

Arkansas Arts Academy HS

Course Catalog

A listing of all available courses for 2018-2019 including descriptions and prerequisites.



Hight Jackson ASSOCIATES RINTCO

ARKANSAS ARTS ACADEMY | AAA 7th + 8th GRADE PRESENTATION | NC



ARKANSAS
ARTS ACADEMY

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ARKANSAS ARTS ACADEMY MISSION STATEMENT

Arkansas Arts Academy is the ultimate K–12 choice for excellence in arts and education.

We believe that an arts-based approach to learning promotes creative expression and an enhanced academic experience. Our mission is to provide a rigorous academic program with a purposeful integration of the arts. We challenge our students academically while providing them with an arts-enhanced curriculum.

ASPIRE. ACHIEVE. ADVANCE.

Arkansas Arts Academy is an open-enrollment public charter school offering fine arts education to K–12 students. We are the second oldest and one of the largest charter schools in the state. Our goal is to make Arkansas Arts Academy a nationally recognized institution that will draw students from all over Northwest Arkansas, the state, and the region.

Arkansas Arts Academy High School prepares 7th-12th grade students with strong personal interests in the arts to successfully pursue higher learning and/or a career in the performing and fine arts by fostering their unique skills and talents within a rigorous, integrated academic and arts program. We believe education should promote student success, offering a developmental approach to learning in unity with high academic and artistic standards.

Information for Students and Parents

This catalog is provided to help students understand what courses are available at Arkansas Arts Academy high school, what those courses entail, and in what sequence they should be completed. The catalog will be updated each year as courses change. At the end of the catalog is a copy of the graduation requirements specified by the state of Arkansas as of January 2018.

Schedules

7th grade Schedule	8th grade Schedule	High School Schedule
8:10-9:10 am Core 1 9:15-10:15 am Core 2 10:20-10:55 am Seminar 11:00-11:30 am Lunch 11:35-1:15 pm Art Block 1:20-2:20 pm Core 3 2:25-3:20 pm Core 4 3:20 pm Dismissal 3:20-4:45 pm After School Tutoring Program Available	8:10-9:30 am Block 1A/B 9:35-10:55 am Block 2A/B 11:00-11:30 am Lunch 11:35 am-1:15 pm Art Block 1:20-1:55 pm Seminar (remediation/enrichment) 2:00-3:20 pm Block 3A/B 3:20 pm Dismissal 3:20-4:45 pm After School Tutoring Program Available	8:40-10:10 am Block 1A/B 10:15-11:45 am Block 2A/B 11:50 am-1:50 pm Lunch/Block 3A/B 11:55-12:25 Lunch 1 12:35-1:05 Lunch 2 1:55-4:25 pm Art Block 4:25 pm Dismissal Tutoring available before school.

Please Note! This course catalog is a listing of all of the courses we would like to be able to offer in the 2018-2019 school year. Any course with 8 or fewer students may be cut due to lack of interest. If that occurs, all students who indicated an interest in that course will be informed and allowed to select a new course. We will attempt to offer the course again the following school year. If you have any questions or concerns, please contact Heather Wright; hwright@artsk12.org or (479)877-1723.

7th and 8th grade Core Courses

English (7th grade) -- This course will encourage students to use a wide range of communication skills involved in written and oral English including: organization and development of effective communication, grammar, punctuation, vocabulary, spelling and personal voice. Students will have opportunity for growth in the area of reading through the use of the literature textbook, novels, class activities and hands-on activities.

Honors English (7th grade) -- This course is designed for students with high ability and motivation. The rigorous curriculum emphasizes analysis of literature and informational text, student-driven research resulting in personal conclusions through the application of critical thinking and problem-solving. Students enrolled will be expected to collaborate on a long-term project that usually culminates in a public sharing venue.

Math (7th grade) -- This course focuses on four critical areas: (1) Ratios to develop an understanding of proportional relationships, demonstrating this knowledge through single- and multi-step problems, graphing and solving for the constant of proportionality; (2) Operations with rational numbers through the use of fractions, decimals, percent, and negative numbers, as well as beginning to explore expressions and linear equations; (3) Problem solving regarding area and circumference of shapes and relating three-dimensional figures to two-dimensional shapes in order to develop their understanding of surface area and volume; (4) Compare data distributions in order to answer questions and draw conclusions about different populations.

Pre-Algebra -- This is an advanced course designed to provide 7th-grade students with a strong mathematical foundation in preparation for Algebra I in 8th grade. Areas of focus include: (1) Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) Understanding the concept of a function and using functions to describe quantitative relationship; and (3) Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Science (7th grade) -- This course is an integrated course of physical, life, and earth/space science topics. Students will engage in investigations and research to answer such questions as ‘How can particles combine to produce substances with different properties?’; ‘What stays the same and what changes in a chemical reaction?’; ‘What happens when new materials are formed?’; ‘How does matter and energy move through

an ecosystem?'; 'How do organisms interact with other organisms in the physical environment to obtain energy?'; 'How has Earth developed and changed over time?'; and 'How have humans been able to forecast catastrophic events and mitigate their effects?' Students will be expected to use the scientific method and engineering design process throughout the course to conduct research and solve problems.

Pre-AP Science (7th grade) -- This advanced course allows students to explore several topics through projects, experiments, and challenging engineering tasks. Students will start the year with the foundations of scientific investigations and advanced graphing. Then, they will learn about biodiversity and patterns of interactions among organisms in different ecosystems before beginning to analyze gravitational interactions in the Solar system and various space objects. Finally, students will be introduced to genetics and biochemistry. Special emphasis will be placed on life science, the function of cells in various organisms, the interaction of body systems and genetic factors that lead to organism growth.

World Geography -- This course focuses on providing a foundation for world geography by emphasizing geographic and cultural representations of different countries around the world. Each year, the class will focus on specific countries that will serve as the geographic point for in-depth research and discussion. Students will also analyze the characteristics and complexity of these countries through various art projects, field trips, and engaging activities.

Honors World Geography -- This course follows the same outline as World Geography but with greater emphasis on independent reading, writing, and research to extend students' learning and hone critical and creative thinking.

English (8th grade) -- This course improves students' reading and writing skills through the study of literature, particularly short stories. Reading emphasis is on informational/explanatory texts. Writing emphasis is on writing arguments, informational/explanatory texts, and narratives. Continued emphasis is placed on basic language and spelling skills.

Honors English (8th grade) -- This course is an accelerated language arts program with an emphasis on composition skills and interpretation of literature in preparation for Advanced Placement English courses. Language Arts technology is also incorporated. The development and use of language skills progress through composition and the in-depth study of literature. Composition focuses on the expository essay. Placement is based on skill proficiency, interest, commitment, and teacher recommendations.

Pre-Algebra -- A grade level course designed to provide students with a strong mathematical foundation to meet 8th-grade math standards. Areas of focus include: (1) Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) Understanding the concept of a function and using functions to describe quantitative relationship; (3) Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Successful completion of this course will prepare students for Algebra I.

Algebra I -- Algebra I is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. High School credit is earned for this course.

Prerequisite: Pre-Algebra

Science (8th grade) -- This course is an integrated course that provides an overview of life, earth and space, and physical sciences. Students will explore forces and interactions, energy, waves, space systems, and genetics and heredity. They will be challenged to develop a deeper understanding, as well as make real-world connections through hands-on activities, research, laboratory investigations, and cooperative learning.

Pre-AP Physical Science -- This course continues to develop students' understanding of the core ideas in the physical, life, and earth and space sciences learned in 7th grade Science. The performance expectations in Pre-AP physical science - integrated build on middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences but to life and earth and space sciences as well. There are six topics in physical science - integrated: Elements, Matter, and Interactions, Matter in Organisms, Forces and Motion, Energy, Waves, and Interactions of Humans and the Environment. Student placement will be based on interest, commitment, and teacher recommendation. High School credit is earned for this course.

US History to 1890 -- This course is a study of American history beginning in 1450 with the colonization of the Americas and ending in 1877 with Reconstruction. The course is designed to help students understand how and why particular events and patterns of events occurred in our early society, enabling students to understand the geographic, political and economic developments that will affect the 20th and 21st centuries.

Honors US History to 1890 -- Following the same course outline as US History to 1890, this advanced course places emphasis on nonfiction readings and independent research to support a deeper understanding of the history of our nation and to better prepare students seeking to follow the AP track in high school. Student placement will be based on interest, commitment, and teacher recommendation.

Arkansas History* (semester)-- This course provides a study of the history of Arkansas. The course addresses the geographic features and economics of our state focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. Emphasis is placed on the government of the area and the individuals who have shaped its politics. All graduates of Arkansas schools must complete Arkansas History.

8th grade Core Electives

Computer Essentials -- This computer literacy course is designed to give students the opportunity to develop essential computer skills needed for success in school, personal lives, and transition into the professional world. Students will become cyber-savvy by learning Internet safety skills as they gain a practical understanding of how to safely and responsibly take advantage of online resources. Students will gain a comprehensive understanding of composing documents, spreadsheets and presentations through hands-on, real-world projects using Microsoft Word, Excel and PowerPoint.

