

## TO ALL ROGERS HIGH SCHOOL STUDENTS AND PARENTS:

All high school students will make many decisions concerning their education. Among the most important of these decisions is the selection of courses to be studied. Whether you plan to attend college, go to a vocational-technical school, or enter the work force, these are extremely important decisions. A Student Success Plan has been adopted by the state of Arkansas that requires all schools provide assistance in planning for high school and beyond. Rogers Public Schools has developed a district plan to begin addressing student's preparation for their academic and plan following graduation. Students, Parents, Teachers, Counselors and Administrators will begin working with students in $6^{\text {th }}$ grade and continue to review and support student's goals each year throughout activitiesthese goals and plans will also be communicated to parents annually as well.

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

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

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

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

Best wishes for success.

| Heritage High School <br> (HHS) | Rogers High School <br> (RHS) | Rogers New Tech High <br> School (RNTHS) | Crossroads Learning <br> Center (CR) | REAP |
| :--- | :--- | :--- | :--- | :--- |
| Principal: | Principal: <br> Jim Davis | Principal: <br> Dr. Lewis Villines <br> Assistant Principals: | Assistant Principals: <br> Charlie Abernathy | Principal: <br> Chip Greenwell |
| Jerrod Blockburger | Chate | Principal: <br> Terry Ciganek |  |  |
| Matt Murray | Tricia Murray |  |  |  |
| Martin Resendiz | Lynsey Reynolds <br> Lisa Williams |  |  |  |
| Erik Sokol | Paul Wilson |  |  |  |
| Lisa Tilmon |  |  |  |  |

## ROGERS PUBLIC SCHOOLS STATEMENT OF ASSURANCE

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

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

## Table of Contents

| Academic Information |  |
| :---: | :---: |
| Selection of courses | 9 |
| Grade placement | 4 |
| Graduation Requirements (IKF) | 5 |
| Academic Guarantee Policy (IKFC) | 8 |
| Graduation Requirement Comparison | 9 |
| Grading | 10 |
| College Testing Information | 10 |
| General Information | 10 |
| Graduate Profile | 12 |
| Rogers Honors Academy |  |
| Rogers Honors Academy | 13 |
| Core Courses |  |
| English | 16 |
| Math | 20 |
| Science | 24 |
| Social Studies | 28 |
| Courses for speakers of other languages | 32 |
| Other Courses |  |
| Athletics | 33 |
| Art | 33 |
| Drama | 35 |
| Health | 36 |
| Journalism | 36 |
| Music | 37 |
| Oral Communications- Debate, Forensics \& Communications | 39 |
| Physical Education | 40 |
| World Languages- French, German, \& Spanish | 41 |
| Miscellaneous | 45 |
| Twenty-First Century Programs Career and Technical Education |  |
| Agriculture, Food, and Natural Resources Career Field |  |
| Animal Systems Program of Study | 48 |
| Plant Systems Program of Study | 49 |
| Agricultural Power, Structural \&Technical Systems Program of Study | 49 |
| Business, Marketing, and Management Career Field |  |
| General Management Program of Study | 53 |
| Finance Program of Study | 50 |
| Hospitality and Tourism Program of Study | 51 |
| Retail Management Program of Study | 55 |
| Marketing Program of Study | 54 |
| Communications and Informational Technology STEM Field |  |
| Audio/Visual Tech and Film Program of Study | 56 |
| Programming and Software Development Program of Study | 58 |
| Programming and Software Development: Game Design | 60 |
| Unmanned Aerial Systems Program of Study | 57 |
| Engineering and Technology Program of Study | 60 |


| Health Science Career Field |  |
| :---: | :---: |
| Medical Professions Program of Study | 64 |
| Sports Medicine Program of Study | 66 |
| Human Services Career Field |  |
| Family and Community Services: Nutrition Science and Dietetics | 67 |
| Teaching and Training: Pre-Educator Program of study | 69 |
| Family and Community Services: Human and Social Services Program of Study | 68 |
| Clothing and Housing Design Program of Study | 70 |
| Industrial and Engineering Technology Career Field |  |
| Construction Technology Program of Study | 71 |
| Industrial Equipment Technologies Program of Study | 73 |
| Precision Machining Manufacturing Program of Study | 72 |
| Pre-Engineering (PLTW-Project Lead The Way) Program of Study | 63 |
| Automotive Service Technology Program of Study | 74 |
| Career Preparation and Exploration |  |
| Career Exploration and Work-Based Learning | 75 |
| Rogers New Technology High School (Additional CTE Programs) |  |
| Advertising and Graphic Design Program of Study (RNTHS) | 76 |
| Commercial Photography Program of Study (RNTHS) | 77 |
| Mobile Applications Development Program of Study (RNTHS) | 83 |
| Crossroads Additional CTE Programs |  |
| CTE Programs at Crossroads (CR) | 85 |
|  |  |
| College Course Information |  |
| Concurrent Credit/Replacement Credit Guidelines | 88 |
| NWACC Early College Experience Online Concurrent Courses | 89 |
| NWACC: Associate Degree Programs | 90 |
| NWACC Early College Experience Associate of Arts Degree Programs | 91 |
| NWACC Early College Experience Associate of Science Degree Programs | 92 |
| Brightwater Culinary Arts | 95 |
| Northwest Technical Institute (NWTI) Secondary Career Center | 97 |

## SELECTION OF COURSES

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

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

## Graduation Requirements beginning with the Class of 2017

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

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

${ }^{1}$ All students are required to be enrolled in a math and science class their junior or senior year.
${ }^{2}$ A two-year Algebra equivalent or a two-year Geometry equivalent may each be counted as two units toward the four-unit requirement.
${ }^{3}$ According to the ADE Standards of Accreditation, electives are also known as Career Focus credits - 14.02
${ }^{4}$ May be reduced to no less than 22 credits under compelling extenuating circumstances. A $12^{\text {th }}$ grade student may file a formal request with the principal of the high school the student attends, the assistant superintendent of secondary curriculum and instruction, and the superintendent of schools to graduate with less than 24 credits but no less than 22 credits. Those who earn at least 24 credits and at least 48 grade points will receive a silver seal on the diploma; those who earn at least 24 credits but fewer than 48 grade points, and those graduating with fewer than 24 credits will receive no seal on the diploma.
5 Rogers New Technology High students, in addition, will need to complete two of the following options to meet graduation requirements: Career Investigations-( 0.5 credit), Approved Community Service-( 25 hours), Early College Experience-( 6 hours) of college credit which may include collegiate distance learning, Advanced Placement, and concurrent credit courses with at least one course taken on the college campus.

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

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

Beginning with the entering freshman class of 2017-2018, each high school student will be required to have specific instruction in personal finance standards in grades $9,10,11$, or 12 prior to graduation as required by A.C.A. 6-16-135.

## Graduation Requirements for English Language Learners

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

## Honors Graduation

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

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

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

|  | Requirements | AP Courses | GPA | Total Quality Points |
| :---: | :---: | :---: | :---: | :---: |
| Honors | - All local graduation requirements <br> - Smart Core <br> - requirements specified by the ADHE <br> - 2 levels of the same foreign language | - 2 AP courses <br> OR <br> - Associate's Degree program OR <br> - Early College Experience (RNTHS) | 3.300 | At least 92 |
| High Honors | - All local graduation requirements <br> - Smart Core <br> - requirements specified by the ADHE <br> - 2 levels of the same foreign language | - 4 AP courses <br> OR <br> - Associate's Degree program OR <br> - Early College Experience (RNTHS) | 3.750 | At least 105 |
| Distinguished Honors | - All local graduation requirements <br> - Smart Core <br> - requirements specified by the ADHE <br> - 2 levels of the same foreign language | - 5 AP courses <br> OR <br> - Associate's Degree program OR <br> - Early College Experience (RNTHS) | 4.000 | At least 112 |

## Quality Points ${ }^{1}$

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

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

[^0]- Approved credits earned in a home school or any other school not fully accredited by a state's education department or one of the standard regional accrediting agencies (e.g., North Central Association). ${ }^{2}$
- Grades from an Arkansas Nonpublic School Accrediting Association (ANSAA) school will count in the honors calculation if the student attends any Rogers' High School for three years. ${ }^{2}$
- Credits transferred from a foreign country, unless from a school accredited by one of the regional accrediting agencies, as indicated above. ${ }^{2}$

[^1]
## Class Rank

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

## Grade Point Average

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

## Early Graduation

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

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

## Delayed Graduation

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

Policy Adopted 6-17-03
Revised 2-15-05, 12-18-07, 6-17-08, 12-15-09, 7-20-10, 4-17-12, 9-18-12, 11-20-12, 5-21-13, 11-19-13, 11-18-14, 5-19-15, 12-19-17, 6-19-18 Reviewed: 3-17-15, 5-8-18 Rogers School District No. 30

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

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

To qualify for this tuition payment, the student must:

1. Complete all courses specified as Core requirements by the Arkansas Department of Higher Education (ADHE) and the student's college. The ADHE core requirements currently include the following:

- 4 units of English, with emphasis on writing skills (not to include courses in oral communication, journalism, drama, or debate)
- 3 units of science, with laboratories
- 4 units of math, including Algebra I and II, Geometry and one at a higher level than Algebra II
- 3 units of social studies, including 1 of American History, 1 of World History, $1 / 2$ Civics and $1 / 2$ Economics
- Complete the Smart Core requirements as specified by the Arkansas Department of Education.

2. Have a grade point average of at least 2.50 in these core requirements at graduation.
3. Have taken the ACT (national college admission test) prior to April of the junior year.
4. Have successfully completed an ACT preparatory program or any comparable program at the conclusion of the junior year, if the most recent ACT score in math or English was below the remedial level, as determined by the Arkansas Department of Higher Education (currently set at 19).
5. Have successfully completed a recommended course of study during the senior year, if the most recent ACT score in math or English was below the remedial level.
6. Have taken the ACT at least once in the spring semester of the senior year, if previous scores were not above remedial levels.
7. Have successfully completed an ACT preparatory program or any comparable program, at the conclusion of the senior year, if the most recent ACT score was below the remedial level.
8. Have an average attendance rate of at least $95 \%$ for grades 9-12.
9. Have been a full-time student enrolled in the Rogers Public Schools for the five years prior to graduation.
10. Have enrolled in college no later than the spring semester of the school year following graduation from a Rogers's high school.

Approved 4/20/2004
Revised 12/18/2007, 4/17/12, 12/18/12, 5/8/18 Reviewed: 3/17/15 Rogers School District No. 30

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


[^2]
## GRADING

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

Grading Standards: All Classes

| Grade Range: <br> Although grades are typically reported as <br> letter grades, grades are based on <br> the following grading scale: | Regular/Pre-AP Grade values <br> (for purposes of computing grade point <br> averages) these classes are based on the <br> following point values, computed at the <br> end of each semester: | AP Courses Grade values <br> Advanced Placement (AP) courses are <br> based on the following semester point <br> values, upon completion of the national <br> exam at the end of the year: |
| :--- | :--- | :--- |
| $\mathrm{A}=90-100$ | $\mathrm{~A}-4$ points | $\mathrm{A}-5$ points |
| $\mathrm{B}=80-89$ | $\mathrm{~B}-3$ points | $\mathrm{B}-4$ points |
| $\mathrm{C}=70-79$ | $\mathrm{C}-2$ points | $\mathrm{C}-3$ points |
| $\mathrm{D}=60-69$ | $\mathrm{D}-1$ point | $\mathrm{D}-2$ point |
| $\mathrm{F}=0-59$ | $\mathrm{~F}-0$ points | $\mathrm{F}-0$ points |

## COLLEGE TESTING INFORMATION

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

For more information on Advanced Placement (AP), SAT, PSAT and ACT tests, please visit the following websites:
https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10
www.actstudent.org
www.apstudent.collegeboard.org/home

## GENERAL INFORMATION

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

CONCURRENT CREDIT: A student in the Rogers School District who successfully completes eighth grade shall be eligible to enroll in an institution of higher learning for the purpose of earning concurrent credit that counts as college credit and toward high school graduation elective requirements. (See page 76 for more information)

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

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

DROPPING A CLASS: Until the $70^{\text {th }}$ day of the semester, a class may be dropped and not appear on the transcript. After the $70^{\text {th }}$ day of the semester, a student may not drop a class. NOTE: All students must be enrolled in at least six "for credit" classes. Therefore, students would only have the option of dropping one class per semester.
FULL-TIME ENROLLMENT: Students in the Rogers School District who have successfully completed eighth grade must be on campus for seven periods and enrolled in a minimum of six classes for credit. Exceptions to this are students who are participating in a Rogers's high school work program or taking concurrent credit classes at a publicly supported community college, technical college, four-year College, university or an accredited private institution. See course descriptions for those who may enroll in work programs and prerequisites that are required. Students in these programs must take their on-campus credit classes consecutively.

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

REGISTRATION: Course selection takes place in the spring semester for the following year. Selections should be made carefully, considering both Student Success Plan goals and graduation requirements. The high school master schedules are developed after students make course choices. As a direct result of these decisions, the number of sections available is directly impacted by the number of students registered. Although some conflicts will arise, every effort will be made to enroll students in the courses that they select. Please register accurately and give careful consideration to these selections. Classes are designed to meet the needs of the majority of students whether they plan to continue their education beyond high school or enter the workforce. Students planning to go to college are advised to select mathematics, science, social studies, and language courses that will provide the best preparation for college.

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

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

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

## ROGERS PUBLIC SCHOOLS - HIGH SCHOOL GRADUATE PROFILE

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

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

## GRADUATE PROFILE:

## Communication

First Language - Students are expected to communicate well, both orally and written in their first language Reading, Writing, Speaking, and Listening
Second Language - Communication in a second language allows students to compete for jobs in today's world Reading, Writing, Speaking, and Listening

## Content Knowledge

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

## Reasoning \& Thinking Skills



Career Awareness and Exploration
Takes advantage of educational and occupational exploration and career planning

## Technology and Digital-Age Literacy

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

## Aesthetic Literacy

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

## ROGERS HONORS ACADEMY: EXPLORE, EXCEL, TRANSFORM

## Mission:

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

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


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

## Explore

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

Community: How am I a part of my communities (as a learner, a contributor, a leader...)? What are the needs of my communities?
Academics: What do I get excited about learning? How can I do research? What can I explore that I haven't explored?

## Excel

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

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

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

## Transform

Self: How do I realize my potential? How do I become the best self I can become?
Community: What has changed as a result of my contributions? What 'work' am I most proud of? How have I changed the 'way of doing business' or the attitudes of others in my various groups?

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

## Expectations for Scholars:

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

- Attend the Rogers Honors Academy Graduation \& Scholarship Celebration
- Graduate with a GPA of 3.50 or higher
- Exhibit knowledge of and adherence to the rules of the school district
- Communicate effectively with their teachers, counselors and mentors, actively pursue additional assistance when needed
- Produce work of high quality and contribute positively to their learning community
- Attend college fairs, college admissions presentations, and other college-related activities and events
- Take ACT and/or SAT preparation workshops
- Go on college visits when possible to do so
- Get involved in community service, help consistently with family or home obligations, or work in a job
- Attendance at RHA programming (during Advisory and other times) is mandatory


## Requirements for Scholars 2021--2022

## Sophomore Year Requirements

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

- Cumulative GPA of 3.50 by end of Fall semester
- Take 2 Pre-AP or AP Classes (any combination)
- Involvement in Community Service or working in a job (obligations at home qualify)
- Foreign Language Class: While not required for this year, if student hasn't already taken a foreign language class, it is recommended that they begin taking a foreign language class.


## Junior Year Requirements

- Cumulative GPA of 3.75 by end of Spring semester
- Take 3 Pre-AP or AP Classes (any combination)
- Ongoing involvement in Community Service or working in a job (obligations at home qualify)
- Foreign Language Class: If student hasn't already taken a foreign language class, it is required that they take one this year.
- Students are encouraged to take AP Seminar (part of AP Capstone)
(NOTE: Students are required to take 2 levels of the same foreign language. It is strongly recommended that students explore additional levels of foreign language for college admission requirements to top tier colleges. It is recommended that students take AP level foreign language classes.)


## Senior Year Requirements

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


## College Visits

Students will be given the opportunity to take a college visit during their membership in the Rogers Honors Academy. (Depending on space, subsequent trips may be possible.)
Students are required to visit at least one top school - either on their own or with the RHA.
Top schools are identified by US News and World Report Best Colleges. We focus on:

- Top 100 National Universities
- Top 50 Liberal Arts Colleges.
- Colleges That Change Lives
- The Princeton Review Best 384 Colleges


## College Applications

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

## Community Service

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

## Additional RHA Requirements

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

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


## COURSE DESCRIPTIONS

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

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

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

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


## Rogers Virtual Learning (RVL)

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

Our program is powered by Red Comet curriculum and has licensed teachers that can support students in their courses.

RVL provides the core curriculum for grades 6-12 and elective options for grades 9-12. For more information on course work and enrollment, please contact Darla Tomasko, Executive Director of ALE/Virtual at darla.tomasko@rpsar.net or 479-636-3910.

\#410000 English 9 (1 credit, 2 semesters) (NCAA approved core course)
Prerequisite: successful completion of $8^{\text {th }}$ grade English
English I will include units of grammar, vocabulary development, literature and composition. The student is expected to read short stories, plays, and novels. Composition is addressed through the literature assignments and other areas of interest. Study, notetaking, and testing skills are taught and practiced throughout the course.

## \#410001 Pre-AP English 9 (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: successful completion of $8^{\text {th }}$ grade English

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

## \#51004E English 9 ESOL (1 credit, 2 semesters)

## Prerequisite: ESOL Department Approval

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

## \#411000 English 10 (1 credit, 2 semesters) (NCAA approved core course)

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

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

## \#411001 Pre-AP English 10 ( 1 credit, 2 semesters) (NCAA approved core course)

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

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

## \#51103E English 10 ESOL (1 credit, 2 semesters)

## Prerequisite: ESOL Department Approval

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

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

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

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

## \#51203E English 11 ESOL (1 credit, 2 semesters)

## Prerequisite: ESOL Department Approval

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

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

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

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

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

## Prerequisite: ESOL Department Approval

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

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

Transitional English 12 is a two-semester ELA course, designed to dramatically accelerate students' literacy skills essential for college and career readiness. The course is comprised of two Transitional Literacy Ready ELA units and additional districtdeveloped units of study that together encompass the Arkansas English Language Arts Standards for Grade 12. Transitional English 12 focuses on developing the requisite literacy skills for success in higher education and the workforce. These texts will also be used as models for student writing products, emphasizing both informational and argumentative types.
\#517030 AP English Language \& Composition ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction texts, including graphic images as forms of text, from many disciplines and historical periods.
\#517040 AP English Literature and Composition ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## \#417010 Creative Writing ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit) ( 1 semester)

Creative Writing is designed to allow students to explore different genres of writing. Students will increase their ability to give and receive critical feedback while developing the skills needed to write creatively within different genres. This course will also provide students the skill sets necessary to pursue various avenues of publishing. By the conclusion of the course, students will have a working portfolio of their collected writings across a variety of genres and topics. (Year-long course \#417020)

## \#519930 College Composition I - NWACC ENGL 1013 English Composition I

( $11^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit) ( 1 semester) (NCAA approved core course)
Prerequisites: Cumulative 3.00 GPA and ACT: 19 Reading and English OR ACT Aspire: 428 Reading and English
Accuplacer: See course/department/school requirements (NWACC, ECE, NWTI) as required, scores vary from course to course
NOTE: This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. Guiding the student through the process of writing with regular practice and analysis of effective writing, this first course of the composition sequence emphasizes the writing of clear, concise, developed academic prose. Generally students are expected to follow the rules of Standard English to understand paragraph development, and to write a research assignment involving the integration of sources. Students may encounter works of a mature nature as is expected in a college course.

## \#519940 College Composition II - NWACC ENGL 1023 English Composition II

( $12^{\text {th }}$ Grade) ( 1 credit) ( 1 semester) (NCAA approved core course)
Prerequisite: College Comp I with C or better
NOTE: This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This course continues the writing, reading, research and critical thinking skills developed in Composition I. Students will write in multiple genres and gain further practice in the analysis, interpretation, and evaluation of complex texts. Students may encounter works of a mature nature as is expected in a college course.

## \#419110 Critical Reading I ( $9^{\text {th }}-12^{\text {th }}$ Grades) ( 1 credit and/or 0.5 credit per semester)

NOTE: This course is NOT a required English credit, it is considered a language arts elective
Critical Reading is an elective course for selected students. Placement will be determined through course grades, test scores, and teacher recommendations. Students will be assigned to this class unless meeting one of the following conditions: (1) reading score of "ready or exceeding" on ACT or ACT Aspire; (2) students in special education whose reading deficits are being adequately addressed in the IEP; or (3) ESOL students whose reading deficits are being adequately addressed in the ESOL program. This course is designed to accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, ongoing assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats and genres. In addition, students will engage in differentiated learning activities tied to a variety of fiction and nonfiction texts with increasing complexity. Students will also demonstrate literacy competence through purposeful application of knowledge and skills from this course, based on individual and collective literacy goals.

## \#419120 Critical Reading II ( $10^{\text {th }}-12^{\text {th }}$ Grades) ( 1 credit and/or 0.5 credit per semester)

NOTE: This course is NOT a required English credit, it is considered a language arts elective
Critical Reading II is an elective course for selected students. Placement will be determined through course grades, test scores, and teacher recommendations. Students will be assigned to this class unless meeting one of the following conditions: (1) reading score of "ready or exceeding" on ACT or ACT Aspire, (2) students in special education whose reading deficits are being adequately addressed in the IEP, or (3) ESOL students whose reading deficits are being adequately addressed in the ESOL program. This course is designed to accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, ongoing assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and
multicultural literature of diverse formats and genres. In addition, students will engage in differentiated learning activities tied to a variety of fiction and nonfiction texts with increasing complexity. Students will also demonstrate literacy competence through purposeful application of knowledge and skills from this course, based on individual and collective literacy goals.

## \#419130 Academic Reading I (9 ${ }^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters)

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

## \#596400 Academic Reading II (ADE Approved) ( $10^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters)

## Prerequisite: Academic Reading I

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

## \#596410 Academic Reading III (ADE Approved) (11 ${ }^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters)

## Prerequisite: Academic Reading II

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

## \#596420 Academic Reading IV (ADE Approved) (12 ${ }^{\text {th }}$ Grades) (1 credit, 2 semesters) Prerequisite: Academic Reading III

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

## MATHEMATICS

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

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

A flex credit of an approved Computer Science (any course starting with 465 or 565 ) may replace the $4^{\text {th }}$ math requirement (or the $3^{\text {rd }}$ science requirement). Two distinct credits of the approved computer science courses may replace the $4^{\text {th }}$ math requirement and the $3^{\text {rd }}$ science requirement.

All students are required to be enrolled in a math and science class their junior or senior year.
\#430000 Algebra I ( $7^{\text {th }}-9^{\text {th }}$ grade) (1 credit, 2 semesters) (NCAA approved core course)
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas include linear and exponential relationships by contrasting them with each other and by applying linear models to data and analyzing, solving and applying quadratic functions.

## \#639000 Algebra I Math Lab (9th grade) (1 credit, 2 semesters)

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

## \#431000 Geometry ( $8^{\text {th }}-10^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: Algebra I

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

## \#431001 Pre-AP Geometry ( $8^{\text {th }}-10^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisites: Algebra I

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

## \#639001 Geometry Math Lab ( $10^{\text {th }}$ grade) (1 credit, 2 semesters)

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

## \#439130 Technical Math for College and Career (9th-12th Grade, 2 semesters) <br> Prerequisites: Algebra 1 and Geometry

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

## \#432000 Algebra II (9 ${ }^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisites: Algebra I and Geometry

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

## \#432001 Pre-AP Algebra II ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

Prerequisites: Algebra I and Geometry
This course is recommended for the college bound student, such as one who plans to complete AP Calculus. The fundamental purpose of this course is to build on student's work with linear, quadratic, and exponential functions as well as extend their knowledge of functions to include polynomial, rational, and radical functions. Students continue to model situations through solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. This course includes all topics normally covered in Algebra II and additional applications related to the real world, with a deeper and broader look at most topics.
\#439120 Quantitative Literacy ( $12^{\text {th }}$ grade) ( 1 credit, 2 semesters)

## Prerequisites: Algebra I; this course is a $4^{\text {th }}$ year math elective

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

## \#439070 Algebra III (11 $1^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Algebra II

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

## \#433000 Pre-Calculus ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: Algebra II

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

## \#439090 Statistics ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: Algebra I and Algebra II

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

## \#534040 AP Calculus AB ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Pre-Calculus

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

## \#534050 AP Calculus BC ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: Pre-Calculus NOTE: AP Calculus AB is a recommended prerequisite

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

## \#539030 AP Statistics ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Algebra II

AP Statistics is equivalent to one semester, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four critical areas of study are exploring data, sampling and experimentation, anticipating patterns and statistical inference.

