

**\* Program of study and course information for the programs listed in the preceding pages**

Advertising & Graphic Design

Commercial Photography

Mobile Applications Development

**\* Program of study and course information for the programs listed below**

## ARTS, A/V TECHNOLOGY and COMMUNICATIONS

### **Visual Arts:**

#### **Advertising and Graphic Design Technology**

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

Level One	Level Two	Level Three	Level Three (Electives)
Media Communications	Advertising and Graphic Design I	Advertising and Graphic Design II	Advertising and Graphic Design III
		Advertising and Graphic Design Lab Career Practicum T & I: AVTC	

**#493680 Media Communications** (9-12th) (1 credit, 2 semesters)

**#494150 Advertising and Graphic Design I** (10<sup>th</sup>– 12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisites:** *Media Communications*

This course introduces 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 will be on layout design and the creation and manipulation of graphics and their used in today's industry standards.

**#494170 Advertising and Graphic Design II** (11<sup>th</sup>–12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisites:** *Advertising and Graphic Design I*

This course provides students 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 on layout design and the creation and manipulation of graphics and application in today's industry standards.

**#494130 Advertising and Graphic Design III** (12<sup>th</sup> grades) (1 credit, 2 semesters)

**Prerequisites:** *Advertising and 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 implemented throughout the school year, fulfilling the 120 credit hours of instruction. Each component is essential; these components are implemented simultaneously.

**#494160 Advertising and Graphic Design Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (1credit, 2 semesters)**Prerequisite/Co-requisites:** *Advertising and Graphic Design I/Advertising and Graphic Design II*

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.

**#490740 Career Practicum T & I: Arts, Audio/Visual Technology and Communications**(11<sup>th</sup> -12<sup>th</sup> grades) (1 credit, 2 semesters)**Prerequisite:** *Advertising and Graphic Design II*Work-based learning in the field of advertising and graphic design program of study (*NON-compensated*)**VISUAL ARTS:****Commercial Photography Program of Study**

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

Level One	Level Two	Level Three	Level Three (Electives)
Media Communications	Digital Photography I	Digital Photography II	Digital Photography III
		Commercial Photography Lab Career Practicum T & I: AVTC	

**#493680 Media Communications** (9-12th) (1 credit, 2 semesters)**#494350 Digital Photography I** (10<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)**Prerequisite:** *Media Communications*

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 Digital Photography II** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)**Prerequisite:** *Digital Photography I*

Students will expand knowledge of basic photography and challenge their abilities by photographing 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 provide foundational understanding as students develop their own works and personal portfolios.

**#494380 Digital Photography III** (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit, 2 semesters)**Prerequisite:** *Digital Photography II*

This independent production-based program provides the photography student with practical knowledge and highly advanced skills in preparations for a comprehensive career in photography.

**#494360 Commercial Photography Lab** (11<sup>th</sup>-12<sup>th</sup> grades) (1credit, 2 semesters)**Prerequisite/Co-requisites:** *Digital Photography II*

This is a lab-based course for students who have completed/or currently enrolled in Digital Photography I, II, or III. 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.

**#490740 Career Practicum T & I: Arts, Audio/Visual Technology and Communications**(11<sup>th</sup> -12<sup>th</sup> grades) (1 credit, 2 semesters)**Prerequisite:** *Digital Photography I and II*

Work-based learning in the field of advertising, arts, photography and graphic design program of study.

## ***Computer Science: Mobile Applications Development (THIS IS NOT A CTE PROGRAM OF STUDY)***

### **#465370 Mobile Application Development–Year 1** (9<sup>th</sup>–12<sup>th</sup> grades) (1.0 credit, 2 semesters)

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.

### **#465380 Mobile Application Development–Year 2** (10<sup>th</sup>–12<sup>th</sup> grades) (1.0 credit, 2 semesters)

#### ***Prerequisite: Mobile Application Development–Year 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.

### **#465390 Mobile Application Development–Advanced Year 3** (11<sup>th</sup>–12<sup>th</sup> grades) (1.0 credit, 2 semesters) ***(weighted credit)***

#### ***Prerequisite: Mobile Application Development–Year 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 APIs to create mobile applications in a professional IDE for an iOS or Android device.

## **CROSSROADS ALE PROGRAM**

### **Career & Technical Education Programs and Courses**

The following Career & Technical Education (CTE) programs of study and courses 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 in the preceding pages.***

The additional courses listed below are available to students attending the Crossroads ALE program.