Coding Block -- The computer science coding block will be taught to 7th and 8th graders on Fridays during seminar time. As part of this block, students will examine how to formulate algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. Students will be required to use a text-based programming language to accomplish these tasks.

Lifetime Health and Fitness -- Emphasis in this co-educational course is on the development of basic physical skills, physical fitness and making healthy decisions. A variety of learning experiences are selected from team and individual sports, lifetime sports, self-testing activities and rhythms. The program encourages lifelong use and enjoyment of physical activity for the maintenance of health, social and recreational enrichment. This course will include topics and information that will help students make informed decisions about their current and long-range health.

Seminar -- Seminar is a daily thirty minute period during which students will focus on remediation or enrichment of core subject area skills. 7th graders will spend two days a week engaging in physical activity. 8th graders will spend 1 day a week engaging in physical activity and 1 day a week researching possible career pathways. Both 7th and 8th graders will engage in coding activities on Fridays.

7th and 8th grade Art Electives

Guitar I -- This course is an introduction to playing the acoustic guitar, designed for students having little or no experience with the instrument. The objective of this class is for students to play songs. Students will learn: standard tuning for guitar, proper picking, strumming, hand positions, fingerings and effective practice techniques required for playing popular music. Song selections are drawn from classic rock repertoire, along with exploration of other genres and contemporary selections. Teaching methods combine the use of chord diagrams, tablature, music notation, visual modeling and aural techniques. Classes are taught mostly as an ensemble with class time dedicated to individual practice. Students are expected to practice a minimum of 30 minutes daily at home.

Guitar II -- This course is a continuation of Guitar I studies. Students will study movable / barre chords, scales, arpeggios and related concepts. Improvisation and guitar soloing techniques using Pentatonic, Major and Minor scales over standard chord progressions in a variety of musical styles will be explored. Repertoire will be expanded to more challenging selections drawn from classic rock, country, and blues. During class time students will work as one large group, smaller ensembles and individually. Students are expected to practice a minimum of 45 minutes daily at home.

Prerequisite: **Guitar I** or by audition.

Electric / Upright Bass I -- Beginning students will focus on developing proper left and right-hand techniques through the use of drills and approachable bass lines from popular music. As the student progresses, they will learn the scales, chord shapes and music theory needed to compose or improvise bass lines based on given chord changes in songs. Students will also learn how to combine the melodic and rhythmic elements that are idiomatic to a variety of musical genres such as rock, country, blues, and jazz when generating bass parts. Level I students are expected to practice a minimum of one-half hour daily.

Drums/Percussion I -- Beginning students will work mostly as ensembles playing a wide variety of percussion instruments. As students progress, they will be introduced to more complex rhythms and combining different rhythms simultaneously with both hands, feet, voice, etc. Level I students are expected to practice a minimum of one-half hour daily.

Modern Band I -- This course is a performance-based class that focuses on Rock, Country, Blues, R&B, Reggae, Americana and other popular musical styles. Ensembles are formed using instruments most commonly found in popular genres, such as Guitar, Bass, Drums, Keyboard, and Vocalists. Students who are proficient on Mandolin, Fiddle, Banjo, Saxophone, Trumpet, or others may also be admitted to this class at the discretion of the instructor, and if they are currently enrolled in private lessons.

Prerequisite: Completion of any Level I instrumental/vocal class or by permission of the instructor. Students admitted to this class must also be taking a concurrent Level II or higher instrumental/vocal class.

MS Orchestra -- This course will hone students' playing skills on masterworks spanning two centuries of music, as well as newly written and arranged works. In addition, they will focus on critical listening skills, tenets of music theory, and the history of music. Performances will take place in traditional environments as well as innovative, multidisciplinary, collaborative spaces. Students will perform at least one concert a semester. Additionally, students will participate in recording sessions as part of a year-end project to create the official AAA High School Orchestra album.

Admittance via audition: Previously enrolled orchestra students may forego audition.

Beginning Piano -- This course is for students who have never played piano or have very limited experience. Students will learn: basic piano skills using both hands, including 5-finger position, scales, progressions, fingering techniques and accompaniment; basic music theory including notes, rhythm, harmony and form; performance etiquette as a performer and as an audience member; basic harmonization techniques; and be expected to perform solo and ensemble music.

Intermediate Piano -- This course is designed for students who wish to develop basic piano playing skills, or expand their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction on musical notation and theory.

Prerequisite: Teacher recommendation based on performance.

Junior High Male Chorus -- This 7th and 8th-grade course is for boys interested in choir designed for adolescent male voices. Students will be exposed to both classical and contemporary music. In addition to vocal training, students will study music theory. Students will be expected to perform at least twice a year.

Junior High Female Chorus -- This 7th and 8th-grade course is for girls interested in choir designed to train adolescent female voices. Students will be exposed to both classical and contemporary music. In addition to vocal training, students will study music theory. Students will be expected to perform at least twice a year.

Introduction to Music Theory -- This course introduces students to the basics of music theory: how music is read and written, how original music is composed, recognition of various rhythms and harmonies, etc.

Unfolding the Image: 7th Grade Creative Writing Block -- This course comprises a taste of the practices and techniques of Creative Writing and how it serves as a form of art-making. This introduction to Creative Writing informs students that we already have everything that we need in order to tell stories, most importantly the experience of our senses, our memories, and our attunement to the world around us. Throughout the year, we will focus our energies on the image: what it is, how it functions and how it translates from writer to reader.

The Wonder Cabinet: 8th Grade Creative Writing Block -- This course will build on what was learned in *Unfolding the Image* with a more focused survey of the image's "container," i.e. literary genre. In addition to learning about the three principal genres and their attributes, we will employ what we learn in class activities, exercises and longer written works. Finally, we will experiment with the methods of other writers and artists, collaborating with them and also with each other. In addition to writing, we take walks, collect objects, give gifts, draw cartoons, build models, send letters, and construct many Joseph Cornell-style boxes.

Junior High Dance Major -- In this technique based class the foundations of classical ballet technique will be reinforced and built upon. With barre work, center combinations and travelling combinations, students will work towards mastery of basic ballet technique and begin to develop their artistry as dancers. Students will participate in the American Academy of Ballet Performance Awards program, an international adjudication process that gives students opportunities to improve in technique and performance. Modern technique will focus on strength, alignment and coordination as well as the strong relationship between movement and music. Classwork will draw from Horton technique and explore the strength and articulation of modern movement. Classic jazz dance will be continued with an emphasis on rhythm, isolation and line.

Prerequisite: Audition or approval of dance teacher

Junior High Dance Minor -- In this technique based class the foundations of classical ballet technique will be reinforced and built upon. Students will learn basic ballet vocabulary through barre work, center combinations and travelling exercises. Students will participate in the American Academy of Ballet Performance Awards program, an international adjudication process that gives students opportunities to improve in technique and performance. Modern technique will be introduced with a focus on strength and alignment. Classwork will draw from Horton technique and explore the strength and articulation specific to modern dance. Classic jazz dance will be introduced with an emphasis on rhythm, isolation and line.

Prerequisite: Placement by dance instructor

Culinary Foundations -- This course is to instruct students in the proper methods and procedures regarding food safety. It will provide students with the knowledge of safety and sanitation practices in the foodservice and hospitality industries. This class will be a starting point for students taking culinary classes and is a prerequisite to the Intro to Food Preparation class. Intro to Food Safety and Sanitation can be taken in conjunction

with Intro to Food Preparation. This class will be working towards advanced food safety and sanitation class in preparation for the National ServSafe Certification exam, which is independent of course grades and optional. Students who want to participate in the Culinary Arts program will be encouraged to take the ServSafe test based on the ServSafe certification curriculum from the National Restaurant Association.

Food Systems -- This course introduces basic food preparation knowledge and skills. Also included is instruction in the operation of commercial food service equipment. This course will introduce basic culinary concepts, history, and will apply food safety and sanitation requirements for food service. This class will prepare students for Advanced Food Preparation classes that include sauces, soups, and stocks, baking, world cuisine, plate presentation, events, and decorating.

Prerequisite: Introduction to Food Safety and Sanitation, may be taken concurrently

2D Art -- This course is intended for students who plan to choose Visual Art as their major in HS and are expected to have a higher level of skill or interest in 2D art. Students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, collage, drawing, and printmaking. Through lectures, demonstrations, and critiques, students will develop creative problem-solving skills and critical thinking skills while constructing both individual and group projects which utilize a variety of 2D media.

Recommendation-- students wanting to pursue a Visual Art Major in High School, should take this class and the “3D Art” class during 7th and 8th grade.

2D Design -- This class is intended for a student who does NOT plan to be a Visual Art major, but is interested in Visual Art or wants to take this class as an elective. Students are introduced to 2-dimensional art production and art history of many cultures. They are exposed to the basic principles of design and color theory, taught to draw realistically by developing their perception skills, and taught how to use a variety of media.