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

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 1 semester) (NCAA approved core course)
Prerequisites: Algebra II, Cumulative 3.0 GPA and minimum test scores for Math and Reading. ACT: Math 21, ACT: Reading 19 Aspire Reading 428 and Aspire Math 434
Accuplacer: See course/department/school requirements (NWACC, ECE, NWTI) required scores vary from course to course
NOTE: This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing using graphing utility functions, graphs and models; polynomial and rational functions; exponential and logarithmic functions; systems of equations, inequalities and matrices.

## \#539901 College Finite Math - NWACC MATH 2053 Finite Math

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 1 semester) (NCAA approved core course)
Prerequisites: College Algebra with C or better OR 24 ACT Math score
NOTE: This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This course is a survey and applications course in mathematics designed for business, life science, and social science students. Topics include a review of using a graphing utility, linear models, systems of linear equations, matrices, linear programming, the simplex method, set theory, probability, counting principles, statistics, and finance mathematics.
\#539902 College Plane Trigonometry - NWACC MATH 1213 Plane Trigonometry
( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 1 semester) (NCAA approved core course)
Prerequisites: College Algebra with C or better OR 24 ACT Math score
NOTE: This course may be taken for 3 hours of college credit; students must meet eligibility requirements, pay tuition and purchase textbooks. This is a survey of basic trigonometric concepts. Topics include a review of functions and graphs, the trigonometric functions, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, applications of trigonometry, complex numbers, a review of exponential and logarithmic functions, and polar coordinates and equations.

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

## PHYSICAL SCIENCES:

\#423000 Physical Science-Integrated (8th-9th grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite or Co-requisite: Algebra I

Students in Physical Science-Integrated continue to develop their understanding of the core ideas in the physical, life, and earth and space sciences learned in middle school. These ideas include the most fundamental concepts from chemistry, physics, biology, and Earth and space science but are intended to leave room for expanded study in upper-level high school courses. The performance expectations in Physical Science-Integrated build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. There are six topics in Physical Science-Integrated: (1) Elements, Matter, and Interactions, (2) Matter in Organisms, (3) Forces and Motion, (4) Energy, (5) Waves, and (6) Interactions of Humans and the Environment.
\#42300E Physical Science-Integrated ESOL ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 physical science credit) ( 2 semesters)

## Prerequisite: ESOL Department Approval

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

## \#421000 Chemistry-Integrated ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite or Co-requisite: Algebra II

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

## \#421001 Pre-AP Chemistry-Integrated ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite or Co-requisite: Algebra II

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

## \#422010 Physics ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite or Co-requisite: Algebra II

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

## \#522080 AP Physics I ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite/Co-requisite: Algebra II

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

## \#522090 AP Physics II ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

Prerequisite: AP Physics I and completed or concurrently taking Pre-calculus
AP Physics II is equivalent to a second-semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the course framework.
\#521030 AP Chemistry ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: Algebra II and Pre-AP Chemistry-Integrated or Chemistry-Integrated

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The key concepts encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. This course requires that 25 percent of the instructional time engages students in lab investigations.

## LIFE SCIENCES:

\#420000 Biology-Integrated ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
Students in Biology-Integrated develop understanding of key concepts that help them make sense of the interactions between life science and Earth and space science. The ideas are building upon students' understanding of disciplinary ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are seven topics in Biology-Integrated: (1) Cycling of Matter and Energy, (2) Structure and Function, (3) Biodiversity and Population Dynamics, (4) Genetic Variations in Organisms, (5) Evolution by Natural Selection, (6) Earth's Changing Climate, and (7) Humans and Natural Systems. The performance expectations (standards) for Biology-Integrated blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

## \#420001 Pre-AP Biology-Integrated ( $9^{\text {th }}-10^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

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

## \#42000E Biology-Integrated ESOL (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Physical Science-Integrated and ESOL Department Approval

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

## \#424030 Anatomy/Physiology (10th-12th grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Biology-Integrated or Pre-AP Biology-Integrated or Biology-Integrated ESOL

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

## \#424020 Environmental Science ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

Environmental Science develops understanding of key concepts that help make sense of the interactions between Earth science, physical science, and life science. The ideas build upon students' understanding of disciplinary ideas, science and engineering practices, and crosscutting concepts from earlier grades and previous high school science courses. There are four topics in environmental science: (1) Systems, (2) Energy, (3) Populations, and (4) Sustainability. The performance expectations in Environmental Science develop usable knowledge that can be applied to understanding, explaining, and improving human interactions with Earth systems and resources. The performance expectations reflect the aspects of environmental science with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society.
\#520030 AP Biology ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: Pre-AP Biology-Integrated or Biology-Integrated and Pre-AP Chemistry-Integrated or Chemistry-Integrated

 AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution and cellular processes involving energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.\#523030 AP Environmental Science ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: two years of high school laboratory science-one year of life science and one year of physical science-Algebra 1 The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and humanmade environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## SCIENCE ELECTIVE: (MUST BE TAKEN CONCURRENTLY)

\#425020 Outdoor Pursuits/SCIENCE Component ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1.5 credit, 2 semesters) Co-requisite: \#485031 Outdoor Pursuits-Physical Education Component; credit will be given for 1 year (1.0 credit) of Earth Science AND 1 semester ( 0.5 credit) of Physical Education
Outdoor Pursuits is a science and physical education course. Student performance expectations are built around a systems approach which strongly reflects the many societally relevant aspects of Earth sciences (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. Students will explore concepts of Earth Science while exploring their environment through recreational activities and utilizing skills that can be used throughout their life. These activities include kayaking, rock-climbing, hunters' education, and boaters' education. Students will demonstrate their understanding of human impact on ecosystems. No equipment is required; however, students will be asked to bring their own equipment if they have it (e.g. fishing tackle).
\#485031 Outdoor Pursuits/PHYSICAL EDUCATION Component ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1.5 credit, 2 semesters) Co-requisite: \#425020 Outdoor Pursuits-Science Component; credit will be given for 1 year (1.0 credit) of Earth Science AND 1 semester ( 0.5 credit) of Physical Education
Outdoor Pursuits is a science and physical education course. Student performance expectations are built around a systems approach which strongly reflects the many societally relevant aspects of Earth sciences (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. Students will explore concepts of Earth Science while exploring their environment through recreational activities and utilizing skills that can be used throughout their life. These activities include kayaking, rock-climbing, hunters' education, and boaters' education. Students will demonstrate their understanding of human impact on ecosystems. No equipment is required; however, students will be asked to bring their own equipment if they have it (e.g. fishing tackle).

SOCIAL STUDIES


## \#470000 United States History since 1890 ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Progressive Era, allowing United States History Since 1890 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. United States History Since 1890 references the eras and time periods from The National Center for History in the Schools.
\#470001 Pre-AP United States History since 1890 ( $9^{\text {th }}$ grade) ( 1 credit, 2 semesters) (NCAA approved core course) In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Progressive Era, allowing United States History Since 1890 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will Updated 1/4/2021
examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. United States History Since 1890 references the eras and time periods from The National Center for History in the Schools. Students will gain a more critical perspective on the use of learning, writing and analytical skills, which will prepare them for success in AP courses and college.

## \#47000E United States History since 1890 ESOL ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: ESOL Department Approval

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

## \#570020 AP United States History ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

## \#579001 Wartime America ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (ADE approved course)

## Prerequisite: US History Since 1890

The study of wars fought by the United States from the American Revolution to the War in Afghanistan. The purpose of this course is to offer an insight into American conflicts and the various issues that brought forth these wars. Throughout this course, students will be exposed to the political, economic, military, and social aspects that occurred within and outside the United States that led to conflict with other nations.
\#471000 World History since 1450 ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics/government, economics, and geography to the historic eras. World History 9-12 provides an in-depth study of the history of human society from Era 6: Emergence of First Global Age 1450-1770 to Era 9: Contemporary World since 1945. World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives. This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements and failures of different peoples and nations provides citizens of the $21^{\text {st }}$ century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and time periods from The National Center for History in the Schools.

## \#47100E World History since 1450 ESOL ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisites: ESOL Department Approval

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics/government, economics, and geography to the historic eras. World History 9-12 provides an in-depth study of the history of human society from Era 6: Emergence of First Global Age 1450-1770 to Era 9: Contemporary World since 1945. World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives. This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements and failures of different
peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and periods from The National Center for History in the Schools.
\#571020 AP World History ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

## \#579170 AP European History ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

NOTE: This class does not meet the state requirement of 1 unit of World History.
AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.
\#473000 Arkansas History ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit) (1 semesters) (NCAA approved core course)
The course addresses the geographic features and economics of the state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. The course work for Arkansas History, grades 9-12 is organized historically and chronologically, making it more rigorous than Arkansas History, grades 7-8, which is organized geographically and regionally. Arkansas History, grades 9-12 references the Encyclopedia of Arkansas eras and time periods to organize the strands and content standards.

## \#472000 Civics ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit) (1 semester) (NCAA approved core course)

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

## \#47200E Civics ESOL ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit) ( 1 semester) (NCAA approved core course)

## Prerequisite: ESOL Department Approval

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The focus of Civics is the application of civic virtues and democratic principles and investigation of problem solving in society. This course provides a study of the structure and functions of federal, state, and local government. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.
\#572040 AP United States Government \& Politics ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

## \#474400 Psychology ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit ) (1 semester) (NCAA approved core course)

Psychology is a social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; and psychological disorders and their treatments.
\#579120 AP Psychology ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Major topics in the AP course include the following: methods, approaches, and history of the discipline, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, psychological disorders, treatment of psychological disorders, and social psychology. This course offers an introduction to psychology and prepares students to take the AP Psychology examination. Parents and students should be aware that some material may be controversial.

## \#474500 Sociology ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (NCAA approved core course)

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

## \#579002 Native American Anthropology ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (ADE approved course)

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

## \#474600 World Geography ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (NCAA approved core course)

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

## \#579080 AP Human Geography ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).
\#474300 Economics with Personal Finance ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (NCAA approved core course) One-semester Economics for Grades 11-12 emphasizes economic decision making. Students will explore the interrelationships among consumers, producers, resources, and labor as well as the interrelationships between national and global economies. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earning potential. This course meets the graduation requirement of Act 480.

## \#47430E Economics with Personal Finance ESOL ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (NCAA approved core course) Prerequisite: ESOL Department Approval

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. One-semester Economics for Grades 11-12 emphasizes economic decision making. Students will explore the interrelationships among consumers, producers, resources, and labor as well as the interrelationships between national and global economies. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earning potential. This course meets the graduation requirement of Act 480.
\#579150 AP Macroeconomics ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
\#579160 AP Microeconomics ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## COURSES FOR SPEAKERS OF OTHER LANGUAGES

## \#59640E Language Development I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: ESOL Department Approval

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

## \#59641E Language Development II (9 ${ }^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: ESOL Department Approval

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide intermediate English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.
\#59642E Language Development III ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: ESOL Department Approval

Designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide early advanced English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.
\#971600 English Language Learner ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 or 1 Local Non-Academic Credit) ( 1 or 2 semesters) Prerequisite: ESOL Department Approval
This course is designed for the emerging Language Learner living in the United States 12 months or less. Enrollment is based on the results of a state-approved language screener administered as part of enrollment. This course is designed to support the acculturation process in areas such as US, school, and classroom culture. Background knowledge and awareness of college readiness, career fields, and graduation requirements will also be explored. Teamwork, responsibility, and leadership skills will be practiced and reinforced through cooperative learning activities and projects. Based on student data, other topics relating to the transition process may be addressed.

## ATHLETICS

The following Athletic courses are available and may be applied towards physical education credit.
(Prerequisite: coaches' approval/tryout)
NOTE: Only 1 credit of P.E. can count within the state of Arkansas's 22 required credits for graduation.

| 2021-2022 ATHLETIC CODES |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Dance (Fall-Spring) |  |  |  | 48504D | 1.0 |
| Cheerleading (Fall-Spring) |  |  |  | 48504C | 1.0 |
| FALL (IN SEASON) |  |  | SPRING (OFF SEASON) |  |  |
| Athletics-Cross Country | 485044 | 0.5 | Athletics-Cross Country (OS) | 48504R | 0.5 |
| Athletics-Football | 485041 | 0.5 | Athletics-Football (OS) | 48504F | 0.5 |
| Athletics-Golf | 485043 | 0.5 | Athletics-Golf (OS) | 48504G | 0.5 |
| Athletics-Swimming | 48504S | 0.5 |  |  |  |
| Athletics-Tennis | 485045 | 0.5 | Athletics-Tennis (OS) | 48504E | 0.5 |
| Athletics-Volleyball | 485042 | 0.5 | Athletics Volleyball-(OS) | 48504 V | 0.5 |
| SPRING (IN SEASON) |  |  | FALL (OFF SEASON) |  |  |
| Athletic-Baseball | 485047 | 0.5 | Athletics-Baseball (OS) | 48504B | 0.5 |
| Athletic-Basketball | 485046 | 0.5 | Athletics-Basketball (OS) | 48504K | 0.5 |
| Athletic-Wrestling | 48504W | 0.5 | Athletics-Wrestling (OS) | 48504L | 0.5 |
| Athletic-Soccer | 485048 | 0.5 | Athletics-Soccer (OS) | 48504J | 0.5 |
| Athletic-Softball | 485049 | 0.5 | Athletics-Softball (OS) | 48504H | 0.5 |
| Athletic-Track | 48504 T | 0.5 | Athletics-Track (OS) | 48504A | 0.5 |

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

## ART

\#450000 Art I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
Art I is a full year course designed for students interested in art. The course is designed to build basic drawing skills, and experience a broad range of mediums. A variety of media and projects is provided to encourage development of compositional skills using the elements of art according to the principles of design. The student will also gain an appreciation of art.

## \#450030 Visual Art II ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Art I

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

## \#450040 Visual Art III ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Visual Art II

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

## \#450050 Visual Art IV (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)

## Prerequisite: Visual Art III

Visual Art IV is a full year course designed for students who already have an excellent skill base in all mediums and are planning a college/professional career in art. Students will be expected to have a major area of concentration along with continually developing drawing skills. Building portfolios for scholarship application and college admission will also be an area of importance.
\#453100 Visual Art Appreciation ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
This is a studio course that allows the student to work in various media (pencil, charcoal, pen and ink, pastels and watercolor). It stresses the basic elements of art and introduces well-known artists' work. This course will fulfill the fine arts requirement for graduation.
\#559040 AP Studio Art: Drawing Portfolio ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)
\#559050 AP Studio Art: 2-D Design Portfolio ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)
\#559060 AP Studio Art: 3-D Design Portfolio ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

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

This course is divided into three sections of advanced study - Drawing Portfolio, 2-D Design Portfolio and 3-D Design Portfolio.
Students will choose only one. Student portfolios are used for evaluation.

## \#450090 Studio Art 3-D ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) <br> Prerequisites: Art 1

Studio Art 3-D is a one-semester course designed for students who have successfully completed Art I. Studio Art 3-D is a course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art. This course would appeal to the general student population who is not interested in ceramics but has a desire to develop a skill base in areas such as jewelry, fiber arts, sculptures, mosaics, and other 3-D media. This class would also be a foundation for those students interested in taking AP Studio Art 3-D. This course may also be used as the semester requirement for the Standards for Accreditation.
\#550010 Graphic Design I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (ADE approved)

## Prerequisite: Visual Art Appreciation or Art I

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

## \#550021 Graphic Design II ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (ADE approved) <br> Prerequisite: Graphic Design I

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

## \#450500 Ceramics I ( ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

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

## \#450510 Ceramics II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

## Prerequisite: Ceramics I or teacher recommendation

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

## \#550030 Ceramics III (11-12 ${ }^{\text {th }}$ grade) ( 1 credit, 2 semesters) (ADE approved)

## Prerequisite: Ceramics II or teacher recommendation

Ceramics III will parallel Visual Art III using the ceramics medium to teach art curriculum frameworks. Students will use ceramics to create original artwork that demonstrates aesthetics and composition. Students will use previous knowledge gained through Ceramics I and Ceramics II to progress in their understanding and execution or art and ceramics. This course is intended for students who are pursuing Art as their academic focus or career pursuits.
\#450600 Sculpture ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

## Prerequisite: Art I or Ceramics I

Sculpture will parallel Visual Art Il using the 3D/Sculptural media to teach art curriculum frameworks. Students will use sculpture to create original artwork that demonstrates aesthetics and composition. Students will use previous knowledge gained through Ceramics I and/or Visual Art I to progress in their understanding and execution of art and sculpture. This course is intended for students who are interested in a more rigorous course to develop the skills necessary for advancement in building a college entry level portfolio.
\#559030 AP Art History ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
AP Art History is a chronological survey of architecture, painting, sculpture, and photography of the western tradition and selected works from a variety of cultures from beyond the European tradition.

## DRAMA

\#453130 Theatre Appreciation ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Theatre Appreciation is a one-semester course in which students will develop fundamental theatre skills through academic study. Students will develop an understanding of basic theatre skills and the history of the theatre, analyze and evaluate artistic work, and discover connections between theatrical works and societal, cultural, and historical contexts.

## \#459100 Theatre I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

Prerequisite: Theatre Appreciation or teacher recommendation
This is a performance class and all students will be required to perform before an audience and be present at a limited number of after school rehearsals. Students will learn and demonstrate mastery of theatre academic and performance skills. Students will explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work.
\#459110 Theatre II ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Theatre I or teacher recommendation

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

## \#459120 Theatre III (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)

## Prerequisite: Theatre II or teacher recommendation

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

## \#459240 Stagecraft I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

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

## \#459250 Stagecraft II (10th -12 ${ }^{\text {th }}$ grades) (1 credit, 2 semesters) <br> Prerequisite: Stagecraft I

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

## \#459260 Stagecraft III ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) <br> Prerequisite: Stagecraft II

Stagecraft III is a two-semester course which builds upon the Stagecraft II exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume and makeup. Students will use their skills for productions in our facility. All students are required to work the drama productions and be present at a limited number of after school rehearsals.
\#459200 Dance I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
Dance I is an introductory movement-based course to learn dance basics. Students will learn beginning ballet, jazz and musical theatre skills. There will be a minimum of one public dance performance per school year.
\#459210 Dance II (10th-12th grades) (1 credit, 2 semesters)

## Prerequisite: Dance I or teacher recommendation

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

## \#459220 Dance III (11th-12th grades) (1 credit, 2 semesters)

## Prerequisite: Dance I, Dance II, or teacher recommendation

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

## \#459230 Dance IV (12th grade) (1 credit, 2 semesters)

## Prerequisite: Dance I, Dance II, Dance III or teacher recommendation

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

## HEALTH

## **This course is required for graduation. <br> \#480000 Health and Wellness (Digital) ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)

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

## JOURNALISM

\#415000 Journalism I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
Journalism I is a two-semester course designed to introduce students to the world of media. Students in Journalism I will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective communication. Students will learn journalistic guidelines for writing, design, and photography, which include objectivity, responsibility, and credibility.

## \#415011 Journalism II (Newspaper) ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Journalism I

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

## \#415012 Journalism II (Yearbook) (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: Journalism I

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

## \#415021 Journalism III (Newspaper) ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

## Prerequisite: Journalism II

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

## \#415022 Journalism III (Yearbook) (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

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

## \#415030 Journalism IV (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)

## Prerequisite: Journalism III

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

## MUSIC

\#451000 Band I (9th grade) (1 credit, 2 semesters)
High school Band is for students who play woodwind, brass, and percussion instruments. Marching band begins in mid-August and continues through football season. The band performs at football games, pep rallies, and parades. Further, the marching band participates in both regional and invitational marching contests. The bands perform several concerts and participate in ASBOA Region Contests. Private instruction is provided for students trying for the all-region band and solo-ensemble contest.
\#451040 Band II (10 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters) Prerequisite: Band I
\#451050 Band III (11 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)
Prerequisite: Band II

## \#451060 Band IV (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)

Prerequisite: Band III

## \#451200 Jazz Band I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

Prerequisite: students will be expected to participate in Band unless extenuating circumstances exist, and/or the student has gained approval from the instructor by audition.
Jazz Band I will introduce and explore various styles of jazz, Latin, rock and swing. The jazz band will perform at various school and community events. Instruction in improvisation and jazz technique are an integral part of this course. Students are also given the opportunity to try-out for the all-region jazz band.
\#451210 Jazz Band II (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters)
Prerequisite: Jazz Band I
\#451220 Jazz Band III ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Jazz Band II

\#451230 Jazz Band IV ( $12^{\text {th }}$ grade) (1 credit, 2 semesters)
Prerequisite: Jazz Band III
\#459010 Music Theory ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: successful completion of one year of formal training in music

Music Theory is a rigorous course designed to expand and to enhance the skills of the serious high school musician. Students in Music Theory examine components of music composition, melodic practices, theories of harmony, and other musical concepts. Students analyze music from different stylistic periods and develop notation, aural, and sight-reading skills. Emphasis is placed upon the application of rhythm, melody, harmony, form, and other compositional devices into original compositions.
\#559010 AP Music Theory ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: music teacher recommendation

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

## \#451100 Orchestra I ( $9^{\text {th }}$ grade) (1 credit, 2 semesters)

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

## \#451110 Orchestra II (10 th grade) (1 credit, 2 semesters) <br> Prerequisite: Orchestra I <br> \#451120 Orchestra III (11 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters) <br> Prerequisite: Orchestra II

## \#451130 Orchestra IV (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters) <br> Prerequisite: Orchestra III

\#45200M Choir I: Beginning Men's ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
\#45200W Choir I: Beginning Women's ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)
This choir provides training in the basic fundamentals of vocal production, correct diction, and stage presence. Emphasis is on preparation and performance of various styles of music, including concert, classical, folk, and popular. Singers perform in concerts during the year. Opportunities are provided for solo and ensemble participation.
\#45204M Choir II: Intermediate Men's ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) \#45204W Choir II: Intermediate Women's ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Choir I or teacher recommendation

This choir continues training in the fundamentals of vocal production, correct diction, and stage presence. Emphasis is on preparation and performance of more advanced styles of music, including concert, classical, folk, and popular. Singers perform concerts throughout the year. Students compete as a group at regional and state-level events. Opportunities are provided for solo and ensemble participation.
\#45205M Choir III: Advanced Men's ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)
\#45205W Choir III: Advanced Women's ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)
Prerequisite: audition and teacher recommendation
\#45206M Choir IV: Advanced Men's (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)
\#45206W Choir IV: Advanced Women's (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)
Prerequisite: audition and teacher recommendation
**Enrollment in Chorale classes is by audition only. Students who are not accepted will be encouraged to enroll in Choir classes to improve their vocal skills.

## \#452001 Chorale I ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: audition and teacher recommendation

This choir is a contest-oriented group. Singers are exposed to a variety of musical styles, including madrigal, classical, folk, jazz and popular. Students are encouraged to compete as individuals at the region and state levels. All students compete as a group at invitational, regional and state-level events. Previous choral experience is required. The most serious singers should participate in solo and ensemble competition.
\#452041 Chorale II ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
Prerequisite: Chorale I, audition and teacher recommendation
\#452051 Chorale III (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)
Prerequisite: Chorale II, audition and teacher recommendation
** Enrollment in Show Choir is by audition only. Tryouts for show choir are held in the spring of the previous year.

# \#452002 Show Choir I/Chamber Singers I ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) <br> Prerequisite: students will be expected to participate in Choir or Chorale unless extenuating circumstances exist, and/or the student has gained approval from the instructor by audition 

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

## \#452042 Show Choir II/Chamber Singers II ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) Prerequisite: Show Choir I/ Chamber Singers I, audition and teacher recommendation It is highly recommended that students in Show Choir participate in another concert chorus.

## \#452052 Show Choir III/Chamber Singers III ( $12^{\text {th }}$ grade) ( 1 credit, 2 semesters)

 Prerequisite: Show Choir II/ Chamber Singers II, audition and teacher recommendationNOTE: It is highly recommended that students in Show Choir participate in another concert chorus.

## ORAL COMMUNICATIONS

\#414200 Personal Communications ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 Semester)
Will provide students with an understanding of the dynamics of effective communication while speaking, listening and responding in day-to-day life; including social media usage, communication barriers, mass media, conflict resolution, research, and organization skills.

