

BENTONVILLE HIGH SCHOOL

Course Information Guide
Grades 9-12

2014-2015

TIGERS FOR LIFE



IMPACT • VPAC • SCRUBS • STEAM • FLC

International Baccalaureate
World School

US News and World Report
Silver Award



Cognito Pro Vita 1912





Bentonville High School



Our Mission

BHS will provide rigorous and relevant academic experiences within a culture of effective and caring relationships.

Our Vision

*Tenacious – Innovative – Good Citizens – Engaged – Responsible – Successful
Tigers for Life!*

What is CAP?

CAP stands for Career and Academic Planning. The purpose of the CAP process is to assist students and parents in planning for the future. In this book, you will find information on BHS courses, programs of study, scholarships, college planning and more.

To best prepare for college and a career, students should carefully consider their goals and choose courses thoughtfully, which will help them achieve their goals. The CAP process ensures parents are involved in the course selection and post-high school planning process.

All of the information in this CAP book can be found online at bhs.bentonvillek12.org. Throughout the book, you will also find links to additional information.

Our goal is to work in partnership with parents and students to prepare students for their futures. Please feel free to contact BHS with questions or concerns about the CAP process, BHS policies or procedures, or any BHS programs. All BHS staff have email addresses, which can be found in the BHS Faculty and Staff Directory.

BHS Administration

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Mr. James Swim, Associate Principal

Mrs. Allison England, Assistant Principal

Mr. Eric Hipp, Assistant Principal

Mr. Jack Loyd, Assistant Principal

Mr. Tommy Runnels, Assistant Principal

Ms. Tanya Vaughn, Assistant Principal

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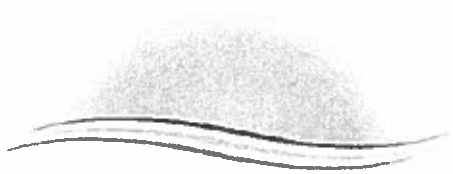
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Dear Students and Parents:

You are at the time of year where we ask you to prepare for the upcoming school year. The 2014-15 school year will be upon us before we know it.

This course guide is the start to your preparation for next year. My hope is that your review and selection of courses will be a joint effort that both student and parent enjoy.

Each course you select will help in the trajectory to graduate and be able to then seek your post-secondary dream.

We have a great high school and a great set of courses to prepare you for your future. Good luck with this process and know that you have a counseling staff that is there for your family.

Sincerely,

Michael Alan Poore
Superintendent

Bentonville Public Schools

Located in the northwest corner of Arkansas, Bentonville Public Schools lies in an explosive growth area with large numbers of managerial and professional citizens residing in the community. Their personal and financial support of the district is evidenced by the excellent educational programs and services provided by the district. High expectations for student performance – whether in academics, the arts or athletics are standard within the Bentonville community.

Bentonville Public Schools are dedicated to creating and maintaining exemplary programs for teaching and learning, educating all students for a successful future in a changing world, and preparing the youth of our community to become caring, contributing citizens. We are committed to "Excellence with Every Step."

Bentonville High School

Bentonville High School is the flagship of the district's 18 campuses. With over 4100 students in grades 9-12, BHS is a comprehensive high school that meets the needs and demands of students preparing for the future. Ninety percent of our graduates continue their education after high school. The school day is based on a modified A/B block schedule with four 90 minute classes per day. Students are enrolled in seven classes per semester along with Advisory/Seminar which addresses the academic, emotional and social needs of our students.

BHS offers a wide array of challenging courses beyond the standard state curriculum. Twenty-four advanced placement courses and 13 International Baccalaureate courses are offered for advanced learners who desire a high level of challenge and rigor. Students with special needs receive individual instruction through a variety of programs including English as a Second Language (ESL) and Special Education. Recognizing that student activities play an integral role in the total educational program, the school offers a variety of extracurricular and co-curricular activities and clubs. Programs include intramural team and individual sports, fitness classes, paintball field trips and over 60 clubs in which students can participate.

BHS is organized into six learning communities with student membership in four of the communities based upon student choice. All freshmen are in the Freshman Learning Community.

BHS is an International Baccalaureate World school and a 2007 NCLB Blue Ribbon School as recognized by the U.S. Department of Education. Additionally, BHS has been included as one of *Newsweek's* Top 1000 High Schools as well as acknowledged as a "silver" medal school by *U.S. News & World Report*.

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Graduation Requirements

To graduate from Bentonville High School, a student must earn a minimum of twenty-four (24) credits and have a minimum cumulative grade point average of 1.5000 (GPA is carried out four places). Credits are earned at the rate of 0.5 credit per class per semester. Advisory/Seminar classes are non-credit periods. Twenty-one and one-half (21.5) credits must be academic classes. Students taking four or more credits of pass/no credit courses will need more than 24 credits to graduate.

Graduation Requirements		
Subject	BHS Requirements	Smart Core Requirements
English	4 Total Credits	4 Total Credits
Math	4 Total Credits 1 credit Algebra I or its equivalent and 1 credit geometry or its equivalent, plus two additional mathematics credits.	4 Total Credits 1 credit Algebra I or its equivalent 1 credit Geometry or its equivalent 1 credit Algebra II or its equivalent 1 credit of math higher than Algebra II*
Science	3 Total Credits 1 credit of a physical science 1 credit of biology 1 additional science credit	3 Total Credits 1 credit biology 2 credits from the physical sciences (physical science, chemistry and/or physics)
Social Studies	3.5 Total Credits 1 credit of World History 1 credit of U.S. History 0.5 credit Civics** 0.5 credit Government** 0.5 credit Economics	3 Total Credits 1 credit of World History 1 credit of U.S. History 0.5 credit Civics* or 0.5 credit Government* 0.5 credit Economics Note: BHS requirement of 3.5 credits, both Civics and Government must be completed.
Physical Education	0.5 Credits	0.5 Credits
Health	0.5 Credits	0.5 Credits
Oral Communications	0.5 Credits (May come from Oral Communications, Forensics I, or Debate I)	0.5 Credits (May come from Oral Communications, Forensics I, or Debate I)
Fine Arts	0.5 Credits (visual, theatrical, or musical arts)	0.5 Credits (visual, theatrical, or musical arts)
Practical Arts (Career & Technical)	1 Credit	Not required, recommended. Note: BHS requirement of 1.0 credit must be completed.
World Languages	2.0 consecutive credits required for honor grads, recommended for others	Not required, recommended
Success 1.0	Not required, recommended	Not required
Total Credits	Additional electives (6.5 credits) to equal a total of at least 24 credits. 2.5 of the 6.5 elective credits may be Non-Academic Electives***	Additional electives (6) to equal a total of at least 22 credits. Note: BHS requirement, 24 total credits must be completed.

*Fourth math choices: Algebra III, Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, IB Math Studies, IB Math SL, College Algebra & Finite Math NWACC, College Algebra & Plane Trigonometry NWACC. Comparable concurrent credit courses may be substituted where applicable.

**AP US Government and Politics may be substituted for 0.5 credits of Civics and 0.5 credits of Government.

***Nonacademic electives are courses in athletics, physical education (beyond 0.5 credit), service credit, and the onsite portion of a work program. Academic electives are all other courses.

SMART CORE Requirements

SMART CORE graduation requirements were developed by the Arkansas Department of Education to prepare students for college and other post-secondary educational opportunities. To qualify for the Arkansas Academic Challenge Scholarship, students must complete all SMART CORE requirements and obtain a 2.5 cumulative GPA or an ACT composite score of 19 or higher. The SMART CORE graduation requirements differ slightly from BHS graduation requirements and must be completed within the 24 credits required by BHS for graduation. See table above for a list of Smart Core requirements.

Arkansas Academic Challenge Scholarship

The Arkansas Department of Higher Education sponsors the Arkansas Academic Challenge Scholarship Program to recognize selected students for scholastic achievement as measured by their academic records and ACT Assessment scores. Scholars for 2014 are announced in the summer before entering college and the scholarship may be renewed for up to 4 years. Visit <http://www.adhe.edu> for more information.

Eligibility Requirements

- Graduate from an Arkansas public high school and successfully complete the Smart Core curriculum established by the Arkansas Department of Education; and either achieve at least a 2.5 HIGH SCHOOL GPA; or achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent.
- Applicants who have a disability who have been formally identified and who graduate from an Arkansas public high school but did not complete the Smart Core curriculum because the applicant's individualized education program did not require it, shall achieve at least a 2.5 high school GPA; and either; achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent; or score proficient or higher on all state-mandated end-of-course assessments, including without limitation, end-of-course assessments on: Algebra I; Geometry, Biology; and Literacy, beginning with the 2013-2014 school year.
- Graduate from a private school, out-of-state high school and achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent.
- Classes of 2014 & beyond **must** complete the Smart Core curriculum to be eligible.
- The application opens on January 1st of every year and must be submitted by June 1st.
- There are no family income restrictions associated with the Challenge Scholarship.

To learn more about the Arkansas Academic Challenge Scholarship, visit www.adhe.edu.

Grading Scale

For all academic classes in grades 1-12 the following Arkansas Uniform Grading Scale and numeric values will be used for assigning grades and for computing student grade point averages (GPAs):

Grade	Regular/Honors/ Pre-AP	AP/IB
90 - 100	A - 4 points	A - 5 points
80 - 89	B - 3 points	B - 4 points
70 - 79	C - 2 points	C - 3 points
60 - 69	D - 1 point	D - 2 points
0 - 59	F - 0 points	F - 0 points

In order for students to be awarded the quality points for AP and IB courses, the student must complete the full year course and sit for the AP or IB exam.

Grade Classification

Students are classified according to the number of credits they have earned. Credits are earned at the rate of 0.5 credit per class per semester. No credit is awarded for Advisory/Seminar class. Students must earn the following number of credits in order to be classified as sophomores, juniors, and seniors at the beginning of the academic year.

- 5 credits to be classified as a sophomore
- 10 credits to be classified as a junior
- 17 credits to be classified as a senior

General Information

Enrollment

Students enrolling in Bentonville High School will need to complete a registration application through the registrar's office. New students are registered from 8:30 a.m. to 11:00 a.m. each school day. Parents must provide proof of residency, copies of the student's social security card, birth certificate, immunization records and grades from previous schools. After registration, an appointment with a counselor will be set up in order to create the student's schedule.

Awarding of Credit

Any student transferring from a school accredited by the State Department of Education to another school accredited by the State Department of Education shall be placed into the same grade the student would have been in had the student remained at the former school.

Any student transferring from a school that is not accredited by the State Department of Education to a school that is accredited by the State Department of Education, shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

When the appropriate documentation of work completed by the student is given to the school counselor, the work and documentation will be evaluated by a committee composed of a counselor, appropriate department faculty members, and the grade level assistant principal. The decision to award credit in a specific subject area will be determined by considering the following:

- The course work aligns with course offerings at BHS
- There is evidence of mastery of the standards for the course being considered

The committee may take any of the following actions on a course-by-course basis:

- Grant credit (any credit granted will be placed on the student's transcript as "pass" or "credit" with no letter or numerical grade assigned); or
- Grant credit contingent upon the student's passing a subsequent course, making a satisfactory score on a standardized test or providing additional information to substantiate the student has knowledge of a specific subject area; or
- Deny credit.

Transfer from Other Public U.S. Schools

When a student transfers from another accredited public high school, high school credits and grade point average earned will be accepted and treated in a manner similar to credits and grade point average earned at Bentonville High School. Bentonville High School will record courses from the previous school with the designated credits on the transcript. Credit cannot be given for a course that shows as "no credit" on the incoming transcript.

Weighted credit will be given ONLY for the transfer of successfully completed year-long Advanced Placement (AP) and International Baccalaureate (IB) courses with verification of AP/IB exams taken. All other courses will receive no additional weight in determining the grade point average for a student who transfers from a public school.

If a student transfers from a non-accredited public high school, a committee of appropriate personnel to include a counselor, department chair, and administrator will review and determine the awarding of credits and grades. It will be the responsibility of the parent or guardian of the transferring student to provide school officials with a copy of the most recent official student transcript, a copy of the high school course description book, and graded samples of the student's work for the review of the school committee.

Transfer Students from Private U.S. Schools

Credits and letter grades from accredited, private schools will be accepted. When a question regarding accreditation of the private school is an issue, and accreditation review committee of BHS staff will determine whether or not credits/grades will be granted. Transferred courses from the private school that are in the in the BHS Core Curriculum (as shown in the Course Guide) or in the state's listing of core curriculum courses will receive letter grades and credits. Other courses will receive credit and "pass/no credit" grades.

Transfer from a School in a Foreign Country

When a student transfers from an accredited American school in a foreign country, high school credits will be accepted and treated in a manner similar to transfer from either a public or private school in the U.S.

When a student transfers from a foreign school, credit will be accepted and treated in a manner similar to transfers from home school. Credit will be assigned as "pass" or "no credit". Courses will not be used to calculate GPA, honors graduation or class ranking.

When a student transfers from a foreign school and was enrolled in an accredited IB program, high school credits will be accepted and treated in a manner similar to transfers from either a public or private school in the U.S.

Foreign Exchange Students

Bentonville High School welcomes foreign exchange students to our campus. Our students will be better for having the opportunity to learn about other countries, cultures and customs. The following practice has been adopted to ensure that both the organization and the student understand the expectations of the school.

- Approved agencies must be included on the Advisory List published by the National Association of Secondary School Principals and the Council on Standards for International Educational Travel. In addition, foreign exchange students will have a local contact person and will reside in the Bentonville Public School District.
- Act 966 requires that organizations that work with foreign exchange students must register with the Arkansas Secretary of State's Office before they are allowed to place students in Arkansas.
- A maximum of twelve students will be accepted for each academic school year. The student will be required to attend the full academic school year.
- A maximum of three students will be accepted from any one organization. Foreign exchange students will not be accepted after August 1st.
- Students shall be fluent in the English language.
- Students attending classes from Labor Day to the end of the school year will be eligible to receive a CERTIFICATE OF ATTENDANCE if

they attend classes at least 96% of the school days.

- Foreign exchange students will be eligible to receive a BENTONVILLE HIGH SCHOOL diploma if they meet the graduation requirements from Bentonville High School, and successfully complete their senior year.
- Students who have graduated or completed their course of study in their home country will not be accepted.
- Foreign exchange students may not transfer to BHS from another school district and must attend BHS for the entire school term. Foreign exchange students will complete all immunizations required before being admitted.
- Foreign exchange students will not receive priority scheduling.
- Foreign exchange students will not be allowed to change a class schedule.
- Foreign exchange students will not be allowed to take the GED.
- Approved organizations will provide a transcript (translated into English) of the student's academic record.
- Foreign exchange students shall not be included in any class ranking lists nor shall a GPA be computed for the student.
- Foreign exchange students will not be eligible for special programs such as special education services, ESL, or section 504 accommodations.
- Foreign exchange students will not walk in the graduation ceremony.

To be recognized at the graduation ceremony, the student must be enrolled in Senior English and American History. Additionally, they must not have failed any courses during the school year nor had excessive absenteeism.

Students Returning from a Foreign Exchange Program

All classes taken overseas during a foreign exchange program will be reported on BHS transcripts as "pass/no credit." They will not be used to calculate GPA, honors graduates or class ranking. Students returning from foreign exchange programs will not be ranked in their class.

Transfer from Homeschool

Arkansas law specifies that a high school is not responsible for providing credits, grades, transcript or diploma for a student in home schooling instruction. However, the law goes on to state that the home-schooled student may earn a diploma by entering high school and completing a minimum of nine (9) months in school in classes of appropriate placement. The student must also meet the graduation requirements for Bentonville High School.

During an interview the parent/guardian and student will be responsible for providing to the school counselor the following documentation in order for the appropriate

decision to be made regarding student placement in courses. This documentation will include but not be limited to:

- Documentation that application for home schooling has been approved
- A copy of the student's Individualized Education Program (IEP) (required by Arkansas home school laws)
- Documentation from the Home School Academy/Company showing courses the student successfully completed, dates of study, and student successful completion of courses, and
- Curriculum guides/sample work completed by the student in each course where credit is being requested.

Homeschool Participation in Interscholastic Activities

Bentonville Public Schools recognizes the State's interest in ensuring that all students have equal access to interscholastic activities as a complement to the academic curriculum.

Home schooled students whose parents' domicile, as defined in AAA Rules, is within the Bentonville Public School District's boundaries may participate in school extracurricular activities subject to the requirements set forth by Act 1469. While Act 1469 prescribes the criteria for initial and continuing eligibility, actual participation will be dependent upon the same try-out criteria, or other requirements as may be applicable, as for any regularly enrolled student.

In realizing this goal, home school students will be allowed to participate in interscholastic activities with Bentonville Public Schools, under the following conditions:

- The home schooled student or his or her legal guardian advises the Principal of the school in writing of the student's request to participate in the interscholastic activity before the signup, tryout, or participation deadlines established for the students enrolled in the Bentonville Public School District.
- The home school student must report to the Bentonville Public School District within the first eleven (11) days of the fall or spring semester.
- The home school student shall demonstrate academic eligibility by obtaining: a minimum test score of the thirtieth percentile on the Stanford Achievement Test Series, Tenth Edition, in the previous twelve (12) months, or another nationally recognized norm-reference test (approved by the State Board of Education).
- The home school student shall meet tryout criteria.
- Continued eligibility requires the home school student to be enrolled in and regularly attend, at least one class period during their semester of participation.

- The home school student must complete any required permission slips, waivers, physical exams, and drug testing that is required.
- The home school student must pay any participation fee traditional students enrolled in the District pay for the same extracurricular activity.
- The home school student must meet all other requirements for continued eligibility identified in the AAA Handbook.
- The home school student must comply with the Bentonville Public School Handbooks and any supplementary requirements or conditions for participation in extracurricular activities and standards of behavior and codes of conduct.

Extracurricular activities are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of the regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, band, choral music, forensics, drama, math and science, and club activities.

A student who withdraws from an Arkansas Activities Association member school to be home schooled shall not participate in an interscholastic activity in the Bentonville Public School for a minimum of three hundred sixty-five (365) days from the time of the withdrawal.

Course Load*

Students, with exception of homeschooled students and fifth year seniors, must be enrolled for at least 360 minutes of instruction (4 periods) per day or 8 classes per semester.

***Exceptions to the above:**

- Fifth year seniors are only required to enroll in the number and types of courses necessary to fulfill their graduation requirements.
- Students in special education who may be completing goals stated in their Individualized Education Program (IEP)
- Students who are pursuing special programs and have the approval of their BHS counselor.
- Students who are in the pre-GED program who participate in Gateway.
- Seniors who have applied and been accepted into a CTE internship program may carry five academic classes and be dismissed from school early to go to work providing they are meeting graduation requirements without afternoon classes.

Early Graduation

Students completing all graduation requirements before the graduation date will be allowed to participate in the graduation ceremony of their graduating class only.

Students who have not fulfilled all disciplinary actions assigned during the semester prior to the day of graduation will not be allowed to participate in the graduation ceremony. A student completing graduation requirements after his/her class' graduation ceremony may not participate in the graduation ceremony of the next school year(s). Graduation requirements must be completed before the next school year begins to receive the student's scheduled class year diploma.

Mandatory Graduation

When a student has completed the required number of credits for graduation and has spent four years in grades 9-12, the student will be graduated and will not be eligible to return to BHS to take additional classes. If a student meets the goals of his/her Individualized Education Program (IEP) in the case of special education students, the student will not be eligible to return to take additional courses.

Participation in Graduation Ceremony

All students must have completed graduation requirements before the day of graduation in order to participate in graduation exercises. Any student who does not meet graduation requirements before the graduation ceremony may continue to complete the requirements for his expected graduation class. Typically, these requirements are established no later than the year of the incoming freshman class, notwithstanding any requirements that might be added by the State of Arkansas.

Honor Graduates

Students may graduate from Bentonville High School with HONORS or HIGH HONORS if they meet the specified criteria for their particular graduating class. Any student transferring from a private school or who has been previously home schooled is eligible to be recognized as graduating with HONORS or HIGH HONORS if he/she meets the established criteria. The valedictorian, salutatorian, and top ten graduates are selected from the HIGH HONORS graduates.

Criteria for BHS Honor Graduates

Honors

In addition to meeting BHS graduation requirements and the Smart Core course requirements, a student must:

- have a 3.5000 cumulative GPA at the end of eight (8) semesters along with 8 credits from Pre-AP Honors, AP, or IB classes
- successfully complete 26 credits by the end of eight (8) semesters
- have earned at least 2 credits of high school level foreign language OR 6 credit hours of college level foreign language. These credits must be from the same foreign language.*

High Honors

In addition to meeting BHS graduation requirements and the Smart Core course requirements, a student must:

- have a 3.7500 cumulative GPA at the end of eight (8) semesters along with 12 credits from Pre-AP Honors, AP, or IB classes. GPA is NOT rounded up from four places.
- earn a minimum of 2 credits from AP or IB courses
- successfully complete 26 credits by the end of eight (8) semesters.
- have earned at least 2 credits of high school level foreign language OR 6 credit hours of college level foreign language. These credits must be from the same foreign language*.

*A student may choose to be a vocational completer rather than have two credits of the same foreign language. A vocational completer must have a minimum of three units in a specific vocational area.

Valedictorian

The valedictorian is the senior student who meets all of the following criteria:

- meets the criteria to graduate with "high honors"
- has the highest GPA among the students who have met the criteria to graduate with "high honors"
- has been in continuous enrollment at BHS for four consecutive semesters, to include the spring semester of the senior year.
- Home-schooled students must enter BHS during their first semester of his/her freshman year to be eligible.
- In the event of a tie in GPA, co-Valedictorian will be named in lieu of Salutatorian.

Salutatorian

The salutatorian is the senior student who meets all of the following criteria:

- meets the criteria to graduate with "high honors"
- has the second highest GPA among the students who have met the criteria to graduate with "high honors"
- has been in continuous enrollment at BHS for four consecutive semesters, to include the spring semester of the senior year.
- Home-schooled students must enter BHS during their first semester of his/her freshman year to be eligible.
- In the event of a tie in GPA, a co-salutatorian will be named.

Top Ten Graduates

The top 10 graduates of the senior class are those who meet all of the following criteria:

- meet the criteria to graduate with "high honors"
- Have the ten highest GPA's among students

who have met the criteria to graduate with "high honors"

- Have been in continuous enrollment at BHS for four consecutive semesters, to include the spring semester of the senior year. For students graduating in December, continuous enrollment for four consecutive semesters would include the fall semester leading to December graduation.

Alternative Methods to Earn or Recover Credit

Repeating Courses

Students may retake only a previously failed course or a course in which credit was pulled. Both courses will be shown on the transcript with the first being shown as a "NC" (no credit). Non-core courses may be retaken only once. The retake grade will be used for GPA and class rank. Failed AP, IB, or honors courses will be repeated as regular classes, if offered.

Credit Recovery

The purpose of the credit recovery classes is to provide students who have failed an academic course the opportunity to retake the course and earn credit toward high school graduation requirements. These courses are taught through computer-based coursework. These classes are offered during the school day and as night school courses and summer school courses.

Summer School

Bentonville High School may offer limited summer school courses to students currently enrolled at BHS. Students who have a parent living in the Bentonville School District but who live with the other parent in another school district are not eligible to attend BHS Summer School. Information is available in the Counseling Center in April of each school year. Students are responsible for tuition cost, supplies and transportation.

Tentative dates for Summer School 2014, pending snow days, are:

- Monday, June 16th – Friday, June 27th

Teacher-taught initial credit courses include Civics, Economics, Health, Oral Communications, Physical Education, and Success 1.0. Courses much reach a minimum enrollment to be offered. Cost is \$125.

Computer-assisted credit recovery courses include semester courses in: English I, II, III, IV; Biology, Chemistry, Earth Science, Environmental Science, Health, Physical Science, Algebra I, Algebra II, Geometry, Trigonometry, Economics, Geography, Government, US History, and World History. Cost is \$100. A student must have previously failed a course to regain credit through credit recovery.

Teacher-taught credit recovery for the first and the second semesters of Algebra I will be offered at a cost of \$125.

Correspondence Courses and Online Courses

No more than two credits from correspondence courses and online courses (external to BHS) will be accepted toward meeting graduation requirements.

Correspondence courses and online courses must be pre-approved by the student's BHS counselor.

Generally, external correspondence courses are semester based and earn 0.5 credit (1 semester) each. Students must pay for tuition, books and other fees associated with these courses.

In order for a senior to be on the graduation list, grades for any correspondence course or online course must be received by May 1. Failure to meet this deadline may cause the senior to be omitted from graduation activities including being listed as a graduate on the program. Seniors should plan to complete and mail all correspondence lessons by April 1 in order to guarantee getting the test graded and the grade reported to BHS by May 1.

Concurrent Enrollment

Concurrent enrollment provides high school students the opportunity to enroll in college courses. Earned credits are granted simultaneously by the high school and the college. Grades earned are placed on the student's high school transcript, counted as an "honors" course if a prerequisite score is required on a test before enrolling in the course and counted toward GPA and class ranking. For concurrent courses to fulfill a BHS graduation requirement, the concurrent course must be placed on the student's BHS transcript and will count toward GPA and class ranking. Applications for concurrent credit are available in the Counseling Center. **Approval must be obtained prior to enrollment.**

Students must provide documentation of college enrollment to a school counselor. Concurrent credit may be earned during the fall, spring and/or summer term. **It is the student's responsibility to determine if a college or university in which he/she will enroll in the future will accept these concurrent credits for college credit.**

- Concurrent Credit courses will be placed on a BHS transcript only if the course is required for BHS Graduation Requirements
- Concurrent students cannot enroll in Academic Skills courses.
- Placement testing is required for most courses. A student taking concurrent credit courses off campus may not elect to drop them and enroll in a BHS course after the first two weeks of the high school semester.
- Concurrent credit will be available to freshmen, sophomores, juniors, and seniors. A senior taking concurrent credit courses must be on the

high school campus for three courses. A junior must be on campus for four courses. Freshmen and sophomores must be on campus seven courses.

