

# A STUDENT GUIDE TO SECONDARY EDUCATION

For students entering 9th grade in 2017-18



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2017-2018



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**For students entering 9th grade in 2017-2018**

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.



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# SECTION I

## GENERAL INFORMATION





## GRADUATION REQUIREMENTS

To earn a regular high school diploma, students must meet minimum standards established by the State Board of Education (i.e., have a satisfactory record of attendance and discipline, for students enrolled in a Tennessee public school during their eleventh (11th) grade year\* take either the ACT or SAT) and earn the following 22 units of credit:

### Ready Core Curriculum Requirements

Course	Units Required
English	4
Mathematics	4
Science	3
Social Studies	3
Wellness	1
Physical Education	0.5
Personal Finance	0.5
Electives Focus	3
Foreign Language	2
Fine Arts	1
<b>TOTAL</b>	<b>22</b>

\* Effective for all students beginning with those students graduating during the 2017-18 school year.

### Additional Requirements

- Computer Education – One Full Year (at some time during the candidate's educational career), Documented experience placed in cumulative folder

## DESCRIPTION OF READY CORE CURRICULUM REQUIREMENTS

### English - Four (4) Units

For grades 9 through 12, four units of credit in English Language Arts are required for graduation: English I, English II, English III, and English VI. These four English courses must be completed sequentially. English Language Learners (ELL) may use up to two (2) ESL English credits to satisfy English language credits for graduation. See **COURSE SUBSTITUTIONS**. Section. Courses in basic speech, journalism, competency English, and creative writing may be taken for elective credit, but they will not satisfy the four units of English Language Arts required for graduation. English I, English II, and English III students take state- level EOC exams.

English I S+ and English II S+ are available for all students performing "Below Basic." Students with disabilities are encouraged to enroll in these courses as increased time, appropriate learning strategies, appropriate methodologies, and accommodations as determined by the IEP team are provided.

### Mathematics – Four (4) Units

Students are required to complete four units of mathematics including Algebra I and II, Geometry or the equivalent Integrated Math I, II, and III, and another mathematics course beyond Algebra I or Integrated Math I. Students must be enrolled in a mathematics course each school year. The Bridge Math course is recommended for students who have not scored 19 or higher on the ACT by the beginning of the senior year.

Students with qualifying disabilities in math, as documented in the individualized education program, shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team. Students with qualifying disabilities in math may complete the four units of math required for high school graduation by completing these math courses: Algebra IA, Algebra IB, Geometry IA and Geometry IB. Although completion of these alternative courses will enable the student with a disability to earn a high school diploma they may not enable the student to gain admission to a post-secondary college or university program. Additional coursework may be needed to meet admission requirements if the student is college bound.

### Science – Three (3) Units

Students must complete Biology I, Chemistry or Physics, and a third lab science. Students with qualifying disabilities in reading and/or math, as documented in the individualized education program, shall be required to achieve at least Biology A + B and one other lab science credit. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

### Social Studies – Three (3) Units

The social studies curriculum shall include United States History, World History/World Geography, Economics and Government.

### Wellness – One (1) Unit

Participation in marching band and interscholastic athletics may not be substituted for this aspect of the core curriculum. Credit earned in two years of Army JROTC may be substituted for the Wellness requirement. Credit for basic training may be substituted, upon the choice of the student, for the required credit in lifetime wellness and credit in one (1) elective course or for credit in two (2) elective courses.

### Physical Education – One Half (.5) Unit

This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, cheerleading, interscholastic athletics, and school sponsored intramural athletics, JROTC, and other areas identified by the Superintendent in accordance with policy 5004 Graduation Requirements. (Two years of JROTC may substitute for the Physical Education requirement.)

### Electives – Three (3) Units

Students shall complete an elective focus of no less than three credits. The elective focus may be Career and Technical Education (CTE), science and math, humanities, fine arts, Advanced Placement (AP)/International Baccalaureate (IB), or other areas identified by the Superintendent in accordance with policy 5004 Graduation Requirements. Students completing a CTE elective focus must

complete three units in the same CTE program area or state approved program of study.

Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however, schools may waive the elective focus requirement for those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school, if the completion of the elective focus would prevent or delay graduation. In accordance with the Tennessee State Board of Education High School Policy (#2.103), the Superintendent allows students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee high school to have the elective focus requirement waived if:

- the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or
- the completion of the elective focus would prevent or delay graduation.

#### **Foreign Language – Two (2) Units and Fine Arts – One (1) Unit**

Students shall complete two units of the same foreign language and one unit of fine arts except in limited circumstances (students not planning to attend the university). The credit requirements for foreign language and/or fine arts may be waived by the district for students, under certain circumstances, to expand and enhance the elective focus. Student's parents will submit in writing a request to waive the fine arts and or the foreign language to enhance the CTE Elective Focus.

#### **Computer Education – One (1) Full Year**

Every candidate for graduation is required to have received a full year of computer education at some time during the candidate's educational career. (TCA 49-6-1010)

#### **United States Civics Test**

Except as provided below, T.C.A. 49-6-408 requires that a student during his or her high school career shall be given a United States civics test in accordance with Tennessee state law. A student may be provided the opportunity to take the test as many times as necessary for the student to pass the test and shall pass the test if he or she correctly answers at least seventy percent (70%) of the questions. A passing grade is not a condition of receiving a regular diploma. A student who has an individualized education program (IEP) under which the civics test is determined to be an inappropriate requirement for the student shall not be required to take and pass the civics test.

#### **Capstone Experience**

The completion of a capstone experience is encouraged, but not required for graduation. A capstone experience may be completed during the junior or senior year. Options for the capstone experience may include, but are not limited to the following: junior/senior project, virtual enterprise, internship, externship, work-based learning, service learning (minimum of 40 hrs.), or community service (minimum of 40 hrs.).

#### **Summer Credit**

Credits received for any first-attempt courses taken during the summer may count towards the course requirements during the subsequent school year. Any applicable End of Course examinations must be taken during the fall semester immediately following the summer course.

Credit may not be given in a summer course with an associated End of Course examination (that is a first attempt at the credit) until the student takes the examination. Students taking remediation courses during the summer may receive credit immediately upon passing. Remediation courses are those courses previously attempted with a completed End of Course examination, as applicable.

### **COURSE SUBSTITUTIONS**

**The following course substitutions for core requirements are permitted:**

- Applied Communications/English IV (Grade 12) satisfies the English IV (Grade 12) credit required for graduation. The teacher shall hold an endorsement in English 7-12. Advanced Placement English programs of the College Board may substitute for English III or English IV.
- Algebra I, taken at the eighth grade level, satisfies the Algebra I requirement for graduation provided the student meets the criteria for such credit. **(However, Algebra I, taken at the eighth grade level, counts only as an elective mathematics and does not satisfy one of the four required math credits.)**
- Algebra I, taken in the eighth grade level, allows for the student to take Chemistry on or before the eleventh grade followed by Physics in the twelfth grade level which will count both as a Mathematics and Science graduation requirement.
- Industrial Chemistry I satisfies one of the mathematics credits required for graduation.
- Industrial Chemistry II or III, Anatomy & Physiology, or Biomedical Technology, satisfies one of the science credits required for graduation.
- Advanced Placement United States History satisfies the one unit in United States History required for graduation.
- Advanced Placement Human Geography satisfies the one unit of World Geography.
- Successful completion of International Baccalaureate (IB) High Level History will substitute for Economics, U.S. Government and U.S. History.
- Dual Enrollment United States History Before 1877 and United States History Since 1877 satisfy the United States History required for graduation. Completion of both college courses is required for US History substitution.
- Advanced Placement United States Government and Politics satisfies the unit of Government.
- Dual Enrollment college-level course National Government may satisfy the United States Government unit required for graduation.
- Advanced Placement Macroeconomics or Microeconomics satisfies the unit of Economics.
- Dual Enrollment (EC) Macroeconomics or (EC) Microeconomics satisfies the required unit of Economics for graduation.
- Army JROTC I and Army JROTC II satisfy the one-credit Wellness and the one-half credit of Physical Education requirement for graduation.
- Army JROTC Level III satisfies the one-half credit United States Government requirement and the Personal Finance