## \#414210 Professional Communications ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 Semester)

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

## \#414050 Debate I ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)

NOTE: fulfills the $1 / 2$ credit of Oral Communications
This course will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication; recognition of communication barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. Students in Debate I will gain an understanding of the fundamentals of argumentation and will express ideas and present information in a variety of oral advocacy situations from small group discussions to formal debates. Special emphasis will be given to research proficiencies and analytical thinking and listening skills. Students must be willing to travel and compete.

## \#414060 Debate II (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) <br> Prerequisite: Debate I

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

## \#414070 Debate III ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)

## Prerequisite: Debate II

This course is designed to lead students to a mastery of advanced oral communication and argumentation skills. Students in Debate III will express ideas and present information in a variety of formal presentations and debate formats. Students will construct argumentative positions using scientific and technical research on complex, controversial issues. Content will focus on the centrality of oral advocacy to the legal system and the democratic process. Peer adjudication will be an important part of the Debate III process.
\#414020 Forensics I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
NOTE: Fulfills the $1 / 2$ credit of Oral Communications
This course will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication; recognition of communication barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. In Forensics I, students will develop research skills to prepare for a variety of public speaking
formats, including debate, public address, and oral interpretation of literature. Furthermore, students will organize research and analysis into presentations delivered in a variety of formats and for a variety of audiences. Students must be willing to travel and compete in a speech tournament. Forensics includes three competition areas: public address, interpretation, and drama events.

## \#414030 Forensics II ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: Forensics I

This course will provide students an opportunity to demonstrate communication skills at an intermediate level. Students will cultivate effective vocal delivery, emphasizing articulation, projection, and inflection. They will cultivate appropriate movement and gesture to accentuate meaning. These communication skills, which will serve students well throughout their lives, will be embedded throughout the course. Students will acquire skills necessary to make aesthetic choices in the selection, preparation, and presentation of literature from a wide variety of genres. Students will practice persuasive techniques in both extemporaneous and prepared formats. Students must be willing to travel and compete in a speech tournament.

## PHYSICAL EDUCATION

NOTE: One credit of physical education is required for graduation. Only one credit of P.E. can count within the state of Arkansas's 22 required credits for graduation.
\#485000 Physical Education ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
This is a two-semester course that includes a planned curriculum which provides content and learning experiences in basic motor skills, movement patterns, and movement concepts as they apply to physical activity and health-related physical fitness, as well as lifetime sports and recreation.
\#485001 Physical Education ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
This is a one-semester course that includes a planned curriculum which provides content and learning experiences in basic motor skills, movement patterns, and movement concepts as they apply to physical activity and health-related physical fitness, as well outdoor pursuits and recreation.
\#485010 Personal Fitness for Life ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Personal Fitness for Life is a one-semester course designed to enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. This course fulfills the PE requirement for graduation.

## \#485020 Recreational Sports and Activities ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)

Recreational Sports is a one-semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to physical activity, lifetime sports, and recreational activities. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. This course fulfills the PE requirement for graduation.
\#485030 Outdoor Pursuits ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Outdoor Pursuits is a one-semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to outdoor physical activity, lifetime sports, and recreational activities. Students will participate in outdoor activities that will increase physical fitness levels and develop health practices that value outdoor physical activity and its contribution to lifelong fitness. This course fulfills the PE requirement for graduation.

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

## \#425020 Outdoor Pursuits-Science Component ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1.5 credit, 2 semesters) <br> Co-requisite: \#485030 Outdoor Pursuits-Physical Education Component; credit will be given for 1 year (1.0 credit) of Earth Science AND 1 semester ( 0.5 credit) of Physical Education

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

## \#485031 Outdoor Pursuits-Physical Education Component ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1.5 credit, 2 semesters) Co-requisite: \#425020 Outdoor Pursuits Education-Science Component; credit given for 1 year (1.0 credit) of Earth Science AND 1 semester ( 0.5 credit) of Physical Education

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

## PHYSICAL EDUCATION

\#48500A Physical Education ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Counselor placement)
This course is designed to facilitate individualized, adapted physical activities programs for students with individualized needs. Meets state requirements for credit. Special education services are provided only for students who are eligible for services according to federal and state guidelines. Parent/teacher/counselor approval is required.

## WORLD LANGUAGES

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

## AMERICAN SIGN LANGUAGE:

\#449010 American Sign Language I ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters)
This course is designed as an entry level course for students interested in learning American Sign Language (ASL). ASL provides basic instruction in production and comprehension (language usage), vocabulary, and grammar, and eventually leads to increased communicative and cultural proficiency in ASL. The culture, history, current events, and traditions of the Deaf community are introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Visually attending, signing, role-playing, and group activities are designed to instruct, reinforce, connect language skills, and develop signacy. ASL I include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Current ASL teaching pedagogy indicates that using ASL in instruction yields best results for language acquisition.

## FRENCH:

\#441000 French I ( $8^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
This course is designed for students who wish to explore the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. The course will be taught primarily in French.

## \#441010 French II (9 ${ }^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: French I

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

## \#441011 Pre-AP French II ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: French I

This course is designed for students who wish to explore the French language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in French I instruction with greater intensity. Culture of the French-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily, although not exclusively, in French.
\#441031 Pre-AP French III ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: French II or Pre-AP French II

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

## \#441041 Pre-AP French IV ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Pre-AP French III

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

## \#541060 AP French Language ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Pre-AP French III

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

## GERMAN:

\#442000 German I ( $8^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)
In this course students will learn to speak and write German used in everyday situations. Students will develop the four language skills of speaking, listening, reading, and writing. Students will also gain information on the history, geography, and the way of life of German speaking people. The course will be taught partially in German.
\#442010 German II ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: German I

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

## \#442030 German III ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: German II

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

## \#442040 German IV ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: German III

This course is designed for the student interested in language proficiency. This class encompasses the five basic language skills: listening, speaking, reading, writing, and culture. Various texts and materials will be used including current German periodicals, newspapers and books. Composition and conversation will be the focus of this course. This course will be taught in German.
\#542060 AP German Language ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: German III

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

## SPANISH \& SPANISH for NATIVE SPEAKERS:

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

## \#440000 Spanish I ( $8^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

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

## \#540100 Spanish for Native Speakers I ( $8^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved course)

Prerequisite: Native Spanish Placement Test / Environmental exposure to Spanish and some oral communication skills; students who have gone to school in U.S. school system 7+ years will begin with this course
This course is specifically designed to meet the communicative needs of the non-ESOL Spanish heritage learner. Students will learn Spanish structure: phonetics, grammar, spelling, reading and writing processes. In addition they will work to build a more extensive vocabulary. This class will be taught increasingly in Spanish and will prepare students to advance to the upper levels of native Spanish. It is a one-year course worth one world language credit.
\#440020 Spanish II ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)
Prerequisite: Spanish I
This course is designed for students who wish to explore the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in Spanish I instruction. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. The course will be taught primarily in Spanish.

## \#440021 Pre-AP Spanish II ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: Spanish I

This course is designed for students who wish to explore the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Students will build on the skills acquired in Spanish I instruction with greater intensity. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in Spanish.
\#540110 Spanish for Native Speakers II ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Native Spanish Placement Test/Spanish for Native Speakers I or students who have gone to school in US school system fewer than 4 years will begin with this course
This course is designed for any native speaker or second language student with native fluency that wishes to improve his/her ability to read, write, and generally master the Spanish language. Students will study spelling, writing skills and reading. Themes will surround issues of Hispanic Americans and Hispanics living in the United States. Only students fluent in Spanish may enroll in this course, as it is taught exclusively in Spanish. It is a one-year course worth one world language credit.

## \#440031 Pre-AP Spanish III (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: Spanish II or Pre-AP Spanish II

This course is designed for students who wish to continue to improve their language proficiency and study the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Focus will be on developing language skills. Students will build on the skills acquired in Spanish II instruction with greater intensity and depth. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in Spanish.
\#540120 Pre-AP Spanish for Native Speakers III (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (NCAA approved core course) Prerequisite: Spanish for Native Speakers II or Spanish for Native Speakers I with teacher recommendation
This is a continuation of the Level II course. Students will continue to work on their literacy skills, including reading, writing and spelling, as well as on analytical thinking skills through the study of literature. This course will be taught exclusively in Spanish. It is a one-year course worth one world language credit.
\#549902 College Intermediate Spanish I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit) ( 1 semester) (NCAA approved core course) Prerequisite: Spanish II, Pre-AP Spanish II or Spanish for Native Speakers III, appropriate test score for admission to NWACC, Cumulative 3.0 GPA
NOTE: This course may be taken for 3 hours of college credit, students must meet eligibility requirements, pay tuition, and purchase a textbook. Students will be expected to apply their prior knowledge and understanding of Spanish and expand on their skills of speaking, reading, writing and comprehension. Through creative use of the language, the student will participate in progressively more challenging conversations and writing, narrating past, present and future events. The course will include a comprehensive grammar review and exposure to Spanish and/or Latin American writers. The class will be conducted primarily in Spanish.

## \#549903 College Intermediate Spanish II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit) ( 1 semester) (NCAA approved core course) Prerequisite: College Intermediate Spanish I, appropriate test score for admission to NWACC, and Cumulative 3.0 GPA

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

## \#440040 Pre-AP Spanish IV ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course) <br> Prerequisite: Pre-AP Spanish III or College Intermediate Spanish II or Spanish for Native Speakers III

This course is designed for students who wish to continue to improve their language proficiency and study the Spanish language and its cultures. Students will practice literacy skills including listening, speaking, reading, and writing. Focus will be on developing language skills. Students will build on the skills acquired in Spanish III instruction with greater rigor, intensity and depth. Culture of the Spanish-speaking world is integrated into the curriculum through the four literacy skills. Students will be given additional opportunities to experience advanced pre-AP techniques and activities. The course will be taught primarily in Spanish.
\#540070 AP Spanish Language ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (NCAA approved core course)
Prerequisite: Pre-AP Spanish III / College Intermediate Spanish / Pre-AP Spanish for Native Speakers III / Pre-AP Spanish IV / or upon instructor approval for acceleration
The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed in as much as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible: practices; and perspectives. In order to best facilitate the study of language and culture, the course is taught primarily in the target language.

## \#540080 AP Spanish Literature ( $12^{\text {th }}$ grade) ( 1 credit, 2 semesters) (NCAA approved core course)

## Prerequisite: AP Spanish Language and Culture or upon instructor approval for acceleration

Students will read a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature covering seven centuries. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. This course is equal to that of junior level college introduction to Hispanic literature course. Student effort will concentrate on the comprehension and analysis of the specific texts and poetry on the AP Spanish literature list. The AP Spanish Literature and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught primarily in the target language. The AP Spanish Literature course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible: practices; and perspectives. This class will be taught exclusively in Spanish.
\#517060 AP Seminar ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters)
AP Seminar is a foundational course aimed at juniors that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## \#517070 AP Research (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters)

AP Research builds upon concepts learned in AP Seminar, to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a year-long research based investigation to address a research question.
\#565010 AP Computer Science Principles Level 1 (10th -12th Grades) ( 0.5 credit per semester)
Pre-requisite/Co-requisites: Computer Science with Programming/Coding Emphasis - Level 1 \& 2, AP Computer Science A Level 1 \& 2
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#565020 AP Computer Science Principles Level 2 (10th -12th Grades) ( 0.5 credit per semester)
Pre-requisite/Co-requisites: Computer Science with Programming/Coding Emphasis - Level 1 \& 2, AP Computer Science A Level 1 \& 2
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#66111J Junior Merchant Program (NWACC): Exploring Merchant Career Path ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 Local High School credit) The purpose of this course is to provide a concentrated study towards the completion of the Junior Merchant Program (JMP) through NWACC. In this course, students will gain an understanding and exposure to the many different retail professional career paths. Each week will be focused on a different retail career path, visibility to the types of work that is done in each career as well as the education pathway needed to attain these jobs. Students will gain and understanding of the buyer and seller roles, functions and responsibilities. They will explore product development, sourcing and imports, and selling to retailers. Students will gain an understanding of how retailers and their suppliers/manufactures interact.
\#66222R Junior Merchant Program (NWACC): Retail Industry Foundations ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 Local High School credit) The purpose of this course is to provide a concentrated study towards the completion of the Junior Merchant Program (JMP) through NWACC. In this course, students gain an awareness of the retail industry, knowledge of how external influence impact the retail industry, gain an understanding of the science behind store product placement, exposure to retail math, current as well as the rapid changes occurring in the retail industry and future growth. There will be an emphasis on e-commerce as well as the importance of meeting customer needs. This course will focus on the importance of leadership, professionalism as well as an awareness of how to develop a student's personal brand.
\#496010 Community Service Learning ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit)
A student may earn a total of one unit of credit for 75 hours of approved community service between their $9^{\text {th }}-12^{\text {th }}$ grades, beginning with the summer following the eighth grade. Interested students should contact a counselor about this program and should not list this as a course to be taken.
\#69600J Cornerstone ( $9^{\text {th }}$ grade) ( 0.5 credit) ( 1 semester) (Local credit only)

## Prerequisite: Recommendation by school counselors/principals

To serve recommended high school freshmen: Signposts are everywhere in life, sending us in either positive or negative directions. Cornerstone will explore these signposts and help students to develop the skills for healthy and effective living and school success. Students will have an opportunity to develop, manage, and enhance life skills important in making decisions for healthy and effective living. The primary goal is for students to form healthy attitudes, behaviors, and habits that promote personal development, health and well-being, and academic success. The students should become pro-active about their responsibilities as individuals in their family, school, and civic communities.
\#493890 Capstone ( $12^{\text {th }}$ grade) ( 0.5 credit, 1 semester)
Capstone is a class designed to help seniors make the transition from high school to the next level of their career. The course will include the study of: career and technical skills, ethics, team building skills, problem solving tools, SCANS skills, MAPS, and dealing with "systems". Students will have a "Quality Team Project". In the project, a group of students will be given a "real" problem to solve from a local community institution or business. Each student will be expected to do an individual presentation to include MAPS development as a result of the quality team project and capstone course.

## \#591010 AVID I ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 2 semesters) (**Local Credit Only, ADE Approval Pending)

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

## \#696006 Library Media Aide I ( $11^{\text {th }}-12^{\text {th }}$ grades) (Local credit only)

## Prerequisite: Interview with Library Media Specialist and Advisor Recommendation

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

## \#696007 Library Media Aide II (12 ${ }^{\text {th }}$ grade) (Local credit only)

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

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

## \#596400 Military Service ( $11^{\text {th }}-12^{\text {th }}$ grades) (will count toward ADE 22 credits)

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

## \#696008 Personal Finance ( $9^{\text {th }}-12^{\text {th }}$ Grades) ( 0.5 credit, 1 semester) (ADE Approved)

The intent of this personal finance course is to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, utilize checking and saving accounts, gain knowledge in finance, debt, and credit management and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.
\#696000 Student Council I/ Leadership Training ( $1^{\text {st }}$ Year) ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 elective credit, 2 semesters) (Local credit only)
Students signing up for this course have been elected into Student Council. The class will be an experience in active or participatory leadership. Students will take on many projects, chosen and assigned that will teach the skills of leadership. In the process, this will offer students an opportunity to better serve their school and community and develop individual responsibility.
\#696001 Student Council II/ Leadership Training (2 ${ }^{\text {nd }}$ Year) ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 elective credit, 2 semesters)
(Local credit only)
\#696002 Student Council III / Leadership Training ( $3^{\text {rd }}$ Year) ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 elective credit, 2 semesters) (Local credit only)
\#696003 Student Council IV / Leadership Training ( $4^{\text {th }}$ Year) ( $12^{\text {th }}$ grade) (1 elective credit) (2 semesters) (Local credit only)

## \#696004 Tutors ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Local credit only)

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

## NON-CREDIT COURSES:

\#999001 Study Hall - $1^{\text {st }}$ Semester

## \#999002 Study Hall - $\mathbf{2}^{\text {nd }}$ Semester

## \#999831 Student Aide - $1^{\text {st }}$ Semester

\#999832 Student Aide - $\mathbf{2}^{\text {nd }}$ Semester

## Career Education Programs

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

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

## AGRICULTURE, FOOD \& NATURAL RESOURCES

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

AGRICULTURE, FOOD and NATURAL RESOURCES
Animal Systems Program of Study

| Level One <br> Required and Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Survey of Agricultural Systems | Animal Science | • Youth Apprenticeship AG-AFNR <br> or <br> $\bullet$ Career Practicum AG-AFNR |

## \#491150 Survey of Agricultural Systems ( $9^{\text {th }}-12^{\text {th }}$ Grades) ( 1 credit, 2 semesters)

This course is a foundation course for all agriculture programs of study and is strongly recommended before enrolling in any other agricultural courses. The topics covered in this course include general agriculture, FFA, leadership, supervised agricultural experience, animal systems, plant systems, agribusiness systems, food products \& processing, biotechnology, natural resources systems, environmental service systems, and power, structural \& technical systems.
\#491180 Animal Science (10th-12th Grade) (1 credit, 2 semesters)

## Prerequisite: Survey of Agricultural Systems

This is a general study of animal science and production. Topics include pet care and management, economic importance of livestock, genetics and animal breeding, animal nutrition, animal health, facilities, and marketing. The business aspects of animal production will also be covered, as well as current ethical issues related to the production of livestock. New and emerging agricultural technologies will be explored in this lab-based animal science course. Students will learn how to research and compile data in the areas of animal genetics, digestion, reproduction and animal health.
\#490200 Youth Apprenticeship AG-AFNR ( $11^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Survey of Agricultural Systems AND Animal Plant Science
Work-based learning in Agricultural, Food and Natural Resources program of study (compensated)
\#490600 Career Practicum AG-AFNR ( $11^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Survey of Agricultural Systems AND Animal Plant Science
Work-based learning in Agricultural, Food and Natural Resources program of study (NON-compensated)

| Level One <br> Required Prerequisite | Level Two Concentrator | Level Three Completer |
| :---: | :---: | :---: |
| Survey of Agricultural Systems | Plant Science | - Greenhouse Management OR <br> - Youth Apprenticeship AG-AFNR <br> - Career Practicum AG-AFNR |

\#491150 Survey of Agricultural Systems ( $9^{\text {th }}-12^{\text {th }}$ Grades) ( 1 credit, 2 semesters)
This course is a foundation course for all agriculture programs of study and is strongly recommended before enrolling in any other agricultural courses. The topics covered in this course include general agriculture, FFA, leadership, supervised agricultural experience, animal systems, plant systems, agribusiness systems, food products \& processing, biotechnology, natural resources systems, environmental service systems, and power, structural \& technical systems.

## \#491340 Plant Science ( $10^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit, 2 semesters)

## Prerequisite: Survey of Agricultural Systems

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

## \#491270 Greenhouse Management ( $11^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit, 2 semesters) (Level 3 Course)

## Prerequisite: Plant Science

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

## \#490200 Youth Apprenticeship AG-AFNR ( $11^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit, 2 semesters) (Level 3 course)

Prerequisite/Co-requisite: Survey of Agricultural Systems and Plant Science
Work-based learning in Agriculture, Food and Natural Resources program of study (compensated)
\#490600 Career Practicum AG-AFNR ( $11^{\text {th }}-12^{\text {th }}$ Grade) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Survey of Agricultural Systems or Plant Science
Work-based learning in Agriculture, Food and Natural Resources program of study (NON-compensated)

## AGRICULTURAL POWER, STRUCTURAL \& TECHNICAL SYSTEMS

Power, Structural \& Technical Systems Program of Study

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Survey of Agricultural Systems | Agricultural Mechanics | $\bullet$ Agricultural Metals |
|  |  | OR |
|  |  | $\bullet$ Youth Apprenticeship AG-AFNR <br> $\bullet$ Career Practicum AG-AFNR |

\#491150 Survey of Agricultural Systems ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 1 course)
This course is a foundation course for all agriculture programs of study and is strongly recommended before enrolling in any other agricultural courses. The topics covered in this course include general agriculture, FFA, leadership, supervised agricultural experience, animal systems, plant systems, agribusiness systems, food products \& processing, biotechnology, natural resources systems, environmental service systems, and power, structural \& technical systems.

\#491390 Agricultural Mechanics ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)<br>\section*{Prerequisite: Survey of Agricultural Systems}

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

## \#491380 Agricultural Metals ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) <br> Prerequisite/Co-requisite: Survey of Agricultural Systems or Agricultural Mechanics

This course covers safety and technical information in agricultural welding with ample opportunity for students to gain hands-on skill in the laboratory. Cold and hot metal work, as well as cutting and welding will be covered. Further work involves the advanced study of compressed gas and electric principles used for welding, brazing, cutting, and heating metals as they relate to agriculture. MIG, TIG, gas, and arc welding will be covered, as well as plasma arc cutting and project construction.
\#490200 Youth Apprenticeship AG-AFNR ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Survey of Agricultural Systems or Agricultural Mechanics
Work-based learning in Agricultural Power, Structural \& Technical Systems program of study (compensated)
\#490600 Career Practicum AG-AFNR (11 $1^{\text {th }}-12^{\text {th }}$ Grade) (1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Survey of Agricultural Systems or Plant Science
Work-based learning in Agricultural Power, Structural \& Technical System program of study (NON-compensated)

## BUSINESS AND MARKETING

## FINANCE

## Accounting Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Completer |
| :--- | :---: | :---: |

\#492120 Survey of Business (Microsoft Office) ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semester) (Level 1 course) The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Microsoft Office-SB is a two-semester course. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers.
\#492100 Computerized Accounting I ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)

## Prerequisite: Survey of Business

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

## \#492110 Computerized Accounting II (11 $1^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) <br> Prerequisite: Accounting I

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

## \#490210 Youth Apprenticeship BUS: Finance ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisite/Co-requisite: Accounting I

Work-based learning in Finance program of study (compensated)

## \#490610 Career Practicum BUS: Finance ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisite/Co-requisite: Accounting I <br> Work-based learning in Finance program of study (NON-compensated)

## Supplemental Courses:

\#492070 Business Law I (10th-12th grades) ( 0.5 credit, 1 semester)

## Prerequisite: Survey of Business (Microsoft Office)

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

## \#492080 Business Law II (10th-12th grades) ( 0.5 credit, 1 semester) <br> Prerequisite: Business Law I

This course will help students better understand the business world, gain confidence in conduction business, and be better prepared to recognize legal problems in management of an enterprise. Topics will include credits and bankruptcy, commercial paper, employment and agency, forms of business organization (proprietorships, partnerships and corporations, real and personal property, bailments and insurance.

## \#492770 Introduction to Supply Chain Logistics (11th-12th grades) (1 credit, 2 semesters)

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

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

## HOSPITALITY and TOURISM

## Travel and Tourism Program of Study

Hospitality \& Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :--- | :--- | :--- |
| Survey of Business—Microsoft Office | Tourism Industry Management | • Hospitality Administration (AND) <br> $\bullet$ Arkansas Tourism Industry <br> OR |
|  |  | • Youth Apprenticeship BUS <br> $\bullet$ Career Practicum BUS |

\#492120 Survey of Business (Microsoft Office) ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semester) (Level 1 course)
The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Microsoft Office-SB is a two-semester course. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers.

## \#492260 Tourism Industry Management ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course) Prerequisite: Survey of Business-(Microsoft Office)

This course will introduce students to tourism and management concepts including, but not limited to customer service, management and supervisory development, management theory, decision making, organization, communications, human relations, leadership training, personnel training, travel counseling, reservationists, ticketing, tour development, security, sales, travel and tourism accounting, marketing, and convention management, applicable local, state, and federal laws and asset management.
\#492250 Hospitality Administration ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)

## Prerequisite: Tourism Industry Management

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

## \#492230 Arkansas Tourism Industry ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) <br> Prerequisite: Tourism Industry Management

Arkansas Tourism Industry is a two-semester course designed to familiarize students with Arkansas careers in hospitality and the opportunities available to promote travel and tourism in the state. Emphasis will be on the food industry, transportation industry, lodging industry, and tourist attractions within the various geographical locations in the state.
\#490220 Youth Apprenticeship BUS: Hospitality and Tourism ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisite/Co-requisite: Tourism Industry Management
Work-based learning related to Hospitality and Tourism program of study (compensated)
\#490620 Career Practicum BUS: Hospitality and Tourism ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Tourism Industry Management
Work-based learning related to Hospitality and Tourism program of study (NON-compensated)

## Supplemental Courses:

\#492070 Business Law I (10th-12th grades) ( 0.5 credit, 1 semester)
Prerequisite: Survey of Business (Microsoft Office)
Business Law is a semester long course designed to acquaint students with legal rights and issues encountered in business. This course includes law and the judicial systems; Laws relating to minors, consumers and the business firm; elements of contracts and credit; sales contracts; employment laws, commercial paper; insurance and property rights. This class will include lessons on ethics, consumer protection, rental agreements, and the need for insurance. Identifying and understanding proprietorships, partnerships and corporations are covered as well as other legal issues that affect individuals in our society.

