



**2024-2025**

# **Course Selection Guide**

**Grades**

**10-12**

**Har-Ber High School**

# Har-Ber High School CAP Book

## Table of Contents

[Welcome Letter from Dr. Griep, HBHS Principal](#)

An Overview of the Houses at HBHS

[ACDC - Arts, Communication, and Design Community](#)

[ACME - Architecture, Construction, Manufacturing, and Engineering](#)

[HABIT - Har-Ber Agriculture, Business, and Information Technology](#)

[PHEdS - Public and Human Education Services](#)

[MEdS - Medical and Educational Services](#)

[Arkansas Graduation Requirements](#)

[Getting Ready and Paying for College](#)

[College Timeline Checklist](#)

Courses at Har-Ber High School

[ACT Prep](#)

[English](#)

[Language Arts Electives](#)

[Journalism](#)

[English Language Development](#)

[World Languages](#)

[Social Studies](#)

[Mathematics](#)

[Science](#)

[Fine Arts](#)

[Art](#)

[Theatre](#)

[Health & Physical Education](#)

[Athletics](#)

[Business & Information Technology](#)

[Programming and Computer Science](#)

[Aviation](#)

[Professional & Technical](#)

[Engineering, Architectural Drafting, and Design](#)

[Robotics](#)

[Construction Technology](#)

[Television Production](#)

[Agriculture](#)

[Plant Science](#)

[Animal Sciences](#)

[Agricultural Business](#)

[Family & Consumer Sciences](#)

[Food and Nutrition](#)

[Fashion and Interior Design](#)

[Educational Professions](#)

[Medical Professions](#)

[EAST](#)

[JAG \(Jobs for Arkansas Graduates\)](#)

[Internship Program](#)

[Community Service](#)

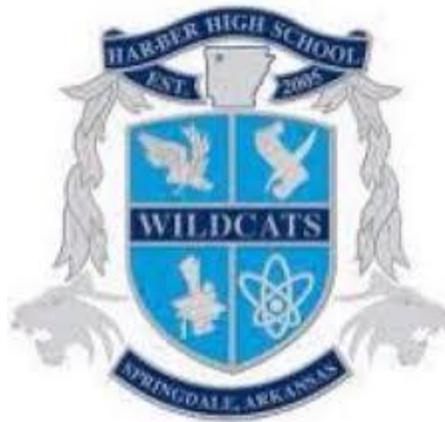
[More Opportunities...](#)

[Early College Experience / Concurrent Courses through NWACC](#)

[Career and Technical Programs through NWACC](#)

[Frequently Asked Questions](#)

[HBHS "Racing Form" for Course Planning](#)



## ***Har-Ber High School***

Home of the Wildcats

***Ashley Marcum, Asst. Principal***

***Brett Unger, Asst. Principal***

***Margaret Robinson, Asst. Principal***

***T.J. Weiss, Assistant Principal***

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**Dr. Paul Griep, Principal**

300 Jones Road  
Springdale, AR 72762

Dear Wildcat Families,

At Har-Ber High School, our focus is to provide all students with a world-class education that will prepare our graduates for a lifetime of success. At HBHS, our students shine in the classroom, in athletics, in fine arts, and in many other programs. We have a faculty of over 150 caring, professional teachers that value each student. Working together, we provide dozens of courses that prepare students for college, vocational school, or the workforce.

As you navigate through the Har-Ber High School CAP Book, I want to encourage you to review the different “Houses.” These descriptions provide an umbrella of different classes and possible careers that our students may enter. Each student at HBHS will be enrolled in one of the five Houses. Please note: although a student is in one House, it does not mean that a student cannot take a course in a different House.

Within this document, you will notice graduation requirements, a “Racing Form” that students can use to plan their high school experience, and Frequently Asked Questions.

If you have any questions about Har-Ber High School or about specific courses, please email me or a member of our administrative / counseling team. It is our priority to meet the needs of your student.

Sincerely,

A handwritten signature in cursive script that reads "Paul Griep".

Paul A. Griep

## ACDC - Arts, Communication, and Design Community

The goal of Har-Ber High School (HBHS) is to provide a personalized education for all students. In order to achieve this goal, HBHS has five different Houses. Each House offers specific classes that provide students with unique learning experiences, skills, and knowledge that is connected to a specific given career field.

For example, in ACDC, students are given experiences within the arts, communication, and design fields. It must be noted that a student does not have to be a member of ACDC to take one of these courses. We have many students that want to experience specialized courses within several houses before making a decision about their college/career choices.

Furthermore, HBHS students may take any of the 29 AP Courses and four (4) Concurrent Credit courses offered at our school.

### ACDC Courses

- Theatre I - III
- Technical Theatre I - III
- Band and Jazz Band
- Camerata Singers, Bel Canto Choir, Men's Chorus and Women's Chorus
- AP Music Theory
- Ceramics I & II, Drawing, Painting, Visual Art Appreciation, and Sculpture
- AP Studio Art 2-D, AP Studio Art 3-D, and AP Art History
- Journalism I, II, and III
- Yearbook I, II, and III
- Fundamentals of TV, Intermediate TV/Wildcat News, TV Lab, and Advanced TV Broadcasting

### Possible Careers

- Broadcast News, Production Assistant, Floor Director, Camera Operator, and Teleprompter
- Film Production, Production Assistant, Camera Operator, and Editor
- Production, Production House Technician, Editor, and Camera Operator
- Museum Curator, Museum Marketing and Public Relations
- Art Consultant, Art and Estate Appraisal for an Auction House or Private Firm
- Exhibit Installation
- Art Restoration, Graphic Design
- Fashion Illustrator
- Art Teacher
- Children's Book Illustrator, Copywriter, Editor, Grant Writer, Reporter, Technical Writer
- Sports Information Director, Social Media Specialist, Public Relations Specialist
- Content Marketer, Marketing Director, Advertising, Graphic Designer
- [Art Careers](#)

## ACME - Architecture, Construction, Manufacturing, and Engineering

The goal of Har-Ber High School (HBHS) is to provide a personalized education for all students. In order to achieve this goal, HBHS has five different Houses. Each House offers specific classes that provide students with unique learning experiences, skills, and knowledge that is connected to a specific given career field.

For example, in ACME, students are given experiences within architecture, construction, manufacturing, and engineering fields. It must be noted that a student does not have to be a member of ACME to take one of these courses. We have many students that want to experience specialized courses within several houses before making a decision about their college/career choices. Furthermore, HBHS students may take any of the 29 AP Courses and four (4) Concurrent Credit courses offered at our school.

### ACME Courses

- Aviation I & II
- Drafting and Design
- Engineering CAD I & II
- Architectural Drafting and Design / CAD I & II
- Construction of Fundamentals
- Basic Construction Technology
- Plumbing and Plumbing II
- Electrical Systems I and Electrical Systems II
- Manufacturing and Technology Design (CNC), Intermediate CNC and Advanced CNC
- Robotics

### Possible Careers

**Architecture** - Architect, Landscape Architect, Marine/Naval Architect, Drafting, City Planning and Development

**Construction** - Contractor, Project Manager, Cabinet Making, Electrician, Plumbing, Framing, Mason, Wind and Solar Energy, Welding, HVAC, Home & Property Inspector, Furniture Builder

**Manufacturing** - Industrial Designer, CnC Technician/tool operators, Welding, Machinist, Industrial Fabricator, Industrial Maintenance Technology, Industrial Managers

**Engineering** - Architectural Engineer, Mechanical Engineer, Electronic Engineer, Naval Engineer, Ocean Engineer, Environmental Engineer, Nanotechnology Engineer, Aerospace Engineer, Wind & Solar Engineers, Automotive Engineer, Manufacturing Engineer, Industrial Engineer, Electrical Engineer, Civil Engineer, Chemical Engineer, Nuclear Engineer (land, ship, submarine)

## **HABIT - Har-Ber Agriculture, Business, and Information Technology**

The goal of Har-Ber High School (HBHS) is to provide a personalized education for all students. In order to achieve this goal, HBHS has five different Houses. Each House offers specific classes that provide students with unique learning experiences, skills, and knowledge that is connected to a specific given career field.

For example, in HABIT, students are given experiences within agriculture, business, and IT fields. It must be noted that a student does not have to be a member of HABIT to take one of these courses. We have many students that want to experience specialized courses within several houses before making a decision about their college/career choices. Furthermore, HBHS students may take any of the 29 AP Courses and four (4) Concurrent Credit courses offered at our school.

### **HABIT Courses**

- Computerized Accounting I and II
- Introduction to Supply Chain/Logistics
- Financial Planning / Wealth Management
- Environmental and Spatial Technology (E.A.S.T.)
- Survey of Business
- Computer Science with Programming - Levels 1, 2, 3, and 4
- AP Computer Science Principles
- AP Computer Science A
- Marketing Business Enterprise (Entrepreneurship)
- Marketing Management
- Business Law
- Survey of Ag Systems, Plant Science, Greenhouse Management, and Advanced Plant Science, Animal Science, Poultry Science, Advanced Animal Science and Veterinary Science
- Agricultural Business,

### **Possible Careers**

- Plant Geneticist, Animal Nutritionist, Veterinarian, Veterinary Technician, Veterinary Assistant
- Electrician, Meat Scientist, Golf Course Superintendent, Landscaper
- Poultry Veterinarian, Poultry Geneticist, Agricultural Teacher, Beef Feedlot Manager
- Horse Farm Manager, Equine Veterinarian
- Software Developer, Database Administrator, Computer Hardware Engineer
- Computer Systems Analyst, Computer Network Architect, Web Developer, Information Security Analyst, Computer Programmer, Data Architecture Developer
- Advertising and Promotions Managers, Store Buyer/Merchandiser, Financial Analyst
- Market Research Analyst & Marketing Specialists, Marketing Manager, Personal Financial Advisor, Public Relations Specialist, Sales Managers

## **PHEdS - Public and Human Education Services**

The goal of Har-Ber High School (HBHS) is to provide a personalized education for all students. In order to achieve this goal, HBHS has five different Houses. Each House offers specific classes that provide students with unique learning experiences, skills, and knowledge that is connected to a specific given career field.

For example, in PHEdS, students are given experiences within fields related to service fields. It must be noted that a student does not have to be a member of PHEdS to take one of these courses. We have many students that want to experience specialized courses within several houses before making a decision about their college/career choices.

Furthermore, HBHS students may take any of the 29 AP Courses and four (4) Concurrent Credit courses offered at our school.

### **PHEdS Courses**

- Competitive Speaking / Debate I, II, III, and IV
- Forensics I, II, and III
- Food Safety and Nutrition
- Fashion & Interior Design
- Fitness & Sports Nutrition Lifespan
- Orientation to Teaching I and II
- Lifespan Development
- Family and Consumer Science

### **Possible Careers**

- Educator
- Attorney
- Law Enforcement
- Public Services
- Restaurant Manager
- Fitness nutritionist
- Fashion Designer
- Interior Designer

## **MEdS - Medical and Educational Services**

The goal of Har-Ber High School (HBHS) is to provide a personalized education for all students. In order to achieve this goal, HBHS has five different Houses. Each House offers specific classes that provide students with unique learning experiences, skills, and knowledge that is connected to a specific given career field. The mission of the MEdS House of Har-Ber High School is to empower students with the knowledge and skills to successfully pursue careers in healthcare and medical research.

For example, in MEdS, students are given experiences within the medical field. It must be noted that a student does not have to be a member of the MEdS House to take one of the medical elective courses. We have many students that want to experience specialized courses within several houses before making a decision about their college/career choices.

Furthermore, HBHS students may take any of the 29 AP Courses and four (4) Concurrent Credit courses offered at our school.

### **MEdS Courses**

- Foundations of Health Care
- Anatomy & Physiology
- Medical Terminology
- Human Behavior and Disorders

### **Possible Careers**

- CNA, LPN, Pharmacy Technicians, Surgical Technicians, and more with certifications.
- EMT, Physical Therapy & Occupational Therapy Assistants, Respiratory Therapists and more with 2 year degrees.
- BS in Nursing, Dental Hygienist, Health Information Management, and pre-medical degrees.
- Master degrees in OT, Physician Assistant, Genetic Counseling, Nutrition, Forensic Science, and more
- Doctorate degrees in medicine, pharmacy, physical therapy, chiropractics, veterinary medicine.

# Springdale Public Schools

## 2023-2024

### Dear Parents and Students:

Please review the high school graduation policy. Graduation from Springdale Public Schools is the responsibility of the student and parent. The school's staff can and will give advice about the courses that are offered, but ultimately success in high school rests upon the shoulders of each student. **NO student will be allowed to participate in graduation ceremonies without having successfully completed graduation requirements prior to the date of graduation ceremonies.**

The high school teachers and administrators are your greatest source of information when making course selections for the coming year. Please consult the school website to learn more about each course we offer. When questions arise should you need to call or email your high school to get information, please do so. The appropriate person will return your call or set up an appointment with you, so that you can make informed decisions about which courses to take. Courses listed in this booklet that do not attract enough students during registration will not be offered.

**Please plan on attending the Student Led Conference which will include the confirmation of your student's course request for the upcoming year. Your designated school will be in contact with you regarding the date and time.**

We recommend that students and parents work together planning the courses to be taken for the three years of high school, not simply those to be taken during the coming year.

Regardless of the student's post-high school plans, it is strongly recommended that students remain enrolled in English, math, science, and social studies courses each year.

# Arkansas Graduation Requirements

## SMART CORE CURRICULUM DIPLOMA

### 24 units of credit required by Springdale Public Schools

#### English-4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

#### Mathematics-4 units; One unit must be taken at 11th and 12th grade

- Algebra I or First Part and Second Part Algebra I (Grades 7-8 or 8-9)
- Geometry or First Part and Second Part Geometry (Grades 8-9 or 9-10)
- Algebra II
- Fourth Math--Choice of: Math Ready, Algebra III, Quantitative Literacy, Pre-Calculus, Calculus, Statistics, an AP mathematics, or Computer Science Flex - 1 credit

#### Science - 3 units

1. Biology
2. ADE approved Physical Science
3. ADE approved third science
  - Chemistry-Integrated or Advanced Chemistry-Integrated
  - Physics or AP Physics I or AP Physics C Mechanics
  - Environmental Science
  - Anatomy and Physiology
  - Astronomy
  - AP Biology
  - AP Chemistry
  - Computer Science Flex

#### Social Studies-3 units

- Civics-½ unit
- Economics-½ unit
- World History-1 unit
- American History-1 unit

#### Communications-½ unit

#### Physical Education-½ unit

#### Health and Safety-½ unit

#### Economics and Personal Finance-½ unit (may be counted toward Social Studies or Career Focus)

#### Fine Arts-½ unit

#### Career Focus-8 units

#### NOTE:

- *Comparable Advanced Placement, and Concurrent College courses may be substituted where applicable.*
- *Personal Finance\* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.*

- *Computer Science – students should consider taking a computer science course before graduating.*

## **CORE CURRICULUM DIPLOMA**

### **24 units of credit**

#### **English-4 units**

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

#### **Mathematics-4 units**

- Algebra I or its equivalent
- Geometry or its equivalent
- All math units must build on the base of algebra and geometry knowledge and skills.
- A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the 4 unit equivalent.

#### **Science-3 units**

- Biology - Integrated - 1 unit
- ADE approved Physical Science - 1 unit
- One unit of ADE approved Science - 1 unit

#### **Social Studies-3 units**

- Civics ½ unit
- Economics ½ unit
- World History-1 unit
- American History-1 unit

#### **Oral Communications-½ unit**

#### **Physical Education-½ unit**

#### **Health and Safety-½ unit**

#### **Fine Arts-½ unit**

#### **Career Focus- 8 units**

## **Other Graduation Notes**

- Students must be enrolled in Math and English every year, all year.
- Beginning with the 2014-2015 9<sup>th</sup> grade class, each high school student shall be required to take at least one digital learning course for credit to graduate (Digital learning is any online class, embedded in English 10 and Health at Har - Ber)
- Beginning with the 2017-2018 11<sup>th</sup> grade class each high school student shall be required to take and pass with 60% or above on the ADE Civics exam
- Beginning with the 2017-2018 9<sup>th</sup> grade class each high school student shall be required to have taken personal finance standards - Personal Finance is embedded in Econ if taken have taken that class in the Springdale School District. We also provide a Personal Finance class.

## **GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES**

Students with disabilities are expected to meet requirements for graduation as set forth by the Springdale Public School District. The individual Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student to do so.

### **HONOR GRADUATE REQUIREMENTS**

#### **Honors:**

Meet Smart Core Curriculum, 3.50 GPA based on 8 semesters, completion of 2 years of the same foreign language, and completion of two (2) Advanced Placement units of credit. Each semester of a concurrent credit course will count as 0.5 APclass.

#### **High Honors:**

Meet requirements of Honor Graduate and complete four (4) AP units of credit. Each semester of a concurrent credit course will count as 0.5 AP class

#### **Highest Honors:**

Meet requirements of Honor Graduate and complete six (6) Advanced Placement units of credit. Each semester of a concurrent credit course will count as 0.5 APclass

### **EARLY GRADUATION**

Requirements for graduation may be completed in less than four years. In order to graduate early, a student must submit a letter of request signed by parents/guardians prior to the beginning of the senior year. Correspondence course(s) may not be taken in lieu of the final semester of school.