- Students must attend consecutive courses at High School. For example, a student may take concurrent credit courses in the morning and attend BHS in the afternoon or attend BHS in the morning and take concurrent credit in the afternoon.

If a concurrent credit course shows on the student's current schedule and the student drops the course after the first two weeks of the high school semester, he/she will receive an "F" on the high school transcript for that concurrent class.

- A three-hour (or three credit) college course is equivalent to 1.0 credit of high school work. Any courses less than three hours do not count for high school credit. Courses taken in the summer and at night may count as concurrent credit.
- Students taking concurrent credit course must furnish proof of enrollment at the college or university to BHS the first two weeks of the semester.
- Students taking concurrent credit may not elect to drop them and re-enroll at the high school after the first two weeks of the semester.

Criteria for concurrent enrollment are as follows:

- A minimum cumulative 3.0 GPA. The specific GPA varies from school to school. NWACC requires a 3.0 cumulative GPA; the University of Arkansas requires a 3.5 GPA.
- Interested students must also have a minimum score on a national college placement test, such as the ACT, SAT or COMPASS by May 15.

NWACC requires subtest scores that are at or above the following minimum scores:

English	ACT 19; SAT 480; COMPASS 75; PSAT 48
Reading	ACT 19; SAT 470; COMPASS 82
Math	ACT 21; SAT 500; COMPASS 65; PSAT 50

GATEWAY Learning Community

GATEWAY is an alternative learning program serving the needs of BHS students who are significantly behind in earning credits and who are at risk of not graduating from high school. The program is staffed with certified teachers in the four core content areas, a business teacher, and a half-time counselor.

The mission of GATEWAY is to help students experience classroom success, recover academic credit, raise grade point averages, improve study and social skills and transition successfully into a traditional classroom setting. GATEWAY students experience learning in a smaller classroom setting, have more individualized assistance from teachers, participate in online coursework and have the opportunity to accelerate their acquisition of credits. Students enrolled

in the Pre-GED classes are also part of the GATEWAY Learning Community. Completing an application is the first step to determine eligibility. Contact the GATEWAY administrator or counselor to learn more about the criteria for admission.

REAP

REAP provides educational services to BHS students who are carried through the expulsion process. In lieu of official expulsion, these students may attend REAP during the length of the expulsion in order to continue their progress toward high school graduation. REAP is a collaborative alternative program that serves expelled youth in grades 9-12 from Bentonville, Rogers, and Springdale school districts.

Student Schedules

Auditing a Class

Auditing a class typically is not an option at Bentonville High School. The exception would be for those students who have transferred from another school and are required to be enrolled in seven courses but may not meet the attendance requirements mandated by the state to receive credit for the course.

Course Availability

Courses are offered as a result of student demand, available teaching staff, and available facilities. If there is insufficient enrollment for a course, if certified teachers are not available to teach the course, or if appropriate facilities are not available, the course will not be offered and alternative selections must be made.

Schedule Changes

Students may request a schedule change the first five days after schedules have been distributed. The only reasons for schedule changes are:

- Student previously completed the class in summer school, night school, or credit recovery.
- Student needs another course to meet graduation requirements.
- A course that requires a try-out or audition is not on the student's schedule.
- Pre-requisites of the course are not met.

Students wishing to drop a course after this date must obtain permission from the student's administrator and the request must meet the following criteria:

- The student has turned in all assignments and/or homework in the class.
- The students have sought extra help during seminar or other times by arrangement with teacher.
- Is judged to be making proper effort and, despite effort, has a grade of D or F.
- Parent has spoken to teacher in person or by phone.

Planning Tools

Small Learning Communities (SLC's)

Bentonville High School is divided into five Small Learning Communities (SLC's). The SLC's are listed below:

- FLC: Freshman Learning Community. All freshmen are part of the FLC.
- VPAC: Visual and Performing Arts Community
- STEAM: Science, Technology, Engineering, Architecture, and Military Community
- SCRUBS: Human and Life Sciences Community
- IMPACT: International, Management, Public Service, Administration, Communications, and Technology Community
- Gateway: BHS Alternative Learning Environment

Career Focus Areas

All students at Bentonville High School are asked to choose a Career Focus Area. By choosing a Career Focus Area and completing electives in that area, a student can gain a solid foundation for future college and career endeavors.

Students who complete a minimum of three credits in their Career Focus Area may receive the following recognition:

- Color cord at graduation
- Possible recognition from Arkansas Career Education (ACE), if the focus area is a Career and Technical Education program of study.
- Eligibility for the Northwest Arkansas Regional Career and Technical recognition program based on the following requirements:
 - a. Completion of CTE program of study
 - b. 3.5 GPA in all CTE classes.
 - c. Membership in a Career/Technical Student Organization, and
 - d. Two or more of the following:
 - 1st, 2nd, or 3rd place finish in a state or regional CTE completion
 - Officer of a school, state, or national CTE organization.
 - Certification in industry
 - 100 hours of community service or workplace experience

****Important Note****

In the event that a course requested by a student is full, courses in the student's focus area will be substituted. Students should choose their focus area carefully. Focus areas will not be changed mid-year, and can only be changed for the following year during spring CAP conferences. Student Focus Areas will be used to place students in SLC seminar classes.

Registering for a Career Focus Area

To register for a career focus area, enter one of the codes below on your CAP registration sheet.

Career Focus	Course Code
Accounting/Banking	9000D5
Administrative Assistant/Clerical	9000D2
Agribusiness Systems	9000D1
Animal Systems	9000B1
Archeology/Anthropology/Paleontology	9000CD
Architecture	9000C1
Archivist/Curator/Historian/Librarian	9000CC
Astronomer/Meteorologist	9000C3
Author/Editor/Writer	9000A1
Auto Collision Repair or Auto Service	9000CB
Coaching/Physical Conditioning	9000B4
Communication Arts	9000A2
Computer Programming	9000C4
Cosmetology	9000AA
Criminal Justice	9000C2
Culinary Arts	9000A3
Desktop Publishing	9000DG
Drama/Theater	9000A4
Early Childhood Development	9000DH
Elementary Education	9000DI
Engineering	9000C5
Family and Consumer Sciences	9000BC
Government and Public Administration	9000D7
Graphic Communications	9000A5
Interior Design	9000A6
International Business	9000D3
Interpreter	9000D8
Investments & Securities/Stock Broker	9000DK
Journalist	9000A7
Life Science	9000B8
Lodging Management	9000DC
Management	9000D4
Marketing	9000DF
Medical Professional	9000B9
Military	9000C7
Music	9000A8
Natural Resources/Environmental Services	9000C8
Restaurant, Food, and Beverage Services	9000DE
Physical Science	9000C9
Plant Systems	9000B3
Public Relations	9000D9
Public Service/Law	9000DA
Social Services/Ministry/Missionary	9000DB
Sports Medicine	9000BA
Statistician/Actuary	9000CA
Teaching & Training	9000DJ
TV Broadcasting	9000AB
Visual Arts	9000A9
Welding	9000CE

What should I take if I plan to major or work in...?

* Courses noted with an asterisk are required to be a Focus Area Completer. Completion of three total credits in the Focus Area are required to receive state and/or school recognition. Focus Areas with a (ACE) beside them are recognized by the Department of Arkansas Career Education. Please see links to ACE programs by clicking Focus Area title.

Accounting/Banking (ACE)

Computer App. I*
Computer App. II*
Comp. Accounting I*
Comp. Accounting II
Business Law
Introduction to Finance
Retailing
Management
Marketing I
Small Business
Operations
Internship
AP Statistics
College Algebra
College Finite

Administrative Assistant/Clerical

Computer App. III*
Human Relations*
Management*
Computer Applications I
Computer App. II
Comp. Accounting I
Business Law
Forensics I
Psychology
AP Psychology
Web Design I
Internship

Agribusiness Systems (ACE)

Survey of Agriculture*
Agricultural Business*
Agricultural Marketing*
Animal Science I
Animal Science II
Veterinary Tech.
Intro to Horticulture
Greenhouse Mgmt.
Internship

Animal Systems (ACE)

Survey of Agriculture*
Animal Science I*
Animal Science II*
Veterinary Tech.
Agricultural Business
Agricultural Marketing
Intro to Horticulture
Greenhouse Mgmt.
Internship

Archaeology/Anthropology/Paleontology

Geology*
AP Human Geography*
AP World History*
Psychology*
Architecture (ACE)
Drafting & Design*
Architecture/CADD I*
Architecture/CADD II*
and/or
Architecture CADD Lab*

Archivist/Curator/Historian/Librarian

2 of the following:
AP US History*
AP World History*
AP European History*
AP Human Geography
Art I
Debate
Drafting & Design
Media Literacy
AP English Lang. or Lit.
English Comp. I
Mythology
World Language III

Astronomer/Meteorologist

Geology*
Pre-AP Physics*
Pre-AP Pre-Calculus*
AP Calculus
AP Physics
AP Statistics
Computer App. III

Author/Editor/Writer

AP English Lang.* or Lit.* or English Comp I*
Creative Writing Prose*
Creative Writing Poetry*
Computer Applications II

Drama II
Media Literacy
Mythology
Journalism

Auto Collision Repair/Auto Service (ACE)

See Counselor

Child Care, Guidance/Management & Services (ACE)

Child Development*
Parenting*
Child Care Guidance*
Family & Consumer Science
Family Dynamics
Human Relations
Internship

Coaching/Physical Conditioning

Anatomy & Physiology*
PE*, Life Fitness*, or Athletics*
Psychology* or AP Psychology*
Human Behavior Disorders
Human Relations
Medical Terminology
Sports Medicine I
Sports Medicine II
Sports Medicine III
Orientation to Teaching

Communication Arts

Forensics II* or Debate I*
Debate II
Debate III
Forensics III
Forensics IV
Creative Writing
Journalism
Psychology
AP Psychology
Human Relations
AP Human Geography
AP Government
AP English Language

Computer Programming (ACE)

Computer App. I*
Computer App. II*
Pre-AP Java
Programming*
AP Computer Sci.*

Cosmetology (ACE)

See Counselor

Criminal Justice (ACE)

See Counselor

Culinary Arts (ACE)

See Counselor

Desktop Publishing

Computer App. III*
Web Design I*
Art I
Computer App. I
Computer App. II
Creative Writing Prose
Creative Writing Poetry
Journalism
Marketing I
Internship

Drama/Theater

Drama II* or Tech Theatre I*
Costume Design
Drama III
Drama IV
Tech Theatre II
Theatrical Makeup
Drafting & Design
Creative Writing
Housing & Interior Design
Psychology
AP Psychology
Media Literacy

Elementary Education

Child Development*
Orientation to Teaching*
Human Relations* or Parenting*
Human Behaviors & Disorders
Forensics I
World Language II
Internship

Engineering (ACE)

Intro to Engineering*
Principles of Engineering*
Digital Electronics* or Biotech. Engineering*
Pre-AP Pre-Calculus
Pre-AP Physics
Internship

Family and Consumer**Sciences (ACE)**

Family & Consumer
Sciences*
Human Relations
Child Development
Parenting
Family Dynamics
Food & Nutrition
Housing & Interior
Design
Internship

**Government/Public
Administration**

AP Government & Pol.*
World Language II*
Business Law
Debate I
AP English Lang. or Lit.
English Comp. I
Human Relations
Psychology
AP Psychology

**Graphic
Communications**

Computer Graphics I*
Art History
Art III
Journalism
Yearbook
Web Design I

Interior Design

Housing & Int. Design*
Art I*
Family & Consumer Sci.
Human Relations
Psychology or
AP Psychology
Drafting & Design
Internship

International Business

Business Law*
Marketing I* or
Management*
World Language IV*
Computer App. I
Computer App. II
AP European Hist.
AP Human Geography
AP Statistics
AP World History
Human Relations
Marketing II
Web Design I
Internship

Interpreter

World Language III*
World Language IV*
World Language II
AP Human Geography
Creative Writing Prose
Creative Writing Poetry
AP English Lang/Lit
English Comp. I
World Language V
Forensics I

**Investments/Stock
Broker (ACE)**

Computer App. I*
Computer App. II*
Comp. Accounting I*
Introduction to Personal
Finance*
Investments &
Securities*
Business Law
Marketing
Management
Small Business
Operations
Internship

Journalist (ACE)

Fundamentals of
Journalism*
Intermediate
Journalism*
Advanced Journalism*
Yearbook IV
Newspaper IV
Literary Magazine
Creative Writing Prose

Life Science

Chemistry*
Pre-AP Biology* or
AP Biology*
Zoology*
Animal Science I
Animal Science II
Botany
Intro to Horticulture
Biotechnical
Engineering

Lodging Management

Housing & Int. Design*
Management*
Human Relations
Psychology
AP Psychology
World Language II

Management (ACE)

Computer App. I*
Computer App. II*
Comp. Accounting I*
Management*
Business Law
Introduction to Personal
Finance
Investments &
Securities
Small Business
Operations
Java Programming
Career Readiness
Internship

Marketing (ACE)

Computer App. I*
Computer App. II*
Marketing I*
Marketing II
Small Business
Operations
Marketing Internship
Management
Comp. Accounting I
Retailing
Business Law
Introduction to Personal
Finance
Investments &
Securities
Java Programming
Career Readiness
Internship

**Medical Professional
(ACE)**

Intro to Medical
Professions*
Anatomy & Physiology*
Human Behavior &
Disorders
Medical Procedures
Medical Terminology
Internship

Military

PE* or Lifetime Fitness*
Psychology* or
AP Psychology*
AP European History
AP Government
AP Human Geography
AP World History
Debate
Human Behavior &
Disorders
Human Relations
World Language II

Music

Music Theory* or
AP Music Theory*
Music History*
Upper-level Choir or
Instrumental Ensemble*
2nd Upper Level Choir or
Instrumental Ensemble
Intro. to Theatre
Psychology or
AP Psychology
World Language II

**Natural Resources/
Environmental
Science**

Survey of Agriculture*
AP Environmental Sci.*
or Environmental
Science* & Botany*
Business Law
Human Relations
Outdoor Education
Psychology or
AP Psychology
Internship

**Restaurant, Food, &
Beverage Services
(ACE)**

See Counselor

Physical Sciences

AP Physics* or
AP Chemistry*
Pre-AP Physics* or
Pre-AP Chemistry*
Pre-AP Pre-Calculus*
AP Calculus

Plant Systems (ACE)

Survey of Agriculture*
Intro to Horticulture*
Greenhouse Mgmt.*
Animal Science I
Animal Science II
Agricultural Business
Agricultural Marketing
Internship

Public Relations

Human Relations*
Psychology* or
AP Psychology*
AP Government
Creative Writing Prose
Creative Writing Poetry
Forensics
World Language III
Debate

Public Service/Law
 Human Relations*
 Psychology* or
 AP Psychology*
 World Language II*
 Business Law
 Debate
 AP English Lang. or Lit.
 Human Behavior &
 Disorders
 Lifetime Fitness &
 Cond.
 Forensics

**Social Services/
 Ministry**
 Family Dynamics*
 Psychology* or
 AP Psychology*
 World Language III*
 IB World Religions

AP European History
 AP Human Geography
 Debate or Forensics
 AP English Lang. or Lit.
 English Comp. I
 Human Relations
 Music- Band, Choir,
 Orch.
 Mythology

Sports Medicine (ACE)
 Sports Medicine I*
 Sports Medicine II*
 Anatomy & Physiology*
 Medical Terminology
 Human Behavior &
 Disorders
 Medical Procedures

Statistician/Actuary
 AP Statistics*

College Finite*
 AP Calculus
 AP Computer Science
 AP Human Geography
 Pre-AP Java
 Programming

Teaching & Training
(ACE)

Child Development*
 Orientation to Teaching*
 Family & Consumer
 Science
 Human Relations
 Parenting
 AP Psychology
 Internship

Television
Broadcasting (ACE)

Intro to Television*
 Intermediate Television*
 Advanced Television
 Television Lab
 Internship

Visual Arts
 Art II* or Ceramics II*
 Art III* or Ceramics III*
 AP Studio Art
 AP Studio Art 3-D
 Computer Graphics
 Media Literacy
 Housing & Int. Design
 Marketing I
 Sculpture I
 Web Design I

Welding (ACE)
 See Counselor

My Graduation Plan

Grade Course	9th Grade	10th Grade	11th Grade	12th Grade
English (4 Credits)				
Math (4 Credits)				
Science (3 Credits)				
Social Studies (3.5 Credits)				
Health (0.5 Credits)				
PE/Athletics (0.5 Credits)				
Oral Comm. Forensics, or Debate (0.5 Credits)				
Practical Arts (1.0 Credits)				
Fine Arts (0.5 Credits)				
Electives (To equal 24 total credits)				
Total Possible Credit	7	7	7	7

Course Descriptions

English

Freshman	Sophomore	Junior	Senior
English I English I Pre-AP Critical Reading 9* Dramatic Literature*	English II English II Pre-AP Critical Reading 10* Creative Writing- Poetry* Creative Writing- Prose* Dramatic Literature* Literary Magazine I* Media Literacy* Mythology*	English III AP English Language & Composition IB English III HL I Critical Reading 11* Creative Writing- Poetry* Creative Writing- Prose* Dramatic Literature* Literary Magazine I* Literary Magazine II* Media Literacy* Mythology*	English IV AP English Literature & Composition English Comp I (NWACC) English Comp II (NWACC) Critical Reading 12* Creative Writing – Poetry* Creative Writing – Prose* Dramatic Literature* Literary Magazine I* Literary Magazine II* Media Literacy* Mythology*

***Courses marked with asterisk (*) above are elective courses and may not be substituted for English credit.**

410001 English I

9 – 1 year, 1 credit

English I students will study important literary elements by reading a variety of short stories, non-fiction essays, novels and dramas. In addition, they will review the parts of speech and their correct use, sentence structure, usage and punctuation. Writing assignments will stress a variety of essays and may include original poetry, fiction assignments and a research paper. Vocabulary study is emphasized during the entire year. Students will engage in lectures, taking notes, group work, research, writing, literary analysis and classroom presentations. Students will be expected to complete independent reading assignments. Major pieces of work will include a minimum of four formal essays and the following literature units: *The Immortal Life of Henrietta Lacks*, *Romeo and Juliet*, *The Outliers* and *To Kill A Mockingbird*.

410003 English I Pre-AP

9 – 1 year, 1 credit

English I Pre-AP students will study important literary elements by reading a variety of literary and informational texts, as well as, historical documents. In addition, they will review a variety of language skills including parts of speech and their correct use, sentence structure, usage and punctuation. Writing assignments will stress narrative, argumentative, and expository essays, as well as research topics. Vocabulary study is emphasized during the entire year. Students will engage in lectures, taking notes, collaborative work, research, writing, literary analysis and classroom presentations.

Major pieces of work will include and the following literature units: *The Adventures of Huckleberry Finn*, *The Immortal Life of Henrietta Lacks*, *The Taming of the Shrew*, and *The Outliers*.

411001 English II

10 – 1 year, 1 credit

English II students will study informational and literary text such as articles, short stories, novels, and poetry, in addition to studying vocabulary and writing in a variety of modes. Students will participate in note-taking, group sharing, peer editing, and summative projects. Students will read *Anthem*, *Persepolis*, *Sold*, *Hiroshima*, *Why We Can't Wait*, *Before We Were Free*, *Into the Wild*, and other supplemental texts.

411003 English II Pre-AP

10 – 1 year, 1 credit

English II Pre-AP is an English Language Arts class designed for students who are planning to take AP Language & Composition and AP Literature. Pre-AP English II students will cover ACT-oriented grammar/usage concepts, read a variety of literature (both fiction and nonfiction), and write a variety of works (narrative, argumentative, rhetorical analysis, comparison/contrast, literary analysis, synthesis, and research).

412001 English III

11 – 1 year, 1 credit

English III students will work to read with deeper understanding using primarily American nonfiction essays, speeches, poetry and excerpts from books. Students will also read fiction including poetry, drama

and novels. Students will learn to write short responses to literature, a variety of essays and letters. In addition, students will study grammar and vocabulary in preparation for a variety of standardized tests including the Arkansas 11th grade Literacy Exam and the ACT exam. Students will participate in lectures, note-taking, group work, research and analysis in order to meet class goals. Teachers will emphasize higher level thinking skills to compliment the teaching of reading and writing strategies.

517031 AP English Language & Composition
11 - 1 year, 1 credit

AP English Language & Composition enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This AP English Language & Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. These literacy skills make students aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students are expected to take the AP Language & Composition exam in May.

517100 IB English III HL I
11 - 1 year, 1 credit

IB English III HL is the first of a two-part college-level literature course that encompasses the student's junior and senior years. The course is international in scope and features literature from English and non-English speaking cultures. A successful student will demonstrate a mastery of critical thinking, critical writing and critical speaking that will prepare him/her for the IB examinations and papers. In the junior year, students will complete IB Parts One and Four. Assessments will include the IB required Individual Oral Presentation and World Literature Assignment One. During the general course of study, instructors will use the following methods to evaluate diploma candidates: formal critical essays, objective quizzes and exams, individual and group presentations, informal journal keeping and informal class discussion. These methods serve as active preparation for the six required HL evaluations. Students who enter the IB English HL program will approach literature as a cultural, political, and social phenomenon that crosses language barriers to emphasize the human qualities in all.

413001 English IV
12 - 1 year, 1 credit

This one-year English IV course is designed to address Common Core Standards, and will emphasize higher level thinking and writing skills that will benefit students in both college and the work force. The emphasis will be

on European Literature, with a focus on essential questions that address cultural, historical and philosophical developments.

517041 AP English Literature & Composition
12 - 1 year, 1 credit

AP English Literature & Composition students will study a variety of literary works of the 16th century through the 21st century, primarily written by British and American authors. Students will participate in close textual analysis and extensive reading assignments, writing activities, and exam preparation. Students will write analytical essays over the major works as well as prose and poetry selections; deliver individual and group presentations; complete a research paper; and be expected to take the AP Literature and Composition exam in May.

517203 IB English IV HL II
12 - 1 year, 1 credit
Prerequisite: IB English III HL I

IB English IV HL is the second of a two-part college-level literature course that encompasses the student's junior and senior years. The course is international in scope and features literature from English and non-English speaking cultures. A successful student will demonstrate a mastery of critical thinking, critical writing, and critical speaking that will prepare him/her for the IB examinations and papers. Students will complete IB Parts Two and Three. Assessments will include the IB required Formal Oral Commentary and World Literature Assignment Two. At the conclusion of the senior year, students will complete the end of course Papers One and Two which are cumulative assessments. Each part of the syllabus requires the reading of three or four major works of literature and/or the study of groups of poetry or nonfiction prose. During the general course of study, instructors will use the following methods to evaluate diploma candidates: formal critical essays, objective quizzes and exams, individual and group presentations, informal journal keeping and informal class discussion. These methods serve as active preparation for the six required HL evaluations. Students who enter the IB English HL program will approach literature as a cultural, political, and social phenomenon that crosses language barriers to emphasize the human qualities in all.

519941 English Composition I/II (NWACC)

12 – 1 year, 2 credits

Prerequisites: 3.0 GPA, minimum 19 on English portion of ACT taken prior to May 15, college tuition fee, college textbook fee.

NWACC Catalogue Description for English Composition

I: Guiding the student through the process of writing with regular practice and analysis of effective writing, this first course of the composition sequence emphasizes the writing of clear, concise, developed academic prose. Generally students are expected to follow the rules of Standard Edited English, to understand paragraph development, and to write a research assignment involving the integration of sources.

NWACC Catalogue Description for English Composition

II: Although the primary reading text is an anthology of literature, the emphasis in this course continues to be on the student's writing academic prose. The student uses the writing process introduced in Composition I using literature as an academic subject for analysis, interpretation, critical appraisal, and research.

English Composition I and II are college-level courses; high expectations will be reflected in the activities, in the standards, and in the personal responsibility students will assume. Concurrent credit for both courses and the opportunity to enroll in Composition II will be given only for final grades of "C" or higher. This course will show on the BHS transcript and will count toward GPA. English Composition I and II are considered honors courses.

Language Arts Electives

419111 Critical Reading 9

9 – 0.5 year, 0.5 credit

419112 Critical Reading 10

10 – 0.5 year, 0.5 credit

419113 Critical Reading 11

11 – 0.5 year, 0.5 credit

419114 Critical Reading 12

12 – 0.5 year, 0.5 credit

Critical Reading is a semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied

to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals

417011 Creative Writing Poetry

10, 11, 12 – 0.5 semester, 0.5 credit

Creative Writing Poetry students learn to express themselves through many different poetic forms and modes, such as the sonnet, sestina, villanelle, haiku and pantoum forms. The poems will be evaluated through peer critique, self-critique and teacher critique—primarily in the writer's workshop format. Students will sample the work of established and emerging writers in order to learn the craft of writing through emulation. Assignments will vary, including reading, writing (both in class and outside class) and presenting material in a variety of formats.