## \#492080 Business Law II (10th-12th grades) (0.5 credit, 1 semester)

## Prerequisite: Business Law I

This course will help students better understand the business world, gain confidence in conduction business, and be better prepared to recognize legal problems in management of an enterprise. Topics will include credits and bankruptcy, commercial paper, employment and agency, forms of business organization (proprietorships, partnerships and corporations, real and personal property, bailments and insurance.

## \#492770 Introduction to Supply Chain Logistics (11th-12th grades) (1 credit, 2 semesters)

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

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

## BUSINESS MANGEMENT and ADMINISTRATION

## General Management Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Survey of Business-(Microsoft Office) | Management | $\bullet$ Computerized Accounting I |
|  |  | OR |
|  |  | $\bullet$ Youth Apprenticeship BUS |
|  |  | Career Practicum BUS |

\#492120 Survey of Business (Microsoft Office) ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semester) (Level 1 course)
The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Microsoft Office-SB is a two-semester course. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers
\#492320 Management ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)

## Prerequisite: Survey of Business (Microsoft Office)

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

## \#492100 Computerized Accounting I ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 Course) <br> Prerequisite: Management <br> Computerized Accounting I is a two-semester course that emphasizes accounting principles as they relate to computerized financial systems. Students study the accounting cycle for a proprietorship organized as a service business, a partnership organized as a merchandising business, and a corporation. Students learn to prepare a payroll with various withholding items including federal, state, and FICA taxes and benefits

## \#490240 Youth Apprenticeship BUS: Management and Administration

( $11^{\text {th }}-12^{\text {th }}$ grade) ( 1 credit, 2 semesters) (Level 3 course)

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

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

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

( $11^{\text {th }}-12^{\text {th }}$ grade) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Management or Accounting I
Work-based learning related to business management and administration program of study (NON-compensated)

## Supplemental Courses:

\#492070 Business Law I (10th-12th grades) (0.5 credit, 1 semester)
Prerequisite: Survey of Business (Microsoft Office)
Business Law is a semester long course designed to acquaint students with legal rights and issues encountered in business. This course includes law and the judicial systems; Laws relating to minors, consumers and the business firm; elements of contracts and credit; sales contracts; employment laws, commercial paper; insurance and property rights. This class will include lessons on ethics, consumer protection, rental agreements, and the need for insurance. Identifying and understanding proprietorships, partnerships and corporations are covered as well as other legal issues that affect individuals in our society.
\#492080 Business Law II (10th-12th grades) (0.5 credit, 1 semester)

## Prerequisite: Business Law I

This course will help students better understand the business world, gain confidence in conduction business, and be better prepared to recognize legal problems in management of an enterprise. Topics will include credits and bankruptcy, commercial paper, employment and agency, forms of business organization (proprietorships, partnerships and corporations, real and personal property, bailments and insurance.
\#492770 Introduction to Supply Chain Logistics (11th-12th grades) (1 credit, 2 semesters)

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

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

## MARKETING MANAGEMENT

## Marketing (Business Enterprise) Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Survey of Business-(Microsoft Office) | Marketing (Business Enterprise) | - Marketing Management or <br> - Youth Apprenticeship BUS <br> - Career Practicum BUS |

\#492120 Survey of Business (Microsoft Office) ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1)
The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Survey of Business is a two-semester course. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers.

## \#492330 Marketing (Business Enterprise) ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course) Prerequisite: Survey of Business (Microsoft Office)

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

## \#492350 Marketing Management ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)

## Prerequisite: Marketing (Business Enterprise)

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

## \#490240 Youth Apprenticeship BUS: Management and Administration

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Marketing Business Enterprise or Marketing Management
Work-based learning related to business management and administration program of study (compensated)

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

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Marketing Business Enterprise or Marketing Management
Work-based learning related to business management and administration program of study (NON-compensated)

## Supplemental Courses:

\#492070 Business Law I (10th-12th grades) ( 0.5 credit, 1 semester)
Prerequisite: Survey of Business (Microsoft Office)
Business Law is a semester long course designed to acquaint students with legal rights and issues encountered in business. This course includes law and the judicial systems; Laws relating to minors, consumers and the business firm; elements of contracts and credit; sales contracts; employment laws, commercial paper; insurance and property rights. This class will include lessons on ethics, consumer protection, rental agreements, and the need for insurance. Identifying and understanding proprietorships, partnerships and corporations are covered as well as other legal issues that affect individuals in our society.
\#492080 Business Law II (10th-12th grades) ( 0.5 credit, 1 semester)

## Prerequisite: Business Law I

This course will help students better understand the business world, gain confidence in conduction business, and be better prepared to recognize legal problems in management of an enterprise. Topics will include credits and bankruptcy, commercial paper, employment and agency, forms of business organization (proprietorships, partnerships and corporations, real and personal property, bailments and insurance.

## \#492770 Introduction to Supply Chain Logistics (11th-12th grades) (1 credit, 2 semesters)

Prerequisites: Survey of Business (Microsoft Office) and Retail Management
Introduction to Supply Chain \& Logistics is a year-long course that introduces students to the supply chain and logistics industry. The content emphasizes beginning knowledge key to the success of working in the supply chain \& logistics industries. Students study and gain a basic understanding of logistics, transportation, operations, warehousing, supply chain technology, transportation systems, SCOR model, and customer service skills ultimately learning how to buy, make and deliver products. Students will have the opportunity to explore careers in the supply chain and logistics industry.

## MERCHANDISING

## Retail Management Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three Completer |
| :---: | :---: | :---: |
| Survey of Business-(Microsoft Office) | Retail Business | - Computerized Accounting I <br> - Digital Sales \& Marketing OR <br> - Youth Apprenticeship BUS <br> - Career Practicum BUS <br> - Concurrent credit course may also be taken as Level 3 course |

\#492120 Survey of Business (Microsoft Office) ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1)
The purpose of the Survey of Business (Microsoft Office) course is to develop foundational skills in software applications pertinent to education and careers. Survey of Business is a two-semester course. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers.

## \#490820 Retail Business ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course)

## Prerequisites: Survey of Business (Microsoft Office)

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

## \#492100 Computerized Accounting I ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 Course)

## Prerequisite: Retail Business

Computerized Accounting I is a two-semester course that emphasizes accounting principles as they relate to computerized financial systems. Students study the accounting cycle for a proprietorship organized as a service business, a partnership organized as a merchandising business, and a corporation. Students learn to prepare a payroll with various withholding items including federal, state, and FICA taxes and benefits
\#492760 Digital Sales and Marketing ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 Course)
Prerequisite: Survey of Business (Microsoft Office) and Retail Business
Project based course that enhances technology skills, job search and employability skills along with communication skills. Students will create an online electronic career portfolio focused on an individual career path, create, digital marketing campaigns and participate in video conferencing, cloud-based collaboration, and learning with application other workplace related communication technologies and channels.

# \#490250 Youth Apprenticeship BUS: Marketing, Sales and Service 

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Retail Business
Work-based learning related to Marketing, Sales and Service program of study (compensated)

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

( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Retail Business
Work-based learning related to Marketing, Sales and Service program of study (NON-compensated)

## Supplemental Courses:

\#492070 Business Law I (10th-12th grades) (0.5 credit, 1 semester)

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

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

## \#492080 Business Law II (10th-12th grades) (0.5 credit, 1 semester) <br> Prerequisite: Business Law I

This course will help students better understand the business world, gain confidence in conduction business, and be better prepared to recognize legal problems in management of an enterprise. Topics will include credits and bankruptcy, commercial paper, employment and agency, forms of business organization (proprietorships, partnerships and corporations, real and personal property, bailments and insurance.

## \#492770 Introduction to Supply Chain Logistics (11th-12th grades) (1 credit, 2 semesters)

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

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

## TRADE \& INDUSTRY PROGRAMS

## ARTS, A/V TECHNOLOGY and COMMUNICATIONS

## Audio/Visual Technology and Film Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :--- | :--- | :--- |
| Fundamentals of Audio/Video <br> Tech and Film | Intermediate Audio/Video Tech <br> and Film | • Adv. Audio/Video Tech \& Film <br> • Audio/Video Tech \& Film Lab <br> OR |
|  |  | - Youth Apprenticeship T \& I <br> • Career Practicum T \& I |

\#493640 Fundamentals of Audio/Video Tech and Film ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semester) (Level 1 course) This is the basic core course dealing with video and audio production aspects. Students will study the basics of film and television production as well as other forms of audio-video communication such as animation, graphics and sound (including music) production for video. They will study the history of Audio-Video Technology and Film as well as careers and skills necessary for employment in this pathway.

## \#493650 Intermediate Audio/Video Tech and Film ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course)

Prerequisite: Fundamentals of Audio/Video Tech and Film
This is the intermediate core course for students in the audio-video technology \& film career pathway. Students will go beyond the basics of film and television production and develop specialties in one or more forms of audio-video communication such as camera work and editing, animation, graphics and sound (including music) production for video. Students will work as a team to complete various productions such as multimedia presentations and videos for special events and programs, documentaries, commercials, instructional videos, and video slideshows. These students will expand their knowledge of different types of software and techniques used in production, work on more complicated projects, as well as take on mentoring and leadership roles in the production process.
\#493660 Advanced Audio/Video Tech and Film (11 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) Prerequisite: Intermediate Audio/Video Tech and Film
The course is project-based instruction and is an extension of the Audio/Video Tech and Film program of study core. It provides classroom training and instruction for the advanced student that is over and above the basic core course requirement. The content builds on the knowledge, skills, and abilities taught in Fundamental and Intermediate Audio/Video Tech and Film.
\#493670 Audio/Video Tech and Film Lab (12 ${ }^{\text {th }}$ grade) (1 credit, 2 semesters) (Level 3 course)

## Prerequisite/Co-requisite: Intermediate Audio/Video Tech and Film

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

## \#490350 Youth Apprenticeship T \& I: Arts, Audio/Visual Technology and Communications

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Intermediate Audio/Visual Tech \& Film
Work-based learning related to Arts, Audio/Visual Technology and Communication program of study (compensated)

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

( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite: Intermediate Audio/Visual Tech \& Film
Work-based learning related to Arts, Audio/Visual Technology and Communication program of study (NON-compensated)

## \#69600S Sports Broadcasting ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (LOCAL CREDIT only)

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

## INFORMATION TECHNOLOGY

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

## Programming \& Software Development Pathway

Computer Science: Software Development/Engineering

| Level One <br> Required Prerequisite | Level Two Concentrator | Level Three <br> Completer (choose 2) |
| :---: | :---: | :---: |
| - Computer Science with Programming/Coding Emphasis-Level 1 <br> - Computer Science with Programming/Coding Emphasis-Level 2 <br> OR <br> - AP Computer Principles Level 1 <br> - AP Computer Principles Level 2 | - Computer Science with Programming/Coding Emphasis-Level 3 <br> Computer Science with Programming/Coding Emphasis-Level 4 OR <br> - AP Computer Science A Level 1 <br> - AP Computer Science A Level 2 | - Adv. Programming: Game Design 1 <br> - Adv. Programming: Game Design 2 <br> - AP Computer Science A Level 1 <br> - AP Computer Science A Level 2 <br> - Computer Science Indp. Study 1 <br> - Computer Science Indp. Study 2 <br> - Computer Science Internship (465950) <br> - Computer Science Internship (465960) |

## \#465010 Computer Science with Programming/Coding Emphasis-Level 1

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465020 Computer Science with Programming/Coding Emphasis-Level 2

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
Prerequisite: Computer Science with Programming/Coding Emphasis-Level 1
This course builds upon the concepts taught in Level 1. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465030 Computer Science with Programming/Coding Emphasis-Level 3

( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 2
This course builds upon the concepts taught in Level 2. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465040 Computer Science with Programming/Coding Emphasis-Level 4 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course) <br> Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3

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

## \#465650 Advanced Programming: Game Design Level 1

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

## \#465660 Advanced Programming: Game Design Level 2

(11 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The Level 2-Game Design course includes advanced principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.
\#565110 AP Computer Science A Level 1 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Students should learn to code fluently in a wellstructured fashion. They should be able to read and understand a large program and a description of the design and development process leading to such a program. Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the rules of these components within the system. Students should be able to recognize the ethical and social implications of computer use.
\#565120 AP Computer Science A Level 2 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)
Prerequisite/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Students should learn to code fluently in a wellstructured fashion. They should be able to read and understand a large program and a description of the design and development process leading to such a program. Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the rules of these components within the system. Students should be able to recognize the ethical and social implications of computer use.
\#565010 AP Computer Science Principles Level 1 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#565020 AP Computer Science Principles Level 2 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#465910 Computer Science Independent Study, Level I (10 th $-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Independent Study, Level II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2 A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Internship I (11th-12th Grades) (1.0 credit, 2 semesters)
\#465960 Computer Science Internship II (11th-12th Grades) (1.0, 2 semesters)

## Programming \& Software Development Pathway <br> Computer Science: Game Development

| Level One Required Prerequisite | Level Two Concentrator | Level Three <br> Completer (choose 2) |
| :---: | :---: | :---: |
| - Computer Science with Programming/Coding Emphasis-Level 1 <br> - Computer Science with Programming/Coding Emphasis-Level 2 <br> OR <br> - AP Computer Principles Level 1 <br> - AP Computer Principles Level 2 | - Computer Science with Programming/Coding Emphasis-Level 3 <br> - Computer Science with Programming/Coding Emphasis-Level 4 | - Advanced Programming: Game Design 1 <br> - Advanced Programming: Game Design 2 <br> - Computer Science Indp. Study 1 <br> - Computer Science Indp. Study 2 <br> - Computer Science Internship (465950) <br> - Computer Science Internship (465960) <br> - Youth Apprenticeship STEM <br> - Career Practicum STEM |

## \#465010 Computer Science with Programming/Coding Emphasis-Level 1

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465020 Computer Science with Programming/Coding Emphasis-Level 2

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
Prerequisite: Computer Science with Programming/Coding Emphasis-Level 1
This course builds upon the concepts taught in Level 1. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465030 Computer Science with Programming/Coding Emphasis-Level 3

( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)
Prerequisite: Computer Science with Programming/Coding Emphasis-Level 2
This course builds upon the concepts taught in Level 2. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465040 Computer Science with Programming/Coding Emphasis-Level 4

( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)

## Prerequisite: Computer Science with Programming/Coding Emphasis-Level 3

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

## \#465650 Advanced Programming: Game Design Level 1

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis - Level 1 and Level 2, AP Computer Science This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

## \#465660 Advanced Programming: Game Design Level 2

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The Level 2-Game Design course includes advanced principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.
\#565010 AP Computer Science Principles Level 1 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#565020 AP Computer Science Principles Level 2 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#465910 Computer Science Independent Study, Level I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Independent Study, Level II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

## \#490330 Youth Apprenticeship STEM: STEM cluster

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Unmanned Aerial System I and II
Work-based learning related to STEM fields of study (compensated)

## \#490720 Career Practicum STEM: STEM cluster

( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Unmanned Aerial System I and II
Work-based learning related to STEM fields of study (NON-compensated)
\#465920 Computer Science Internship I (11th-12th Grades) (1.0 credit, 2 semesters)
\#465960 Computer Science Internship II (11th-12th Grades) (1.0 credit, 2 semesters)

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

## Engineering and Technology <br> Unmanned Aerial Systems

| Level One <br> Required Prerequisite | Level Two Concentrator | Level Three Completer |
| :---: | :---: | :---: |
| Unmanned Aerial Systems I | Unmanned Aerial Systems II | - Unmanned Aerial Systems III <br> - Unmanned Aerial Systems FLEX Course <br> - Civil Engineering and Architecture (CEA) <br> OR <br> - Youth Apprenticeship STEM <br> - Career Practicum STEM |

\#490160 Unmanned Aerial Systems (UAS) I ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 1 course)
The UAS I course introduces the development and use of drones, safety and regulations, aviation principles, UAS structure and assembly, and basic operations. Students will build a drone and execute appropriate mission planning and flight procedures. This course will be taught on the Rogers High School campus.

## \#490170 Unmanned Aerial Systems (UAS) II (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course) Prerequisite: Unmanned Aerial Systems I

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

## \#490180 Unmanned Aerial System (UAS) III ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) Prerequisites: UAS II and FAA Part 107 Certification

Designed for students to culminate their learning in a real-world setting, in Level III, students will complete a variety of projects (either on campus or off campus) for business and community partners designed to utilize their knowledge and skills and expand their learning related to UAS applications. This course will be taught on the Rogers High School campus.
\#490150 Unmanned Aerial Systems (UAS) FLEX Course ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) This course is designed to provide students with a foundational understanding of the concepts in unmanned aerial systems. During this course students will explore, apply and move toward mastery in skills and concepts related to Components of UAS (unmanned aerial system), Aeronautics, Problem Solving, Flight Operations and Industry Specific Operations. Students will learn about UAS core components, pre-flight operations, in-flight operations, post-flight operations and will be allowed to explore some industry specific UAS applications as they apply to Audio-Visual Technology and Agriculture. This course will be taught on the Rogers High School campus.

## \#495440 Civil Engineering and Architecture (CEA) ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) Prerequisite: Principles of Engineering

Students will be presented with design problems that require the use of computer-aided drafting skills to develop solutions to the problems.
\#490330 Youth Apprenticeship STEM: STEM cluster
( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Unmanned Aerial System I and II
Work-based learning related to STEM fields of study (compensated)
\#490720 Career Practicum STEM: STEM cluster
( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Unmanned Aerial System I and II
Work-based learning related to STEM fields of study (NON-compensated)

## ENGINEERING \& TECHNOLOGY

Pre-Engineering (PLTW-Project Lead The Way) Program of Study
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services.

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Introduction to Engineering Design (IED) | Principles of Engineering (POE) | - Civil Engineering and Architecture (CEA) <br> OR <br> - One full credit $A R$ Approved Computer Science <br> - Youth Apprenticeship STEM <br> - Career Practicum STEM |

\#495480 Introduction to Engineering Design (IED) (9 $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course) Introduction to Engineering Design is an introduction course that develops students' problem-solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software.

## \#495490 Principles of Engineering (POE) ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)

## Prerequisite: Introduction to Engineering

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in postsecondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes.

## \#495440 Civil Engineering and Architecture (CEA) ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)

Prerequisite: Principles of Engineering
Students will be presented with design problems that require the use of computer-aided drafting skills to develop solutions to the problems.

## \#490300 Youth Apprenticeship STEM: Architecture and Constructions

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Principles of Engineering (POE)
Work-based learning relating to STEM fields in Architecture and Construction (compensated)

## \#490690 Career Practicum STEM: Architecture and Constructions

( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Principles of Engineering (POE)
Work-based learning relating to STEM fields in Architecture and Construction (NON-compensated)

## HEALTH SCIENCES

## THERAPEUTIC SERVICES

## Medical Professions Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer (1 credit) |
| :--- | :--- | :--- |
| Foundations of Health Care | Anatomy/Physiology | • Medical Professions <br> expanded (0.5) <br> - Medical Terminology (0.5) <br> • Certified Nursing Assistant <br> OR |
|  |  | • Youth Apprenticeship T \& I <br> $\bullet$ Career Practicum T \& I |

\#495350 Foundations of Health Care ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 1 course)
This course is designed to introduce students to medical professions and the basic foundational skills for first aid and the treatment of patients. Along with Anatomy and Physiology this is a foundation core course for subsequent education and training in health services.
\#424030 Anatomy/Physiology ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course) (NCAA approved core course) Prerequisite: Biology-Integrated or Pre-AP Biology-Integrated
The purpose of Anatomy and Physiology is to help students understand the disciplinary core ideas and develop a coherent and scientifically based view of the world. Students in human anatomy and physiology develop understanding of key concepts that help them make sense of the interactions among the eleven human body systems. These include: Integumentary System, Skeletal System, Muscular System, Respiratory System, Circulatory System, Digestive System, Nervous System, Endocrine System, Lymphatic System, Urinary System, and Reproductive System. This is a career-focused course for students interested in medical professions and related fields.
\#494050 Foundations of Sports Medicine (9th-12th grades) (1 credit, 2 semester)
Students are introduced to the realities of the Sports Medicine field and learn about the role of an Athletic Trainer. Students will learn a variety of concepts in healthcare from Sports Medicine's historical foundation to injury management. This course will provide students the opportunity for hands on learning and networking with other Athletic Trainers, as well as other healthcare professionals in the community. The purpose of this instructional program is to serve as an introduction to the field of Sports Medicine and investigate the job responsibilities of an Athletic Trainer.

## \#495380 Medical Professions Expanded ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)

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

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

## \#495360 Medical Terminology ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)

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

## \#490500 Certified Nursing Assistant-CNA (NWACC Campus) ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 1 semester) (Level 3 course) Prerequisite: Foundations of Health Care and Anatomy/Physiology

This course offers advanced medical procedures, nurse assistant skills, direct patient care and provides clinical training in area health care facilities. After successful completion of the class and following high school graduation, the student is eligible to take the Nurse Assistant Certification Exam. Students will have the opportunity to receive the CNA certification. Cost: Students are responsible for required drug screening, TB skin tests and criminal background check
\#490370 Youth Apprenticeship T \& I: Health Sciences ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Foundations of Health Care and Anatomy/Physiology
Work-based learning in the health science field (compensated)
\#490760 Career Practicum T \& I: Health Sciences ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Foundations of Health Care and Anatomy/Physiology
Work-based learning in the health science field (NON-compensated)

## THERAPEUTIC SERVICES

Sports Medicine Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer (1 credit) |
| :---: | :---: | :---: |
| Foundations of Sports Medicine | Anatomy/Physiology | - Medical Professions Expanded (0.5) <br> - Medical Terminology (0.5) <br> - Certified Nursing Assistant OR <br> - Youth Apprenticeship T \& I <br> - Career Practicum T \& I |

## \#494050 Foundations of Sports Medicine (9th-12th grades) (1 credit, 2 semester)

Students are introduced to the realities of the Sports Medicine field and learn about the role of an Athletic Trainer. Students will learn a variety of concepts in healthcare from Sports Medicine's historical foundation to injury management. This course will provide students the opportunity for hands on learning and networking with other Athletic Trainers, as well as other healthcare professionals in the community. The purpose of this instructional program is to serve as an introduction to the field of Sports Medicine and investigate the job responsibilities of an Athletic Trainer.
\#424030 Anatomy/Physiology ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course) (NCAA approved core course) Prerequisite: Biology-Integrated or Pre-AP Biology-Integrated
The purpose of Anatomy and Physiology is to help students understand the disciplinary core ideas and develop a coherent and scientifically based view of the world. Students in human anatomy and physiology develop understanding of key concepts that help them make sense of the interactions among the eleven human body systems. These include: Integumentary System, Skeletal System, Muscular System, Respiratory System, Circulatory System, Digestive System, Nervous System, Endocrine System, Lymphatic System, Urinary System, and Reproductive System. This is a career-focused course for students interested in medical professions and related fields.

## \#495380 Medical Professions Expanded ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)

Prerequisite: Foundations of Health Care and Anatomy/Physiology
Experiences in this class are designed to provide students with basic information and skills needed for a career in the health care field. Emphasis is given to the development of competencies related to health care systems and careers, medical history and events, qualities of successful health care workers, medical ethics and legal responsibilities, communications, medical terminology and math, nutrition and health, human growth and development, classification of diseases, job-seeking skills, and the student organization.
\#495360 Medical Terminology ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)

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

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

## \#490500 Certified Nursing Assistant-CNA (NWACC Campus) ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 1 semester) (Level 3 course) Prerequisite: Foundations of Health Care and Anatomy/Physiology <br> Course Time: 10:30-12:00 Monday-Friday on the NWACC Campus.