### **GRADING SYSTEM**

Credit is based on Carnegie Units as per North Central Association guidelines. Therefore, a semester course is valued as a half Carnegie unit. A year-long course is valued as one (1) Carnegie unit.

<b>Grade Points</b>	<b>AP Grade Points**</b>	<b>Grading Scale</b>
A=4	A=5	90-100
B=3	B=4	80-89
C=2	C=3	70-79
D=1	D=2	60-69
F=0	F=0	59 & below

\*\*AP assessments are required for weighted GPA

# Getting Ready and Paying for College

Log into your Naviance account for all College and Career planning.

HarBer High School [connection.naviance.com/harberhs](https://connection.naviance.com/harberhs)

Additional information:

- Take the PSAT, ACT and other tests at the recommended time.
- Take rigorous courses including Concurrent, Advanced Placement and / or IB courses.
- Consult with your high school counselor regularly.
- Review the **Senior Timeline** to be sure that deadlines are met.

## Testing Timeline

### **PSAT/NMSQT**

2nd week in October

Juniors - Qualification for National Merit Scholarship  
Competition Sophomores-Practice only

### **ACT**

Offered 7 times per year

Seniors encouraged to take in the Fall

Juniors encouraged take it in the Spring

(ACT is administered free to all Juniors in the Spring)

Register online at [www.actstudent.org](http://www.actstudent.org)

Students qualifying for Free or Reduced Lunch should see their counselor for a fee waiver. (The ACT exam includes an interest inventory, biographical data, and four tests of educational development that are used by colleges for admission, advising, course placement, and scholarship selection.) The ACT is intended for those students who have completed or enrolled in at least Algebra II. To prepare for the ACT, participate in ACT bootcamps.

### **SAT I - Reasoning Test**

### **SAT II - Subject Tests**

Offered 7 times

Seniors encouraged to take in the fall; juniors in the spring

Register online at [www.collegeboard.com](http://www.collegeboard.com)

(The SAT I exam is primarily a multiple-choice test that measures verbal and mathematical reasoning abilities. Some colleges also require the SAT II subject tests.)

### **Accuplacer**

Juniors and Seniors may choose to take the Accuplacer to determine their level of college readiness. In some cases students may choose to take the Accuplacer instead of the ACT or SAT. Students should consult their counselor to determine if the Accuplacer is best for them.

## **Arkansas Scholarships**

The Arkansas Department of Higher Education offers scholarship and grant programs to qualified graduating seniors. For complete information, visit the Arkansas Department website, your one-stop shop for Arkansas state financial aid at [www.adhe.edu](http://www.adhe.edu).

### **Arkansas Academic Challenge (Lottery) Scholarship**

The Arkansas Academic Challenge (Lottery) Scholarship is open to high school seniors and non-traditional students who are Arkansas residents. Students must earn a minimum composite score of 19 on the ACT.

All students applying for the Arkansas Academic Challenge application at [www.adhe.edu](http://www.adhe.edu), refer to the website for deadlines.

### **Arkansas Governor's Distinguished Scholarship**

The Arkansas Governor's Scholarship Program is open to high school seniors with a 32 ACT or a 1410 SAT and a 3.5 grade point average. Application deadline is February 1. To apply go to the [www.adhe.edu](http://www.adhe.edu) website.

AR Future Grant (ArFuture) and other scholarships can be found at - [www.adhe.edu](http://www.adhe.edu)

### **Sports Scholarships, Athletic Scholarships and Financial Aid for Student Athletes**

The NCAA Clearinghouse can be accessed by calling toll free 1-877-262-1492 or by going to the website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). The clearinghouse is available for students and parents to provide general information about NCAA Division I and Division II initial-eligibility requirements. It is the responsibility of the parent and the student athlete to know all the eligibility requirements in order to register with the NCAA Clearinghouse.

Information regarding students National Association of Intercollegiate Athletics (NAIA) eligibility can be found at [playnaia.or](http://playnaia.or)

## **College Timeline Checklist**

The following guidelines provide a skeleton list of activities to consider at each grade level as you prepare for college. In addition, participate in ALL seminar activities, read announcements, check emails, log into Family Connection, and participate in school activities. For more complete information, consult your counselor.

### **Grade 10**

#### **August**

- Competitive colleges are more impressed by respectable grades in challenging courses than by outstanding grades in less difficult ones.
- Check credits to make sure you are on schedule for completing graduation requirements.
- Consult college websites to make sure your courses meet college entrance requirements.
- Consider participating in clubs/activities.

#### **September**

- Register to take the PSAT if you have taken or are currently enrolled in geometry. Consider participating in a PSAT preparation program.
- Review for the PSAT. Study the PSAT/NMSQT Student Bulletin and old tests. Use websites, computer software, and printed aids for study.
- Get involved in clubs/school activities.

#### **October**

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

#### **December/January**

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

#### **Throughout the Year**

- Continue taking appropriate courses. Research shows that full participation in academically challenging courses is the best preparation for college entrance examinations and for success in college.
- Maintain good grades.
- Gather and review career choices. The ACT website ([www.actstudent.org](http://www.actstudent.org)) has an excellent six-step planning guide in the Life Roles section for parents to help you with this important process.
- Take interest inventory in Family Connection

#### **May/June**

- Athletes who plan on playing college level sports need to register with the NCAA clearinghouse ([www.ncaastudent.org](http://www.ncaastudent.org)) and NAIA ([playnaia.org](http://playnaia.org))

### **Grade 11**

Students are encouraged to visit college campus during their Junior and Senior years. Students are allowed two college visit days during their Junior year.

#### **August**

- Get off to a good start this semester. Your junior year grades are very important. Take as many academic courses as possible.
- Check credits to make sure you are on schedule for meeting graduation requirements.
- If possible, narrow your career interests to one or two fields.

- Continue volunteering for community service.
- Register first week in August for September ACT

### **September**

- Register to take the PSAT.
- Attend College Fair
- Start thinking more seriously about what sort of college you would like to attend. Use resources listed earlier in this guide to find the school that's right for you. The College Board website may help you get started.
- Log on to Tassel Time to find options on how to pay for college. Password changes with each school year
- Register for a PSAT preparation class if available.
- Review for the PSAT. Study the PSAT/NMSQT Student Bulletin and old tests. Use computer software, websites, and printed aids. Consider participating in a preparation program.
- Check Family Connection for College representatives attending your school.

### **October**

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

### **October/November**

- Write to colleges or check college websites that interest you and schedule college visits.

### **December**

- Study college information.
- Collect information on scholarships and financial aid programs.

### **January/February**

- Attend how to pay for college/FAFSA nights to prepare for your senior year and admission of college process
- If you plan to apply for an ROTC scholarship or Military service academies, consult their websites and let your counselor know.
- Check registration deadlines for the SAT, ACT, and other appropriate tests and take preparation class if available.

### **March/April**

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

### **May/June**

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

### **Summer (Before Senior Year)**

- Select the top five to ten colleges you feel best meet your needs. Try to prepare your top five list by August. Make sure to include a "sure bet", two or three "good prospects", and a "dream" school.
- Students are encouraged to visit college campuses during their Junior and Senior years. Students are allowed two college visit days during their Senior year.
- Keep a record of the advantages and disadvantages of each college.

- Request catalogs, applications, financial aid information, and specific information about your proposed major area of study.
- In August begin thinking about personal statements for college admission essays. Reflect on interesting experiences you have had. Think about how you might explain how you are different from other students.

## **Grade 12**

The repeated references to dates of the various SAT and ACT tests are not meant to imply that you should take them every time they are listed. You should determine which dates are the most appropriate for you, keeping in mind application deadlines. If you need assistance in this decision, please be sure to check with your guidance counselor.

### **August**

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

### **September**

- Attend College Fair.
- Meet with your guidance counselor to review your records. Match these with the entrance requirements of the colleges you are considering. Make a list of your activities and awards. Update this list throughout the fall.
- Register for and take college admissions tests if you haven't already.
- Choose a minimum of three to five colleges to which you will apply. Your selection should include at least one that you feel will definitely accept you. Athletes should discuss their ability to play at the college level with the respective coaches.
- Go to the college websites to complete your application for admission at the schools of your choice. Your college may take the "common application" that is used by many colleges and universities. Check [www.commonapp.org](http://www.commonapp.org).
- Begin thinking more seriously about your financial aid needs. Calculate your Estimated Family Contribution (EFC) and judge whether you will need a scholarship, grant, loan, or work/study program. You can find assistance at the website addresses provided earlier in this guide.
- Get an early start on applying for scholarships and grants. You can apply throughout the year, but start now.
- Check college catalogs and websites for applications for admissions, housing, financial aid, required entrance exams (SAT or ACT) and deadlines from financial aid forms (FAFSA). IF you are a candidate for early decision, file your application in time to meet that deadline. Also be sure to check the LAST acceptable test date for an early decision candidate. Parents and students need to be aware of the contractual obligations for early decisions.
- Register to take the appropriate college entrance exam.
- Talk with teachers and other people who know you well and whom you will ask to write a recommendation for you. Request recommendation from teachers through Family Connection
- Prepare a resume to assist any person from whom you will request a letter of recommendation.
- Schedule college tours.\*Attain a college visit form from the attendance office before you visit. Check your school calendar for dates when you are not in school other than holidays. Use these. Call ahead for an appointment.

- Meet with college representatives when they visit your school.
- Maintain good grades.
- Distribute applications and recommendation forms to guidance counselors and teacher for completion of their sections. (Teachers and counselors are asked to write numerous recommendations; always allow at least four weeks for them to complete recommendations.)

### **October**

- Make more college visits.
- Request transcripts and teacher letters of recommendations through Family Connection. Inform your counselor if you are applying to a Common Application College. Be aware of deadlines.
- Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, punctuation, style, etc. (Again, allow sufficient time for the teacher to check and make suggestions.)
- Meet application deadlines from early decision (usually November 10), housing, scholarships, or financial aid.
- Take/retake the SAT/ACT if necessary.
- File your FAFSA as soon as possible after October 1. The FAFSA website is [www.fafsa.ed.gov](http://www.fafsa.ed.gov). (Estimate the required tax information if your tax forms are still incomplete. It is best if your family completes tax returns by the end of the month.) Pay attention to the deadline since some states require an earlier deadline than others. Keep a photocopy for your records.
- Research for scholarships and loans. Log onto Tassel Time for more information.

### **November**

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

### **December**

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

### **February**

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

### **March**

- Check dates for Advanced Placement test if needed.
- Check new College tips and bulletin boards for scholarship deadlines.
- Make certain all scholarships are completed and mailed.

## April

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

## May

- Make final choice of college or university if you have not already done so. Complete all details concerning college admissions.
- On the Family Connection website, mark the college you will be attending and all scholarships you have been offered through the spring senior survey. Notify your counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical).
- Take Advanced Placement Tests.
- Attend Senior Practice Assembly and Graduation.
- Request that your final transcript be sent to the college you will be attending through Family Connection.
- Return all books, equipment and uniforms. Pay any fines and clear any holds on your records or diploma.

**HAVE A HAPPY GRADUATION!!**

## July/Summer before College Freshman Year

- When you receive your Advanced Placement Test scores, if you have not already requested that the scores be sent to the college that you will be attending, request College Board to do so.
- Participate in the orientation program of the college you will attend. This may have occurred in the spring or may take place just prior to the fall term.
- Check opportunities to pre-register for fall term classes with the college you will be attending. Learn about campus resources and facilities.

### **Scholarship and Financial Aid Resources**

Free Application for Federal Student Aid: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Arkansas Department of Higher Education: [www.adhe.edu](http://www.adhe.edu)

Arkansas Student Loan Authority: [www.fundmyfuture.info](http://www.fundmyfuture.info)

General College Information : [www.tasselttime.com](http://www.tasselttime.com)

Refer to Family Connection for opportunities and links

# High School Courses

## Grades 10-12

### ACT Prep

#### ACT Prep Course

10, 11, 12 - 1 semester, ½ credit

This course will prepare students to take the ACT college entrance test. This class will focus on learning and practicing test-taking techniques as well as reviewing content to improve scores on the ACT. Time management, anxiety relief and general test-taking skills will also be included in the curriculum. Students will take official previously-administered exams for practice, and progress will be monitored. This class is recommended for college-bound students. The Final Exam will be a full ACT Test. This can be a practice test on exam day or an official ACT Test.

### **English**

#### English 10

10 - 1 year, 1 credit

Open to all students

English 10 students will examine works and write in a variety of forms in response to World Literature. This includes works of fiction and nonfiction from Latin, African, Asian and European Literature. Students will read and write about poetry, novels, short stories, dramas, articles and biographies. A special emphasis is given to reading strategies that help students increase their comprehension of complex text as well as writing a variety of evidence based essays.

#### Advanced Literature and Composition 10

10 - 1 year, 1 credit

English 10 students will examine works and write in a variety of forms in response to World Literature. This includes works of fiction and nonfiction from Latin, African, Asian and European Literature. Students will read and write about poetry, novels, short stories, dramas, articles and biographies. A special emphasis is placed on developing rhetorical writing skills, building vocabulary and academic language to prepare students for future Advanced Placement courses. (revision 2015-2016 school year)

#### English 11

11 - 1 year, 1 credit

Open to all students

English 11 will examine works and write in a variety of forms in response to American Literature. This includes works of fiction and nonfiction from the earliest settlers to Modern Time. Students will read and write about poetry, novels, short stories, dramas, articles and biographies. A special emphasis is given to historical documents such as the Declaration of Independence, Preamble to the Constitution, and the Bill

of Rights. Two courses of English 11 are offered - Regular and Advanced Placement. Each course has similar content; however, the courses differ in the material used, the pace of study, and the rigor and amount of homework. (revision 2015-2016 school year)

### AP Literature and Composition

11 - 1 year, 1 credit

Advanced Placement Literature and Composition is a college-level course. Students will read and respond to a variety of literary works; write at least five critical analysis essays each quarter; study a unit of ten vocabulary words per week with a cumulative test each quarter; maintain a portfolio; learn to analyze the elements of style and apply that analysis to short stories, novels, poetry, and drama; improve critical thinking skills; review grammar, usage, and mechanics of compositions; work towards increasing ACT scores; and prepare for the AP exam administered in May.

### English 12

12 - 1 year, 1 credit

Open to all students

English 12 students will examine works and write in a variety of forms in response to British Literature. This includes works of fiction and nonfiction from the Medieval Period to Modern Time. Students will read and write about poetry, novels, short stories, articles and biographies. A special emphasis is given to research and the works of Shakespeare. Three choice options for English 12 are offered - Regular, Advanced Placement, and Concurrent English Composition I & II. Each course offers the same general content; however, the courses differ in the materials used, the pace of study, and the rigor and amount of homework. (revision 2015-2016 school year)

### English 12 / Personal Communications blend

12 - 1 year, 1 ½ credit (1 English 12 and ½ Oral Comm)

Open to seniors that need both classes

This course meets graduation requirements for English 12 and Oral Communication. Oral Communication and English Language Arts standards, assessments, and activities are embedded in each quarter.

### AP Language and Composition

12 - 1 year, 1 credit

Advanced Placement Language and Composition is a college-level course. Students will read nonfiction prose from a variety of periods, disciplines, and contexts; write in a variety of forms for different audiences and purposes; learn to analyze style and apply that analysis to nonfiction prose; complete a research paper according to MLA guidelines; study vocabulary; review grammar, usage, and mechanics of compositions; and prepare for the APLAC exam that is administered in May.

### Cultural Literacy A & B

Film as Literature (A) ½ credit

Mass Communications (B) ½ credit

12th, 1 year, 1 credit,

As society and technology change, so does the definition of a literate person. This course is designed to continue students growth in traditional reading and writing skills while enhancing their ability to be dynamic, multimodal, skeptical, and global which are the literacy demands of the 21st century. The primary focus for Cultural Literacy is the interpretation and analysis of film as a means of cultural expression and the examination of persuasive language for social change. In addition to these foundational skills, each unit emphasizes student mastery of effective communication, including their abilities to formulate authentic and precise analytical writings.

#### Contemporary Literacy A & B

Technical Reading and Writing for Trade and Industry (A) ½ credit,  
Business and Professional Communication (B) ½ credit  
12th - 1 Year, 1 Credit

As society and technology change, so does the definition of a literate person. This course is designed to continue students' growth in traditional reading and writing skills while enhancing their ability to be dynamic, multimodal, skeptical, and global which are the literacy demands of the 21st century. The primary focus for Contemporary Literacy is the interpretation and analysis of non-fiction texts and the examination of language as a means of persuasion and social change. In addition to these foundational skills, each unit emphasizes student mastery of effective communication, including their abilities to formulate authentic and precise analytical writings.

#### English Composition I & II (Concurrent Credit)

12 - 1 year, 2 credits  
(see **Northwest Arkansas Community College**)

### **Language Arts Electives**

#### **Speech**

##### Professional Communication - (Oral Communication)

10, 11, 12 - 1 semester, ½ credit

This course meets high school graduation requirements. Areas covered include the communication process, public speaking, oral interpretation, problem-solving, and mass communications.