### **#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 Year 1 (Multi-Year ALE)** (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 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 Year 2 (Multi-Year ALE)** (11<sup>th</sup>–12<sup>th</sup> Grades) (1 credit, 2 semesters)

#### ***Prerequisite: JAG Year 1***

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 (Multi-Year ALE)** (11<sup>th</sup>–12<sup>th</sup> Grades) (1 credit, 2 semesters)

#### ***Prerequisite: enrollment in the JAG Multi-Year 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.



## CTE Program Area Industry Certifications

PROGRAM	PRIMARY	SECONDARY
Accounting	Microsoft Office Specialist MOS Word and EXCEL	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist Access</li> <li>• Banking &amp; Finance Operations</li> <li>• EverFi-Financial Literacy</li> </ul>
Advanced Manufacturing	OSHA-10	<ul style="list-style-type: none"> <li>• OSHA-30</li> <li>• First Aid/CPR/AED</li> </ul>
Advertising and Graphic Design	Microsoft Office Specialist (MOS) PowerPoint	<ul style="list-style-type: none"> <li>• Adobe Certified Associate Illustrator / Expert</li> <li>• Adobe Certified Expert Photoshop</li> </ul>
Agriculture-Animal Systems	OSHA-10	<ul style="list-style-type: none"> <li>• OSHA-30</li> <li>• First Aid/CPR/AED</li> <li>• Veterinary Assistant</li> </ul>
Agriculture-Plant Systems	OSHA-10	<ul style="list-style-type: none"> <li>• OSHA-30</li> <li>• First Aid/CPR/AED</li> <li>• Youth Quality Care of Animals</li> </ul>
Agriculture Science & Technology	OSHA-10	<ul style="list-style-type: none"> <li>• OSHA-30</li> <li>• First Aid/CPR/AED</li> <li>• Youth Quality Care of Animals</li> <li>• NCCER Core</li> </ul>
Automotive Service Technology	OSHA-10 CDX/ ASE Brakes CDX Electrical/Electronic Systems	<ul style="list-style-type: none"> <li>• CDX Brakes</li> <li>• CDX Electrical/Electronic Systems</li> <li>• CDX Engine Performance</li> <li>• CDX Engine Repair</li> <li>• CDX Heating and Air Conditioning</li> <li>• CDX Manual Drive Train and Axles</li> <li>• CDX Suspension and Steering</li> </ul>
Business	Microsoft Office Specialist MOS Word and EXCEL	<ul style="list-style-type: none"> <li>• Google Analytics</li> <li>• Adobe Associate - Premiere Pro</li> <li>• EverFi-Financial Literacy</li> </ul>
Audio/Visual Tech and Film	Microsoft Office Specialist (MOS) PowerPoint	<ul style="list-style-type: none"> <li>• Adobe Certified Associate Illustrator / Expert</li> <li>• Adobe Certified Expert Photoshop</li> </ul>
Advanced Childcare Guidance, Management & Services	Child Care Assistant	<ul style="list-style-type: none"> <li>• Adv. Child Care (Am. Red Cross)</li> <li>• First Aid/CPR/AED</li> <li>• Child Care Teacher</li> </ul>
Construction Technology	NCCER Core Curriculum OSHA- 10	<ul style="list-style-type: none"> <li>• NCCER-Intro to Craft Skills</li> <li>• NCCER-Carpentry</li> <li>• OSHA-30</li> </ul>