- American Business/Legal Systems satisfies the one-half credit in United States Government HQ.....
- The Social Studies requirement of unit of Economics may be satisfied by Business Economics, International Business/Marketing (INFORMATION TECHNOLOGY), Consumer Economics, one credit in a selected core MARKETING EDUCATION course, or out-of-school experiences through Junior Achievement Economics.
- Completion of two semesters in Health Sciences Education may be used to satisfy one credit of social studies (credit of Psychology and credit of Sociology). Anatomy and Physiology satisfies one of the science credits required for graduation, or it may be offered for one vocational credit.
- Up to two ESL English credits (ESL I, ESL II, ESL III, ESL IV or ESL V) may be used to satisfy English language requirements for graduation. Additional ESL courses may be taken for elective credit. ELL students must earn two units of regular English to complete graduation requirements. The student may be initially placed at any level, but the regular English classes must follow in sequence. The regular English placement should be determined by the needs and goals of each individual student. See ESL Section.
- A student who completes an approved supervised occupational education program in Agricultural Education consisting of at least 180 hours will be given one-half credit as an out-of-school experience.
- Agriscience (Agriculture Science) satisfies one credit of life science laboratory credit required for graduation, or it may be awarded for one vocational credit.

Local high schools must accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass dual enrollment courses at a postsecondary institution for credit.

### GRADUATION WITH HONORS OR DISTINCTION

#### Graduation with State Honors (Ninth grade class beginning with school year 2014-2015)

Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.

Readiness Benchmarks:

English - 18

Mathematics - 22

Reading - 21

Science - 24

#### Graduation with State Distinction (Ninth grade class beginning with school year 2014-2015)

Students will be recognized as graduating with "distinction" by attaining a B or better average and completing at least one of the following:

- Earn a nationally and/or state recognized industry certification
- Participate in at least one of the governor's schools
- Participate in one of the state's all state musical organizations
- Be selected as a national merit finalist of semi-finalist
- Attain a score of 31 or higher composite score on the ACT

(or equivalent e.g., 1360 on the SAT if accepted by the state)

- Attain a score of 3 or higher on at least two advanced placement exams
- Successfully complete the International Baccalaureate Diploma Programme
- Earn 12 or more semester hours of transcribed postsecondary credit

### Shelby County Schools Designation of Exemplary Recognition (applicable to all qualifying students)

In order to best prepare students for college and an ever more competitive global job market, Shelby County Schools supports, encourages and motivates students to challenge themselves by taking the most rigorous course of study.

Students eligible for the Designation of Exemplary Recognition must have earned twelve (12) Honors or Advanced Placement credits (any combination) in Grades 9-12 or a combination of such credits totaling twelve (12), with each Advanced Placement credit equal to 1.5 honors credits. A minimum of two (2) Honors or Advanced Placement courses is required during the senior year.

A qualified graduate will receive a Diploma that indicates the exemplar status and Designation of Exemplary Recognition will be printed on the Graduate's final high school transcript.

### SPECIAL EDUCATION DIPLOMA

A special education diploma may be awarded at the end of their fourth year of high school to students with disabilities who (1) have not met the requirements for a regular high school diploma, (2) have received special education services or supports and made satisfactory progress on an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma or occupational diploma may continue to work towards a regular high school diploma through the end of the school year in which they turn twenty-two years old.

### OCCUPATIONAL DIPLOMA

An occupational diploma may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an Individual Education Program (IEP), (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

Please Note: The Occupational Diploma is not the equivalent of a regular high school diploma. A student receiving an Occupational Diploma will not be eligible for admission requirements to a standard four-year university program or entrance to the military. The IEP team makes the determination if this option is appropriate based on the post-secondary education and employment goals of the student.

The Occupational Diploma is intended to have a stronger focus of vocational/career outcomes and may be useful for students with disabilities who pursue employment after exiting high school.

### **PARTICIPATION IN COMMENCEMENT EXERCISES**

Only students who have met all state requirements and mandates for a high school regular diploma or special education diploma, (or another state-recognized diploma or exit option) by graduation date, shall have the opportunity to participate in commencement exercises. A student's behavior must be acceptable to the school principal in order for the student to participate in the school graduation ceremonies. Students who are under suspension at the time of commencement will not be eligible to participate in commencement exercises.

### **EQUIVALENCY HIGH SCHOOL DIPLOMA**

The equivalency diploma will be available in accordance with the rules/guidance of the Tennessee Department of Education and the Tennessee Department of Labor and Workforce Development.

### **EARLY GRADUATION REQUIREMENTS**

A public school student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets each of the requirements below:

- Each student desiring to complete an early graduation program shall indicate to the high school principal the student's intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known. The intent shall be indicated on a form provided by the department of education and signed by the parent.
- For early graduation and unconditional entry into a public two- year institution or conditional entry into a public four-year institution, a student shall:
  1. Achieve a benchmark score as determined by the state board of education for each subject area in which end-of- course examinations are administered (e.g., Scores at the advanced/mastery level on each End of Course assessment taken);
  2. Successfully complete eighteen (18) credits to include:
    - A. English I, II, III, and IV;
    - B. Algebra I and II;
    - C. Geometry;
    - D. United States History;
    - E. Two (2) courses in the same foreign language;
    - F. One (1) course selected from the following: Economics, Government, World Civilization, or World Geography;
    - G. One (1) course selected from the following: History and appreciation of visual and performing arts; or A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts;
    - H. Health;
    - I. Physical Education;
    - J. Biology;

- K. Chemistry;
3. Have a cumulative grade point average of at least 3.2 on a 4-point scale;
4. Score on either the ACT or the SAT at or above benchmarks set by the Tennessee higher education commission for mathematics and English (e.g., Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or 990 or higher composite score on the SAT)
5. Obtain a qualifying benchmark score as determined by the state board of education on a world language proficiency assessment approved by the board (e.g., achieves a passing score on a nationally recognized foreign language proficiency assessment); and
6. Complete at least two (2) courses from the following types of courses:
  - A. AP
  - B. IB
  - C. Dual Enrollment
  - D. Dual Credit

The courses specified in the 18 credits may be dual enrollment or dual credit courses, AP or IB courses, or standard courses for which high school credit is granted. Selected courses, as determined by the state board of education, may be completed at the middle school level.

A student in the early graduation program may take two (2) high school English courses in an academic year.

A student who completes the early graduation program in accordance with these requirements qualifies for unconditional admittance to all public two-year institutions of higher education. A public four-year institution may accept a student who completes the early graduation program.

**A student pursuing early graduation in accordance with these requirements is exempt from additional graduation requirements established by the state board of education. A student who completes the early graduation program shall be awarded a high school diploma.**

The state board of education and the Tennessee higher education commission shall set the required benchmarks at scores that demonstrate exemplary high school performance and are indicative of an ability to perform college-level work.

The state board of education or a local board of education shall not impose graduation requirements that would prohibit a student who is pursuing an early graduation program as outlined above from completing high school in less than four (4) years.

### **Adjustment of Graduation Requirements – Provisions for Students of Military Parents**

SCS shall waive specific courses required for graduation for students of activity duty military parents who enroll/transfer into the district if the student has satisfactorily completed similar course work in another district or SCS shall provide reasonable justification for the denial. If a

waiver is not granted to a student who would qualify to graduate from the sending school, SCS shall provide an alternative means of acquiring the required course work.

SCS shall accept the exit or end-of-course exams required for graduation from the sending state, norm-referenced achievement tests, or alternative testing in lieu of testing requirements mandated for graduation by the state of Tennessee or SCS. If alternatives cannot be accommodated by SCS for a student transferring in his/her senior year, SCS and the sending district shall ensure the receipt of a diploma from the sending district, if the student meets graduation requirements in the sending district.