417012 Creative Writing Prose

10, 11, 12 – 0.5 year, 0.5 credit

Creative Writing Prose students will gain experience in writing forms of prose including short fiction, scripts, and creative nonfiction. Writing will be evaluated through peer critique, self-critique, and teacher critique—primarily in the writer's workshop format and through each student's Writer's Portfolio. Students will sample the work of established and emerging writers in order to learn the craft of writing through emulation. Assignments will vary including reading, writing (both in class and outside class), and presenting material in a variety of formats. Students who are successful in this class may continue with the Creative Writing: Poetry or Literary Magazine classes.

416010 Dramatic Literature

9, 10, 11, 12 – 0.5 year, 0.5 credit

Dramatic Literature affords students the opportunity to explore and study the world of theatre from multiple perspectives. This course is designed to provide students with an in-depth experiential understanding of a variety of dramatic works from different time periods and cultures. Students will compare and analyze thematic elements from several different dramatic works through the use of various critical perspectives. Students will write a review of a live performance and publish it. This course will also introduce students to the techniques and structures of playwriting through their own creation and development of a play. Students will arrange, direct, and perform student created pieces and other works throughout the course. This course is an excellent primer for those interested in more advanced theatre or creative writing classes.

1906F Literary Magazine I

10, 11, 12 – 1 year, 1 credit

Prerequisite: Application and Teacher Approval

Literary Magazine I is a course designed to immerse students in the reading and writing of poetry, short fiction, creative non-fiction, and drama in order to hone their creative talents. Moreover, students will explore elements of design as they prepare for creating the layouts for both the children's magazine (the results from the children's literary workshop the class members will put on) and the school literary magazine. Students will be engaged in such activities as writing and revising poetry, prose, and creative non-fiction; revision; peer critiques; evaluation of student-submitted material; designing lessons for creative workshops for children; and the creation of design layouts featuring both artwork and creative writing. The class will culminate in the creation of a literary magazine featuring student art and creative writing. This course is only open to students who successfully complete the course application and are accepted.

51906I Literary Magazine II

11, 12 – 1 year, 1 credit

Prerequisite: Literary Magazine I

Literary Magazine II is for students who have completed Literary Magazine I who want to further their understanding of creative writing and design. Students will be expected to take on a more active role and contribute more to the creation of the magazine and to the selection of its design theme.

51906G Media Literacy

10, 11, 12 – 0.5 year, 0.5 credit

Media Literacy is designed to strengthen students' writing, reading, listening and viewing skills in responding to film, TV news, advertising, popular culture and print media. The term "media literacy" is loosely defined as "the ability to access, analyze, evaluate and communicate messages in a wide variety of forms," and

the course is designed to use visual, digital, mass media and popular culture texts in the classroom to promote critical thinking and communication skills. This course provides students with the opportunity to develop proficient to advanced levels of media literacy through critically analyzing media texts by employing a simple and clear set of concepts (the key media literacy questions) in media in society (with an emphasis on film and television), as well as, essential skills of inquiry and self-expression necessary for citizens of a democracy.

51906O Mythology

10, 11, 12 – 0.5 year, 0.5 credit

Mythology is an academically rigorous course that examines the role of myth in literature, culture, politics and personal life. Students will learn about myth criticism and how to examine myth and archetype as it appears in print and film. The class will use texts such as *Frazer's The Golden Bough* and Campbell's *The Hero with a Thousand Faces* and Jung's *The Red Book* as foundation texts. Students will apply their knowledge to texts such as Rosenberg's *World Mythology*, *Gods and Myths of Northern Europe*, *The Epic of Gilgamesh*, and *Antigone*, among others. Evaluation methods will vary from intensive classroom participation and written criticism to objective exams. The class will appeal to those with an interest in literature, sociology or psychology. Students should have strong critical thinking and writing skills.

Math

Freshman	Sophomore	Junior	Senior
Algebra I Algebra I Lab* Geometry Pre-AP Algebra II Pre-AP	Geometry Geometry Lab* Algebra II Pre-AP Pre-Calculus Pre-AP	Bridge to Algebra II Algebra II Algebra III Pre-Calculus Pre-AP IB Math Studies SL AP Statistics AP Calculus AB	Algebra II Algebra III Pre-Calculus IB Math SL AP Statistics AP Calculus AB AP Calculus BC

Courses marked with asterisk () above are elective courses and may not be substituted for math credit.

430001 Algebra I

9 – 1 year, 1 credit

Algebra I students will study the use of real numbers in problem solving, use critical-thinking skills, make connections to algebra from previously learned math topics and connect algebra to the real world. Students will participate in lectures, taking notes, use of current graphing calculator technology and exercises to build basic and critical-thinking skills. The End-of-Course Exam will require the students to explain, justify, verify, interpret, draw, and label their conclusions algebraically. Students are required to take the PARCC assessment.

639001 Algebra I Lab

9 – 1 year, 1 academic credit.

Algebra 1 lab is designed to give extra reinforcement of concepts taught in class, as well as basic skills needed for algebra. This course will not count towards the four required units of math.

431003 Geometry Pre-AP

9, 10, 11, 12 – 1 year, 1 credit

Prerequisite: Algebra I

Geometry students will study the elements of geometry, inductive and deductive reasoning, angle relationships, parallel lines and planes, congruent triangles, similar polygons, circles, informal proofs, areas and volumes on a higher level. Students will be expected to use algebraic properties throughout the course. Students are required to take the PARCC assessment.

432005 Algebra II Pre-AP

9, 10- 1 year, 1 credit

Prerequisites: Algebra I & Geometry

Algebra II Pre-AP students will study linear systems, equations, inequalities, quadratic equations and functions, graphing transformations, matrices, complex numbers, operations of rational expressions, conic sections, rational, exponential and logarithmic functions. Students will be expected to have attained proficiency from Algebra I in the use of fundamental operations and solving simple equations. Students will participate in the use of technology. This course is fast-paced and offers in-depth problem solving situations.

431001 Geometry

10, 11, 12 – 1 year, 1 credit

Prerequisite: Algebra I

Geometry students will study the elements of geometry, inductive and deductive reasoning, angle relationships, parallel lines and planes, congruent triangles, similar polygons, circles, informal proofs, areas and volumes. Students will be expected to use algebraic properties throughout the course. Students will be expected to use

algebraic properties throughout the course. Students are required to take the PARCC assessment.

639002 Geometry Lab*

10 – 1 year, 1 credit

Geometry lab is designed to give extra reinforcement of concepts taught in class, as well as basic skills needed for Geometry. This course will not count towards the four required units of math.

435000 Bridge to Algebra II

11 – 1 year, 1 credit

This course was developed with the intent to prepare students for success in Common Core Algebra II. Each student learning expectation for Bridge to Algebra II is intended to reinforce linear concepts that were previously included in the Algebra I Course, master quadratics and exponential concepts through modeling functions and summarizing, representing, and interpreting data, and introduce higher order concepts. This course does not fulfill the math requirements under Smart Core.

432001 Algebra II

11, 12 – 1 year, 1 credit

Prerequisites: Algebra I & Geometry

Algebra II students will study linear systems, equations, inequalities, quadratic equations and functions, graphing transformations, matrices, complex numbers, operations of rational expressions and conic sections and an overview of rational, exponential and logarithmic functions. Students will be expected to have attained proficiency from Algebra I in the use of fundamental operations and solving simple equations. Students will participate in the use of technology.

433005 Pre-Calculus Pre-AP

10,11 – 1 year, 1 credit

Prerequisites: Geometry & Algebra II

Pre-Calculus Pre-AP students will study circular motion, polar coordinates, polynomial and rational functions and inequalities, exponential and logarithmic functions and sequences. Students will use a graphing calculator. This course is fast-paced and offers in-depth problem solving situations.

539061 IB Math Studies SL

11, 12 – 1 year, 1 credit

Prerequisites: Algebra II

IB Math Studies SL will include topics similar to a statistics class, including measures of dispersion, chi-squared tests, t-tests, distribution and an introduction to differential calculus. The centerpiece of this class is an extensive project. Each student chooses a topic of interest to him/her, and researches the project, performing any possible mathematical tests, drawing conclusions, and testing these conclusions. The projects are submitted during the second year of the course and will be graded for the students' internal assessment. The external assessments (papers 1 and 2) will be taken at the end of the second year of the course (senior year). This is an intense, fast-paced class that covers a wide range of mathematical topics. Students will also be studying the multicultural aspects of mathematics, discovering the differences between other countries' approaches to mathematics. This course also includes 15 additional hours taken concurrently with the course during seminar and after school.

439071 Algebra III

11, 12 – 1 year, 1 credit

Prerequisite: Algebra II

This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase understanding of algebraic, graphical, and numerical methods to analyze, translate and solve polynomial, rational, exponential, and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of matrices and conics.

43300Y Pre-Calculus

12 – 1 year, 1 credit

Prerequisites: Geometry & Algebra II

Pre-Calculus will emphasize a 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, and study mathematical concepts and the relationships among them. Students will use functions and equations as tools for expressing generalizations.

539071 IB Math SL

11, 12 – 1 year, 1 credit

Prerequisite: Pre-Calculus

In IB Math SL, students will study topics similar to Pre-Calculus including functions, conics, trigonometry, polar coordinates, and statistics. The second year of Mathematics SL will include topics similar to a calculus class, including limits derivatives, integration and transcendental functions. Throughout the course, students will complete several extended problems, two of which will be graded for the students' internal assessments. These problems will be submitted during the second year of the course and will be chosen by the student to represent his/her best work. The external assessments (papers 1 and 2) will be taken at the end of the second year of the course (senior year). This is an intense, fast-paced class that covers a wide range of mathematical topics. Students will also be studying the multicultural aspects of mathematics, discovering the differences between other countries' approaches to mathematics.

539031 AP Statistics

11, 12 – 1 year, 1 credit

Prerequisite: Algebra II

AP Statistics students will study a non-calculus based introduction to statistics involving such topics as exploring data, observing patterns and departures from patterns, planning a study, deciding what data to measure and how to measure it, probability and simulation and statistical inference. Students will participate in the use of graphing calculators. Students will be expected to complete several projects during the year. Students enrolled in this course must take the AP exam in May.

534041 AP Calculus AB

11, 12 – 1 year, 1 credit

Prerequisite: Pre-Calculus

AP Calculus AB students will study differential and integral calculus including functions, limits, derivatives, extreme, L'Hopital's Rule, particle motion, critical points, integrals, areas, solids of revolution, related rates, mean value theorem and approximation methods. Students will participate in the use of technology. Students enrolled in this course must take the AP exam in May.

534051 AP Calculus BC

11, 12 – 1 year, 1 credit

Prerequisite: AP Calculus AB

AP Calculus BC is a college level course covering derivatives, integrals, limits, approximation, applications and modeling and sequences and series. Students interested in this course should have a strong math background and knowledge of algebra, geometry, trigonometry, analytic geometry and elementary functions. Students enrolled in this course must take the AP exam in May.

439073 Algebra III w/ College Algebra

12 – 0.5 year, 0.5 credits

Prerequisites: 3.0 GPA; minimum 21 on Math portion of ACT, SAT of 500, or Compass score of 65 taken prior to Dec. 15th; college tuition fee; textbook fee. Student must also register for College Algebra.

Algebra III with College Algebra NWACC focuses on mathematics topics that are vital for a student's success in college mathematics or in the workplace after high school graduation. Numerical algebraic, geometric, probability and statistical concepts will be brought together using a functional approach. This will be accomplished through the use of technology-based lab projects and other activities, which incorporate problem solving, communication, abstraction and technology. Specific topics include linear, quadratic, power, polynomial, rational, exponential, logarithmic and trigonometric functions, systems of equations and inequalities and matrices. Each topic will be explored graphically, algebraically, and numerically with the use of graphing techniques, algebraic manipulation, modeling numeric data, collecting and analyzing data and by relating to other areas of mathematics. This course counts as the fourth year of mathematics under Smart Core. The use of technology through a graphing calculator is required.

53990N College Algebra NWACC

12 – 0.5 year (fall or spring), 1 credit

Prerequisites: 3.0 GPA; minimum 21 on Math portion of ACT, SAT of 500, or Compass score of 65 taken prior to Dec. 15th; college tuition fee; textbook fee.

College Algebra NWACC & Algebra III focuses on mathematics topics that are vital for a student's success in college mathematics or in the workplace after high school graduation. Numerical algebraic, geometric, probability and statistical concepts will be brought together using a functional approach. This will be accomplished through the use of technology-based lab projects and other activities, which incorporate problem solving, communication, abstraction and technology. Specific topics include linear, quadratic, power, polynomial, rational, exponential, logarithmic and trigonometric functions, systems of equations and inequalities and matrices. Each topic will be explored graphically, algebraically, and numerically with the use of graphing techniques, algebraic manipulation, modeling numeric data, collecting and analyzing data and by relating to other areas of mathematics. This course counts as the fourth year of mathematics under Smart Core. College Algebra presents an overview of the fundamental concepts of algebra such as linear and

quadratic equations and inequalities, the Cartesian plane and graphing, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations, and matrices. The use of technology through a graphing calculator is required.

539906 College Finite NWACC

12 – 0.5 year (spring only), 1 credit

Prerequisites: 3.0 GPA; minimum 21 on Math portion of ACT, SAT of 500, or Compass score of 65 taken prior to Dec. 15th; college tuition fee; textbook fee.

College Algebra & Finite Math NWACC presents an overview of the fundamental concepts of algebra such as linear and quadratic equations and inequalities, the Cartesian plane and graphing, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations, and matrices. The use of technology through a graphing calculator is required. Finite math is a survey and applications course in mathematics designed for business, life science and social science students. Topics include a review of the graphing calculator, linear models, systems of linear equations, matrices, linear programming, the simplex method, set theory, probability, counting principles, statistics, and finance mathematics. A graphing calculator is required (preferably a TI-83+). Students receive honors credit for this course.

539907 College Trigonometry NWACC

12 – 0.5 year (spring only), 1 credit

Prerequisites: 3.0 GPA; minimum 21 on Math portion of ACT, SAT of 500, or Compass score of 65 taken prior to Dec. 15th; college tuition fee; textbook fee.

College Algebra & Plane Trig NWACC presents an overview of the fundamental concepts of algebra such as linear and quadratic equations and inequalities, the Cartesian plane and graphing, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations, and matrices. The use of technology through a graphing calculator is required. Plane Trigonometry is a survey of basic trigonometric concepts. Topics include trigonometric functions; graphs of trigonometric functions; trigonometric identities and equations; inverse trigonometric functions; the laws of sines and cosines; area; vectors; applications of trigonometry; complex numbers; and polar coordinates, equations, and graphs. Students receive honors credit for this course.

Science

Freshman	Sophomore	Junior	Senior
Physical Science Biology Pre-AP	Biology AP Biology* Chemistry Chemistry Pre-AP Physics Physics Pre-AP Environmental Science* AP Environmental Science* Botany* Zoology* Anatomy & Physiology*	AP Biology* Chemistry Chemistry Pre-AP Physics Physics Pre-AP AP Chemistry AP Physics 1 Environmental Science* AP Environmental Science* Botany* Zoology* Geology* Anatomy & Physiology*	AP Biology* Chemistry Chemistry Pre-AP Physics Physics Pre-AP AP Chemistry AP Physics 1 AP Physics 2 Environmental Science* AP Environmental Science* Botany* Zoology* Geology* Anatomy & Physiology*

**Courses marked with an asterisk (*) do not qualify for Smart Core credit, but will fulfill BHS science requirements.*

423001 Physical Science

9 – 1 year, 1 credit

Physical Science students will study matter and energy. Topics studied include forces, motion, simple machines, heat and electricity as well as the properties, structure and interaction of matter. Students will participate in observing, measuring, researching, experimenting, collecting data, analyzing data and drawing conclusions. Students will carry out an independent project using the scientific method. 10th-12th grade students are eligible to take this course only with prior administrative approval.

420003 Biology Pre-AP

9 – 1 year, 1 credit

Pre-AP Biology is an accelerated freshman-level course designed to expose students to a variety of biological topics, including cells, ecology, genetics, evolution, and classification of living things. Students will do group work, perform labs, utilize technology, take notes from lectures and reading, and participate in discussions. Students will be expected to complete work independently and as a group. Students must take an end-of-course exam in April covering all topics. This class also functions as a preparatory class for AP Biology or for the college-bound student.
This course may only be taken in 9th grade.

420001 Biology

10 – 1 year, 1 credit

Biology students will study the structures and functions of living things and examine the relationships that they have with each other and the environment. Students will do group work, perform labs, utilize technology, submit a research paper, and take notes from lectures. Students

may be expected to perform dissection as part of the class. Students are assessed through an Arkansas End of Course Exam.

520031 AP Biology

10, 11, 12 – 1 year, 1 credit

Prerequisites: Completion of Biology Pre-AP and Chemistry or concurrently enrollment in Chemistry

AP Biology is an introductory college level biology course. The course differs significantly from the usual high school course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by the students and the time and effort required of the students. The goal of the Biology AP curriculum is to provide a learning environment that enables students to develop a solid understanding of the major concepts in biology. The following four 'Big Ideas' will be covered in this course: 1. The process of evolution drives the diversity and the unity of life, 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, 3. Living systems store, retrieve, transmit, and respond to information essential to life processes, 4. Biological systems interact, and these systems and their interactions possess complex properties. Students must be able to think and work independently, be willing to do independent and group projects, and study nightly in this course. Students must take the AP Biology exam in May. AP Biology does not meet the Smart Core Biology requirement.

421001 Chemistry

10, 11, 12 – 1 year, 1 credit

Prerequisites: Algebra I & Physical Science

Chemistry students will study matter, the placement of elements on the periodic table as a function of their atomic number, chemical reactions, conservation of energy equations, scientific inquiry, problem solving, and how the basic principles of chemistry relate to other areas of science. Students will engage in lecture, note taking, group work, research, writing, laboratory activities, mini labs, and use of technology. Students will be expected to write a laboratory report after every major laboratory activity. Students will be required to do a major project/presentation and a scientific research paper.

421005 Chemistry Pre-AP

10, 11, 12 – 1 year, 1 credit

Prerequisite: Algebra I

Chemistry Pre-AP students will study the in-depth reactions of matter, placement of elements on the periodic table as a function of their atomic number, chemical reactions, conservation of energy equations, kinetic theory of matter, scientific inquiry, problem solving, and how the basic principles of chemistry relate to other areas of science. Students will engage in lecture, note taking, group work, research, writing, laboratory activities, mini labs, and use of technology. Students will be expected to write a laboratory report after every major laboratory activity. Students will be required to do a major project/presentation and two scientific research papers. This course is a preparatory class for AP Chemistry and the college bound student.

521031 AP Chemistry

11, 12 – 1 year, 1 credit

Prerequisite: Chemistry Pre-AP

AP Chemistry students will study the chemical reactions of matter, energy equations, phases of matter explained by the kinetic theory. Forces of attraction between particles, scientific inquiry, problem solving, electrochemistry, biochemistry, and use the principle of chemistry to relate to other areas of science. Students will engage in lecture, note taking, group work, research, writing, laboratory activities, mini labs, student demonstrations with elementary and middle school students while using technology. Students will be expected to write a laboratory report after every major laboratory activity, prepare activities for elementary and middle school students, read scientific journal articles and write reaction papers, complete a scientific research project/presentation, and take a field trip to the University of Arkansas chemistry and biochemistry department. Students must take the AP Chemistry test in May.

422001 Physics

10, 11, 12 – 1 year, 1 credit

Prerequisite: Algebra I

Physics students will take a conceptual approach to studying the rules of the physical world. Students will study the theories that govern how things work including projectiles, cars, airplanes, rockets, basic electrical circuits, sound and heat. Students will engage in lecture, note taking, group work, laboratory activities, and the use of technology. Possible projects may include the egg drop, torque mobile, mouse trap cars and bridge building.

422005 Physics Pre-AP

10, 11, 12 – 1 year, 1 credit

Prerequisites: Algebra I & Geometry

Physics Pre-AP students will take an in depth approach to studying the rules of the physical world. Students will study the theories that govern how things work including projectiles, cars, satellites, gravity, heat, sound and light. Students will engage in lecture, note taking, group work, laboratory activities, mini labs, design projects and library research. Possible design projects may include the egg drop, torque mobile, mouse trap cars and bridge building. This course is a preparatory class for AP Physics or the college bound student.

522080 AP Physics 1

10, 11, 12 – 1 year, 1 credit

Prerequisite: Geometry. Student should be concurrently enrolled in Algebra II.

AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuit. There is no prerequisite for enrolling in AP Physics 1. *At time of printing,*

522090 AP Physics 2

10, 11, 12 – 1 year, 1 credit

Prerequisite: AP Physics 1 preferred, or teacher approval. Concurrent enrollment in pre-calculus recommended.

AP Physics 2 is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics.

522065 IB Physics SL

11, 12 – 1 year, 1 credit

IB Physics SL is designed to further the students' understanding of the physical world while helping the student advance their problem-solving strategies. The course will focus on Mechanics, Energy, Heat, Waves, Electricity and Magnetism, and Modern Physics. Classes will include activities and experiments designed to build skills in scientific experimentation and problem-solving. Students enrolled in IB Sciences will work together on a project of their selection. The emphasis of the project is interdisciplinary cooperation as well as scientific investigation. Students will take the IB Physics SL Exam at the end of the school year. This course also includes 15 additional hours taken concurrently with the course during seminar and after school.

424020 Environmental Science

10, 11, 12 – 0.5 year, 0.5 credit

Prerequisite: Biology

Environmental Science students will explore the relationship between humans and their environment and the effect they have on each other. Students will use research, analysis, labs, group work, lecture, and notes to better understand this subject. All students will be expected to complete a field study project and keep a science journal. Students are also expected to help with the recycling program.

ESWOE Environmental Science & Outdoor Ed

10, 11, 12 – 0.5 year, 1 credit

Prerequisite: Biology

Environmental Science with Outdoor Education is a practical course for learning and practicing skills for outdoor activities and will connect outdoor activities to the science concepts and processes appropriate to the study of the environment of Northwest Arkansas. Students will have the opportunity to venture out of the traditional classroom through planned field trips and to manipulate natural events hands-on while incorporating sport and science together. Students will receive 0.5 elective credit of Environmental Science and 0.5 local elective credit of physical education upon successful completion of the class. This course meets as a two-period block in either the fall or spring semester.

523031 AP Environmental Science

10, 11, 12 – 1 year, 1 credit

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or

preventing them. Students must take the AP Environmental Science exam in May.

520020 Botany

10, 11, 12 – 0.5 year, 0.5 credit

Prerequisite: Biology

Botany explores the study of plants including classification, growth factors, genetics, role in the environment, effect of pollution, genetic engineering, diseases, and the role of plants in society. Plant classification and identification are stressed along with proper techniques for collecting and preserving plants. Plants of Arkansas will be emphasized in the study of each phylum.

524010 Zoology

10, 11, 12 – 0.5 year, 0.5 credit

Prerequisite: Biology

Zoology covers different aspects of animals. Students will examine the classifications of animals and their unique systems and places in the environment. The course begins with a basic biology review and then quickly covers the invertebrate phylum. Animal classification and identification are stressed along with proper techniques for collecting and preserving animals for study. In each phylum, animals of Arkansas are emphasized. Students will be expected to perform dissection as part of the lab portion of the course.

525010 Geology

11, 12- 0.5 year, 0.5 credit

Prerequisite: Biology

Geology students will examine the processes that have shaped our Earth over time and learn more about the varying compositions of items found within and around the Earth. This material will be learned in a variety of ways including labs, research, group projects, and lecture. All students will be expected to do a research project.

424031 Anatomy & Physiology (Honors)

10, 11, 12 – 1 year, 1 credit

Prerequisite: Biology

Anatomy/Physiology Honors is for the college-bound student, especially those who are interested in pursuing science and health-related fields. Students will study the human body systems: structures, function, disorders and diseases of each and the cooperation of systems to form the body. Memorization, practice, and communication skills are required. Comprehensive special projects are assigned and a cat dissection is required. Students must have the skills to do independent activities and higher level thinking skills to deal with abstract concepts.

Social Studies

Freshman	Sophomore	Junior	Senior
Civics AP Human Geography*	Civics World History AP World History AP Human Geography*	Civics World History US History AP US History IB History of the Americas I AP Government Psychology* AP Psychology* IB Psychology HL I* AP European History* IB World Religions*	Civics World History US History AP US History IB History of the Americas II Government & Politics AP Government & Politics Economics AP Macroeconomics/ AP Microeconomics Psychology* AP Psychology* IB Psychology HL II* AP European History* IB World Religions*

**Courses marked with asterisk (*) above are elective courses and may not be substituted for Social Studies credit.*

472001 Civics

9, 10, 11, 12 – 0.5 year, 0.5 credit

Civics is a course designed to introduce students to the rights and responsibilities associated with United States citizenship. Students are introduced to the basic structure of federal, state (with emphasis on Arkansas state government) and local governments. Emphasis is placed on citizen participation in our democratic system in order to learn about the larger goal of civic duty and responsibility in our community as well as our nation. Students enrolled in Civics will be expected to participate in the class in a number of different ways, including but not limited to, note taking, group work, writing assignments and class projects.

471001 World History

10, 11, 12 – 1 year, 1 credit

World History is designed to provide students with a survey of the significant political, social, religious and economic events that have shaped our world from ancient times to the 20th Century. Students enrolled in World History will be expected to participate in the class in a number of different ways, including, but not limited to, note taking, group work, writing assignments, and class projects. Students' primary resource for this class will be their assigned text as well as any outside readings provided by the instructor.