3D Art -- This course is intended for students who have chosen Visual Art as their major in HS and are expected to have a higher level of skill or interest in 3D art. Students focus on further developing art skills, vocabulary, creativity, and concepts of 3D design. Three-dimensional lessons may include functional or sculptural ceramic experiences. Through lectures, demonstrations, and critiques, students will develop creative problem-solving skills and critical thinking skills while constructing both individual and group projects which utilize a variety of 3D construction mediums.

Recommendation-- students wanting to pursue a Visual Art Major in High School should take this class and the “2D Art” class during 7th and 8th grade.

3D Design -- This class is intended for a student who is NOT a Visual Art major, but is interested in Visual Art or wants to take this class as an elective. Students are introduced to 3-dimensional art production and art history of many cultures. They are exposed to the basic principles of 3D design and construction, highlighting aesthetics, and functionality of a variety of media while producing sculptural art.

Explorations in Theatre -- In this course students will focus on building a cohesive ensemble while exploring basic voice and movement exercises and styles such as improvisation, pantomime, and melodrama. In additions, students will learn theatre history, popular playwrights, popular plays, and musicals; learn the various parts and people in a production; learn and apply theatrical terminology.

Scenic Painting and Props -- This course will serve as an introduction for 7th and 8th-graders working in the scenic shop and technical theatre. They will learn basic scene painting techniques, learn to take care of brushes and materials properly, and learn to use a wide range of materials as we work as a class to create props for the school productions. In addition, students will learn basic sound and light design and control for productions.

High School Core Courses

English Department

English I -- This course will engage 9th-grade students with classic works of literature and short stories to improve reading comprehension and fluency, as well as begin developing skills required for insightful textual analysis. Students will advance their grammar and writing skills in the areas of narrative, expository, and argumentative works. This class will have presentation components involving research and speaking.

Pre-AP English I -- This course is designed to prepare students for AP Language, Composition and AP Literature and Composition. Students will advance their grammar and writing skills in the areas of narrative, expository, and argumentative works. Students must keep up with their work in order to succeed in this fast-paced course. This class will have presentation components involving research and speaking.

English II -- This course will help 10th-grade students develop an understanding and appreciation of literary works of fiction and nonfiction from around the world. Emphasis will be placed on in-depth reading and various types of writing including expository, argumentative, and narrative. Independent reading, writing assignments, group work, several small research projects, and one formal research paper will be required. This course incorporates oral communication standards as well. Students who successfully complete English II will earn credit for English and Oral Communications.

Pre-AP English II -- This course will help advanced students develop an understanding and appreciation of literature and rhetoric from around the world. Emphasis will be placed on in-depth reading and various types of writing including expository, argumentative, and narrative. This class is designed to prepare students for AP Language and Composition and AP Literature and Composition. Students must be responsible and keep up with their work in order to succeed in this fast-paced course. Independent reading, writing assignments, group work, class discussion, several small research projects, and one formal research paper will be required. This course incorporates oral communication standards as well. Students who successfully complete English II will earn credit for English and Oral Communications.

English III -- This course will help 11th-grade students develop an understanding and appreciation of American literature. Students will engage with classic and contemporary works of American literature, including short stories, poetry, drama, novels, and historical documents to improve critical thinking skills, as well as the analysis of methods authors use to create meaning. This class will have presentation components involving research and speaking.

AP Language and Composition -- AP® English Language and Composition is designed to be a college-level course with emphasis placed on thinking critically about rhetoric. Students explore the richness of language, including syntax, imitation, diction, and tone. The reading in this course is intensive requiring close reading and analysis of a variety of texts, primarily non-fiction. Writing expectations are likewise intensive, requiring the student to write to understand, explain, analyze and evaluate in several forms: narrative, expository, analytical, and argumentative. The student will be graded on the content of his/her writing, as well as its clarity and correctness. Summer reading may be assigned at the discretion of the teacher.

Prerequisites: Successful completion of English I and II with B or higher, Pre-AP level strongly recommended, and teacher/principal recommendation.

English IV -- This course will help senior students develop an understanding and appreciation of British literature. Emphasis will be placed on in-depth reading and writing focused on British literature from the Anglo-Saxon period through present day. Research will also be an integral part of the course in order to prepare students for college and careers. Independent reading, several small research projects, class discussion, group work, presentations, and one formal research papers will be required.

AP Literature and Composition -- AP® English Literature and Composition is designed to be a college-level course with emphasis placed on literary analysis, close reading, and college-level writing. The course includes intensive study from various genres and periods from the sixteenth century to contemporary times. Selected texts for the course will require careful observation of style, theme, social and/or historical values reflected by the work(s), and elements such as the use of figurative language, imagery, symbolism, and tone. Students will write to understand and explain works' textual details, considering literary elements. Students will also write analytical, argumentative papers in which they evaluate textual details and make judgments about works' artistry, quality, and indicated values. Instruction and feedback on students' writing will be provided, both before and after students revise their work. Outside reading, projects, and daily writing activities will also be required of students.

Prerequisites: Successful completion of English I and II, Pre-AP level strongly recommended, and teacher/principal recommendation.

Mathematics Department

Algebra I -- Algebra I is designed to give students a foundation for all future mathematics courses. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability.

Prerequisite: Pre-Algebra

Honors Algebra -- A faster paced version of the traditional Algebra I class, admission to this class will be based on interest, commitment, and teacher recommendation. This class will help prepare those students who would like to take Geometry and Algebra II concurrently their sophomore year in order to be eligible for more advanced math classes.

Prerequisite: Pre-Algebra

Geometry -- In this course, students learn to recognize and work with geometric concepts in various contexts building on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry and develop an understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

Prerequisites: Successful completion of Algebra I.

Algebra II -- This course builds upon algebraic concepts covered in Algebra I. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs, quadratic functions, inverse functions, advanced polynomial functions, and conic sections. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; data analysis; and matrices.

Prerequisites: Successful completion of Algebra I and Geometry; can be taken concurrently with Geometry with teacher approval.

Advanced Topics and Modeling in Mathematics -- This course builds on Algebra I, Geometry, and Algebra II to explore mathematical topics and real-world relationships. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve decision making in analyzing empirical situations. Collection and use of student-generated data should be expected. Students will represent and process their reasonings and conclusions numerically, graphically, symbolically, and verbally. Students will be expected to use technology, including graphing calculators, computers, and data collection equipment throughout the course.

Prerequisites: Algebra I, Geometry, and Algebra II.

Algebra III -- This course is designed for students on a college-bound track that are not quite ready for the level of honors Pre-Calculus. This course will have a short review on Algebra II topics, but will proceed to functions, quadratics, polynomials and rational functions, inverses and radical functions and relations, exponential and radical functions and relations, systems of equations and matrices, conic sections, sequences and series, statistics and probability, and trigonometric functions, identities, and equations. The content of this course is important for students' success on both the ACT and college

mathematics entrance exams.

Prerequisites: Successful completion of **Algebra I, Geometry, and Algebra II.**

Pre-Calculus -- Pre-Calculus weaves together the previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include: linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Prerequisites: Successful completion of **Algebra II.**

AP Calculus AB -- This course is the equivalent of an introductory college-level calculus course. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Exam and further studies in science, engineering, and mathematics.

Prerequisites: Successful completion of **Pre-Calculus**

AP Statistics -- The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns. (2) Sampling and Experimentation: Planning and conducting a study. (3) Anticipating Patterns: Exploring random phenomena using probability and simulation. (4) Statistical Inference: Estimating population parameters and testing hypotheses

Prerequisite: 11th or 12th grade; successful completion of **Algebra II**; may be taken concurrently with Pre-Calculus or AP Calculus.

History Department

US History -- United States History since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, cultural development, and international relations of the United States of America from the late nineteenth century into the twenty-first century.

World History -- This course is designed to survey major trends in the history of the world from the 15th century to present. Political, economic, social, and cultural themes are stressed in these historical time periods. Students will also consider and analyze the present-day effects these themes have in the world.

Economics* (semester) -- This state required course emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the decision-making process by individuals and governments in a world of limited resources. The American free-enterprise system, including relationships among the roles played by consumers, producers, capital, land, and labor, as well as the interrelationships among economic, political, and social lives will be examined.

Prerequisite: 10th, 11th, or 12th-grade

Civics* (semester) -- Civics is the study of citizenship and government. This course provides students with a basic understanding of how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American Constitution guarantees its citizens. Students examine how civic participation in the American political system compares to that in other societies around the world today.

AP Government and Politics -- This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes as they study the following topics: constitutional underpinnings of United States government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, civil rights and civil liberties, state and local government, and Arkansas laws affecting juveniles. The course prepares students to take the AP United States Government and Politics exam. Students who successfully complete the ADE Enhanced AP United States Government and Politics course may receive academic credit for Civics in meeting state graduation requirements.

AP World History -- “AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop

and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.¹”

Prerequisites: 10th, 11th, or 12th-grades; teacher/principal recommendation.