Additionally, for a student of military parents transferring to SCS at the beginning or during his/her senior year, who is ineligible to graduate after all alternatives have been considered, SCS and the sending district shall ensure the receipt of a diploma from the sending district, if the student meets graduation requirements in the sending district. If the sending district is not a member of the Interstate Commission, SCS shall use best efforts to facilitate the on-time graduation of the student through adjustment of graduation requirements based on course waivers and acceptance of the sending state's examinations/tests or alternative testing.

*(See the applicable Student Guide for graduation requirements for students entering the ninth grade before school year 2014-2015.)*

### ASSESSMENT OF LEARNING

ACTs Education Planning Assessment System (EPAS) (or equivalent College Board assessments) will be administered annually.

- The ACT test will be given to all eleventh (11th) grade students. Special education students who are working towards a regular diploma are required to take the exam. Students who perform well on the tests shall be recommended for accelerated, advanced, and more rigorous course work such as honors and advanced placement courses.
- End-of-course examinations will be given to students taking the following courses: English I, English II, English III, Algebra I, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, Geometry, U.S. History, Biology I, and Chemistry. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with state law. (T.C.A. §49- 1-302 (2)). Students will not be required to pass any one examination, but instead students must achieve a passing score for the yearly grade course in accordance with the State Board of Education uniform grading policy. The weight of the EOC examination on the student's final average shall be ten percent (10%) in the 2016-2017 school year, fifteen percent (15%) in the 2017-2018 school year; and shall be determined by the local board from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.

### TESTING REQUIREMENTS FOR STUDENTS WITH DISABILITIES

The weight of the EOC examination on the student's final average shall be ten percent (10%) in the 2016-2017 school year, fifteen percent (15%) in the 2017-2018 school year; and shall be determined by the local board from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.

### KEY REQUIREMENTS OF THE ALTERNATE PERFORMANCE-BASED ASSESSMENT (APBA)

Students with disabilities must participate in the state End of Course (EOC) assessments. These students must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment. However, a student on an active IEP whose disability interferes with performance on the EOC assessment may demonstrate mastery of core knowledge and skills for that course through the approved alternative performance based assessment.

The IEP team must determine if the disability is likely to have an adverse effect on performance on the EOC assessment. Discussion of the potential need for the alternative performance based assessment may take place at the annual IEP meeting and be appropriately documented.

In the event the student failed the course due to a failing EOC score, the alternative performance based rubric will be used to assess the level of mastery of the course content. The student's level of achievement of the core knowledge and skills for each of state end of course test is determined by the teacher of record in consultation with the IEP team and special education providers, using the state approved alternative performance based assessment document.

Results of the performance-based assessment will not improve TN Department of Education accountability calculations for the school. Students with disabilities who successfully participate in this process will meet the course requirement leading to a regular high school diploma.

As soon as the EOC testing results are returned to the school from the state and it's determined that the student failed the course due to the failing EOC score the APBA rubric score may replace the EOC score on the students' report card.

- The student must have been passing the course prior to the application of the EOC score.
- The APBA rubric documents mastery of course level objectives.
- The regular education and special education teacher work together to determine level of mastery of the content by the student.
- The APBA percent/adjusted score may be applied to the students' report card in place of the EOC score if the APBA percent/adjusted score when figured in course grade calculation raises the score to above passing.
- The regular education teacher signs the APBA documentation folder as the teacher of record. In some cases, the special education teacher may be the teacher of record.
- The new rubric score does not replace the EOC Score that is reported to the state for accountability purposes, but it may enable the student to earn the credit for the course and help the student meet graduation requirements for a high school diploma.

## ENGLISH LEARNER (EL) STUDENTS AND TENNESSEE MANDATED ASSESSMENTS

The State of Tennessee English Learners (EL) Testing Policy states, "The purpose for including our student population of English Learners (EL) in our Tennessee assessments is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet." There are NO blanket exemptions of EL students from any State assessment. However, there are some allowable accommodations for EL and Transitional students.

EL students in their first year of enrollment in a United States school are exempt from the English I, English II, English III and U.S. History End of Course Exams. First year EL students must participate in the remaining EOC tests if they are enrolled in an EOC tested subject, and all other EL students must take the EOC test for any EOC tested subject in which they are enrolled.

In addition to participation in the state assessments, an annual assessment of English Proficiency using the state approved language proficiency assessment must be given. The current assessment instruments being used are the WIDA Screener Online for identification as EL and the WIDA-ACCESS 2.0 for the annual English language proficiency assessment.

### ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The ASVAB is a nationally normed test developed and maintained by the Department of Defense. Students are provided with scores in academic, vocational and career exploration areas. ASVAB results are intended to help students understand their academic strengths and weaknesses and judge their readiness for entry into a program of study or military training program. While most high schools offer students the opportunity to take the ASVAB, it is not mandatory for students to take it. Please be aware that a military recruiter may contact you after taking the ASVAB unless you opt out on the ASVAB answer sheet. Please contact your child's school if you do not want your child to participate in ASVAB testing.

This change in law affects those students in the graduating class of 2002 and thereafter. Please refer to the section on Requirements for Diplomas.

### ATTENDANCE AND EXCUSES

All students are expected to attend school on each day that school is officially in session and remain at school for the entirety of the school day. Only the following reasons will be considered for excused absences:

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities

and verified college visits.

4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. Legal court summons not as a result of the student's misconduct. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:
  - a. An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
  - b. An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
  - c. Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.
  - d. Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.
8. Participation in a non-school-sponsored extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:
  - a. The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and
  - b. The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence. The written request shall include:
    - i. The student's full name and personal identification number;
    - ii. The student's grade;

- iii. The dates of the student's absence;
- iv. The reason for the student's absence; and
- v. The signature of both the student and the student's parent, custodian, or other person with legal custody or control of the student.

The principal or the principal's designee shall approve, in writing, the student's participation in the non-school-sponsored extracurricular activity.

The principal may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a student during the school year; however, such the principal shall excuse no more than ten (10) absences each school year for students participating in non-school-sponsored extracurricular activities.

9. To attend a released-time course in religious moral instruction for up to one (1) class period during each school week; provided, that:
- a. The student's parent or legal guardian signs a written consent form prior to the student's participation in the released time course;
  - b. The released time course shall be conducted off public school property;
  - c. The independent entity maintains attendance records and makes the records available to the LEA and the local board of education;
  - d. Any transportation to and from the place of instruction, including transportation for students with disabilities, is the responsibility of the independent entity, parent, legal guardian, or student;
  - e. The independent entity assumes liability for the student attending the released time course from the time that the student leaves the school until the student returns to the school;
  - f. No public funds are expended and no public school personnel are involved in providing the instruction for released time courses;
  - g. The student assumes responsibility for any missed schoolwork;
  - h. The principal of the school, or the principal's designee, shall determine the classes from which the student may be excused to participate in the released time course; provided, that the student may not be excused to participate in a released time course during any class in which subject matter is taught for which the state requires an examination for state or federal accountability purposes; and
  - i. The released time courses shall coincide with school class schedules.

The provisions of the compulsory School Attendance Law, TCA 49-6-3001, will be enforced for all students.

### **GRADING SYSTEM – GRADES 6-12**

The grading system for all 6-12 grades has been established in accordance with the Tennessee Uniform Grading System, State Board of Education High School Policy and other state laws, policies, and regulations concerning grading.

### **Report Cards and Interim Reports**

Report cards are sent to parents at the end of each nine-week period. Parents must be notified within a report card period when a student is not doing acceptable work. At the midpoint of the nine weeks, parents will be notified of students' progress; all will receive an interim report. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance.

### **Conduct Grades**

In all schools, students' conduct is graded as excellent, satisfactory, needs improvement or unsatisfactory, and the initial letter "E", "S", "N", or "U" is used to report the conduct grade. It is to be reported at each grading period on the report card with each subject grade.

