



# LISA ACADEMY HIGH SCHOOL

2012 – 2013

## COURSE SELECTION GUIDE



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# WELCOME TO THE 2012-2013 SCHOOL YEAR!

The Lisa Academy High School Course Description Book is designed to help parents and students in choosing the best possible program based on a student's aspirations once he/she has graduated from high school. The high school graduates of today must be prepared to enter a world that is becoming more challenging and competitive. Students must acquire a higher level of skills if they are to successfully meet future challenges. Our students must prepare themselves for the diverse opportunities with which they will be faced within their chosen professions.

In order to provide a framework to help our students achieve success, the programs we offer go beyond the minimum and help students prepare for initial success and future growth.

Requesting courses is a cooperative endeavor involving students, parents, advisors and counselors. Our parents are an important part of this process, and we ask the parents to approve all final course requests. You will receive a form to sign and return when the initial course requests are made. (If the forms are not returned, the student will be placed in the courses automatically.) **Please review the information on the course selection form carefully before signing.** Placement will depend upon course availability and completion of prerequisites. The counseling staff is pleased to assist the students and parents in making appropriate program choices.

## WHAT'S NEW FOR 2012-2013

Parents and students will notice some changes for next year. These include:

**New Courses** – Transition to College Mathematics, PAP Physics, AP Human Geography, AP Studio Art

**Naviance** - Naviance is a college and career planning resource that Lisa Academy is offering to students as young as 6th grade. This program is a fantastic tool that will help students plan their educational path. While using Naviance a student can complete inventories that will help define their strengths and interests. They can then find courses of study that utilize those strengths and see what careers match up with those findings. Scholarship information is available as is college application information. Scholarship and college applications can be stored for future reference. Also available for students 9th - 12th grade, ePrep! ACT and SAT tests are challenging and Lisa Academy wants you to be prepared. Practice for one or both of these tests on Naviance!

# **Lisa Academy High School**

**23 Corporate Hill Dr  
Little Rock, Arkansas 72205  
246-5853**

February 2012

Selecting courses for the upcoming school year is one of the most important activities students perform. These decisions should be made with great care and with as much information as possible. The courses chosen should reflect not only a student's current interests, but their long-term career goals as well.

The purpose of this Course Description Book is to provide parents and students with important information in order to make appropriate course request decisions. We have developed the following steps in order to formulate an accurate schedule for all our students:

1. During Advisory students will be given scheduling materials and will formulate their course requests. Throughout the month students acquire teacher recommendations where required, turning these in to the guidance office by the end of the month.
2. Parents may meet with Advisory teachers to review and sign students' schedule requests.

All student schedules will consist of a combination of required courses and elective courses, totaling seven. Please be aware that some requests may not be possible due to building constraints, teacher availability and other scheduling conflicts. (Many courses cannot be offered every bell.) Therefore it is very possible that any course identified on your request form may become a part of the final schedule.

Additionally, please note that some courses require a time sensitive application process such as Pre-AP and AP. Take great care when making your course selections as they relate to graduation requirements and various academic awards (i.e. Award of Merit and Honors Diploma).

Please let us know if we can be of any help in the scheduling process.

The Guidance Counselors

8<sup>th</sup> Grade

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High School

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# LISA ACADEMY SCHOOL DISTRICT REQUIREMENTS FOR GRADUATION

Here are the different requirements depending on year of graduation:

**Recommended Graduation Plan:**

- 26 Total Credits for the Class of 2013
- 26 Total Credits and 100 Volunteer Hours for the Class of 2014

**Scholars Graduation Plan:**

- 28 Total Credits for the Class of 2013
- 28 Total Credits and 100 Volunteer Hours for the Class of 2014

## GRADUATION REQUIREMENTS

<i>Class of 2013</i>	<b>Recommended Graduation Plan</b>	<b>Scholars Graduation Plan</b>
<b>SUBJECTS</b>		
English	4	4
Math	4	4
Science	3	4
Social Studies	3	4
Foreign Language	2	3
Computer Technology	1	1
Communications	1	1
Health	.5	.5
Physical Education	.5	.5
Fine Arts	1	1
Electives	6	5
<b>TOTAL CREDIT REQUIRED</b>	<b>26</b>	<b>28</b>
		<b>At Least 3.5 or above GPA 8 Pre-AP/AP Courses</b>

# SMART CORE CURRICULUM

- Effective with the graduating class of 2010, all students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign an **Informed Consent Form** to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. **Informed Consent Forms are required to be signed upon entry into the ninth grade or upon enrolling in the district.**
- The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation are to be earned from the following categories. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Following the core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year.
- Students wishing to change their choice of curriculum must consult with their counselor to determine the feasibility of completing the requirements of the Smart Core curriculum. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan.
- The required twenty- two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

## REQUIREMENTS FOR SMART CORE COURSES

**College Admission:** The smart core courses are recommended for the serious student who plans to register for college. Completion of the smart core courses is not required for general admission to some community colleges or technical schools; however, it may be required for unconditional admission to most universities and colleges.

**The recommended state designated smart core curriculum is required for the Arkansas Academic Challenge Scholarship.**

**Honor Graduates:** Only students who complete the Smart Core with the additional honor graduate requirements will be considered an honor graduate. In addition to the required GPA, the Honor Graduate must have one credit of Advanced Placement class. Honor graduates are designated as follows:

**Summa Cum Laude:** above 4.0 (7.5 semester GPA)

**Magna Cum Laude:** 3.75 - 4.00 (7.5 semester GPA)

**Cum Laude:** 3.50 - 3.74 (7.5 semester GPA)

**Advanced Placement:** Classes designated Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) are designed for the academically able student. They are fast-paced, in-depth, challenging courses that require extra work at home and in class. Teacher recommendation and previous classes in the Pre-AP strand are suggested but not mandatory. Parent permission required.

## **SMART CORE - Sixteen (16) units**

**English** - four (4) units - 9th, 10th, 11th, 12th

**Mathematics** - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.

Algebra I (Grades 7-8 or 8-9)

Geometry (Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, College Algebra with Trig, or an Advanced Placement math)

**Natural Science** - three (3) units with lab experience chosen from Physical Science, Biology, Chemistry, Physics, or an Advanced Placement Science

**Social Studies** - three (3) units

Civics or Civics/American Government (Note: This is 0.5 Civics and 0.5 Economics for 2013 and thereafter)

World History, American History

**Oral Communications** - one half ( $\frac{1}{2}$ ) unit

**Physical Education** - one half ( $\frac{1}{2}$ ) unit

**Health and Safety** - one half ( $\frac{1}{2}$ ) unit

**Fine Arts** - one half ( $\frac{1}{2}$ ) unit

**Career Focus** - Six (6) units

- All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.
- LISA Academy School District requires additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

## CORE - Sixteen (16) units

**English** - four (4) units

**Mathematics** - four (4) units [one (1) unit of algebra or its equivalent\* and one (1) unit of geometry or its equivalent. \* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable. \* A two-year algebra equivalent or a two year geometry equivalent may each be counted as two units of the four (4) unit requirement.