<b>Entrepreneurship</b>	Microsoft Office Specialist Word Microsoft Office Specialist PowerPoint	<ul style="list-style-type: none"> <li>• Google Analytics</li> <li>• EverFi-Entrepreneurial Expedition</li> <li>• EverFi-Financial Literacy</li> <li>• Entrepreneurship: ESB Endorsement through Certiport</li> </ul>
<b>Family &amp; Consumer Sciences</b>	Serv-Safe Food Handler (FACS) ServSafe Managerial (Food Safety & Nutrition) First Aid/CPR/AED (Child Development & Parenting)	<ul style="list-style-type: none"> <li>• AAFACS Certifications</li> <li>• EverFi-Financial Literacy</li> </ul>
<b>Health Sciences</b>	First Aid/CPR/AED	<ul style="list-style-type: none"> <li>• Certified Nurse's Assistant</li> <li>• Pharmacy Technician</li> <li>• Phlebotomy Technician</li> </ul>
<b>Machine Tools</b>	OSHA-10	<ul style="list-style-type: none"> <li>• OSHA-30</li> <li>• On-Shape</li> <li>• First Aid/CPR/AED</li> </ul>
<b>Marketing</b>	Ever-Fi Financial Literacy- Marketing	<ul style="list-style-type: none"> <li>• Google Analytics</li> <li>• Work Ethic</li> <li>• EverFi-College/Career Readiness</li> </ul>
<b>Management</b>	Ever-Fi Financial Literacy- Marketing	<ul style="list-style-type: none"> <li>• EverFi-Financial Literacy</li> <li>• Google Analytics</li> <li>• Work Ethic</li> <li>• EverFi-College/Career Readiness</li> </ul>
<b>Digital Photography</b>	Microsoft Office Specialist (MOS) PowerPoint	<ul style="list-style-type: none"> <li>• Adobe Certified Associate Illustrator / Expert</li> <li>• Adobe Certified Expert Photoshop</li> </ul>
<b>Unmanned Aerial Systems (Drone)</b>	Part 107 (FAA Pilot Licensure-Drones)	<ul style="list-style-type: none"> <li>• OSHA-10</li> </ul>
<b>College &amp; Career Readiness</b>	Employability Proficiency Certificate (More Than Ready)	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist Word</li> <li>• Microsoft Office Specialist PPT</li> </ul>
<b>Internships</b>	National Career Readiness Certificate	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist Word</li> <li>• Google Analytics</li> <li>• Employability Proficiency Certificate</li> </ul>
<b>Retail Management</b>	National Retail Federation-Retail Fundamentals	<ul style="list-style-type: none"> <li>• Google Analytics</li> <li>• Microsoft Office Specialist WORD and EXCEL</li> <li>• EverFi-Financial Literacy</li> </ul>

## 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 available 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 is not allowed to meet 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 on the high school transcript.
10. Students must meet all graduation requirements.
11. Students cannot replace 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. Some students may exceed this limit, 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.



**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.**



## EARLY COLLEGE EXPERIENCE

### CONCURRENT CAREER AND TECHNICAL EDUCATION

*Offered on RPS High School Campus*

*Registration and Enrollment Dates:*

*Fall Semester: April 1 – July 1*

*Spring Semester: November 1 – December 20*

Courses scheduled from 4:30pm-6:00pm. If enrollment and time permits, courses may 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 IS REQUIRED PRIOR TO 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 analyzing 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 are required to complete a pre-test during first class meeting.

**#590210 Retail Management** (NWACC Course-MGMT 1033) 11-12<sup>th</sup> grade (1 credit)

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<sup>th</sup>-12<sup>th</sup> grades (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<sup>th</sup>-12<sup>th</sup> grades (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 programs 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. Varieties of courses are available throughout the Academic Year 2021-2022 remotely. Please contact your high school counselor for admissions and registration into the Early College Experience program.

### 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. Friday's students can take the opportunity to access NWACC or RPS campus for library, computer, research, or study opportunities. Students will attend their scheduled RPS courses or extracurricular activities.

RPS offers individual concurrent credit courses on RPS campuses for students who are not seeking an associate degree. Students who participate in NWACC Early College Experience program must meet NWACC admission requirements. Students wishing to take part in the associate degree program will meet additional requirements to ensure their success with the workload and responsibility associated with the program.

#### **Cost and Transportation:**

NWACC provides a discount cost per credit hour for RPS students enrolled in the ECE programs. This discount extends to our students in the associate degree program. The discounted cost is \$30.00 per credit hour. Rogers Public Schools will pay tuition fees, total cost covered will depend on the college experience program, and student will pay for their course textbooks. Students can transport themselves to NWACC. RPS will provide shuttle bus 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 participate in sections with "regular" college students. Students will follow a pre-determined schedule of courses (see attachment) for each cohort on the NWACC campus, based on 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 course/courses could be withdrawn before NWACC's drop date and may be removed from the program. RPS high schools and NWACC will support students to avoid these types of situations. Students dropped from the program will be required to return to their high school campus and enroll in credit recovery or digital courses to make up required core academic content needed for graduation credit.



EARLY COLLEGE  
EXPERIENCE

## 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 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 receive an email about acceptance into the NWACC Secondary Career Center programs.

## Criminal Justice

These courses are in Farmington at the Old Ledbetter Elementary site & the 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.

### **#590310 Introduction to Criminal Justice** (Concurrent Credit)

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.

### **#590730 Foundations of Law Enforcement** (Concurrent Credit)

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.