AP Psychology -- AP® Psychology is the equivalent of an introductory college-level course. Students are introduced “to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology.²” A variety of activities, demonstrations, and projects will be provided to meet the goal of instructing scientific and empirical approaches. Students should expect a rigorous workload comparable to other AP classes.

Prerequisites: 11th and 12th grades; teacher/principal recommendation.

AP US History -- This course is designed to provide a college-level experience and prepare students for the Advanced Placement exam in early May. For two semesters the students will examine the chronology and key themes woven into United States history from antiquity to the present. Document analysis and critical thinking skills with open-ended assessments will be developed as students prepare to take the Advanced Placement United States History exam.

Prerequisites: Successful completion of United States History.

Science Department

**Please note that all science courses have a \$10 course fee to cover the cost of consumables used in laboratory experiences.

Physical Science -- Students in this 9th-grade course continue to develop their understanding of the core ideas in the physical, life, and earth and space sciences learned in middle school. These ideas include the most fundamental concepts from chemistry, physics, biology, and Earth and space science but are intended to leave room

¹ *AP Central*, College Board, 2014, apcentral.collegeboard.org.

² *AP Central*, College Board, 2014, apcentral.collegeboard.org.

for expanded study in upper-level high school courses. The performance expectations in physical science - integrated build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences but to life and earth and space sciences as well. There are six topics in physical science - integrated: (1) Elements, Matter, and Interactions, (2) Matter in Organisms, (3) Forces and Motion, (4) Energy, (5) Waves, and (6) Interactions of Humans and the Environment.

Prerequisite: Concurrent enrollment in Algebra I.

Pre-AP Physical Science -- The Pre-AP version of 9th-grade Physical Science course covers the same standards as regular physical science. Students at the Pre-AP level are expected to be more self-directed, will be engaged in more writing, scientific inquiry and higher level math activities than their peers in a non-Pre-AP class. Students will study the following six topics: Elements, Matter, and Interactions; Matter in Organisms; Forces and Motion; Energy; Waves; and Interactions of Humans and the Environment.

Prerequisite: Successful completion of or concurrent enrollment in Algebra I. Parent or teacher recommendation requested.

Biology -- This course provides students the fundamentals of life science where topics include: using the scientific method, characteristics of living things, energy, organic compounds, and water. Students also review the structure and function of living things, the cell, genetics, DNA, RNA, and proteins. They review evolution and natural selection, ecology and the environment. After exploring scientific processes, they apply concepts to different branches of biology. Students examine what "life" means as they investigate the characteristics that all living things share. Students then look at the importance of energy, what kinds of energy are significant when considering living things, and the relationship of structures of living things to their functions.

Pre-AP Biology -- This course provides students with a challenging pre-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on and virtual laboratory experiments, and practice assessments. The program consists of pre-AP biology activities that will enable them to enter the AP Biology course with the knowledge they need to endure the rigorous curriculum and prepare students for the AP Biology exam.

Prerequisite: Success in prior science classes and teacher/principal recommendation required.

Environmental Science --This course examine the natural world's interrelationships in Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observation, write hypotheses, design and complete experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society.

Prerequisite -- 11th or 12th grade

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

Prerequisites: 10th, 11th, or 12th-grade; successful completion of Physical Science and Algebra I.

Physics -- This course builds upon students' understanding of the core ideas, science and engineering practices, and crosscutting concepts in the chemistry-integrated course. The standards engage students in the investigation of physical laws and application of the principles of physics to address real-world problems. There are seven topics in physics: Motion, Work and Energy, Heat and Thermodynamics, Waves, Sound, and Simple Harmonic Motion, and Electricity.

Prerequisites: 11th or 12th-grade; successful completion of Chemistry and Algebra I; successful completion or concurrent enrollment in Algebra II strongly recommended

Anatomy and Physiology -- Anatomy and Physiology students will develop an understanding of the organization of the human body through studies of body systems, tissues, and the cell and its chemistry. Students should spend time dissecting and viewing body systems as well as collecting and analyzing data. Instruction and assessment should include both appropriate technology and the safe use of laboratory equipment. Students will be engaged in hands-on laboratory experiences at least 20% of the instructional time. **Prerequisite:** successful completion of Biology.

AP Chemistry -- This course provides students with training for such knowledge and skills through guided inquiry labs, a focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Prerequisites: Successful completion of Chemistry and Algebra II.

High School Core Electives

Foreign Language

Spanish I -- This introductory course is designed for students with little or no previous study of Spanish. Students will acquire a novice level proficiency in speaking, reading, writing, and listening. In addition, culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. Students are expected to use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices by participating in art integrated lessons, products, and perspectives of various Spanish-speaking countries, and take frequent assessments to monitor their language acquisition.

Spanish II -- This course is a continuation of Spanish I by further expanding students knowledge of key vocabulary topics and grammar concepts. Students will acquire a novice/intermediate level proficiency in speaking, reading, writing, and listening. In this course, students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Special emphasis will be placed on oral participation in class: Teachers expect you to speak Spanish every day.

Prerequisite: Spanish I

Spanish III -- This course is a continuation of Spanish I and II. Students continue to develop and increase their language acquisition in Spanish through the study of language structures in novels, short stories, and cultural contexts. Students will acquire

an intermediate level of proficiency. In this course, students begin to analyze listening and reading passages and continue to express themselves more meaningfully in both speaking and writing. Students are expected to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices by participating in art integrated lessons, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language acquisition can be monitored. Special emphasis will be placed on oral participation in class: Teachers expect you to speak Spanish every day.

Prerequisite: Spanish II

Computer Classes

Computer Science I-IV* (semester each level) -- The Arkansas Computer Science Standards for High School are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Through these standards, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. These courses help students learn to accomplish tasks and solve problems independently and collaboratively by giving students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields. Each semester course (level) may be taught with one of three emphases: programming/coding, networking/hardware, or information security.

Computer Applications -- This course is designed to help students use standard computer programs and software with ease in order to benefit their academic and career goals. Students will spend time mastering the Google Suite, Adobe, building websites, and app development software.

Mobile App Development -- In mobile app development, students will: hone technical skills related to software development, computer programming, and graphic design; utilize creative, innovative, and critical thinking; communicate and collaborate individually and as a team; use appropriate and accessible digital tools for research and learning; use engineering, physics and mathematical concepts; and research post-secondary and career options as they develop mobile apps for the Apple and Android markets.

Personal Health and Fitness

Lifetime Health & Fitness -- This class combines health, wellness and personal fitness into a single year-long class that allows students to earn both their PE and Health credits for graduation. The personal fitness portion of the curriculum provides content and learning experiences in motor skills and movement concepts as they apply to physical activity, health-related physical fitness, and lifetime sports and recreation. The health and wellness portion of the curriculum provides content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs with an overall focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks.

Biking Class -- This course allows students to experience biking in the community of Rogers by utilizing the area trails. Students will be taught bike safety, maintenance, and etiquette. Students may bring their own bicycles or use school-provided bikes. Students will need to bring clothes to ride and get dirty in and be prepared to ride outside in a variety of weather conditions. Students will be expected to maintain bikes and may be expected to pay for repairs if a school bike is damaged.

Supplemental Arts Classes

**These arts courses take place during the academic block rather than the afternoon art block.

Apparel Studies* (semester) -- This course is an introduction to fashion design and creation. A pilot program from Parsons Design School in NYC, students will learn how to design original garments as well as develop skills to bring their designs to life. Maximum of 15 students per semester.

Prerequisite: Completion or concurrent course in **Visual Art** suggested

AP Music Theory -- This course will develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords,

composing a musical bass line to provide a two-voice counterpoint, or the realization of figured-bass notation. The student's ability to read and write musical notation is fundamental to such a course.

Prerequisite: Basic performance skills in voice or on an instrument is suggested.

Show Choir -- Arkansas Arts Academy's own Show! This group will be expected to learn both advanced music and choreography. Students will have multiple performances in a variety of venues throughout the year.

Prerequisite: Admitted to this course by audition including sight reading music.

Senior Dance Portfolio -- In this course, our senior dancers will meet everyday to work with Mrs. Castleman on their dance portfolios and preparing for auditions into college dance programs.

Prerequisite: Must be a senior with room in your schedule for two periods of dance in the academic block.

Non-Credit Courses

Students may have **no more than one non-credit course scheduled each semester.

Teacher's Aide -- In order to be a teacher's aide, students must complete a formal application, have a 3.0 gpa, be on track for graduation, and be a junior or senior. Teacher aides will help teachers organize materials, set up for labs or activities, keep rooms neat and tidy, as well as other duties as assigned by the teacher.

Library Aide -- Library aides will be responsible for reshelving books, checking books in and out, helping conduct end of year inventory, and helping students locate specific materials within the library. They will also be responsible for helping maintain a clean library by dusting shelves and wiping down tables and chairs. Students wishing to be library aides must be juniors or seniors on track for graduation with at least a 3.0 gpa. Permission granted via application and interview.