**Natural Science** - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

**Social Studies** - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]

**Oral Communications** - one half (½) unit

**Physical Education** - one half (½) unit

**Health and Safety** - one half (½) unit

**Fine Arts** - one half (½) unit

**Career Focus** - Six (6) units

- All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

## Grade Point Average

The grade point average (GPA) is determined using the standard 4.0 system. A weighted scale is applied for AP courses. The GPA is calculated as follows:

<b>TABLE - GPA COMPUTATION DATA</b>		
<b>Grade</b>	<b>Regular</b>	<b>AP</b>
<b>90-100</b>	4.0	5.0
<b>80-89</b>	3.0	4.0
<b>70-79</b>	2.0	3.0
<b>60-69</b>	1.0	2.0
<b>Below-59</b>	0	0

# FOUR YEAR COLLEGE PREP PROGRAM

## Regular Program

9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
English 9	English 10	English 11	English 12 or AP English
Algebra 1 or Geometry	Geometry or Algebra II	Algebra II, Other Math Choices	Other Math Choices or AP
Physical Science	Biology or Chemistry	Chemistry, Physics, or AP Biology	Environmental Science, Physics, or AP Chemistry
Civics and Economics	World History	US History or AP	World Geography
Foreign Language	Foreign Language	Foreign Language, Electives including AP Studio Art and AP Spanish	Foreign Language, Electives including AP Studio Art and AP Spanish
CBA	Electives including AP Human Geography		
Communication	PE/Health	Electives including AP Government, AP Physics, AP Stat	Electives including AP Government, AP Physics, AP Stat

## Advanced Program

9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
Pre-AP English 9	Pre-AP English 10	AP English Lang.	AP English Lit.
PAP Algebra II	PAP Precalculus	AP Calculus AB	AP Calculus BC
Pre-AP Physical Science	PAP Physics	AP Biology, or AP Chemistry	AP Biology, or AP Chemistry
Pre-AP Civics and Economics	AP World History	AP US History	AP European History
Foreign Language	Foreign Language	Foreign Language, Electives including AP Studio Art and AP Spanish	Foreign Language, Electives including AP Physics, AP Government, AP Stat
Communication	PE/Health	Electives including AP Government, AP Physics, AP Stat	Electives including AP Government, AP Physics, AP Stat
CBA	Electives including AP Human Geography		

# PLACEMENT AND CLASSIFICATION IN HIGH SCHOOL

## Placement in Grade 9

Placement in grade 9 is dependent upon successful completion of grade 8. However, the following exceptions may be made:

Middle school students completing high school courses in middle school may be admitted to the next course in the sequence upon entering high school provided that

- 1) the student earns a semester grade of A or B each semester;
- 2) the completed middle school course is comparable to the course offered at the high school; and
- 3) the student passes a comprehensive final examination with a score of 60% or higher.

Middle school students who make a “C” (2.0 on a 4.0 scale) or below in a high school course in middle school are encouraged to confer with their parents and high school personnel before going on to the next level course. Middle school students taking high school courses for high school credit who get a grade of C, D, or F may replace that grade with a grade of C or higher in a comparable course.

## Classifying of students in grades 10, 11, and 12

The classification of students in grades 10, 11, and 12 is based upon the number of credits earned in high school, as follows:

<b>Classification</b>	<b>Credits Earned</b>
<b>Grade 10</b>	5
<b>Grade 11</b>	11
<b>Grade 12</b>	18
<b>Graduation</b>	26

Students may be promoted from one grade classification to the next at the semester if credit requirements are met.

Progress monitoring is required for any student who scores below basic or basic on the state test. A student who is not meeting proficiency in reading and mathematics (proficient or advanced) shall be covered by one of the following plans to target instruction and identify ways to improve his/her academic achievement:

- A federally required plan such as an IEP
- A school-wide system of progress monitoring for all students
- An individualized progress monitoring plan

**\*\*Students entering a school from a school system whose graduation credit requirement and/or school day is different from the school of entry may be placed in a grade by the principal and given an individually prescribed program designed for completion of credits.**

## **Concurrent Credit Policy**

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective. Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). The transcripts are to be received by the school within a week of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school. Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

## **Grade Promotion Policy**

High School course credit will be denied if the student receives more than ten (10) unexcused absences in a semester. High school students will be placed to grades based on their earned HS credits and GPA. LISA Academy may retain a HS student in the same grade level if administration finds it difficult to accommodate student's required schedule in the next grade level.

# **ADVANCED PLACEMENT(AP)**

## **Purpose**

The purpose of the AP entrance and exit guidelines is to provide information to parents and students and to facilitate students' success in academically challenging courses. AP classes in LISA Academy High School stimulate and challenge students to perform at an advanced academic level. Therefore, AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

## **Entrance Guidelines**

## **Academic Considerations**

AP curriculum is college level curriculum. Instruction is fast-paced and much of the work is done outside of class. Therefore, AP students should be independent learners who have demonstrated prior success in the subject area as demonstrated by:

- Previous grades in that discipline
- An A or a B in a particular subject required to enroll in AP. It indicates that student has the academic ability to succeed at the AP level in that subject.

- Teacher Recommendations
- Students who want to enroll in any one or more AP Courses listed in the course selection sheet must have teacher recommendation(s) from a teacher in the same subject (English, Social Studies, and Science etc.)

### **Performance Considerations**

AP classrooms are fast-paced and challenging environments, with most lesson preparation done at home. Therefore, students taking these courses should be self-motivated learners willing to invest time and energy into their activities and assignments. AP students should be independent learners who demonstrate:

- Motivation
- The ability to prioritize their time
- A positive attitude toward challenging coursework
- A strong work ethic

### **Student Guidelines**

#### **Students Withdrawal Guidelines from AP Course**

Students may withdraw from AP Courses without any penalty if withdrawal is submitted on or before four weeks after the start of the AP Class. Any student enrolled in an AP Course who withdraws from the course after that date may be placed in to regular class, depending on availability.

In such conditions, the student may be faced with a lower level of course credit being taken, or other undesirable course schedule adjustments being required.

A student with a grade average less than 60 will be placed on probation for the following three week period, upon communication with student, teacher, parents and an academic counselor. If the grade average for the class remains less than 60 at the end of the three-week probation period, student will be withdrawn from the AP Course and scheduled into a standard level class in that subject.

#### **Additional AP Guidelines**

- Students are expected to maintain their school attendance for classes and AP Testing days.
- Students must attend summer school, after school and Saturday tutorial sessions if provided.
- Students are expected to complete and turn in the summer assignment during the first week of school.
- Students must take College Board's AP exam(s) for the course enrolled.