### **#590740 Crime Scene Investigations** (Concurrent Credit)

Principles of police work, including arrests, search and seizure, and other criminal procedures affected by constitutional safeguards.

### **#590750 Criminal Law** (Concurrent Credit)

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.

## Certified Nursing Assistant (CNA) & Patient Care Assisting (PCA+)

These courses are 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.

### **#590710 Certified Nursing Assistant (CNA)** (0.5, 1 semester, Concurrent Credit)

The Certified Nursing Assistant course follows the Office of Long-Term Care Training Program for a CNA. Students who successfully complete both courses 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.

### **#590720 Certified Nursing Assistant (CNA) (1.0 Concurrent Credit)**

The Certified Nursing Assistant course follows the Office of Long-Term Care Training Program for a CNA. Students who successfully complete both courses 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.

This Certified Nursing Assistant is a yearlong course that expands the student's knowledge of healthcare. Student receive training 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.

## **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 awarded through NWACC. Requirements to apply: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent (78 ACCUPLACER Reading), interview with instructor

### **#590260 Dental Assisting I**

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 apply solutions to clinical problems. This course provides student information on dental morphology, oral histology, oral embryology, dental anatomical structures, as well as the functional relationship of the teeth within the dentition.

### **#590680 Dental Assisting 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 Preparedness I (NWACC-EMT 1013) 11<sup>th</sup>-12<sup>th</sup> grade**

#### **NWACC Concurrent Credit Course/Certification Course**

**Course:** EMTA 1013 Emergency Medical Responder

**Note:** This course may be taken with on-line Medical Terminology  
(NWACC College entrance requirements, tuition and/or fees may apply)

### **#590950 Emergency Preparedness II**

#### **Medical Technician 1 (Ambulance) (NWACC-EMTA 1004 and EMTA 2004)**

#### **NWACC Concurrent Credit Course /Certification Course**

**Course:** EMTA 1004 and EMTA 2004 Emergency Medical Technician

(NWACC College entrance requirements, tuition and/or fees may apply)

### **#590951 (EMTA) Emergency Medical Technician 2 (Ambulance) (NWACC-EMTA 2004)**

#### **NWACC Concurrent Credit Course /Certification Course**

**Course:** EMTA 1004 and EMTA 2004 Emergency Medical Technician

(NWACC College entrance requirements, tuition and/or fees may apply)



## 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 affect 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.

### **#590580 Concurrent Credit Food Safety & Nutrition (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit) Tuition and Fees May Apply**

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 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.

### **#592150 Concurrent Credit Culinary Arts I (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit) Tuition and Fees May Apply**

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.

### **#592160 Concurrent Credit Culinary Arts II (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit) Tuition and Fees May Apply**

This course expands on introduction of 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.

### **#590280 Concurrent Credit Food Production, Management and Services (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit)**

Tuition and Fees May Apply

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.

### **#590360 Concurrent Credit Culinary Lab (11<sup>th</sup>-12<sup>th</sup> grades) (1 credit) Tuition and Fees May Apply**

This course expands on introduction of 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.



**Northwest Technical Institute**  
rethink education

## NWTI: SECONDARY CAREER CENTER (SCC) CTE PROGRAMS

*Additional Science/STEM 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 (NWTI) 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 NWTI/SCC vocational programs are offered to 11<sup>th</sup> and 12<sup>th</sup> grade students.**

**See Program Descriptions below, courses are offered on multiple sites/campuses, as well as days/times:**

### **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.

#### ■ **NWTI Programs:**

Automotive Service Technology, Computer Science/STEM, Diesel Technology, Medical Professions Education & Welding Technology

#### ■ **NWACC Programs:** Criminal Justice, Computer Science/STEM, Medical Professions Education-Dental, Medical Professions Education- Certified Nursing Assistant (CNA) and Patient Care Assisting (PCA)

NWTI TESTING REQUIREMENTS:			
ACCUPLACER	ACT ASPIRE	ACT	ACCUPLACER NEXT GEN
Arithmetic 35	Reading Comp Scale: 428	Math 16	Arithmetic 222
Sentence Skills 53	Math 434	English 10	Reading 224
<i>*Test scores must be within three years</i>			

NWACC TESTING REQUIREMENTS:			
ACCUPLACER	ACT ASPIRE	ACT	ACCUPLACER NEXT GEN
Reading 78	Reading Comp Scale 428	Reading 19	Reading 252
<i>*Test scores must be within three years</i>			