### **Grade Adjustment**

Adjustment - The principal or designee(s) has the responsibility and authority to modify grades given by teachers under his/her supervision when it has been determined that the original grades were based upon inaccurate, erroneous, or noncompliant data or the grade adjustment reflects the following:

- Correction of inaccurate data
- Compliance with appropriate grading practices; district policies/regulations/standard operating procedures; or state or federal law (e.g., adjustments/modifications under academic program such as ESL, SPED, etc.)
- Correction of errors (e.g., clerical/system errors, etc.)
- Justified modifications reflecting student's participation in and completion of interventions, independent study work, make-up work, grade recovery, course/credit recovery, E-learning classes, correspondence courses, online courses, and other such courses/academic programs
- Other justified reason approved by the principal or appropriate district level administrator

All grade adjustments shall be accompanied by a justification, inclusive of a student's participation in class, school, or district programs, interventions, and efforts to make-up work/assignments, recover grades, or recover credit/courses.

### **Grading Scale**

Grades in all courses/subjects, including art, music, and physical education, will be reported on report cards and transcript records using numerical values as indicated below:

A	93-100
B	85-92
C	75-84
D	70-74
F	Below 70

### **Nine-Week Grades**

Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, projects, and tests. A minimum of twelve (12) grades for the nine-week period

should be recorded for each subject. Fifty percent (50%) of the twelve grades should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis for the grades at the end of the grading period. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the

nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Homework assignments are of value in affording students needed practice, and such assignments should be made within practicable limits.

### Grade Restrictions

A student's academic grade is solely intended to reflect the student's acquired knowledge, ability, and/or skills in the designated subject. Therefore, academic credit/points may not be awarded or deducted for any purpose that is not directly related to the student's academic performance. For example, academic credit/points may not be awarded as an incentive to participate or achieve a certain goal in a school fundraising event. Academic credit/points may not be deducted for failure to purchase certain brands or types of school supplies. A reasonable number of academic points may be deducted from a student's homework or academic assignment grade for failure to submit the homework or other assigned academic work on the date specified by the teacher.

### Make-up Work

Regular attendance should be necessary for passing grades. Students should make every effort and be afforded the opportunity to make up work missed due to excused and unexcused absences. In the event of an excused absence, students are expected to make up work missed within a reasonable time (e.g., at least one or more days of makeup for each day of excused absence). In the event of an unexcused absence, (including short-term suspensions), one day of makeup time shall be allowed for each day of unexcused absence, unless otherwise extended by the school or extended based on law or policy. Students and/or their parents should work with the teacher for assistance in making up work (e.g., obtaining make-up work/assignments, participating in available tutoring/requesting tutoring, etc.). For absences due to long-term suspension (over 10 days)/expulsion, the program of making up work shall be in accordance with state law TCA 49-6-3402(b), which allows students to attend alternative schools to receive instruction as nearly as practicable with that of their home schools and requires that all course work completed and credits earned in the alternative schools be transferred to and recorded in the home school.

### Semester Grades

Semester exams are not given in grades 6-8, except for high school level courses that are taken in eighth (8<sup>th</sup>) grade. Students who successfully complete a high school course will earn high school elective credit, unless state or federal guidance provides otherwise (e.g., Early High School Graduation Program under the Move on When Ready Act., etc.). Semester grades earned in high school courses will be recorded on the high school transcript. The grades earned will be included in the high school GPA.

Beginning with the 2011-2012 school year, for students in grades 6-8, scores on the State of Tennessee Student Assessment System shall comprise 15% of the student's final spring (second) semester grade in mathematics, English language arts, science and social studies.

However, if the District does not receive its students' scores at least five (5) instructional days before the end of the school year, then the District may choose not to include its students' scores in the students' final grades in the subject areas of mathematics, English language arts, science, and social studies.

Semester grades in grades 9-12 are determined by averaging the two quarter grades when no semester examination is given. When a semester examination is given, semester grades are determined by counting the

two quarter grades as 80% and the semester examination as 20%.

### SPECIAL EDUCATION

Students receiving special education services in the Functional Skills Programs: Adaptive Functional Skills (AFS) and Functional Skills (FS) will receive a "Report Card of Progress" based on progress towards goals stated in their Individualized Education Program (IEP).

Students with disabilities who are enrolled in inclusion courses where grades and or credits are awarded will receive a report card for those courses.

### Additional Grading Consideration

Students who meet only the minimum requirements should be given minimum passing grades. No student should fail for the semester or year if the only failing grade is that of the semester examination, provided the student has made an honest effort on the examination.

### Awarding Units of Credit

Credits will be awarded in .5 increments upon successful completion of a semester. Additionally, a student will receive one full credit in the course if he/she receives a passing yearly grade in the course. (Please note: In instances when a student is seeking to recover the first semester of a course with an EOC examination, the student may not receive the full credit for the course until he/she has enrolled in and passed the second semester of the course and taken any applicable EOC examinations. A student does not need to take credit recovery if he/she has a passing yearly average even if first semester is failed.)

### Advanced Courses

#### 1. Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses

In all Advanced Placement Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate courses, at the secondary level five (5) percentage points shall be added to each quarter numerical grade and each semester exam grade. The two 9 week grades and the semester exam grade, with the points included, will be used to calculate the semester average.

#### 2. Local and Statewide Dual Credit Courses, Capstone Industry Certification-Aligned Courses, and Dual Enrollment Courses

In all Local and Statewide Dual Credit Courses, Capstone Industry Certification-Aligned Courses, and Dual Enrollment Courses at the secondary level, four (4) percentage points shall be added to each quarter numerical grade and each semester exam grade. The two 9 week grades and the semester exam grade, with the points included, will be used to calculate the semester average.

#### 3. Honors Courses

In all grades for Honors Courses at the secondary level, three (3) percentage points shall be added to each quarter numerical grade, and each semester exam grade. The two 9 week grades, the semester exam grade, with the added Honors course points included, will be used to calculate the semester average.

## Final Grades

The final grade in a semester long course is the semester grade. Final grades in a yearlong course with no end-of-course (EOC) examination are determined by averaging the two semester grades.

For a course with an EOC examination, final grades are determined by considering the course grade and the EOC examination according to the following.

- a. The weight of the EOC examination on the student's final average shall be ten percent (10%) in the 2016-2017 school year.
- b. The weight of the EOC examination on the student's final average shall be fifteen percent (15%) in the 2017-2018 school year.
- c. The weight of the EOC examination on the student's final average shall be determined by the Superintendent in accordance with policy 5015 from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.

The Target Grade Method, which is one option suggested by the State, shall be the methodology used for incorporating students' EOC examination scores into final course grades.

With this method, the average raw test score in the district will be converted to an 80, which is a middle "C". The same conversion formula used to convert the average district EOC test score to an 80 will be used to determine converted scores for students scoring below and above the district EOC test average, with the maximum possible converted score being 100.

For a course with an EOC examination, if the District does not receive its students' EOC examination scores at least five (5) instructional days before the scheduled end of the course, then the District may choose not to include its students' EOC examination scores in the students' course average.

## Exemption from Semester Exams

A student having a 90 or higher average for the two terms/quarters in a specific course, and having three (3) or fewer excused absences in that same course will be exempted from the semester exam if the student desires. The number of excused absences allowed under this provision may be adjusted by the principal in extenuating circumstances, e.g. long-term illness or hospitalization. When a student is exempted from the examination, the semester average will be the average of the two term/quarter grades and any state-mandated exam as outlined above. ANY UNEXCUSED ABSENCE IN THE COURSE WILL DISQUALIFY THE STUDENT FROM ALL EXEMPTIONS. EXEMPTIONS APPLY ONLY TO TEACHER-MADE SEMESTER EXAMINATIONS. 12th grade students are eligible for exam exemption during both semesters. All other students in high school courses who meet the above requirements may be exempted for only the second semester exam.

## HONORS COURSES

### Framework of Standards for Honors Courses

#### ADVANCED COURSES

Honors courses will provide additional rigor and substantially exceed the academic standards approved by the State Board of Education.

Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five (5) of the following components:

- Extended reading assignments that connect with the specified curriculum.
- Research-based writing assignments that address and extend the course curriculum.
- Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, PowerPoint, or other modes of sharing findings. Connection of the project to the community is encouraged.
- Open-ended investigations in which the student selects the questions and designs the research.
- Writing assignments that demonstrate a variety of modes, purposes, and styles.
  1. Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
  2. Examples of purpose include to inform, to entertain, and to persuade.
  3. Examples of style include formal, informal, literary, analytical, and technical.
- Integration of appropriate technology into the course of study.
- Deeper exploration of the culture, values, and history of the discipline.
- Extensive opportunities for problem-solving experiences through imagination, critical analysis, and application.
- Job shadowing experiences with presentations that connect class study to the world of work.

All course types that meet the above framework will be classified as honors and shall be weighted by adding 3 percentage points to all grades used to calculate the semester average. Additionally, in accordance with state law, one-half (.5) quality point shall be added to the numerical quality point corresponding to the letter grade received for the course in an honors course (applicable beginning with the SY 2016 – 2017 ninth grade class).

**Note:** All high school courses, including honors courses, taken prior to high school enrollment will count as elective credit, unless state or federal guidance provides otherwise (e.g., Early High School Graduation Program under the Move on When Ready Act., etc.).

#### District Advanced Courses

Courses may be determined by the District to be classified as advanced. District advanced courses that are identified by the District as comparable to Honors courses or Advanced Placement courses shall receive additional percentage points to all grades used to calculate the semester average and SCS weighted quality points in the same manner as the Honors courses or Advanced Placement courses, respectively.

### Technical Courses that Offer National Industry Certification

Technical courses that offer a National Industry Certification through a nationally recognized examination may be weighted by adding 3 points to all grades used to calculate the semester average.

### Capstone Industry Certification Aligned Courses

Career and technical education courses that are aligned to a capstone industry certification recognized by the Tennessee Department of Education shall be weighted by adding 3 percentage points to all grades used to calculate the semester average for students who sit for the identified industry certification exam. Additionally, in accordance with state law, one-half (.5) quality point shall be added to the numerical quality point value corresponding to the letter grade received for the course in a national industry certification course (applicable beginning with the SY 2016 – 2017 ninth grade class).

### Statewide Dual Credit Courses

A statewide dual credit course is a high school course that incorporates postsecondary learning objectives and is aligned with an approved dual credit challenge exam. All statewide dual credit courses offered through the District shall incorporate the postsecondary learning objectives and provide advanced learning opportunities for students. All students enrolled in an identified statewide dual credit course offered through the District must sit for the challenge exam. Students who pass the challenge exam will earn college credit accepted by all Tennessee public postsecondary institutions. Statewide dual credit courses shall include the addition of four (4) percentage points to the grades used to calculate the semester average for students who sit for the identified statewide dual credit challenge exam. Additionally, in accordance with state law, three-fourths (.75) quality point shall be added to the numerical quality point value corresponding to the letter grade received for the course in a statewide dual credit course (applicable beginning with the SY 2016 – 2017 ninth grade class).

### Local Dual Credit Courses

A local dual credit course is a high school course that incorporates postsecondary learning objectives and is aligned with a challenge exam that is approved by a local postsecondary institution through an articulation agreement with a local education agency. Students who pass a local dual credit challenge exam will earn college credit at the specific postsecondary institution(s) participating in the articulation agreement. Local dual credit courses shall be weighted by adding 4 percentage points to all grades used to calculate the semester average for students who sit for the identified local dual credit challenge exam. Additionally, three-fourths (.75) quality point shall be added to the numerical quality point value corresponding to the letter grade received for the course in a local dual credit course (applicable beginning with the SY 2016 – 2017 ninth grade class).

### Dual Enrollment/Dual Credit Courses

Eligible students in grades 9-12 (except where otherwise provided by federal or state law and/or rules, regulations, or guidance (e.g., IEP, etc.)) have the opportunity to enroll in college-level courses and earn both college credits and credits toward their high school diplomas through dual enrollment. Students must meet individual college admission requirements. Admission requirements vary per college per course.

A dual enrollment course is a course taught for postsecondary credit that is also recognized by a local education agency for high school credit and is taught by postsecondary faculty (e.g., a bona fide college professor or a licensed SACS approved adjunct secondary teacher), in accordance with an agreement between the participating institution of higher learning and Shelby County Schools. The institution of higher education must be accredited by the state or by a state-approved accrediting agency.

Dual enrollment courses may be taught at a postsecondary institution, at a high school, or virtually. Dual **enrollment** courses that are successfully passed and are recognized for high school credit shall

receive four (4) additional percentage points to all grades used to calculate the semester average. Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in the course for a dual enrollment course (applicable beginning with the SY 2016 – 2017 ninth grade class).

Courses eligible for Dual Enrollment are 100-200 or 1000-2000 level college courses. Course offerings are determined by the post-secondary institutions.

### Advanced Placement, Cambridge International, International Baccalaureate, and College Level Exam Program (CLEP) Courses

Shelby County Schools may elect to offer Advanced Placement, Cambridge International, or International Baccalaureate courses, or align their existing courses to College Level Exam Program (CLEP) exams. The District will ensure that these courses incorporate the learning objectives and course descriptions as defined by the College Board, Cambridge International, or International Baccalaureate, respectively, and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. AP, Cambridge International, and IB courses, and CLEP courses shall include the addition of five (5) percentage points to the grades used to calculate the semester average for students who sit for the aligned culminating exam. Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in the course for an AP, Cambridge, or IB course (applicable beginning with the SY 2016 – 2017 ninth grade class).

### GRADE CLASSIFICATION

Students in Shelby County high schools entering high school beginning with the 2009-2010 school year are to be classified as follows:

Less than <b>five (5)</b> credits	9th grade
Earned <b>five (5)</b> credits and passed English 9	10th grade
Earned <b>eleven (11)</b> credits and passed English 10	11th grade
Earned <b>sixteen (16)</b> credits* and passed English 11	12th grade

*\* In accordance to the Tennessee State Department of Education requirement, a student classified as a 12th grader must be enrolled in a full schedule of credit-bearing courses his/her senior year.*

Shelby County Schools students who entered high school prior to the 2009-2010 school year are to be classified as follows:

Less than <b>five (5)</b> credits	9th grade
Earned <b>five (5)</b> credits and passed English 9	10th grade
Earned <b>ten (10)</b> credits and passed English 10	11th grade
Earned 14 credits* and passed English 11	12th grade

\*A student who has earned fewer than fourteen (14) credits but is enrolled in enough credits to meet graduation requirements by the date of graduation shall be classified as 12th grade if the student has also passed English 9, 10 and 11.

\*ESL Credits may be substituted for English 9 and 10.

### COURSE LOAD

All full time students in grades nine (9) through twelve (12) shall be enrolled each semester in subjects that produce a minimum of five

(5) units of credit for graduation per year. Students with hardships or gifted students may appeal this requirement to the

Superintendent and then to the Board.

**DROPPING A COURSE**

If in the opinion of the principal, counselor, teacher(s), or parent a student is experiencing extreme difficulty in a subject, a student may drop a course by the end of the first nine weeks without that subject being recorded on the student's cumulative record. If a student should drop a course from his/her schedule after the end of the first nine weeks, then that course and a failing grade will be recorded on the student's cumulative record.

The following procedures should be followed should a student encounter difficulty in making adequate academic progress in a course with special requirements such as Advanced Courses included in policy 5005:

- The student must first consult the teacher for ways to improve.
- If academic difficulty continues, the parent may request a school meeting to include the teacher, the student, the parent(s), and the appropriate school counselor along with the appropriate assistant principal. This team will form a plan of action.
- The final approval for a student to drop a course is at the discretion of the principal and shall be based upon multiple factors, including available space in an alternative class at the time of the request.

**DROPPING AN ONLINE COURSE**

The following procedures should be followed should a student encounter difficulty in making adequate academic progress in an online course:

- The student and teacher should conference, to determine next steps to improve the student's outcomes of the course. A plan for improvement should be developed and agreed upon, with scheduled check-ins to assure the student stays on track.
- If inactivity in the course exists, academic difficulty continues, or the student does not make adequate progress in the course; the parent, principal, or Virtual School may request a school meeting/conference to include the teacher, the student, the parent(s), and the appropriate school counselor/district staff and the appropriate assistant principal to develop a plan of action.
- The final approval for a student to drop an online course should only be considered after all interventions have been made, and is then at the discretion of the principal or, when applicable, the Virtual Schools Office and shall be based upon multiple factors, including available space in an alternative class at the time of the request.