High School Arts Electives

Visual Arts Department

All Visual Art courses may include Field Trips, Guest Artists, Workshops, Exhibitions and unique project opportunities. There will be a course fee of \$20 for EACH class, and students will be expected to purchase their own personal-use art supplies.

2D Art Courses

Drawing/Design I -- In this course, students will gain the basic skills and insight which will become their foundation for more advanced courses. Observational skills will be developed along with exposure to past and present artists, as they create drawings that are both accurate and expressive. Students will learn to use traditional drawing processes and media while making use of basic visual design/composition approaches including perspective, still-life and portrait drawing, using graphite, ink and colored pencils.

Drawing/Design II -- This advanced drawing course will build upon the technical foundations from the Drawing/Design I class. Students will explore new media and methods to use while translating their ideas into drawings. As skill with materials increase, new techniques and more difficult design challenges will be added such as, but not limited to, interior and exterior perspective drawing, human figure studies, and historical/contemporary trends. Printmaking will be added to enhance the students' understanding of Design, not just as composition, but as a new art form to be explored as they continue their creative marking.

Prerequisite: 10th, 11th, or 12th-grade; Drawing/Design I OR student-transfer with teacher approval & portfolio.

Painting I -- This course introduces students to painting techniques and concepts, with emphasis on working from observation geared toward realism. Color theory will be introduced and students will focus on working with acrylics and begin learning about traditional watercolor techniques.

Painting 2 -- This advanced painting course builds upon the knowledge of students who have already mastered acrylic painting in representational styles. New media, such as oil paints, will be used while watercolor study will continue. Individuality and creativity are encouraged, so, while students explore historical techniques, they will begin to develop a personal style of painting.

Prerequisite: 10th, 11th, or 12th-grade; Painting I OR student-transfer with teacher approval & portfolio.

Senior Portfolio -- In this advanced course, Visual Art majored students will create a portfolio of works and continue to develop skills. Seniors that are not taking the AP exam will have the chance to focus on a chosen subject or medium during their final year of art. Self-direction is emphasized while students explore new media and deepen the knowledge and skill of the chosen art form. With this body of work, students will be able

to show their skills and express their artistic personality during a mandatory final exhibit.

Prerequisite: 12th-grade; successful completion of 3 years of Visual Art courses; teacher approval & portfolio

AP Studio Art (Drawing and/or 2D Design Portfolio) -- This course prepares highly motivated students for college and advancement in the development of their visual voice. This class can be taken in conjunction with other advanced classes of drawing, painting, and senior portfolio by those students that have decided to pursue a degree in the visual arts after graduation. The class is taught at an accelerated pace with higher-level thinking skills and independent projects. Intense time and effort must be put forth to successfully complete the required 24 piece portfolio that will be submitted for assessment to the AP College Board on the national test day. With this body of work, students will show their skills and express their artistic personality during a mandatory final exhibit.

Prerequisite: 11th or 12th-grade; successful completion of 2 or 3 years of Visual Art courses; teacher approval & portfolio

3D Art Courses

3D Design -- This course is designed as a foundation for students that are not Visual Art majors, but are interested in learning about the development of 3-dimensional structures. Projects will include a variety of media and explore the relationships between form, space, and function.

Ceramics -- This course is an introduction to ceramics and will focus on the basics of hand-building (pinch, coil and slab techniques), introduce the potter's wheel, and examine kiln firing and glazing. Class time will consist of teacher demonstrations and individual student work time, and the projects will touch on both the sculptural potential of clay and the importance of functional vessel making. Students will also prepare artwork for a final exhibit.

Prerequisite: Middle School 3D art class preferred; priority to Visual Art majors

Sculpture -- This course offers students an experience in sculpture in a variety of materials. Students will investigate 3D design media and building skills necessary to create sculptural pieces of art of all sizes that represent their creative ideas and talent level. Students will also prepare artwork for a final exhibit.

Prerequisite: Middle School 3D art class preferred; priority to Visual Art majors

New Media Art Classes

Introduction to Digital Arts -- Taught in partnership with The New Design School, the intro to digital arts class will explore avenues to digital art careers and give an introduction to some of the industry standard software packages used in Graphic Design, Animation, Game Design, Product Design, Web Design, Virtual Reality and more. You will explore: the Adobe suite of design tools such as Photoshop, Illustrator, and inDesign; video editing software such as Adobe Premiere; as well as dive into the 3D modeling and animation package used to make animated movies with Autodesk's Maya. By the end of this course you will have a good understand of what careers exist, a taste of the software used, and hopefully a desire to explore one of the specific career paths further.

Prerequisite: Drawing I and II, open to 10-12 grade students only.

Digital Arts II -- Taught in partnership with The New Design School, *Digital Arts II* is a self driven exploratory portfolio class. In the class you have the opportunity to push what you learned in *Intro to Digital Arts* to the next level by focusing in a specific discipline. You will choose an avenue of interest and focus on building a portfolio through self driven projects in a selected field, such as Graphic Design, Animation, Video Game Dev, etc. This is your opportunity to build a portfolio to help you get into the college of your choice and open up scholarship opportunities utilizing this course to get ahead of the game as you enter the path to your dream creative career. **Prerequisite:** Introduction to Digital Arts.

Video Production Basics -- Open to all AAA students but class size limited to no more than 12 students. (Class size is limited to available equipment - cameras, tripods, mics, and editing computers being the biggest concern.) Students explore the basics of video production through lecture, group projects, and individual assignments. Class time includes hands-on experience with industry standard equipment and software. Projects from my business (www.tenutomedia.com) are used as examples and as class assignments. Students must have a flash drive of at least 64GB and access to a video editing computer and editing software at home or at school.

Dance Department

Ballet Technique I -- This beginning ballet technique class will introduce the fundamentals of classical ballet vocabulary. Students will participate in barre exercises, center exercises and across the floor movements to build familiarity with the vocabulary. Students will learn the history of ballet and be exposed to current trends in the art form.

Ballet Technique II-IV -- Ballet Technique courses emphasize building a strong and refined technique, encouraging students to develop musicality, expressiveness, and clarity of movement. Classes provide each dancer with fundamentals from barre to center work, including proper placement, line, strength, agility, and dynamics. Students will participate in a graded adjudication process with the American Academy of Ballet Performance Awards. This international program assesses students' mastery of 12 graded levels of ballet technique and performance, giving them an opportunity to both work toward a goal and grow in confidence and stage presence. We believe excellent ballet training is critical to the development of every dancer.

Prerequisite: Levels II-IV with teacher recommendation

Pointe Technique/Variations/Partnering* (semester) -- This course offers a comprehensive beginning to intermediate level study of pointe work for female students, or an extra strengthening class for gentlemen, including opportunities to learn classical variations from well-known ballets. On Fridays, students will study classical and contemporary partnering techniques and learn variations that include classical Pas de Deux. Gentlemen who wish to enroll in the Partnering class should register for Beginning Ballet Technique the first semester or this Variations class if also enrolled in Ballet II/III or higher.

Prerequisite: Concurrent enrollment in Ballet Technique class level II or higher for ladies and level I for gentlemen; teacher recommendation

Modern Technique I & II -- This course focuses on torso articulation, the strong relationship between movement and music, physical coordination, and clarity of execution. Floor work, center work, and center combinations across the floor are utilized to develop a more versatile and varied approach to dance as an expressive and communicative art form. Classwork will draw from Horton, Humphrey, and Graham techniques, as well as utilizing repertory as a vehicle for instruction.

Prerequisite: Successful completion of Ballet I or teacher permission

Pilates/Conditioning* (semester) -- This dance conditioning course introduces the principles of classical Pilates methodology with a focus on specific application of the mat technique. This course covers methods of building core strength, postural awareness, flexibility, and coordination as a means of enhancing student wellness and ability. Gentlemen enrolled in this course will have the opportunity to participate in Partnering class on Fridays.

Improvisation/Choreography I* (semester) -- This course introduces students to the basic concepts of the choreographic process. Using a variety of improvisation strategies and movement tasks, students will explore their own physical capabilities as well as begin to develop a body of creative work for possible inclusion in dance department concerts and a senior portfolio.

Prerequisite: Concurrent enrollment in a Ballet or Modern Technique class, or teacher permission

Choreography II/Critical Perspectives in Dance* (semester) -- This course will further students' pursuit of a choreographic craft. It will involve viewing and responding to professional dance works in a variety of genres with guided discussions around current dance trends. Students will learn to articulate interpretations of the work of current choreographers, as well as historic works.

Prerequisite: 10th, 11th, or 12th-grade; successful completion of one semester of Improvisation/Choreography I; concurrent enrollment in a Ballet or Modern Technique class; teacher permission

Musical Theater/Jazz* (semester) -- In this course students will explore musical theater style jazz dance. Developing a knowledge base and understanding of fundamental jazz technique including core engagement and proper alignment. Exploring the use of dynamics (including tempo, weight, force, space, flow, and release of energy) and how these dynamics can be used to express emotion through movement. Students will develop dance auditioning skills and the ability to pick up choreography quickly.