**ACCUPLACER can be taken at NWTI or NWACC  
AND  
Ask your counselor when your school offers ACCUPLACER**

Complete the SCC application obtained from your high school counselor and attach a copy of your transcript with the previous fall semesters 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. 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 NWTI classes; grades and credit hours are recorded on NWTI 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 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 ASEEF (ASE Education Foundation). Classes will cover Automotive Service Excellence (ASE) certification areas. This program promotes leadership development, community involvement, and personal growth through SkillsUSA. Upon completion of the course, a student may continue at NWTI as a post-secondary student for further training. This program is available in the afternoon only at NWTI in Springdale. NWTI diploma credit will be awarded to students who successfully pass the course with a 70% or greater.

**LEARNING OPPORTUNITIES:**

- Brakes • Steering and Suspension • Electrical Systems • Engine Performance

**CERTIFICATION OPPORTUNITIES:**

- ASE Student Certifications (10 areas: Steering/Suspension, Brakes, Electrical/Electronic Systems, Engine Performance, Engine Repair, Automatic Transmission, Manual Drive Train, Heating/Air, Maintenance & Light Repair, Automotive Service Technology, • SP2 Safety Certification (2 areas: Mechanical Pollution Prevention, Mechanical Safety)

Auto Service Technology	ADE Course Code	Units of Credit
Concurrent Engine Performance/Engine Repair	592360	1
Concurrent Automotive Electrical Systems/HVAC	592350	1
Concurrent Brakes/Manual Drive Train	590440	1
Concurrent Medium/Heavy Brake/Drive Train	590450	1

**Enrollment Criteria:** refer above to NWTI Testing Requirements

### 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. Students who successfully complete this one-year program can earn up to eighteen (18) college credit hours and a Certificate of Proficiency in Law Enforcement.

**LEARNING OPPORTUNITIES:**

- Introduction to Criminal Justice • Foundations of Law Enforcement • Crime Scene Investigations • Criminal Law • Practical application of handcuffing, search & seizure, use of force, and weapon retention

**CERTIFICATION OPPORTUNITIES:**

- Certificate of Proficiency in Criminal Justice from Northwest Arkansas Community College • 18 College Credit Hours through Northwest Arkansas Community College • Federal Emergency Management Agency (FEMA) online training (40+ hours) • American Red Cross/American Heart Association CPR & Defibrillator Training • US Department of Homeland Security – Industrial Control Systems Cyber Emergency Response Team Virtual Learning Portal (Cyber Security – 11 Tutorials)

Criminal Justice	ADE Course Code	Units of Credit
Concurrent Credit Introduction to Criminal Justice	590310	1
Concurrent Credit Foundations of Law Enforcement	590730	1
Concurrent Credit Crime Scene Investigations	590740	1
Concurrent Credit Criminal Law	590750	1

**Enrollment Criteria:** refer above to NWACC Testing Requirements

**Concurrent Credit**

Students who successfully complete this one-year program earn eighteen (18) college credit hours at NWACC towards an Associate's degree, and earn a Certificate of Proficiency in Law Enforcement.

## **Medical Professions:**

### **LEARNING OPPORTUNITIES:**

- Classroom, laboratory, and clinical instruction provide students with a broad background in the foundations of healthcare

### **CERTIFICATION OPPORTUNITIES:**

- CPR healthcare provider BLS from American Heart Association

	<b>ADE Course Code</b>	<b>Units of Credit</b>
Concurrent Credit Foundations of Health Care	590260	1

**Enrollment Criteria:** *refer to NWACC Testing Requirements*

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.

## **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. The Diesel and Truck Technology Department strives to teach employability skills as well as technical skills. Attendance is an important part of learning as well as a success factor in today's workplace. Participation in assignments and projects help develop a variety of skills and is vital to the total education of the student. Regular and prompt attendance is expected in all courses and is necessary in maintaining acceptable grades. Absences due to extenuating circumstances may be excused at the discretion of the instructor.