##### Creative Writing

10,11,12- 1 semester, ½ credit

Creative Writing is a one-semester English elective course designed to engage students in the writing of poetry, short fiction, and personal narratives with an emphasis on developing and exercising the imagination. Students will analyze and discuss exemplary texts to develop creative writing skills. Students will critique and refine writing through guided discussions, collaborative revisions, and individual reflections. Students will produce a portfolio of creative work that reflects student growth and understanding of the techniques of published authors. Students will share writing in a variety of ways and research methods for publishing original work.

##### Competitive Speaking I/Oral Communication

###### (Debate I)

10, 11, 12 - 1 year, 1 credit

This is a speech course offered to students interested in entering competitive speech. Areas of concentration are in dramatic and humorous interpretation, solo and duet acting, readers, theatre, and poetry and prose interpretation. Students practice communicating in different group situations. Students learn how to prepare notes and outlines for speeches and practice giving speeches. With guidance from the speech coach, the students choose and prepare selections for competition. Participation in tournaments is encouraged, but not required. Must be able to meet AAA rules. Students will earn an Oral Communication credit after completing one full year of Debate.

### Competitive Speaking II

#### (Debate II)

11, 12 - 1 year, 1 credit

Prerequisite: Teacher approval

Students participate on the experienced level of competition at tournaments. They work on more advanced projects and students may participate at the Arkansas Student Congress. **Tournament participation is required.** Must be able to meet AAA rules.

### Competitive Speaking III

#### (Debate III)

12 - 1 year, 1 credit

Prerequisite: Teacher approval

This course is for students ready to compete at the championship level at tournaments. Students also serve as peer coaches for less advanced competitors. **Tournament participation is required.** Must be able to meet AAA rules.

### Competitive Speaking IV

#### (Debate IV)

12 - 1 year, 1 credit

Prerequisite: Teacher approval

This course is for students ready to compete at the championship level at tournaments. Students also serve as peer coaches for less advanced competitors. **Tournament participation is required.** Must be able to meet AAA rules.

### Forensics I - (Speaking course)

10,11,12. 1 year, 1 credit

Prerequisite (none)

This is a survey course that covers all entry level events. Instruction is given in analysis of prose, poetry and dramatic literature with practice in communicating orally both the intellectual and emotional meanings essential to the interpretation of literature. **Students will also be asked to compete in 1 tournament using the skills that they have learned.**

### Forensics II

10,11,12. 1 year, 1 credit

Prerequisite (Teacher approval or successful passing of Forensics I)

This course is designed to increase skills in the areas of Forensics I. It also includes the introduction of group events where students work as a group to create a finished product and are involved in the planning, blocking, and execution of the events. Students will also be asked to provide instruction to introductory level students.

### Forensics III

10,11,12. 1 year, 1 credit

Prerequisite (Teacher approval or successful passing of Forensics II)

This course is designed to increase skills in the areas of Forensics II. It also includes the introduction of group events where students work as a group to create a finished product and are involved in the planning, blocking, and execution of the events. Students will also be asked to provide instruction to introductory level students.

### Forensics IV

11,12 - 1 year, 1 credit

In this course students will demonstrate mastery in research, organization, presentation, performance, and directing. Research activities will include analyzing literary elements and current events, framing a selection or topic around historical context or cultural influences, and maintaining a portfolio of selections and topics. Organization skills will be enhanced by cutting and introducing selections and synthesizing information from complex texts. Students will demonstrate mastery of the fundamentals of directing. Peer critique will be utilized to enhance presentation and performance skills. Students will engage in oral advocacy to promote community partnerships, enhance community engagement, and cultivate a positive school culture.

### Criminal Law (494610)

10-12 - 1 year, 1 credit

Course Description: This Course emphasizes the study of substantive criminal law. Selected crimes most likely to be dealt with by the criminal justice professional are explored through discussion, where applicable, of the English Common Law precedents, general modern application, and specific Arkansas Criminal Code.

## **Journalism**

A maximum of 4 state-approved credits can be received in the Journalism field. Beyond 4 state-approved credits, all other Journalism credit(s) will be local credit, beyond the state minimum of 22 credits. Journalism-Newspaper OR Journalism-Yearbook

### Journalism I / Newspaper

10, 11, 12 - 1 semester, ½ credit

Journalism I is a one-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.

#### Journalism II / Newspaper

10, 11, 12 - 1 year, 1 credit

(May be taken all 3 years for credit)

Prerequisite: B or better in Journalism I or teacher approval

Journalism II is a two-semester course designed to provide students with an intermediate study of media applications above Journalism I. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members. Students will learn to apply journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility. In this course, students will publish a quality school newspaper electronically with the primary purpose of providing a means of communication among students, faculty, administration, school board, parents, and community.

#### Journalism III / Newspaper

10, 11, 12 - 1 year, 1 credit

(May be taken all 3 years for credit)

Prerequisite: B or better in Journalism II or teacher approval

Journalism III is a two-semester course designed to immerse students in the production process through an advanced study of media production. Students will use academic knowledge gained in Journalism I and II to assume leadership roles and/or become advanced writers, designers, and photographers. Students will adhere to journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility. This course is an intermediate study of newspaper production and publication. These students will participate in the publication process from the brainstorming phase to the final product distribution.

#### Journalism / Yearbook I

10, 11, 12 - 1 semester, ½ credit

This course concentrates on feature writing, yearbook layout and design, theme development, coverage, content, planning and the principles of photography. Students learn the techniques for producing a modern school yearbook. Practical experience includes interviewing, photography, and the business aspects of the high school yearbook. Upon successful completion of this course, students may apply for membership on the Yearbook staff.

#### Journalism / Yearbook II

10, 11, 12 - 1 year, 1 credit

(May be taken all 3 years for credit)

Prerequisite: Yearbook 1 or teacher approval

Yearbook II is a two-semester course designed to provide students with an intermediate study of media applications above Yearbook I. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members. Students will learn to apply journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility. In this course, students are responsible for the entire production of the high school yearbook. Using

advanced computer technology, students market, design and photograph and copy edit the school's yearbook.

### Journalism / Yearbook III

10, 11, 12 - 1 year, 1 credit

(May be taken all 3 years for credit)

Prerequisite: Yearbook II or teacher approval

Yearbook III is a two-semester course designed to immerse students in the production process through an advanced study of media production. Students will use academic knowledge gained in Yearbook I and II to assume leadership roles and/or become advanced writers, designers, and photographers. Students will adhere to journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility. Yearbook III is an advanced study of yearbook production and publication. These students will participate in the publication process from the brainstorming phase to the final product distribution, and are responsible for the entire production of the high school yearbook.

## **English Language Development**

### English Language Development (ELD 1)

10,11,12 - 1 year, 1 credit

ELD 1 is a language course for English learners in their first year in the U.S. who are at the beginning levels of English. The goal is to develop academic language skills necessary for academic and authentic communication.

### English Language Development (ELD 2)

10,11,12 - 1 year, 1 credit

ELD 2 is a language course for English learners who are at beginning/ intermediate levels of English. The goal is to develop academic language skills necessary for academic and authentic communication. This English as a Second Language service is generally provided to English learners in their second year in the U.S.

### English Language Development (ELD 3)

10,11,12 - 1 year, 1 credit; ½ Oral Communication

ELD 3 is a language course for English learners who are at intermediate levels of English. The goal is to develop academic language skills necessary for academic and authentic communication. This English as a Second Language service is generally provided to English learners in their third year in the U.S.

### English Language Development (ELD 4)

10,11,12 - 1 year, 1 credit

ELD 4 is a language course for English learners who are at advanced levels of English. The goal is to develop academic language skills necessary for academic and authentic communication. This English

as a Second Language service is generally provided to English learners in their fourth year in the U.S or advanced English learners.

## World Languages

World Language courses are recommended as part of a College and Career Readiness plan. All Modern Languages and Spanish for Heritage and Native Speaker courses qualify as World Language credit. Two consecutive years of the same language is not required for graduation but is highly encouraged for college acceptance and to prepare for Seal of Biliteracy qualification. It is the expectation of Springdale Schools that students who begin language courses in 8th, 9th, or 10th grade will continue until their senior year.

### ARKANSAS SEAL OF BILITERACY

The Arkansas Seal of Biliteracy recognizes Arkansas high school students who have studied and attained proficiency in two or more languages. It is awarded by the Arkansas Foreign Language Teachers Association and the Arkansas Teachers of English to Speakers of Other Languages, and is endorsed by the Arkansas State Board of Education.

The Arkansas Seal of Biliteracy is a certification that encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. Applicants must submit evidence of proficiency in English and another language, along with a consent form and essay. Qualifying students from Springdale will receive an embossed certificate and medal.

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

[ARBiliteracy@gmail.com](mailto:ARBiliteracy@gmail.com)

### Modern Languages I, II, III, and IV

Provides basic instruction in pronunciation, aural comprehension, vocabulary, and grammar, and leads to increased communicative and cultural proficiency in the target language(s). Target language cultures, traditions, and current events are introduced on the appropriate level through selected readings, audio/visual recordings, and other authentic materials. Listening, speaking, writing, role-playing and group activities are designed to instruct, reinforce, and connect language skills. Modern Languages I, II, III, and IV include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. This course description applies to French, German, Spanish and Chinese languages levels I - IV.

#### French I

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

#### French II

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in French I

#### French III

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in French II

French IV

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in French III and/or teacher recommendation

German I

10, 11, 12 - 1 year, 1 credit

German II

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in German I

German III

11, 12 - 1 year, 1 credit

Prerequisite: C in German II

German IV

11, 12 - 1 year, 1 credit

Prerequisite: C in German III and/or teacher recommendation

Mandarin Chinese I

10, 11, 12 - 1 year, 1 credit

Mandarin Chinese II

11, 12 - 1 year, 1 credit

Prerequisite: C in Chinese I

Mandarin Chinese III

11, 12 - 1 year, 1 credit

Prerequisite: C in Chinese II

Mandarin Chinese IV

11, 12 - 1 year, 1 credit

Prerequisite: C in Chinese III and/or teacher recommendation

Spanish I

8, 9, 10, 11, 12 - 1 year, 1 credit

Spanish II

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

Prerequisite: C in Spanish I

Spanish III

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in Spanish II

Spanish IV

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in Spanish III or Spanish for Native Speakers I-III, placement assessment, and teacher recommendation.

Spanish for Heritage and Native Speakers I, II, and III (SHNS):

Intended for native speakers (those raised in an environment using mainly Spanish) and heritage speakers (those raised in an environment where the language was most likely spoken in the home). The courses provide a thorough review of the Spanish language and are conducted entirely in Spanish. Students improve literacy through extensive, varied writing activities and exposure to a variety of Hispanic literature, newspapers, magazines, films, music, and current issues. Language skills are improved through oral presentations, debates, and class discussions in both formal and informal settings. Hispanic culture and traditions are presented to deepen students' appreciation of the native language. SHNS I, II and III include applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Students should be conversant in Spanish.

Spanish for Heritage and Native Speakers I\*

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

Prerequisite: Placement assessment and/or teacher recommendation

Spanish for Heritage and Native Speakers II\*

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

Prerequisite: C in SHNS I, placement assessment, and/or teacher recommendation

Spanish for Heritage and Native Speakers III\*

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in SHNS II, placement assessment, and/or teacher recommendation

Spanish for HealthCare I

11th and 12th grade, 1 semester, ½ credit.

Spanish for Health Care is a semester-long Spanish course that is designed to develop language, ethics, and communication skills to be applied in the HealthCare field. While it is not a medical terminology course, it does meet World Language, Smart Core, and Career Focus requirements. The course is open to any heritage, native, or second-language Spanish student, and can be paired with Bilingual Service Learning.

Spanish for HealthCare II

11th and 12th grade, 1 semester, ½ credit.

Prerequisite: Spanish for HealthCare I

This semester-long Spanish course builds upon the learning from the first semester.

Spanish for Business I

11th and 12th grade, 1 semester, ½ credit.

This semester-long Spanish course is designed to develop language, ethics, and communication skills to be applied in the Business field. While it is not a technologies skills course, it does meet World

Language, Smart Core, and Career Focus requirements. The course is open to any heritage, native, or second-language Spanish student, and can be paired with Bilingual Service Learning.

### Spanish for Business II

11th and 12th grade, 1 semester, ½ credit.

Prerequisite: Spanish for Business I

This semester-long Spanish course builds upon the learning from the first semester.

### AP Spanish Language & Culture

10, 11, 12 - 1 year, 1 credit

Prerequisite: C in Spanish III, Spanish IV, or SHNS I, II or III, and AP Spanish teacher recommendation.

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. It promotes both fluency and accuracy in language use and does not overemphasize grammatical accuracy at the expense of communication. Students develop awareness and appreciation of products, practices and perspectives, learn language structures in context and use them to convey meaning, and are engaged in an exploration of culture in both contemporary and historical contexts. When communicating, students demonstrate an understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between the native language and the target language and between cultures, and use the target language in real-life settings. In order to best facilitate the study of language and culture, the course is taught in Spanish.

### AP Spanish Literature & Culture

12 - 1 year, 1 credit

Prerequisites: AP Spanish Language or AP teacher recommendation

This course is designed to provide students with a learning experience equivalent to that of a third-year college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature and provides opportunities for students to demonstrate their proficiency in Spanish. Students are provided with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills, with special attention to critical reading and analytical writing, and are encouraged to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. Students will progress beyond reading comprehension to read with critical, historical and literary sensitivity, and will be able to apply the skills they acquire in this course to many other areas of learning and life.

## Social Studies

### World History

10, 11, 12 - 1 year, 1 credit

The study of the events and forces, which have shaped human life from 1450 to present. The events and forces studied are political, social, or economic in nature.

### AP World History

10, 11, 12 - 1 year, 1 credit

This course develops a greater understanding of the evolution of global processes. Emphasis is on contact and interaction between different human societies over the last one thousand years. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage for today's new societies. The goals are advanced through a combination of selective factual knowledge and appropriate analytical skills.

### American History

10, 11, 12 - 1 year, 1 credit

A study of our historical heritage with emphasis from 1890 to present.

### AP US History

10, 11, 12 - 1 year, 1 credit

Students may take this AP course even if they have already taken regular US History.

This survey course covers the discovery and settlement of the New World to the modern era. Major focus is on political, social and economic aspects of American history. The composition portion concentrates on literary analysis, essays on historical trends, and summaries of historical works. It is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course is designed to help students develop skills necessary to arrive at conclusions on the basis of an informed judgement and to present reasons and evidence clearly and persuasively in a debate or essay.

### Civics

10, 11, 12 - 1 year, ½ credit

#### **Required course for graduation**

This course is a one semester course designed to introduce students to the rights and responsibilities associated with being an American. Emphasis will be placed on citizen participation in our democratic system in order to learn about the larger goal of civic duty and responsibility in our community as well as our nation.

### Economics - embedded Personal Finance

10, 11, 12 - 1 year, ½ credit

This course meets high school graduation requirements. Economics is a one-semester survey course that is designed to help students gain an understanding of basic economic principles and institutions including scarcity, economic systems, supply and demand, banking, the Federal Reserve, inflation, unemployment, and the role of government in the economy. Students will be expected to participate in class in a number of different ways, including but not limited to, note taking, group work writing assignments, and class projects. Students' primary resource for this class will be their assigned texts as well as any outside readings provided by the instructor.

#### AP United States Government and Politics

11, 12 - 1 year, 1 credit

This class offers the opportunity to gain college credit through taking the AP exam. Both semesters include factual and analytical concepts in government and politics. The content areas for 1st semester, AP Government and Politics: United States, are as follows; current events, constitutional development, the executive, judicial, legislative, bureaucracy, political parties, pressure groups, the media, civil rights. The 2nd semester, AP Government and Politics: a Comparative, focuses on the governmental development and current events of England, Russia, China, Iran, Nigeria, and Mexico.

#### AP European History

10, 11, 12 - 1 year, 1 credit

**(\*AP European History does not count as World History credit)**

The study of European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. The goal is to develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

#### Psychology

10, 11, 12 - 1 semester, 1/2 credit

This is an introductory psychology class. It emphasizes the scientific study of the behavior of man. The focus is on concepts and terminology in the following subject areas; learning, memory, personality, stress, abnormal behavior, and altered states. The student should be prepared to read, write, work in groups, do presentations, and think.

#### AP Psychology

11, 12 - 1 year, 1 credit

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

### AP Human Geography

10, 11, 12 - 1 year, 1 credit

The purpose of this course is to introduce 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 human social organization and its environmental consequences. Students will see how the population of the world has turned the Earth's space into place, leaving a human imprint on the land. For example, students will study pop culture, population trends, migration and immigration and urban development.

### Sociology

10, 11, 12 - 1 semester, ½ credit

Sociology is the study of human populations, social behavior, and group interaction. Subjects explored are: racism and minority groups, adolescence, gender roles and sex stereotyping, the population explosion, cults and propaganda, crime and violence.

## **Mathematics**

Four credits of math are required for each student and must be completed during the regular school year in 9th, 10th, 11th, and 12th grades (one per year). Note: All seniors must be enrolled in a math class during their senior year.

### [Math Flow Chart](#)

#### Geometry

10 - 1 year, 1 credit

Prerequisite: Algebra I

Geometry is a course that follows Algebra I. Students study the basic geometric figures while developing an understanding of the formal structure and proof of geometry. This course helps students develop skills in logical thinking needed in higher mathematics.