## List of AP Courses Offered in LISA Academy High School

### AP Courses

### On Level Equivalent

AP Calculus AB	Mathematics
AP Calculus BC	Mathematics
AP Statistic	Mathematics
AP Chemistry	Science
AP Physics C: Mechanics	Science
AP Biology	Science
AP English Language and Composition	English Language Arts
AP English Literature and Composition	English Language Arts
AP World History	Social Studies
AP U.S. History	Social Studies
AP Government and Politics: U.S.	Social Studies
AP Human Geography	Social Studies
AP European History	Social Studies
AP Studio Art: Drawing	Fine Arts
AP Spanish Language	Lang. Other Than English

# COMMUNITY SERVICE

## Guidelines for what Qualifies as Community Service

- Students cannot get paid for the work, nor can they fill a position that would normally be a paid position.
- Service MAY NOT be performed for family members or for profit making organizations.
- Community service must be completed at a non-profit organization; therefore students should ask the organization or business if they are non-profit prior to performing activities. The term “non-profit” does not relate to whether or not the student is paid for the activities performed. As a general rule, activities performed at places like libraries, schools, Meals on Wheels, hospices, Habitat for Humanity and faith-based organizations are acceptable. Please keep in mind that hair salons, barber shops, martial arts studios, doctors’ offices and physical therapy facilities are for profit businesses and therefore unacceptable, even if you volunteer to help in them. It is the responsibility of the student to make sure that the hours are properly logged in by the organization.
- Membership in a service club or organization does is not counted as service. Still, if the club performs service activities in the community or school beyond club meeting times, this can be counted as service.
- Service must be performed before or after school and/or during weekends.

## Exceptions

Activities performed at faith-based organizations such as churches, synagogues or mosques will be counted towards the community service requirement as long as the activities are NOT religious in nature. For example, activities performed at an after school program housed in a church will count, but assisting in a worship service or Bible Study does not count.

## Record Keeping

It is the responsibility of the student to make sure that the hours are properly logged by the organization. Students will turn in the service letters to the Guidance Office. Letters that describe service performed must be on official letterhead produced by the organization. Letters must include the organization’s official work phone numbers only; cell phone numbers are not acceptable. Community service letters cannot be written on behalf of a family member or relative. Certificates are not acceptable as proof of service performed.

# COLLEGE COUNSELING

The college admission process is an integral part of the total experience of a LISA Academy education. The College Guidance Office recognizes the vast diversity in students and families and therefore provides individual guidance in college selection. The college counseling program is grounded in the belief that discovering good matches between students and universities is what the college admissions process is all about. This process is an exciting one, filled with opportunities for self-discovery, but it can also be a time of some anxiety for students and parents.

## **Process in LISA Academy High School**

- Meet with parents to discuss college planning.
- Publicize dates of college admissions tests, scholarships, etc.
- Review and process students' college applications.
- College fairs/ college-night programs.
- College Trips

## **Process Timetable**

While students are encouraged to take advantage of the resources of the College Counseling Office throughout their time at LISA-High, the college planning process takes place in the following stages:

### **Freshman and Sophomore Years**

The college counselors and the resources of the College Counseling office are available to students. Freshmen and sophomores are encouraged to attend the spring College Fair. In the spring of their freshman and sophomore years, the class meets with the counselors and begins the college research process.

### **Junior Year**

During the first semester, juniors will meet with the college counselors to discuss aspects of the college research and admission process. In the second semester, each junior will have individual college-planning meetings with his or her college counselor to create a list of colleges to be researched. The counselors offer essay writing tips workshops and encourage juniors to schedule follow-up meetings as needed during the spring semester.

### **Senior Year**

In the early, fall seniors will meet again with their counselor to continue finalizing a college application list and to discuss college application procedures. The College Office will assist and advise students throughout the application process. All of these interactions help to sharpen students' understanding of the colleges, as well as enhance the colleges' familiarity with LISA-High and the distinguished strengths of LISA-High students and graduates.

# NAVIANCE

Naviance is a software program offering a wide range of college search tools, career assessments, and college admissions data based on LISA Academy alumni. LISA Academy has been utilizing Naviance since 2011 to assist students in their college search and career planning process.

Naviance can show current students the average GPA and standardized test scores of accepted students from LISA Academy at colleges and universities.(student identities are protected.) In addition, students may view detailed information about a college or university, including the number of students who've applied, been accepted, and attended that school – all based on LISA Academy alumni. This is an important factor, as students are evaluated for college admission based on the context of their high school.

## **NAVIANCE ALSO HAS THESE CAPABILITIES:**

- Organize applications – Once senior year begins, students will find that Naviance becomes a personal filing system. Using the features under “colleges”, students can organize applications and track deadlines. Beginning in fall 2012, students may request transcripts electronically through Naviance. A partnership with Docufide Secure Transcript will allow students to make electronic requests and track their own transcript submissions.
- Research colleges – Perform a college search based on criteria like location, size, student body, and more. Compare GPA, standardized test scores, and other statistics to actual historical data from LISA Academy students who have applied and been admitted.
- View college overlaps – Students often find schools that are a good academic fit, but want more school just like it. By clicking on overlaps, students can see up to 10 more schools that are similar. This data compiled through application analysis. Students who apply to one school will typically apply to the 10 college overlaps.
- Sign up for college visits – LISA Academy hosts over a lot of individual college visits within the year. Find out which colleges are visiting our school and sign up to attend those sessions. A pass will be sent to the student on the morning of visit.
- Utilize career tools – When students are looking for more insight about career options, Naviance can help. Through the Career Interest Profiler(“explore interest”) students can match their interests to specific careers( John Holland Career Theory). By clicking on “explore careers” students can learn specific information about many careers, including job description, salaries, outlook, education, and more.
- More options – Naviance allows students to take a personality assessment, search for scholarships, participate in school-wide surveys, communicate with their counselor, and create a resume.

## **HOW TO ACCESS NAVIANCE AS A STUDENT:**

All students are assigned a registration code to allow them to access the Naviance system. These codes will be distributed to all HS students in February during a “Naviance 101” session. At the beginning of each school year, all 9th grade students will experience Naviance, specifically utilizing the “learning styles” feature.

After students have received their registration code, they can access Naviance through MyHS, or by using the following steps:

- Go to the Naviance website
- Enter the registration code in the space provided under the “New User” section of the page and click “Register”.
- Enter an email address(required for all users) and create a password.
- Complete the registration procedures as instructed.
- If you are already registered you may enter your email address and password to sign in. If you have forgotten your password click “forgot your password” to have it sent to your email address. If you have changed your email address, log in with the email address you used to create your account. Then, go to “my account” to update your email address. If you have any questions, please contact your counselor or Mr.Yasin, College & Career Counselor:

[yasin@lisaacademy.org](mailto:yasin@lisaacademy.org) or (501) 246-5853

## **HOW TO ACCESS NAVIANCE AS A PARENT/GUARDIAN:**

There are two ways that a parent may access Naviance.

- Once students register, they may share their username/password with their parents in order to navigate through the various features of the system.
- Once students register, a parent(s) may be added as a user. In order to get a registration code for the parent(s), the student or parent must contact their counselor or Mr.Yasin.

## **HOW TO ACCESS NAVIANCE AS A GUEST:**

To view Naviance without registering, use the “guest entrance”. Please note that parents/guardians will not be able to view their children’s information when registered as a guest; however, several features of Naviance will still be available for viewing.

Please contact Mr.Yasin at (501) 246-5853 or [yasin@lisaacademy.org](mailto:yasin@lisaacademy.org) with any questions about Naviance.

# NCAA INITIAL ELIGIBILITY

Student-athletes who have the potential to play Division I or II college athletics must register with the NCAA Clearinghouse during their junior year at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students must pass a rigorous high school curriculum with a set GPA and ACT/SAT score in order to establish eligibility.