Online Course/Grade – Not Recorded

If in the opinion of the principal, counselor, teacher(s), or parent, a student is experiencing extreme difficulty in an online course, a student may drop a district-offered online course **by the end** of the first ten (10) days after the student has:

1. logged in; and
2. shown continuous course activity (e.g., completed regular lessons in accordance with the online course pacing guide), then that course will not be recorded on the student's

cumulative record.

Online Course/Grade – Recorded

If a student should drop a course from his/her schedule **after the end** of the first ten (10) days after the student has:

1. logged in; and
2. shown continuous course activity,

then that course and a failing grade will be recorded on the student's cumulative record.

Withdrawal by School or Virtual Schools Office

Additionally, a student who is scheduled for and/or logs into an online course but shows no activity **by the end** of the first ten (10) days may be withdrawn from the course by the school or the Virtual Schools Office.

**GUIDANCE ON CLASS RANK**

**ADDITIONAL GRADE POINTS FOR ADVANCED COURSES**

Three (3) Grade Points Added to Quarter Average and Semester Exams for the following:

- Honors Courses

Four (4) Grade Points Added to Quarter Average and Semester Exams for the following:

- Local and Statewide Dual Credit Courses
- Capstone Industry Certification-Aligned Courses
- Dual Enrollment Courses

Five (5) Grade Points Added to Quarter Average and Semester Exams for the following:

- Advanced Placement Courses
- Cambridge International Courses
- College Level Exam Program Courses
- International Baccalaureate

**COMPUTING GRADE POINT AVERAGE (GPA)**

The SCS Weighted GPA is computed using all grades earned (1) in grades 9-12 and 2) in all courses for which high school credit was awarded using numerical values inclusive of summer school grades, semester averages, and semester exams with additional grade points and the following quality point scales:

Applicable to Students Entering High School Prior to the SY 16-17

<u>Standard</u>	<u>Honors/Capstone Industry Certification</u>	<u>Statewide and Local Dual Credit</u>	<u>AP/IB/CLEP/Cambridge/Dual Enrollment</u>
A = 4	A = 4.5	A = 4.75	A = 5
B = 3	B = 3.5	B = 3.75	B = 4
C = 2	C = 2.5	C = 2.75	C = 3
D = 1	D = 1.5	D = 1.75	D = 2
F = 0	F = 0	F = 0	

Applicable Beginning with SY 2016-2017 Ninth Grade Class

<u>Standard</u>	<u>Honors/Applicable Dual Enrollment</u>	<u>AP/IB/Applicable Dual Enrollment</u>
A = 4 grade points	A = 4.5 grade points	A = 5 grade points
B = 3 grade points	B = 3.5 grade points	B = 4 grade points
C = 2 grade points	C = 2.5 grade points	C = 3 grade points
D = 1 grade point	D = 1.5 grade point	D = 2 grade point
F = 0 grade points	F = 0 grade points	F = 0 grade point

## DETERMINING CLASS RANK

- Sixteen (16) units of credit will be required for calculating grade point average and determining class rank for graduating students.
- For class rank, the GPA is determined at the end of the first semester of the year of graduation.
  - All grades for seven semesters of high school will be counted for all subjects (i.e., 9th, 10th, 11th, and the first semester of 12th grade) and grades in all courses for which high school credit was awarded.
  - For semester courses of more than 1/2 units of credit, the grade will be counted for each 1/2 unit of credit. Examples: a semester technical course for 1 unit with a grade of B would be counted as two (2) B's; a semester vocational course for 1 1/2 units with a grade of A would be counted as three (3) A's.
- Marks for all subjects attempted for which unit credit or fractional unit credit is given, whether passed or failed, are recorded and used in computing grade point average. Summer school credits are to be included in computing grade point average.
- If two or more students have the same grade point average, the numerical averages of the students shall be determined. The student with the highest numerical average shall receive the highest rank; the student with the next highest numerical average shall receive the next highest rank; etc. The rounding methodology used shall be consistent with the implementation guidance of the Tennessee State Board of Education Uniform Grading Policy (# 3.301). Specifically, the GPA shall be reported to the nearest 100th. The thousandth digit must be a 5 or higher to round up to the next hundredth. For example, a GPA of 3.296 would round up to 3.30. A GPA of 3.2949 would round down to 3.29. Moreover, numerical averages with a decimal point of .5 or higher shall be rounded up to a whole number and a decimal point of .49 or lower shall not be rounded up. For example, India numerical average in a course of 92.50 shall be rounded up to a 93 and awarded an A for the GPA calculation. Further, a numerical average of 92.49 shall not be rounded up and awarded a 92 or B for the GPA calculation.
- If two or more students have the same numerical average, those students should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds his. (For example, if three students in a class of 75 are tied for fifth place, they should be given a rank of 5/75. The next student would be ranked 8/75.)

## SELECTION OF VALEDICTORIAN AND SALUTATORIAN

### Cohort

All graduating students are included in class rank. However, students

must meet the following eligibility requirements to be considered for the distinction of valedictorian or salutatorian:

- The student must have completed seven (7) semesters of high school (i.e., 9th, 10th, 11th, and the first semester of 12th grade). Therefore, graduating juniors are excluded from valedictorian and salutatorian consideration.
- The student must have been enrolled and completed his/her second semester 10th grade, both semesters of 11th grade, and first semester 12th grade at the high school from which the student is graduating. (Student must graduate from said high school.)
- The student must not be an early graduating student under the Move on When Ready Act (see policy 5004 Graduation Requirements).

The highest ranking student who meets the eligibility requirements above is the valedictorian. Multiple valedictorians may exist.

The second highest ranking student who meets the eligibility requirements above is the salutatorian. Multiple salutatorians may exist.

### Accelerated Pace

A student who graduates at an accelerated pace, completes the 22 state-required graduation requirements, and is ranked first or second in the class shall be recognized with the designation of accelerated valedictorian or accelerated salutatorian, respectively.

### Class Rank Letter

Students included in the class rank during a graduation year who do not qualify for consideration as valedictorian or salutatorian because of eligibility requirements above may be otherwise recognized by the school and should be provided with an official letter from the school indicating their class rank.

## INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

Every decision made for a student with a disability must be made on the basis of the student's needs. A current IEP must be written for each student with a disability at least annually. The IEP enables parents and school personnel make decisions jointly about the educational program for a student with a disability. The IEP has the following purposes and functions:

- The IEP is an individualized plan of specially designed instruction for a student with a disability whose educational progress is adversely affected.
- The IEP meeting serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to jointly decide what the needs of the student are, what services will be provided to meet those needs, and how best to meet post-secondary goals.
- The IEP process provides an opportunity for resolving any differences between the parents and the school concerning student needs.
- The IEP sets forth, in writing, a commitment of resources necessary to enable a student to receive needed special education and/or related services.
- The IEP is a management tool that is used to ensure that each student with a disability is provided special education and/or related services appropriate to the student's particular learning needs.
- The IEP is a compliance/monitoring document that may be used

by authorized monitoring personnel from SCS or governmental agencies to determine whether a student with a disability is actually receiving the Free Appropriate Public Education (FAPE) agreed to by the parents and the school.

- The IEP serves as an evaluation instrument for use in determining the extent of the student's progress toward meeting the projected outcomes.

### Actions Requiring IEP Team Meeting

An IEP Team meeting is required:

- When it is determined that a student is eligible for services;
- When it is determined that a re-evaluation is needed;
- When it is determined that a student continues to be eligible for special education services;

At least annually;

- When a student is suspended from school 10 days or more.
- Whenever a change (more or fewer services) in the education and/or related services are being considered.