### **LEARNING OPPORTUNITIES**

- Electrical\Electronic systems operation and Diagnostic concepts • Precision Measurement tool operation (Dial caliper\Micrometer\Torque tools) • Pneumatic\Hydraulic system operation and Diagnostic concepts • Diesel Engine construction and theory of operation • Accountability, Work\life Integration skills "shop life" • Problem solving, analytical mindset Intro to Diesel PMI • Intro to Diesel Electrical Systems • Intro to Diesel Brakes • Light Diesel Lab

### **CERTIFICATION OPPORTUNITIES**

- ASE Student Certifications (4 areas- Air Brakes\Systems, Electrical\Electronic Systems, Steering/Suspension, Diesel Engine Diagnosis) • SP\2 Safety Certifications (Diesel shop Safety, Environmental Safety, Soft Skills, Resume Creator, Ethics for the Service Industry) • Trucklite Electrical Technician Certification (Virtual training) • Forklift Operation/Certification (Virtual training)

<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	1
Intro to Diesel Electrical Systems – 3 <sup>rd</sup> Quarter	590470	1
Light Diesel Lab – 4 <sup>th</sup> Quarter	590480	1

**Enrollment Criteria:** *refer to the NWTI Testing Requirements*

A Diesel and Truck Technology Instructor could possibly interview prospective students. Students must have a cumulative GPA of a 2.0 or a waiver is required.

## **Welding Technology (NWTI)**

Welding is a high-tech industry that can take you places all over the world. Our welding program is design to help prepare students who have a desire to enter the field of welding. Students who complete the course will be able to read blueprints, do layouts and cut and weld metal. Our program bases its curriculum on the American Welding Society in order to ensure students meet industry standards. This program promotes leadership development, community involvement, and personal growth through SkillsUSA

### **LEARNING OPPORTUNITIES:**

•MIG Welding • ARC Welding • Gas Metal Arc Welding • Shielded Metal Arc Welding • Metal Fabrication

### **CERTIFICATION OPPORTUNITIES:**

•OSHA 10 • AWS (American Welding Society)

<b>Welding</b>	<b>ADE Course Code</b>	<b>Units of Credit</b>
Concurrent Credit Shielded Metal Arc Welding	590870	1
Concurrent Credit Gas Metal Arc Welding	590880	1
Concurrent Credit Gas Tungsten Arc Welding	590890	1
Concurrent Credit Advanced Shielded Metal Arc Welding	592670	1
Concurrent Credit Welding Lab	592700	1

**Enrollment Criteria:** *refer to the NWTI Testing requirements*

Students must have a cumulative GPA of at least a 2.0 or a waiver is required. A Welding Technology Instructor may interview students.

## **Medical Education Health Services (NWACC)**

Medical Professions Education is designed to give students a broad understanding and occupational awareness of professions within the medical field. Instruction includes theory and laboratory activities in medical terminology, medical procedures, medical professions, and other health related courses.

### **LEARNING OPPORTUNITIES:**

•Medical Terminology - the language of healthcare • Basic Skills for entry level positions in healthcare • Customer service, work ethic, teamwork, accountability, communication • CPR, First Aid, HIPAA awareness • Foundational learning in safety, infection control and healthcare systems.

### **CERTIFICATION OPPORTUNITIES:**

•American Heart Association Basic Life Support for Healthcare Providers •American Heart Association First Aid • HIPAA Training Completion Certificate • Stop the Bleed Training Completion Certificate • Pharmacy Technician Certification

<b>Medical Education Health Services</b>	<b>ADE Course Code</b>	<b>Units of Credit</b>
Pharmacological Science	495280	1
Medical Terminology	495360	1
Abnormal Psychology	495370	0.5
Human Behaviors and Disorders	495320	0.5
Medical Procedures Expanded	495390	0.5

**Enrollment Criteria:** *refer to the NWTI Testing requirements*

Students must have a cumulative GPA of at least a 2.0 or a waiver is required. A Welding Technology Instructor may interview students.

## **HVAC (NWACC) NEW**

The HVAC Program provides training to students interested in a career in HVAC. This program provides knowledge and skills relevant to HVAC technicians, and incorporates energy efficiency and green installation techniques. The coursework can help prepare students for the EPA Exam; and we do offer participants the opportunity to take the exam during their time in the program. The courses combine classroom and hands-on lab experience taught by qualified experts in the trade (on the job hours not required).