Equilibrium Dance Company -- This audition-only group of dancers will function like a professional dance company, rehearsing and preparing for multiple performances in various venues throughout the school year. Students will have opportunities for choreography and for collaboration with various community arts partners.

Prerequisite: Concurrent enrollment in Ballet 2-4 or Modern 2. By audition only.

Music Department

Guitar I -- This course is an introduction to playing the acoustic guitar, designed for students having little or no experience with the instrument. The objective of this class is for students to play songs. Students will learn standard tuning for guitar, proper picking, strumming, hand positions, fingerings and effective practice techniques required for playing popular music. Song selections are drawn from classic rock repertoire, along

with some exploration of other genres and more contemporary selections. Teaching methods combine the use of chord diagrams, tablature, music notation, visual modeling and aural techniques. Classes are taught mostly as an ensemble, with some class time dedicated to individual practice. Students are expected to practice a minimum of 30 minutes daily at home.

Guitar II -- This course is a continuation of Guitar I studies. Students will study movable / barre chords, scales, arpeggios and related concepts. Improvisation and guitar soloing techniques using Pentatonic, Major and Minor scales over standard chord progressions in a variety of musical styles will be explored. Repertoire will be expanded to more challenging selections drawn from classic rock, country, and blues.

During class time students will work as one large group, smaller ensembles and individually. Students are expected to practice a minimum of 45 minutes daily at home.

Prerequisite: Guitar I or by audition.

Guitar III -- This course will work mostly in smaller ensembles and independent studies. Students will be given more time and tools to focus on music they aspire to play while expanding their repertoire. More emphasis will be placed on knowledge of scales, modes, complex chords, music theory, soloing techniques, and improvisation. Required songs and pieces selected will present more challenges to the player. Students at this level are free to study electric or acoustic guitar during classes. Instruction on use of live sound equipment along with the production of high-quality audio and video recordings through use of current technology will also be introduced. Students at this level are expected to practice a minimum of one hour daily at home.

Prerequisite: Guitar II or by audition.

Guitar IV -- This course is a continuation of Guitar III. Students will be allowed more freedom to follow their musical passion, along with learning some required repertoire. Further advanced studies in music theory and audition preparation will be covered. Students will be encouraged to compose, write songs, sing, record, perform in smaller groups and as soloists as suits their artistic or professional goals. Continued exploration and instruction on live sound equipment, along with the production of high-quality audio and video recordings using current technology. Class time will be dedicated to playing in small ensembles, individual practice, study through one on one instruction and regular use of relevant technology. Students at this level are expected to practice a minimum of one hour daily at home.

Prerequisite: Guitar III or by audition.

Electric / Upright Bass I-IV -- These courses will utilize diagrams, tablature, music notation, visual modeling and aural methods to instruct bass players. Beginning students will focus on developing proper left and right-hand techniques through the use of drills and approachable bass lines from popular music. As the student progresses, they will learn the scales, chord shapes and music theory needed to compose or improvise bass lines based on given chord changes in songs. Students will also learn how to combine the melodic and rhythmic elements that are idiomatic to a variety of musical genres such as rock, country, blues, and jazz when generating bass parts. Level I and II students are expected to practice a minimum of one-half hour daily. Level III and IV students a minimum of one hour daily.

Prerequisite: Courses are designed to be taken in succession. Each level must be mastered before moving to the next.

Drums/Percussion I-IV -- In these courses, students will learn to produce rhythms and dynamics through reading notation, visual modeling, and aural techniques. As students progress, they will be introduced to more complex rhythms and combining different rhythms simultaneously with both hands, feet, voice, etc. Beginning students will work mostly as ensembles playing a wide variety of percussion instruments. Level I and II students are expected to practice a minimum of one-half hour daily. Level III and IV students, a minimum of one hour daily. These courses may be combined at the discretion of the instructor.

Prerequisite: Courses are designed to be taken in succession. Each level must be mastered before moving to the next.

Singer/Songwriter Workshop I & II -- This course will focus on the analysis of song structures, lyrics, melody, writing songs, honing their performance skills, and learning about music theory applicable to songwriting. Classes will consist of lectures, critical listening, and analysis. Instruction on use of live sound equipment, along with the production of high-quality audio and video recordings through use of relevant technology, will be covered. Students will be given assignments requiring time to develop songs independently and through collaboration. Throughout the school year, singer/songwriters will be given regular opportunities to perform in more intimate, listening room settings both on and off campus.

Prerequisite: This class is open to students who have developed adequate proficiency on the guitar or piano to accompany themselves while singing and aspire to write their own songs.

Vocal Music I, II, III, IV -- This course is open to any high school student wishing to sing

in a mixed chorus. Students will be exposed to classical and contemporary music and are expected to perform at least twice a year.

Advanced Mixed Choir -- This course will expose students to classical and contemporary music requiring advanced harmonies. Students will be expected to perform at least twice a year and to audition for all-region/all-state choir.

Prerequisite: Completed minimum one year in vocal music; admittance by audition

The Rockhoppers -- This performance-based course is made up of students who have demonstrated serious dedication and/or artistry with their voice, instrument, compositions or songwriting. Class time is mostly dedicated to rehearsal and performance of selected music. Performance repertoire will draw from the best of rock, blues, jazz, bluegrass and country styles, as well as students own songs and compositions. Expanded public performance requirements and opportunities for students will be announced as available. Students are expected to practice a minimum of 1 hour daily at home.

Prerequisite: Admittance via audition only; teacher permission required

Blues/Jazz Combo I-IV -- This course will involve intensive study of scales, modes, arpeggios, chords, jazz rhythms and music theory. The class is open to instrumentalists and vocalists who aspire to master the art of melodic and harmonic improvisation through learning and analysis of Blues/Jazz standards. Students are expected to practice a minimum of 2 hours daily.

Prerequisite: Admittance via audition only; teacher permission required

Modern Band I-IV -- This course is a performance-based class that focuses on Rock, Country, Blues, R&B, Reggae, Americana and other popular musical styles. Ensembles are formed using instruments most commonly found in popular genres, such as Guitar, Bass, Drums, Keyboard, and Vocalists. Students who are proficient on Mandolin, Fiddle, Banjo, Saxophone, Trumpet, or others may also be admitted to this class at the discretion of the instructor, and if they are currently enrolled in private lessons.

Prerequisite: Completion of any Level I instrumental/vocal class or by permission of the instructor. Students admitted to this class must also be taking a concurrent Level II or higher instrumental/vocal class.

Audio Production I-IV -- This course will give students hands-on experience in live sound and recording studio environments. Students will have access to industry standard microphones, mixers, and PA systems, as well as Digital Audio Workstation

software, interfaces, control surfaces and plugins used in higher-end commercial recording studios. Classes will use project-based learning to move students from familiarity toward mastery in operating a vast array of audio equipment used for various jobs that require live, recorded, or post-production sound. Students in this class will be required to provide live sound support for performances and events that take place on campus. They will also record live performances, selected rehearsals, and other projects that take place throughout the school year, which culminate in finished products or content for distribution via the internet, CD, DVD, etc.

High School Orchestra -- This course will perform masterworks spanning two centuries of music, as well as newly written and arranged works. Performances will take place in traditional environments, as well as innovative, multidisciplinary collaborative spaces. Students will perform at least one concert a semester. Additionally, students will take part in recording sessions as part of a year-end project to create the official AAA High School Orchestra album.

Prerequisites: Admittance via audition; previously enrolled orchestra students may forego audition

Beginning Piano -- This class is for students who have never played piano or have very limited experience. Students will learn basic piano skills using both hands including 5 finger position, scales, progressions, fingering techniques and accompaniment; learn basic music theory including notes, rhythm, harmony and form; learn performance etiquette as a performer and as an audience member; learn basic harmonization techniques; and be expected to perform solo and ensemble music.

Intermediate Piano -- This course is designed for students who wish to develop basic piano playing skills, or expand their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction on musical notation and theory.

Prerequisite: Teacher recommendation based on performance.

Advanced Piano and Composition -- This course is designed to challenge students who are proficient piano players and introduce them to a variety of musical genres as well as music composition and advanced music theory. Students will be expected to perform.

Prerequisite: Admittance via audition

Special Topics in Music History -- Academic class designed for music and non-music students alike to explore the life and major works of a particular composer or time

period. Topics include top-level musical analysis, signature compositional techniques, social context, and political pressures the composers faced. The class also explores the effect of these compositions on music's future. No textbook required as classes are lecture based. Media support through online resources. Assignments and assessments include listening homework, group analysis, written tests, and essay work. The depth of musical analysis based on enrollment. Standard class size.

Topic examples (one subject per semester):

Beethoven: The Great

The Rest is Noise - The Development of 20th Century Music

The History of the Symphony

Der Mahler: The Life and Music of Gustav Mahler

Survey of Music History -- This course involves a comprehensive study and analysis of Western musical forms, beginning with the 'Avante-Garde' pioneers of Renaissance music and incorporating famous composers/works from the Baroque, Classical, Romantic, and Modern eras. Classes will include in-class listening and active discussion.