Transcripts are not automatically sent to the Clearinghouse. It is the student's responsibility to request that their transcript be sent at the end of their junior year and again at the end of their senior year. Request for Transcript forms can be found in the front office.

All ACT and SAT scores must be reported directly to the NCAA Eligibility Center by the testing agency. When registering for the ACT or SAT, use the Eligibility Center code of "9999" to ensure that your scores are forwarded directly.

Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site and check with your guidance counselor to make certain that courses being taken have been approved as core courses.

PLEASE NOTE: All NCAA-approved core courses are indicated with "(NCAA ✓)" after the course description. For more information regarding the rules, please go to [www.NCAA.org](http://www.NCAA.org). Then, click on "Academics and Athletes" then "Eligibility and Recruiting". You can also visit the Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## DIVISION I

### 16 Core Courses:

- 4 years of English
- 3 years of Mathematics  
(Algebra I or higher)
- 2 years of natural/physical science  
(1 year of lab if offered by HS)
- 1 year of additional English,  
Mathematics or Natural/ Physical Science
- 2 years of social science
- 4 years of additional courses (from  
any area above, foreign language  
non-doctrinal religion/philosophy)

## DIVISION II

### 14 Core Courses:

- 3 years of English
- 2 years of Mathematics  
(Algebra I or higher)
- 2 years of natural/physical science  
(1 year of lab if offered by HS)
- 2 years of additional English,  
Mathematics or Natural/ Physical Science
- 2 years of social science
- 3 years of additional courses (from any  
or area above, foreign language or  
non-doctrinal religion/philosophy)

# COURSE DESCRIPTIONS

## MATHEMATICS

### ALGEBRA I

Taught from a function approach, this two-semester course is the foundation of all mathematics courses. Students will analyze data as it relates to the real world. Concepts and skills involve operations and properties of real numbers, linear functions, linear inequalities, quadratic functions, factoring polynomials, exponential functions, variation and system of linear equations and inequalities.

PREREQUISITE: **None**

YEAR: **9<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

### GEOMETRY

Major areas of concentration in this two-semester course include: elements of geometry, definitions, theorems, the nature of inductive and deductive reasoning; the study of properties of lines, angles, and triangles, perpendicular lines, parallel lines; congruence; area; similarity; circles; surface area; volume; and transformations.

PREREQUISITE: **Successful completion of Algebra I**

YEAR: **9<sup>th</sup>, 10<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

### ALGEBRA II – Pre-AP

Major areas of concentration in this two semester honors course include: number systems (real and complex) equalities, inequalities, permutations, combinations, probability, the factor, remainder, and binomial theorems, systems of linear equations in two and three variables, descriptive statistics, oblique triangles, properties of trigonometric and circular functions. Throughout the course there is a thorough and exhaustive study of functions.

PREREQUISITE: **Pre-AP Geometry or Geometry with teacher/dean recommendation**

YEAR: **9<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

### ALGEBRA II

This two-semester course is devoted to continue the student preparation for upper level classes as Pre-Calculus and Statistics. It includes matrices, polynomials, radicals, rational expressions, exponential and logarithmic functions, and conic sections.

PREREQUISITE: **Successful completion of Geometry**

YEAR: **10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

### PRECALCULUS

Major areas of concentration in this two-semester course include: linear functions, inequalities and systems; polynomial and rational functions and inequalities; transformations of functions and relations; conics; real and complex number systems; exponential and logarithmic functions; sequences and series; combinatorics and probability; trigonometric and circular functions and identities; polar coordinates.

PREREQUISITE: **Successful completion of Algebra 2 and Geometry**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## PRECALCULUS – Pre-AP

Major areas of concentration in this two-semester honors course include all of the topics of the Pre-Calculus Preparatory course in greater depth and: statistics; vector and parametric equations; limits.

**PREREQUISITE: Successful completion of Algebra 2 PreAP and Geometry PreAP; teacher/dean recommendation**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## AP CALCULUS AB

This two-semester honors course is the equivalent of one college semester course of Calculus (Calculus I), culminating with the AP Calculus AB Exam in May. Major areas of concentration are: I. Functions, Graphs and Limits, including: analysis of graphs; limits of functions: II. Derivatives, including: concept of the derivative; derivative at a point; derivative as a function; second derivatives; applications of derivatives; Mean Value Theorem; optimization; computation of derivatives; related rates. III. Integrals, including: interpretations and properties of definite integrals; applications of integrals; distance, velocity and acceleration; Fundamental Theorem of Calculus; Mean Value Theorem for Integrals; techniques of anti-differentiation; applications of anti-differentiation; exponential growth and decay; numerical approximations to definite integrals.

**PREREQUISITE: Successful completion of Pre-calculus or Pre-Calculus PreAP; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## AP CALCULUS BC

This two-semester honors course is the equivalent of two college semesters of Calculus (Calculus I and Calculus II), culminating with the AP Calculus BC Exam in May. Major areas of concentration include all of topics I (including parametric, polar and vector functions), II and III of the AP Calculus AB course and: IV. Polynomial Approximations and Series, including: concept of series; series of constants, Taylor series.

**PREREQUISITE: Successful completion of Algebra I PreAP, Geometry PreAP, Pre-Calculus Pre AP ; teacher/dean recommendation**

**YEAR: 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## AP STATISTICS

This two-semester honors course is the equivalent of one college semester course of Statistics, culminating with the AP Statistics Exam in May. Major areas of concentration are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Data refers to the need for collecting data according to a well developed plan if valid information on a conjecture is to be obtained. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Statistical inference guides the selection of appropriate models.

**PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra 2; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## COLLEGE ALGEBRA

Topics include quadratics, polynomial, rational, logarithmic and exponential functions, system of equations, and matrices and determinants. A departmental final examination will be given in this course.

**PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra 2**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## TRANSITION TO COLLEGE MATH

Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems.

**PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra 2**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## SCIENCE

### PHYSICAL SCIENCE

Physical Science is a *laboratory science course* that explores the relationship between matter and energy. Students investigate physical science concepts through an inquiry-based approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Energy, Matter, Motion, and Forces.

**PREREQUISITE: None**

**YEAR: 9<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

### PHYSICAL SCIENCE Pre-AP

This is a standards based introductory course in physics with earth science integrated throughout the curriculum. This course covers physical laws and physical properties. This will provide students with the knowledge to continue further study in science. The student should be a strong reader as well as be enrolled in Algebra or higher. The course involves extensive laboratory work that is directed by the use of the scientific method. Students will be asked to do a research project.

**PREREQUISITE: Successful completion of Algebra I with “B” or higher; teacher/dean recommendation**

**YEAR: 9<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

### CHEMISTRY

This two- semester course is essential for all college-bound students. Many of the topics covered in the preparatory course are also included in the Pre-AP course but they are not covered in as much depth. Descriptive chemistry is emphasized. The scope and sequence of the course allows the development of basic chemistry concepts and principles. Students learn to apply their mathematical and analytical reasoning to problem solving in chemistry. Topics covered include scientific measurement, classification of matter, atomic structure, periodicity, formulas, chemical reactions, gas behavior, solutions, types of compounds, nuclear reactions, acid-base theories and enthalpy changes in reactions.