This course offers advanced medical procedures, nurse assistant skills, direct patient care and provides clinical training in area health care facilities. After successful completion of the class and following high school graduation, the student is eligible to take the Nurse Assistant Certification Exam. Students will have the opportunity to receive the CNA certification. Cost: Students are responsible for required drug screening, TB skin tests and criminal background check
\#490370 Youth Apprenticeship T \& I: Health Sciences ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Foundations of Sports Medicine and Anatomy/Physiology
Work-based learning in the health science field (compensated)
Updated 1/4/2021

## HUMAN SERVICES

## FAMILY and COMMUNITY SERVICES

Nutrition Science \& Dietetics

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> (Choose 1 credit) |
| :---: | :---: | :---: |
| Family and Consumer Sciences | Food Safety and Nutrition | $\bullet \quad$ Life and Fitness Nutrition |
|  |  | OR |
|  |  | $\bullet$ Youth Apprenticeship FCS |
|  |  | Career Practicum FCS |

\#493080 Family and Consumer Sciences ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 1 course)
Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships; housing and interior design; wardrobe planning and selection; garment care and construction; the physical, emotional, social and intellectual development of children; nutrition and food selection; healthy lifestyle choices; meal planning, preparation and service; home management; money management; the application of current technology in the home and workplace. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life.
\#493110 Food Safety and Nutrition (10 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)
Prerequisite: Family and Consumer Sciences
The Food Nutrition and Safety course focuses on the development of essential food safety practices needed to select, receive, store, prepare, and serve food. Students will learn to create and implement an environment of food safety procedures based on the latest FDA Food Code and local regulations. This course will also focus on the development of essential food safety practices necessary to select, receive, store, prepare, and serve food. Students will create and implement food safety procedures based on the FDA Food Code and local regulations to apply sound sanitation practices. Skills are applicable to the Arkansas Safe Food Handler and National Restaurant Association ServSafe Certifications.

## \#493200 Life and Fitness Nutrition ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)

## Prerequisite: Food Safety and Nutrition

Life and Fitness Nutrition enables students to analyze the interaction of nutrition, foods and fitness for overall wellness of individuals and family throughout the life span. In this course, students will develop nutrition and fitness habits to make wise decision regarding healthy living and prevention of disease through these practices.
\#490290 Youth Apprenticeship FCS ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)

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

Work-based learning in nutrition sciences and dietetics program of study (Compensated)
\#490680 Career Practicum FCS ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite: Family and Consumer Sciences and Food Safety and Nutrition
Work-based learning in nutrition sciences and dietetics program of study (NON-Compensated)

Human \& Social Services Program of Study

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three (Choose 1 credit) |
| :---: | :---: | :---: |
| Family and Consumer Sciences | Life Span Development | - Dynamics of Human Relationships <br> - Child Care Guidance, Management and Services <br> OR <br> - Youth Apprenticeship FCS <br> - Career Practicum FCS |

\#493080 Family and Consumer Sciences ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course)
Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships; housing and interior design; wardrobe planning and selection; garment care and construction; the physical, emotional, social and intellectual development of children; nutrition and food selection; healthy lifestyle choices; meal planning, preparation and service; home management; money management; the application of current technology in the home and workplace. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life.

## \#493020 Life Span Development ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)

## Prerequisites: Family and Consumer Sciences

The Child Development and Parenting course focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, selection of child-care services, health and safety of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. are designed to assist students in developing an understanding of the parenting process and of parenting skills, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, choosing professionals to help with parenting problems, selection of child-care services, and careers related to parenting.

## \#493150 Dynamics of Human Relationships ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisite: Life Span Development or Foundations of Teaching

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

## \#493010 Child Care Guidance, Management and Services ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3) Prerequisite: Life Span Development or Foundations of Teaching

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

# \#490290 Youth Apprenticeship FCS: Human Services ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) <br> Prerequisite/Co-requisite: Dynamics of Human Relationships <br> Work-based learning providing family and community services (Compensated) 

\#490680 Career Practicum FCS: Human Services (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Dynamics of Human Relationships
Work-based learning providing family and community services (NON-Compensated)

## Teaching and Training

Pre-Educator Program of Study

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> (Choose 1 credit) |
| :--- | :--- | :--- |
| $\bullet$ Life Span Development | • Foundations of Teaching | $\bullet$ Youth Apprenticeship FCS <br> $\bullet$ <br> Career Practicum FCS |

\#493020 Life Span Development ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course)

## Prerequisites: Family and Consumer Sciences

The Child Development and Parenting course focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, selection of child-care services, health and safety of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. are designed to assist students in developing an understanding of the parenting process and of parenting skills, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, choosing professionals to help with parenting problems, selection of child-care services, and careers related to parenting.

## \#493240 Foundations of Teaching ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters (Level 2)

## Prerequisites: Family and Consumer Sciences

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

## \#490270 Youth Apprenticeship FCS: Education \& Training Services

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Life Span Development and Foundations of Teaching
Work-based learning for the pre-educator program of study (Compensated)

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

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Life Span Development and Foundations of Teaching
Work-based learning for the pre-educator program of study (NON-Compensated)

## Visual Arts

Clothing and Housing Design

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> (Choose 1 credit) |
| :---: | :---: | :---: |
| Family and Consumer Sciences | Fashion and Interior Design | $\bullet$Advanced Fashion and <br> Interior Design |

\#493080 Family and Consumer Sciences ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course)
Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships; housing and interior design; wardrobe planning and selection; garment care and construction; the physical, emotional, social and intellectual development of children; nutrition and food selection; healthy lifestyle choices; meal planning, preparation and service; home management; money management; the application of current technology in the home and workplace. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life.

## \#490890 Fashion and Interior Design ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course) Prerequisite: Family and Consumer Sciences

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

## \#490900 Advanced Fashion and Interior Design ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) <br> Prerequisite: Family and Consumer Sciences and Fashion \& Interior Design

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

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

## SUPPLEMENTAL COURSES: Does not count in concentration status

\#493160 Leadership and Service Learning ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)

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

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

## Construction Technology Program of Study

Designing, planning, managing, building, and maintaining physical structures and the larger built environment, including roadways and bridges and industrial, commercial, and residential facilities and buildings

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Construction Fundamentals | Carpentry | - Mechanical, Plumbing, and Electrical Systems <br> - Construction Lab OR <br> - Youth Apprenticeship T \& I <br> - Career Practicum T \& I |

\#494480 Construction Fundamentals ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course)
The Introductory Construction Skills course prepares individuals to apply technical knowledge and skills in the construction related career fields, including building, inspecting, and maintaining of structures and related properties. Successful completion will allow student to earn NCCER credential in CORE curriculum. Students may also have the opportunity to receive concurrent credit for completion of construction courses and/or NCCER certification through Northwest Arkansas Community College.

## \#494460 Carpentry ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course)

## Prerequisite: Construction Fundamentals

The Carpentry course prepares individuals to apply technical knowledge and skills to layout, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. This course is based on the NCCER Carpentry Fundamentals 1 Curriculum. Students may also have the opportunity to receive concurrent credit for completion of construction courses and/or NCCER certification through Northwest Arkansas Community College.

## \#493840 Mechanical, Plumbing, and Electrical Systems ( $11^{\text {th }}$-12th grades) ( 1 credit, 2 semesters) (Level 3 course)

## Prerequisite: Carpentry

This instructional program prepares individuals to apply technical knowledge and skills in heating, ventilation, and air conditioning; electrical and mechanical systems; and plumbing. It is a foundation course to combine electrical, plumbing and HVAC courses into a one credit introductory course. This course is based on components of NCCER electrical Level 1, plumbing Level 1 and HVAC Level 1 curriculum.

## \#490040 Construction Lab ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)

## Prerequisite/co-requisites: Carpentry

This production based program is designed to allow for the development of skills and knowledge through construction and carpentry related lab experiences.

## \#490340 Youth Apprenticeship T \& I: Architecture and Construction

( $11^{\text {th }}-12^{\text {th }}$ grade) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Construction Fundamentals and Carpentry
Work-based learning in the field of construction technology program of study (compensated)

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

( $11^{\text {th }}-12^{\text {th }}$ grade) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Construction Fundamentals and Carpentry
Work-based learning in the field of construction technology program of study (NON-compensated)

## MANUFACTURING

## Maintenance, Installations, and Repair or Production

## Precision Machine Manufacturing Program of Study

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance, and manufacturing/process engineering.

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :--- | :---: | :---: |
| Machine Tool I | Machine Tool II | $\bullet$ Machine Tool Lab |
|  |  | OR |
|  |  | $\bullet$ Youth Apprenticeship T \& I |
|  |  | Career Practicum T \& I |

\#495200 Machine Tool I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course)
Machine Tools I is a one-hour course in which students spend time in the classroom learning theory and acquiring skills necessary to shape metal with shop equipment. The student will learn how to produce a precise project in the shop for a grade. The student will learn how to correctly apply their knowledge to use the engine lathes, milling machines, metal saws, and drilling equipment. Upon successful completion of their projects they are given the basic fundamentals of CAD (Computer assisted drafting). Students are encouraged to support SKILLS USA, where leadership, the ability to work with others, and other technical skills are developed.

## \#495220 Machine Tool II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 2 course)

## Prerequisite: Machine Tool I

Machine Tools II is a one credit course in which students greatly enhance their abilities learned in Machine Tools I, including more in-depth learning about shop machinery, more precise tolerances, cutting tools, math and advanced blueprint reading. Using the shop's CNEZ programs, students will be able to write and verify a CNC (Computerized numerical control) program. They will then take the program and run it on the shop's full-size CNC equipment, including the CNC mills and lathes. The shop is a HAAS STEC (HAAS technical education center) and on successful completion, they will receive a Level 1 and a Level 2 certification. All shop work centers around the production of advanced machining practices to acquire a distinct understanding of "Real World" applications. Students are encouraged to join SKILLS USA, where at state level they can participate in technical and leadership competitions.

## \#495210 Machine Tool Lab ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) <br> Prerequisites: Machine Tool II

Machine Tools Lab is a one credit course that is designed to provide students learning experiences within the Machine Shop environment. The Machine Tools lab experiences will support the development of skills and knowledge that relate to jobs with in manufacturing and machining industries.
\#490450 Youth Apprenticeship T \& I: Manufacturing (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisites: Machine Tool II, Industrial Technologies or Machine Tool Lab
Work-based learning focused on maintenance, installations, and repair or production (compensated)
\#490780 Career Practicum T \& I: Manufacturing (11 th $-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) Prerequisites: Machine Tool II, Industrial Technologies or Machine Tool Lab
Work-based learning focused on maintenance, installations, and repair or production (NON-compensated)

## Industrial Equipment Technologies Program of Study

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance, and manufacturing/process engineering.

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Industrial Technologies I | Industrial Technologies II (pending approval 2021-2022) | - Industrial Technologies Lab (pending approval 2021-2022) <br> - Machine Tool I <br> - Machine Tool II <br> - Machine Tool Lab <br> OR <br> - Youth Apprenticeship T \& I <br> - Career Practicum T \& I |

\#495150 Industrial Technologies I (9th-12th grades) (1 credit, 2 semesters) (Level 1 course) The Industrial Technologies course prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of industrial machinery. Students will be introduced to the fundamentals of diagnosing and troubleshooting industrial machinery. This will provide the groundwork for advanced skills.
\#495200 Machine Tool I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Machine Tools I is a one-hour course in which students spend time in the classroom learning theory and acquiring skills necessary to shape metal with shop equipment. The student will learn how to produce a precise project in the shop for a grade. The student will learn how to correctly apply their knowledge to use the engine lathes, milling machines, metal saws, and drilling equipment. Upon successful completion of their projects they are given the basic fundamentals of CAD (Computer assisted drafting). Students are encouraged to support SKILLS USA, where leadership, the ability to work with others, and other technical skills are developed.

## \#495220 Machine Tool II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)

## Prerequisite: Machine Tool I

Machine Tools II is a one credit course in which students greatly enhance their abilities learned in Machine Tools I, including more in-depth learning about shop machinery, more precise tolerances, cutting tools, math and advanced blueprint reading. Using the shop's CNEZ programs, students will be able to write and verify a CNC (Computerized numerical control) program. They will then take the program and run it on the shop's full-size CNC equipment, including the CNC mills and lathes. The shop is a HAAS STEC (HAAS technical education center) and on successful completion, they will receive a Level 1 and a Level 2 certification. All shop work centers around the production of advanced machining practices to acquire a distinct understanding of "Real World" applications. Students are encouraged to join SKILLS USA, where at state level they can participate in technical and leadership competitions.

## \#495210 Machine Tool Lab ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course) <br> Prerequisites: Machine Tool II

Machine Tools Lab is a one credit course that is designed to provide students learning experiences within the Machine Shop environment. The Machine Tools lab experiences will support the development of skills and knowledge that relate to jobs with in manufacturing and machining industries.
\#490450 Youth Apprenticeship T \& I: Manufacturing (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisite/Co-requisites: Industrial Technologies I and II
Work-based learning focused on maintenance, installations, and repair or production (compensated)
\#490780 Career Practicum T \& I: Manufacturing (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisites/Co-requisites: Industrial Technologies I and II
Work-based learning focused on maintenance, installations, and repair or production (NON-compensated)

## TRANSPORTATION, DISTRIBUTION and LOGISTICS

## Facility and Mobile Equipment Maintenance

## Automotive Service Technology Program of Study

Planning, managing, and moving of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services, such as transportation infrastructure planning and management, logistic services, and mobile equipment and facility maintenance.

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :---: | :---: | :---: |
| Brakes/Manual Drive Train | Automotive Electrical Systems/HVAC | - Engine Performance/Repair <br> - Suspension \& Steering / Automotive Transmission OR <br> - Youth Apprenticeship T \& I <br> - Career Practicum T \& I |

\#494180 Brakes/Manual Drive Train ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 Semesters) (Level 1 course)
The curriculum will begin with an introduction to the different automotive systems. Shop safety, tool and equipment will be covered. Students are required to pass the safety test with $100 \%$ before working in the shop. Automotive brake theory, diagnosis, maintenance and repair will be covered according to the 2012 NATEF MLR standards. Topics will include disc, drum, power, and ABS brake systems. Also covered will be basic theory maintenance and service of manual transmissions and drive trains.

## \#494190 Automotive Electrical Systems/HVAC ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 Semesters) (Level 2 course)

## Prerequisite: Brakes/Manual Drive Train

The curriculum will begin with a review of shop safety, tools and equipment. Automotive electrical theory, diagnosis, maintenance and repair will be covered, according to the 2012 NATEF MLR standards. Topics will include batteries, charging, starting, lighting, and wiring systems. Also covered will be basic theory, maintenance and service of AC/Heating systems.

## \#494200 Engine Performance/Engine Repair ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 Semesters)) (Level 3 course) Prerequisites: Brakes/Manual Drive Train AND Automotive Electrical Systems/HVAC

The curriculum will begin with a review of shop safety and procedures. Automotive steering/suspension theory, diagnosis, maintenance and repair will be covered, according to the 2012 NATEF MLR standards, including 4 wheel alignment procedures. Also covered will be basic theory, maintenance and service of automatic transmissions.
\#494210 Suspension \& Steering/Automatic Transmissions (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) (1 credits, 2 hour block/1 semester) (Level 3) Prerequisites: Automotive Electrical Systems/HVAC
The curriculum will begin with a review of shop procedures and safety. Automotive Engine Performance theory, diagnosis, maintenance and repair will be covered, according to the 2012 MATEF MLR standards. Topics will include fuel, ignition, computer and emission control systems. Also covered with be basic theory, maintenance and service of Engine Repair.

## \#490560 Youth Apprenticeship T \& I: Transportation, Distribution and Logistics <br> ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) <br> Prerequisite: Automotive Electrical Systems/HVAC <br> Work-based learning in automotive services career field (compensated)

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## CAREER EXPLORATION and WORK-BASED LEARNING

\#493880 College and Career Readiness ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
College and Career Readiness is a one semester course offered to students in grades 9-12
However, it is highly recommended for students in grades 11-12 due to the age requirement for the WorkKeys assessment. The course content shall reflect postsecondary education and training opportunities for success at the college level or employable level. It focuses on WorkKeys skills including Graphic Literacy, Applied Mathematics, and Workplace Documents. The online computer-based KeyTrain curriculum is required to prepare students for the ACT WorkKeys assessments for the Arkansas Career Readiness Certificate. Students must be at least 16 years of age, successfully pass level four or higher in KeyTrain Career Ready 101 curriculum, and have a Social Security number to take the ACT WorkKeys assessments. The curriculum, assessments, and Career Readiness Certificate (CRC) are provided free of charge to the school and to the student. WorkKeys assessment takers must also register online with the Arkansas JobLink system in the Department of Workforce Services.

## \#493860 Internship 1 ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) see Eligibility requirements below

## \#49386T Internship 2 ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) see Eligibility requirements below

The Internship courses are offered to students in grades 11-12 who are in good academic standing and have completed at least two units in a chosen career focus area. These internship courses are designed to assist students in their specific career focus areas and to help them successfully transition from school to career. Students who expect to begin their careers immediately upon high school graduation, as well as those who need to complete post-secondary training prior to starting a career can benefit from the courses. The structure includes a strong business partnership that links the course and its participants to current resources, information, and guidance from industry professionals. It provides intense, competency-based classroom and worksite instruction specifically tailored to meet the needs of individual students. Each classroom and worksite competency an intern successfully completes is documented and placed in a portfolio. The intern receives the portfolio upon completion of the internship course. It also fosters articulation of programs between high schools and postsecondary education, credit-granting institutions, and apprenticeship programs. A post-graduation monitoring system is incorporated that identifies and addresses graduates' ongoing needs as they advance toward their identified career goals.

## Internship Course Credits:

1. Interns should be expected to complete at least 18 hours of coordinator classroom instruction and 180 hours of work-site (work-based learning) study in order to receive one credit.
2. Interns should receive two credits with a minimum of 36 hours of classroom instruction and 360 hours of work based learning in the work site.
3. A maximum of four credits for completing 72 hours of coordinator contact and 720 hours worksite study within a consecutive two-year period.

Eligibility of Students for Internships and Youth Apprenticeships:

1. Students must be at least 16 years of age in order to meet labor law requirements.
2. Students shall apply for acceptance to the internship course. Minimum guidelines for acceptance include:
a. Completed at least two units of an identified career major;
b. Academic standing of at least 2.0 on a 4.0 scale;
c. Acceptable attendance record as determined by the school administration;
d. Written recommendations from a counselor, a teacher in the student's career major area, a teacher outside the student's career major, and two personal references from non-relatives;
e. Membership in a student organization that reflects intern's career goals and enhances his/her ability to excel in a chosen career focus area.

## Additional Requirements:

Registration with AR Job Link system in the Department of Workforce Services and the online computer-based KeyTrain curriculum is required to prepare students for the ACT WorkKeys assessments for the Arkansas Career Readiness Certificate Students must enter their Social Security number to complete the AR JobLink registration and take the ACT WorkKeys assessments. The curriculum, assessments, and Career Readiness Certificate (CRC) are provided free of charge to the school and to the student. WorkKeys assessment takers must also register online with the Arkansas JobLink system in the Department of Workforce Services. The internship course is designed to support the guidelines, goals, and objectives of all student organizations. Interns are required to hold membership in the student organization that represents their individual career focus area, if one is available.

## Youth Apprenticeship: (SEE EACH PROGRAM FOR YOUTH APPRENTICESHIP FOR COURSE CODE)

Youth Apprenticeship must be a paid work experience designed to assist students in grades 11-12 in their specific CTE career pathway. The student must currently be enrolled or have completed at least two courses in a chosen CTE career pathway area to be eligible for this course, these courses are eligible for an employer tax credit.

## ROGERS NEW TECHNOLOGY HIGH SCHOOL Career \& Technical Education Programs and Courses

The following Career \& Technical Education (CTE) programs of study and courses are offered to $9-12^{\text {th }}$ grade students attending Rogers New Technology High School.

Business \& Marketing Programs
Computer Science Software Development/Engineering
Computer Science: Game Development
Automotive Service Technology (Transportation provided to RPS Career Center for courses in this program of study)
Precision Machine Manufacturing (Transportation provided to RPS Career Center for courses in this program of study)
Construction (Transportation provided to RPS Career Center for courses in this program of study)
Unmanned Aerial Systems (UAS) (Transportation provided to RHS for courses in the program of study)
Pre-Engineering (Project Lead The Way) (Transportation provided to RHS for courses in the program of study)

* Program of study and course information for the programs listed above can be found in the preceding pages

Advertising \& Graphic Design
Commercial Photography
Mobile Applications Development

* Program of study and course information for the programs listed above can be found below


## ARTS, A/V TECHNOLOGY and COMMUNICATIONS

## Visual Arts

## Advertising and Graphic Design Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three <br> Completer |
| :--- | :--- | :--- |
|  <br> Graphic Design |  <br> Graphic Design |  <br> Graphic Design <br> $\bullet$ Advertising \& Graphic Design <br> Lab |
|  |  | OR |
|  |  | - Youth Apprenticeship T \& I |
| $\bullet$ Career Practicum T \& I |  |  |

\#494150 Fundamentals of Advertising and Graphic Design ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course) This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics and how they are applied in today's industry standards.

## \#494170 Intermediate Advertising and Graphic Design ( $10^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 2 course) Prerequisites: Fundamentals of Advertising \& Graphic Design

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic works using industry-standard hardware and software for a variety of purposes and outputs. Areas of study include the understanding of the industry history, terminology, color, design principles, typography and ethical and legal issues related to graphic designs. Emphasis is placed on layout design and the creation and manipulation of graphics and how they are applied in today's industry standards.
\#494130 Advanced Advertising and Graphic Design ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course) Prerequisites: Intermediate Advertising \& Graphic Design
Advanced Advertising and Graphic Design takes the best, most important relevant components of Advertising and Graphic Design Introduction and Intermediate courses, and then expands them for the serious $3^{\text {rd }}$ year student. Each component is flexible and can be implemented throughout the school year, fulfilling the 120 credit hours of instruction. Each component is essentially intertwined with each other and may be implemented simultaneously.
\#494160 Advertising and Graphic Design Lab ( $11^{\text {th }}-12^{\text {th }}$ grades) (1credit, 2 semesters) (Level 3 course) Prerequisite/Co-requisites: Intermediate Advertising \& Graphic Design or Advanced Advertising \& Graphic Design This is a lab-based course is for students who have taken Fundamentals, Intermediate and Advanced Advertising \& Graphic Design. The course will provide extended learning experiences that focus on individual student projects that align with program area concepts. The lab-based course will also support advanced skill development in Advertising \& Graphic Design. The lab can be taken each year.

## \#490350 Youth Apprenticeship T \& I: Arts, Audio/Visual Technology and Communications

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Intermediate Advertising and Graphic Design
Work-based learning in the field of advertising and graphic design program of study (compensated)

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

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Intermediate Advertising and Graphic Design
Work-based learning in the field of advertising and graphic design program of study (NON-compensated)

## VISUAL ARTS

## Commercial Photography Program of Study

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

| Level One <br> Required Prerequisite | Level Two <br> Concentrator | Level Three Completer |
| :---: | :---: | :---: |
| Digital Photography I | Digital Photography II | - Digital Photography III <br> - Digital Photography Lab OR <br> - Youth Apprenticeship T \& I <br> - Career Practicum T \& I |

\#494350 Digital Photography I ( $9^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 1 course)
Students will journey through the functioning of the camera, to basic picture taking using the automatic options to then progressing to taking photographs with manual, aperture and shutter priority modes. As the course progresses students will learn how to digitally develop, edit, and correct the photographs we take during class using Photoshop. In addition to the history of photography and the great photographers will be covered throughout the year and students will develop a portfolio of one's photography.

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#494370 Digital Photography II (10 th -12 th grades) (1 credit, 2 semesters) (Level 2 course)
Prerequisite: Digital Photography I
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Students will push their knowledge of basic photography and challenge their abilities by photographing more complicated subject matters, unusual shooting conditions and lighting situations. The aesthetic development of photography will be the focus throughout the year, through critiques, presentations, and decision making. Students will discover how to better adjust their photographs while staying true to life or pushing those limits by creating ethereal or altered imagery. Just as in Fundamentals of Photography, the history of photography and acclaimed photographers will be covered throughout the year and students will continue to develop their portfolios.
\#494380 Digital Photography III ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite: Digital Photography II
This independent production based program is designed to provide the photography student with practical knowledge and highly advanced skills for a comprehensive career in photography.

## \#494360 Digital Photography Lab ( $11^{\text {th }}-12^{\text {th }}$ grades) (1credit, 2 semesters) (Level 3 course)

## Prerequisite/Co-requisites: Digital Photography II

This is a lab-based course for students who have completed/or currently enrolled in Digital Photography I, II, or III. The course will provide extended learning experiences that focus on individual student projects that align with program area concepts. The labbased course will also support advanced skill development in Photography.