Drama Department

Intro to Theatre -- In this course, students will learn theatre history, popular playwrights, popular plays, and musicals; learn about the various parts and people in a production; learn and apply theatrical terminology. Students will also focus on building a cohesive ensemble while exploring basic voice and movement exercises and styles such as improvisation, pantomime, and melodrama.

Theatre for Majors -- In this course, students will focus on theoretical technique including instruction in Stanislavski, Meisner, and Thinking Shakespeare, as well as focus on character development and script analysis. In addition, students will focus on movement techniques including the Alexander Technique, the Suzuki Method of Actor Training, stage combat, basic musical theatre dance movement, and vocal practices from Uta Hagen, Patsy Rodenburg, Kristin Linklater, and Paul Meier (accent work).

Prerequisites: Intro to Theatre **Corequisite:** Theatre Lab

Theatre Lab -- In this course, students in theatre and technical theatre classes will work together to prepare for productions and learn to work as a team

Prerequisites: Intro to Theatre **Corequisite:** Theatre for Majors or Technical Theatre

Technical Theatre -- In this course, students will learn safety precautions and appropriate behavior when working in the scene shop. Students will understand how to use a variety of tools and materials and will assist with set construction for school

performances. Students will also learn introductory costume design and construction skills and practice skills such as: assisting with quick changes during a performance, assisting with hair and makeup before a performance, and designing light and sound for performances. In addition, students will learn to read a wide variety of plays and create distinct and interesting set designs. Students will understand that scenic design should be useful to the director and actors in creating interesting blocking opportunities and by offering flexibility in its design. We will explore the pros and cons of designing for different kinds of stages and consider what limitations can exist between time, budget, location, quality, and ability. We will also spend time working on the student's ability to render their ideas using mediums such as watercolors and possibly work on introductory level scale models.

Culinary Arts Department

Culinary Foundations -- This course is to instruct students in the proper methods and procedures regarding food safety. The course will provide students with the knowledge of safety and sanitation practices in the foodservice and hospitality industries. It will be a starting point for students taking culinary classes. Students will be working toward advanced food safety and sanitation class in preparation for the National ServSafe Certification exam, which is independent of course grades and optional. Students who want to participate in the Culinary Arts program will be encouraged to take the ServSafe test based on the ServSafe certification curriculum from the National Restaurant Association.

Food Systems -- This course introduces basic food preparation knowledge and skills. Also included is instruction in the operation of commercial food service equipment. This course will introduce basic culinary concepts, history, and will apply food safety and sanitation requirements for food service. This class will prepare students for Advanced Food Preparation classes that include sauces, soups, and stocks, baking, world cuisine, plate presentation, events, and decorating.

Culinary Nutrition -- This course helps students understand the nutritional values of the meals they prepare and how to plan courses that meet the main nutritional guidelines.

Creative Writing Department

Art of the Sentence, Art of the Line: The Essential Elements of Prose and Poetry -- All writing is creative in the sense that it is about fashioning one's subject matter through a series of choices in language. And just as composers learn scales and painters learn color

theory, writers must learn the tools of their trade, i.e. diction and syntax, to make these choices with intention and effect. In this course, we will examine the function and flexible capacities of the sentence (in prose) and the line (in poetry) by looking closely at examples of both: the good, the bad, and the ugly. We'll examine the choices that writers have made and situate them within the framework and vocabulary of rhetoric. Then, working in a variety of modes, we'll experiment with these choices in our own prose and poetry, widening our writer's "palette" as we do so. We'll do this in multiple genres: fiction, nonfiction, and poetry, while continuing our study of the each genre's essential features and how these features are made effective through the writer's fundamental choices of word choice and order. **(Required for all beginning Creative Writing majors)**

Prerequisite: Creative Writing majors have priority seating. Seating open to non-writing majors space permitting. Number of times course can be taken: 1

Creative Nonfiction Craft Class and Workshop -- Creative Nonfiction is one of the most popular genres being written and read today. Its primary form, the essay, is an exciting and capacious avenue for discovery of the self and the world of which that self is a part, and serves as a useful foundation for work in other genres. In this introduction, we will study the craft of creative nonfiction, developing knowledge of the genre's history and the ability to discuss its exemplars substantively. We will expand our voices through short writing exercises, imitating aspects of these exemplars' craft. In the workshop portion of the course, we will compose essays in multiple subgenres: personal, memoir, profile, and lyric, in addition reading model essays and learning aspects of craft relevant to that subgenre. Students will critique each other's work and meet individually with their instructor in tutorial sessions to gain insight into the revision process and further hone their craft. The class often involves subjects of a personal nature and thus requires that a wide sympathetic imagination and spirit of trust be cultivated among its participants.

Prerequisite: Creative Writing majors have priority seating. Seating open to non-writing majors space permitting. Number of times course can be taken: 2

Literary Publications -- Students who take this course during the 2018 – 2019 year will be the innovators and initial shapers of the Creative Writing Department's literary journal. This exciting, collaborative initiative will offer students hands-on editorial and publication experience and will require dedication, organization, and flexibility. Throughout the year, students will learn about and practice the book arts, using what they learn along with the school's press to publish writing and visual artwork from the region's high school writers and artists in limited, artisanal editions. In addition to

producing the journal, students will be creating and presenting their own websites, envisioning their own literary journals, researching publications, submitting their own writing to various journals and magazines, and learning about the art, history and future of the book and the literary journal.

Prerequisite: Creative Writing majors have priority seating. Seating open to non-writing majors space permitting. Number of times course can be taken: 2; may be taken 3 times only with instructor permission.

Ekphrastic Literature in Multiple Genres -- Coming from the Greek word for “description,” ekphrasis signifies “the imaginative act of narrating and reflecting on the ‘action’ of a painting or sculpture,” through which the writer “may amplify and expand its meaning.” Writers invoke the visual and performing arts in order to instruct their creative processes and open doors to subject matter whose themes may be personal, social or political. In this workshop, we will read across the history of ekphrastic literature, from the classical to the contemporary, and write in multiple genres using a wide range of arts, including painting, sculpture, architecture, photography, film, dance, and music. To inspire and inform the work created in this course, we will use our local venues for experiencing the arts, including Crystal Bridges Museum of American Art, the Walton Arts Center, and other museum partnerships in addition to AAA performances and exhibits.

Prerequisite: Creative Writing majors have priority seating. Seating open to non-writing majors space permitting.

Service Learning

Any high school student who completes and documents 75 hours or more of community service and completes reflective essays on their service can be granted 1 credit of Community Service Learning to be reflected on their transcripts. For guidelines on what qualifies as community service and how reflective essays will be assessed in order to gain credit, please contact Mrs. Wright.

CONCURRENT CLASSES WITH NWACC

ECE Concurrent Online Courses

Early College Experience ONLINE program is designed to meet the needs of students who would otherwise not be able to benefit from concurrent courses. Students pay a reduced tuition (currently \$30/credit hour) and a distance-learning fee (currently \$22). Students must purchase the required textbooks. The following courses will be offered during Academic Year 2018-2019. Please contact your high school counselor for admissions and registration into the Early College Experience program. More information at www.nwacc.edu/earlycollege

ACCT 2013 PRINCIPLES OF ACCOUNTING I

Presents the fundamentals of accounting theory, introduction to accounting concepts, principles and terminology. Emphasis will be placed on financial accounting beginning with sole proprietorships and ending with corporations. Students should be prepared to use basic mathematics and basic algebra with accuracy and reasonable speed.

AHSC 1403 MEDICAL TERMINOLOGY

In depth presentation of medical language which will serve a solid foundation for students interested in health care, medicine, nursing, pharmacy, physical therapy, or related careers. Medical Terminology for the health and disease is presented in relation to human structure and function. This course of study builds a framework by introducing the key elements in the formation as well as the modification of medical terms which then is applied to the specific body systems.

ARHS 1003 ART APPRECIATION

A general introduction to the visual arts. Lectures on art theory and an introduction to art history, plus demonstrations, films, slides, and field trips.

CISQ 1103 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS

An orientation to the terminology and applications of computers and the Internet. Commercial software packages used will include Windows, word processing, spreadsheet, business presentations and database applications. This course will satisfy the hands-on computer requirements of most degree plans. Prerequisites: Minimum keyboarding skills of 25 wpm plus minimum score of 25% on the pre-assessment exam and basic hands-on familiarity with a Windows based computer. Students will be given a pre-test during first class meeting.

1213 COMM 1303 PUBLIC SPEAKING

Application of the communication techniques needed to organize and deliver oral messages in a public setting.

ENGL 1013 ENGLISH COMPOSITION

Guiding the student through the process of writing with regular practice and analysis of effective writing, this first course of the composition sequence emphasizes the writing of clear, concise, developed academic prose. Generally students are expected to follow the rules of Standard Edited English, to understand paragraph development, and to write a research assignment involving the integration of sources. Prerequisite: minimum placement score (19 ACT English, 80 Compass Writing, 19 ACT Reading, 83 Compass Reading)

ENGL 1023 ENGLISH COMPOSITION II

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. Prerequisite: Completion of English 1013 with a C or better.