#### Advanced Geometry

10 - 1 year, 1 credit

Prerequisite: Advanced Algebra I or an A in Algebra I with teacher recommendation.

Geometry is a course that follows Algebra I. Students study the basic geometric figures while developing an understanding of the formal structure and proof of geometry. This course covers the same topics as Regular Geometry but includes plus standards from Arkansas Standards in order to prepare students for Advanced Algebra II.

#### Algebra II

10, 11, 12 - 1 year, 1 credit

Prerequisite: Algebra I

This course equips college-bound students with a working knowledge of the fundamentals needed for a college algebra course. **Algebra II does not serve as a prerequisite for Pre-Calculus.**

### Advanced Algebra II

10, 11 - 1 year, 1 credit

Prerequisite: Advanced Geometry or strong performance in regular Geometry with teacher recommendation.

This course is an in-depth study of the algebra needed for higher mathematics such as Pre-Calculus and AP Calculus. Advanced Algebra II is strongly recommended for students who will specialize in fields such as science, engineering, or mathematics. A graphing calculator is recommended for this course.

### Pre-Calculus

11, 12 - 1 year, 1 credit

Prerequisite: Algebra I, Advanced Geometry, Advanced Algebra II, and teacher recommendation. Algebra II does not meet this requirement.

This course is for students interested in continuing their study of mathematics or related fields. Emphasis is on the study of trigonometric functions, analytic geometry, some higher algebraic skills, and other related topics. A graphing calculator is recommended for this course.

### Algebra III

11, 12 - 1 year, 1 credit

Prerequisite: Algebra I, Geometry, an A or B in Algebra II, or a C in Algebra II with teacher recommendation.

The purpose is to prepare college-bound students for non-mathematical majors in college. Emphasis is on improving and extending algebraic skills. This course will provide the student with a working knowledge of algebra for College Algebra. This course covers the Arkansas Algebra III frameworks in preparation for College Algebra.

### Quantitative Literacy

12 - 1 year, 1 credit

Prerequisite: Algebra 1, Geometry, Algebra 2

This course will emphasize application and modeling of mathematical concepts in real-life contexts which are necessary immediately after high school. A heavy emphasis will be placed on mathematics related to personal and business finances as well as probability and statistics. The course is designed to help students see how mathematical and numerical reasoning can help them make decisions and solve problems arising from real-life scenarios. This course satisfies the state graduation requirements for financial literacy.

### Math Ready

11, 12 - 1 year, 1 credit

Prerequisite: Algebra I, Geometry

Math Ready emphasizes understanding of mathematics concepts rather than just memorizing procedures. Students learn the context behind procedures and understand why to use a certain formula

or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers. This class is considered a 4th math beyond Algebra 2 for smart core as long as Algebra 2 is taken before graduation.

### Statistics

11 and 12 - 1 Year, 1 Credit

Prerequisites: Algebra 1 and Algebra 2

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 with 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.

### Technical Math for College and Career (439130)

12 - 1 Year, 1 credit

Prerequisite: Algebra I, Geometry, 1 ADE approved unit of Math

Technical Math for College and Career builds on previous high school math courses to extend mathematical topics and relationships. Emphasis will be placed on the application of mathematics in context and on modeling. Students will collect, analyze, and interpret data and use math to help model real-world situations.

### AP Calculus AB

11, 12 - 1 year, 1 credit

Prerequisite: Pre-Calculus or strong performance in Advanced Algebra II

AP Calculus AB is a college level mathematics course covering single-variable differential and integral calculus. This course is equivalent to one semester of calculus at most universities. All students are required to have a graphing calculator and are expected to take the AP exam.

### AP Calculus BC

11, 12 - 1 year, 1 credit

Prerequisite: AP Calculus AB

AP Calculus BC is an extension of AP Calculus AB. This course covers topics in single-variable differential and integral calculus including parametric and polar functions as well as infinite series. BC is equivalent to two semesters of calculus at most universities.

### AP Statistics

11, 12 - 1 year, 1 credit

AP Statistics is an introduction to the most common statistical concepts including every aspect of data collection, analysis and interpretation. These techniques are used in a wide variety of fields of study. All students are required to have a graphing calculator and are expected to take the AP exam. Students can enroll simultaneously in this class with Pre-Calculus or AP Calculus.

### College Algebra Concurrent Credit

(see Northwest Arkansas Community College section)

### College Finite Concurrent Credit

(see Northwest Arkansas Community College section)

### College Trigonometry Concurrent Credit

(see Northwest Arkansas Community College section)

## Science

The Springdale School District strongly recommends that college-bound students consider taking a Chemistry, and Physics course in their high school curriculum. Students should also consider taking at least one or two additional science courses as electives.

### [Science Flow Chart](#)

#### Biology-Integrated

10, 11, 12 - 1 year, 1 credit

#### **graduation requirement**

Biology is the standard entry level science course for sophomores. A biology course is required by the ADE for graduation in Arkansas. This course is laboratory-centered and investigates the major themes of biological science including: the nature of the cell, the chemistry of living systems, inheritance and study of DNA, plant and animal anatomy and physiology, evolution, classification of living things, and scientific and social issues relating to biology. The course includes group activities, oral presentations.

#### AP Biology

10, 11, 12 - 1 year, 1 credit

Prerequisite: Advanced Biology-Integrated or an A in Biology-Integrated and Meets Expectations or Exceeding in Reading on the ACT Aspire. **AP Biology can be taken concurrently with Advanced Chemistry. It is recommended for sophomores who took Advanced Biology in 9th grade.**

AP Biology is equivalent to a two-semester college introductory biology course. The course design will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting concepts in and across domains.

#### Astronomy

10,11,12 - 1 year, 1 credit

#### **Can count for the third science graduation credit**

Astronomy is designed to introduce students to the night sky and the wonders of the universe in an engaging, hands-on learning environment. The course is designed for students who want to learn practical skills that will enable them to enjoy amateur astronomy as a hobby. It will also provide enrichment teaching the nature of science, the use of the scientific method, and related topics. The course is additionally designed with the intention of providing enrichment teaching and support as a

bridge for students who plan to go on to study physics or other physical sciences, but who first need additional support and preparation. It is recommended that students taking the course should first successfully complete Algebra I. Students in grades 10, 11 and 12 may take the course wherever it is appropriate for their educational and graduation goals, in consultation with their advisor and counselor.

### Anatomy and Physiology

11, 12 - 1 year, 1 credit

#### **Can count for the third science graduation credit**

Prerequisite: A minimum of a C in Biology. This advanced course concentrates on human anatomy and physiology.

As the structures and functions of the body systems are covered in class discussion, detailed dissection of an advanced animal is included. This course is for students interested in a medical field or planning to study advanced biological sciences in college.

### Environmental Science

10, 11, 12 - 1 year, 1 credit

#### **Can count for the third science graduation credit**

This is a laboratory investigative approach surveying environmental science, earth science, and meteorology through a major emphasis on ecological interactions and man's use of the earth and its resources. In addition, scientific, social, geographical and economic issues are incorporated in the course work with an emphasis on specific case studies.

### AP Environmental Science

11, 12 - 1 year, 1 credit

#### **Can count for the third science graduation credit**

Prerequisite: The AP Environmental Science course is an option for any interested student who has completed two years of high school laboratory science - one year of Biology and one year of physical science. Due to the quantitative analysis that is required in the course, students should also have taken at least one year of algebra.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

### Physics

10, 11, 12 - 1 year, 1 credit

This is a study of the science of matter and energy, which includes motion (mechanics), heat (thermodynamics), sound, light, electricity and magnetism, and atomic theory. Emphasis is on problem solving. Experiments and demonstrations are used to help understand concepts studied. This course is recommended for students who will be required to take physics or physical science in such areas as architecture, nursing, biological science, agriculture, teaching, forestry, food sciences, and computers.

### AP Physics I

10, 11, 12 - 1 year, 1 credit

Prerequisite: Grade of B or better in Algebra 2 or its equivalent, or C in Physics, or AP teacher approval.

This is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and regular momentum); work, energy, power mechanical waves and sound. It will also introduce electric circuits.

### AP Physics II

11, 12 - 1 year, 1 credit

Prerequisite: C in Advanced Algebra II, or C in Physics, or AP teacher approval.

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

### AP Physics C-Mechanics

10, 11, 12 - 1 year, 1 credit

2020, 2021 graduates can count this as a science credit for graduation.

Starting with the 2022 graduates AP Physics C- Mechanics is a science elective and does NOT count for the 3 required science graduation credits.

Prerequisites: Currently in AP Calculus AB, BC, or teacher approval.

Instruction will be provided in six content areas: Kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The course is designed for students planning careers in engineering, architecture, physics.

### AP Physics C-Electricity and Magnetism

10, 11, 12 - 1 year, 1 credit

Prerequisites: Currently in AP Calculus AB, BC, or teacher approval.

Students will develop a deep understanding of foundational principles of physics in electricity and magnetism by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. Students will develop critical thinking skills through applying methods of differential and integral calculus to formulate physical principles and solve complex physical problems.

### Chemistry-Integrated

10, 11, 12 - 1 year, 1 credit

Prerequisite: Successful completion of Physical Science-Integrated and Biology-Integrated.

This is a laboratory investigative approach to the understanding of chemistry as a science. Students gather information related to the structure of matter and seek to arrange this information into meaningful patterns. Strong emphasis is on reasoning and problem-solving in preparation for the ACT. Laboratory experiments demonstrate chemical principles covered in classroom work. Use of basic algebra is essential.

### Advanced Chemistry-Integrated

10, 11, 12 - 1 year, 1 credit

Prerequisite: Minimum of a C in Advanced Biology-Integrated and Algebra 1. A strong math background including algebra is highly recommended and can be taken concurrently with AP Biology.

Advanced Chemistry-Integrated is a first year chemistry course designed to meet the needs of the student who plans on continuing on the science track or taking a college chemistry class. If a student plans on continuing into AP Chemistry, this is a prerequisite.

### AP Chemistry

11, 12 - 1 year, 1 credit

Prerequisite: A minimum of C in Advanced Chemistry-Integrated and scores Meets Expectations or Exceeding on Reading ACT Aspire. A strong math background including algebra is highly recommended.

This year is the equivalent of **first-year** general college chemistry; thus, students who complete it and do well on the AP exam will receive college credit for the course. The course differs qualitatively from the usual high school course in chemistry in the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical equilibrium, kinetics, and thermodynamics, experimentation, and research techniques. There is a required project. Students are required to take the AP exam for college credit and/or advanced placement in their college degree program.

## Fine Arts

### Music

The following description is for all options of the Instrumental Music program. To enroll in these choices, you must have a recommendation from the band directors. Instrumental music in the high school band places emphasis on performance. The band performs at football games, marching contests, parades, Christmas concerts, etc. Participation and quality of marching and playing are stressed.

**Attendance at all performances is required.**

### Sophomore Band

(Instrumental II)

10 - 1 year, 1 credit

Prerequisite: Recommendation of Jr. High band director.

\*This course consists of Marching Band combined with Symphonic Winds, Concert Winds, Varsity Winds, or Band Methods.

### Junior Band

(Instrumental III)

11 -1 year, 1 credit

Prerequisite: Recommendation of band director.

\*This course consists of Marching Band combined with Symphonic Winds, Concert Winds, Varsity Winds, or Band Methods.

### Senior Band

(Instrument IV)

12 -1 year, 1 credit

Prerequisite: Recommendation of band director.

\*This course consists of Marching Band combined with Symphonic Winds, Concert Winds, Varsity Winds, or Band Methods.

### **\*Instrumental Music Ensembles**

**Marching Band**-The marching band performs at halftime of all home football games. The band travels to all away football games when transportation is available. The marching band performs at various marching contest throughout the first semester. **Attendance at all performances is required.**

**Symphonic Winds**-Performs quality music at a quality level; studies wind and orchestra literature from all periods of music. Emphasis is on performance and on individual improvement. This ensemble is active in All-Region and State music festivals. **Attendance at all performances is required.**

**Concert Winds**-Emphasis is on performance of band music and individual student progress. This ensemble is active in the same concerts and festivals as the Symphonic Winds. **Attendance at all performances is required.**

**Varsity Winds**-Emphasis is on performance and individual student progress. This ensemble is active in the same concerts and festivals as the Symphonic and Concert Winds. **Attendance at all performances is required.**

**Band Methods**-This course is for students needing additional fundamental musical training. Emphasis is on tone production, rhythm skills, scale development, and general musical knowledge. **Attendance at all performances is required.**

### Jazz Band I

10 - 1 year, 1 credit

Prerequisite: Audition only

The Jazz Band performs at all home basketball games and several concerts per year. Travel is sometimes required. Emphasis is on jazz, blues, funk, and rock styles, as well as improvisational techniques.

### Jazz Band II

11 -1 year, 1 credit

(See Jazz Band I description)

### Jazz Band III

11 -1 year, 1 credit

(See Jazz Band I description)

### AP Music Theory

11, 12 - 1 year, 1 credit

Prerequisite: Band, Choir or 2 years of piano/guitar (must read pitches on a staff, recognize duration of notes and rests). This course is designed for those students interested in pursuing a career in music. They can learn the basics of music theory and composition. This course is also important to students who want to further their music studies after high school. Students will train in aural skills (ear training), basic composition, and basic music theory in accordance with The College Board Advanced Placement Program Music Theory Course Description. This course will help prepare students for the AP exam.

### Camerata Singers

10, 11, 12 - 1 year, 1 credit

Prerequisite: Teacher approval by audition.

Emphasis is on the study of music through performance of choral literature from all music periods. The choir participates in concerts, clinics, contests, regional, state, national, and international events. The choir is musically active throughout the year. **Attendance at concerts and contests is required.**

### Bel Canto Choir

10, 11, 12 - 1 year, 1 credit

Prerequisite: Teacher approval by audition.

Emphasis is on the study of music through performance of choral literature from all music periods. The choir participates in concerts, clinics, contests, regional, state, national, and international events. The choir is musically active throughout the year. **Attendance at all performances is required.**

### Male Chorus

10, 11, 12 - 1 year, 1 credit

Prerequisite: Open to all students

Emphasis is on the study of music through performance of choral literature from all music periods. The choir participates in concerts, clinics, contests, regional, state, national, and international events. The choir is musically active throughout the year. **Attendance at all performances is required.**

### Female Chorus

10, 11, 12 - 1 year, 1 credit

Prerequisite: Open to all students

Emphasis is on the study of music through performance of choral literature from all music periods. The choir participates in concerts, clinics, contests, regional, state, national, and international events. The choir is musically active throughout the year. **Attendance at all performances is required.**

## **Art**

### Art I

10, 11, 12 - 1 year, 1 credit

No prerequisite

Art I is designed for students who have a strong interest in art. Painting, drawing, printmaking, and sculpture media will be explored. Students will gain confidence in using design principles to create original, personal works of art. The works of past and present artists will be presented, and students will gain fluency in the universal language of art.

### Drawing I

10, 11, 12 - 1 year, 1 credit

No prerequisite

Drawing I is a two-semester course that provides practice in application of artistic processes and skills. Students learn the basics of line, contour, shading, texture, perspective, composition, and action drawing. Students will create several original works of art and compile a portfolio of their artwork. Projects are based on subjects such as still life, landscape and inventive forms and may incorporate media such as charcoal, graphite, ink, and collage. Students explore form and structure from observation and imagination through the use of line, shape, value and texture.

### Drawing II

10, 11, 12 - 1 year, 1 credit

Prerequisite: Drawing I

This is an advanced drawing class for the serious studio student artist who comes to it with prior experience. It is designed to further develop his/her existing drawing skills, while continuing to introduce and explore a variety of tools and mediums. Emphasis will be placed on the further growth of all aesthetic qualities as they relate to a more complicated visual means of expression.

### Drawing III

10,11,12 - 1 year, 1 credit

Prerequisite: Drawing II or Teacher Approval

In this course, advanced students will focus on portfolio development as they continue to develop skills in producing high quality works of art. Emphasis is placed on creating more complex visual statements. A wide range of materials and processes will be further explored, and students will have the opportunity to focus on a chosen subject or medium. The course is intended for advanced students creating a portfolio.

### Painting I

10, 11, 12 - 1 year, 1 credit

Prerequisite: Full year of Art I or Drawing I

This course is designed for beginners and those who have minimal painting experience. Students will learn the basics of handling a variety of color media and explore various techniques and subject matter. We will cover the fundamentals of composition, tone, and blending colors. One-on-one and group

discussions will also touch upon concepts crucial to the creative process. Technical demonstrations and short writing projects will complement our studio work.

### Painting II

11, 12 - 1 year, 1 credit

Prerequisite: Painting I

Further development of painting methods, techniques, individual style and concepts on various surfaces. Painting II continues the introduction to the basic skills, techniques and processes of painting developing further the student's understanding of the principles and conventions of composition and pictorial space. Projects are designed to foster a deeper appreciation of the technical and conceptual history of painting with ample opportunities for individual interpretation and expression. Painting II continues to build both observational and experimental skills and increases conceptual and individual thinking.

### AP Art History

10, 11, 12 - 1 year, 1 credit

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnection of art-making processes and products throughout history.

AP Art History is designed to be the equivalent of a two-semester introductory college or university art history survey course.