571021 AP World History

10 – 1 year, 1 credit

AP World History is a college level course designed to give students a challenging curriculum in order to prepare them to successfully complete the AP World History Exam. Depending on the score a student receives on the national exam, and the requirements of

the student's selected institution of higher learning, college credit may be earned. The course will examine connections to the past in order to prepare students for the future as participating members of a global community. Students enrolled in this course will increase their knowledge of history, geography, political processes, religion, ethics, diverse cultures and humanities, in order to help them solve problems in academic, civic, social and employment settings. All students enrolled are expected to take the AP Exam.

470003 US History

11, 12 – 1 year, 1 credit

U.S. History is a survey of United States history from the period of colonization to the present-day. Students will engage in lecture, notes, research, group work and presentations. Student progress will be measured through a variety of means including but not limited to homework, quizzes, tests, writing assignments and daily work.

570021 AP US History

11, 12 – 1 year, 1 credit

Prerequisite: AP World History or an A in World History

AP US History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. The course is generally presented in a lecture/discussion format. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. Major research projects will be assigned once per semester. All students enrolled in this course are expected to take the AP exam.

570051 IB History of the Americas HL I

11 – 1 year, 1 credit

IB History of the Americas HL I is the first part of a two-year program of study. Eleventh grade diploma candidates will take IB History of the Americas HL I: Colonialism to the Present. Twelfth grade diploma candidates will take the IB History of the Americas HL II: 20th Century Global Studies component. In IB History of the Americas HL I: Colonialism to the Present, students will focus on social, political and economic relationships between the United States, Latin America and Canada from the 15th Century to the present. The course will also focus on events from colonizing the New World to the present, including an emphasis on U. S. history and comparisons and contrasts between other countries and events in Latin America and Canada. In addition to preparing diploma candidates to satisfy the writing requirements for the IB program (including major essays), students enrolled in IB History of the Americas HL I will also be eligible to take the Advanced Placement Exam in U. S. History.

570053 IB History of the Americas HL II

12 – 1 year, 1 credit

Prerequisite: IB History of the Americas HL I

IB History of the Americas HL II is the second part of a two-year program of study. Eleventh grade diploma candidates will take IB History of the Americas HL I: Colonialism to the Present. Twelfth grade diploma candidates will take the IB History of the Americas HL II: 20th Century Global Studies component. This is an in-depth study of selected 20th Century world history topics to include the causes, practices and effects of wars, the rise and rule of single-party states and the Cold War. Using case studies, this course will examine major trends and issues of the 20th Century in preparation for major required essays including the Internal Assessment requirement, prescribed topic paper one and essays two and three of the IB required battery of tests.

474100 Government & Politics

12 – 0.5 year, 0.5 credit

Government & Politics is a course where students investigate the central ideas which form the basis of the American system of government with emphasis placed on a close analysis of the United States constitution and its amendments. Students enrolled in Government & Politics will be expected to participate in the class in a number of different ways including, but not limited to, note taking, group work, writing assignments and class projects. Students' primary resource for this class will be their assigned text as well as any outside readings provided by the instructor.

572040 AP Government & Politics Enhanced

11, 12 – 1 year, 1 credit

AP Government & Politics is a college-level survey class that covers the structure, development and political nature of the United States government. It is designed to prepare students for the United States Government AP exam. Students enrolled in AP Government & Politics will be expected to participate in the class in a number of different ways including, but not limited to, note taking, group work, writing assignments and research projects. Students' primary resource for this class will be their assigned texts as well as any outside readings provided by the instructor. All students enrolled are expected to take the AP Exam.

474301 Economics

12 – 0.5 year, 0.5 credit

Economics is a survey course that is designed to help students gain an understanding of basic economic principles and institutions including scarcity, economic systems, supply and demand, banking, the Federal Reserve, inflation, unemployment and the role of government in the economy. In addition, students will explore topics related to personal finance. Students enrolled in Economics will be expected to participate in the class in a number of different ways, including but not limited to, note taking, group work, writing assignments and class projects. Students' primary resources for this class will be their assigned texts as well as any outside readings provided by the instructor. Economics is a requirement for graduation for BHS.

ECONAP AP Microeconomics Enhanced & AP Macroeconomics

12 – 1 year, 1 credit

Prerequisite: Must take with Microeconomics

AP Macroeconomics will focus on the nature of the broader economic system as a whole. Emphasis will be placed on the study of topics ranging from national income, inflation and unemployment to measure national economic growth and international economics. AP Microeconomics will focus on the decision making process of individuals and firms within the broader economic system. Emphasis will be placed on the nature and function of product markets. Attention would also be paid to factor markets and the role of government in promoting efficiency and equity in the marketplace. All students enrolled are expected to take the AP Micro/Macroeconomics Exam.

Social Studies Electives

474402 Psychology

11, 12 – 0.5 year, 0.5 credit

Psychology is a course where students survey the following areas of the discipline: history of the development of psychology as a science, personality and learning theories, mental health, abnormal behavior and therapy. Students enrolled in Psychology will engage in several learning strategies which may include note taking, group work, writing assignments and research projects. Students' primary resource for this class will be their assigned texts as well as any outside readings provided by the instructor.

579033 IB Psychology HL I

11 – 1 year, 1 credit

IB Psychology HL I is most appropriately defined as the scientific study of behavior and experience. An intensive examination of mental processes and their effects on behavior serves to enhance this course. This course will focus on three of the classical theoretical perspectives of psychology: biological, cognitive and learning. To foster further understanding of the perspectives, students will be immersed in the psychological examination of dysfunctional behavior and treatment. Research methodology, analysis and practical research application will be practiced through in-depth experimental study. In addition, students will be exposed to many academic and vocational applications of psychology in their everyday lives. The grade of each student will be formulated according to three major written IB assessments which will be complimented by internal unit exams, topical quizzes and review assignments; and projects dealing with the brain and nervous system, behavioral and cognitive psychology, testing and intelligence and psychological disorders.

579035 IB Psychology HL II

12 – 1 year, 1 credit

Prerequisite: IB Psychology HL I

IB Psychology HL II is an intensive examination of mental processes and their effects on behavior. This course will focus on four of the classical theoretical perspectives of psychology: biological, cognitive, learning and humanistic. Research methodology, analysis and practical research application will be practiced through in-depth experimental study. In addition, students will be exposed to many academic and vocational applications of psychology in their everyday lives. Students will choose two options to study in greater depth from among the following: comparative, cultural, dysfunctional, health, lifespan, psychodynamic and social. Additionally, Students will study research methodology and qualitative research methods. Students conduct and report upon an experimental study. Application of an inferential statistical test and incorporation of related research (other than the published study on which the student's experimental study is based) into the introduction and discussion sections of the report are required. The grade of each student will be formulated according to three major written IB assessments which will be complimented by internal unit exams; topical quizzes and review assignments; and projects dealing with the brain and nervous system, behavioral and cognitive psychology, testing and intelligence and psychological disorders.

579121 AP Psychology

11,12 – 1 year, 1 credit

AP Psychology presents an overview of the field of psychology that encompasses the various theoretical approaches of human behavior as well as the scientific basis of psychology with emphasis on research regarding behavior. Students enrolled in AP Psychology will be expected to participate in the class in a number of different ways including, but not limited to, note taking, group work, writing assignments and research projects. Students' primary resource for this class will be their assigned text as well as any outside readings provided by the instructor. All students enrolled are expected to take the AP Exam.

579081 AP Human Geography

9, 10, 11, 12 – 1 year, 1 credit

AP Human Geography is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. In addition, students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Finally, students will learn about the methods and tools geographers use in their science and practice (adapted from the College Board). Students enrolled in AP Human Geography will be expected to participate in the class in a number of different ways, including but not limited to, note taking, group work, writing assignments and research projects. Students' primary resource for this class will be their assigned text as well as any outside readings provided by the instructor. All students enrolled are expected to take the AP Exam.

579171 AP European History

11, 12 – 1 year, 1 credit

Prerequisite: World History

AP European History is a college level course with teaching methods reflecting an awareness of other disciplines and a diversity of techniques of presentation including visual and statistical materials. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 to the present. Goals are to develop

an understanding of some of the principle themes in modern European history, an ability to analyze historical evidence and an ability to analyze and express historical understanding in writing. All students enrolled are expected to take the AP Exam.

579020 IB World Religions

11, 12 – 1 year, 1 credit

Prerequisite: World History

IB World Religions is focused on the systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. In the context of the mission statement of the IB it is most appropriate to study a number of living world religions in a scholarly, open-minded and objective way. The aims of the IB World Religions course are to enable students to: promote an inquiring, analytical and empathetic approach to the study of religion; develop an informed understanding of the diversity of world religions; foster a respectful awareness of the significance of the beliefs and practices for the faith member; develop an understanding of how religion affects people's lives; encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today and promote responsible and informed international citizenship.

World Languages

Freshman	Sophomore	Junior	Senior
Spanish I Spanish II Spanish for Native Speakers I Spanish for Native Speakers II French I Chinese I	Spanish I Spanish II Spanish III Spanish for Native Speakers I Spanish for Native Speakers II French I French II Chinese I Chinese II	Spanish I Spanish II Spanish III Spanish IV IB Spanish SL Spanish for Native Speakers I Spanish for Native Speakers II French I French II French III French IV IB French SL Chinese I Chinese II Chinese III	Spanish II Spanish III Spanish IV IB Spanish SL AP Spanish Spanish for Native Speakers I Spanish for Native Speakers II French II French III French IV IB French SL AP French Chinese I Chinese II Chinese III

Note: Bentonville High School only offers Chinese through the third level, so students who plan to graduate with the IB diploma should take Spanish or French. Both the third and fourth levels of a world language are required to meet IB Diploma graduation requirements.

440001 Spanish I

9, 10, 11 – 1 year, 1 credit

Prerequisite: C or better in English

Spanish I students will study topics used in basic communication, beginning vocabulary and grammar tenses that facilitate conversation, skills needed for accurate pronunciation and intonation of the Spanish language, and various Latino cultural events which will enhance their understanding of a diverse society. Students will be expected to engage in listening, speaking, reading and writing activities as well as creative activities that demonstrate knowledge of their learning. Moreover, students shall demonstrate an understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own.

440021 Spanish II

9, 10, 11, 12 – 1 year, 1 credit

Prerequisite: C or better in Spanish I

Spanish II students will enhance their development and understanding of the language by studying increasingly complex topics involving the use of more sophisticated language structures, grammar tenses, and vocabulary as well as further develop their pronunciation skills for more accurate communication in the Spanish language. Students will be expected to use reading and listening strategies to enhance comprehension; initiate and sustain original conversations on a variety of topics; use syntax (grammar) and orthography (spelling and accentuation) accordingly; and give rehearsed presentations (skits, speeches, and interviews). Students will demonstrate an understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own.

440033 Spanish III Pre-AP

10, 11, 12 – 1 year, 1 credit

Prerequisites: C or better in Spanish II

Spanish III Pre-AP students will study more complex and advanced topics and tenses to complete their grammar learning; they will increase their speaking skills by staging rehearsed and impromptu presentations on a variety of topics (e.g. skits, speeches, interviews); they will support opinions, viewpoints, and personal preferences using correct register, syntax (grammar), orthography (spelling and accentuation), and pronunciation. Students will be expected to listen and speak Spanish, take detailed notes, research a variety of topics, and develop multi-media presentations that combine knowledge of material with creativity. Students will analyze, in Spanish, differences in products, practices, and perspectives among cultures of the Spanish-speaking world; and they will demonstrate an understanding of the similarities and differences between cultures of the Spanish-speaking world and their own.

440043 Spanish IV Pre-AP

11, 12 – 1 year, 1 credit

Prerequisites: B or higher in Spanish III or teacher approval

Spanish IV Pre-AP students will be exposed to extensive grammar, structure and vocabulary study. They will be introduced to Spanish literature including short stories, plays, novels, poetry, and fine arts. The emphasis is placed on the perfection of the language skills learned in the preceding levels of Spanish. Students will develop linguistic proficiency and cultural sensitivity through use of authentic situations, collaborative learning, listening, speaking, reading, writing and cultural activities.

540021 IB Spanish SL

11, 12 – 1 year, 1 credit

Prerequisite: B or better in Spanish III Pre-AP or teacher approval.

IB Spanish SL, will allow students and teacher to interact in Spanish and understand the various world cultures that use the language. Internationalism will be reinforced using debates, role playing, and reading materials in Spanish. The Spanish curriculum will encompass the Spanish III and IV-V courses. Students are advised to take Pre-AP Spanish III prior to IB Spanish SL. IB Spanish SL will consist of 135 hours per year in the classroom for a total of 270 hours at the end of the IB preparation. Students will be expected to be involved in the International Club. Students will enrich their study of Spanish through outside activities related to fine arts, culture awareness, and community services, such as a yearly field trip to see Boston Flamenco Ballet's projection in San Antonio followed by a cultural trip to enjoy Mexican cuisine. The IB Spanish program enables diploma candidates to gain a more profound understanding of their own culture through the study of world cultures.

540071 AP Spanish Language

11, 12 – 1 year, 1 credit

Prerequisites: A in Spanish III Pre-AP or C or above in Spanish IV Pre-AP with teacher approval.

AP Spanish V is a college level course designed to prepare students for the AP Spanish Language exam. Students will be taught in Spanish and will be expected to participate fully in the language in class. Class time will be divided among literature lessons, grammar review, and AP test preparation. Students will engage in interpersonal as well as presentational (essay) writing and speaking activities. Students will also be evaluated on reading and listening comprehension. Several projects will be completed over the course of the year researching current events in Spanish-speaking countries and employing new aspects of the language. PLEASE NOTE: Currently there are no other courses after AP Spanish V. Students who take AP Spanish V as a junior will need to consider additional coursework in Spanish as a senior through course offerings at NWACC or another institute of higher learning. Students must take the AP exam in May.

540100 Spanish for Native Speakers I

9, 10, 11, 12 – 1 year, 1 credit

Prerequisite: Spanish as first language

Spanish for Native Speakers I is designed to meet the communicative needs of the first- and second-generation Spanish-speaking student (non-ESOL Spanish heritage learner) who needs to fine-tune his/her reading and writing skills. Emphasis is placed on developing fundamental literacy skills in Spanish. Students will learn phonetics, proper grammar, spelling, and building a more extensive and diverse vocabulary. This course is taught in Spanish and prepares students to advance to upper-level Spanish courses.

540110 Spanish for Native Speakers II

9, 10, 11, 12 – 1 year, 1 credit

Prerequisite: Spanish as first language

Spanish for Native Speakers II is designed to meet the communicative needs of the first- and second-generation Spanish-speaking student (non-ESOL Spanish heritage learner) who needs to fine-tune his/her reading and writing skills. Emphasis is placed on developing fundamental literacy skills in Spanish. Students will learn phonetics, proper grammar, spelling, and building a more extensive and diverse vocabulary. This course is taught in Spanish and prepares students to advance to upper-level Spanish courses.

441001 French I

9, 10, 11 – 1 year, 1 credit

Prerequisite: C in English

French I students will study beginning vocabulary related to school, family, friends, leisure and vacations used in basic communication. Students will engage in speaking, writing, listening comprehension, and collaborative learning activities which will enhance their understanding of a diverse society. Students will be expected to use reading and listening strategies to enhance comprehension of Francophone literature, art and culture. Moreover, students shall demonstrate an understanding of the similarities and differences between the cultures of the Francophone world and their own.

441011 French II

9, 10, 11, 12 – 1 year, 1 credit

Prerequisite: C or better in French I

French II students will enhance their development and understanding of the language by studying increasingly complex topics involving the use of more sophisticated language structures, grammar tenses, and vocabulary as well as further develop their pronunciation skills for more accurate communication in the French language. Students will be expected to use reading and listening strategies to enhance comprehension; initiate and sustain original conversations on a variety of topics; use syntax (grammar) and orthography (spelling and accentuation) accordingly; and give rehearsed presentations (skits, speeches, and interviews). Students will demonstrate an understanding of the similarities and differences between the cultures of the French-speaking world and their own.

441033 French III Pre-AP

10, 11, 12 – 1 year, 1 credit

Prerequisite: C or better in French II

French III Pre-AP students will study more complex and advanced topics and tenses to complete their grammar learning; they will increase their speaking skills by staging rehearsed and impromptu presentations on a variety of topics (e.g. skits, speeches, interviews); they will support opinions, viewpoints, and personal preferences using correct register, syntax (grammar) orthography (spelling and accentuation), and pronunciation. Students will be expected to listen and speak French, take detailed notes, research a variety of topics, and develop multi-media presentations that combine knowledge of material with creativity. Students will analyze, in French, differences in products, practices, and perspectives among cultures of the French-speaking world; they will demonstrate an understanding of the similarities and differences between cultures of the French-speaking world and their own culture.

441043 French IV Pre-AP

11, 12 – 1 year, 1 credit

Prerequisite: B or better in French III or C with teacher approval

French IV Pre-AP students will be exposed to extensive grammar, structure and vocabulary study related to topics of personal relations, living in the city, the world of media, values and traditions, and the evolution of society. They will be exposed to more intensive francophone literature including short stories, plays, novels, poetry, and fine arts. The emphasis is placed on the perfection of language skills learned in the preceding levels of French. Students will develop linguistic proficiency and cultural sensitivity through use of authentic situations, collaborative learning, listening, speaking, reading, writing, and cultural activities.

541080 IB French SL

11, 12 – 1 year, 1 credit

Prerequisite: B or better in French III Pre-AP or teacher approval

IB French SL students will develop four primary language skills through an integrated curriculum. Each of the primary language acquisition skills, listening, speaking, reading and writing, will be mastered as a language system, a means of appropriate cultural interaction, and a medium for effective exchanges of specific messages. Students will develop linguistic proficiency and cultural understanding through use of authentic situations, collaborative learning, oral and written comprehension and expression. Students will master an extensive theme-related vocabulary and grammar review necessary for the reading of excerpts from literature (short stories, plays, novels, poetry), movies, and fine arts of French international community. Students will develop proficiency through contextualized interactive exercises, speaking and listening activities including individual presentations, written compositions, and communication activities in pairs and larger groups. Students will be expected to perform in the four components – oral and written comprehension and oral and written expression – in the target language on the IB assessment. The main objective is for the students to communicate effectively with international knowledge and proficiency in the four skills to show understanding and sensitivity of the cultural, social, political environment of the target language in relevance to an international society. Students will explore connections with other areas of knowledge through integrated discussions and projects in the target language with a strong emphasis in cultural awareness. The students' works will be assessed by external IB assessment criteria and by an internal portfolio including classroom based activities and additional out of class activities.

541061 AP French Language

11, 12 – 1 year, 1 credit

Prerequisites: A in French III Pre-AP or French IV Pre-AP, C or better in French IV Pre-AP with teacher approval.

AP French V is a college level course designed to prepare students for the AP French Language exam. Students will be taught in French and will be expected to participate fully in the language in class. Class time will be divided among literature lessons, grammar review, and AP test preparation. Students will engage in interpersonal as well as presentation (essay) writing and speaking activities. Students will also be evaluated on reading and listening comprehension. Several projects will be done over the course of the year researching current events in French-speaking countries and employing new aspects of the language. NOTE: Currently there are no other courses after AP French V. Students who take AP French V as a junior will need to consider additional coursework in French as a senior through course offerings at NWACC or another institute of higher learning. Students must take the AP exam.

447001 Chinese I

9, 10, 11, 12 – 1 credit

Prerequisite: C or better in English

Chinese I students will interpret passages, present information, and interact with others in the Chinese language, Putonghua. Chinese I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. Moreover, students will develop an understanding of similarities and differences among the Chinese Language and cultures and their own.

447011 Chinese II

10, 11, 12 – 1 year, 1 credit

Prerequisite: C or better in Chinese I

Chinese II students will enhance their development and understanding of the language by studying increasingly complex topics involving the use of more sophisticated language structures, grammar tenses, and vocabulary, as well as, further develop their pronunciation skills for more accurate communication in the Chinese language. Students will be expected to use reading and listening strategies to enhance comprehension and initiate and sustain original conversations on a variety of topics. Students will demonstrate an understanding of the similarities and differences among the Chinese Language and cultures and their own.

447030 Chinese III

11, 12 – 1 year, 1 credit

Prerequisite: C or better in Chinese II

Chinese III students will enhance their development and understanding of the language by studying increasingly complex topics involving the use of more sophisticated language structures, grammar tenses, and vocabulary, as well as, further develop their pronunciation skills for

more accurate communication in the Chinese language. Students will be expected to use reading and listening strategies to enhance comprehension and initiate and sustain original conversations on a variety of topics. Students will demonstrate an understanding of the similarities and differences among the Chinese Language and cultures and their own.

Fine Arts**Visual Arts**

Freshman	Sophomore	Junior	Senior
Art History Art I Art 3-D Ceramics I	Art History Art I Art II Art 3-D AP Studio Art 3-D Ceramics I Ceramics II Sculpture I Computer Graphics	Art History AP Art History Art I Art II Art III Art 3-D AP Studio Art 3-D Ceramics I Ceramics II Ceramics III Sculpture I Computer Graphics	Art History AP Art History Art I Art II Art III AP Studio Art Art 3-D AP Studio Art 3-D Ceramics I Ceramics II Ceramics III Sculpture I Computer Graphics

450060 Art History

9, 10, 11, 12 – 0.5 year, 0.5 credit

Art History emphasizes understanding works of Fine Art within their historical context by examining issues such as politics, religion, patronage, gender, function and ethnicity. The course also explores the visual analysis of works Fine Art. The primary aim of this course is to encourage the understanding Fine Art as a visual language and to foster in students the ability to translate this understanding into verbal expression, both orally and written.

559031 AP Art History

11, 12 – 0.5 year, 0.5 credit

AP Art History is a survey course. The course will cover Western art practice from prehistoric to contemporary times, as well as the art and cultures of Asia, Africa, Australia, the Pacific Islands, Central and South America. Students learn to examine and critically analyze major forms of Fine Artistic expression, including architecture, painting, and sculpture. Issues such as patronage, gender and the functions and effects of a work will also be emphasized. This class will give students the opportunity to use their knowledge of history, geography, politics, religion, languages, literature and the visual arts as they learn who created what, when and most importantly why. The curriculum is modeled after introductory college level art history

survey courses and reflects the College Board AP Art History. Students are expected to take the AP Art History exam.

450001 Art I

9, 10, 11, 12 – 1 year, 1 credit

Art I students will examine their abilities and preconceptions of Fine Art by examining the use of Fine Art elements and principles in producing their own art. Students will explore elements of design, symbols, abstract design and realistic design using various media to produce their own art. Students are expected to know art vocabulary and be able to defend and explain their art process. Students will listen to short lectures, observe demonstrations, examine art examples, participate in various practice exercises and explore various media to expand their thinking and discover the intuitive process they possess for creating art. Note taking, reports and research, along with their art production will be required. Students are expected to keep all practice and experimental work in a portfolio to use for a comparison of "before and after" concepts. Approximately 8 to 12 finished art pieces and written reports will be required at the completion of the course. There is a \$15.00 materials fee for this course.

450031 Art II

10, 11, 12 – 1 year, 1 credit

Prerequisite: Art I

Art II students will study and develop drawing, painting and printmaking skills as well as explore a variety of Fine Art mediums and techniques. Students will be engaged in research, demonstrations, class critiques and individual art production. Upon completion of this course, students will have created approximately twelve pieces of Fine Artwork. There is a \$15.00 materials fee for taking this course.

450041 Art III

11, 12 – 1 year, 1 credit

Prerequisite: Art II

Art III students will extensively communicate their feelings through a variety of media, processes, techniques and tools. Students will be expected to select a theme and carry it throughout half of the required pieces. Students will be engaged in research, demonstrations, class critiques and individual art production. Upon completion of this course, students will have created a portfolio containing twelve art pieces. There is a \$15.00 materials fee for taking this course.

559041 AP Studio Art

12 – 1 year, 1 credit

Prerequisite: Art III

AP Studio Art is a college level course designed for students who are seriously interested in the practical experience of Fine Art. Students build and submit portfolios for evaluation at the end of the school year. This course will address a sense of quality in the student's work, the student's concentration on a particular visual interest or problem and the student's need for breadth of experience in the formal, technical and expressive means of the artist. Students must complete requirements for submitting the AP portfolio. There is a \$15.00 materials fee for taking this course.

450091 Art 3-D

9, 10, 11, 12 – 0.5 year, 0.5 credit

Art 3-D students will experiment with various art techniques and mediums to create both functional and aesthetic three-dimensional art pieces. Students will begin learning to communicate their own feelings within their creations. Students will be engaged in research, demonstrations, class critiques and individual art production. Upon completion of this course, students will have created approximately four pieces of art. There is a \$10.00 materials fee for taking this course.

559061 AP Studio Art 3-D

10, 11, 12 – 1 year, 1 credit

Prerequisite: Art I

AP Studio Art 3-D requires a strong background in 3-D art. The overall purpose of AP Studio Art 3-D is to pursue a college level 3-D Design Art course while still in high school. Students complete a portfolio that will fulfill College Board requirements which are intended to address a broad interpretation of sculptural issues in depth and space. Examples of approaches include traditional sculpture, architectural models, ceramics and three-dimensional fiber arts or metal work among others. The student commitment is great. Students must work on projects inside and outside of class. They are responsible for turning in their work on time. They are expected to complete 24 works of Fine Art by the end of the year and must integrate art history into their art projects. There is a \$15.00 materials fee for taking this course.