### **LEARNING OPPORTUNITIES**

•Fundamentals of Indoor Air Systems • Controls as Applied to Indoor Air Systems • Applied Indoor Air Systems

### **CERTIFICATION OPPORTUNITIES**

• Students are eligible to sit for EPA exam after completing course • 12 College Credit hours at NWACC

<b>HVAC</b>	<b>ADE Course Code</b>	<b>Units of Credit</b>
Concurrent Credit HVACR I	590640	1
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696003	Student Council IV/Leadership Training	47
999001	Study Hall – Semester 1	48
999002	Study Hall – Semester 2	48
696004	Tutors	47
<b>CAREER and TECHNICAL EDUCATION PROGRAMS:</b>		
493660	Audio Visual Productions III	54
490900	Advanced Fashion and Interior Design	63
492100	Accounting I	50, 51, 52, 53
492110	Accounting II	50, 51, 52
491390	Agricultural Mechanics	50

491380	Agricultural Metals	50
424030	Anatomy/Physiology	57, 58
491180	Animal Science	48
494710	Architectural/CAD I	56
494730	Architectural/CAD II	56
493670	Audio/Visual Tech and Film Lab	54
494190	Automotive Electrical Systems/HVAC	67
494180	Brakes/Manual Drive Train	67
490600	Career Practicum AG: AFNR	49, 50
490610	Career Practicum BUS: Finance	50
490630	Career Practicum BUS: Management and Administration	52
490640	Career Practicum BUS: Marketing, Sales and Service	53, 54
490660	Career Practicum FCS: Education & Training Services	63
490680	Career Practicum FCS: Human Services	60, 61
490690	Career Practicum STEM Architecture and Constructions	56, 57, 64
490720	Career Practicum STEM: STEM cluster	55
490730	Career Practicum T & I: Architecture and Construction	63
490740	Career Practicum T & I: Arts, Audio/Visual Technology & Comm.	55, 68, 70
490760	Career Practicum T & I: Health Sciences	58, 59, 60
490780	Career Practicum T & I: Manufacturing	66
490790	Career Practicum T & I: Transportation, Distribution and Logistics	67
494460	Carpentry	64
490030	Certified Nursing Assistant-CNA (NWACC) <i>0.5 credit</i>	57, 58, 59
490500	Certified Nursing Assistant-CNA (NWACC) <i>1.0 credit</i>	57, 58, 59
493010	Child Care Guidance, Management and Services	61
493880	College and Career Readiness	66
492100	Accounting I	50, 51, 53
492110	Accounting II	50, 51
494480	Skilled Trades Construction	64, 65
490040	Construction Lab	64
492760	Digital Marketing	53
494700	Drafting & Design	56
493150	Dynamics of Human Relationships	61
494200	Engine Perform/Engine Repair	67
494740	Engineering/CAD I	56
494760	Engineering/CAD II	56
493080	Family and Consumer Sciences	60, 61, 62, 63
490890	Fashion and Interior Design	63
494140	First Responder	58, 59
493110	Food Safety and Nutrition	60
495350	Foundations of Health Care	57, 58, 59
494050	Principles of Sports Medicine	59
493240	Introduction to Education	62
590230	Introduction to Education: Concurrent Credit	62
493640	Audio Visual Productions I	54

491270	Greenhouse Management	49
495100	HVACR I	66
495110	HVACR II	66
495150	Industrial Technologies I	66
495170	Industrial Technologies II	66
495160	Industrial Technologies Lab	65
493650	Audio Visual Productions II	54
493860	Internship I	66
49386T	Internship II	66
492770	Introduction to Supply Chain and Logistics	54
493160	Leadership and Service Learning	63
493200	Life and Fitness Nutrition	60
493020	Child Growth and Development	61 & 62
592020	Child Growth and Development: Concurrent Credit	61 & 62
495200	Machine Tools I	66
495220	Machine Tools II	66
495210	Machine Tools Lab	66
492320	Management	52
492330	Marketing Business Enterprise	52
492350	Marketing Management	52
493840	Mechanical, Plumbing and Electrical Systems	65
493680	Media Communications	54, 69, 70
490510	Medical Lab (0.5 credit)	58, 59
490520	Medical Lab (1.0 credit)	58, 59
495380	Medical Professions Expanded	57, 58, 59
495360	Medical Terminology	57, 58, 59
494650	Medium & Heavy Truck: Brake/Drive Train	67
490070	Mechanical, Plumbing, and Electrical Systems Lab (MEP Systems Lab)	65
493290	Education Technology	62
590520	Educational Technology: Concurrent Credit	62
491340	Plant Science	49
590140	Razorback AgCademy: Foundations of Agriculture Education	49, 50
590150	Razorback AgCademy: Introduction to Animal Science	49, 50
590180	Razorback AgCademy: Fundamentals of Agriculture Systems	49, 50
490820	Retail Business	52
492700	Small Business Operations	52, 53
69600S	Sports Broadcasting	55
494070	Sports Medicine Injury Assessment	59
491150	Survey of Agriculture Systems	48, 49, 50
492120	Survey of Business (Microsoft Office)	50, 51, 52, 53
494210	Suspension & Steering/Automatic Transmission	67
490160	Unmanned Aerial Systems (USA) I	55
490170	Unmanned Aerial Systems (USA) II	55
490180	Unmanned Aerial Systems (USA) III	55
490150	Unmanned Aerial Systems FLEX	55