### Ceramics I

10, 11, 12 - 1 year, 1 credit

No prerequisite

This class is designed for beginners. An introductory studio consisting of both hand and wheel methods of construction. The course will include an examination of clay, glaze, decoration methods, and firing process. It is for students who have an interest in working with clay, and gives them experiences in making functional as well as sculptural pieces, using a variety of techniques. Well thought out forms, designs and functional uses along with good craftsmanship are emphasized. They will also be exposed to ceramic history and appreciation through videos, discussion, written assignments, including reflective writing, research papers, demonstrations, and critique sessions.

### Ceramics II

10, 11, 12 - 1 year, 1 credit

Prerequisite: Art I or Ceramics I

This course will introduce advanced ceramic techniques and projects. Students will develop and enhance skills learned in Ceramics I class, as well as refine and experiment with new materials and techniques. It will include advanced student exposure to various cultural connections throughout the history of ceramics, expanded knowledge of tools and techniques, and exposure to the artisans currently involved in the ceramic process. They will also be exposed to ceramic history and appreciation through

videos, discussion, written assignments, including reflective writing, research papers, demonstrations, and critique sessions.

### Sculpture

10, 11, 12 - 1 year, 1 credit

Prerequisite: Art I or Ceramics I

This course will build a strong, practical branch of visual art focusing on the techniques and processes of three-dimensional art (in the round and relief) such as additive, subtractive, assemblage, and casting sculpture. Students will complete sculptural projects that show how the elements and principles of art can create a good design for a piece of art. They will also be exposed to sculptural art history and appreciation through videos, discussion, written assignments, including reflective writing, research papers, demonstrations, and critique sessions.

### Visual Art Appreciation

10, 11, 12 - ½ year, ½ credit

No Prerequisite

Visual Art Appreciation is a one-semester course designed to develop perceptual awareness and aesthetic sensitivity, as well as a foundation for a lifelong relationship with the arts. Students will learn the elements of art and principles of design; explore the basic processes, materials, and inherent qualities of visual art; examine a broad range of methods; conduct critical analyses of the creative processes involved in the various art forms; and reflect on the connections between society and visual art.

### Art History (Prehistoric to Renaissance)

10,11,12 - 1 semester, 1/2 credit

Art History (Prehistoric to Renaissance) is a one-semester course designed to teach students the significance of art throughout history. Students in Art History (Prehistoric to Renaissance) will examine periods of art history from around the world, with emphasis on art from ancient civilizations, classic civilizations, the Middle Ages, and the Early and High Renaissance. Students will examine characteristics of art including themes, artists, major works of art, media, and processes involved in creating works of art that is unique to each period of art; explore societal influences on art from each period and the impact art from each period has had on society; apply basic terminology and higher-order thinking skills and draw inferences from works of art and artists from each period of art history. Art History (Prehistoric to Renaissance) will satisfy the ½ credit fine arts requirement for graduation.

### Art History (Baroque to Postmodern)

10,11,12 - 1 semester, 1/2 credit

Art History (Baroque to Postmodern) is a one-semester course designed to teach students the significance of art throughout history. Students in Art History (Baroque to Postmodern) will examine periods of art history from around the world, with emphasis on Baroque, Rococo, Pre-Modern, Modern, and Postmodern art. Students will examine characteristics of art including themes, artists, major artworks, media, and processes involved in creating artwork that is unique to each period of art.

Students will explore societal influences on art from each period, and the impact art from each period has had on society. Additionally, students will apply basic terminology and higher-order thinking skills and draw inferences from artwork and artists from each period of art history.

### AP Studio Art & Design (2D, 3D, or Drawing)

11, 12 - 1 Year, 1 Credit

Prerequisite: Teacher recommendation

This course requires that the student develop and apply skills of inquiry, investigation, practice, experimentation, revision, communication, and reflection by creating a portfolio of artwork. This portfolio will consist of two components: 1) Sustained Investigation (60%) - 15 total artworks that demonstrate a student's inquiry-guided investigation of practice, experimentation, and revision and, 2) Selected Works (40%) - 5 total artworks that demonstrate the skillful, synthesis of materials, processes, and ideas. The 5 artworks chosen for the Selected Works portion of the portfolio will also be sent in to the College Board to be assessed (for 2D and Drawing only). Ultimately, students will create a portfolio of work that stems from their own interests and guiding questions. There will also be written prompts that the students will need to complete for each part of the portfolio to accompany and describe the artworks. AP Studio Art is considered a college-level course, and as such, is highly demanding and rigorous in nature. Students should have a strong personal interest in art, excellent independent work habits, and a willingness to work several hours outside of class each week to meet the demands of this course. Basic supplies and materials are provided, however, students may also use their own both at school and outside of school in order to complete projects

## **Theatre**

### Theatre I

10, 11, 12 -1 year, 1 credit

This is an introduction to theatre. Class time is spent learning the basics of drama performance. Units include: improvisation, voice and movement, pantomime, monologues, acting and script reading. This class is for the student who would like to overcome stage fright and get a taste of what theater is all about.

### Theatre II

10, 11, 12 -1 year, 1 credit

Prerequisite: Theatre I and teacher recommendation.

This class is a continuation of Theatre I. Students will cover units in acting techniques, theatre terminology, theatre history, portfolio, script writing, radio, TV, film and interpretation. Students are encouraged to participate in play performances.

### Theatre III

12- 1 year, 1 credit

Prerequisite: Theatre II and teacher recommendation.

This class is for students with a serious interest in theatre. Students polish their talents in performance and technical theater and continue to work on their portfolio and audition scenes to prepare for college scholarships as well as serving as actual production staff. Students assume more individual responsibility for production and participation as performers, technicians and theatre management crews. Grading is based on participation and accomplishment of duties assigned.

#### Theater IV

2 - 1 Year, 1 credit

Theatre IV is a course in which students with an extreme interest in theatre work towards mastering their talents in performance to direct drama/theatre experiences and will continue to work on their portfolio and audition scenes to prepare for college scholarships as well as serving as actual production staff. Students again will assume individual responsibility for production and participation as performers, technicians and theatre management crews. Theatre 3 and a teacher's recommendation are prerequisites for this course.

#### Technical Theatre I

10,11,12 - 1 year, 1 credit

Technical Theatre I provides students with both exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume, and makeup. Students will examine works already created by themselves, their peers, or others to analyze the artistic merit and refine work. Throughout the class students discover connections between theatrical works and historical, societal, and cultural context. Theatre Appreciation or Theatre 1 should be taken before taking this class but are not required to do so.

#### Technical Theatre II

10,11,12 - 1 year, 1 credit

Technical Theatre II allows students to advance their skills in all elements of technical theatre through practical experience, with new instruction in design. Stagecraft 1 and a teacher recommendation are prerequisites for this course.

#### Technical Theatre III

11,12 - 1 year, 1 credit

Technical Theatre III allows students to deepen their understanding and advance their skills in specialized elements of technical theatre, which could include scenery, props, lighting, sound, costume, and/or makeup. Stagecraft 2 and a teachers recommendation are prerequisites for this course.

#### Technical Theatre IV

11,12 - 1 Year, 1 credit

Technical Theatre IV focuses on leadership skills required to provide technical direction to a collaborative production staff. All levels of Technical Theatre focus include scenery, props, lighting,

sound, costume, and/or makeup. Technical Theatre 3 and a teacher's recommendation are prerequisites for this course.

### Theatre Appreciation

10-12, - 1 Semester Course. .5 credit

Theatre Appreciation is a course in which students 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.

## **Health & Physical Education**

### Health

10, 11, 12 - 1 semester, ½ credit

Basic health offers information for healthy living. The course includes wellness, mental health, stress management and suicide prevention, physiology of exercise, information on diabetes, cancer and cardiovascular diseases, training in CPR, family life education, sexually transmitted diseases, and the effects of tobacco, alcohol, and drugs on the body. This course is required for graduation.

\*Beginning 2015-2016, all health classes will consist of a blended delivery that includes an online component in addition to classroom teacher instruction.

### General PE

10, 11, 12 - 1 semester, ½ credit or 1 year, 1 credit

This course consists of general physical education activities, i.e. volleyball, tennis, soccer, basketball, weight training, social dance, badminton.

## **Athletics**

### **Information for all sports and performing groups:**

A physical exam is required before ALL tryouts. Parents must attend the parent meeting. All students must have a coach's approval to sign up. Students must meet the guidelines of the Arkansas Activities Association (grades, age, residence, etc.) and policies of the Athletic Department. Practices may be before school, after school, or weekends. Some travel may be required. All teams are competitive. Random drug testing is required. All athletics follow state frameworks. Some require the purchase of special equipment by the student.

### Sophomore Football

10 - 1 semester, ½ credit

Preseason practice begins the first week of August and lasts until school starts. The junior varsity and sophomores play a nine game schedule with area schools.

### Varsity Football

11, 12 - 1 semester, ½ credit

All interested boys should sign up for seventh period football. Preseason practice begins the first week of August and lasts until school starts. The junior varsity and sophomores play a nine game schedule with area schools. The varsity plays a ten game schedule and competes in the 7A West Conference.

#### Physical Training

10, 11, 12 - 1 semester, ½ credit

This course develops the upper and lower body through a rigid running and weight training program. Fundamentals in exercise, conditioning, nutrition, muscle development, and motor skills are emphasized. There is weight-training competition with area schools. This course is for football players only.

#### Boys Cross Country

10, 11, 12 - 1st semester only, ½ credit

The boys Cross country is open to athletes who competed in cross country or track the previous school year. All others must have prior approval from the cross country coach before enrolling. Team members are expected to run with the team during the summer unless they have prior approval to miss from the coaches. If runners can't attend a summer workout they are still expected, on their own, to complete the workout assigned by the coaches.

#### Girls Cross Country

10, 11, 12 - 1st semester only, ½ credit

All boys and girls should sign up for seventh period cross country for the fall semester. Practice begins before the school year in August. A full schedule will be established for sophomore, junior varsity, and varsity teams.

#### Boys Basketball / Girls Basketball

10, 11, 12 - 1 year, 1 credit

All students interested should sign up for seventh period basketball. Tryouts are set in the spring by the coaches. A full schedule of competition will be established for sophomore, junior varsity, and varsity teams.

#### Girls Volleyball

10, 11, 12 - 1 year, 1 credit

This sport is open to girls in grades 10-12. A tryout period will be held in March or in April of this school year. Practice begins in August before school starts. There is a 16-20 game schedule including weekend tournaments. The team is limited to the top 25-30 players. Volleyball meets before school and is scheduled for 1st period.

#### Boys Track / Girls Track

10, 11, 12 - 1 semester, ½ credit

All boys and girls interested should sign up for seventh period track second semester. A full schedule of competition will be established.

#### Girls Fast-Pitch Softball

10, 11, 12 - 1 semester, ½ credit

This sport is open to all girls in grades 9-12. Any girl trying out for the team must meet the guidelines set forth by the Arkansas Activities Association (grades, age, residence, etc.) and policy set forth by the High School athletic department. The tryout period will be in May for the next year. The top 20-25 players are chosen for the varsity and junior varsity team. A full schedule of competition will be established.

#### Boys Soccer / Girls Soccer

10, 11, 12

**HBHS**-1 year, 1 credit

All interested boys and girls should sign up for soccer when announced. Tryouts for these teams are held during the fall. A full schedule of competition will be established.

#### Boys Baseball

10, 11, 12 - 1 year, 1 credit

All interested boys should sign up for baseball second semester. Tryouts for the team will be held in November. A full schedule of competition will be established.

#### Tennis

10, 11, 12 - 1 year, 1 credit

The Tennis Team is open to all high school students' grades 9-12. Students trying out for the tennis team must meet the Arkansas Activities Association guidelines and Springdale Athletic Department policy. Tryouts will be held in April for the next school year and students must have a medical physical to try-out. Practice begins in August before school starts. Tennis is 7th period during the school year and students must be willing to stay after school for practices and scheduled matches. Varsity Tennis Boys are the top 6 players and Varsity Tennis Girls are the top 6 players. JV Boys and JV Girls play when additional match time permits during the season.

#### Golf

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

The High School Golf Team is a competitive sport. There is competition with area schools, along with, conference and state matches. The team is limited to the top 12-14 players. Only six students are eligible for the team. 9<sup>th</sup> graders are eligible to tryout for the team. Tryouts will be held in April and practices begin in August before school begins.

#### Mens & Womens Swim & Dive Team

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

In this competitive sport, open to all men and women in grades 9-12, swimmers practice the four competitive strokes, turns, and starts. At season's peak team members will swim 2-3 miles per practice. All interested students should speak to the coach, sign-up, and tryout at least one month prior to the beginning of the season. There is a timed, skill-based tryout prior to the beginning of the season; the top 25-32 swimmers are chosen to make up the team. A competition schedule will be established.

### Wrestling

10, 11, 12 - 1 year, 1 credit

This sport is open to students in grades 9-12. Any student trying out for the team must meet the guidelines set forth by the Arkansas Activities Association (grades, age, residence, etc.) and policy set forth by the athletic department. The tryout period will be in the fall for the next year's team and announced at the schools. The top athletes are chosen for the varsity and junior varsity team. A full schedule of completion will be established.

### Dance Team

10, 11, 12 - 1 year, 1 credit

The composition of each group is determined by tryouts. Tryouts for the following year are in the spring. In order to be in tryouts in the spring, students must have been in attendance from the beginning of the semester.

### Cheerleading Team

10, 11, 12 - 1 year, 1 credit

The composition of each group is determined by tryouts. Tryouts for the following year are in the spring. In order to be in tryouts in the spring, students must have been in attendance from the beginning of the semester.

### Esports

10, 11, 12 - 1 year, 1 credit

This team is competitive in three games: Rocket League (3v3), League of Legends (5v5), and Smite (5v5). All students interested should get an application from B200 and return it by March 1st. Depending on interest, tryouts will be held mid-April. Games are held at the school on Tuesday and Thursday nights during the two seasons.

# Business & Information Technology

## Accounting, Finance, and Marketing

Junior and Seniors who have completed three business courses, may be eligible for membership in National Business Honor Society (NBHS).

### Business Law I and II - take together

10, 11, 12 - 1 year, 1 credit

Prerequisite: Survey of Business

This is a year long course designed to acquaint the student with the many applications of law governing our business and personal affairs in today's legal environment and dynamic marketplace. Topics will include criminal law, civil (tort) law, enforcement procedures and the courts, regulatory law for business firms, consumer protection, contract law, credit and bankruptcy, etc. It is designed to help students better understand the business world in which they live, gain confidence in conducting business, and be better prepared to recognize legal problems in the management of an enterprise. **Required for all business majors.**

### Computerized Accounting I

10, 11, 12 - 1 year, 1 credit

Prerequisite: Survey of Business, or CBA or CA I

Students will learn basic accounting principles required in keeping accurate financial records for a business. Students will learn how to record and analyze the daily activities of a business. Students will create financial statements such as Income Statements, Balance Sheets, Bank Reconciliation Statements and Capital Statements using Microsoft Excel. This course is an entry level course for all students with an interest in business. **Required course for accounting majors; elective for all business majors.**

### Computerized Accounting II

11, 12 - 1 year, 1 credit

Prerequisite: Accounting 1, Survey of Business, or CBA or CA I

The accounting principles learned in Accounting I will be expanded and further developed using more complex business situations. They will be applied to the departmental and corporate systems. This class is totally computerized, using spreadsheets and accounting software. This is a good choice for any student who plans to major in business or work in an accounting or financial field. **Required course for accounting majors; elective for all business majors.**

### Financial Planning

10,11,12 - 1 year, 1 ½ credits (½ credit Economics, ½ credit Personal Finance and ½ credit of elective)

This course introduces students to the basic concepts of economics and financial literacy and then builds on these topics to provide a more in-depth study of wealth management and personal financial planning. Components of financial planning and strategies used in the

accumulation and conservation of wealth are the focus. Strategies for investing, tax, insurance, retirement planning, and estate planning are studied. In addition, basics of business financial planning are discussed, including the purpose and use of financial statements in making business decisions.

#### Introduction to Supply Chain & Logistics

10, 11, 12- 1 year, 1 credit

Prerequisite: Survey of Business, or CBA or CA I

Introduction to Supply Chain Management & 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. Any student that is interested in the steps involved in moving a product or service from supplier to customer should take this course. **Required course for supply chain management major, approved elective for some business majors.**

#### Marketing Business Enterprise (Entrepreneurship)

10, 11, 12 - 1 year, 1 credit

Prerequisite: Survey of Business, or CBA, or CA1; or take simultaneously

This course is designed for students interested in pursuing Marketing or Entrepreneurship (starting their own business). It merges traditional marketing with electronic environments. Students will learn the concepts, principles, and skills common to marketing. Topics include the four "P's" of Marketing: Pricing, Product Planning/Development, Promotion, and Place. Entrepreneurial aspects will focus on a study of various forms of ownership, internal organization, management functions, and financing as they relate to business. As well as focusing on the concepts and practices of small business ownership and management; risk management; the use of technology; legal, ethical, and social obligation of business. While enrolled in this course, students are expected to be a dues-paying member of DECA, an association of marketing students. **Required course for marketing major; elective for most business majors.**

#### Marketing Management

11, 12 - 1 year, 1 credit

Prerequisite: Marketing Business Enterprise, Survey of Business, or CBA or CA I

Marketing Management develops decision-making skills through the application of marketing and management principles. It focuses on organizational models, conflict resolution, finance, advertising, buyer behavior, technology, and social aspects. While enrolled in this course, students are expected to be a dues-paying member of DECA, an association of marketing students. Students may also participate in a work-based learning experience for additional school credit. **Elective for most business majors.**

#### Personal Finance

10, 11, 12 - 1 semester, ½ credit

This is a one-semester course designed to increase financial literacy and prepare students to successfully manage financial resources. This course also focuses on the individual's role and financial responsibilities as a student, citizen, consumer, and an active participant in the business world. This course satisfies the state graduation requirements for financial literacy.