**PREREQUISITE: Successful completion of Algebra II; teacher/dean recommendation**

**YEAR: 10<sup>th</sup>, 11<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## PHYSICS

This two-semester course surveys elementary topics in physics including classical mechanics, waves, electrostatics, conservation laws for energy and momentum, electricity, and magnetism. Topics in modern physics, relativity and quantum phenomena are introduced. Mathematical descriptions are primarily algebraic in nature.

**PREREQUISITE: Successful completion of Chemistry; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## PHYSICS Pre-AP

This two-semester course surveys elementary topics in physics including classical mechanics, waves, electrostatics, conservation laws for energy and momentum, electricity, magnetism. Topics in modern physics, relativity and quantum phenomena are introduced. Mathematical descriptions are primarily algebraic in nature, but include some calculus-based equations.

**PREREQUISITE: Successful completion of Algebra II; teacher/dean recommendation**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## BIOLOGY

Preparatory Biology is an introductory lab based course. This two-semester course offers an introduction to cell structure and chemistry, classification of living organisms, photosynthesis and cellular respiration, genetics, and the systems of organisms such as digestion, circulatory, muscular, skeletal, respiratory, endocrine, nervous, excretory and reproductive. Instruction will include current findings in biology, particularly genetics, diseases and ecology.

**PREREQUISITE: None**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## ENVIRONMENTAL SCIENCE

This two-semester course looks at the natural environment and how it functions from chemical, biological and physical perspectives. In addition, it takes a serious look at current problems within the environment, the solutions that exist and the frustrations involved with making sensible change.

**PREREQUISITE: Successful completion of Biology**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## AP BIOLOGY

The AP Biology course is designed to be the equivalent of a college introductory biology course. This two-semester course will prepare students for the College Board AP Biology Examination and the SAT II Biology achievement test. AP Biology includes those topics covered in a college biology course. This course differs significantly from the first biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of all students. Students electing this course should plan on taking the AP exam in May.

**PREREQUISITE: Successful completion of Biology and Chemistry; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## AP CHEMISTRY

AP Chemistry is a continuation of Chemistry 1 and is designed to prepare students for the AP exam. Students completing this two-semester course should be able to place out of their first year of chemistry in college or should be well prepared for college chemistry. This is a general chemistry course. Topics include stoichiometry, gases, thermochemistry, atomic structure and periodicity, bonding and molecular geometry, states of matter, complex ions, solution chemistry, kinetics, equilibrium, acids and bases, electrochemistry, and nuclear chemistry. College level laboratory work is an essential part of this program. Students completing this course will be well prepared to take the SAT II chemistry achievement test. Students electing this course should plan on taking the AP exam in May.

**PREREQUISITE: Successful completion of Pre calculus and Chemistry; teacher/dean recommendation**  
**YEAR: 11<sup>th</sup> , 12<sup>th</sup>** **CREDIT: 1 Credit, ½ per semester**

## **AP PHYSICS C**

AP Physics C is a calculus-based second year physics course. During the first semester we will cover topics from classical mechanics, such as motion, energy, rotation and gravitation. These will be covered at the calculus-based level and use of calculus in problem-solving and derivations increases as the course progresses. Approximately one week is spent on each chapter. The second semester will be devoted to the study of electromagnetic theory, including electricity, magnetism, and time-dependent circuits. Calculus is used freely in formulating principles and solving problems. AP Physics C students are expected to take the national exam in mid-May, and successful completion of the course and exam typically gives college credit for students planning to major in physics, engineering, or other related fields.

**PREREQUISITE: Successful completion of Pre calculus, Chemistry, and Physics; teacher/dean recommendation**  
**YEAR: 11<sup>th</sup> , 12<sup>th</sup>** **CREDIT: 1 Credit, ½ per semester**

## **SOCIAL SCIENCE**

### **CIVICS**

This course has as its priorities the development of desirable socio-civic behavior and the dedication of youth to the democratic society. The student will be able to acquire the skills and analytical tools that will enable an understanding of the problems and changes to our society. The curriculum provides the student with an opportunity to extend knowledge and appreciation of the principles of good citizenship.

Emphasis is placed on the role and responsibilities of the individual to protect and ensure the continual development of the American ideals and principles of democratic government. The political, social, economic, and cultural development of our nation and the organization, functions, and problems of local, state, and national governments within our system of federalism are stressed and highlighted. Arkansas government, politics, and laws applying to Arkansas youths will be a unit of study in this course. Students will engage in independent and cooperative learning activities that address significant questions and work together to resolve issues portrayed in their study. They will be exposed to real life situations that exist in today's society. Students will be challenged to find solutions to problems, make decisions, and to explain or justify conclusions. A study of current event issues will be an integral part of class discussion.

**PREREQUISITE: None**  
**YEAR: 9<sup>th</sup>** **CREDIT: ½ Credit, ½ per semester**

### **CIVICS Pre-AP**

The Civics Pre-AP course is designed for students that have a strong interest in the analytical study of the development and growth of our nation's government and for students willing to do in-depth study and products. This course, as the regular course, prepares students to become thoughtful and participating participants in our society. Emphasis is placed on the role and responsibilities of the individual to protect and ensure the continual development of the American ideals and principles of democratic government. The political, social, economic, and cultural development of our nation and the organization, functions, and problems of local, state, and national governments, politics, and laws applying to Arkansas youths will be a unit of study in this course. Students will engage in independent and cooperative learning activities that address significant questions and work together to resolve issues portrayed in their study. They will be exposed to real life situations that exist in today's society. Students will be challenged to find solutions to problems, make decisions, and to explain or justify conclusions. In the Pre-AP course, students will be required to do independent projects that will focus on

creativity and critical thinking skills and a product based on extensive research will be required each semester. Diverse outside readings about the U. S. government, its role in society, past and present, will be required throughout the year. Class discussion, debates, and products based on supplemental reading, along with analytical writing will all be required of all students in this course. An analytical study of current event issues will be an integral part of class discussion.

**PREREQUISITE: A or B in previous social studies class; teacher/dean recommendation**

**YEAR: 9<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**

## **ECONOMICS**

Economics is a one-semester course that emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor as well as the interrelationships among economic, political, and social lives. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earnings potential.

**PREREQUISITE: None**

**YEAR: 9<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**

## **WORLD HISTORY**

World History is a course designed to develop greater understanding of the evolution of global processes, contacts, and interaction with different types of human societies. World History provides a study of the history of human society from early civilization to the contemporary period, examining major themes and relationships between major civilizations throughout the world. These themes include the impact of interaction among major societies through political, economic, social, religious, military, scientific, and cultural developments. Students will analyze and interpret a variety of historical resources using primary and secondary sources, maps, and pictorial and graphic evidence of historical events. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics.

**PREREQUISITE: None**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **AP WORLD HISTORY**

AP World History offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course is designed for instruction at a higher intellectual level. It is outlined to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course is focused primarily on the past one thousand years of the global experience and builds on an understanding of cultural, institutional, and technological precedents along with geography, set the human stage prior to 1000 C.E. Students will concentrate on specific themes that provide further in-depth study of the world from approximately 1000 to the present with intensification of international contacts among Asia, Europe, Saharan, and sub-Saharan Africa. This course offers an approach that lets students do history by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide over a millennium. Students will use activities such as lectures, discussion, outside readings, debates, and creative products to analyze and put what is particular about each period or society into a larger framework. Students will be required to read a college-level textbook along with extensive supplemental readings. Writing will be an integral part of this course as students analyze and synthesize document-based readings. The World History AP course follows the course description outlined by the College Board. Upon completion of this course, students are encouraged to take the AP World History examination.