### Composition of IEP Team

An IEP Team for each student with a disability includes:

- One or both of the student's parents;
- A regular education teacher
- The student's special education teacher or certified/licensed provider, or if the student has been previously enrolled in school, a teacher or other specialist qualified to teach a student of his/her age in the area(s) of the student's suspected special education needs;
- A representative of the local school system, other than the student's teacher, who is an administrator or designee, is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general curriculum, and has the authority to allocate necessary resources to ensure implementation of the IEP;
- An individual who can interpret the instructional implications of evaluation results, who may also fulfill another role on the team;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of the knowledge or special expertise of any individual shall be made by the party (parents or agency) who invited the individual to be a member of the IEP.

### Current Performance Areas

The present levels of performance areas should be listed on the IEP. While the IEP Team discusses each area of performance, the IEP need only describe those areas in which the student's disability has an adverse effect on education. The description focuses on the student's level of performance in each such area.

The IEP should describe the effect of the student's disability on his/her educational performance, which, to the greatest extent possible, is stated in objective and measurable terms. Performance

levels must be written in a manner that is meaningful and useful to persons responsible for directly providing the student with special education and/or related services in all areas of educational performance adversely affected by the disability.

### Participation with Non-disabled Peers

The IEP must specify the amount of time the student will participate with non-disabled peers. The IEP must describe those aspects of academic, nonacademic, or extracurricular services or activities in which the student will participate with non-disabled peers at least part of the school day. When it is determined that the student cannot participate with non-disabled peers, even with the use of

supplementary aids and services, the IEP must clearly document the basis for this decision. Non-academic areas include physical education, art, music, computer, library, vocational, and consumer education, as well as meals, recess periods, athletics, clubs, and recreational activities.

### Accommodations

The IEP must include any accommodations that are necessary for the student to access the regular education program curriculum. Such accommodations may include instructional methodologies, staffing patterns, special materials, special equipment, physical site adaptations/modifications, and/or classroom organization approaches recommended in support of annual goals and short-term instructional objectives. In making this determination, the IEP Team will also consider the educational needs and learning, incentives, motivational, and communication styles of the student.

### Annual or Special Review of IEP

The IEP is reviewed annually or more often as requested by school staff or a parent. Consideration should be given to reviewing the existing comprehensive evaluation report, and consideration must be given to additional information gathered about the student from all sources since the last IEP was developed.

In addition, the IEP Team must determine the following:

- Whether the annual goals for the student are achieved, and
- What portion of the IEP objectives the student has met?

The IEP Team must revise the IEP as appropriate to address the following:

- Any lack of expected progress toward the annual goals and participation in the general curriculum where appropriate;
- The results of any re-evaluation;
- Information as provided by or to the parents;
- The student's anticipated needs; or
- Other matters.

### Progress Reporting

The IEP Team establishes annual goals and, if required, intermediate objectives for students with disabilities. Schedules and criteria for attainment of the intermediate objectives may be included in the IEP. The student's progress toward attainment of the established intermediate objectives must be assessed according to the schedules and criteria. Letter grades may be determined in conjunction with the modifications, criteria, and accommodations that are dictated by the IEP. Progress towards IEP goals must be reported to the parent at least as often as progress is reported to students without disabilities.

Students with disabilities begin earning units of credit in the ninth-grade and have until the year in which they reach age 22 to complete the recommended program of services and the IEP. They

may receive the regular, honors, or special education diploma provided all requirements have been met. Students will enroll in specified classes determined by the IEP Team recommendations.

The IEP covers the regular nine-month school year and may cover Extended Year Service. Students may enroll in additional courses during the semester upon the recommendation of the IEP Team and the review of the IEP. Additionally, upon the recommendation of the IEP Team and the review/revision of the IEP, a student may

drop an elective course before the end of the first report card period of a semester.

### OPTIONAL SCHOOLS

Shelby County Schools offers a variety of school programs through its Division of Optional Schools and Advanced Academics. These specialized programs give parents options in selecting a public education that best fits their children's talents and abilities (provided their children meet specific admission requirements).

Forty-six (46) schools throughout Shelby County currently offer optional programs at different grade levels. These programs prepare children for successful lives in the 21st century regardless of which career path they eventually choose. The Optional Programs include college preparatory, business and finance, aviation, hospitality and tourism, engineering, technology and careers, health sciences, creative and performing arts, international studies, Montessori, enriched academics, Dual Language Immersion, Developing Masterful Mathematical Minds (DM<sup>3</sup>) Environmental Science, International Baccalaureate, Media Arts and Public Service (MAPS), Public Service and Communication Arts and Transportation, Science, Technology, Engineering and Mathematics (T-STEM), (STEM) or (STEAM).

Some Optional Programs offer more intensive or additional courses of study than found in the traditional curriculum. They may use different methods in unique learning environments. But above all, they give parents the educational options their children deserve.

Optional schools are tuition-free for Tennessee residents and accessible to all. Some students from out-of-state pay tuition to attend optional schools. This depends upon space availability with first priority going to qualified Shelby County residents.

### INTERSCHOLASTIC ATHLETICS

School interscholastic athletic programs must place the highest priority on academic achievement and character development. Participation in interscholastic athletics as an extracurricular activity provides students with important skills and habits that can assist in character development and academic proficiency; such as, team building, leadership, self-discipline, healthy competition, integrity and physical fitness. Shelby County Schools, therefore, requires school athletic personnel to monitor the academic progress of student athletes by encouraging them to complete their school assignments on time, reviewing their academic progress and providing them with information to obtain academic support, when necessary.

Shelby County Schools considers participation in interscholastic

athletics a privilege afforded to students by the District. Therefore, participation in interscholastic athletics is not protected by due process appeals procedures related to student discipline that are afforded to all students under state law or Board Policy. Student athletes shall be subject to athletic sanctions, up to and including dismissal from participation in interscholastic athletics for negative or inappropriate behavior, at any time during a calendar year. The Superintendent shall develop conduct guidelines for participation in interscholastic athletics. In addition, student athletes whose behavior also violates the Shelby County Schools Student Code of

Conduct shall be subject to disciplinary actions outlined in the Code.

Administrators, principals, athletic directors and coaches must follow appropriate policies, rules and regulations established by SCS, the Athletic Policy Determining Committee (which governs the Shelby County Interscholastic Athletic Association), the Tennessee Secondary Schools Athletic Association (TSSAA) and the National College Athletics Association (NCAA). Additionally, principals shall be held responsible for the administration and control of the interscholastic athletic program within his/her school.

Shelby County Schools believes that male and female students should have an equal opportunity to participate in interscholastic athletic activities, including equality of opportunity in sports offerings, in equipment purchases and in educational opportunities.

Before being allowed to participate in the first practice session of a sport, information required to participate outlined in Shelby County Schools policy 6051 Interscholastic Athletics must be on file in the principal's office for each district or home school participant.

Before being allowed to participate in the first practice session of a sport, information required to participate outlined in Shelby County Schools policy 6051 Interscholastic Athletics must be on file in the principal's office for each district or home school participant.

### COLLEGIATE ACADEMIC REQUIREMENTS FOR STUDENT ATHLETES

#### NCAA 2016-17 Guide for the College Bound Student-Athlete

##### Initial Eligibility

Initial-eligibility standards help ensure you are prepared to succeed in the first year of college. The eligibility process also protects the fairness and integrity of college sports by ensuring student-athletes are amateurs. If you want to practice, compete and receive an athletics scholarship during your first year at a Division I or II school, the NCAA Eligibility Center must certify you as eligible.

Get Ready. Get Set. Go!

##### Grade 9

Start planning now: take the right courses and earn the best grades possible. Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes. Find your high school's list of NCAA-approved courses at [NCAA.org/course.list](http://NCAA.org/course.list).

##### Grade 10

Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you fall behind, ask your counselor for help with finding approved courses you can take.

### Grade 11

Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses. Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999. At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center. If you took classes at more than one high school or program, submit an official transcript for each school. Make sure you are on track to graduate on time with your class.