### Survey of Business

9-12 - 1 Year, 1 credit

*Survey of Business* is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers. The clusters and related programs of study are: Business Management & Administration: Management, Medical Office Administration, and Office Administration; Finance: Accounting, Banking, and Securities, Investments, Risk and Insurance; Hospitality and Tourism: Hospitality and Tourism; Marketing: Marketing and Entrepreneurship; Information Technology: Web Technologies and Social Media And Communications; and Transportation, Distribution, and Logistics: Supply Chain and Logistics. Using industry recognized software, students will focus on skills in word processing, spreadsheets, database, presentations, and cloud computing as they relate to business and marketing careers. This course will focus on skills needed to obtain Microsoft Office Specialist (MOS) certifications.

## **Software Applications**

### **Programming and Computer Science**

Students who want to be a completer in CS are required to take Computer Science with Programming Level I and II, Computer Science with Programming Level III and IV, and AP CS A. AP Computer Science Principles can be taken at any level individually or in conjunction with another CS course. AP CS Principles can also replace Programming Level I and II for completer status.

AP CS Principles and AP CS A carry a 5 point A and count towards Honor Graduate Status.

### AP Computer Science Principles

10, 11, 12 - 1 year, 1 credit

AP Computer Science Principles is an introductory level course to teach the broad aspects of computer science including programming, abstractions, algorithms, large data, the Internet, cybersecurity, and social impacts of computing through hands-on learning and creative projects. This course guides students through the art and science of digital technology and helps students develop robust, computational thinking skills in order to be fully prepared to thrive in our digital world. The AP Exam is comprised of a multiple choice test and two projects where students explore a computing innovation and create their own program. Required course for cybersecurity, web design, and programming & computer science majors; approved elective for most majors. **Required or suggested course for cybersecurity, web design, and programming & computer science majors; approved elective for most majors.**

### Computer Science with Programming Level I

10, 11, 12- 1 year, 1 credit

Students will learn the basics of programming using JavaScript and the p5.js library. We will create small online applets and programs to learn the basics of algorithms. This is a digital art class, students will use their own creativity to build programs that suit their personality and likes. Also, we will program in 2D and create video games such as pong and frogger. This class is very hands-on and project based for the student who likes technology and computers. It is designed to be a nonthreatening, fun, beginning course for all students, including those who might be leery of a highly technical course. We will also explore computer science careers, college majors and opportunities for students interested in computer science.

### Computer Science with Programming Level II

10, 11, 12 - 1 year, 1 credit

Prerequisite: C or higher in Programming I

We will begin using JavaScript from Level 1 in the first quarter and then transition to Java by the 2nd semester. It is also designed to be a nonthreatening beginning course for all students to phase into harder concepts and features. Emphasis is on strengthening the fundamentals of programming concepts using good design and techniques that will transfer to all programming languages and to APCS A.

### Computer Science with Programming Level III

10, 11, 12 - 1 year, 1 credit

Prerequisite: C or higher in Programming II

This class is designed for students who don't wish to take APCS A but would like to continue learning programming. This is all Java programming and emphasizes object oriented programming methodology as well as the study of algorithms, data structures and abstraction. Students will be able to choose and guide their own learning for many of the projects.

### AP Computer Science A

11, 12 - 1 year, 1 credit

Software: Java

Prerequisite: Algebra II OR Computer Science Programming Level II OR Teacher Recommendation

This course is the equivalent of the first year course in computer science at colleges and universities. It emphasizes object oriented programming methodology as well as the study of algorithms, data structures, and abstraction. Students who score sufficiently high on the AP exam may be granted college credit from participating universities. This course is for students planning on majoring in computer science, engineering, IT, mathematics or other technical fields. **Required courses for cybersecurity, web design, and programming & computer science majors; approved elective for most majors.**

### Game Design and Development (465670)

10, 11, 12 - 1 year, 1 credit

The video game design and development course provides an opportunity for students to immerse themselves in the world of video game design and development. Students will explore conceptual and technical aspects of contemporary video game creation using coding and various softwares (such as Scratch, Python, and Unity) to develop the skills needed to work with industry level game development platforms. The course includes modules focused on coding, game design theory, the major aspects of

game creation including programming, art, production and design, and exploration of the conceptual and technical implementation of elements within those domains.

### **Prerequisites**

This course is an introductory level class on video game design and creation that does not require previous background in computer programming.

## **Aviation**

### Aviation I

10, 11, 12 - 1 year, 1 credit

Prerequisite: must be proficient in English

Students will explore the types of aircraft in use today before going on to learn how aircraft are made and how they fly. The course focuses on career skills related to these topics. Students will choose either the UAS-Drone and Pilot tracks and take an in-depth look at the systems that make manned and unmanned aircraft work as well as the instrumentation powered by those systems. This course covers airplane flight manuals, the pilot's operating handbook, and required aircraft documents. Finally, students will learn about the factors that affect aircraft performance and how to determine critical operating data for aircraft.

### Aviation II

11, 12 - 1 year, 1 credit

Prerequisite: Aviation I, must be proficient in English

This course is foundational for both manned and unmanned aviation, and will prepare students to take either of two Federal Aviation Administration tests: the Private Pilot Knowledge Test or the Part 107 Remote Pilot Knowledge Test. Topics include pre-flight procedures, airspace, radio communications, aviation phraseology, regulations, airport operations, aviation safety, weather, cockpit management, and emergency procedures. During the second semester, students will choose which aviation pathway they want to pursue (Pilot or UAS-Drone) and prepare to take their appropriate examinations.

### Aviation Lab (490020)

9-12th grade - 1 Year, 1 credit

Prerequisite: Aviation I or Aviation II or enrolled in Aviation I/II and Lab during the same year.

This course provides the student time to build skills and knowledge of the related industry through a series of progressive exercises that cover a broad range of projects

## **Professional & Technical**

### **Engineering, Architectural Drafting, and Design**

#### Architectural and Engineering Drafting Fundamentals-Level One

10,11, 12 - 1 year, 1 credit

Drafting and Design focuses on the basic knowledge and skills required to produce engineering and architectural drawings. Emphasis is on the development of competencies related to the use of drafting equipment, the production of beginning level engineering drawings, the production of beginning level architectural drawings and the implementation of computer aided drawing. This course has a strong emphasis in CAD (computer aided design). While learning the same computer programs professional engineers and architects use, you will also create 3D printed objects.

## **Architecture**

### Architectural Drafting and Design / CAD I - Level Two

11, 12 - 1 year, 1 credit

Prerequisite: C or better in Architectural and Engineering Drafting Fundamentals or teacher permission. This course is a natural follow-up to Drafting and Design / CAD since it uses the same skills, but broadens the application architectural design. Best taken with the LAB (SHS) so you can make custom or advanced projects. Architectural Drafting focuses on the knowledge and skills required to plan and prepare scale pictorial designs of homes and commercial buildings. Instruction on how buildings are built, framing and construction methods and even some sizing of framing members is included. You will be able to create architectural floor plans, 3D views, animations, elevations, site plans, electrical plans and more. You can also gain official industry certification in class to gain advantage on your resume.

### Architectural Drafting & Design / CAD II - Level Three

11, 12 - 1 year, 1 credit

Prerequisite: [Architectural Drafting & Design / CAD I - Level Two](#)

Students will refine the skills learned in Arch CAD 1 and produce custom designs. The class is necessary for the architecture student to have time to fully develop drafting skills and design skills required to be on the path to becoming a professional architect by giving them the opportunity to work on a one or more large individual design project, including modeling of their finished product.

## **Engineering**

The Engineering Academy has a partnership with *Project Lead The Way* at Arkansas Tech University. These are technical classes that count as an elective and are available to all students and Academy students.

### Engineering / CAD I - Level Two

11, 12 - 1 year, 1 credit

Prerequisite: Architectural and Engineering CAD Fundamentals - Level One

Students will develop competencies related to solving drafting and design problems that require the application of a wide range of technical knowledge and critical-thinking skills. Solving design problems as well as production of technical engineering drawing including tolerances and complex mechanical parts will be part of the course. A basic understanding of levers, gears, hydraulics and aeronautics will be covered, as well as solving basic engineering equations. Students will draw and animate 3D models on the computer as well as printing 3D objects in plastic. Students can also gain official industry certification in class to gain advantage on their resume.

### Engineering / CAD II - Level Three

11, 12 - 1 year, 1 credit

Prerequisite: Engineering / CAD 1 - Level Two

The class provides an opportunity for the engineering student to draw more complex assemblies of parts, animate them on the computer, and then print them on a 3D printer. The opportunity will be given for the student to design a simple machine, draw and animate it on the computer, and then print a working model of it on the 3D printer.

## **Robotics**

### Robotics I and II

11, 12 - 1 semester each, ½ credit each

Robotics follows a virtual curriculum guide that allows students to program a virtually assembled robot. Through the Virtual Worlds software, students can traverse different obstacles with their robot both through programming and through a remote control. By the end of the year students will become proficient in using the VEX platform of programming known as RobotC. This will later help them in future years of the robotics classroom when they get to build and program their own real life robot.

## **Construction Technology**

### Skills Trades - Old Name Intro to Craft Skills

10, 11 - 1 year, 1 credit (Strongly encouraged 10th grade or 9th grade)

This is a Level One introductory course for students interested in the many areas of the construction industry. The course provides a solid foundation for learning the following major trade areas: carpentry, electrical wiring, plumbing, bricklaying, concrete work, and drywall installation. The course explains how the construction industry is organized and how to successfully gain employment. It also covers the need-to-know information for the daily activities associated with working in the construction industry, including safety, basic math, use of tools, and blueprint reading. SkillsUSA Leadership Training will also be covered in order for the students to learn techniques valuable and securing employment in any field. Students will have the opportunity to earn their NCCER credentials and 10 hours OSHA card.

### MEP Systems - Old Name - Plumbing I and Electrical I

10 - 12, 1 credit, 1 year

Prerequisite: Skills Trades (Introductory Craft Skills), C or better in math or teacher approval.

An introductory level course on the fundamentals of piping systems and their usage in residential, commercial and industrial installations and fundamentals of electrical circuits and their usage in residential, commercial and industrial installations.. Learning comes from a combination of school provided curriculum, project based exercises and extension opportunities.

### Advanced Mechanical and Piping Systems

11 - 12, 1 credit, 1 year

Prerequisite: Introduction to Craft Skills, Plumbing 1 or Teacher approval.

A further look at the skills and methods of the plumbing industry as well as a proper approach to securing a career in the plumbing craft. A project based course designed to develop advanced electrical skills.

#### Construction Lab

11, 12 grade, 1 year, 1 credit

Prerequisite: Construction Fundamentals and Electrical II or Teacher approval.

A deeper study of the skills, methods and materials used in electrical construction as well as an approach to securing a career in the craft. A project based course designed to develop advanced electrical skills. Projects include Industrial controls and other projects determined by instructors.

#### Introduction to CNC

10, 11, 12 - 1 Semester, ½ credit

No Prerequisite

Students will learn software to design and build projects using a CNC machine.

#### Intermediate CNC

10, 11, 12 - 1 semester, ½ credit

Prerequisite: Introduction to CNC

Students will develop more complex projects and be introduced to additional software.

#### Advanced CNC

10, 11, 12 - 1 semester, ½ credit

Prerequisite: Intermediate CNC

Students will transition to design software for specific projects that will incorporate 3D designs. They will also learn the Cabinet designs software package and construct modular cabinet projects.

## **Television Production**

Television Productions is the creative hub for the Springdale Public Schools. Students in Television Production can work on everything from sports to movies, From commercials to news stories. Students in this program can work behind the scenes or on the air on our Cable Channel that airs in ALL of Northwest Arkansas. Due to the expense of the equipment and the fact that TV students represent the school in everything they do, only students who are responsible, have good attendance, and who are seriously interested should sign up for the introductory course.

#### Fundamentals of Television

1 year, 1 credit

This is the Level One - required course before taking any other TV courses.

Students will learn the fundamentals of videotaping, camera handling, rules of photographic composition, editing on Macintosh computer, television journalism, and introduction to reporting, anchoring, and studio

production. Students will also get an introduction to the production side of video. Students will get an opportunity to create news stories, commercials, short films, and learn how to carry themselves in a professional setting. Students must take fundamentals of television to enter into any other class in the program.

#### Intermediate Television (School News)

##### **HBHS - Har-Ber Wildcat News**

1 year, 1 credit

Prerequisite: Fundamentals of Television AND selection by the instructor.

Students produce a daily television announcement/news/magazine program which will be aired on local cable as well as closed circuit TV within the school. Students may specialize in one or two aspects of television production, but all students are required to produce independent stories for inclusion in the program. Students are required to work one evening production per semester.

#### TV Broadcasting Advanced

##### **HBHS - Wildcat Entertainment**

1 year, 1 credit

Prerequisite: Fundamentals of Television AND selection by the instructor.

Students create and produce short movies for our cable channel and varieties of film festivals. Production of this show will utilize writing, acting, video, and editing capabilities. Students who take this class need to be self-motivated, creative, and willing to work before or after school. Our film programs are recognized regionally and statewide.

#### Television Lab

##### **HBHS - Live Event Productions**

1 year, 1 credit

Prerequisite: Fundamentals of Television AND selection by the instructor.

Students in this class will focus on the production aspect of the video industry. Students will focus on working with client based commercial projects, shooting and editing live events and working on longer form productions for school based events.

## **Agriculture**

### [CTE Pathway - Agriculture](#)

#### Survey of Agricultural Systems

10, 11, 12 - 1 year, 1 credit

A foundation course for all agriculture programs of study. Topics covered include general agriculture, FFA, leadership, supervised agricultural experiences, animal systems, plant systems, agribusiness systems, food production and processing, biotechnology, natural resources systems, environmental service systems, power, structural, and systems.

## **Plant Science**

### Plant Science

10, 11, 12 - 1 year -1 credit

This course covers the relationship between plants and people, plant morphology and physiology, plant production, the environment, soil, 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 Agricultural Experiences.

### Advanced Plant Science

11, 12 - 1 year, 1 credit

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

### Greenhouse Management

11, 12 - 1 year, 1 credit

Greenhouse Management will take up where Horticulture left off. Students will learn in detail the skills to operate a commercial greenhouse including how to order, plant, manage and market greenhouse plants.

## **Animal Sciences**

### Animal Science (Pre-Vet)

10, 11, 12 - 1 year, 1 credit

The course is structured to enable all students to have an overview of the Animal Industry. Topics covered in Animal Science include the Animal Industry, Animal Handling and Safety, Animal Anatomy/Physiology, and Animal Nutrition. Opportunities are provided for students to participate in FFA and supervised experience activities

### Advanced Animal Science

11, 12 - 1 year - 1 credit

Students build upon the knowledge gained in Animal Science gaining a deeper knowledge of animals life processes, health, nutrition, genetics, management & processing applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and poultry. Students are encouraged to participate in FFA and supervised experience activities competing with other peers on the local, state and national level

### Veterinary Science

10, 11, 12 - 1 year, 1 credit

Students will learn skills needed to become a veterinary assistant. Students learn basic veterinary medical terminology, restraining methods, breeds of animals, tools used in veterinary medicine, and

basic symptoms for diseases that affect livestock and small animals. There will be many hands-on activities where students will have the opportunity to work with live animals.

### Poultry Science

10, 11, 12 - 1 year, 1 credit

Poultry Science will allow students to understand the largest industry in Arkansas, the Poultry Industry. This class also introduces students to identification, selection, and management of poultry. This hands-on class will incubate and grow poultry within the Animal Science lab at the school. Additionally, processing and marketing ideas will also be introduced.

## **Agricultural Business**

### Agricultural Business

10,11,12 grade 1 year - 1 credit

This course provides students with the basis for making effective decisions, setting goals, assessing and solving problems, evaluating the management of resources, and gaining skills in everyday life. FFA and SAEs will be covered as well.

## **Family & Consumer Sciences**

The Family and Consumer Science Department is an NWACC partner. Some of the courses listed below can provide college credit. See the NWACC section for more details.

### [CTE Pathway - FACS](#)

### Family and Consumer Science

10, 11, 12 - 1 year, 1 credit

This core course gives students the basic information and skills necessary to be effective within the family and within a changing and complex society. Emphasis is on the development of competencies related to Family, Career, and Community Leaders of America; relationships; arrangement of personal-living space; wardrobe planning and selection; garment care and construction; selection of toys and age-appropriate play activities for children; health and safety procedures related to child care; nutrition and food selection; meal planning, preparation, and service; home and money management as well as the use of credit cards and banking services. Students should have a full understanding of basic life skills. **This is a required course to be a FACS vocational completer.**

## **Food and Nutrition**

### Food Safety and Nutrition

10,11,12 - 1 year, 1 credit

This course focuses on Nutrition, meal planning and preparation of a variety of foods, good consumer practices, kitchen management, food lab preparations and the development of essential food safety practices need to select, receive, store, prepare, and prepare food. Students will learn to create and

implement an environment of food safety procedures based on the latest FDA Food Code and local regulations. At the completion of this course students will have the ability test for the National Restaurant Association, Serv-Safe Certification.