## \#490350 Youth Apprenticeship T \& I: Arts, Audio/Visual Technology and Communications

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Digital Photography I and II
Work-based learning in the field of advertising, arts, photography or graphic design program of study (compensated)

## \#490740 Youth Apprenticeship T \& I: Arts, Audio/Visual Technology and Communications

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite: Digital Photography I and II
Work-based learning in the field of advertising, arts, photography and graphic design program of study (NON-compensated)

## INFORMATIONAL TECHNOLOGY

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

## Programming \& Software Development Pathway

Computer Science: Software Development/Engineering

| Level One <br> Required Prerequisite | Level Two Concentrator | Level Three <br> Completer (choose 2) |
| :---: | :---: | :---: |
| - Computer Science with Programming/Coding Emphasis-Level 1 <br> - Computer Science with Programming/Coding Emphasis-Level 2 <br> OR <br> - AP Computer Principles Level 1 <br> - AP Computer Principles Level 2 | Computer Science with Programming/Coding Emphasis-Level 3 <br> Computer Science with Programming/Coding Emphasis-Level 4 <br> OR <br> - AP Computer Science A Level 1 <br> - AP Computer Science A Level 2 | - Adv. Programming: Game Design 1 <br> - Adv. Programming: Game Design 2 <br> - AP Computer Science A Level 1 <br> - AP Computer Science A Level 2 <br> - Computer Science Indp. Study 1 <br> - Computer Science Indp. Study 2 <br> - Computer Science Internship (465950) <br> - Computer Science Internship (465960) |

## \#465010 Computer Science with Programming/Coding Emphasis-Level 1

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465020 Computer Science with Programming/Coding Emphasis-Level 2

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)

## Prerequisite: Computer Science with Programming/Coding Emphasis-Level 1

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

## \#465030 Computer Science with Programming/Coding Emphasis-Level 3

( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)

## Prerequisite: Computer Science with Programming/Coding Emphasis - Level 2

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

## \#465040 Computer Science with Programming/Coding Emphasis-Level 4 <br> ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course) <br> Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3

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

## \#465650 Advanced Programming: Game Design Level 1

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science
This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in game development industry.

## \#465660 Advanced Programming: Game Design Level 2

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The Level 2-Game Design course includes advanced principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.
\#565110 AP Computer Science A Level 1 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Students should learn to code fluently in a wellstructured fashion. They should be able to read and understand a large program and a description of the design and development process leading to such a program. Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the rules of these components within the system. Students should be able to recognize the ethical and social implications of computer use.
\#565120 AP Computer Science A Level 2 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course)
Prerequisite/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The AP class will use the JAVA programming language with emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Students should learn to code fluently in a wellstructured fashion. They should be able to read and understand a large program and a description of the design and development process leading to such a program. Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the rules of these components within the system. Students should be able to recognize the ethical and social implications of computer use.
\#565010 AP Computer Science Principles Level 1 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#565020 AP Computer Science Principles Level 2 (10th -12th Grades) ( 0.5 credit per semester) AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

## \#465910 Computer Science Independent Study, Level I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)

## Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Independent Study, Level II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2 A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Internship I (11th-12th Grades) (1.0 credit, 2 semesters)
\#465960 Computer Science Internship II (11th-12th Grades) (1.0 credit, 2 semesters)

## Programming \& Software Development Pathway

Computer Science: Game Development

| Level One Required Prerequisite | Level Two Concentrator | Level Three <br> Completer (choose 2) |
| :---: | :---: | :---: |
| - Computer Science with Programming/Coding Emphasis-Level 1 <br> - Computer Science with Programming/Coding Emphasis-Level 2 <br> OR <br> - AP Computer Principles Level 1 <br> - AP Computer Principles Level 2 | - Computer Science with Programming/Coding Emphasis-Level 3 <br> Computer Science with Programming/Coding Emphasis-Level 4 | - Advanced Programming: Game Design 1 <br> - Advanced Programming: Game Design 2 <br> - Computer Science Indp. Study 1 <br> - Computer Science Indp. Study 2 <br> - Computer Science Internship (465950) <br> - Computer Science Internship (465960) <br> - Youth Apprenticeship STEM <br> - Career Practicum STEM |

## \#465010 Computer Science with Programming/Coding Emphasis-Level 1

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465020 Computer Science with Programming/Coding Emphasis-Level 2

## ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)

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

## \#465030 Computer Science with Programming/Coding Emphasis-Level 3

( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)
Prerequisite: Computer Science with Programming/Coding Emphasis-Level 2
This course builds upon the concepts taught in Level 2. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465040 Computer Science with Programming/Coding Emphasis-Level 4

( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)
Prerequisite: Computer Science with Programming/Coding Emphasis-Level 3
This course builds upon the concepts taught in Level 3 . This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively.

## \#465650 Advanced Programming: Game Design Level 1

## (11 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course

Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis - Level 1 and Level 2, AP Computer Science This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. This course introduces principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.

## \#465660 Advanced Programming: Game Design Level 2

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 3 course) Weighted Credit Course
Prerequisites/Co-requisites: Computer Science with Programming/Coding Emphasis-Level 1 and Level 2, AP Computer Science The Level 2-Game Design course includes advanced principles of computer game design and development. Students will design and develop games, analyze popular games, and learn about various aspects of the game industry. Students will learn about game design principles, story development, and programming. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry. Students will have hands-on experience designing video games. The production environment will reflect the approach used in the game development industry.
\#565010 AP Computer Science Principles Level 1 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#565020 AP Computer Science Principles Level 2 (10th -12th Grades) ( 0.5 credit per semester)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

## \#465910 Computer Science Independent Study, Level I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)

Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Independent Study, Level II ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

## \#490330 Youth Apprenticeship STEM: STEM cluster

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Unmanned Aerial System I and II
Work-based learning related to STEM fields of study (compensated)
\#490720 Career Practicum STEM: STEM cluster
( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
Prerequisite/Co-requisite: Unmanned Aerial System I and II
Work-based learning related to STEM fields of study (NON-compensated)

## Programming \& Software Development Pathway

Computer Science: Mobile Applications Development Program of Study

| Level One |
| :---: | :---: | :--- |
| Required Prerequisite |$\quad$| Level Two |
| :---: |
| Concentrator |$\quad$| Level Three |
| :---: |
| Completer |

\#465310 Mobile Application Development Level 1 ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 2 semesters) (Level 1 course) Prerequisite: Microsoft Specialist-(Survey of Business)
This course is a foundation course for the Mobile App Development program of study. The course will explore the current landscape of mobile app development; define the roles of a development team and introduce fundamental software development terminology and mindsets. Students will discuss and use various hardware platforms and operating systems to design, create and maintain an application.
\#465320 Mobile Application Development Level 2 ( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course) Prerequisite: Mobile Application Development Level 1
This course teaches the skills, techniques, software and regulations necessary to develop and publish a professional mobile application. This one-semester, project-based course will be structured so that students learn the basics of the Objective-C or Java programming language, then use a professional IDE to create, test and deploy basic apps on mobile devices.
\#465330 Mobile Application Development Level 3 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)

## Prerequisite: Mobile Application Development Level 1 \& Level 2

This course is a project-based course that will build upon students' basic programming knowledge and give them the tools to understand and use API's to create mobile applications in a professional IDE for an IOS or Android device.
\#465340 Mobile Application Development Level 4 ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 2 course)
Prerequisite/Co-requisites: Mobile Application Development 3
This student-led, project based course will be instructed for students to choose their own project, research the market for their proposed app, then use a professional IDE to create, test and deploy their app on mobile devices.
\#565010 AP Computer Science Principles Level 1 (10th -12th Grades) ( 0.5 credit per semester)
Pre-requisite/Co-requisites: Computer Science with Programming/Coding Emphasis - Level 1 \& 2, AP Computer Science A Level 1 \& 2
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
\#565020 AP Computer Science Principles Level 2 (10th -12th Grades) (0.5 credit per semester)
Pre-requisite/Co-requisites: Computer Science with Programming/Coding Emphasis - Level 1 \& 2, AP Computer Science A Level 1 \& 2
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

## \#465010 Computer Science with Programming/Coding Emphasis-Level 1

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

## \#465020 Computer Science with Programming/Coding Emphasis-Level 2

( $9^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester) (Level 1 course)
Prerequisite: Computer Science with Programming/Coding Emphasis-Level 1
This course builds upon the concepts taught in Level 1. This series of courses are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. During this series of courses students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Students will learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

465910 Computer Science Independent Study, Level I ( $10^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.
\#465920 Computer Science Independent Study, Level II (10 ${ }^{\text {th }}-12^{\text {th }}$ grades) ( 0.5 credit, 1 semester)
Prerequisite: Computer Science with Programming/Coding Emphasis - Level 3 and 4 or AP Computer Science A Level 1 \& 2
A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

## \#490330 Youth Apprenticeship STEM: STEM cluster

( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit, 2 semesters) (Level 3 course)
Prerequisite: Mobile Applications 3 and 4
Work-based learning related to mobile applications development program of study (compensated)

## \#490720 Career Practicum STEM: STEM cluster

( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)

## Prerequisite: Mobile Applications 3 and 4

Work-based learning related to mobile applications development program of study (NON-compensated)

## \#465920 Computer Science Internship I (11th-12th Grades) (1.0 credit, 2 semesters)

\#465960 Computer Science Internship II (11th-12th Grades) (1.0 credit, 2 semesters)

## CROSSROADS ALE PROGRAM Career \& Technical Education Programs and Courses

The following Career \& Technical Education (CTE) programs of study and courses are offered to $9-12^{\text {th }}$ grade students attending Crossroads ALE Program on the Crossroads campus.

Automotive Service (Transportation provided to the RPS Career Center for the courses in this program of study) Manufacturing (Transportation provided to the RPS Career Center for the courses in this program of study) Construction (Transportation provided to the RPS Career Center for the courses in this program of study) Precision Machining (Transportation provided to the RPS Career Center for the courses in this program of study)

* Program of study and course information for the programs listed above can be found in the preceding pages.

The additional courses listed below are available to students attending the Crossroads ALE program.
\#69600L Life Skills ( $9^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters) (Local Credit Only)
To serve all ALE high school students: Signposts are everywhere in life, sending us in either positive or negative directions. Cornerstone will explore these signposts and help students to develop the skills for healthy and effective living and school success. Students will have an opportunity to develop, manage, and enhance life skills important in making decisions for healthy and effective living. The primary goal is for students to form healthy attitudes, behaviors, and habits that promote personal development, health and well-being, and academic success. The students should become pro-active about their responsibilities as individuals in their family, school, and civic communities

## \#493780 JAG Year 1 (Multi-Year ALE) ( $11^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters)

In this course students will focus on being prepared for success in the workplace. It includes a school-to-work program that provides students with a comprehensive set of job-related competencies that are designed to equip students with the skills needed to interview and secure a job position, sustain employment, seek opportunities for advancement, and conflict resolution strategies within the workplace.

## \#493790 JAG Year 2 (Multi-Year ALE) ( $11^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters)

## Prerequisite: JAG Year 1

The purpose of the JAG in ALE Internship program is to help students successfully transition from a high school environment to the environment of their chosen career field. Individualized and "real world" experiences that are competency based will be a focus of the Internship program. JAG II will provide students extended opportunities to gain employability skills and career/work related experiences.

## \#493800 JAG Apprenticeship/Work-Based Learning (Multi-Year ALE) ( $11^{\text {th }}-12^{\text {th }}$ Grades) (1 credit, 2 semesters) Prerequisite: enrollment in the JAG Multi-Year ALE program

In this course students will learn how to successfully transition from a high school environment to their chosen career field. Individualized and "real world" experiences that are competency based will be a focus of the internship program.

|  | Program Area Industry Certifications |  |
| :---: | :---: | :---: |
| PROGRAM | PRIMARY | SECONDARY |
| Accounting | Microsoft Office Specialist MOS Word and EXCEL | - Microsoft Office Specialist Access <br> - Banking \& Finance Operations <br> - EverFi-Financial Literacy |
| Advanced Manufacturing | OSHA-10 | - OSHA-30 <br> - First Aid/CPR/AED |
| Advertising and Graphic Design | Microsoft Office Specialist (MOS) PowerPoint | - Adobe Certified Associate Illustrator/ Expert <br> - Adobe Certified Expert Photoshop |
| Agriculture -Animal Systems | OSHA-10 | - OSHA-30 <br> - First Aid/CPR/AED <br> - Veterinary Assistant |
| Agriculture-Plant Systems | OSHA-10 | - OSHA-30 <br> - First Aid/CPR/AED <br> - Youth Quality Care of Animals |
| Agriculture Science \& Technology | OSHA-10 | - OSHA-30 <br> - First Aid/CPR/AED <br> - Youth Quality Care of Animals <br> - NCCER Core |
| Automotive Service Technology | OSHA-10 <br> CDX/ ASE Brakes <br> CDX Electrical/Electronic Systems | - CDX Brakes <br> - CDX Electrical/Electronic Systems <br> - CDX Engine Performance <br> - CDX Engine Repair <br> - CDX Heating and Air Conditioning <br> - CDX Manual Drive Train and Axles <br> - CDX Suspension and Steering |
| Business | Microsoft Office Specialist MOS Word and EXCEL | - Google Analytics <br> - Adobe Associate - Premiere Pro <br> - EverFi-Financial Literacy |
| Audio/Visual Tech and Film | Microsoft Office Specialist (MOS) PowerPoint | - Adobe Certified Associate Illustrator/ Expert <br> - Adobe Certified Expert Photoshop |
| Advanced Childcare Guidance, Management \& Services | Child Care Assistant | - Adv. Child Care (Am. Red Cross)) <br> - First Aid/CPR/AED <br> - Child Care Teacher |
| Construction Technology | NCCER Core Curriculum OSHA-10 | - NCCER-Intro to Craft Skills <br> - NCCER-Carpentry <br> - OSHA-30 |


| Entrepreneurship | Microsoft Office Specialist Word Microsoft Office Specialist PowerPoint | - Google Analytics <br> - EverFi-Entrepreneurial Expedition <br> - EverFi-Financial Literacy <br> - Entrepreneurship: ESB <br> Endorsement through Certiport |
| :---: | :---: | :---: |
| Family \& Consumer Sciences | Serv-Safe Food Handler (FACS) <br> ServSafe Managerial <br> (Food Safety \& Nutrition) <br> First Aid/CPR/AED <br> (Child Development \& Parenting) | - AAFACS Certifications <br> - EverFi-Financial Literacy |
| Health Sciences | First Aid/CPR/AED | - Certified Nurse's Assistant <br> - Pharmacy Technician <br> - Phlebotomy Technician |
| Machine Tools | OSHA-10 | - OSHA-30 <br> - On-Shape <br> - First Aid/CPR/AED |
| Marketing | Ever-Fi Financial Literacy- Marketing | - Google Analytics <br> - Work Ethic <br> - EverFi-College/Career Readiness |
| Management | Ever-Fi Financial Literacy- Marketing | - EverFi-Financial Literacy <br> - Google Analytics <br> - Work Ethic <br> - EverFi-College/Career Readiness |
| Mobile Applications Development | MAD Levels 1 \& 2 - MOS PowerPoint MAD Levels 3 \& 4 Swift Level 1 | - Unity <br> - JAVA <br> - Associate Android Developer |
| Digital Photography | Microsoft Office Specialist (MOS) PowerPoint | - Adobe Certified Associate Illustrator/Expert <br> - Adobe Certified Expert Photoshop |
| Pre-Engineering (PLTW) | On-Shape (CAD) | - Autodesk Certified User (ACU) Revit and/or Inventor <br> - Computer-Aided Design Program <br> - Solidworks |
| Programming | Microsoft Technology Associate | - Swift <br> - Unity |
| Travel and Tourism | Microsoft Office Specialist Word Microsoft Office Specialist PowerPoint | - Adobe Associate - Premiere Pro <br> - EverFi-Financial Literacy |
| Social Media and Communications | Hubspot-Social Media | - Microsoft Office Specialist-Word <br> - Marketing and Social Media \& Communications: Google Analytics for Beginners/Advanced |
| Unmanned Aerial Systems (Drone) | Part 107 (FAA Pilot Licensure-Drones) | - OSHA-10 |
| College \& Career Readiness | Employability Proficiency Certificate (More Than Ready) | - Microsoft Office Specialist Word <br> - Microsoft Office Specialist PPT |
| Internship / Youth Apprenticeship | National Career Readiness Certificate | - Microsoft Office Specialist Word <br> - Google Analytics <br> - Employability Proficiency Certificate |
| Retail Management | National Retail Federation-Retail Fundamentals | - Google Analytics <br> - Microsoft Office Specialist WORD and EXCEL <br> - EverFi-Financial Literacy |

## CONCURRENT CREDIT/REPLACEMENT CREDIT GUIDELINES

1. The concurrent credit program will be available for all students in the Rogers School District who have completed eighth grade.
2. Before enrolling in a concurrent course, a student who wants it to replace one of the 22 required core curriculum courses as required by the Arkansas Department of Education should consult with his or her school guidance counselor to determine if the course is eligible to replace a core curriculum course. The student's principal must grant final approval of the replacement course.
3. Seniors or juniors taking concurrent courses must be on a high school campus for four credit classes and two off-campus concurrent classes or five credit classes and one off-campus concurrent class. Freshmen and sophomores must be on campus seven periods and enrolled in a minimum of six credit classes.
4. Some concurrent classes are taught on the high school campuses.
5. Students taking concurrent credit courses must furnish proof of enrollment at the college, university or institution of higher learning and a course description to their Rogers school during the first two weeks of a semester. It will be the student's responsibility to inform the college to send the final grade and credit to their Rogers school.
6. Courses taken in the summer and at night may count as concurrent credit.
7. Beginning with the 13-14 school year, each three-hour regular course, including those with an additional lab requirement, will count as a 1 unit of credit in the same subject area.
8. A student in grade 12 who possesses at least an ACT sub-dash score of 17 in English, reading, or mathematics (or an equivalent measure) may enroll in remedial/developmental courses. Each three-hour remedial/development course will count as $1 / 2$ unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.
9. Letter grades for concurrent credit courses that replace one of the 22 required core courses as required by the Arkansas Department of Education will be recorded on the high school transcript.
10. Students must meet all graduation requirements.
11. Students will not be awarded replacement concurrent credit for duplicate courses. (Example: English IV and Freshman English)
12. Concurrent credit is limited to seven semester hours per semester unless enrolled an associate degree program. This limit may be exceeded by some students, but approval from their Rogers school counselor and the college is required.
13. Students should check with the college, university or other accredited institution of higher learning for their eligibility requirements.

## EARLY COLLEGE EXPERIENCE

## CONCURRENT CAREER AND TECHNICAL EDUCATION

## Offered on RPS High School Campuses

Registration and Enrollment Dates: Fall Semester: April 1 - July 1 Spring Semester: November 1 - December 20 Courses will be scheduled from 4:30pm-6:00pm. If enrollment and time permits, courses may also be offered during the regular school day. Please contact your school counselor for more information. Tuition, Lab Fees and Textbooks expenses may be required for each course.

## \#593140 Design I (NWACC Course-Art 1313) 11-12 ${ }^{\text {th }}$ grade (1 credit)

Students in this course learn to use the elements and principles of design as a basis for all creative work in the visual arts. Students are introduced to the vocabulary of design as well as the use of the computer as a design tool. THIS COURSE MUST BE TAKEN BEFORE ANY OTHER GRAPHIC DESIGN COURSES.

## \#593150 Introduction to Photography (NWACC Course-Art 2803) 11-12 ${ }^{\text {th }}$ grade (1 credit)

This is an introductory course in the study of photography. The course deals with composing, shooting, developing, printing, presenting, and critiquing black \& white photographic film and prints. Students are required to have a working 35 mm camera and lens with manual settings for both aperture and shutter speed. Students will be responsible for purchasing all film and photographic paper, but the cost of the course covers the darkroom chemistry.
\#590300 Introduction to Computer Information Systems (NWACC Course- CISQ 1103) 11-12 ${ }^{\text {th }}$ grade (1 credit) An orientation to the terminology and applications of computers and the Internet. Commercial software packages used will include Windows, word processing, spreadsheet, business presentations and database applications. This course will satisfy the hands-on computer requirements of most degree plans. Prerequisites: Minimum keyboarding skills of 25 wpm plus minimum score of $25 \%$ on the pre-assessment exam and basic hands-on familiarity with a Windows based computer. Students will be given a pre-test during first class meeting.

## \#590210 Retail Management (NWACC Course-MGMT 1033) $11-12^{\text {th }}$ grade (1 credit)

Key retail management concepts are reinforced with current, real-world examples that bridge the gap between theory and practice. This interactive class explores buyer behavior, retail strategies, Web retailing, site analysis, retail buying, merchandising, staffing, and promotional strategies.
\#590220 Introduction to Entrepreneurship (NWACC Course-ENTR 1003) 11-12 ${ }^{\text {th }}$ grade (1 credit)
An introduction to the role of entrepreneurial businesses in the US, the impact of entrepreneurial businesses on the US and global economy, how ideas become businesses, how entrepreneurs operate within a company and the general precepts of entrepreneurial businesses.
\#591510 Feasibility and Funding (NWACC Course-ENTR 1003) $11^{\text {th }}-12^{\text {th }}$ grades (1 credit)
This course will develop the student's knowledge of exploiting, determining, evaluating, funding and implementing strategies for potential entrepreneurial opportunities in the market place and analyzing the feasibility of those opportunities.

## \#591520 E-Commerce (NWACC Course-ENTR 2043) $11^{\text {th }}-12^{\text {th }}$ grades (1 credit)

This course presents concepts and skills for the strategic use of e-commerce. It provides a framework for the analysis of ecommerce solutions to issues surrounding business-to-business, business to consumers, and intra-organizational trade. The course includes an examination of ecommerce in altering the structure of entire industries and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance.
\#590940 Emergency Medical Responder (NWACC Course-1013) $11-12^{\text {th }}$ grade (1 credit)
Students will participate in true-to-life scenarios and practice patient care with real equipment relating the skills including CPR and use of bag-valve mask, vital signs (blood pressure, pulse, respirations), assessment techniques, bleeding control, splinting, spinal care and childbirth. Upon successful completion, students will receive a certificate for EMR and an American Heart Association CPR card.

## EARLY COLLEGE EXPERIENCE

## NWACC: ONLINE CONCURRENT COURSES

Early College Experience ONLINE program is designed to meet the needs of students who would otherwise not be able to benefit from concurrent courses. Students pay a reduced tuition and a distance-learning fee. Students must purchase the required textbooks. A variety of courses will be offered during the Academic Year 2021-2022 remotely. Please contact your high school counselor for admissions and registration into the Early College Experience program.

## NWACC: ASSOCIATE DEGREE PROGRAMS

## Purpose:

Rogers Public Schools has expanded the Early College Experience (ECE) partnership with Northwest Arkansas Community College to provide high school students the opportunity to earn an associate degree upon graduation from high school. Qualifying students attend classes on the NWACC campus to complete sixty college hours and earn an associate's degree at a reduced cost to students and their families.

## Rogers Public Schools Early College Experience (ECE) and Associate Degree Program:

Participating students enroll in five courses each semester on the NWACC campus. Students can choose to take the courses in the morning or afternoon based upon a desire to participate in extracurricular activities or elective Rogers Public Schools courses to complete the student's schedule. Students take courses on the NWACC campus utilizing a Monday/Wednesday and Tuesday/Thursday course schedule. Friday's students are given the opportunity to access NWACC or RPS campus for library, computer, research, or study opportunities. Students will attend their scheduled RPS courses or extracurricular activities.
RPS offers individual concurrent credit courses on RPS campuses for students who are not seeking an associate degree. Students who participate in NWACC Early College Experience program must meet NWACC admission requirements. Students wishing to take part in the associate degree program may be asked to meet additional requirements to ensure their success with the workload and responsibility associated with the program.

## Cost and Transportation:

NWACC provides a discount cost per credit hour for RPS students enrolled in the ECE programs. This discount extends to our students in the associate degree program. The discounted cost is $\$ 30.00$ per credit hour. Rogers Public Schools will pay tuition fees, total cost covered will depend on the college experience program, student will pay for their course textbooks. Students are allowed to transport themselves to NWACC. RPS will provide shuttle bus to transport students from our high schools to NWACC for afternoon sessions and return morning session students to our campuses for afternoon classes.

## Monitoring and Academic Success:

Because we want our students to have an authentic college experience, the students will be enrolled in sections with "regular" college students. Students will follow a pre-determined schedule of courses (see attachment) for each cohort on the NWACC campus, based on the current NWACC schedule. The NWACC Office of High School Relations will work with each high school to supply information on students' progress and attendance in their associate degree courses.

Students who appear to be in danger of failing a course/courses could be withdrawn before NWACC's drop date and could be removed from the program. RPS high schools and NWACC will support students to avoid these types of situations. Students dropped from the program will be required to return to their high school campus and will be enrolled in credit recovery or digital courses to make up required core academic content needed for graduation credit.