550011 Ceramics I

9, 10, 11, 12 – 0.5 year, 0.5 credit

Ceramics I students will be introduced to the basic clay working techniques of pinch, coil, slab and modeling. Elements of Fine Art will be examined for surface decoration and structural form for both functional and nonfunctional works. Taking notes, writing reports on art styles and techniques and some drawing will be required. Students will know a large art vocabulary and be able to defend and explain their art work. Students will have a ceramic book available for reference. They will observe demonstrations and be shown examples of various clay working and decorative techniques before starting their own projects. The emphasis will not be on copying previous art but to explore their skills and decorative abilities to produce their own work. Note taking and reports on various styles and processes will be required. Students will be required to show their work. Approximately eight to ten ceramic works will be produced. There is a \$10.00 materials fee for taking this course.

550020 Ceramics II

10, 11, 12 – 1 year, 1 credit

Prerequisite: Ceramics I

Ceramics II students will expand on their basic clay working techniques learned in Ceramics I. The same basic techniques will be explored, but a higher level of expectation will be required in both the size of the piece as well as the complication of the structure and design. Basic drawing for sketching ideas of form and design, as well as reports on topics of interest, will be required. A thorough understanding of vocabulary, process and creativity will be emphasized. Ceramics II students will be expected to make drawings of their intended work, work out sketch patterns for applied design and do research on an approved topic of interest. Students will be shown advanced techniques relating to clay structure, textured surfaces treatments and applied designs, and then expected to experiment in the medium to create their own art. They will be able to defend their structure and design using appropriate art vocabulary. Students will be required to write a report of their choice on historical or technical areas in ceramics and put on a show of their work which should include eight to ten pieces of ware. There is a \$15.00 materials fee for taking this course.

550030 Ceramics III

11, 12 – 1 year, 1 credit

Prerequisite: Ceramics II

Ceramic III students will continue to learn or improve throwing on the wheel, clay hand building techniques, surface decoration techniques, understand glaze modification and alterations, vocabulary and assist in loading and firing procedures. Second semester projects will include joining wheel thrown forms, various three dimensional sculpture techniques and projects for

community service. With instructor approval, students may improvise and focus on areas of their own interest. There is a \$15.00 materials fee for taking this course.

550013 Sculpture I

10, 11, 12 – 1 year, 1 credit

In Sculpture I, a full year course, 10th -12th grade students will explore the additive and subtractive sculpting methods. They will use a plethora of materials from plaster and clay to metal, cloth and foam as well as a wide range of subject matter to create their three-dimensional forms of self-expression. Students will engage in research, elements and principles of art, class and individual critiques, public and electronic displays, demonstrations and group projects. Upon completion of this course, students will have produced approximately 10 sculptures. There is a \$15.00 art fee for taking this course.

55980L Computer Graphics

10, 11, 12 – 1 year, 1 credit

Prerequisite: Art I

Computer Graphics begins by exploring the nature of 2-dimensional design and composition with emphasis on the elements and principles of Fine Art. The program will also explore the fundamentals of advertising layout, typography, photo editing, illustration and basic animation. In this class students will learn to utilize the computer along with various software programs as a design tool. Students will analyze and critique artworks, discuss aesthetic issues and understand the evolution of letter forms and origins of graphic design in the history of Fine Art.

Theatrical Arts

Freshman	Sophomore	Junior	Senior
Introduction to Theatre Dramatic Literature	Introduction to Theatre Dramatic Literature Theatre II Technical Theatre I	Introduction to Theatre Dramatic Literature Theatre II Theatre III Technical Theatre I Technical Theatre II	Introduction to Theatre Dramatic Literature Theatre II Theatre III Theatre IV Technical Theatre I Technical Theatre II

559200 Introduction to Theatre

9, 10, 11, 12 – 0.5 year, 0.5 credit

Introduction to Theatre students will learn about acting, design elements, directing, producing, production personnel and theatre history. Student performance is an expectation for successful completion of the course.

This course is the prerequisite for Theatre II-IV, Tech Theatre, Costume Design and Technology, and Theatrical Makeup.

416010 Dramatic Literature

9, 10, 11, 12 – 0.5 year, 0.5 credit

Dramatic Literature affords students the opportunity to explore and study the world of theatre from multiple perspectives. This course is designed to provide students with an in-depth experiential understanding of a variety of dramatic works from different time periods and cultures. Students will compare and analyze thematic elements from several different dramatic works through the use of various critical perspectives. Students will write a review of a live performance and publish it. This course will also introduce students to the techniques and structures of playwriting through their own creation and development of a play. Students will arrange, direct, and perform student created pieces and other works throughout the course. This course is an excellent primer for those interested in more advanced theatre or creative writing classes.

55980H Theatre II

10, 11, 12 – 1 year, 1 credit

Prerequisites: Introduction to Theatre or Dramatic Literature

Theatre II will continue the students' study of the art of theatre. While continuing their work as young theatre scholars, the Theatre II students will hone their abilities in acting, script analysis and theatre history/literature. Theatre II will challenge the students to define and enrich their understanding of theatre's role in society. Students will study the advanced acting and analysis elements of the Stanislavski System and will be introduced to the concept of ensemble and the work of a director. A student must take either Introduction to Theatre or Dramatic Literature as a prerequisite for this course.

55980J Theatre III

11, 12 – 1 year, 1 credit

Prerequisite: Theatre II

Theatre III will continue the students' study of the art of theatre. As the students continue their journey of becoming young theatre scholars, Theatre III will encourage them to take bolder risks in their work. Synthesizing the information and skills they learned in Theatre I/Dramatic Literature and Theatre II, students will gain a deeper understanding of character development, playwriting, script analysis, theatre history/literature and ensemble work. During this course, the students will be introduced to concepts of Viewpoints, devising, advanced directing, solo performance and dialects. Students will also have the opportunity to develop their own individual aesthetic.

55980B Theatre IV

11, 12 – 1 year, 1 credit

Prerequisite: Theatre III

Theatre IV will allow the students to demonstrate their proficiency in acting, script analysis, directing and writing. Students will be expected to refine and articulate their understanding of theatre's role in society and will have the opportunity to define their own individual aesthetic as directors. Students will also gain insight into the professional world and will culminate their high school theatre training in a project associated with the Student-Directed One-Act Festival. This project will include Play Analysis, Research and Director's Notes that will prepare them for their next step on their journey as theatre scholars. It is expected that this project will be up to professional standards in order to be included with application material for those students who plan on pursuing theatre in college and beyond.

55980E Theatrical Makeup

10, 11, 12 – 0.5 year, 0.5 credit

Prerequisites: Introduction to Theatre, Dramatic Literature, or Teacher Approval

Theatrical Makeup students will learn beginning through advanced techniques of stage makeup design and application, including, but not limited to, old-age character, facial hair, 3-D effects and bald caps. Students will apply makeup to themselves and classmates. Students will have the optional opportunity to act as makeup crew for the BHS Drama productions. This course is recommended for students interested in acting and/or students interested in aspects of technical theatre. Each student will purchase a personal makeup kit, priced at \$5.

55980D Costume Design & Technology

10, 11, 12 – 1 year, 1 credit

Prerequisite: Introduction to Theatre or Dramatic Literature

Costume Design & Technology engages the student in the study and development of technical theatre skills related to stage costume design and technology. Students will explore the principles and elements of costume design, figure drawing and costume rendering, characterization through costume choices, costume history and basic costume construction skills. Students will fulfill requirements of script and character analysis, design development and coordinate with other student designers. Costume Design and Technology students will have the optional opportunity to serve as the wardrobe crew for a BHS Drama production during the course year.

559807 Technical Theatre I

10, 11, 12 – 1 year, 1 credit

Prerequisite: Introduction to Theatre, Dramatic Literature, or Teacher Approval

Technical Theatre I will provide students with a basic understanding of scenic construction, theatre design, lighting design, sound design and technical production management. This is a performing arts class where all

students are required to work in some capacity on drama productions presented at the high school. Teamwork and problem solving will be a major part of the course curriculum.

559809 Technical Theatre II

11, 12 – 1 year, 1 credit

Prerequisite: Technical Theatre I

Technical Theatre II will provide students with an advanced understanding of the "elements of design." Projects will allow the student the opportunity to research and apply design techniques. The student will critically examine the elements of technical theatre and be able to justify artistic choices.

Musical Arts

Freshman	Sophomore	Junior	Senior
Band I Orchestra I Choir I	Music History Music Theory Band II Orchestra II Choir II	Music History Music Theory AP Music Theory IB Music SL Band III Orchestra III Choir III	Music History Music Theory AP Music Theory IB Music SL Band IV Orchestra IV Choir IV

Students will not register for particular bands, choirs, or orchestras (Concert, Chamber, etc.).

Instead, students will register using the code associated with his/her grade level.

After spring auditions, student course requests will be updated automatically to include a primary course request for the appropriate band, orchestra, or choir. The reason for this procedure is to avoid the errors that have occurred in previous years, when incorrect CAP course requests caused schedule changes for students who had been scheduled into the wrong musical group.

Band

Bentonville High School Band students will continue to develop more advanced playing skills through the performance of literature as prescribed by the Arkansas School Band and Orchestra Association, playing and written tests involving the identification of key signatures, scales, music terms and interpretation of various musical styles. The band performs at football games, basketball games, pep rallies, parades, concerts and various competitions. Band requires time outside school hours. Before school rehearsals begin prior to school starting in August. Students must be willing to spend this extra time to be successful in this course.

451001 Band I

9 – 1 year, 1 credit

551021 Band II

10 – 1 year, 1 credit

551031 Band III

11 – 1 year, 1 credit

551041 Band IV

12 – 1 year, 1 credit

BHS Band Ensembles:

1. Freshmen Band
2. Concert Band
3. Symphonic Band
4. Wind Ensemble
5. Color Guard

Orchestra

Bentonville High School Orchestra students will continue to develop more advanced playing skills through the performance of literature prescribed by the Arkansas School Band and Orchestra Association. Students will be assessed based on the students' demonstration of proper technique and performance on their instrument. This course is to assist in preparing students who will continue instrumental performance at the college level. Students will need to be willing to spend extra time in order to be successful in this course. Students will be required to perform in the community and school events. Students will be required to perform in concerts after school.

451003 Orchestra I 551023 Orchestra II
9 – 1 year, 1 credit 10 -1 year, 1 credit

551033 Orchestra III 551043 Orchestra IV
11 – 1 year, 1 credit 12 – 1 year, 1 credit

BHS Orchestra Ensembles:

1. Concert Orchestra
2. Symphonic Orchestra
3. Chamber Orchestra

Choir

Bentonville High School Choir students will be actively involved in the preparation and performance of choral music. Students will study expressive singing with technical accuracy and a varied repertoire of music. The level of music the students perform will range from 1-5 (Scale: 1-5; five being the highest.) Students will participate in group as well as individual singing. Students will learn to use solfege, a sight-reading technique. The group will participate in several concerts and contests during the school year. Extra rehearsals may be required. Each student will be partly responsible for the required performance attire. Each student is strongly encouraged to try out for the All Region Choir. Students wishing to perform in this group are required to try out in the spring for the following year.

45200M Choir I 452040 Choir II
9 – 1 year, 1 credit 10 – 1 year, 1 credit

452050 Choir III 452060 Choir IV
11 – 1 year, 1 credit 12 – 1 year, 1 credit

BHS Choral Music Ensembles

1. Men's Choir 9
2. Women's Choir 9
3. Advanced Men's Choir 9
4. Advanced Women's Choir 9
5. Concert Choir
6. Sophomore Select

7. A Cappella Choir
8. Chamber Choir
9. Harmony Choir
10. Bella Voce

559805 Music History
10, 11, 12 – 0.5 year, 0.5 credit

Music History is an in-depth walk through the past, present and future of music, giving the students a better background of music genre and style.

459010 Music Theory
10, 11, 12 – 0.5 year, 0.5 credit

Music Theory students will be introduced to musicianship, theory, musical materials and procedures. The student will develop his/her aural, sight singing, written, compositional and analytical skills through listening exercises, performances and written, creative and analytical exercises.

559011 AP Music Theory
11, 12 – 1 year, 1 credit

AP Music Theory students will be taken through a rigorous curriculum including advanced musicianship, further development of theoretical skills, musical materials and procedures. The students will develop high levels of aural, sight singing, dictation and analytical skills through listening exercises, performances, written, creative and analytical exercises. Students are expected to take the AP Music Theory exam in May.

55981Z IB Music SL
11, 12 – 1 year, 1 credit

IB Music SL is designed to broaden the perception of a student's views on music. Through various world music in solo and ensemble literature, the students will learn to recognize, speculate, analyze, identify, discriminate and hypothesize in relation to music. Techniques and application of composition will be taught to help further develop their knowledge, abilities and understanding of music and themselves. Students will demonstrate: Use of musical language and terminology to describe and reflect their critical understanding of music through their study of music theory and history. Development of perceptual skills in response to music through their ability to evaluate music performances of various groups/soloists both verbally and written. Knowledge and understanding of music in relation to time and space through composition and evaluation. Development of their performance skills through solo music making (SLS) or ensemble participation (SLG) including stage etiquette, instrumental technique, diction, phrasing and articulation or development of their compositional skills through exploration and investigation of musical elements (SLC).

Communications

Freshman	Sophomore	Junior	Senior
Oral Communications Forensics I	Oral Communications Forensics I Forensics II Debate I	Oral Communications Forensics I Forensics II Forensics III Debate I Debate II	Oral Communications Forensics I Forensics II Forensics III Forensics IV Debate I Debate II Debate III

414000 Oral Communications

9, 10, 11, 12 – 0.5 year, 0.5 credit

Oral Communication covers spoken communication basics with an emphasis on preparing and presenting public speeches. They practice/demonstrate this by using worksheets, activities and written and oral presentations. Students must have the ability to objectively analyze controversial current event topics and to express and defend their arguments. Independent research and preparation are an important part of this class. Major projects include three speeches that are researched, outlined, practiced and presented to classmates.

519067 Debate I

10, 11, 12 – 1 year, 1 credit

Prerequisite: 2.0 GPA

Debate I integrates Oral Communication frameworks in a more intensified study and application of communication theory and skills with the study and practice of theories and strategies in Argumentation and contest Speech and Debate. Students prepare and compete in speech and debate tournaments throughout the school year. Evaluation is based upon demonstrated effort, desire to improve, effective preparation and performance in practice and competition. Students must possess self-motivation, self-discipline and a willingness to develop research skills. Students disinterested or unable to compete in tournaments should not enroll. Students of debate will be introduced to Team Policy Debate, Extemporaneous Speaking, Student Congress and other competitive speaking events. Students must attend at least two tournaments per year. Students will receive Oral Communication credit upon completion of this course.

519069 Debate II

11, 12 – 1 year, 1 credit

Prerequisites: Debate I & 2.0 GPA

Debate II is an extension of Debate I. Students will expand their studies of Policy Debate, Student Congress and argumentation. Students will focus upon more advanced case formats and more effective

presentational styles. Students must attend at least four tournaments per year.

51906B Debate III

12 – 1 year, 1 credit

Prerequisites: Debate II & 2.0 GPA

Debate III is an extension of Debate II. Students will expand their studies of Policy Debate, Student Congress, argumentation and debate theory. This course allows debate students to expand their studies to the championship level of interscholastic debate competition. Students must attend at least four tournaments per year.

519062 Forensics I

9, 10, 11, 12 – 1 year, 1 credit

Prerequisite: 2.0 GPA

Forensics I is a performance-based class that develops basic acting and speaking skills for competition. Students will be introduced to all acting/speaking events, but will be given specific instruction in: Tournament basics, Performance preparation, Prose/Poetry interpretation, Storytelling, Humorous/Dramatic Interpretation and Solo and Duet Acting. Drama instruction will focus on basic acting techniques and stage movement. Speaking instruction will focus on developing interpretive skills. Students may earn points toward gaining membership in the National Forensics League. Students will be required to travel to AAA-sanctioned qualifying tournaments. Forensics I students will participate in at least one tournament and no more than seven tournaments. **Students will receive Oral Communication credit upon completion of this course.**

519063 Forensics II

10, 11, 12 – 1 year, 1 credit

Prerequisites: Forensics I & 2.0 GPA

Forensics II is a performance-based class that develops advanced acting and speaking skills for competition. Students will be given advanced performance theories and techniques in areas of chosen emphasis and specific instruction in: Mime, Improvisational Duet Acting, Radio/Television Speaking, Original Oratory, Extemporaneous Speaking, After-Dinner Speaking and Reader's Theater. Students may earn points toward gaining membership or increasing standing in the National Forensics League. Students will be required to travel to AAA-sanctioned qualifying tournaments. Forensics II students will participate in at least 2 tournaments and no more than 8 tournaments.

519065 Forensics III

11, 12 – 1 year, 1 credit

Prerequisites: Forensics II & 2.0 GPA

Forensics III is a performance-based class that develops advanced acting and speaking skills for competition. Students will be given advanced performance theories and techniques in an area of chosen emphasis and specific instruction in: group event performance, directing IE's, script search and cutting, rehearsal

technique, college auditions and preparing forensics portfolio. Students may earn points toward gaining membership or increasing national standing in the National Forensics League. Students will be required to travel to AAA-sanctioned qualifying tournaments. Forensics III students will participate in at least 3 tournaments and no more than 8 tournaments.

519064 Forensics IV

12 – 1 year, 1 credit

Prerequisites: Forensics III & 2.0 GPA

Forensics IV is a performance-based class that develops advanced acting and speaking skills for competition. Students will be given advanced performance theories and techniques in an area of chosen emphasis and specific instruction in: directing group performances, directing IE's, script search and cutting, directing rehearsals, creating rehearsal schedules, completing college auditions and/or audition portfolios and completing a forensics portfolio. Students may earn points toward gaining membership or increasing national standing in the National Forensics League. Students will be required to travel to AAA-sanctioned qualifying tournaments including the State Tournament. Forensics IV students will participate in at least 4 tournaments and no more than 9 tournaments.

Career and Technical Education (Practical Arts)

Freshman	Sophomore	Junior	Senior
Survey of Agriculture Drafting & Design Computer Applications I Computer Applications II Java Programming Pre-AP Introduction to Pers. Finance Keyboarding Success 1.0 E.A.S.T. Initiative I Introduction to Engineering Family and Consumer Sci. Human Relations Parenting Fundamentals of Journalism Fundamentals of Television	Survey of Agriculture Agricultural Business Agricultural Marketing Animal Science I Animal Science II Introduction to Horticulture Greenhouse Management Leadership and Comm. Drafting & Design Architecture/CADD I Computer Applications I Computer Applications II Java Programming Pre-AP Management Introduction to Pers. Finance Investments & Securities Marketing I Computerized Accounting I Keyboarding Business Law Retailing Success 1.0 E.A.S.T. Initiative I E.A.S.T. Initiative II Introduction to Engineering Principles of Engineering Digital Electronics Family and Consumer Sci. Child Development Family Dynamics Parenting Human Relations Food & Nutrition Housing & Interior Design Fundamentals of Journalism Intermediate Journalism Introduction to Medical Professions Medical Procedures Medical Terminology Human Behavior & Disorders Sports Medicine I Fundamentals of Television Intermediate Television	Survey of Agriculture Agricultural Business Agricultural Marketing Animal Science I Animal Science II Veterinary Tech Introduction to Horticulture Greenhouse Management Drafting & Design Architecture/CADD I Architecture/CADD I Lab Architecture/CADD II Architecture/CADD II Lab Computer Applications I Computer Applications II Java Programming Pre-AP Web Design I AP Computer Science Introduction to Pers. Finance Investments & Securities Management Marketing I Marketing II Small Business Operations Marketing Internship Computerized Accounting I Keyboarding Business Law Retailing Career Ready 101 Online E.A.S.T. Initiative I E.A.S.T. Initiative II Introduction to Engineering Digital Electronics Principles of Engineering Biotechnical Engineering Family and Consumer Sci. Child Development Family Dynamics Parenting Human Relations Food & Nutrition Housing & Interior Design Orientation to Teaching Childcare Guidance & Mgmt Fundamentals of Journalism Intermediate Journalism Advanced Journalism Introduction to Medical Professions Medical Procedures Medical Terminology Human Behavior & Disorders Sports Medicine I Sports Medicine II Fundamentals of Television Intermediate Television Advanced Television Television Lab	Survey of Agriculture Agricultural Business Agricultural Marketing Animal Science I Animal Science II Veterinary Tech Introduction to Horticulture Greenhouse Management Drafting & Design Architecture/CADD I Architecture/CADD I Lab Architecture/CADD II Architecture/CADD II Lab Computer Applications I Computer Applications II Java Programming Pre-AP Web Design I AP Computer Science Management Introduction to Pers. Finance Investments & Securities Marketing I Marketing II Small Business Operations Marketing Internship Computerized Accounting I Keyboarding Business Law Retailing Career Ready 101 Online Internship E.A.S.T. Initiative I E.A.S.T. Initiative II Introduction to Engineering Digital Electronics Principles of Engineering Biotechnical Engineering Family and Consumer Sci. Child Development Family Dynamics Parenting Human Relations Food & Nutrition Housing & Interior Design Orientation to Teaching Childcare Guidance & Mgmt Fundamentals of Journalism Intermediate Journalism Advanced Journalism Yearbook IV Newspaper IV Introduction to Medical Professions Medical Procedures Medical Terminology Human Behavior & Disorders Sports Medicine I Sports Medicine II Fundamentals of Television Intermediate Television Advanced Television Television Lab

Agriculture

ACE Programs of Study
*Required courses to be a focus area completer
Agricultural Business Systems
Survey of Agriculture*
Agricultural Business*
Agricultural Marketing*
1.0 credits other Agriculture elective(s)
Animal Sciences
Survey of Agriculture*
Animal Science I*
Animal Science II*
1.0 credits other Agriculture elective(s)
Plant Sciences- Horticulture
Survey of Agriculture*
Introduction to Horticulture*
Greenhouse Management*
1.0 credits other Agriculture elective(s)

491140 Survey of Agriculture Systems

9, 10, 11, 12 – 1 year, 1 credit

Survey of Agriculture Systems is designed to introduce students to the broad field of agricultural science. Subjects covered include basic plant and animal systems, inquiry based science processes, record keeping, food products and processing systems, biotechnology, natural resources, power structure and technical systems, agricultural careers and workplace skills, leadership development and public speaking. FFA standards will be an integral part of this class through participation in FFA.

491030 Agricultural Business

10, 11, 12 – 0.5 year, 0.5 credit

This course covers the principles of agribusiness including ways of doing business in a free market economic system, entrepreneurship, business plans, management, facility needs, legal aspects and tax responsibilities, personnel and ethics. Each student will have a Supervised Agricultural Experience (SAE). FFA standards will be an integral part of this class through participation in FFA.

491060 Agricultural Marketing

10, 11, 12 – 0.5 year, 0.5 credit

This course covers the principles of agricultural marketing, including consumer demand and economic system fundamentals, functions and methods of marketing agricultural commodities, marketing agricultural industry inputs, legal and industry responsibilities, international marketing, marketing planning, and promoting and selling in agriculture.

491180 Animal Science I (formerly Animal Science)

10, 11, 12 – 0.5 year, 0.5 credit

Animal Sciences is a general study of animal science and production designed to build on the information introduced in the Agriculture Science course. Topics to be covered include economic importance of livestock, genetics and animal breeding, animal nutrition, animal health, facilities and marketing. The business aspects of animal production will also be covered as well as current ethical issues related to the production of livestock.

491200 Animal Science II (formerly Biological Animal Science)

10, 11, 12 – 0.5 year, 0.5 credit

Animal Science II focuses on the principles and techniques of feeding, management, housing, diseases and parasites, and marketing. Students will study areas involving beef science, dairy, poultry, swine, sheep and equine. Projects involving the marketing and conditioning of livestock will be the major pieces of work for this course.

491460 Veterinary Science

11, 12 – 0.5 year, 0.5 credit

Prerequisite: Animal Science I & II

This course will provide the student with a sound platform to master the knowledge and skills necessary to become a veterinary assistant. It will also prepare the 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 technological tools that reinforce our industries expectations.

491280 Introduction to Horticulture

10, 11, 12 – 0.5 year, 0.5 credit

Introduction to Horticultural Science is an introductory course for students with a strong interest in horticulture. Careers in the industry are covered, as well as basic plant systems and pest control. Students will be introduced to the areas of greenhouse management, nursery management and landscaping. Students will be required to learn and identify nursery plants as well as tropical plants.

491300 Leadership & Communications

11, 12 -0.5 year, 0.5 credit

Leadership & Communications assists students in the development of their leadership skills for the future. public speaking, parliamentary procedure, organization, delegation, oral communication, conflict resolution, business etiquette and community service are major topics.

491270 Greenhouse Management

10, 11, 12 – 0.5 year, 0.5 semester

Prerequisite: Introduction to Horticulture

Greenhouse Management 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. Students will receive ample opportunity to practice the skills learned during this course. This is a technical course designed to prepare students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. Students are expected to spend several hours during class and after school maintaining plants in the greenhouse.