### Life and Fitness Nutrition

11, 12 - 1 year, 1 credit

**Prerequisite: Food Safety and Nutrition**

This course is designed to teach science skills as they apply to food preparation, food production, and human nutrition. Students will explore the science behind many food preparation principles, the food production industry, and the structure and function of all of the essential nutrients.

## **Fashion and Interior Design**

### Fashion & Interior Design

10, 11, 12 - 1 year, 1 credit

Students develop skills to manage their individual and family wardrobes, for decision making as a clothing consumer, and for understanding the role of the clothing and textile industry in the economy. Emphasis is on clothing selection; the clothing needs of the family; wardrobe coordination; clothing care; characteristics of fibers; types of fabrics and fabric finishes; laws and regulations for textiles industry; use and care of sewing supplies and equipment; fabric selection; clothing construction techniques; jobs and careers; computer use and the effects of technology on the industry. After the first nine weeks, the focus shifts to a lab-oriented classroom with students constructing garments at their own expense. 2nd semester the class will focus on interior design. This class is designed to help the student learn to make wise housing choices, to learn about art principles and their application to decorating choices, study floor plans, room and furniture arrangement and selection, study housing styles, as well as, consumer rights and responsibilities.

### Advanced Fashion & Interior Design

11,12 - 1 year, 1 credit

**Prerequisite: Fashion and 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 projects using correct construction techniques and commercial interior design skills. Students will have in-depth experiences using advanced sewing techniques, such as pattern alterations exploring seams and constructions, use of facing and advanced hand stitching techniques and the use of advanced technology. The student will also develop skills for understanding commercial regulations pertaining to interior design. Upon completion of this course, students should master knowledge and skills needed for designing and constructing projects in both the fashion and interior design industry as well as develop a professional portfolio.

## **Education and Training**

The Teaching program at Har-Ber High Schools is a rigorous 10-12th grade program with an emphasis on careers in Education. It is designed to foster growth of students who have expressed an interest in teaching and to prepare them for success in college.

**Goal: To entice students to pursue rewarding career of teaching.**

**Mission: Inspire...Lead...Teach**

Entrance into the Teaching program of study requires an application, two teacher recommendations, and a 2.5 GPA. Students must be on grade level in both literacy and math.

The teaching program of study offers the following to students: Monthly guest speakers to explore postsecondary and career options Resume and Letter of Application building.

Field trips to institutions of higher education such as: UCA, UA, NWACC and UA Global Campus.

Workplace learning opportunities - job shadowing of classroom teachers and 15 hours per year of observation in elementary, middle, and junior highs and volunteer work in schools.

#### Introduction to Education

10, 11, 12 - 1 year, 1 credit

Are you interested in becoming a teacher? If the answer is yes or if you are just curious, then this is the course for you. You will learn what it is like to be a teacher. You will design lesson plans, learn how to do bulletin boards, research different teaching strategies, and be creative in lesson delivery. The history of education in America will be taught as well as studying current educational issues, policies, and practices.

#### Education Technology

11, 12 - 1 year, 1 credit

Prerequisite: Introduction to Education

The first semester, Education Technology, introduces computer applications for use in any classroom or training setting to impact learner achievement. The second semester, Educational Methods and Assessment, emphasizes models of instruction, concepts of measurement, and skills of assessment to enhance learner achievement. Students plan and practice a variety of teaching strategies in a classroom lab environment, using the Arkansas Frameworks as a basis for content standards and assessment methods. Students document rubric development, research skills, reflective practice, and interactive communication in professional portfolios.

#### Child Growth and Development

10, 11, 12 - 1 year, 1 credit

This course helps students understand the challenges and responsibilities of guiding physical, social, emotional, and intellectual development of children. Understanding Children, their needs and the forces which influence them, helps students gain self-understanding. In addition, the student will explore the responsibilities of parenthood, the challenges parents face, and the rewards of parenting. Concepts emphasized in this course include preparation for parenthood, prenatal and postnatal care, childbirth through the age of 12, health and safety of children, the cost of raising a child, behavior guidance, techniques, and parenting challenges.

## Medical Professions

The Medical Professions Academy and the Medical Professions Department are NWACC partners. Some of the courses listed below can provide college credit. See the NWACC section for more details. (HBHS only ) The Medical Education Services at HBHS are partnered with NTI for some medical certifications that can be completed during the junior and senior year for our MEdS students. There is an application process for this option.

Medical Professions Education is designed to provide students who are interested in any medical professions with a foundation for completion of a technical certification, an associate degree, or higher levels of education in any of over 200 medical fields.

HBHS Medical Honors:

Must be a medical completer, including Foundations of Health Care, Medical Terminology, Abnormal Psychology, and Anatomy & Physiology, for a total of 3 credits with a 3.0 GPA by spring semester of senior year.

### Foundations of Health Care:

10,11,12 - 1 Year, 1 Credit

This course is designed to introduce students to medical professions and the basic foundation skills for first aid and treatment of patients. This is a foundation course for education and training in health services.

### Anatomy & Physiology:

11, 12- 1 Year, 1 Credit

Prerequisite: Foundations of Health Care

Prerequisite: Foundations of Health Care if student desires to be a medical completer or apply for Medical Honor Society, Medical Terminology ( may also be taken concurrently), C or higher in Biology or Chemistry

This advanced course concentrates on human anatomy and physiology. In order to study the structures and functions of the body, involves laboratory studies, three dimensional analysis through dissections, online textbooks, models, diagrams, and clinical studies. This course is designed for college preparation to enter pre-medical courses.

There is a \$25 lab fee to cover multiple dissections

### Medical Terminology

11, 12- 1 year, 1 credit

Medical Terminology assists students in developing the language used for communication in the healthcare profession. This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological disorders and treatment of diseases involving each body system. Previous medical professions classes or enrollment in anatomy and physiology would be helpful.

### Human Behavior and Disorders

11, 12 - 1 semester, 1/2 credit

This course provides students with a general overview of mental health from the perspective of the healthcare community that includes history of mental health, research methods, major theories, and applications of the knowledge to the problems and challenges faced by today's health care professionals. Other areas addressed are: biological foundations of behavior, consciousness, memory, learning, emotion, personality, psychological disorders, and methods of therapy.

### Medical Math

12- 1 year, 1 credit

Prerequisites: Foundations of Health Care and Anatomy and Physiology

This course is designed to increase students' ability to identify, solve, and apply mathematical principles involving temperature, weights, and pharmaceutical measures for treatment use in the healthcare delivery system.

## **EAST (Environmental and Spatial Technology)**

### EAST I

10, 11, 12 - 1 year, 1 credit

Prerequisite: **Approval by EAST Facilitator through an application process (including an attendance report, transcript and teacher recommendations).**

A course designed for students to use state of the art computer technology to solve "real world" problems either independently or in teams. Students are engaged daily in a student-centered, project-based approach to problem solving. Students are expected to construct their own learning using resources traditionally found in the business environment such as user guides to software applications, software support services and peer-to-peer learning. Solutions to these real world problems may require student mastery in one or more of the following technology areas: computer-aided design, 3-D modeling, surveying and mapping (including working with global positioning systems), geographic information systems, programming, database applications, web page design, digital photo/video editing and virtual reality development.

### EAST II

10, 11, 12 - 1 year, 1 credit

Prerequisite: EAST I and approval by EAST facilitator

A course designed to build on the students' experiences in EAST I by providing opportunities for students to be engaged in project-based problem solving. EAST II students will be expected to engage EAST I students in philosophy and workings of the EAST Lab and instruct them on the hardware and software in the lab. EAST II students will be role models for new EAST I students and should act as such. EAST II students will be expected to be active participants in the creation and implementation of community service projects throughout the year.

### EAST III

11, 12 - 1 year, 1 credit

Prerequisite: EAST I and II and approval by EAST facilitator

EAST III is a continuation of coursework designed to build on the students' experiences in previous EAST classes by providing opportunities for students to continue to be engaged in community service-learning project-based approach to problem solving. A "work like" environment is maintained with high expectations in the classroom in order that students will gain a better understanding of what will be expected of them in the business world. The focus in this course shifts to peer group leadership, lab maintenance and administration, and sophisticated service projects.

#### EAST IV

12- 1 year, 1 credit

Prerequisite: EAST III

EAST IV is a continuation of the EAST methodology with an emphasis on mentoring fellow students in acquiring knowledge of advanced applications and other skills gained through EAST I, II and III. There is an added emphasis on the archiving of projects for sustained success of the local program and student self-assessment of their personal educational and vocational goals.

### **JAG (Jobs for Arkansas Graduates)**

#### **By Application Only**

Jobs for Arkansas' Graduates is a program that prepares you for life after high school by helping you set college and career goals, teaching you workplace readiness skills, resume development and interview skills. In conjunction with your JAG class during the school day, you are eligible to receive On-the-Job Training instead of attending some of your afternoon classes. On-the Job Training allows you to earn high school credit for the training you receive at your job.

#### JAG

11, 12 - 1 year, 1 credit

Prerequisite: must complete application and teacher recommendations in the spring of their junior year.

Must be enrolled in a career and technical class during their senior year and continue to take the career and technical that follows that vocational course of study during their senior year. Students must also agree to join the Career and Technical organization that is associated with their Career and Technical Class. In addition to the above requirements the student must meet specific state guidelines for eligibility and must agree to participate in a monthly follow up for one year after graduation. Students must meet specific guidelines to be eligible for this program. These guidelines can be provided by the teacher/coordinator. Job-related instruction is given in JAG. JAG helps students graduate from high school, obtain successful employment after graduation and/or attend post secondary institutions.

### **Internship Program**

**BY APPLICATION ONLY**

Internship is experiential learning that can be paid or unpaid which integrates knowledge and theory learning in the classroom with practical application and skills development in a professional setting. Students in grades 11 & 12 are eligible to apply.

- Students who are eligible to apply include those seeking jobs/internships in the following areas: **Business & Marketing Technology, Construction & Maintenance Technology, and Computer Science**. Jobs must be related to these career fields in order to apply.
- Students must be in good academic standing in order to be considered for the program. Those enrolled in the program are eligible to take part in on-the-job training one, two or three periods a day depending on credits earned/graduation requirements.
- Students must complete the following:
  - Work @ 120 hours per semester (120 hours = 1 credit, up to 2 credits available per year)
  - Complete weekly assignments & reflections
  - Design a personal portfolio
  - Quarterly internship evaluations
- Students who are interested in completing an internship, but need help locating an employer are eligible to apply and will be accepted into the program upon hire. We will work with students to find appropriate internship matches.
- Students interested in applying must visit D203 for an application. Email [Mboortz@sdale.org](mailto:Mboortz@sdale.org) with questions.

## Community Service

### By Application Only

Community service classes are available to students for local elective credit. Students may earn one credit of community service per year. Student attendance is very important in the selection process. Please see the respective Department Chairs for application materials. Students who do community service must have 6 additional classes.

### Community Service - Counseling

10, 11, 12 - 1 year, 1 credit

Prerequisite: By application and counselor approval only

Students enrolled in the Counseling Center assist the counselors in the routine operation of the Counseling Center. Community service class is available to students for local elective credit. Duties include delivering messages, serving as “Welcomer” to new students, assisting students with college and career information, and performing other tasks as directed. Applicants must have and maintain excellent attendance and may NOT be in academic distress.

### Community Service - Media

10, 11, 12 - 1 year, 1 credit

Prerequisite: By application only AND approval of media specialist.

Students enrolled in the Media Center assist the media specialists in the routine operation of the library. Community service class is available to students for local elective credit.

#### Computer Tech Assistant

10, 11, 12 - 1 semester, ½ credit

Prerequisite: A or B in the course in which students are assisting or its equivalent AND teacher approval.

Students serve as a lab assistant in a computer class. Duties include helping students who are having difficulty with the hardware and software problems, tutoring students who have been absent or who are having difficulty in the class. And other activities. See business technology teachers for an application.

#### Community Service Learning -

This course will not be reflected in a student's schedule. Students receive credit after the completion of 75 hours of community service.

9, 10, 11, 12

Prerequisite: Approved Community Service Project

This course is to develop the civic and volunteer skills in preparation for their graduation from high school. Students will create community partnerships with the Springdale School District. The opportunity will help prepare students for civic duty as adults and establish an identity and ownership in the community (with later goal of hoping to keep these successful students in the community as adults). The course will be used as a tool for public relations and awareness for Springdale students working to better their community. Students will study the needs of the community and work toward annual goals of completing service projects. Students must complete 75 hours of service outside of the classroom to receive elective credit.

#### Bilingual Community Service Learning

11, 12 - 1 year, 1 credit

Prerequisite: Approved application

This course is designed to develop civic and leadership skills of bilingual and upper-level World Language students. Community service class is available to students for local elective credit. Students will apply their biliterate communication skills in order to prepare for civic duty as adults and establish an identity and ownership in the community partnerships. They will mentor younger children within the Springdale School District and collaboration will be coordinated with participating elementary, middle, and junior high schools.

#### Science Lab Assistant

10, 11, 12 - 1 year, 1 credit; 1 semester, ½ credit

Prerequisite: A or B in course in which students are assisting or its equivalent AND teacher approval.

Students serve as a lab assistant in a science class. Duties include troubleshooting problems, helping students who are having difficulty, tutoring students who have been absent and other activities.

#### Student Council

10, 11, 12 - 1 year, 1 credit, elected individuals

Student Council students will examine and study leadership, assist with events and activities at Har-Ber, create content to serve the student body, and contribute to the community of Springdale. Those who are involved in the class period must first be elected by the student body.

#### ELL Tutor

10, 11, 12 - 1 semester, ½ credit

Prerequisite: A or B in course in which students are assisting or its equivalent AND teacher approval.

Students serve as a lab assistant in an ELL class. Duties would include troubleshooting problems, helping students who are having difficulty, tutoring students who have been absent and other activities.

### **More Opportunities...**

#### AP Seminar

10, 11, 12- 1 year, 1 credit( if students have not had Personal Communication, they can receive ½ credit for that class)

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. AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. A score of 3 or higher is the first step toward an AP Capstone Diploma.

#### AP Research

11 and 12 - 1 year, 1 credit

Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. Scores of 3 or higher on AP Seminar and AP Research with additional 4 scores of 3 or higher on any AP exam qualifies a student for an AP Capstone Diploma.

#### Critical Reading

10- 1 year, 1 credit

This course is designed to dramatically 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 literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres.

#### Research Course

10,11,12 grade - ½ semester, .5 credit

This course is designed to provide a foundation in research skills necessary for learners to navigate in a complex information world. Within this course, students learn how to be self-directed critical thinkers who plan, organize, and execute research projects which incorporate multiple perspectives efficiently and effectively. Students will use different types of information systems effectively to gather information and to utilize the information within a given project.

#### Concurrent Enrollment Off Campus

10, 11, 12

The concurrent enrollment program provides enrichment and program acceleration opportunities for outstanding high school students who have demonstrated the ability to do satisfactory college level work while still enrolled in high school. The University of Arkansas and Northwest Arkansas Community College consider part-time concurrent enrollment for students in grades 9 through 12.

#### Tutoring

Before and after school tutoring is available for students. Please contact your child's teacher or counselor for times and locations.

### **Early College Experience / Concurrent Classes**

#### **Concurrent Classes**

Concurrent Classes offer the opportunity for students to complete some of the core requirements for college while remaining in a high school setting. Before enrolling for a concurrent class, individuals should check core course requirements for the universities or colleges of their choice. Students should also check the required courses needed for the field or fields of study they are planning to study.

#### **Admissions Requirements**

A signed and completed concurrent enrollment application is required at the time of registration. A current high school transcript showing an overall GPA of 3.00 or higher. College level placement test scores on the EXPLORE, PLAN, ACT, SAT are required prior to registration. Scores vary depending on current class.

#### **Admissions Conditions**

Concurrently enrolled high school students will be expected to earn a grade of C or better in college course attempted in order to continue concurrent enrollment at NWACC. Students must submit concurrent enrollment applications prior to each semester of concurrent enrollment.

#### **Benefits**

Receive college credit at most colleges and universities. Receive one unit of high school course credit for every semester college class. Cost is half of that of a regular college class. Develops college-type study skills. Smaller class sizes and more individualized attention compared to on-campus college classes.

#### **English**

College English Composition I will be taught the first semester with College English Composition II offered 2nd semester. Students are required to be in an English course the entire school year.

**Prerequisite for all English classes:** Students must have a 3.0 GPA and ACT 19 in Reading and English or better or SAT 480 or better.

**Fees:** Tuition is one half that of NWACC.

### English Composition I

1 semester, 1 credit

3 college credits

Prerequisite: Cumulative 3.0 GPA and a 19 ACT score in English and Reading

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. Students are expected to follow the rules of Standard Edited English, to understand paragraph development, and to write a research assignment involving the integration of sources. Grading and workload will be based on college-level expectations.