**PREREQUISITE: A or B in previous social studies class; teacher/dean recommendation**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## U.S. HISTORY

In this course, the study of U.S. history begins with Reconstruction and continues to the present. Appropriate review of events prior to Reconstruction and in-depth review of the U.S. Constitution should be addressed within a reasonable time frame at the beginning of the course. Students will examine the development of the United States from an agricultural nation to an industrial and technical world power. Emphasis will be placed on the development of the U.S. as a world political power with inquiry into the patterns and parallels of national and international problems and how the solutions of the past are related to current and future international problems. Throughout the year the students will be engaged in a variety of interactive learning experiences such as debates, cooperative learning, examining history using technology, research projects, and independent and group projects.

**PREREQUISITE: Successful completion of Civics or Pre-AP Civics; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## AP U.S. HISTORY

United States History is the study of the emergence of the American society and culture. This includes examination of the establishment of this nation as a geographic and political entity, the development and interplay of the nation's institutions, and the strategies that Americans have used to confront domestic problems and international issues from colonial times to the present. The United States History AP course is taught at the college freshman/sophomore level. Students will read a college-level textbook and examine a series of problems and topics in U.S. history through reading specialized writings by historians and through supplementary readings. Students will also draw upon a reservoir of systematic factual knowledge learned throughout the year to exercise analytical skills intelligently. Students will analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. They will take notes from both printed materials and lectures or discussions and write essay examinations. This course follows the course description developed by the College Board. Upon completion of this course students are encouraged to take the AP United States History examination.

**PREREQUISITE: A or B in previous social studies class; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## WORLD GEOGRAPHY

This course focuses on four essential questions: Where are things located? Why are such things located in those particular places? How do those particular places affect our lives? What global patterns of physical and cultural characteristics can we discern? To understand these questions and their answers, five fundamental concepts are addressed: location on the earth's surface, physical and human characteristics of places, human and global interrelationships, humans interacting, and world regions. The physical processes that shape the environment and map and globe skills are priorities of the course.

**PREREQUISITE: None**

**YEAR: 12<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**

## PSYCHOLOGY

Psychology is a one-semester course designed to introduce the student to concepts of emotional, physical, and intellectual growth and maturation. The study of psychology should contribute to the productivity, happiness, and social effectiveness of the individual. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; motivation and emotion; adjustments to social environments; and psychological disorders and their treatments. The most important attitudinal goal is a curiosity about the human behavior, a curiosity about an appreciation of the extent to which scientific methods can be applied to problems of human behavior.

**PREREQUISITE: None**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**

## **SOCIOLOGY**

Sociology is a one-semester course. It is the study of the human interaction and social organization with an emphasis on the behavior and relationships of human beings functioning in their environment. It assembles records and classifies data relevant to its study, and observation, experience, analysis, and experiments are used to ascertain the accuracy of its theories. The major objective of sociology is to develop the skills of the students to think objectively of society, to reason clearly about its problems, and to become personally concerned with the tasks of building a better America for their future.

**PREREQUISITE: None**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**

## **AP EUROPEAN HISTORY**

The Advanced Placement program in European History is designed as a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is designed to prepare students to be successful on the AP European History Exam while providing them the opportunity to develop the skills and knowledge that will form a useful foundation for their continuing educational endeavors. In addition to providing a basic exposure to the factual narrative, the goals of Advanced Placement European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express that in writing. The course includes history as both content and methodology. Emphasis is placed on students developing intellectual and academic skills including effective analysis of primary sources, effective note taking, clear and precise written expression, and the ability to weigh evidence and reach conclusions on the basis of facts.

**PREREQUISITE: A or B in previous social studies class; teacher/dean recommendation**

**YEAR: 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **AP GOVERNMENT AND POLITICS: UNITED STATES**

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking.

**PREREQUISITE: A or B in previous social studies class; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **AP HUMAN GEOGRAPHY**

AP Human Geography is a two semester elective course. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze consequences. They also learn about the methods and tools geographers use in their science and practice. Students study population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. Students will take the AP exam at the end of the course. The benefit for freshmen is that they are introduced to an AP exam early, thus, preparing them to be successful on future AP examinations.

**PREREQUISITE: A or B in previous social studies class; teacher/dean recommendation**

**YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

# ENGLISH LANGUAGE ARTS

## ENGLISH 9

English 9 is the foundation for the high school English curriculum. Emphasis will be on fundamental language, reading, and writing skills. The course will include the study of short stories, poetry, myths, drama, non-fiction, and the novel.

**PREREQUISITE: None**

**YEAR: 9<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## ENGLISH 9 Pre-AP

PreAP English 9 is a college preparatory course providing a challenging curriculum for high achieving students. Strong attention will be given to the development of composition skills and the use of MLA documentation. Vocabulary development and outside reading will complement each unit. Literary genres studied will include the short story, poetry, myths, drama, non-fiction, and the novel. Based on the areas of interaction, this fast-paced and rigorous course emphasizes World and American Literature, language arts basics, critical thinking skills and challenging composition competencies. Literary analysis and both oral and written reflection are highlighted. Designed with a global focus, study will encompass a wide variety of periods, cultures, and genres. This course prepares the student for further work in Advanced Placement courses.

**PREREQUISITE: A or B in previous English class; teacher/dean recommendation**

**YEAR: 9<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## ENGLISH 10

English 10 includes a review of language skills, the teaching of more advanced composition forms and skills, and an examination of literary themes and forms. The course will offer a survey of world literature including short stories, poetry, myths, drama, non-fiction, and the novel. Emphasis will be placed on vocabulary development and analysis skills.

**PREREQUISITE: Successful completion of English 9 or English 9 Pre-AP**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## ENGLISH 10 Pre-AP

PreAP English 10 is a college preparatory course providing a challenging curriculum for high achieving students. Strong attention will be given to the development of advanced composition skills which will support the world literature study including short stories, poetry, mythology, drama, non-fiction, and the novel. Outside reading and writing assignments will be required with emphasis placed on high level thinking and research skills. This rigorous and fast-paced program of study encompasses a global focus concentrating on the areas of interaction, literary analysis, critical thinking and problem solving techniques and language and grammar basics. This course also prepares the student for further work in Advanced Placement courses.

**PREREQUISITE: A or B in previous English class; teacher/dean recommendation**

**YEAR: 10<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## ENGLISH 11

English 11 includes the study of the development of American literature and the ideas and philosophies represented in each historical period. The course continues the emphasis on composition skills and vocabulary study. Students will be involved in extensive preparation for the state mandated Grade 11 Literacy Exam in the spring.