Architecture

ACE Program of Study

*Required courses to be a focus area completer

Architecture

Drafting & Design*

Architecture/CADD I*

Architecture/CADD I Lab (optional)

Architecture/CADD II

Architecture/CADD Lab

494701 Drafting & Design

9, 10, 11, 12 – 1 year, 1 credit

In Drafting and Design students will receive instruction in the basic fundamentals of architectural drafting, design and details using computer aided drafting software. Students will engage in both verbal and visual instruction by taking notes, participating in class lecture and by developing research skills to encourage computer literacy. Students will prepare and maintain a portfolio of research notes, instructional materials and all drawings relative to major projects. Students should show an interest in art and computers.

494715 Architecture/ CADD I (Honors)

10, 11, 12 – 1 year, 1 credit

Prerequisite: Drafting & Design

In Architecture/CADD I students will receive instruction in the fundamentals of architectural design and details in residential structures. Students will engage in preparation of presentation and construction documents for a residence. Students will prepare and maintain a portfolio of research notes, instructional materials and all drawings relative to major projects. Students may participate in construction site field trips.

494721 Architecture/CADD I Lab

10, 11, 12 – 1 year, 1 credit

Prerequisite: Drafting & Design, concurrent enrollment in Architecture/CADD I

In Architecture/CADD Lab students will receive additional instruction in AutoCAD Architecture and additional Autodesk drafting software. Students taking this course in addition to Architecture/CADD I will achieve completer status in the Architecture program of study.

ARCH Architecture/ CADD II (Honors) w/Lab

11, 12 – 1 year, 2 credits

Prerequisite: Architecture/CADD I

In Architecture/CADD II Honors, a double-block course, students will receive instruction in the advanced study of architectural design and details in commercial structure. Students will engage in the preparation of presentation and construction documents for a commercial project, including a client program and the preliminary design drawings. Students will prepare and maintain a portfolio of research notes, instructional materials and all drawing relative to major projects. Students may participate in construction site field trips.

Business & Computer Technology

ACE Programs of Study

*Required courses to be a focus area completer

Management

Computer Applications I*

Computer Applications II*

Management*

1.0 credits of other Business elective(s)

Securities & Investments

Computer Applications I*

Computer Applications II*

Introduction to Personal Finance*

Investments & Securities*

1.0 credits other Business elective(s)

Programming

Computer Applications I*

Computer Applications II*

Pre-AP Java Programming*

AP Computer Science*

Marketing

Computer Applications I*

Computer Applications II*

Marketing I*

Marketing II*, Marketing Internship* or Small Business Operations*

492490 Computer Applications I

9, 10, 11, 12 – 0.5 year, 0.5 credit

Prerequisite: Keyboarding

Computer Applications I provides students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders, shading, fonts, and paragraph and line searching. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets, using basic formulas and functions, and create a simple graph or chart. In the area of PowerPoint, students will learn to create a PowerPoint presentation. Students will use the mail, calendar and scheduling features of Outlook.

492500 Computer Applications II

9, 10, 11, 12 – 0.5 year, 0.5 credit

Prerequisite: Computer Applications I

Computer Applications II provides students with the intermediate computer skills necessary to do well in high school and in virtually all jobs today. Students will learn techniques that will allow them to create somewhat complex word processing documents, such as mail merge, web page design and graphics. In the area of spreadsheet documents, students will apply logical, financial functions and advanced functions. Students will also complete projects in MLA and APA Style Papers and WordArt. Students will use Publisher to create documents such as brochures, flyers, signs and newsletters.

492321 Management

10, 11, 12 – 1 year, 1 credit

Management is a general business course concerned with understanding common business vocabulary, facts, principles and concepts needed to become effective members of our business society. Students will study technology, organizational change, diversity in the workforce, business ethics, world competition, and gain an appreciation of the link between business and societies in global economic systems. Students will develop insights for deciding on specific career objectives from a great number of employment opportunities in the business world today. Class discussions, group work, research, videos, guest speakers, etc. will help students make decisions and problem solve concerning careers and management in our global society. Students completing the course with a grade of B or above are eligible to receive 3 hours credit at NWACC.

492240 Introduction to Personal Finance

9, 10, 11, 12 – 0.5 year, 0.5 credit

Introduction to Personal Finance will help students understand their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world. Discover new ways to maximize earning potential, develop strategies for maximizing resources, explore skills for the wise use of credit, and gain insight into the different ways to invest money. This course will provide a foundational understanding of how to make informed personal financial decisions.

492270 Investments & Securities

10, 11, 12 – 0.5 year, 0.5 credit

Investments & Securities is designed to help students prepare to make decisions they will face, both as students and as adults functioning in a dynamic global economy. The course stresses the importance of preparing for the future by starting a financial plan now and emphasizes smart saving and investing. Topics include how to invest in everything from certificates of deposit to mutual funds and stocks. Students in this course will research and evaluate stocks using NAIC's Stock Selection Guide and develop an investment portfolio. A virtual stock market game provides students a hands-on experience to apply what they have learned. Additionally, students will analyze multiple employer compensation plans and implement a community outreach project designed to educate the public about the importance of financial literacy.

492390 JAVA Programming Pre-AP

9, 10, 11, 12- 1 year, 1 credit

Prerequisite: B in Algebra I & Keyboarding

In Java Programming Pre-AP students will study the Java programming language, syntax and applications as they are introduced to Object-Oriented Programming concepts. Students will also explore different ways to use computers as problem solvers. Students will develop a complex program at the completion of this course. Throughout the course, elementary game programming topics will be incorporated to help develop programming skills.

560051 AP Computer Science

10, 11, 12 – 1 year, 1 credit

Prerequisites: JAVA Programming Pre-AP or teacher recommendation

In AP Computer Science A (JAVA), emphasis is placed on object-oriented programming methodology with a focus on problem solving and algorithm development and is meant to be the equivalent of a first-year college level course. It also includes the study of data structures and abstractions. The AP GridWorld Simulation Case Study is a simulation designed to help students explore object-oriented programming concepts such as inheritance, polymorphism and interfaces. This simulation is a required part of the AP exam. Students are required to take the AP exam as their major piece of work.

492331 Marketing I

10, 11, 12 – 1 year, 1 credit

In this course students study the field of marketing and the promotion of goods and services. Topics include the 4 "P's" of marketing: product planning/development, price, promotion and place. Instruction focuses on market types, market analysis, consumer types, planning, buying, pricing, promotion, distribution, economic trends, and marketing related careers. Students are strongly encouraged to be a member of DECA, a student organization associated with the Marketing program of study.

492351 Marketing II

11, 12 – 1 year, 1 credit

Prerequisite: Marketing I

In Marketing II students' class work is directed toward human relations, personnel management, and general business management. Students will participate in lectures and discussion, group work, research of current business practices, and analyzing current economic conditions. This course is geared towards either college bound students or students who are preparing to enter the workforce following high school. Students will engage in a supervised work program.

492341 Marketing Internship

11, 12 – 1 year, 2 credits

Prerequisite: Marketing I or current enrollment in Marketing I, Marketing II, or Small Business Operations; an application; and an afterschool job in the field of marketing.

Marketing Internship is a capstone course for students in the Marketing program of study leading to a career goal. Internships rely on well-defined partnerships between high schools, business communities, post-secondary institution and apprenticeship programs. The purpose of the program is to help students successfully transition

from a high school environment to the environment of their chosen career field. Students must register for Zero A and Zero B class periods. The Marketing Internship students will be scheduled into Marketing Internship both 5th and 6th hours and will receive two credits: one credit for class instruction and one credit for work. Students must work a minimum of 10-12 hours per week. Students must also maintain membership in DECA, the student organization related to their CTE focus. Students wishing to enroll in the Marketing Internship course must complete an application process prior to placement in the course

429700 Small Business Operations

11, 12 – 1 year, 1 credit

Prerequisite: Keyboarding

Small Business Operations is designed for students interested in learning how to manage a small business. Students will be required to participate in laboratory work that will consist of operating a School Based Enterprise. Students will also complete a series of lessons designed to prepare them for the transition to higher education and/or an entrepreneurial career. Many students also benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective.

492070 Business Law

10, 11, 12 – 0.5 year, 0.5 credit

This course is a semester course designed for students interested in exploring a pre-law, business administration, or a criminal justice career. Business Law offers students a basic understanding of criminal and civil law through mock trials, role playing, multimedia presentations, group activities, and case studies. Contract law is a major portion of the class. We study legal problems and rights encountered in business and personal segments of life and gain knowledge about laws that affect individuals, society, business, and employees. This study includes elements of law and the judicial systems; laws relating to minors, consumers and the business firm, elements of contracts credit employment laws, checks and commercial papers, insurance and property rights. As students complete work in this course, they learn to apply the knowledge they have gained about the basic concepts of business law to practical situations.

492101 Computerized Accounting I

10, 11, 12 – 1 year, 1 credit

Computerized Accounting I students study double entry accounting that includes principles of recording business transaction in a general journal, multi-column, special journals, and posting to the ledger. They study the preparation of various accounting documents, the preparation and interpretation of financial statements, and the different kinds of accounting careers. Students reinforce their understanding of accounting procedures by working through realistic accounting cycles for a proprietorship and a corporation. Work is done on the computer through the interactive program Aplia rather than manually. This is an excellent course for students to maintain their own personal financial records; anyone who plans to major in business in college is encouraged to take this class.

690050 Keyboarding

9, 10, 11, 12 – 0.5 year, 0.5 credit

Keyboarding students will develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Students will participate in a broad range of activities to include exercises to learn the alphanumeric and numeric characters, timed writings and keying various correspondence documents and reports. Emphasis is placed on mastery of the keyboard with desirable keyboarding techniques, development of speed and accuracy, basic problem-solving applications of centering and arranging reports, letters, and tables, proofreading, formatting, and proper care of equipment. Students who successfully completed Keyboarding in 7th or 8th grade may not repeat the course in 9-12.

492651 Web Design I

11, 12 – 1 year, 1 credit

Web Design I consists of two parts: Site Development Foundations and Design Methodology and Technology. Development Foundations teaches you essential Web page development skills. Students learn to develop Web sites using HTML and XHTML. Students learn to write code manually, as well as use graphical user interface (GUI) authoring tools. Students also learn to insert images, create hyperlinks, and add tables, forms, and frames to your Web pages. This course teaches students to work as a productive part of a Web site development team. Hands-on labs include real-world scenarios. Design Methodology and Technology is a course that teaches students how to create and manage Web sites with tools such as Microsoft FrontPage, Macromedia Dreamweaver and Flash, Dynamic HTML and various multimedia and CSS standards. Students will also implement the latest strategies to develop third-generation Web sites, evaluate design tools, discuss future technology standards and explore the incompatibility issues surrounding current browsers. **INDUSTRY CERTIFICATION EXAM:** Upon successful

completion of both certification exams (scoring 60% or higher on the Site Development Foundations exam and scoring 70% or higher on the Site Design and Methodology exam), the student will earn industry certification as a CIW Associate Design Specialist.

492430 Retailing

10, 11, 12 – 0.5 year, 0.5 credit

In Retailing students will study the history of retailing, various types of marketing, organization, personnel, merchandising, promotion, selling, operations and control. Students will engage in class discussions, group work and individual projects that will be used to incorporate concepts and practices of retail business operations. Guest speakers from the local business community speak to the students to incorporate concepts and practices of retail business operations.

Environmental and Spatial Technology (E.A.S.T.)

560010 E.A.S.T. Initiative I

9, 10, 11, 12 – 1 year, 1 credit

560020 E.A.S.T. Initiative II

10, 11, 12 – 1 year, 1 credit

Prerequisite: E.A.S.T. Initiative I

EAST® (Environmental and Spatial Technology) is an educational model focusing on student-driven service projects accomplished by using teamwork and cutting-edge technology. EAST classrooms are equipped with state-of-the-art workstations, servers, software and accessories, including GPS/GIS mapping tools, architectural and CAD design software, 3D animation suites, virtual reality development and more. Students identify problems in their local communities and then use these tools to develop solutions, collaborating with civic and other groups in the process.

Engineering

ACE Program of Study

*Required course to be a focus area completer.

Introduction to Engineering Design*

Principals of Engineering*

Either Digital Electronics* or Biotechnical Engineering*

495481 Introduction to Engineering Design
9, 10, 11, 12 – 1 year, 1 credit

Introduction to Engineering Design is appropriate for students who are interested in engineering and engineering technology. The major focus of IED is to expose students to the design process, engineering standards, research and analysis, technical documentation, global and human impacts of design, communication methods and teamwork. Students use industry standard #D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

495491 Principles of Engineering

10, 11, 12 – 1 year, 1 credit

Prerequisite: Introduction to Engineering Design, Algebra I and Geometry (C or better in both), and enrolled in Physics & Algebra II

Principles of Engineering is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students can receive college credit at PLTW affiliated colleges if they maintain an 85% average for the year and score 75% or higher on the college credit end of course exam.

495461 Digital Electronics

10, 11, 12 – 1 year, 1 credit

Prerequisites: Algebra I (C or better) & completion or enrollment in Geometry

Digital Electronics begins with a brief overview of DC electronics followed by an intense study of the foundations of digital control systems. The course offers a good foundation for all engineering students, especially those students interested in electrical and computer engineering. Students learn to design circuits using computer simulation and then build the devices. The building process helps students learn to read schematics, use prototype boards, solder and troubleshoot. Students can receive college credit at

PLTW affiliated colleges if they maintain an 85% average for the year and score 75% or higher on the college credit end of course exam.

494990 Biotechnical Engineering

11, 12 – 1 year, 1 credit

Prerequisite: Biology, Algebra II, enrolled in Chemistry and Physics

Biotechnical Engineering is designed to expose students to the diverse fields of biotechnology including biomedical engineering, biomolecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons address the following topics: biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics. Students in this course will apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems.

Family and Consumer Sciences

ACE Programs of Study	
*Course required for Focus Area Completion	
Family and Consumer Science Education Family and Consumer Sciences* Plus two additional credits from: Human Relations Child Development Parenting Family Dynamics Food & Nutrition Housing & Interior Design	
Early Childhood Guidance and Management Child Development* Parenting* Childcare Guidance, Management, & Services* Plus 1 additional credit from: Family and Consumer Sciences Family Dynamics Human Relations	
Teaching and Training Child Development* Orientation to Teaching I* Plus 1.5 additional credits from: Family and Consumer Science Human Relations Parenting AP Psychology	

493081 Family & Consumer Science

9, 10, 11, 12 – 1 year, 1 credit

In Family and Consumer Science students will be provided with basic information and skills needed to function effectively within the family and within a changing, complex society. The students will be expected to participate in class discussion, group work, presentations, research, labs and use of technology. Major projects include but are not limited to infant care simulation, meal planning and preparation, clothing construction and housing design. Upon completion of this course, the student should have developed basic life skills that promote a positive influence on the quality of life.

493020 Child Development

10, 11, 12 – 0.5 year, 0.5 credit

Child Development focuses on skills needed to guide the physical, intellectual, emotional and social development of children. Emphasis is given to the study of children, pregnancy and prenatal development, birth and the newborn and stages of growth and development from birth to adolescence. Major projects include a pregnancy simulator evaluation, researched topics and student presentations. Parenting completed with Child Development. Students completing both Child Development and Parenting courses with a grade of B or above are eligible to receive 3 hours credit at NWACC.

493210 Parenting

9, 10, 11, 12 – 0.5 year, 0.5 credit

Parenting is useful for anyone who lives with, associates with, or works with children. Emphasis is given to the following topics: the parenthood decision, costs of having and raising a child, the promotion of child growth and development, nurturing, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, selection of childcare services, and careers in child and family services. Upon completion of this class a student should possess the necessary skills to provide quality care for children as a parent, as one employed to care for children, or as one who interacts with children. Students will participate in discussion activities and projects. Students completing both Child Development and Parenting courses with a grade of B or above are eligible to receive 3 hours of credit at NWACC.

493150 Human Relations

9, 10, 11, 12 – 0.5 year, 0.5 credit

Human Relations focuses on the study of personality development, communication skills, conflict resolution, stress management, goal setting, effective family relationships, friendships, dating, mate selection and

decision making relationships at work. Students will participate in journal writing, note taking, writing options and group activities.

493241 Orientation to Teaching

11, 12 – 1 year, 1 credit

Orientation to Teaching is designed to provide students with information and experiences for a career in education. Students will participate in individualized and investigate responsibilities of classroom teachers. Students are involved in observations in a local school to gain insight into education career roles, grade levels, and subject areas.. Upon completion of the course, students should have identified areas of special interest that may be pursued further, have a better understanding of the teaching profession and have enhanced employability skills which will be beneficial regardless of future career choices.

493011 Childcare Guidance & Management

11, 12 – 1 year, 1 credit

Child Care Guidance, Management and Services, a CDA foundational course, prepares students for a career in early childhood education. Students will study development concepts, health and safety, Arkansas state minimum licensing requirements, planning and managing a child care program. Students will participate in research projects, presentations, and observations.. Course work will include a minimum of 40 hours of observing in a child care facility. Students completing the course with a grade of B or above are eligible to receive 3 hours credit at NWACC. Travel to a local child care facility is required.

493101 Family Dynamics

10, 11, 12 – 1 year, 1 credit

Family Dynamics focuses on the role of the family in helping individuals develop to their highest potential. Emphasis is given to family life, personality development, relationships, crisis management, parenting, money management and career planning. The effect on families in current trends in housing, food and fitness and civic responsibility are also explored. Students will participate in group work, class discussion, activities, projects and self-assessments. Upon completion of this course, the student should have an understanding of the impact of the family on an individual's ability to function successfully in a complex society.

493110 Food & Nutrition

10, 11, 12 – 0.5 year, 0.5 credit

Experience in the Food and Nutrition course focuses on the development of skills needed to select, prepare and serve food which meets nutritional needs of individuals and families. Emphasis in this course is given to the development of competencies related to nutrition, weight

control, the food consumer, the effect of technology on food and nutrition, kitchen organization and equipment, safety and sanitation, menu planning, serving and eating food, food preparation, eating away from home and jobs and career opportunities in the field. Upon completion of this course, students should be able to apply sound nutritional practices which will have a positive effect on their health.

493140 Housing & Interior Design
10, 11, 12 – 0.5 year, 0.5 credit

Housing and Interior Design focuses on housing needs and the options for meeting those needs. Emphasis is given to renting and buying a home, the past and present trends in housing, architectural design, art elements, and principles of design as applied to housing and interiors, home furnishings, and career opportunities in housing and interior design. Course work will include a portfolio and an interior design project

Journalism

ACE Program of Study	
*Required course to be a focus area completer	
Journalism- Newspaper	
Fundamentals of Journalism*	
Intermediate Journalism- Newspaper*	
Advanced Journalism- Newspaper*	
Newspaper IV	
Journalism- Yearbook	
Fundamentals of Journalism*	
Intermediate Journalism- Yearbook*	
Advanced Journalism- Yearbook*	
Yearbook IV	

**493680 Fundamentals of Journalism:
Newspaper and Yearbook**
9, 10, 11 – 1 year, 1 credit

This is an introduction to the journalism field with one semester focused on yearbook and one semester focused on newspaper. After completing this course, students would then take intermediate and advanced journalism courses as upperclassmen where they would work producing the newspaper or yearbook. Students will begin studies in the basics of yearbook and newspaper publications, which include drawing layouts, taking and cropping pictures, writing captions, headlines and body text as well as news-oriented writing and reporting. Students will also examine ethical and legal issues, American media history, current events, content, programming, production, distribution and opportunities for career development.. Students will work on a variety of tasks including but not limited to taking notes, interviewing strangers, discussing issues, conducting research, writing stories on deadline. During the semester, students will write extensively. This core Journalism introductory program will develop writing processes used for various media to build a base of

skills for careers in journalism. This course is designed for students who are serious about working on and producing the school newspaper and/or yearbook..

493691 Intermediate Journalism- Newspaper
10, 11, 12 – 1 year, 1 credit
Prerequisite: Fundamentals of Journalism

Intermediate Journalism- Newspaper students will write and report news stories for the high school newspaper. Students will be assigned stories and required to write and publish those on a deadline. The course will focus on news gathering, interviewing, news writing techniques and other skills necessary to create a high school newspaper. This core program is designed to develop high level technical skills in preparation for a career in journalism. This independent project-based program is designed to allow the student to master the knowledge and skills needed to begin a successful journalism career.

493692 Intermediate Journalism- Yearbook
10, 11, 12 – 1 year, 1 credit
Prerequisite: Fundamentals of Journalism

Working on the yearbook staff includes drawing layouts, taking and cropping pictures, writing captions, headlines and body text. Students are required to type and fit their pages onto the computer and prepare them for publication. This includes writing and developing yearbook stories. Students will continue learning about theme development, copy, layouts, terms, editing, proofing and photography. There is a Jostens workshop in the fall and the Arkansas State Press Association competition in the spring. Students will also help with yearbook distribution in May, as well as complete the supplement pages in the spring. Students will be responsible for selling advertisements to local businesses. This core program is designed to develop high level technical skills in preparation for a career in journalism. This independent project-based program is designed to allow the student to master the knowledge and skills needed to begin a successful journalism career.

493700 Advanced Journalism- Newspaper
11, 12 – 1 year, 1 credit
Prerequisite: Intermediate Journalism- Newspaper

Advanced Journalism students will write and report news stories for the high school newspaper. Students will be assigned stories and required to write and publish those on a deadline. The course will focus on news gathering, interviewing, news writing techniques and other skills necessary to create a high school newspaper. This core program is designed to develop high level technical skills in preparation for a career in journalism. This independent project-based program is designed to allow the student to master the knowledge and skills needed to begin a successful journalism career.

493702 Advanced Journalism- Yearbook

11, 12 – 1 year, 1 credit

Prerequisite: Intermediate Journalism- Yearbook

Working on the yearbook staff includes drawing layouts, taking and cropping pictures, writing captions, headlines and body text. Students are required to type and fit their pages onto the computer and prepare them for publication. This includes writing and developing yearbook stories. Students will continue learning about theme development, copy, layouts, terms, editing, proofing and photography. There is a Jostens workshop in the fall and the Arkansas State Press Association competition in the spring. Students will also help with yearbook distribution in May, as well as complete the supplement pages in the spring. Students will be responsible for selling advertisements to local businesses. This core program is designed to develop high level technical skills in preparation for a career in journalism. This independent project-based program is designed to allow the student to master the knowledge and skills needed to begin a successful journalism career.

415031 Newspaper IV

12 – 1 year, 1 credit

Prerequisite: Advanced Journalism- Newspaper

Newspaper IV students will write and report news stories for the high school newspaper. Students will be assigned stories and required to write and publish those on a deadline. The course will focus on news gathering, interviewing, news writing techniques and other skills necessary to create a high school newspaper. This core program is designed to develop high level technical skills in preparation for a career in journalism. This independent project-based program is designed to allow the student to master the knowledge and skills needed to begin a successful journalism career.

415032 Yearbook IV

12 – 1 year, 1 credit

Prerequisite: Advanced Journalism- Yearbook

Working on the yearbook staff includes drawing layouts, taking and cropping pictures, writing captions, headlines and body text. Students are required to type and fit their pages onto the computer and prepare them for publication. This includes writing and developing yearbook stories. Students will continue learning about theme development, copy, layouts, terms, editing, proofing and photography. There is a Jostens workshop in the fall and the Arkansas State Press Association competition in the spring. Students will also help with yearbook distribution in May, as well as complete the supplement pages in the spring. Students will be responsible for selling advertisements to local

businesses. This core program is designed to develop high level technical skills in preparation for a career in journalism. This independent project-based program is designed to allow the student to master the knowledge and skills needed to begin a successful journalism career.

Medical Professions

ACE Program of Study

*Required course to be a focus area completer

Introduction to Medical Professions*

Anatomy & Physiology*

Medical Procedures*

Medical Terminology*

Human Behavior & Disorders*

495340 Introduction to Medical Professions

10, 11, 12 – 0.5 year, 0.5 credit

Introduction to Medical Professions is designed to provide students with basic information and skills needed for a career in the health care field. In this comprehensive course, emphasis is given to the development of competencies related to HOSA (Health Occupation Students of America), study skills, medical history and events, health care systems, health care careers, qualities of a successful health care worker, medical ethics and legal responsibilities, medical terminology, communication, nutrition and health, and job-seeking skills.

495330 Medical Procedures

10, 11, 12 – 0.5 year, 0.5 credit

Medical Procedures helps students develop specific skills needed in the health professions. Emphasis is given to the development of competencies related to the care, maintenance and environment of the patient/client. Record keeping, clinical skills, aseptic techniques, safety, first aid/CPR, pharmacology knowledge and medical math including computations are included in this course. Introduction to Medical Professions is strongly encouraged.

495360 Medical Terminology

10, 11, 12 – 0.5 credit, 0.5 year

Medical Terminology assists students in developing the language used for communication in the health care profession. Areas of study include fundamental word structure, organization of the body, diagnostic and imaging procedures, pharmacology, general medical terms and the following body systems: integumentary, skeletal, muscular, digestive, cardiovascular, lymphatic, immune, respiratory, urinary, endocrine, nervous, sensory and reproductive.

495320 Human Behavior & Disorders

10, 11, 12 – 0.5 year, 0.5 credit

Human Behavior & Disorders addresses the rapidly expanding role of technology in the health care field by focusing on computer application in health care, uses of technology in patient diagnosis and treatment and current status of medical technology and future trends. The course also encompasses the non-physical side of health care and includes mental health, patient rights, influences on behavior, nonverbal behavior, sympathy and empathy, abnormal psychology and mental diseases such as schizophrenia, bi-polar disorder, depression & anorexia. Introduction to Medical Professions is strongly encouraged.