### English Composition II

1 semester, 1 credit

3 college credits

Prerequisite: Completion of English Composition I with a C or better.

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. Grading and workload will be based on college-level expectations.

## **Mathematics**

College Algebra will be taught first semester with College Trigonometry and College Finite offered second semester. Students are required to be in a Math course the entire school year. **Prerequisite for all math classes:** Students must have a 3.0 GPA and ACT 21 or better or SAT 500 or better or AND completed Algebra II with a C or better. Students must also have a Reading score of 19 on the ACT. **Fees:** Tuition is one half that of NWACC.

### College Algebra

12 - 1 semester, 1 credit

3 college credits

Prerequisites: Cumulative 3.0 GPA and appropriate placement test score.

\*\*Students will be required to purchase a graphing calculator (TI-83 or TI-84), textbook, and pay tuition.

An overview of the fundamental concepts of algebra. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing using a graphing utility functions, graphs and models; polynomial and rational functions; exponential and logarithmic functions; systems of equations, inequalities and matrices; and sequences and series.

### College Trigonometry

12 - 1 semester, 1 credit

3 college credits

Prerequisite: College Algebra or a 24 on the math section of the ACT.

A graphing calculator is required for this course.

College Trigonometry is a survey of basic trigonometric concepts. It is required for students who will take Calculus I and or College Physics. It is designed to transfer as 3 credit hours of Plane Trigonometry.

### College Finite

12 - 1 semester, 1 credit

3 college credits

Prerequisite: Must have a C or higher in College Algebra or have an ACT Math score of 24 and Reading score of 19+. A survey and applications course in mathematics designed for business, life science, and social science students. Topics include, but are not limited to: Linear programming, financial mathematics, sets, probability, counting principles, measures of central tendency, measure of variation, and the normal distribution. \*All math concurrent courses require: Cost for course, book and graphing calculator is recommended.

## **Career & Technical Courses**

Career and Technical courses are offered at several locations throughout NW Arkansas. Students are responsible for making their own arrangements for transportation to and from these classes. There is no tuition cost to students.

### **Dental Assisting**

M-F from 2:15-3:45

Dental Assisting is a one-year program offered at the Regional Technological Center in Fayetteville. Students who complete this program earn 9 college credits at NWACC, which count toward NWACC's 36 hour Dental Assisting certification.

### Medical Clinical Internship/Specialization/Dental I

Fall Semester

Prerequisite: Acceptance into the program by application and interview with instructor.

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, and dental anatomical structures, as well as the functional relationship of the teeth within dentition.

### Medical Clinical Internship/Specialization/Dental II

Spring Semester

An introduction to basic dental terminology, dental equipment, instruments, infection control processes, and procedures associated with the dental office. Students learn the process of four handed dentistry through demonstrations and hands on practice. The study of therapeutics includes a brief history of

drugs, methods of administration, drug effects, and commonly used drugs in the treatment of oral lesions, anxiety, and panic 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 fluids.

## **Medical Professions**

M-F from 7:30-9:00 am

Medical Professions courses are offered at NWACC in Bentonville. Students earn 3 college credits for CNA and 3 college credits for PCA+. Both Courses count toward NWACC's 36 hour Nursing Assistant certification. Students must have the following in place prior to beginning classes: criminal background check, tuberculosis test, and drug screening. The total cost for all three is approximately \$180.

### Certified Nursing Assistant (CNA)

Fall Semester

Prerequisites: Intro to Medical Professions, Medical Terminology, and Human Anatomy and Physiology.

The Certified Nursing Assistant Program is designed to meet the industry driven demand for Certified Nursing Assistants. This course provides the student with an introduction to health care, didactic instruction, hands on skills and clinical training. Specifically, basic nursing skills including vital signs, personal care skills and Alzheimer's and Dementia training are covered. This course prepares the successful student to sit for the Arkansas Certified Nursing Assistant Exam. Students who complete the course successfully will receive 3 hours of college credit for NWACC.

### Patient Care Plus (PCA+)

Spring Semester

Prerequisite: Successful completion of CNA course.

The PCA+ Certificate Program is designed to meet the industry driven demand for Certified Nursing Assistants trained in advanced patient care techniques and that possess the knowledge, skills, and abilities to excel as a vital member of the healthcare team. This course expands on the student's knowledge of health care and introduces advanced patient care skills through hands on lab and clinical training at area hospitals. Students who complete the course successfully will receive 3 hours credit for NWACC.

## Frequently Asked Questions

### 1. Why choose Har-Ber High School?

*Har-Ber High School is recognized across the State and the nation as an outstanding, comprehensive high school. HBHS students excel in academics, fine arts, athletics, and extracurricular competitions. In order to meet the personalized needs of all students, HBHS has five (5) different Houses. Each House focuses on specific career fields. The HBHS houses include:*

*ACDC - Arts, Communication, and Design Community*

*ACME - Architecture, Construction, Manufacturing, and Engineering*

*HABIT - Har-Ber Agriculture, Business, and Information Technology*

*MEdS - Medical and Education Services*

*PHEdS - Public and Human Education Services*

*As a result of the House model, we will provide our students with specialized course offerings and a feeling of a “smaller high school.” Each house has approximately 450 students.*

### 2. If I am enrolled in one House, may I take courses in another House?

*Absolutely. We realize that our students are trying to determine a career that will compliment his/her interests and strengths. This may require taking courses in different Houses. Furthermore, many of our students are involved in Band / Choir (ACDC House) but may have a passion for Information Technology or Business (HABIT) or the Medical Field (MEdS), etc.*

### 3. What if I don't get my first choice when selecting a House?

Each year, we allow students the opportunity to select a House. Seniors are given the 1st priority, Juniors are given the 2nd priority, and Sophomores are given the 3rd priority. It is our goal to fairly balance the number of students in each House. If a student does not get placed in their first choice, that does not disqualify a student from taking a course within a different House. A student may request a different House the following year, if desired.

### 4. Does HBHS offer Advanced Placement (AP) classes or Concurrent Classes?

*HBHS is proud to offer a wide variety of AP and Concurrent Classes. Students that enroll in these classes have the opportunity to earn college credit while in high school. Last year, over 597 HBHS students participated in an AP class. Based on the results of*

the 950 AP exams that were taken at HBHS, 63.8 % of students earned a 3 or higher. A list of AP and Concurrent Classes offered at HBHS is below:

AP Classes:

Seminar	Research
Studio Art: 2-D Design	Studio Art: Drawing Portfolio
Studio Art 3-D	Music Theory
English Language and Composition	English Literature and Composition
Human Geography	
European History	Psychology
U.S. Government and Politics	U.S. History
World History	
Calculus AB	Calculus BC
Statistics	
Computer Science Principles	AP Computer Science A
Biology	Chemistry
Environmental Science	Physics I
Physics C: Electricity & Magnetism	Physics C: Mechanics
Spanish Language & Culture	Spanish Literature & Culture

Concurrent Classes:

English Composition I	English Composition II
College Algebra	Finite Mathematics

**5. How do HBHS students perform on AP exams?**

Students are challenged through a wide variety of AP courses. Last year, 157 HBHS students were recognized by the College Board for their performance on AP exams and their overall GPA in the courses. The following number of students were recognized by College Board:

- AP Scholars - HBHS had 71 students that earned a 3 or higher on at least three AP exams.
- AP Scholars with Honors - HBHS had 37 students that scored a 3.25 or higher (average score) on the AP exams taken and scores of a 3 or higher on at least four (4) or more AP exams.
- AP Scholars with Distinction - HBHS had 49 students that scored a 3.5 or higher (average score) on the AP exams taken and scores of a 3 or higher on at least five (5) or more AP exams.
- National AP Scholar - HBHS had 4 students that earned a score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight (8) or more of these exams

- *Capstone Diploma - HBHS had 2 students recognized as earning the prestigious AP Capstone Diploma*

## **6. What are other ways that my student can be engaged at HBHS?**

*In all honesty, the sky's the limit for HBHS students. Our teachers are passionate about their students and their classes. Many of our classes and clubs participate in competitions across the State and the nation. A few statistics are below:*

### **AG / FFA**

- National FFA Proficiency Winner
- 12 senior FFA members named State Proficiency Finalists
- 13 senior FFA members earn their Arkansas State FFA degree

### **Band**

- 86 students were named to the All-Region band - the most in our school's history
- 37 students qualified for All-State
- 20 students named to one or more All-State bands

### **Choir**

- Fourteen students named to All-State Choir

### **DECA**

- Virtual Business Sports (top 3 Nationally)
- Several students won in state competitions.
- First Place Winners
  - Principles of Business Management
  - Entrepreneurship Team
  - Human Resources Management
  - Business Services Operations
  - Career Development Project
- Second Place Winners
  - Buying & Merchandising
  - Sports & Entertainment Marketing
  - Sports & Entertainment Marketing
  - Automotive Services Marketing
  - Sports & Entertainment Marketing Operations

### **FCCLA:**

- Vice President of FCCLA/ STAR Events State Competitor
- Students competed in the STAR Events State Competitor

### **HOSA**

- Received recognitions in state competitions
  - 1st place HOSA State Health Career Photography
  - 2nd Place Forensic Science HOSA State
  - 1st place HOSA State Persuasive Writing/Speaking
  - 2nd place Hosa state Medical Law and Ethics Senior Year
  - 1st Place Creative Problem Solving Senior Year
- 17 students received Certified Nursing Assistant or Patient Care Assistant certifications
- 4 students earned Dental Assistant certification through NTI
- One student earned Pharmacy Technician certification
- 111 Medical Completers
- 95 students graduated with Medical Honors

### **Television and Production**

- Two National Student Production nominations
- One National Student Production Award Winner
- Ozark Media Arts Festival -
  - HBHS students shined at the festival. Many awards received by our students including 1st place in the following: Broadcast Complete Show, Broadcast Human Interest, Broadcast Sports Story, Film Short, Film Feature, Action Sports, Program Demo Reel, and On Site: 3 Minute Film.
- Project Prevent Stamp Out Smoking
  - Two finalists
  - One 1st Place Winner
- Student Television Network - Regional Broadcast Excellence Weekly News Show Winner

### **Theatre - Thespian Troupe 7262**

- The HBHS troupe received many Superior ratings at competitions this year.
- The student directed One Act, for the second year in a row, was invited to Showcase at state festival in February after receiving superior at the One Act Festival.
- For the first time, both Har-Ber and Springdale High were invited to Showcase our one acts. We were the only school district in the state that had two of their high schools have their One Act Selected.
- The HBHS Chapter was named a Gold Chapter for our second year in a row.
- Received several Superior ratings at the State One Act Festival and the State Thespian Festival.
- A student at HBHS was invited to Audition for Juilliard in New York. The student was also named All State Cast for his role in a production.
- A student at at HBHS, was an Arkansas State Thespian Officer this year.

### **Speech and Debate**

- Mock Trial 2020 Regional Champions and State Highest Scorers
- Several students were state qualifiers in competitions.

## **Athletics**

HBHS Athletics is recognized as a leader in Arkansas. Over the past few years, our athletes have been awarded college scholarships. Furthermore, our teams have won Conference and State Championships.

*For students that don't wish to compete, there are many different clubs and organizations that students may participate in on campus. The goal is for every student to find their passion and to connect to the Wildcat community.*

### **7. How does HBHS provide academic support to my student?**

*At Har-Ber, each student has an Advisor. Through this positive relationship, the Advisor and student will establish academic and personal goals, monitor grades and attendance, and help with planning for the future.*

*HBHS offers academic tutoring before school and after school. It is our goal for each student to have the support needed to be successful in high school and beyond.*

*HBHS understands the importance of remediation and enrichment. Therefore, we have built 35 minutes into our daily schedule for academic intervention. This program, called Primetime, allows students to receive targeted and more individualized support in areas where they need assistance. For students who are being successful, we offer enrichment opportunities that allow students to explore a content related topic that extends their learning experience.*

### **8. How does HBHS individualize learning for students?**

*Effective teaching and quality lesson plans are one of the pillars of Har-Ber High School. Monitoring of instruction occurs on a regular basis. Furthermore, teachers work collaboratively in Professional Learning Communities to make sure that best practices occur within the classroom. Teachers, Instructional Facilitators, and administrators work together to monitor student grades and test results. The focus is clear: provide personalized support to all students. At HBHS, we have effective systems in place to provide opportunities for all students to achieve.*

### **9. How may I get involved in my student's education?**

*HBHS has several opportunities for parents to get involved and stay informed about events at school. Like many of today's organizations, we use social media as a communication tool and invite parents to follow us and specific HBHS clubs and organizations, such as band, soccer, International club, etc. HBHS also has an amazing Parent Teacher Organization and active Booster Clubs. Har-Ber High School*

*has an extensive relationship with businesses, community partners, NWACC, the University of Arkansas, Crystal Bridges, local and state government, and non-profit organizations. Furthermore, These relationships are the life of our school. We are always looking for others that wish to make a positive difference in the lives of our students. The investment in our future leaders, business owners, and members of our community is worthwhile.*

#### **10. What are the next steps in enrolling at HBHS?**

*This spring, students at Southwest and Central Junior High Schools will select courses for the 2021-2022 school year. This will be done through their Advisory classes. Parents will have an opportunity to provide input into the course selections this spring. Parents will also have an opportunity to confirm course selections at Student Led Conferences this spring.*

*Furthermore, in August, we will offer 10th Grade Orientation for all families and incoming students. Details will be disseminated this summer.*

#### **11. Who should I contact if I have additional questions?**

*Our goal is to provide parents and students with clear, accurate information. If you need additional information about Har-Ber High School, course offerings, future events, or how to be involved, please contact one of the individuals below.*

##### *Building Administrators:*

- *Dr. Paul Griep, Building Principal & ACDC (pgriep@sdale.org)*
- *T.J. Weiss, Assistant Principal - ACME (tweiss2@sdale.org)*
- *Margaret Robinson, Assistant Principal - HABIT (margaret.robinson@sdale.org)*
- *Elise Tusson, Assistant Principal - MEdS (mtusson@sdale.org)*
- *Margaret Robinson, Assistant Principal - PHEdS (alowe@sdale.org)*

##### *Counseling Team:*

- *Alonna Clark, PHEdS Counselor, (aclark@sdale.org)*
- *Jennifer Hatch, ACDC Counselor (jhatch@sdale.org)*
- *David Clouse, ACME Counselor (dclouse@sdale.org)*
- *Rachel Colananni, HABIT Counselor (rachel.colananni@sdale.org)*
- *Jennifer Sugg, Lead Counselor MEdS Counselor (jsugg@sdale.org)*

### House Facilitators:

- Sandra Temple (stemple@sdale.org) - House Coordinator
- Dawn Graham (dgraham@sdale.org) - ACDC Leader
- Jennifer Stephens (jstephens@sdale.org) - MEdS Leader
- Kim Oliver (koliver@sdale.org) - PHEdS Leader
- - ACME Leader
- Cassie Ferguson (cferguson3@sdale.org) - HABIT Leader

### Department Leaders:

- Travis Fink (tfink@sdale.org) - Mathematics
- Amy Martfeld (amartfeld@sdale.org)- English
- Lauren Simco (lsimco@sdale.org) - Social Studies
- Holly Haney (hhaney@sdale.org) & Kelly Keith (kkeith@sdale.org) - Science
- Michael Spencer (mspencer@sdale.org) - World Languages
- Sandra Jones (sjones2@sdale.org)- Health & Physical Education
- Jeremy Ford (jford@sdale.org) - Fine Arts
- Jennifer Baker (jbaker2@sdale.org) - Special Education

### Secretaries / Support Staff:

- Kara New, Principal's Secretary
- Montie Mayfield (mmayfield@sdale.org) - Secretary
- Kenya Kissinger (kkissinger@sdale.org) - Secretary
- Jody Marsh (jmarsh@sdale.org) - Secretary
- Cindy Fitzgerald (cfitzgerald@sdale.org) - Financial Secretary
- Susan Dalton (sdalton@sdale.org) - Attendance Secretary
- Lissett Navarro (lnavarro@sdale.org) - Counseling Secretary
- Zuleika Perez (zuleika.perez@sdale.org) - Counseling Center
- Vanessa Sbanotto (vsbanotto@sdale.org) )
- Gaby Shreve (gshreve@sdale.org) - Asst. Registrar
- Rebecca Thomas (rebecca.thomas@sdale.org) - Fine Arts Secretary
- Liana Carrillo (hcarrillo@sdale.org) - Special Education Secretary
- Robbin Keen (rkeen@sdale.org) - Cafeteria Manager

### School Nurses and Resource Officers

- Stacey Hubbard (shubbard2@sdale.org) - Nurse
- Tracye Stovall (tstovall@sdale.org) - Nurse
- Matt Ray (mray@sdale.org) - School Resource Officer
- Scott Johnson - School Resource Officer

## Har-Ber High School Racing Form and Information

[10th Grade Course Selection Form](#)

[11th Grade Course Selection Form](#)

[12th Grade Course Selection Form](#)

[Math Flow Chart](#)

[Science Flow Chart](#)

[CTE Pathway - Agriculture](#)

[CTE Pathway - Business](#)

[CTE Pathway - FACS](#)

[CTE Pathway - STEM](#)

[CTE Pathway - Trade & Industry](#)

[CTE - Work Based Learning](#)

[Secondary Career Center Pathways through DTSOI](#)