**PREREQUISITE: Successful completion of English 10 or English 10 Pre-AP**

**YEAR: 11<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **AP ENGLISH LANGUAGE AND COMPOSITION**

AP Language and Composition 11 will include the study of fiction and non-fiction prose from a variety of periods, disciplines, and contexts. The course will also involve a variety of writing for different audiences and purposes as well as analysis of style, application to non-fiction prose, and a study of vocabulary, grammar use, and mechanics in the context of composition. Students will be prepared to take the College Board AP Test in Language and Composition and may receive college credit if scores meet individual college requirement. For weighted credit to be awarded, students must take the AP Exam in the spring. Students will take the Grade 11 Literacy Exam in the spring.

**PREREQUISITE: A or B in previous English class; teacher/dean recommendation**

**YEAR: 11<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **ENGLISH 12**

English 12 includes a final review of language, research, and composition skills including the essay, summary, business letter, resume, and critical analysis. Literary emphasis will be placed on the historical development of British literature.

**PREREQUISITE: Successful completion of English 11 or AP English Lang.**

**YEAR: 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **AP ENGLISH LITERATURE AND COMPOSITION**

AP English Literature and Composition 12 will include a study of the novel, the essay, drama, and poetry from British and world literature. Aspects of writing such as sentence structure, style, mechanics, and usage, as well as organization and development of the essay, will be emphasized through student composition. Students will be prepared to take the College Board AP Test in Literature and Composition and may receive college credit if scores meet individual college requirement. For weighted credit to be awarded, students must take the AP Exam in the spring.

**PREREQUISITE: A or B in previous English class; teacher/dean recommendation**

**YEAR: 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

# WORLD LANGUAGES

## SPANISH I

The first-year program in Spanish provides the beginning student with the basic tools with which to express him/herself and to obtain information in the language. With a focus on using the language in real-life contexts, the approach is communicative, providing a balanced focus on listening, speaking, reading, and writing skills throughout all phases of instruction. Students participate in many types of interactive and communicative activities, using audio and video recordings, working in pairs and/or groups. The program seeks to broaden the students' understanding of Hispanic culture as well as to lead them to an objective understanding of their own culture.

PREREQUISITE: **None**

YEAR: **9<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## SPANISH II

The second level of instruction seeks to improve the students' ability in the Spanish language by further developing their listening, speaking, reading, and writing skills. True communication rather than the manipulation of structure continues to be emphasized.

PREREQUISITE: **Spanish I; teacher approval for 9<sup>th</sup> grade**

YEAR: **9<sup>th</sup>, 10<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## SPANISH III

The third level continues and reinforces the second-level program. Students continue to develop fluency in the language by maintaining their focus on the message being communicated. Students are exposed to legends, short stories, and fotonovelas, as well as country-specific readings. They are exposed to a variety of music from the 21 Spanish-speaking countries, as well as a variety of videos. They see cartoons, commercials, news broadcasts, films, and informative videos.

PREREQUISITE: **Spanish II**

YEAR: **10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## SPANISH IV

Students of Spanish IV will continue to develop language skills in all four areas of communication: listening, reading, writing, and speaking. By the end of the semester-long course, students will be able to communicate in Spanish at an advanced level about many different topics using complex grammar structures and a more sophisticated vocabulary base.

PREREQUISITE: **Spanish III**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## AP SPANISH LANGUAGE

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency cross three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century<sup>1</sup> (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

PREREQUISITE: **Successful completion of Spanish III or IV; teacher recommendation**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## TURKISH I

First Year Turkish is designed for learners who are interested in Turkish language and culture, and who have no previous knowledge of the language. The course will provide a foundation for the learning the basics of Turkish through grounding in the structure of sentences and current usage with the emphasis on oral communication. The course will focus equally on listening, speaking, reading, and writing. By the end of the course, students will learn how to carry on simple conversations in daily life situations, and to read and write simple paragraphs/texts. Materials will be tailored to students' needs and interests. Short stories, poems, songs, newspapers & magazine extracts, and movies will be used for reading, writing, and listening exercises.

PREREQUISITE: **None**

YEAR: **9<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## TURKISH II

Second Year Turkish is open to students who have completed first-year Turkish or the equivalent. Students with some background in Turkish may also qualify with the permission of the instructor. It will stress the features that differentiate Turkic languages from other language groups, and will complete the coverage of Turkish grammar that was begun in the first year, using the same two texts and additional sources as well. Audio materials, recorded selections, and in-class communicative exercises will further sharpen speaking and listening skills. Attention will be given to the areas of interest of individual students, in order to develop appropriate practical vocabulary.

PREREQUISITE: **Turkish I**

YEAR: **10<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## TURKISH III

Third Year Turkish is designed for the intermediate to advanced student with two or more years of study in Turkish, and also serves as an introduction to Turkish Literature. The course is open to Students who have already taken Second or Third Year Turkish. This class sequence aims to develop advanced proficiency in Turkish, focusing on the four skill areas of reading, writing, speaking, and listening. Short stories, novel excerpts, newspaper and academic articles, and poetry are read in the original. A series of audio-visual modules using the Deep Approach methodology are also featured.

PREREQUISITE: **Turkish II**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## FINE/VISUAL ARTS

### ART 1

Art I is a two-semester course designed to teach students to apply the elements of art and principles of design to the creative process. Students are expected to use a variety of media, techniques, processes, and tools to compose original works of art that demonstrate understanding of the elements of art and principles of design, awareness of aesthetic concerns, and the ability to communicate ideas through artwork. Students will exhibit artwork and will assemble portfolios.

PREREQUISITE: **None**

YEAR: **10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **1 Credit, ½ per semester**

## **SURVEY OF FINE ARTS**

Survey of Fine Arts is a one-semester course designed to teach students the basic elements, principles, processes, materials, and inherent qualities of visual and performing arts. Students will examine a broad range of methods and will conduct critical analyses of the creative processes involved in the various art forms. Students will reflect on the connections between society and the arts. Survey of Fine Arts students will develop perceptual awareness and aesthetic sensitivity as well as a foundation for a lifelong relationship with the arts. Students will examine characteristics of art including themes, artists, major artworks, and media and processes involved in creating artwork that is unique to each period of art. Students will also explore societal influences on art from each period as well as the impact art from each period has had on society. Students will apply basic terminology and higher order thinking skills to respond to and to draw inferences from artwork and artists from each period of art history.

**PREREQUISITE: None**

**YEAR: 11<sup>th</sup> , 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **AP STUDIO ART: DRAWING**

The AP Studio Art Drawing course is intended for highly motivated students who are seriously interested in the study of art. AP course requirements are significantly more rigorous and students should demonstrate commitment and accomplishment while enrolled. It is recommended for the AP student to have previous training in art or be able to demonstrate through a portfolio an ability to create fine art. The AP Studio Art: Drawing course strives for quality of production and experience in the investigation of drawing styles, techniques and reflection of historical influences in drawing. The course is designed as an intensive one-year program. The course is the infusion of new ideas and constructed around meaning and an enduring idea.

**PREREQUISITE: Art 1; teacher recommendation**

**YEAR: 11<sup>th</sup> , 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **INSTRUMENTAL MUSIC**

This course is a two-semester course designed to teach students music fundamentals and instrumental techniques for playing piano keyboard. The students enrolled in this class are expected to develop and demonstrate beginning performance techniques in solo and group settings, with an emphasis on reading and performing music using appropriate articulation, dynamics, and interpretive skills.