Sports Medicine

ACE Program of Study
*Required course to be a focus area completer
Sports Medicine I*
Sports Medicine II*
Anatomy & Physiology*

494051 Sports Medicine I (formerly Sports Med I & II)

10, 11 – 1 year, 1 credit

Prerequisite: C or above in English

Sports Medicine I provides students with an in depth view of the world of sports medicine from the perspective of the Certified Athletic Trainer in terms of interacting with the healthcare community. Topics covered will include but are not limited to the history of the field, business administration, general concepts in conditioning, nutrition, emergency medicine, psychology of injury, and therapeutic exercise. Students will have the opportunity to work with athletic trainers in different settings as well as earn certifications in First Aid and CPR/AED. This course utilizes a college level textbook so good reading skills are highly recommended.

494070 Sports Medicine II (formerly Sports Med III)

11, 12 – 1 year, 1 credit

Prerequisites: Sports Medicine I, C or above in English, and previous or current enrollment in Anatomy & Physiology

Sports Medicine II provides students with a basic overview of musculoskeletal injury recognition and evaluation from head to toe. This course is good for anyone interested in completing an upper level degree in medicine or sport performance. It is designed to introduce students to basic injury evaluation procedures for different joints. Successful completion of this course is highly recommended for anyone interested in applying

to an accredited athletic training program at the university level. Any student wishing to further their education in the field of sports medicine is encouraged to join the Student Athletic Training Assistant Program in order to have the opportunity to practice their skills.

Television Production

ACE Program of Study
*Required course to be a focus area completer
Fundamentals of Television*
Intermediate Television*
Advanced Television* or Television Lab*

493421 Fundamentals of Television

9, 10, 11, 12 – 1 year, 1 credit

Fundamentals of Television is designed to address the foundation skills required for the pursuit of a career in broadcasting. The class will cover careers in broadcasting, writing processes, planning a production, ethics and legal issues. The goal is to teach students basic video techniques. Topics covered include technology, lighting, camera operations, audio and editing. Students will gain hands-on experience in the school's television studio.

493431 Intermediate Television

10, 11, 12 – 1 year, 1 credit

Prerequisite: Fundamentals of Television

This full year, production based course is designed to address the foundation skills required for the pursuit of a career in broadcasting. The class will cover topics such as careers in broadcasting, writing processes, planning a production, and ethics and legal issues. When students complete this course, they will have the necessary knowledge and skills to participate in the production of videos and media releases. This program is also designed to provide practical knowledge and skill in preparation for a career in television production. Students will hopefully produce their own news show and announcements for the school.

493440 Advanced Television

11, 12 – 1 year, 1 credit

Prerequisite: Fundamentals of Television & Intermediate Television

This independent, production based program is designed to provide the advanced television student with practical knowledge and highly advanced skills for a comprehensive career in television or video production.

493450 Television Lab

11, 12 – 1 year, 1 credit

Prerequisite: Completion of or enrollment in Intermediate Television

This course is designed to help the student complete projects for the school and/or community that would allow them extra experience in a technical environment that enables them to use the projects they complete for scholarship or awards.

Secondary Career Center Career & Technical Courses

BHS students can earn college credit in the areas of Criminal Justice, Dental Assisting, Food Production Management and Services, Certified Nursing Assistant (CAN) and Patient Care Assistant (PCA+) through NWACC's Early College Experience Program. These one-year programs are taught in morning and afternoon blocks at different locations throughout Northwest Arkansas. **Students are responsible for their own transportation.** To find out more information about enrolling in an ECE program, contact your BHS counselor or visit <http://www.nwti.edu/scc/default.htm>.

Certified Nursing Assistant (CAN)

This course is offered at NWACC.

Certified Nursing Assistant (CNA)

Fall semester

Pre-requisites: 19 ACT Reading (83 COMPASS), Intro to Medical Professions, Medical Terminology, and Human Anatomy and Physiology.

The Certified Nursing Assistant Program is designed to meet the industry driven demand for Certified Nursing Assistants. Students who complete the course successfully will receive 3 hours of college credit from NWACC, and may sit for the Arkansas Certified Nursing Assistant exam. **Cost:** Students are responsible for required drug screening, TB skin tests and criminal background check

Patient Care Assisting (PCA+)

This course is offered at the Center for Non-Profits in Rogers

Patient Care Assistant (PCA+)

Spring semester

Prerequisite: Successful completion of CNA course.

The PCA+ Certificate Program is designed to meet the industry driven demand for Certified Nursing Assistants trained in advanced patient care techniques and that possess the knowledge, skills, and abilities to excel as a vital member of the healthcare team. Students who complete the course with C or better receive 3 hours of college credit from NWACC.

Criminal Justice

These course are offered at NTI in Springdale and at the Center for Non-Profits in Rogers

Introduction to Criminal Justice

Fall semester, first 8 weeks

An examination of the history and philosophy of the administration of justice in America; includes the theories of crime and punishment, rehabilitation, as well as ethics, education and training of professionals in the field.

Law Enforcement I

Fall semester, second 8 weeks

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

Law Enforcement II

Spring semester, first 8 weeks

This advanced course 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.

Criminal Law and Society

Spring semester, second 8 weeks

This course teaches the principles of criminal law as they developed from early common law to modern United States law, which includes classification of crimes, elements of and parties to a crime, and the study of criminal case law.

Food Production Management & Services

This one-year program is offered at the Center for Non-Profits in Rogers. Students who complete this program receive 12 college credits at NWACC. 2.0 GPA required and interview with instructor.

Introduction to Culinary Arts Fall Semester

An in-depth study of the professional kitchen and culinary applications: basic and advanced cooking methods, ingredient identification, kitchen management and organization, plating techniques for individuals and buffet presentations.

Food and Nutrition Fall Semester

This introductory course covers nutrients found in food and how the human body uses them for proper functioning and health. Students will learn how to plan nutritious menus, how to work with food allergies and restrictive diets, and how to cook better food for healthy living. Prerequisites: Acceptance into the program by application and interview with instructor.

ProStart I Fall semester

This course provides students with the knowledge of various safety and sanitation practices in the food and hospitality industries. Through lecture and hands on training, students will practically apply the information of the course. Students will be required to take the national Serve Safe certification exam.

Food Production and Management Services Spring semester

Food Production and Management Services I and II/Pro Start II – This course introduces basic food preparation knowledge and skills, recipe conversions and measuring techniques. A review of career opportunities and competencies required in food production and management services. Development of competencies related to employability, technology in food preparation, management and services, sanitation and safety, nutrition as related to food service, serving of food, purchasing, receiving and storing of food supplies, production and management of food, use, care and storage of large and small commercial food service equipment, menu planning, and modified diets. Prerequisites: Successful completion of Fall semester courses Intro to Culinary Arts, Safety and Sanitation.

ProStart II Spring Semester

Pro-Start is an industry based course that prepares students for careers in the restaurant and food industry. Pro-Start students experience classroom study, mentored work programs and local and national competitions.

Dental Assisting

Dental Assisting is a one-year program offered at the Regional Technological Center in Fayetteville. Students who complete this program earn 9 college credits at NWACC.

Medical Clinical Internship/ Specialization/Dental I Fall semester

This course reviews anatomy and physiology, with a comprehensive study of the head and neck. The student's understanding of the morphological and functional interrelationships of the anatomical structures is vital to their ability to logically apply solutions to clinical problems. This course is designed to give the student information on dental morphology, oral histology, oral embryology, dental anatomical structures, as well as the functional relationship of the teeth within the dentition. Prerequisites: Acceptance into program by application and interview with instructor.

Medical Clinical Internship/ Specialization/Dental II Spring semester

An introduction to basic dental terminology, dental equipment, instruments, infection control processes, and procedures associated with the dental office. Students learn the process of four handed 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.

Northwest Technical Institute Programs of Study

Northwest Technical Institute also offers several programs of study, in which Bentonville High School students may participate. Please see your counselor for more details.

Auto Service Technology

These courses are offered at the Northwest Technical Institute in Springdale.

Engine Performance	Electrical Systems
Fall Semester	Fall Semester

Brakes	Steering & Suspension
Spring Semester	Spring Semester

Collision Repair Technology

These courses are offered at the Northwest Technical Institute in Springdale.

Mechanical Systems/Welding, Fall

Non-Structural Analysis, Fall

Structural Analysis & Repair/Welding, Fall

Paint Preparation & Application, Fall
Electrical & Restraint Systems, Spring
Non-Structural Repair, Spring
Collision Techniques Lab, Spring
Paint Refinish Techniques, Spring

Cosmetology I/II

This is a two year program. These courses are offered at the Career Academy of Hair Design in Rogers.

Cosmetology I Cosmetology I Lab (3 credits)

Cosmetology II Cosmetology II Lab (2 credits)

Welding (2 year Program)

These courses are offered at the Northwest Technical Institute in Springdale.

Metal Fabrication/Lab Fall, Year 1
Shielded Metal Arc Welding/Lab Spring, Year 1
Gas Metal Arc Welding/Lab Fall, Year 2
Gas Tungsten Arc Welding/Lab Spring, Year 2

College & Career Readiness

493850 Success 1.0

9, 10 – 0.5 year, 0.5 CTE/practical arts credit

Success 1.0 is designed to help students develop a functional and flexible plan for high school and beyond. Students will receive guidance in investigating their own interests and aptitudes in relation to career and college readiness planning. This process will guide students as they develop a flexible education plan for both high school and post-secondary studies or career technical training. The coursework engages students and teachers in an interactive learning process, wherein students explore and evaluate personal choices in goal setting and preparing for post-secondary outcomes. The semester course culminates in the creation of a web-based ten-year plan reasoned and researched goals. This plan is available throughout high school and beyond and maybe accessed by students, parents, teachers, and advisors.

493910 Career Ready 101 Online

11, 12 – 0.5 year, 0.5 CTE/practical arts credit

College and Career Readiness is the development of skills and knowledge necessary to be successful in any selected career pathway and program of study regardless of postsecondary plans. Career development, readiness and preparation are foundational for all subsequent job planning, selection, application, and change. College and Career Readiness begins with college and career research and planning, making sound decisions, development of work discipline and readiness in preparation and pursuance of a satisfying and fulfilling career. The process is continual, progressive and necessary to help an individual transition through education, job preparation and securing employment. The major goal of College and

Career Readiness is to engage students in their own future success with a Career Readiness Certificate.

493861 Internship

12 – 1 year, 2 CTE/practical arts credits

Prerequisite: Application, afterschool job related to CTE focus area

Internship is a capstone course for all students in Career and Technical programs of study leading to a career goal. Internships rely on well-defined partnerships between high schools, business communities, and post-secondary institutions. The purpose of the program is to help students successfully transition from a high school environment to the environment of their chosen career field. Students must register for Zero A and Zero B class periods. The internship students will be scheduled into Internship both 5th and 6th hours and will receive two credits: one credit for class instruction and one credit for work. Students must work a minimum of 10 hours per week for 18 weeks. Students must also maintain membership in the student organization related to their CTE focus area. Students wishing to enroll in the Internship course must complete an application process prior to placement in the course.

999880 PSAT/SAT/ACT Test Prep

9, 10, 11, 12 – 0.5 year, 0.5 nonacademic credit

PSAT/SAT/ACT Test Prep prepares students for the PSAT, SAT and ACT. It gives students the opportunity to practice the skills they need to succeed on standardized exams, as well as gain the knowledge and critical thinking skills that will aid them in all classes and prepare them for life or schooling beyond high school.

Physical Education, Athletics, and Health

Freshman	Sophomore	Junior	Senior
Men	Men	Men	Men
Baseball 9	Baseball 10-12	Baseball 10-12	Baseball 10-12
Basketball 9	Basketball 10-12	Basketball 10-12	Basketball 10-12
Cheerleading 9	Cheerleading 10-12	Cheerleading 10-12	Cheerleading 10-12
Cross Country 9	Cross Country 10-12	Cross Country 10-12	Cross Country 10-12
Football 9	Football 10-12	Football 10-12	Football 10-12
Track 9	Track 10-12	Track 10-12	Track 10-12
Golf	Golf	Golf	Golf
Soccer	Soccer	Soccer	Soccer
Swim/Dive	Swim/Dive	Swim/Dive	Swim/Dive
Tennis	Tennis	Tennis	Tennis
Wrestling	Wrestling	Wrestling	Wrestling
Women	Women	Women	Women
Basketball 9	Basketball 10-12	Basketball 10-12	Basketball 10-12
Cheerleading 9	Cheerleading 10-12	Cheerleading 10-12	Cheerleading 10-12
Cross Country 9	Cross Country 10-12	Cross Country 10-12	Cross Country 10-12
Dance 9	Dance 10-12	Dance 10-12	Dance 10-12
Softball 9	Softball 10-12	Softball 10-12	Softball 10-12
Track 9	Track 10-12	Track 10-12	Track 10-12
Volleyball 9	Volleyball 10-12	Volleyball 10-12	Volleyball 10-12
Golf	Golf	Golf	Golf
Soccer	Soccer	Soccer	Soccer
Swim/Dive	Swim/Dive	Swim/Dive	Swim/Dive
Tennis	Tennis	Tennis	Tennis

Students may not register for athletics. Following spring/fall tryouts, student course requests will be automatically updated to include a primary request for athletics based on rosters submitted by the coaches. The purpose for not registering in athletics is to ensure that seats are available for the student in other electives, should the student be unable to participate on the team for any reason. In preparation for making the team, however, you should register for the appropriate start time for the athletic team on which you plan to participate.

Athletics

Students in Athletics will work on fundamental skills and compete in interscholastic competitive activities. Participants will be required to attend practices after school and games throughout the year. Athletics teams compete for conference championships in the Northwest Arkansas Conference. The .5 semester credit of PE required for graduation purposes may be satisfied by participating in Athletics.

*Please Note Start Time Code Listed Under Each Sport and Register for the Proper Start Time

Freshman

Baseball 9

9 – 0.5 year (spring), 0.5 academic credit
Start time: Regular start spring (RSTARTS)

Basketball 9 Female- Black

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Basketball 9 Female- Gold

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Basketball 9 Male- Black

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Basketball 9 Male- Gold

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Cheerleading 9

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Cross Country 9 Female

9 – 0.5 year (fall), 0.5 academic credit
Start time: Regular start spring (RSTARTF)

Cross Country 9 Male

9 – 0.5 year (fall), 0.5 academic credit
Start time: Regular start spring (RSTARTF)

Dance 9

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Football 9- Black

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Football 9- Gold

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Softball 9

9 – 0.5 year (spring), 0.5 academic credit
Start time: Regular start spring (RSTARTS)

Track 9 Female

9 – 0.5 year (spring), 0.5 academic credit
Start time: Regular start spring (RSTARTS)

Track 9 Male

9 – 0.5 year (spring), 0.5 academic credit
Start time: Regular start spring (RSTARTS)

Volleyball 9- Black

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Volleyball 9- Gold

9 – 1 year, 0.5 academic credit/0.5 nonacademic credit
Start time: Regular start spring & fall
(RSTARTF & RSTARTS)

Sophomores, Juniors, & Seniors**Baseball 10-12**

10, 11, 12 – 0.5 year (spring), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Spring
(RSAEBS)

Basketball 10-12 Female

10, 11, 12 – 1 year, 1 nonacademic credit
Start time: Regular Start A, Early Start B- Fall & Spring
(RSAESBF & RSAEBS)

Basketball 10-12 Male

10, 11, 12 – 1 year, 1 nonacademic credit
Start time: Regular Start A, Early Start B- Fall & Spring
(RSAESBF & RSAEBS)

Cheer 10-12

10, 11, 12 – 1 year, 1 nonacademic credit
Start times: Early Start A & B- Fall & Spring
(ESTARTF & ESTARTS)

Cross Country 10-12 Female

10, 11, 12 – 0.5 year (fall), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Fall
(RSAESBF)

Cross Country 10-12 Male

10, 11, 12 – 0.5 year (fall), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Fall
(RSAESBF)

Dance 10-12

10, 11, 12 – 1 year, 1 nonacademic credit
Start times: Early Start A & B- Fall & Spring
(ESTARTF & ESTARTS)

Football 10-12

10, 11, 12 – 1 year, 1 nonacademic credit
Start time: Regular Start A, Early Start B- Fall & Spring
(RSAESBF & RSAEBS)

Softball 10-12

10, 11, 12 – 0.5 credit (spring), 0.5 nonacademic credit
Start time: Early Start A, Regular Start B- Spring
(RSAEBS)

Track 10-12 Female

10, 11, 12 – 0.5 year (spring), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Spring
(RSAEBS)

Track 10-12 Male

10, 11, 12 – 0.5 year (spring), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Spring
(RSAEBS)

Volleyball 10-12

10, 11, 12 – 1 year, 1 nonacademic credit
Start time: Regular Start A, Early Start B- Fall & Spring
(RSAESBF & RSAEBS)

9th – 12th Grades

Golf

9, 10, 11, 12 – 0.5 year (fall), 0.5 nonacademic credit
Start time: Early Start A & B- Fall
(ESTARTF)

Soccer Female

9,10, 11, 12 – 0.5 year (spring), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Spring
(RSAEBS)

Soccer Male

9,10, 11, 12 – 0.5 year (spring), 0.5 nonacademic credit
Start time: Regular Start A, Early Start B- Spring
(RSAEBS)

Swim/Dive

9,10, 11, 12 – 1 year, 1 nonacademic credit
Start times: Early Start A & B- Fall & Spring
(ESTARTF & ESTARTS)

Tennis

9,10, 11, 12 – 1 year, 1 nonacademic credit
Start times: Early Start A & B- Fall & Spring
(ESTARTF & ESTARTS)

Wrestling

9,10, 11, 12 – 1 year, 1 nonacademic credit
Start time: Regular Start A, Early Start B- Fall & Spring
(RSAESBF & RSAEBS)

Health

480000 Health

9, 10, 11, 12 – 0.5 year, 0.5 credit

Health students will be involved in studying the various aspects of health. Topics will include nutrition, physical fitness, mental health, tobacco and alcohol education and human sexuality. Lessons will be taught using lecture methods, individual and group work, guest speakers and demonstrations. Students will receive Hands-on CPR training by the Bentonville Fire Department.

Physical Education

485000 Physical Education- Male

9, 10, 11, 12 – 1 year, 1 credit

485000 Physical Education- Female

9, 10, 11, 12 – 1 year, 1 credit

Physical Education is designed to promote physical fitness for life. Students will study units through the year built around health-related fitness, health and wellness and lifetime activities. All students will participate in

health-related fitness assessments and will design a personal fitness plan. This course will fulfill the .5 semester of PE credit required for graduation. Students may count no more than 1.0 credit in PE toward state graduation requirements. Note: You may register for only one semester of this course by indicating only the fall or spring semester on your registration sheet.

485011 Lifetime Fitness & Conditioning- Male

9, 10, 11, 12 – 0.5 year, 0.5 credit

Lifetime Fitness & Conditioning is designed to provide students with the knowledge to safely use a weight room, to develop the skills to properly perform specific exercises and to assess, plan and monitor a personalized fitness program. Students may count no more than 1.0 credit in PE toward state graduation requirements.

585026 Aerobics- Female

9, 10, 11, 12 – 0.5 year, 0.5 credit

Aerobics combines step aerobics, kick-boxing, yoga, Pilates and circuit training to increase fitness levels of participants. Approximately 60 minutes per class will be devoted to participation, with the remaining 30 minutes to warm-up, cool-down and daily goals. Students are required to dress out and participate in class activities. Students may count no more than 1.0 credit in PE toward state graduation requirements.

58502X Outdoor Education

10, 11, 12 – 0.5 year, 0.5 credit

Outdoor Education is a practical course for learning and practicing skills for outdoor activities. Students will have the opportunity to venture out of the traditional classroom through planned field trips incorporating sport.

ESWOE Environmental Science & Outdoor Education

10, 11, 12 – 0.5 semester, 1 credit

Outdoor Education & Environmental Science is a practical course for learning and practicing skills for outdoor activities and will connect outdoor activities to the science concepts and processes appropriate to the study of the environment of Northwest Arkansas. Students will have the opportunity to venture out of the traditional classroom through planned field trips and to manipulate natural events hands-on while incorporating sport and science together. Students will receive 0.5 elective credit of Environmental Science and 0.5 local elective credit of physical education upon successful completion of the class. Students will be double-blocked for two periods in either the fall or spring semester.

Community Service

During their junior or senior year, students may have one period scheduled as service credit worker. Service credit workers are assigned to the following locations:

- a. North Main Office
- b. South Main Office
- c. North Counseling Center
- d. South Counseling Center
- e. South Library
- f. eLibrary
- g. North Nurses' Office
- h. South Nurses' Office
- i. Teacher's Aide

Interested students should register with Service Credit as an alternative course request. Applications will be distributed to students who have Service Credit listed on as an alternative on their course requests in April. ***Do not register for Service Credit as a primary request.*** Alternative requests will be changed to primary requests automatically after Service Credit applications are approved.

999830 Service Credit

11, 12 – 0.5 year, 0.5 nonacademic credit

International Baccalaureate (IB) Program



What is so special about the BHS IB Program?

- IB programs are recognized around the world and ensure an increased adaptability and mobility for IB students.
- The curriculum and pedagogy of IB programs focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.
- IB World Schools must undergo an exhaustive authorization process in order to offer one or more of the programs, which includes a study of the school's resources and commitment to the IB mission and philosophy.
- IB teachers participate in a wide variety of professional development opportunities to constantly update their knowledge and share their expertise with colleagues around the world.
- Many students graduating from the Diploma Program find that it enhances their opportunities at post-secondary institutions. The IB works closely with universities around the world to gain recognition for IB programs.
- The core components of IB programs encourage students to participate in creative and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.

IB Diploma Program

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program, has gained recognition and respect from the world's leading universities.

To complete the IB Diploma Program, students must choose one subject from groups 1 to 5 and either an arts subject from group 6, or a second subject from groups 1 to 5.

BHS IB Course Offerings Include:

- Group 1: IB English III HL I
IB English IV HL II
- Group 2: IB Spanish SL
IB French SL
- Group 3: IB Psychology HL I
IB Psychology HL II
- Group 4: IB Physics SL
- Group 5: IB Math Studies SL
IB Math SL
- Group 6: IB Music SL

The Diploma Program Core

The **extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

Theory of knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, action, service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

Freshman Transition

General Information

You are entering high school at a time when knowledge is increasing more rapidly than ever before. Driving that increase is a world of technology that constantly expands human capabilities. These facts mean that for your generation, post-secondary education will be a necessity.

The decisions you make now as you consider or revise a four-year graduation plan as well as actions you take throughout high school will greatly affect your future. To increase your potential for fulfilling a successful and prosperous future, you are encouraged to:

- Take the most challenging courses available to you – Especially consider taking high-level mathematics and science courses. Research shows that completing a mathematics course beyond the level of Algebra II more than doubles the likelihood that a student who begins college will actually complete a bachelor's degree. Completing multiple laboratory-based science courses also increases your chances of finishing college. Of course, research also shows that completing higher-level mathematics and science courses has a direct correlation with higher ACT or SAT scores.
- Concentrate on making the best grades you can.
- Consider taking Advanced Placement courses. Taking and successfully completing Advanced Placement courses in high school is highly correlated with completing a bachelor's degree and achieving higher ACT/SAT scores.
- Get involved in some activity that will help you develop special skills. Your interest could be a sport, music, art, volunteering, or an academic competition. You will need some interest to balance a focus on academics, and you will discover that most colleges place some importance on involvement in an activity in their admissions considerations.
- Develop strong study skills now so that you will be prepared to face the next stage of formal education.
- Read. The College Board advises you to read at least thirty minutes beyond your required study and homework every day. Choose books, magazines, newspapers, etc. of interest to you to ensure you will set aside time to read.
- Begin to think now about what careers might best suit your abilities and interests so that you can enroll in classes that will prepare you for continuing education.
- Increase your technology skills. In the near future, virtually every job in our society will require skills with "information-processing technology."

- Commit to learning how to acquire – and use – information. With knowledge increasing rapidly, being able to access and apply information will be a critically important skill.

With college education most likely in your future, it is important that you also consider what matters most in college admissions. **The most recent survey of college admissions officials showed that courses selected was almost twice as important as any other admissions criteria at most colleges.** Ranking significantly behind the level of courses taken were college entrance examination score, class rank, and overall grades. Most colleges will tell you that they are interested in the strength of a student's curriculum and in students who challenge themselves by taking honors and Advanced Placement classes. If a high school offers these classes and a student decided not to take them, it shows that the student did not rise to the challenge.

As you consider your high school graduation plan, BHS staff encourages you to "rise to the challenge" of preparing for success in the future by making the right choices today.

Success 1.0

Preparing a Plan for Graduation and Beyond

In Success 1.0, all BHS freshmen explore their interests, abilities, and future goals to create a 10-year plan. Looking ahead to where the student would like to be at the age of 25, a student in Success 1.0 backward plans their post-secondary years and the four years of high school. You will make many decisions about your four-year high school program of study. You are urged to consider each decision carefully. In selecting a program of study, you will want to consider all the possibilities. Realize that this is one of the most important decisions you will make during the next several years. There are certain steps to follow that can help you make your choices. In Success 1.0, you will

- Find out all you can about the courses offered.
- Compare the courses. Think about yourself and how each course might help you reach your goals.
- Consider the advantages and disadvantages of each course. Weigh these carefully.
- Choose the courses that best align with your goals.