491460	Veterinary Science	49
<b>Rogers New Technology High School: Career and Technical Education Programs</b>		
494160	Advertising and Graphic Design Lab	70
490740	Career Practicum T & I: Arts, Audio/Visual Technology & Communications	55, 68, 70
494350	Digital Photography I	70
494370	Digital Photography II	70
494380	Digital Photography III	70
494360	Commercial Photography Lab	70
494150	Advertising and Graphic Design I	69
494170	Advertising and Graphic Design II	69
494130	Advertising and Graphic Design III	69
<b>CROSSROADS Courses\Career &amp; Technical Education Programs</b>		
493800	JAG Multi-Year (ALE) Apprenticeship/Work Based Learning	71
493780	JAG Multi-Year 1 (ALE)	71
493790	JAG Multi-Year 2 (ALE)	71
69600L	Life Skills	71
<b>CONCURRENT CAREER and TECHNICAL EDUCATION:</b>		
495370	Abnormal Psychology (NWACC) <i>0.5 credit</i>	82
592160	Baking (NWACC)	78
590430	Brakes (NWTI)	80
590710	Certified Nursing Assistant (CNA) Medical Assisting Program ( <i>0.5 credit</i> ) NWACC Center for Health Professions (see requirements)	75
590720	Certified Nursing Assistant (CNA) Medical Assisting Program (1.0 credit) NWACC Center for Health Professions (see requirements)	76
592670	Concurrent credit Advanced Shielded Metal Arc Welding (NWTI)	82
590440	Concurrent credit Brakes/Manual Drive Train (NWTI)	80
590880	Concurrent credit Gas Metal Arc Welding (NWTI)	82
590890	Concurrent credit Gas Tungsten Arc Welding (NWTI)	82
590640	Concurrent Credit HVACR I (NWACC)	82
590650	Concurrent Credit HVACR II (NWACC)	82
590300	Concurrent credit Introduction to Computer Information Systems (NWACC)	73
590310	Concurrent Credit Introduction to Criminal Justice (NWACC)	75
590870	Concurrent Credit Shielded Metal Arc Welding (NWTI)	82
592700	Concurrent Credit Welding Lab (NWTI)	82
592170	Cost Control (NWACC)	78
590740	Crime Scene Investigation (NWACC)	75
590750	Criminal Law (NWACC)	75
590600	Culinary Nutrition (NWACC)	77
590260	Dental Assisting, I (NWACC)	76
590680	Dental Assisting II (NWACC& NWTI)	76
593140	Design I (NWACC)	73
591520	E-Commerce (NWACC)	73
590420	Electrical Systems (NWTI)	80
590950	Emergency Medical Technician 1-Ambulance (NWACC)	76

590951	Emergency Medical Technician 2-Ambulance (NWACC)	76
590940	Emergency Preparedness I (NWACC)	74
590410	Engine Performance (NWTI)	80
591510	Feasibility and Funding (NWACC)	73
590280	Food Safety (NWACC)	77
590590	Food Systems (NWACC)	77
590580	Foundations (NWACC)	77
590730	Foundations of Law Enforcement (NWACC)	75
495320	Human Behaviors and Disorders (NWACC) <i>0.5 credit</i>	83
590460	Introduction to Diesel Brakes (NWTI)	82
590470	Introduction to Diesel Electrical Systems (NWTI)	82
590450	Introduction to Diesel PMI (NWTI)	82
590220	Introduction to Entrepreneurship (NWACC)	73
593150	Introduction to Photography (NWACC)	73
590480	Light Diesel Lab (NWTI)	82
590260	Medical Clinical Internship/Specialization: Dental I (NWTI)	81
495390	Medical Procedures Expanded (NWACC) <i>0.5 credit</i>	82
590700	Medical Terminology (NWACC) <i>0.5 credit</i>	82
495280	Pharmacological Science (NWACC)	82
590210	Retail Management (NWACC)	73
592150	Sauces (NWACC)	78