ENGL 2213 SURVEY OF WORLD LITERATURE TO 1650

Students in this course read the oldest of literatures. Typically the course includes the generally accepted literary masterpieces of western culture. While such literature is removed from the student's experience by time, history, and culture, its ties to contemporary life are more compelling than its differences. These issues are frequently addressed as the student learns to read, interpret, and analyze this literature. Prerequisite: English 1013 and 1023 with a grade "C" or better.

ENGL 2223 SURVEY OF WORLD LITERATURE FROM 1650

This course introduces the student to the literature of the world as well as the literature from English-speaking countries. The students may read literature from Asia, Africa, and South America as well as from Europe and North America. Reactions and comparisons to the students' lives are explored as the students read, interpret and analyze this literature. Prerequisite: English 1013 and 1023 with a grade "C" or better.

HIST 2003 HISTORY OF THE AMERICAN PEOPLE TO 1877

Exploration of aspects in American history beginning with European backgrounds; discovery and settlement; concluding with the Civil War and Reconstruction. This survey encompasses the constitutional, political, social and economic development of the United States prior to 1877.

HIST 2013 HISTORY OF THE AMERICAN PEOPLE, 1877 TO PRESENT

Exploration of aspects in American history from Reconstruction to the second half of the Twentieth Century. This survey encompasses the constitutional, political, social and economic development of the United States since 1877. Particular emphasis will be placed on the rise of the United States as an industrial and world power.

HLSC 1002 WELLNESS CONCEPTS

Interrelationship of mental, emotional, physical, social and spiritual aspects of functioning to optimal health and

wellness; implications for education about wellness in the schools and for adult living are provided.

HLSC 1103 PERSONAL HEALTH AND SAFETY

Discussion of health and safety problems with emphasis on the promotion of individual health and safety concepts.

MATH 1204 COLLEGE ALGEBRA

An overview of the fundamental concepts of algebra. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing using graphing utility functions, graphs and models; polynomial and rational functions; exponential and logarithmic functions; systems of equations, inequalities and matrices; and sequences and series. Prerequisites: Cumulative 3.0 GPA and the following minimum test scores for Math and Reading:

MATH 1213 PLANE TRIGONOMETRY

A survey of basic trigonometric concepts. Topics include a review of functions and graphs, the trigonometric functions, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, applications of trigonometry, complex numbers, a review of exponential and logarithmic functions, and polar coordinates and equations. Prerequisites: ACT Math 24 or successful completion of College Algebra with C or better

MATH 2053 FINITE MATHEMATICS

A survey and applications course in mathematics designed for business, life science, and social science students. Topics include a review of using a graphing utility, linear models, systems of linear equations, matrices, linear programming, the simplex method, set theory, probability, counting principles, statistics, and finance mathematics. Prerequisites: ACT Math 24 or successful completion of College Algebra with C or better

PLSC 2003 AMERICAN NATIONAL GOVERNMENT

The organization, functions, institutions, and problems of the federal government will be studied including the United States Constitution, Congress, the Presidency and federal bureaucracy, and the judicial system. Additional study will be given to political parties, public opinion, interest groups, voting and elections, Supreme Court decisions, and other political aspects and activities of government.

PSYC 2003 GENERAL PSYCHOLOGY

An investigation into basic principles and theories of behavior in the areas of learning, memory, perception, development, biological basis of behavior, motivation and emotion, personality, stress, abnormal behavior and social and interpersonal relationships.

Athletics Programs

Junior High

Cross Country- We will be fielding a competitive junior high level (7-9) boys and girls cross country team in the fall. Students will be picked up at 3:15 at the 7-12 campus and brought to the K-6 campus for practice. Practice will be set on days as determined by the coach. Students will be given a training program to run in the summer. Ninth grade students will need to choose if they want to take their second art class or if they want to come to the junior high practice. If a ninth grader chooses to take two art classes, they will need to make arrangements with the coach to make up their practice or attend the high school practice in the mornings. The majority of the meets will occur on Saturdays with the season running from September-November. Ninth graders will receive a PE credit for competing with the team. There is a \$50 athletic fee charged for cross country and athletes must have an athletic physical. Physicals will be offered at the school. If you have questions, please notify Coach Heffernan at pheffernan@artsk12.org.

Basketball- We will also have a competitive junior high level (7-9) boys and girls basketball team in the fall. Students will be picked up at 3:15 at the 7-12 campus and brought to the K-6 campus for practice. Practice will be set on days as determined by the coach. There will be open gym times and a team camp in the summer. Ninth grade students who choose to take two art classes will play basketball on the high school team while students who choose to take one art class will play basketball on the junior high team. Students will play in games against different schools from October-March. Ninth graders will receive a PE credit for competing with the team. An athletic fee of \$100 is charged for basketball and students will need to get an athletic physical which will be offered at the school. If you have questions about this team, please contact Coach Frederking at afrederking@artsk12.org.

Archery- We will be continuing to have a competitive archery team in the fall and spring semesters. The practice time will be determined by Coach Green after try-outs have occurred in the fall. 7th-8th grade students will be picked up at 3:15 at the 7-12 campus and brought to the K-6 campus for practice. Practice will be set on days as determined by the coach. Students will shoot competitively against other schools in tournaments from January-April. Ninth graders will receive a PE credit for competing with the team. Ninth grade students will be on the 9-12 (HS team) while 7th-8th grade students will be on the 6-8. (MS team) An athletic fee of \$50 is charged for archery. If

you have questions about this team, please contact Coach Green at jgreen@artsk12.org.

Mountain Biking -- Our mountain biking team races competitively through the NICA organization. We will also be continuing to have a mountain bike team for students in grades 6-12. There will be a summer training schedule starting in July. Practices are three times a week starting the week of August 1: Sunday @ 4PM, Tuesday and Thursday @ 6PM. Racing season runs from September-November with four scheduled races on Saturdays or Sundays. Athletes must register with NICA to participate which costs \$60. Scholarships are available. If you are interested or have questions about this team, please contact Coach Blocker at aaamt@artsk12.org

Senior High

Cross Country- We will be continuing to have a competitive high school cross country team in the fall. High school students will have practice starting at 7 AM during the fall semester. Students will have shower facilities available before the school day starts and after practice. Students will run in multiple meets during the fall semester and these meets typically occur on Saturday. Students will also be given a summer training program to get ready for the season. Cross country will not be a class but students will receive a PE credit for competing with the team. An athletic fee of \$50 is charged for cross country and students will need to get an athletic physical which will be offered at the school. If you have questions about this team, please contact Coach Heffernan at pheffernan@artsk12.org.

Basketball- We are starting a competitive high school basketball team in the fall and spring semesters. High school students will have practice starting at 4:45 at the K-6 campus. A bus will be coming by the HS campus at this time to pick up students who need a ride. Students will play in games against different schools from October-March. Students will have summer gym practice time and the team may attend a team basketball camp. Basketball players will receive a PE credit for competing with the team. An athletic fee of \$100 is charged for basketball and students will need to get an athletic physical which will be offered at the school. If you have questions about this team, please contact Coach Frederking at afrederking@artsk12.org.

Archery- We will be continuing to have a competitive archery team in the fall and spring semesters. The practice time will be determined by Coach Green after try-outs have occurred in the fall. Students will shoot competitively against other schools in tournaments from January-April. Archers will receive a PE credit for competing with the

team. An athletic fee of \$50 is charged for archery. If you have questions about this team, please contact Coach Green at jgreen@artsk12.org.

Mountain Biking -- Our mountain biking team races competitively through the NICA organization. We will also be continuing to have a mountain bike team for students in grades 6-12. There will be a summer training schedule starting in July. Practices are three times a week starting the week of August 1: Sunday @ 4PM, Tuesday and Thursday @ 6PM. Racing season runs from September-November with four scheduled races on Saturdays or Sundays. Athletes must register with NICA to participate which costs \$60. Scholarships are available. If you are interested or have questions about this team, please contact Coach Blocker at aaamtb@artsk12.org

Graduation Requirements

English -- 4 Units

English 1 -- 9th grade

English 2 -- 10th grade

English 3 -- 11th grade OR AP Language and Composition

English 4 -- 12th grader OR AP Literature and Composition

Mathematics -- 4 Units

Algebra 1

Geometry

Algebra 2

Fourth math chosen from upper level math classes

Science -- 3 units

Biology -- 1 unit

Physical Science, Chemistry or Physics -- 2 units

Social Studies -- 3 units

Civics -- ½ unit *Includes passing Naturalization Civics Exam per HB 1539.

World History -- 1 unit

US History -- 1 unit

Economics w/Personal Finance -- ½ unit

Oral Comm -- ½ unit

Physical Education -- ½ unit

Health & Safety -- ½ unit

Fine Arts -- ½ unit

Foreign Language -- 2 units

Digital Learning -- 1 unit (can be satisfied with Computer Science, Computer Essentials,
Online Course through NWACC)

Electives -- 6 units