In Success 1.0, you will also have the opportunity to:

Learn about Your High School's Programs

Your counselor and teachers will be helpful in advising you more specifically about the high school programs of studies offered. Find out:

- The requirements for graduation
- The courses required to begin certain sequences of courses
- The elective courses you may take that are not required
- The kinds of education or work for which the program can prepare you.

Learn about Careers

You probably will not be ready for several years to choose a specific career. In planning your high school program of study, however, you will need to consider courses which seem interesting to you. You will need to know about the education required for careers that are of interest to you.

Learn about Yourself

To make wise choices, you also will need to understand yourself and your goals for the future. It is important, therefore, to take time to learn more about yourself. Here are some questions to answer which can help you understand yourself better.

My Abilities

- In which subjects do I do well in school?
- What do I do well outside of school?
- Which talents do I have? (Play a musical instrument, sing, paint, dance, act, write, etc.)
- Which sport(s) do I play well?
- Will I meet NCAA guidelines for an athletic scholarship?

My Interests

- Which subjects are most interesting to me in school?
- Which activities are most interesting to me in school?
- Which activities are most interesting to me outside of school?
- What are my hobbies?

My Attitudes

- What is important to me in my life?
- Which people are important to me?
- Which activities are important to me?
- Which possessions are important to me?

My Likes

- Which subjects do I like in school?
- Which activities do I like in school?
- Which activities do I like outside of school?
- Do I like to be with other people much of the time?
- Do I like to be alone much of the time?
- Do I enjoy working in a group?

- Do I enjoy working with my hands?
- Do I enjoy reading?
- Do I enjoy figuring out how things work?
- Do I like to use technology & learn new applications?

My Goals

- What do I want to accomplish in high school?
- What might I want to do after high school?

Plan for Your Career

Entering high school will be an important step for you. You will be meeting new students, teachers, principals, and other faculty members. Most likely, you also will have to learn about the rules of a new school and find your way around a larger school building. You will take new courses and start new activities. You will find that you will be expected to take more responsibility for your own decisions, school work, and actions.

An important part of your responsibilities in high school will be to choose and take courses to prepare yourself for the future. Remember: your high school program of study and your success in it will affect what you may do after your graduate.

Additionally, both the College Board and ACT websites provide excellent guides for career planning. The College Board website even includes an online Career Questionnaire that will point you to possible careers based on responses to sections on temperaments, abilities, working conditions, education, interest areas, salary requirements, and future demand for the employment area. The ACT website encourages parents and students to work together in a career planning process that is developed in six steps. As you progress through high school, continue to visit these websites that continue to expand their guidance for students and their parents.

Think about Your Future

Perhaps you have already begun to think about what to do after high school. You most likely are considering going to college. You may be wondering about attending another type of school, such as a vocational technical school. You may be thinking of preparing for a job or for a military service. Perhaps you are not sure what you want to do.

Learn Which Careers Require Education after High School

You do not have to make a final decision now about your plans after high school because you will have many experiences during the next four years that will affect your choices. You may need time to explore many possibilities before deciding what you will do. You will, however, have to choose a high school program of studies. In choosing your program, it is important to remember that almost every career requires a college education or future vocational-technical training after high school.

Who Can Help You Plan?

Your parents, Success 1.0 teacher, seminar teacher, counselor, and even people who are working in your career field of interest can help you plan for your future.

Your parents may be your best advisers in developing a graduation plan. They understand your personality and abilities. They know your interests, likes, dislikes, and strengths. They also can tell you about things they have learned from their own education and work, which can help you in making decisions. After you and your parents have read this section of the book, talk with them. Discuss with them your thoughts and concerns about high school and your future. Other people who know you well, such as your relatives and friends, can also help you. Consider getting their ideas.

Your school counselor can assist you to better understand yourself, your goals, high school courses,

and careers. Be sure to meet with your counselor for help in deciding which direction to take in high school.

You can get ideas from your teachers, too. BHS teachers are most familiar with the courses that are offered here, and they can guide you in making decisions about your program of study. They know the work you have done in their subjects and will be able to make suggestions about your graduation plan. There may be some careers that seem interesting to you. If there are, talk with people in those careers to get information for planning your program of studies. They can tell you about their work and the kind of education needed for it. You may want to use this information in choosing courses you will take. Most important, remember that you will be leaving high school at a time in which information and technology are rapidly changing. Thus, you should take as challenging courses as possible to be prepared for continued formal education and for life.

College Planning Timeline

Freshman Year

- Plan your four-year graduation plan. Take the most rigorous classes available to improve college admission possibilities.
- Make sure that your program of study includes at least two or three years of a language other than English for admission into more selective schools.
- Become familiar with college entrance requirements. Search online for admission requirements to the colleges of interest to you, and plan your high school program of studies accordingly.
- Begin researching your career choices and the educational requirements of each.
- Develop good study habits.
- Participate in a variety of extracurricular activities.
- Inventory your test-taking abilities and read materials on the PSAT, SAT, and ACT. Check the web sites for PSAT/SAT and for ACT for practice tests.
- If you are enrolled in Pre-AP mathematics and language arts courses, plan to take the PSAT. All sophomores will have the opportunity to take the PSAT in October of their sophomore year.
- Read a wide range of books as a supplement to school assignments. SAT/ACT performance is always higher for regular readers.
- Begin to volunteer within the Bentonville community, maintain a record of your activities. The office has S.T.A.R. volunteer forms to keep track of your service.
- Consider taking the ACT/SAT three times before October of your Senior year.

Sophomore Year

August

- Keep in mind that competitive colleges are more impressed by respectable grades in challenging courses than by outstanding grades in easy ones.
- Check credits to make sure you are on schedule for completing graduation requirements
- Consult college web sites to make sure your courses meet college entrance requirements.
- Visit the Career Center to learn more about different universities and careers.
- Consider participating in clubs/activities.

September

- Consider participating in a PSAT preparation program. All sophomores take the PSAT at BHS.
- Review for the PSAT. Study the PSAT/NMSQT Student Bulletin and old tests. Use web sites, computer software, and printed aids for study.
- Get involved in clubs/school activities.

October

- Take the PSAT. On the test form, check the box which will put you on the mailing list for college information.

December/January

- Study your PSAT score report. Compare items missed with the correct responses.

Throughout the Year

- Continue taking appropriate courses. Research shows that full participation in academically challenging courses is the best preparation for college entrance examinations and for success in college.
- Maintain good grades.
- Gather and review information about colleges
- Investigate costs of various college programs.
- Continue to review career choices. The ACT website (www.actstudent.org) has an excellent six-step planning guide in the Life Roles section for parents to help you with this important process.
- Take Kuder interest inventory if interested. See your counselor to get the access code.

Junior Year

Summer (Prior to Junior Year)

- Athletes who plan on playing college level sports need to register with the NCAA clearinghouse.
- The website is www.ncaastudent.org

August

- Get off to a good start this semester. Your junior year grades are very important. Take as many academic courses as possible.
- Check credits to make sure you are on schedule for meeting graduation requirements.
- If possible, narrow your career interests to one or two fields.
- Stop by the Career Center to find information on colleges, careers, etc.
- Think about volunteering for community service projects.

September

- Register to take the PSAT if interested.
- Start thinking more seriously about what sort of college you would like to attend. Use resources listed earlier in this guide to find the school that's right for you. The College Board website may help you get started. The Big Future search tool can be very helpful.
- Log on to Tassel Time to find options on how to pay for college. See your counselor or the Career Center on how to log on.
- Register for an SAT preparation class if available.
- Review for the PSAT. Study the PSAT/NMSQT Student Bulletin and old tests. Use test prep books, websites, and printed aids. Consider participating in a preparation program.

October

- Take the PSAT for National Merit Scholar recognition. On the test form, check the box which will put you on the mailing list for college information.

October/November

- Contact the colleges that interest you.
- Look for information on Junior Visit Days that colleges host.
- Sign up to take the ACT.

December

- Take the SAT or ACT.
- Look over college information
- Collect information on scholarships and financial aid programs.

January/February

- Register for SAT preparation class if available and if you are taking this test in May or June
- If you plan to apply for an ROTC scholarship or admission to a service academy, write for application packets.
- Sign up for and take the PSAT/SAT Test Preparation Course before taking the SAT
- Check registration deadlines for the SAT, ACT, and other appropriate tests.

March/April

- Plan program of study for senior year with your counselor. Learn about opportunities to earn college credit for advanced placement. Take as many academic courses as possible. Register for college entrance tests.

May/June

- Participate in a SAT/ACT preparation program
- Take SAT or ACT.
- Take Achievement Test(s).
- Continue to develop strong study habits.
- Explore opportunities for college dual-enrollment credit.

Summer (Prior to Senior Year)

- Select the top five to ten colleges you feel best meet your needs. Try to narrow your list to five or six by August. Make sure to include a "sure bet," two or three "good prospects," and a "dream school."
- Visit college campuses. You only get two college visit days during your senior year.
- Keep a record of the pros and cons of each college.
- Request catalogs, applications, financial aid information, and specific information about your proposed major area of study.
- In August begin thinking about personal statements for college admission essays. Reflect on interesting experiences you have had. Think about how you might explain how you are unique from other students.

Senior Year

The repeated references to dates of the various SAT and ACT tests are not meant to imply that you should take them every time they are listed. You should determine which dates are the most appropriate for you, keeping in mind application deadlines.

August

- Check your credits. Be sure you have all of the required courses and credits for graduation. Make adjustments needed in your schedule to meet the requirements for graduation or the requirements at the particular college you wish to attend. Think about volunteering for community service.

September

- Meet with your guidance counselor to review your records. Match these with the entrance requirements of the colleges you are considering. Make a list of your activities and awards. Update this list throughout the fall.
- Register for and take college admissions tests if you haven't already.
- Choose a minimum of three to five colleges to which you will apply. Your selection should include at least one that you feel will definitely accept you. Athletes should discuss their ability to play at college level with their respective coaches.
- Begin requesting application materials from schools of your choice. Your college may take the "Common Application" that is used by many colleges and universities. Check in the counseling office.
- Online applications may be available as well.
- Begin thinking more seriously about your financial aid needs. Calculate your Estimated Family Contribution (ESF) and judge whether you will need a scholarship, grant, loan, or work/study program. You can find assistance at the web site addresses provided earlier in this guide.
- Get an early start on applying for scholarships and grants. You can apply throughout the year, but start now.
- Check college catalogs and web sites for applications for admissions, housing, financial aid, required entrance exams (SAT or ACT) and deadlines for financial aid forms (FAFSA). If you are a candidate for early decision, file your application in time to meet that deadline. Also be sure to check

the LAST acceptable test date for an early decision candidate. Parents and students need to be aware of the contractual obligations for early decision. See Ms. Haney for further discussion.

- Register to take the appropriate college entrance exam.
- Talk with teachers and other people who know you well and whom you will ask to write a recommendation for you.
- Prepare a resume to assist any person from whom you will request a letter of recommendation.
- Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Use these. Call ahead for an appointment.
- Meet with college representatives when they visit BHS.
- Maintain good grades.
- Distribute application and recommendations forms to guidance counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous recommendations; always allow at least four weeks for them to complete recommendations.)

October

- Make more college visits
- Arrange sending of transcript and recommendations to colleges. Provide a stamped, addressed envelope if needed.
- Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, punctuation, style, etc. (Again, allow sufficient time for the teacher to check and make suggestions.)
- Meet application deadlines for early decision (usually October/November, housing, scholarships, or financial aid.)
- Take/retake the SAT/ACT if necessary.

November

- Continue to study hard because your first semester senior year grades are very important.
- Research the quality of the departments at colleges you like the most. Ask questions of current students when you visit. If interested in a pre-professional program, check on the placement record for the university.
- Complete college applications for admissions. Follow up on letters of recommendation. Request transcripts as needed. Copy ALL forms before you mail them. Mail to meet deadlines.

December

- Look back over your timeline to be sure you have completed each step in the college admissions process.
- Request that SAT or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These forms are on the ACT/SAT websites.
- Expect notification of early decision acceptance or deferral by December 15. If you are not accepted, file your other applications IMMEDIATELY.
- Ask your parents to begin gathering their financial information.

January

- File your FAFSA as soon as possible after January 1. The FAFSA Website is www.fafsa.ed.gov. Estimate the required tax information if your tax forms are still incomplete. It is best if your family completes tax returns by the end of the month.) Pay attention to the deadline since some states require an earlier deadline than others. Keep a photo copy for your records.
- Research for scholarships and loans. Log on to Tassel Time for more information. See Ms. Haney for further information.

February

- Keep your grades up....finish strong....remember that you will be accepted to college.
- Check deadlines for financial aid/scholarship grants. Many forms are due March 1.
- Apply for Community Scholarships.

March

- Wait.....

April

- Look for acceptance notices. April 15 is the most popular date for many competitive colleges to notify students. Let your counselor know what has happens.
- Choose your college and write the college a letter of acceptance, which the college should receive before May 1.
- Write other colleges to decline their acceptance (also before May 1).
- If you are wait-listed and wish to be kept in consideration, be sure to advise the college.
- If all colleges send rejections, don't panic! There are several alternatives. See your counselor.
- Finalize plans for housing, financial aid, and/or scholarships.
- Make any deposit required by the institution you plan to attend. May 1 is the generally accepted nationwide deadline for deposits for fall term.
- If applicable, register for Advanced Placement Tests. List colleges you wish to receive your scores.

May

- Make final choice of college or university if you have not already done so. Complete all details concerning college admissions.
- Notify your counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical.)
- Request that a final transcript be sent to your college choice.
- Take Advanced Placement Tests.
- HAVE A HAPPY GRADUATION!

Seeking Scholarships and Financial Aid for College

With the costs of completing higher education continuously increasing, most students will need to consider seeking scholarships or some other form of financial aid, and choices made when entering high school can affect a student's likelihood of gaining assistance. To have the highest probability for gaining the financial assistance that may be needed, you should:

- select and pursue a rigorous program of courses that will prepare you well for seeking a degree/area of interest to you
- make good grades and maintain good attendance
- participate in extracurricular and volunteer activities
- take the appropriate college entrance exam(s)
- join appropriate school clubs and organizations
- interview someone in your field of interest
- visit the Career Center for scholarships, jobs, and universities information.

By following these guidelines, you increase your possibility for gaining some type of financial aid. There are generally four major types of financial aid available to students. They are as follows:

- **Scholarships**- awards based on merit (either academic or some area of talent)
- **Grants**- awards based on financial need which do not need to be repaid
- **Loans**- funds which are loaned through a bank, a college, or a lending institution with interest rates. **Work-Study Programs**- jobs that allow students to earn money toward their education and which are coordinated through the college's financial aid office.

It would be a good idea to begin early in your high school career to think about schools you might want to attend after graduation from high school and to get some knowledge about potential expenses. Then you may begin gaining as much information about financial assistance as possible. Web site addresses for resources that can help you in your search for financial aid are listed below.

- The Financial Aid Information Page:
<http://www.fafsa.ed.gov>
- College Board Online:
<http://www.collegeboard.org>
- ACT: www.actstudent.org
- Arkansas Scholarship Connection:
<http://www.adhe.edu>

Tests for College-bound Students PSAT/NMSQT

(Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT measures verbal and mathematical reasoning abilities. It serves three purposes:

- allows students to compare their academic abilities with other college-bound students at their specific grade level
- familiarizes students with the SAT
- allows college-bound juniors to compete for National Merit Scholarship Recognition

The test is offered only in October and should be taken by all college-bound juniors. Sophomores will take the test for practice, and selected ninth grade students may make special arrangements to take the test.

To make the best possible use of PSAT/NMSQT results, review the "Report of Student Answers" to determine how you performed on each type of question. Noting the kinds of mistakes made can help you identify your areas of weakness and assist you in planning SAT preparation.

College Admission Tests

Different colleges require different admission tests. To find out which tests are required, you should check the catalogs or web sites of any colleges to which you plan to apply. Most colleges require the scores of the Scholastic Assessment Test (SAT) or the ACT (American College Testing Program).

Application forms are found online. It is your responsibility to have your scores sent directly to the colleges of your choice from the testing agency.

SAT (Scholastic Assessment Test)

Many two and four-year colleges require SAT scores as part of their admissions requirements. The SAT covers three parts: verbal, mathematics, and a test of standard written English. The verbal and mathematics scores are reported in a range of 200 – 800 with 500 being the median score. The admission score varies among colleges. If you plan to attend college, you are encouraged to take the test at the end of the junior year or early in the senior year. If you are applying to a military academy, you must take the SAT in your junior year. The SAT is given seven times a year. Testing dates are found on the College Board website or in the counseling office. (www.collegeboard.com)

ACT (American College Testing Program)

Some colleges require ACT scores as part of their admissions requirement. The ACT assessment covers four subject areas: English, mathematics, social studies, and natural science. There is an option to take an additional writing portion, though it is not required. The scores are reported for each subject area plus a composite score. The composite score ranges from 1 to 36 with 21 being average. The admission score varies among colleges. The ACT is offered six times a year. It is recommended that students take the test three times before November of the senior year. Testing dates are found on the ACT website or in the counseling office. (www.actstudent.org)

College Credit and Placement Tests

SAT (Subject Test)

The more selective colleges usually require the scores of two or more College Board Subject Tests as part of the admissions process. These tests are one-hour multiple choice tests that measure the student's knowledge of a particular subject and his/her ability to apply that knowledge. The SAT Subject Tests are used by some colleges for placement. These tests are offered in several subject areas. You should take the appropriate test after the completion of the course.

AP (Advanced Placement) Examinations

Advanced Placement Examinations are based upon college-level courses taught in high school. They may enable the student to receive college credit, advanced placement, or both. Scores are reported on a five-point scale, with five being the highest score. A score of three or better is generally accepted for advanced placement and college credit by many colleges. Check with the college you plan to attend for their policy. By exempting several freshman-level courses in this way, a student may realize substantial savings in college costs. AP teachers and counselors will advise students about the AP courses and the AP examinations.

CLEP (College Level Examination Program)

CLEP provides an opportunity for individuals who have acquired certain knowledge outside the traditional classroom to earn college credit examination. The scores range from 200 – 800. Some colleges give credit for scores above 500 enabling students to skip certain courses. Before participating in the program, you should check the policy of the prospective college regarding the granting of CLEP credit and consult your high school counselor. (www.clep.collegeboard.org)

IB (International Baccalaureate) Papers

International Baccalaureate Papers are the culminating exams given to IB students when they complete the college-level IB courses in high school. These exam scores are combined towards the achievement of the IB Diploma. That accomplishment and individual exam scores may enable students to earn individual college course credit or advanced standing at most major universities. These papers are marked on a seven point scale. A score of four or better is usually required for the college credit. Check with the college you plan to attend for their policy. The International Baccalaureate Diploma Program Coordinator or your counselor can advise you on this program. (www.ibo.org)

Helpful Websites

College Searches and Preparation

1. www.qccollege.com
2. www.collegeboard.com
3. www.collegeview.com
4. www.princetonreview.com
5. www.petersons.com
6. www.mappingyourfuture.org
7. www.aatyc.org

Financial Aid Websites

1. www.students.gov
2. www.scholarships101.com
3. www.finaid.org
4. www.studentaid.ed.gov
5. www.asla.info
6. www.collegenet.com/mach
7. www.fafsa.ed.gov
8. www.fastweb.com
9. www.collegeexpress.com
10. www.estudentloan.com
11. www.ed.gov/finaid.html
12. www.edupass.org
13. www.qmsp.org
14. www.scholarshipamerica.org
15. www.salliemae.com
16. www.scholarships.com
17. www.am-blk-coll.com
18. www.adhe.edu

Financial Aid for Hispanic Students

19. www.hacu.net
20. <http://maldef.org/leadership/scholarships>
21. www.hwoa.org

Career and Job Searches

1. www.bls.gov/oco
2. www.acinet.org
3. <http://online.onetcenter.org>
4. <http://arkansasworks.kuder.com>
5. <http://dws.arkansas.gov>
6. www.arjoblink.arkansas.gov/ada
7. <http://ace.arkansas.gov>
8. www.careeronestop.org
9. www.discover.arkansas.gov
10. www.myfuture.com

Options after High School

Arkansas Four-Year Colleges and Universities

College/University	City	Website
Arkansas Baptist College	Little Rock	www.arkansasbaptist.edu
Arkansas State University	Jonesboro	www.arstate.edu
Arkansas Tech University	Russellville	www.atu.edu
Central Baptist College	Conway	www.cbc.edu
Harding University	Searcy	www.harding.edu
Henderson State University	Arkadelphia	www.hsu.edu
Hendrix College	Conway	www.hendrix.edu
John Brown University	Siloam Springs	www.jbu.edu
Lyon College	Batesville	www.lyon.edu
Ouachita Baptist University	Arkadelphia	www.obu.edu
Philander Smith College	Little Rock	www.philander.edu
Southern Arkansas University	Magnolia	www.sau.edu
University of Arkansas, Fayetteville	Fayetteville	www.uark.edu
University of Arkansas, Fort Smith	Fort Smith	www.uafortsmith.edu
University of Arkansas, Little Rock	Little Rock	www.ualr.edu
University of Arkansas, Monticello	Monticello	www.uamont.edu
University of Arkansas, Pine Bluff	Pine Bluff	www.uapb.edu
University of Arkansas for Medical Sciences	Little Rock	www.uams.edu
University of Central Arkansas	Conway	www.uca.edu
University of the Ozarks	Clarksville	www.ozarks.edu
Williams Baptist College	Walnut Ridge	www.wbcoll.edu

Arkansas Two-Year Colleges and Universities

College/University	City	Website
Arkansas Northeastern College	Blytheville	www.anc.edu
Arkansas State University, Beebe	Beebe	www.asub.edu
Arkansas State University, Mountain Home	Mountain Home	www.asumh.edu
Arkansas State University, Newport	Newport	www.asun.edu
Arkansas State University Tech Center	Marked Tree	www.asutec.edu
Arkansas Valley Technical Institute of Arkansas Tech University	Ozark	http://atuoc.atu.edu
Baptist health Schools of Nursing and Allied Health	Little Rock	www.baptist-health.com/health_schools/nursing/
Black River Technical College	Pocahontas	www.blackrivertech.org
College of the Ouachitas	Malvern	www.coto.edu
Cossatot Community College of the University of Arkansas	DeQueen	www.cccua.edu
Crowley's Ridge College	Paragould	www.crowleysridgecollege.edu
East Arkansas Community College	Forrest City	www.eacc.edu
Jefferson RMC School of Radiologic Technology and Nursing	Pine Bluff	www.jrmc.org/us/t_prog.html
Mid South Community College	West Memphis	www.midsouthcc.edu
National Park Community College	Hot Springs	www.npcc.edu
North Arkansas College	Harrison	www.northark.cc.ar.us
NW Arkansas Community College	Bentonville	www.nwacc.edu
Phillips Community College of the University of Arkansas	Helena	www.pccau.edu
Pulaski Technical College	North Little Rock	www.pulaskitech.edu
Rich Mountain Community College	Mena	www.rmcc.edu
Shorter College	North Little Rock	www.shortercollege.4t.com
South Arkansas Community College	El Dorado	www.southark.edu
Southeast Arkansas College	Pine Bluff	www.seark.edu
Southern Arkansas University Tech	Camden	www.sautech.edu
University of Arkansas Community College, Batesville	Batesville	www.uaccb.edu
University of Arkansas Community College, Hope	Hope	www.uacch.edu
University of Arkansas Community College, Morrilton	Morrilton	www.uaccm.edu

Arkansas Career and Technical Schools

Northwest Arkansas Community College (www.nwacc.edu): paramedic, fire science, first responder, EMT, nursing, respiratory therapy, dental assistant, CNA/PCA, and several building science degrees (plumbing, HVAC, electrical)

Northwest Technical Institute (www.nti.tec.ar.us): ammonia refrigeration maintenance technology, automotive service technology, collision repair technology, architectural drafting technology, business technology, computer information systems, diesel and truck technology, electronics technology, industrial maintenance technology, machine tool technology, practical nursing, surgical technology, and truck driving.

Blue Cliff College, Fayetteville (www.bluecliffcollege.com): dental assisting, dialysis technician, esthetics, HVAC, massage therapy, medical assisting, and medical office administration.

Regency Beauty Institute, Fayetteville (www.regencybeauty.com): Regency Beauty is a cosmetology school that allows students to specialize in various areas within the cosmetology area.

ITT Technical Institute, Little Rock (www.itt-tech.edu): computer and electronics engineering technology, criminal justice, business administration, computer drafting and design, computer network systems, web development, multimedia, software applications and programming, technical project management, and information systems security.

Tulsa Welding School, Tulsa (www.weldingschool.com): Program length ranges from 3.5 months to 16 months, with the most popular Professional Welder program only 7 months in length and the Electro-Mechanical Technologies program is only 9 months.

U.S. Military and U.S. Armed Forces Recruiting Programs

- **Army:** www.goarmy.com
- **Navy:** www.navy.com
- **Air Force:** www.airforce.com
- **Marines:** www.marines.com
- **Coast Guard:** www.gocoastguard.com
- **US Merchant Marine:** www.usmma.edu
- **Air National Guard:** www.ang.af.mil
- **Army National Guard:** www.1800goguard.com or www.arng.army.mil
- **Army Reserve:** www.goarmyreserve.com or www.army.mil/usar
- **Air Force Reserve:** www.afreserve.com
- **Marine Forces Reserve:** www.marforres.usmc.mil
- **Naval Reserve Force:** www.navres.navy.mil/navresfor
- **Coast Guard Reserve:** www.uscg.mil/hq/reserve/reshmpg.html

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