## Early College Associate Degree Plan Recommended Course Sequence <br> Associate of Arts

## Fall 2021 Cohort

Directed Electives (12-22hrs):
ANTH, ARAB, ARHS, ART, ASTR, BIOL, BOTY, CHEM, CHIN, CMJS, COMM, ECON, ENGL, ENSC, FREN, GEOG, GEOL, GERM, HIST, HUMN, ITAL, MATH, MBIO, MUSI, PHIL, PHSC, PHYS, PLSC, PSYC, SCWK, SOCI, SPAN, THTR
*Note: AP Course Credits can be used to satisfy degree requirements following the policy published in the college catalog.

Signatures of both the parent/guardian and student are required to acknowledge that if this course sequence is followed, the student will attain an Associate of Arts degree from the NWACC. It is also understood that if the courses are not followed as prescribed, the institution may, but is not required to, allow the student to take courses on the campus or online courses offered by the institution, if available, at the full tuition expense of the student and/or student's parent/guardian.

## Early College Associate Degree Plan and Recommended Course Sequence <br> Associate of Science in Liberal Arts and Science: STEM <br> Fall 2021 Cohort

|  |  | ADE | Credits |  |
| :---: | :---: | :---: | :---: | :---: |
| College Course |  | Course Code | Earned | Total Hours |
| $11^{\text {th }}$ Grade - Fall |  |  |  |  |
| ENGL 1013 English Composition I |  | 519930 | 3 |  |
| HUMN 1003 Exploring Humanities |  | 559000 | 3 |  |
| BIOL 1544 Principles of Biology I |  | 529910 | 4 |  |
| HIST 1033 World Civilization I |  | 579910 | 3 |  |
| PSYC 1003 Successful First Year Student |  |  | 3 | 16 |
| $11^{\text {th }}$ Grade - Spring |  |  |  |  |
| ENGL 1023 English Composition II |  | 519940 | 3 |  |
| THTR 1003 Introduction to Theater OR COMM 1003 Film Arts |  | 559000 | 3 |  |
| HIST 2013 American Hist 1877 to Pres. |  | 579920 | 3 |  |
| PSYC 2003 General Psychology |  | 579900 | 3 |  |
| Science Elective |  |  | 4 | 16 |
| $12^{\text {th }}$ Grade - Fall |  |  |  |  |
| MATH 1203 College Algebra | (Need ACT MATH of 21 or Equivalent) | 539960 | 3 |  |
| PLSC 2003 American National Government |  | 579930 | 3 |  |
| Science Elective |  |  | 4 |  |
| General Elective |  |  | 3 |  |
| General Elective |  |  | 3 | 16 |
| $12^{\text {th }}$ Grade - Spring |  |  |  |  |
| CHEM 1104 College Chemistry I | (Need ACT 21 in MATH or Equivalent) | 529930 | 4 |  |
| General Elective |  |  | 4 |  |
| General Elective |  |  | 4 | 12 |
|  |  |  | Total Hours | 60 |

## Electives:

Science \& Math Electives:
ASTR, BIOL, BOTY, CHEM, ENSC, GNEG, GEOL, GEOS, HORT, MATH (non-developmental, also excludes MATH 1003 \& MATH 1001), MBIO, MEEG, PHSC, PHYS
General Electives:
ACCT, AERO, ANTH, ARAB, ARHS, ART, ASTR, BIOL, BLAW, BOTY,
CHED, CHEM, CHIN, CIED, CISQ, CMJS, COMM, ECON, ENGL, ENSC,
ETEC, FREN, GNEG, GEOG, GEOL, GEOS, GERM, HLSC, HIST, HORT,
HUMN, ITAL, JOUR, MATH, LEGL, MBIO, MEEG, MPAX, MTCM, MILS,
MUSI, PEAC, PHIL, PHSC, PHYS, PLSC, PROG, PSYC, SCWK, SOCI,
SPAN, THTR

ACCT, AERO, ANTH, ARAB, ARHS, ART, ASTR, BIOL, BLAW, BOTY, CHED, CHEM, CHIN, CIED, CISQ, CMJS, COMM, ECON, ENGL, ENSC, ETEC, FREN, GNEG, GEOG, GEOL, GEOS, GERM, HLSC, HIST, HORT, HUMN, ITAL, JOUR, MATH, LEGL, MBIO, MEEG, MPAX, MTCM, MILS, MUSI, PEAC, PHIL, PHSC, PHYS, PLSC, PROG, PSYC, SCWK, SOCI, SPAN, THTR
*Note: AP Course Credits can be used to satisfy degree requirements following the policy published in the college catalog.

Signatures of both the parent/guardian and student are required to acknowledge that if this course sequence is followed, the student will attain an Associate of Science in Liberal Arts and Science - STEM degree from NWACC. It is also understood that if the courses are not followed as prescribed, the institution may, but is not required to, allow the student to take courses on the campus or online courses offered by the institution, if available, at the full tuition expense of the student and/or student's parent/guardian.
Student Signature
Parent/Guardian Signature

## NWACC: SECONDARY CAREER CENTER COURSES

Students can earn college credit in the areas of Criminal Justice, Dental Assisting, Certified Nursing Assistant, (CNA) and Patient Care Assistant (PCA+). These one-year programs are taught in morning and afternoon blocks at different locations throughout Northwest Arkansas. Students are responsible for their own transportation when busing is not provided by the school.

## Application Process for Career and Technical courses

Complete the Northwest Technical Institute Secondary Career Center (NTI SCC) application obtained from your high school counselor, obtain a copy of your transcript with the previous fall semester grades posted on it; if your GPA is below 2.0, the GPA Waiver form on the back of the application must be completed. All programs of study through the NTI SCC require reading test scores, make sure your counselor provides an official copy of the scores or be prepared to take the appropriate test required for that program of study. Be available for an interview with the instructor of the program of study you are interested in pursuing. Applications will be dated when received and when completed. Enrollment will be based on qualifications, student interview, and the date the completed application packet is received in the high school counseling office. Incomplete application packets will not be processed. Students will be notified via email about their acceptance into the NTI SCC program.

## Criminal Justice

These courses are offered in Farmington at the Old Ledbetter Elementary site \& at NWACC Center for Health Professions in

## Bentonville. Students are responsible for their own transportation when busing is not provided by the school

Criminal Justice is a one-year program. Upon successful completion of the program, students receive eighteen college credits at NWACC, and a Certificate of Proficiency in Law Enforcement. Requirements: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent ( 78 ACCUPPLACER Reading), interview with instructor.

## \#590310 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.
\#590730 Criminal Law/Procedures Fall 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.
\#590740 Foundations of Law Enforcement Spring semester, first 8 weeks
Principles of police work, including arrests, search and seizure, and other criminal procedures affected by constitutional safeguards.
\#590750 Criminal/Crime Scene Investigations Spring semester, second 8 weeks
Covers illegal drugs, crimes against children, search warrants, arrest warrants, search and seizure laws, and the constitutional rights of persons placed under arrest. The course also places special emphasis on writing skills.

# Certified Nursing Assistant (CNA) \& <br> Patient Care Assisting (PCA+) 

These courses are offered in Farmington at the Old Ledbetter Elementary site \& at NWACC Center for Health Professions in
Bentonville. Students are responsible for their own transportation when busing is not provided by the school

Medical Assisting is a one-year program at the Bentonville site and a semester program at the Farmington site. Upon successful completion of the program, students receive six college credits at NWACC. Requirements to apply: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent (78 ACCUPPLACER Reading), interview with instructor.

## \#590710 Certified Nursing Assistant (CNA) FALL semester

The Certified Nursing Assistant course follows the Office of Long Term Care Training Program for a CNA. Students who successfully complete the course will receive 3 hours of college credit from NWACC, and may sit for the Arkansas Certified Nursing Assistant License exam (Exam cost approximately \$90).
Cost: Students are responsible for flu shots, TB skin tests, scrubs, and possibly drug screenings and criminal background checks.

## \#590720 Patient Care Assistant (PCA+) SPRING semester

## Prerequisite: Successful completion of NWACC CNA course, or a CNA State License

The PCA+ course expands the student's knowledge of healthcare gained in the CNA course. They are trained in advanced patient care skills, CPR, and hands on lab and clinical training at area hospitals. Students who complete the course with C or better receive 3 hours of college credit from NWACC.

## Dental Assisting

These courses are offered in Farmington at the Old Ledbetter Elementary site \& at NWACC Center for Health Professions in Bentonville. Students are responsible for their own transportation when busing is not provided by the school

Dental Assisting is a one-year program at the Bentonville site and a semester program at the Farmington site. Upon successful completion of the program, students receive nine college credits at NWACC. Requirements to apply: Cumulative 2.0 GPA and a 19 ACT score in Reading, or equivalent (78 ACCUPPLACER Reading), interview with instructor

## \#590260 Dental Assisting 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.

## \#590680 Dental Assisting II SPRING semester

An introduction to basic dental terminology, dental equipment, instruments, infection control processes, and procedures associated with the dental office. Students learn the process of fourhanded dentistry through demonstrations and hands on practice. The study of therapeutics includes a brief history of drugs, methods of administration, drug effects, and commonly used drugs in the treatment of oral lesions, anxiety, and pain control. This course also stresses the philosophy of preventive dentistry, including a thorough discussion of plaque formation, oral hygiene, diet and nutrition, and systemic and topical fluorides.

The following concurrent courses may also be available for students to take on either the NWACC Campus or a Rogers High School Campus. Students would need to complete the NWACC application process and meet entrance requirements. The cost of the concurrent courses would be $\$ 30.00$ per credit hour (plus applicable fees).
\#590940 Emergency Medical Responder (NWACC-EMT 1013) $11^{\text {th }}-12^{\text {th }}$ grade
NWACC Concurrent Credit Course/Certification Course
Course: EMTA 1013 Emergency Medical Responder
Class Schedule: Monday \& Wednesday from 1:00-3:00pm—Fall 2019
Location: NWACC Campus-Health Professions Building
Note: This course may be taken with on-line Medical Terminology course that can be completed on Tues., Thurs. and Friday. (NWACC College entrance requirements, tuition and/or fees may apply)
\#590950 (EMTA) Emergency Medical Technician 1 (Ambulance) (NWACC-EMTA 1004 and EMTA 2004)
NWACC Concurrent Credit Course /Certification Course
Course: EMTA 1004 and EMTA 2004 Emergency Medical Technician
Class Schedule: Mon \& Wed. from 1:00-3:00pm ( $1^{\text {st }} 8$ weeks) -Spring 2020
Location: NWACC Campus-Health Professions Building
NWACC College entrance requirements, tuition and/or fees may apply

\#590951 (EMTA) Emergency Medical Technician 2 (Ambulance) (NWACC-EMTA 2004) NWACC Concurrent Credit Course /Certification Course<br>Course: EMTA 1004 and EMTA 2004 Emergency Medical Technician<br>Class Schedule: Tues. \& Thurs. from 1:00-3:00pm (2 ${ }^{\text {nd }} 8$ weeks) -Spring 2020<br>Location: NWACC Campus-Health Professions Building<br>NWACC College entrance requirements, tuition and/or fees may apply



## BRIGHTWATER: A CENTER FOR THE STUDY OF FOOD

Students will have the opportunity to get a taste for Brightwater's Food Studies program. Through the ECE program, students will be able to complete up to 15 credit hours towards a Brightwater degree, before graduating high school. (All courses available to ECE are requirements for Culinary Arts, Artisanal Foods, and Baking and Pastry degrees). Tuition and Fees May Apply.

As a Center for the Study of Food, Brightwater offers programming to food professionals for insights and skills to positively impact our food system. In addition to cooking proficiency, students will regularly participate in activities and training on culinary nutrition, growing and sourcing food, food waste and recovery, whole-animal butchery, food entrepreneurship, and seasonal cooking. Brightwater is the first culinary school to integrate a food-systems approach and inquiry-based learning to cooking, local farming, sustainability, and community development.

At Brightwater, our focus extends beyond chefs, restaurants and the hospitality to include support regional food systems, improve public health, reduce food waste, and to promote entrepreneurship and community development. We approach food as art, food as wellness, and food as business. Our goal is to develop leaders who combine culinary skills with the ability to recognize and address complex food issues.

All classes will be held Monday-Friday from 2:00pm-3:25pm at the Brightwater campus, which is located at 801 SE $8^{\text {th }}$ Street in Bentonville. Students attending the culinary courses will be responsible for own transportation.
\#590280 Food Safety (NWACC Course-FDST 1013) (11 $1^{\text {th }}-12^{\text {th }}$ grades) (1 credit) Tuition and Fees May Apply

## Prerequisites: None

The aim of this course is to instruct students in the proper methods and procedures regarding food safety. This course will provide students with the knowledge of safety and sanitation practices in the foodservice and hospitality industries. Through, assignments and quizzes students will apply the information of the course. Students are encouraged to take the National Serve Safe Certification exam, which is absolutely independent from course grades. Students who want to participate in the Culinary Arts program should take the ServSafe test based on the Serve Safe certification curriculum from the National Restaurant Association and is a required course for accreditation by the American Culinary federation.

This course introduces basic food preparation knowledge and skills, recipe conversions and measuring techniques. Also included is instruction in the operation of commercial food service equipment and consideration of the history and value of food to society. The course consists of a lecture and lab component, both of which are competency driven.

## \#590590 Food Systems (NWACC Course-FDST 1003) ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit) Tuition and Fees May Apply

 Prerequisites: Food SafetyThe supermarket has become has become the last stop in an increasingly complex global food system, spurring a growing movement to re-regionalize the food system. In this course, students will examine key economic, social, demographic, environmental, and ethical issues that currently shape our systems of food production, distribution, and consumption. Through texts and research, students will examine how food is grown, processed, transported and distributed, reviewing along the way the federal, state and local policies that shape how those foods are consumed. Students will gain an understanding of how animals and plants are raised for food, as well as how food labels and food claims are made on packages and in advertising. Group projects trace a variety of food products and provide an in-depth look at environmental impacts, animal welfare, human health and labor practices that make up the food system. The course will also cover the effect of international trade and immigration policies, exploring the concept of food sovereignty in the United States and around the world.

## \#590600 Culinary Nutrition (NWACC Course-FDST 1103) ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit) Tuition and Fees May Apply

 Prerequisites: Food Safety and FoundationsThis course will examine the basic principles of nutrition, including their application to food preparation, menu planning and a healthy lifestyle. Attention is given to providing nutritionally-balanced and attractive meals. Menu planning using sound nutritional guidelines is stressed. The concept of creating menus while focusing on food allergies, intolerances, preferences and restrictions is also introduced. This course provides culinary and nursing students with the knowledge base of diet, lifestyle, nutrition and how they relate to well-being and disease. Material is covered from the food-first perspective with an eye toward the practical aspects of what customers and patients face day-to-day when trying to make substantive change in their lives. The focus is on teaching about food: how to cook, what to eat, and how to help people improve their diet - and thereby, their health.
\#592150 Sauces (NWACC Course-FDST 1033) ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit) Tuition and Fees May Apply Prerequisites: Food Safety
\#592160 Baking (NWACC Course-FDST 1203) ( $11^{\text {th }}-12^{\text {th }}$ grades) (1 credit) Tuition and Fees May Apply Prerequisites: Food Safety
\#592170 Cost Control (NWACC Course-FDST 1603) ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit) Tuition and Fees May Apply Prerequisites: Food Safety

Northwest Technical Institute

## rethink education

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

## Additional Science/STEM information may be found on the Northwest Technical Institute High School Program website: <br> http://www.nwti.edu/high-school-programs.html

The Northwest Technical Institute (NWTI) Secondary Career Center (SCC) serves students from school districts in Benton, Madison, and Washington Counties. The SCC provides opportunities for high school students to earn high school credit in career and technical fields. SCC students will be able to potentially graduate from their home school with a high school diploma and/or an industry recognized technical certificate and/or significant hours toward a college degree. The NWTI/SCC vocational programs are offered to $\mathbf{1 1}^{\text {th }}$ and $12^{\text {th }}$ grade students.

See Program Descriptions below, courses are offered on multiple sites/campuses, as well as days/times: Admissions for High School Students:
High school counselors should review potential students' information to determine if the student will be eligible to apply for admission to a program at any SCC site. Information reviewed includes GPA, test scores, school attendance, citizenship, motivation, ability, and aptitude.

## ■ NWTI Programs:

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

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


## ACCUPLACER can be taken at NWTI or NWACC <br> AND

Ask your counselor when your school offers ACCUPLACER

Complete the SCC application obtained from your high school counselor and attach a copy of your transcript with the previous fall semesters grades posted on it; if the GPA is below 2.0, your counselor must request a waiver from the Secondary Center office and complete. If a program of study requires test scores make sure your counselor provides an official copy of the scores or be prepared to take the appropriate test required by that program of study. Be available for an interview by the instructor of the program of study you are interested in pursuing. Applications will be dated when received. Enrollment will be based on qualifications, student interview, and the date the completed application packet is received in the high school counseling office. Students will be notified via mail about their acceptance into an SCC program.

## Concurrent Credit:

Concurrent classes taken through the SCC are NWTI classes; grades and credit hours are recorded on NWTI transcripts. Students will need to check with their home high schools to determine what type of credit the high school will allow on their high school transcript for the concurrent classes taken through the SCC. Criminal Justice, Dental Assisting and Certified Nursing Assisting and Patient Care Assistant Plus with NWACC instructors will also have the college credit transcripted on NWACC transcripts for the student.

## Programs of Study

## Automotive Service Technology

It is the mission of high school Automotive Service Technology to instruct students to be competitive in the work force so they can succeed in the 21st century. Automotive Technology is a one-year program that introduces students to basic automotive diagnosis and repair. The program holds a current certification from the ASEEF (ASE Education Foundation). Classes will cover Automotive Service Excellence (ASE) certification areas. This program promotes leadership development, community involvement, and personal growth through SkillsUSA. Upon completion of the course, a student may continue at NWTI as a postsecondary student for further training. This program is available in the afternoon only at NWTI in Springdale. NWTI diploma credit will be awarded to students who successfully pass the course with a $70 \%$ or greater.

## LEARNING OPPORTUNITIES:

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


## CERTIFICATION OPPORTUNITIES:

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

| Auto Service Technology | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Engine Performance $-1^{\text {st }}$ quarter | 590410 | 1 |
| Electrical Systems $-2^{\text {nd }}$ quarter | 590420 | 1 |
| Brakes $-3^{\text {rd }}$ quarter | 590430 | 1 |
| Steering and Suspension $-4^{\text {th }}$ quarter | 590440 | 1 |

Enrollment Criteria: refer above to NWTI Testing Requirements

## Criminal Justice

This fast-growing profession offers employment opportunities concentrated in law enforcement, corrections, and private security. Students gain an overview of law and employment options. Students who successfully complete this one-year program can earn up to eighteen (18) college credit hours and a Certificate of Proficiency in Law Enforcement.

## LEARNING OPPORTUNITIES:

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


## CERTIFICATION OPPORTUNITIES:

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

| Criminal Justice | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Introduction to Criminal Justice $-1^{\text {st }}$ Quarter | 590310 | 1 |
| Criminal Law/Procedures $-2^{\text {nd }}$ Quarter | 590730 | 1 |
| Foundations of Law Enforcement $-3^{\text {rd }}$ Quarter | 590740 | 1 |
| Criminal/Crime Scene Investigations $-4^{\text {th }}$ Quarter | 590750 | 1 |

## Enrollment Criteria: refer above to NWACC Testing Requirements

## Concurrent Credit

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

## Medical Professions: Dental Assisting

Dental Assistants are an integral part of the dental care team and increase the efficiency of the dentist in the delivery of oral health care. In addition to computer and clerical skills, dental assistants are proficient in patient care, dietary counseling, monitoring vital signs, administering and monitoring nitrous oxygen, taking impressions, and providing post-operative care and instructions. Students must be able to provide their own transportation to and from the various clinics. This program is offered in the mornings at the Southern Washington County Career Center in Farmington and the NWACC Main Campus in Bentonville. Internships will be provided in area offices under the guidance of dentists and assistants in the community.

## LEARNING OPPORTUNITIES:

-Classroom, laboratory, and clinical instruction provide students with a broad background in all aspects of dentistry • Basic Dental Terminology/Procedures • HIPAA • Infection Control/Disease Pathology • Dental professionalism • Dental Pharmacology Terms

## CERTIFICATION OPPORTUNITIES:

- CPR healthcare provider BLS from American Heart Association • Certificate of Proficiency of Dental Assisting • 9 Hours Concurrent Credit NWACC and a Certificate of Proficiency from NWACC

| Dental Assisting | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Medical Clinical Internship/Specialization: Dental I 1 st Sem. | 590260 | 1 |
| Medical Clinical Internship/Specialization: Dental II 2 ${ }^{\text {nd }}$ Sem. | 590680 | 1 |

## Enrollment Criteria: refer to NWACC Testing Requirements

Prospective students must have a cumulative GPA of at least 2.0 or a waiver is required. Student costs can include: CPR card, TB skin test, flu shot, background check, and/or drug screening as well as scrubs. This is required for the clinical portion of the class.

## Diesel and Truck Technology

A shortage of skilled technicians in the diesel and truck industry has created a tremendous opportunity for employment. Because of the highly developed technology used on today's diesel and truck equipment, there is a high demand for certified technicians. This program of study will help prepare students to become adept at analyzing truck component failure, servicing the components, and troubleshooting. Students will develop an awareness of the importance of preventative maintenance and high quality workmanship to diagnose, repair, and service heavy-duty diesel equipment. The Diesel and Truck Technology Department strives to teach employability skills as well as technical skills. Attendance is an important part of learning as well as a success factor in today's workplace. Participation in assignments and projects help develop a variety of skills and is vital to the total education of the student. Regular and prompt attendance is expected in all courses and is necessary in maintaining acceptable grades. Absences due to extenuating circumstances may be excused at the discretion of the instructor.

## LEARNING OPPORTUNITIES

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

## CERTIFICATION OPPORTUNITIES

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

| Diesel \& Truck Technology | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Intro to Diesel PMI $-1^{\text {st }}$ Quarter | 590450 | 1 |
| Intro to Diesel Brakes $-2^{\text {nd }}$ Quarter | 590460 | 1 |
| Intro to Diesel Electrical Systems $-3^{\text {rd }}$ Quarter | 590470 | 1 |
| Light Diesel Lab $-4^{\text {th }}$ Quarter | 590480 | 2 |

## Enrollment Criteria: refer to the NWTI Testing Requirements

Prospective students could possibly be interviewed by a Diesel and Truck Technology Instructor. Students must have a cumulative GPA of a 2.0 or a waiver is required.

## Medical Professions: CNA/PCA +

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

## LEARNING OPPORTUNITIES

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


## CERTIFICATION OPPORTUNITIES

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

| Medical Professions: CNA/PCA+ | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Medical Clinical Internship/Specialization: CNA 1 ${ }^{\text {st }}$ Sem. | 590710 | 1 |
| Medical Clinical Internship/Specialization: PCA + 2 $^{\text {nd }}$ Sem. | 590720 | 1 |

## Enrollment Criteria: refer to NWACC Testing Requirements

Prospective students must have a cumulative GPA of at least 2.0 or a waiver is required. Students are responsible for required cost of CPR card, TB skin test, flu shot, background check and drug screening. This is required for the clinical portion of the class.

## Concurrent Credit:

Students who successfully complete the CNA program earn three (3) college credits at NWACC for CNA.
Students who successfully complete the PCA+ earn three (3) college credits at NWACC for PCA+.

## Welding Technology (WT)

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

## LEARNING OPPORTUNITIES:

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


## CERTIFICATION OPPORTUNITIES:

-OSHA 10 • AWS (American Welding Society)

| Welding (1 ${ }^{\text {st }}$ Year) | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Shielded Metal Arc Welding (1 ${ }^{\text {st }}$ quarter) | 590860 | 1 |
| Gas Metal Arc Welding (2nd quarter) | 590870 | 1 |
| Advanced Shielded Metal Arc Welding (3 ${ }^{\text {rd }}$ quarter) | 590880 | 1 |
| Welding Lab (4th quarter) | 590890 | 1 |


| Welding (2 ${ }^{\text {nd }}$ Year) | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| ACE Concurrent Credit Welding V | 592670 | 1 |
| ACE Concurrent Credit Welding VI | 592680 | 1 |
| ACE Concurrent Credit Welding VII | 592690 | 1 |
| ACE Concurrent Credit Welding VIII | 592700 | 1 |

## Enrollment Criteria: refer to the NWTI Testing requirements

Students must have a cumulative GPA of at least a 2.0 or a waiver is required. Students may be interviewed by a Welding Technology Instructor.