**PREREQUISITE: None**

**YEAR: 10<sup>th</sup> , 11<sup>th</sup> , 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## **VOCAL MUSIC**

This course is designed to teach students music fundamentals and vocal music techniques. Students enrolled in this course are expected to develop beginning performance techniques in the solo, small group as well as large group settings, with emphasis on reading and performing vocally using appropriate articulation, dynamics, and interpretive skills.

**PREREQUISITE: None**

**YEAR: 11<sup>th</sup> , 12<sup>th</sup>**

**CREDIT: 1 Credit, ½ per semester**

## HEALTH AND PHYSICAL EDUCATION

### HEALTH

Students will develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health – particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal setting and communication skills to protect their health and that of the community. This course is required for graduation.

PREREQUISITE: None

YEAR: 10<sup>th</sup>

CREDIT: ½ Credit, ½ per semester

### PHYSICAL EDUCATION I

This course is designed to emphasize fitness, team sports, gymnastics/tumbling, aquatics, and wellness. The instruction is aimed at developing proficiency, analysis and the interrelationship of fundamental movement skills; positive self-image and acceptance of the total self, and mature teamwork in resolving conflicts within a group. The wellness curriculum includes an appreciation and understanding of making healthy personal choices to create an individualized fitness program for a life-long state of well being.

PREREQUISITE: None

YEAR: 10<sup>th</sup>

CREDIT: ½ Credit, ½ per semester

## CAREER AND TECHNICAL COURSES

### COMPUTERIZED BUSINESS APPLICATION

Computerized Business Applications is a two-semester course designed to prepare students with an introduction to business applications which are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, graphics, integrated software, electronic mail, management-support software, and image processing.

PREREQUISITE: None

YEAR: 9<sup>th</sup>

CREDIT: 1 Credit, ½ per semester

### DIGITAL LAYOUT AND DESIGN

A study and practice in the use of desktop publishing software. Students will apply the principles of planning, type, color and graphic design to develop documents which combine text, graphics, and photographs for personal and business use in print form or on the internet.

PREREQUISITE: None

YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ Credit, ½ per semester

### DIGITAL IMAGING

An introduction to the concepts of graphics design including the creation, editing, and output of graphics for use in various digital media. This is a hands-on course, students examine software programs that familiarize them with the necessary tools and methods used to create digital designs. Students explore a wide range of selection, editing, and manipulation techniques that can be applied to photos, graphics and videos.

PREREQUISITE: None

YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ Credit, ½ per semester

## DIGITAL MEDIA

This hands-on course focuses on the creative and technical skills necessary for Web design and animation. Students will create visual effects and animated graphics for video, web, and other types of media using computer software. Students learn the fundamentals of Web design and HTML, explore techniques used in building media for the Web, along with learning to develop content and publish media-based Web sites to the Internet.

PREREQUISITE: **None**

YEAR: **10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **½ Credit, ½ per semester**

## DIGITAL AUDIO / VIDEO PRODUCTION

Students are introduced to digital audio and video. They will capture, create, and edit audio and video files for media productions and various delivery formats. This course allows the student to build digital audio and video making skills by having them conceive, storyboard, record, edit, and finalize projects in various media formats. This is a hands-on course that teaches students how to use audio and video editing software to edit audio and video.

PREREQUISITE: **None**

YEAR: **10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **½ Credit, ½ per semester**

## WORD PROCESSING I

Word Processing I is a one-semester course designed to provide students with entry-level skills in word-processing concepts, operations, text manipulations, and production of business documents using an intermediate or advanced level software program. In addition, training in basic word vocabulary skills; mechanics of punctuation and grammar; format and style; and proofreading, editing, and reviewing business documents are included in the course.

PREREQUISITE: **None**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **½ Credit, ½ per semester**

## WORD PROCESSING II

Word Processing II is a one-semester course designed to provide students with competencies in word-processing concepts. Emphasis is on production of business documents and applications, including formats, creating and maintaining files, repetitive documents, revising, and printing. Students will use voice commands to dictate documents, phrases, sentences, paragraphs, punctuation, and symbols.

PREREQUISITE: **Word Processing I**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **½ Credit, ½ per semester**

## OFFICE MANAGEMENT

Admission to this course is based on an application process. The intent of this course is to allow students to apply the technical skills and knowledge learned in advanced business courses. Students will utilize these skills to work on technology-based projects for the school, community, and local businesses.

PREREQUISITE: **None**

YEAR: **11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **½ Credit, ½ per semester**

## PROGRAMMING I

Programming I is a one-semester course with emphasis on programming business and general applications. Students learn planning and coding techniques through the use of practical applications. Design and use of structure as well as decision-making in programs are integrated throughout the course.

PREREQUISITE: **Computerized Business Applications**

YEAR: **10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

CREDIT: **½ Credit, ½ per semester**

## PROGRAMMING II

Programming II is a one-semester course designed to teach the basic language in a structured fashion using programming concepts and techniques for practical business applications. A strong emphasis is placed on developing a level of skill with which production programs for business use may be planned and coded. The course is designed to provide students with the necessary skills to document, code, enter, and execute a well-designed basic program, and the student will be able to recognize a well-designed and well-written program.

PREREQUISITE: **Programming I**

YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ **Credit, ½ per semester**

## ADVANCED SPREADSHEETS

This course prepares students to work with the advanced features of Microsoft Excel in a career setting or for personal use. Using courseware that incorporates a step-by-step, project-based approach, students develop a master-level competency in Excel and explore the essential features of Windows 7.

PREREQUISITE: **None**

YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ **Credit, ½ per semester**

## ADVERTISING

Advertising Design develops skills in lettering, advertising, layout, poster making, photography, industrial and technical illustrations, airbrush, cartooning, and other art media. Both manual and computer techniques and applications are included in this course.

PREREQUISITE: **None**

YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ **Credit, ½ per semester**

## HUMAN ANATOMY AND PHYSIOLOGY

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

PREREQUISITE: **None**

YEAR: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: 1 **Credit, ½ per semester**

## INTRODUCTION TO MEDICAL PROFESSIONS

Experiences in Introduction to Medical Professions Education are designed to provide students with basic information needed for a career in the health care field. In this comprehensive course, emphasis is given to the development of competencies related to HOSA, study skills, medical history and events, health care systems, health care careers, personal qualities, medical ethics and legal responsibilities, and professionalism.

PREREQUISITE: **None**

YEAR: 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ **Credit, ½ per semester**

## MEDICAL TERMINOLOGY

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

PREREQUISITE: **None**

YEAR: 11<sup>th</sup>, 12<sup>th</sup>

CREDIT: ½ **Credit, ½ per semester**

## **ABNORMAL PSYCHOLOGY**

This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

**PREREQUISITE: None**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**

## **HUMAN BEHAVIOR AND DISORDERS**

This course provides students with a general overview of psychology from the perspective of the health care community that includes history of psychology, 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. Students gain a better understanding of mental health and the impact it has on providing quality health care.

**PREREQUISITE: None**

**YEAR: 11<sup>th</sup>, 12<sup>th</sup>**

**CREDIT: ½ Credit, ½ per semester**