## Medical Education Health Services (NWACC) NEW

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

## LEARNING OPPORTUNITIES:

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


## CERTIFICATION OPPORTUNITIES:

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

| Medical Education Health Services | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Pharmacy Technology Fundamentals | 495280 | 1 |
| Medical Terminology | 590700 | 0.5 |
| Abnormal Psychology (Spring) | 495370 | 0.5 |
| Human Behaviors and Disorders (Spring) | 495320 | 0.5 |
| Medical Procedures Expanded | 495390 | 0.5 |

## Enrollment Criteria: refer to the NWTI Testing requirements

Students must have a cumulative GPA of at least a 2.0 or a waiver is required. Students may be interviewed by a Welding Technology Instructor.

## HVAC (NWACC) NEW

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

## LEARNING OPPORTUNITIES

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

## CERTIFICATION OPPORTUNITIES

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

| HVAC | ACE Course Code | Units of Credit |
| :--- | :---: | :---: |
| Introduction and Service | 590640 | 1 |
| Air Distribution and Heating | 590650 | 1 |
| Trouble Shooting I | 590660 | 1 |
| Cooling/AC Refrigeration | 590670 | 1 |

## INDEX

To move quickly to any page in this document, simply hit F5 and enter page \#

| NUMBER | NAME | PAGE |
| :---: | :---: | :---: |
| 495370 | Abnormal Psychology (NWACC) | 101 |
| 419130 | Academic Reading I | 19 |
| 596400 | Academic Reading II | 19 |
| 596410 | Academic Reading III | 19 |
| 596420 | Academic Reading IV | 19 |
| 492100 | Computerized Accounting I | 50 |
| 492110 | Computerized Accounting II | 50 |
| 592670 | ACE Concurrent Credit Welding V (NWTI) | 100 |
| 592680 | ACE Concurrent Credit Welding VI (NWTI) | 100 |
| 592690 | ACE Concurrent Credit Welding VII (NWTI) | 100 |
| 592700 | ACE Concurrent Credit Welding VIII (NWTI) | 100 |
| 494130 | Advanced Advertising and Graphic Design | 77 |
| 493660 | Advanced Audio/Video Tech \& Film | 57 |
| 490900 | Advanced Fashion and Interior Design | 70 |
| 465650 | Advanced Programming: Game Design Level 1 | 59 |
| 465660 | Advanced Programming: Game Design Level 2 | 59 |
| 590880 | Advanced Shield Metal Arc Welding | 100 |
| 494160 | Advertising and Graphic Design Lab | 77 |
| 491390 | Agricultural Mechanics | 50 |
| 491380 | Agricultural Metals | 50 |
| 430000 | Algebra I | 21 |
| 639000 | Algebra I Math Lab | 21 |
| 432000 | Algebra II | 21 |
| 439070 | Algebra III | 22 |
| 449010 | American Sign Language I | 41 |
| 424030 | Anatomy/Physiology | 26 |
| 491180 | Animal Science | 48 |
| 559030 | AP Art History | 35 |
| 520030 | AP Biology | 27 |
| 534040 | AP Calculus AB | 22 |
| 534050 | AP Calculus BC | 22 |
| 521030 | AP Chemistry | 26 |
| 565110 | AP Computer Science A - Level 1 | 59 |
| 565120 | AP Computer Science A - Level 2 | 59 |
| 565010 | AP Computer Science Principles - Level 1 | 59 |
| 565020 | AP Computer Science Principles - Level 2 | 59 |
| 517030 | AP English Language and Composition | 18 |
| 517040 | AP English Literature and Composition | 18 |
| 523030 | AP Environmental Science | 27 |
| 579170 | AP European History | 30 |
| 541060 | AP French Language | 42 |
| 542060 | AP German Language | 42 |


| 579080 | AP Human Geography | 31 |
| :---: | :---: | :---: |
| 579150 | AP Macroeconomics | 32 |
| 579160 | AP Microeconomics | 32 |
| 559010 | AP Music Theory | 38 |
| 522080 | AP Physics I | 25 |
| 522090 | AP Physics II | 25 |
| 579120 | AP Psychology | 31 |
| 517070 | AP Research | 45 |
| 517060 | AP Seminar | 45 |
| 540070 | AP Spanish Language | 44 |
| 540080 | AP Spanish Literature | 44 |
| 539030 | AP Statistics | 22 |
| 559050 | AP Studio Art: 2D Design | 34 |
| 559060 | AP Studio Art: 3D Design | 34 |
| 559040 | AP Studio Art: Drawing | 34 |
| 570020 | AP United States History | 29 |
| 572040 | AP US Government and Politics | 30 |
| 571020 | AP World History | 30 |
| 473000 | Arkansas History | 30 |
| 492230 | Arkansas Tourism Industry | 52 |
| 450000 | Art 1 | 33 |
| 48504D | Athletics-Dance | 33 |
| 48504C | Athletics-Cheerleading | 33 |
| 485044 | Athletics-Cross Country | 33 |
| 48504R | Athletics-Cross Country (OS) | 33 |
| 485041 | Athletics-Football | 33 |
| 48504F | Athletics-Football (OS) | 33 |
| 485043 | Athletics-Golf | 33 |
| 48504G | Athletics-Golf (OS) | 33 |
| 48504S | Athletics-Swimming | 33 |
| 485045 | Athletics-Tennis | 33 |
| 48504E | Athletics-Tennis (OS) | 33 |
| 485042 | Athletics-Volleyball | 33 |
| 48504V | Athletics-Volleyball (OS) | 33 |
| 485047 | Athletics-Baseball | 33 |
| 48504B | Athletics-Baseball (OS) | 33 |
| 485046 | Athletics-Basketball | 33 |
| 48504K | Athletics-Basketball (OS) | 33 |
| 48504W | Athletics-Wrestling | 33 |
| 48504L | Athletics-Wrestling (OS) | 33 |
| 485048 | Athletics-Soccer | 33 |
| 48504J | Athletics-Soccer (OS) | 33 |
| 485049 | Athletics-Softball | 33 |
| 48504H | Athletics-Softball (OS) | 33 |
| 48504T | Athletics-Track | 33 |


| 48504A | Athletics-Track (OS) | 33 |
| :---: | :---: | :---: |
| 493670 | Audio/Visual Tech and Film Lab | 57 |
| 494190 | Automotive Electrical Systems/HVAC | 74 |
| 591010 | AVID I | 46 |
| 592160 | Baking (NWACC) | 96 |
| 451000 | Band I | 37 |
| 451040 | Band II | 37 |
| 451050 | Band III | 37 |
| 451060 | Band IV | 37 |
| 420000 | Biology-Integrated | 26 |
| 42000E | Biology-Integrated ESOL | 26 |
| 590430 | Brakes (NWTI) | 98 |
| 494180 | Brakes/Manual Drive Train | 74 |
| 492070 | Business Law I | 51 |
| 492080 | Business Law II | 51 |
| 493890 | Capstone | 46 |
| 490600 | Career Practicum AG: AFNR | 48 |
| 490610 | Career Practicum BUS: Finance | 51 |
| 490620 | Career Practicum BUS: Hospitality and Tourism | 52 |
| 490630 | Career Practicum BUS: Management and Administration | 53 |
| 490640 | Career Practicum BUS: Marketing, Sales and Service | 56 |
| 490660 | Career Practicum FCS: Education \& Training Services | 69 |
| 490680 | Career Practicum FCS: Human Services | 69 |
| 490690 | Career Practicum STEM Architecture and Constructions | 64 |
| 490720 | Career Practicum STEM: STEM cluster | 62 |
| 490740 | Career Practicum T \& I: Arts, Audio/Visual Technology \& Comm. | 57 |
| 490760 | Career Practicum T \& I: Health Sciences | 65 |
| 490780 | Career Practicum T \& I: Manufacturing | 72 |
| 490790 | Career Practicum T \& I: Transportation, Distribution \& Logistics | 74 |
| 494460 | Carpentry | 71 |
| 450500 | Ceramics I | 34 |
| 450510 | Ceramics II | 34 |
| 550030 | Ceramics III | 34 |
| 490500 | Certified Nursing Assistant (NWACC) | 66 |
| 421000 | Chemistry-Integrated | 25 |
| 493010 | Child Care Guidance, Management and Services | 68 |
| 45200M | Choir I: Beginning Men's | 38 |
| 45200W | Choir I: Beginning Women's | 38 |
| 45204M | Choir II: Intermediate Men's | 38 |
| 45204W | Choir II: Intermediate Women's | 38 |
| 45205M | Choir III: Advanced Men's | 38 |
| 45205W | Choir III: Advanced Women's | 38 |
| 45206M | Choir IV: Advanced Men's | 38 |
| 45206W | Choir IV: Advanced Women's | 38 |
| 452001 | Chorale I | 38 |


| 452041 | Chorale II | 38 |
| :---: | :---: | :---: |
| 452051 | Chorale III | 38 |
| 472000 | Civics | 30 |
| 47200E | Civics ESOL | 30 |
| 495440 | Civil Engineering \& Architecture (PLTW) | 63 |
| 539900 | College Algebra | 23 |
| 493880 | College and Career Readiness | 75 |
| 519930 | College Composition I | 18 |
| 519940 | College Composition II | 18 |
| 539901 | College Finite Math | 23 |
| 549902 | College Intermediate Spanish I | 44 |
| 549903 | College Intermediate Spanish II | 44 |
| 539902 | College Plane Trigonometry | 23 |
| 496010 | Community Service Learning | 45 |
| 465910 | Computer Science Independent Study I | 60 |
| 465920 | Computer Science Independent Study II | 60 |
| 465920 | Computer Science Internship I | 60 |
| 465960 | Computer Science Internship II | 60 |
| 465010 | Computer Science Programming w/Coding 1 | 58 |
| 465020 | Computer Science Programming w/Coding 2 | 58 |
| 465030 | Computer Science Programming w/Coding 3 | 58 |
| 465040 | Computer Science Programming w/Coding 4 | 58 |
| 494480 | Construction Fundamentals | 71 |
| 490040 | Construction Lab | 71 |
| 69600J | Cornerstone | 46 |
| 592170 | Cost Control (NWACC) | 96 |
| 417010 | Creative Writing | 18 |
| 590750 | Criminal/Crime Scene Investigation (NWACC) | 93 |
| 590730 | Criminal Law/Procedures (NWACC) | 93 |
| 419110 | Critical Reading I | 18 |
| 419120 | Critical Reading II | 18 |
| 590600 | Culinary Nutrition (NWACC) | 96 |
| 459200 | Dance I | 36 |
| 459210 | Dance II | 36 |
| 459220 | Dance III | 369 |
| 459230 | Dance IV | 36 |
| 414050 | Debate I | 39 |
| 414060 | Debate II | 39 |
| 414070 | Debate III | 39 |
| 590260 | Dental Assisting I (NWACC) | 94 |
| 590680 | Dental Assisting II (NWACC) | 94 |
| 593140 | Design I (NWACC) | 89 |
| 494350 | Digital Photography I | 77 |
| 494370 | Digital Photography II | 78 |
| 494380 | Digital Photography III | 78 |


| 494360 | Digital Photography Lab | 78 |
| :---: | :---: | :---: |
| 492760 | Digital Sales and Marketing | 55 |
| 493150 | Dynamics of Human Relationships | 68 |
| 425020/485031 | Earth Science \& Outdoor Pursuits (1.5 credits, year-long) | 40 \& 41 |
| 591520 | E-Commerce (NWACC) | 89 |
| 474300 | Economics with Personal Finance | 31 |
| 47430E | Economics with Personal Finance ESOL | 31 |
| 590420 | Electrical Systems (NWTI) | 98 |
| 590940 | Emergency Medical Responder (NWACC) | Error! Bookmark not defined. |
| 590950 | Emergency Medical Technician I-Ambulance (NWACC) | 95 |
| 590951 | Emergency Medical Technician II-Ambulance (NWACC) | 95 |
| 494200 | Engine Perform/Engine Repair | 74 |
| 590410 | Engine Performance (NWTI) | 98 |
| 411000 | English 10 | 17 |
| 51103E | English 10 ESOL | 17 |
| 412000 | English 11 | 17 |
| 51203E | English 11 ESOL | 17 |
| 413000 | English 12 | 17 |
| 51303E | English 12 ESOL | 17 |
| 410000 | English 9 | 16 |
| 51004E | English 9 ESOL | 16 |
| 971600 | English Language Learner | 32 |
| 424020 | Environmental Science | 26 |
| 493080 | Family and Consumer Sciences | 67 |
| 490890 | Fashion and Interior Design | 70 |
| 591510 | Feasibility and Funding (NWACC) | 89 |
| 590280 | Food Safety (NWACC) | 95 |
| 493110 | Food Safety and Nutrition | 67 |
| 590590 | Food Systems (NWACC) | 97 |
| 414020 | Forensics I | 39 |
| 414030 | Forensics II | 40 |
| 590580 | Foundations (NWACC) | 97 |
| 495350 | Foundations of Health Care | 64 |
| 590740 | Foundations of Law Enforcement (NWACC) | 93 |
| 494050 | Foundations of Sports Medicine | 65 |
| 493240 | Foundations of Teaching | 69 |
| 441000 | French I | 41 |
| 441010 | French II | 41 |
| 494150 | Fundamental of Advertising and Graphic Design | 76 |
| 493640 | Fundamentals of Audio/Video Tech \& Film | 56 |
| 590870 | Gas Metal Arc Welding (NWTI) | 100 |
| 431000 | Geometry | 21 |
| 639001 | Geometry Math Lab | 21 |
| 442000 | German I | 42 |
| 442010 | German II | 42 |


| 442030 | German III | 42 |
| :---: | :---: | :---: |
| 442040 | German IV | 42 |
| 550010 | Graphic Design I (Art) | 34 |
| 550021 | Graphic Design II (Art) | 34 |
| 491270 | Greenhouse Management | 49 |
| 480000 | Health \& Wellness Digital | 36 |
| 492250 | Hospitality Administration | 52 |
| 495320 | Human Behaviors and Disorders (NWACC) | 101 |
| 590650 | HVAC - Air Distribution and Heating (NWACC) | 101 |
| 590670 | HVAC - Cooling/AC Refrigeration (NWACC) | 101 |
| 590640 | HVAC - Introduction and Service (NWACC) | 101 |
| 590660 | HVAC - Trouble Shooting I (NWACC) | 101 |
| 495150 | Industrial Technologies I | 73 |
| 494170 | Intermediate Advertising and Graphic Design | 77 |
| 493650 | Intermediate Audio/Video Tech and Film | 57 |
| 493860 | Internship I | 75 |
| 49386 T | Internship II | 75 |
| 590300 | Introduction to Computer Information Systems (NWACC) | 89 |
| 590310 | Introduction to Criminal Justice (NWACC) | 99 |
| 590460 | Introduction to Diesel Brakes (NWTI) | 99 |
| 590470 | Introduction to Diesel Electrical Systems (NWTI) | 99 |
| 590450 | Introduction to Diesel PMI (NWTI) | 99 |
| 495480 | Introduction to Engineering Design (PLTW) | 64 |
| 590220 | Introduction to Entrepreneurship (NWACC) | 89 |
| 593150 | Introduction to Photography (NWACC) | 89 |
| 492770 | Introduction to Supply Chain and Logistics | 52 |
| 493800 | JAG Multi-Year (ALE) Apprenticeship/Work Based Learning | 85 |
| 493780 | JAG Multi-Year 1 (ALE) | 85 |
| 493790 | JAG Multi-Year 2 (ALE) | 85 |
| 451200 | Jazz Band I | 37 |
| 451210 | Jazz Band II | 37 |
| 451220 | Jazz Band III | 37 |
| 451230 | Jazz Band IV | 37 |
| 66111J | JMP (NWACC): Exploring the Merchant Career Path | 45 |
| 66222R | JMP (NWACC): Retail Industry Foundations | 45 |
| 415000 | Journalism I | 36 |
| 415011 | Journalism II (Newspaper) | 36 |
| 415012 | Journalism II (Yearbook) | 36 |
| 415021 | Journalism III (Newspaper) | 37 |
| 415022 | Journalism III (Yearbook) | 37 |
| 415030 | Journalism IV | 37 |
| 59640E | Language Development I | 32 |
| 59641E | Language Development II | 32 |
| 59642E | Language Development III | 32 |
| 493160 | Leadership and Service Learning | 70 |


| 696006 | Library Media Aide I | 46 |
| :---: | :---: | :---: |
| 696007 | Library Media Aide II | 46 |
| 493200 | Life and Fitness Nutrition | 68 |
| 69600L | Life Skills | 85 |
| 493020 | Life Span Development | 61 |
| 590480 | Light Diesel Lab (NWTI) | 99 |
| 495200 | Machine Tools I | 72 |
| 495220 | Machine Tools II | 72 |
| 495210 | Machine Tools Lab | 72 |
| 492320 | Management | 53 |
| 492330 | Marketing (Business Enterprise) | 54 |
| 492350 | Marketing Management | 54 |
| 493840 | Mechanical, Plumbing and Electrical Systems | 71 |
| 590710 | Medical Clinical Internship/Specialization: CNA (NWACC) | 100 |
| 590720 | Medical Clinical Internship/Specialization: PCA+ (NWACC) | 100 |
| 495390 | Medical Procedures Expanded (NWACC) | 101 |
| 495380 | Medical Professions Expanded | 65 |
| 495360 | Medical Terminology | 65 |
| 590700 | Medical Terminology (NWACC) | 101 |
| 596400 | Military Service | 46 |
| 465310 | Mobile Application Development 1 | 83 |
| 465320 | Mobile Application Development 2 | 83 |
| 495330 | Mobile Application Development 3 | 83 |
| 465340 | Mobile Application Development 4 | 83 |
| 459010 | Music Theory | 37 |
| 579002 | Native American Anthropology | 31 |
| 451100 | Orchestra I | 38 |
| 451110 | Orchestra II | 38 |
| 451120 | Orchestra III | 38 |
| 451130 | Orchestra IV | 38 |
| 485030 | Outdoor Pursuits | 40 |
| 485031 | Outdoor Pursuits-Physical Education Component | 41 |
| 425020 | Outdoor Pursuits-Science Component | 40 |
| 414200 | Personal Communications | 39 |
| 696008 | Personal Finance | 46 |
| 485010 | Personal Fitness for Life | 40 |
| 495280 | Pharmacy Technology Fundamentals (NWTI) | 102 |
| 48500A | Physical Education (adapted) | 41 |
| 485001 | Physical Education (semester-long) | 40 |
| 485000 | Physical Education (year-long) | 40 |
| 423000 | Physical Science-Integrated | 24 |
| 42300E | Physical Science Integrated ESOL | 25 |
| 422010 | Physics | 25 |
| 491340 | Plant Science | 49 |
| 432001 | Pre-Algebra II | 21 |


| 420001 | Pre-AP Biology-Integrated | 26 |
| :---: | :---: | :---: |
| 421001 | Pre-AP Chemistry-Integrated | 25 |
| 411001 | Pre-AP English 10 | 17 |
| 410001 | Pre-AP English 9 | 16 |
| 441011 | Pre-AP French II | 41 |
| 441031 | Pre-AP French III | 42 |
| 441041 | Pre-AP French IV | 42 |
| 431001 | Pre-AP Geometry | 21 |
| 540120 | Pre-AP Spanish for Native Speakers III | 43 |
| 440021 | Pre-AP Spanish II | 43 |
| 440031 | Pre-AP Spanish III | 43 |
| 440040 | Pre-AP Spanish IV | 44 |
| 470001 | Pre-AP United States History since 1890 | 28 |
| 433000 | Pre-Calculus | 22 |
| 495490 | Principles of Engineering (POE) | 64 |
| 414210 | Professional Communications | 39 |
| 474400 | Psychology | 30 |
| 439120 | Quantitative Literacy | 22 |
| 485020 | Recreational Sports and Activities | 40 |
| 490820 | Retail Business | 55 |
| 590210 | Retail Management (NWACC) | 89 |
| 592150 | Sauces (NWACC) | 96 |
| 450600 | Sculpture | 35 |
| 590860 | Shielded Metal Arc Welding I (NWTI) | 100 |
| 452002 | Show Choir I/Chamber Singers I | 39 |
| 452042 | Show Choir II/Chamber Singers II | 39 |
| 452052 | Show Choir III/Chambers Singers III | 39 |
| 474500 | Sociology | 31 |
| 540100 | Spanish for Native Speakers I | 43 |
| 540110 | Spanish for Native Speakers II | 43 |
| 440000 | Spanish I | 43 |
| 440020 | Spanish II | 43 |
| 69600S | Sports Broadcasting | 57 |
| 459240 | Stagecraft I | 35 |
| 459250 | Stagecraft II | 35 |
| 459260 | Stagecraft III | 35 |
| 439090 | Statistics | 22 |
| 590440 | Steering and Suspension (NWTI) | 98 |
| 696000 | Student Council I/Leadership Training | 47 |
| 696001 | Student Council II/Leadership Training | 47 |
| 696002 | Student Council III/Leadership Training | 47 |
| 696003 | Student Council IV/Leadership Training | 47 |
| 450090 | Studio Art 3-D | 34 |
| 999001 | Study Hall - Semester 1 | 47 |
| 999002 | Study Hall - Semester 2 | 47 |


| 491150 | Survey of Agriculture Systems | 48 |
| :---: | :---: | :---: |
| 492120 | Survey of Business (Microsoft Office) | 50 |
| 494210 | Suspension \& Steering/Automatic Transmission | 74 |
| 439130 | Technical Math for College and Career | 21 |
| 453130 | Theatre Appreciation | 35 |
| 459100 | Theatre I | 35 |
| 459110 | Theatre II | 35 |
| 459120 | Theatre III | 35 |
| 492260 | Tourism Industry Management | 51 |
| 413010 | Transitional English 12 | 17 |
| 696004 | Tutors | 47 |
| 470000 | United States History since 1890 | 28 |
| 47000E | United States History since 1890 ESOL | 29 |
| 490160 | Unmanned Aerial Systems (USA) I | 62 |
| 490170 | Unmanned Aerial Systems (USA) II | 63 |
| 490180 | Unmanned Aerial Systems (USA) III | 63 |
| 490150 | Unmanned Aerial Systems FLEX | 63 |
| 453100 | Visual Art Appreciation | 34 |
| 450030 | Visual Art II | 33 |
| 450040 | Visual Art III | 33 |
| 450050 | Visual Art IV | 33 |
| 579001 | Wartime America | 29 |
| 590890 | Welding Lab (NWTI) | 100 |
| 474600 | World Geography | 31 |
| 471000 | World History since 1450 | 29 |
| 47100E | World History since 1450 ESOL | 29 |
| 490200 | Youth Apprenticeship AG: AFNR | 48 |
| 490210 | Youth Apprenticeship BUS: Finance | 51 |
| 490220 | Youth Apprenticeship BUS: Hospitality and Tourism | 52 |
| 490240 | Youth Apprenticeship BUS: Management and Administration | 54 |
| 490250 | Youth Apprenticeship BUS: Marketing, Sales and Service | 56 |
| 490270 | Youth Apprenticeship FCS: Education \& Training Services | 69 |
| 490290 | Youth Apprenticeship FCS: Human Services | 69 |
| 490300 | Youth Apprenticeship STEM: Architecture and Constructions | 64 |
| 490330 | Youth Apprenticeship STEM: STEM cluster | 62 |
| 490350 | Youth Apprenticeship T \& I: Arts, Audio/Visual Technology \& Comm. | 57 |
| 490370 | Youth Apprenticeship T \& I: Health Sciences | 66 |
| 490450 | Youth Apprenticeship T \& I: Manufacturing | 72 |
| 490560 | Youth Apprenticeship T \& I: Transportation, Distribution \& Logistics | 74 |


[^0]:    *For a student to receive weighted credit for an AP class, he or she must complete the AP test at the end of the class and the student's course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and Arkansas Department of Education rules or is in the process of completing an Additional Training Plan. All high school courses will be counted toward honors graduation, except the following:

[^1]:    ${ }^{1}$ To calculate quality points, add grade points for each grade on the transcript and divide by two.
    ${ }^{2}$ If a student attends two years at a Rogers's high school, the student may petition to have grades and quality points calculated during the fall of the senior year. A committee of administrators and teachers will be formed to make a determination if course work not accepted for quality points meets the rigor and expectations of Rogers Public Schools.

[^2]:    * Comparable concurrent credit may be substituted where applicable

[^3]:    \#490790 Career Practicum T \& I: Transportation, Distribution and Logistics
    ( $11^{\text {th }}-12^{\text {th }}$ grades) ( 1 credit, 2 semesters) (Level 3 course)
    Prerequisite: Automotive Electrical Systems/HVAC
    Work-based learning in automotive services career field (NON-compensated)