### Grade 12

Complete your final NCAA core courses as you prepare for graduation. Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999. Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (spring enrollees) in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org). After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center. Only students on an NCAA Division I or II school's certification request list will receive a certification. \*\*Remember, meeting the NCAA academic rules does not guarantee your admission into a college. You must still apply for admission.

## **Academic-Eligibility Requirements**

### **DIVISION I**

To be eligible to practice, compete and receive athletics scholarships in your first full-time year at a Division I school, you must graduate from high school and meet ALL the following requirements:

1. Complete a total of 16 NCAA core courses in the following areas:
  - 4 years of English
  - 3 years of mathematics (Algebra 1 or higher, Bridge Math is not accepted)
  - 2 years of natural/physical science (including one year of lab science if offered)
  - 1 additional year of English, math or natural/physical science
  - 2 years of social science
  - 4 additional years of courses (English math, natural/physical science, social science, foreign language, comparative religion or philosophy)
2. Complete 10 of your 16 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, you must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used to meet the 10/7 requirement. Students whose academic credentials are solely international (including Canada) are not required to meet the 10/7 requirement.
3. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.300) on the Division I sliding scale. SAT scores earned on or after March 2016 will be evaluated based on concordance tables established by the College Board.

If you plan to attend a Division I school, you must complete 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you must still meet core-course requirements.

## Division I Sliding Scale

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

## DIVISION II

Division II schools require college-bound student-athletes to meet academic standards for NCAA core courses, core-course GPA and test scores. The standards are changing for students who initially enroll full time at a Division II school on or after Aug. 1, 2018.

If You Enroll BEFORE Aug. 1, 2018 To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet ALL the following requirements:

- Complete a total 16 core courses in the following areas:
  - 3 years of English
  - 2 years of math (Algebra 1 or higher Bridge Math is not accepted)
  - 2 years of natural/physical science (including one year of lab science if offered)
  - 2 years of social science
  - 3 additional years of English, math or natural/ physical science
  - 4 additional years of English, math, natural/ physical science, social science, foreign language, comparative religion or philosophy.
- Earn at least a 2.000 GPA in your core courses.
- Earn an SAT combined score of 820 or an ACT sum score of 68. SAT scores earned during or after March 2016 will be evaluated based on concordance tables established by the College Board.

If You Enroll AFTER Aug. 1, 2018 To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet ALL the following requirements:

- Complete a total of 16 core courses in the following areas:
  - 3 years of English
  - 2 years of math (Algebra 1 or higher Bridge Math is accepted)
  - 2 years of social science
  - 3 additional years of English, math or natural or physical science
  - 4 additional years of courses (English, math, natural or physical science, social science, foreign language, comparative religion or philosophy)
- Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.200) on the Division II competition sliding scale.

## Division II Sliding Scale

Use for Division II beginning Aug. 1, 2018

Core GPA	SAT Verbal + Math ONLY	ACT
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

## DIVISION III

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.

If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions and eligibility standards. You can visit [NCAA.org/d3](http://NCAA.org/d3) or contact the Division III school you are planning to attend.

Division III does not use the NCAA Initial-Eligibility Clearinghouse. Contact your Division III college regarding its policies on financial aid, practice and competition.

## Grade-Point Average

Your GPA is calculated on a 4.000 scale. Numeric grades such as 92 or 87 are changed to letter grades such as A or B. The NCAA Eligibility Center does not use plus or minus grades when calculating your GPA. Weighted honors or advanced placement courses may improve your core-course GPA, but your high school must notify the NCAA Eligibility Center that it weights grades in these classes. In pass/fail grading situations, the NCAA Eligibility Center will assign your high school's lowest passing grade for a course in which you received a pass grade.

For most high schools, the lowest passing grade is a D, so the NCAA Eligibility Center generally assigns a D as a passing grade. Calculating Your Quality Points in order to determine your quality points earned for each course, multiply the quality points for the grade by the amount of credit earned.

Quality Points:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point

Units of Credit:

- 1 quarter unit = 0.25 units
- 1 trimester unit = 0.34 units
- 1 semester unit = 0.50 units
- 1 year = 1 unit

Examples:

- An A grade (4 points) for a trimester course (0.34 units): 4 points x 0.34 units = 1.36 total quality points.
- An A grade (4 points) for a semester course (0.50 units): 4 points x 0.50 units = 2.00 total quality points.
- An A grade (4 points) for a full-year course (1.00 units): 4 points x 1.00 units = 4.00 quality points.

The NCAA Eligibility Center calculates your core-course grade-point average based on the grades you earn in NCAA approved core courses. Only your best grades from the required number of NCAA core courses will be used. Grades from additional core courses will be used only if they improve your grade-point average.

\*\*\*Remember, meeting the NCAA academic rules does not guarantee your admission into a college. You must still apply for admission.

# SECTION II

## COURSE DESCRIPTIONS



NOTE: All courses listed are not offered at every school. Please check with school personnel to determine which courses are available.



## ENGLISH LANGUAGE ARTS

The foundation of an educational program rests upon the student's ability to communicate effectively. The English/Language Arts curriculum sets high standards for the acquisition and utilization of language skills, thus providing the student with the ability to achieve educational, vocational and personal goals.

To enhance language proficiency, the English/Language Arts program emphasizes eight standards: language, communication, writing, research, logic, informational text, media, and literature. Providing competence in the language arts allows high school graduates to accomplish the tasks of everyday life, to communicate opinions and ideas, to expand the thinking process, and to broaden the imagination.

The core English courses, grades 9-12, **must be completed sequentially and are required for graduation.** Basic Speech, Forensics, and Mass Media do not satisfy college entrance requirements. Students desiring a Speech and Drama major should refer to the Fine Arts course listings.

Preparing students for success on standardized tests such as the TCAP End-of-Course Test and the ACT and SAT college entrance exams is emphasized in all Shelby County Schools Secondary Language Arts classes.

End-of-Course examinations will be given in English I, English II, and English III. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education.

The weight of the EOC examination on the student's final average shall be ten percent (10%) in the 2016-2017 school year, fifteen percent (15%) in the 2017-2018 school year; and shall be determined by the local board from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter. Students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy.

### Intellectually Gifted and Talented English I

Grade 9

One credit/One year

Prerequisite(s): Certified Intellectually Gifted

The Intellectually Gifted and Talented English I program is designed to provide high achieving students the opportunity to further develop skills in higher-level thinking, traditional and creative research, group discussion, public speaking, creativity, and independent study. Students are expected to grasp quickly the principles of grammar, composition, and vocabulary appropriate for this grade level, thereby providing time for an expanded course of study in which their creative and analytical thinking and writing skills are enhanced. Teaching strategies for the gifted are incorporated into the language arts curriculum and are implemented through the in-depth study of traditional and contemporary literature, current events, and selected mini-studies that are coordinated by the teaching staff.

### English I

Grade 9

One credit/One year

Prerequisite(s): None

English I is designed to help students continue the mastery of essential literacy skills. Emphasis is placed on developing strategies for effective speaking, writing, and comprehension by listening, reading, and viewing a variety of texts. Vocabulary and grammar instruction support these processes. Instruction includes authentic performance such as reading charts, maps and graphs, resolving conflict through discourse, and analyzing rhetoric critically in a variety of mediums. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

Students enrolled in English I (including Intellectually and Talented, English I) are required to take the English I End-of-Course test, which counts as the designated percent of the semester grade in the semester in which the test is administered.

### English II

Grade 10 (required)

One credit/One year

Prerequisite(s): English I (Grade 9)

English II is a course designed to continue the study and refinement of basic literacy skills in reading and composition. The greater part of grammar and vocabulary instruction is based upon individual areas of need as evidenced through writing and discussion. Extensive emphasis is devoted to the on-going study of the writing process, including essays, speeches, and research papers. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

Students enrolled in English II are required to take the English II End-of-Course test, which counts as the designated percent of the semester grade in the semester in which the test is administered.

### English III

Grade 11 (required)

One credit/One year

Prerequisite(s): English II (Grade 10)

English III is designed to help students continue to develop knowledge and skills in reading, writing, speaking, listening, viewing and representing. The course focuses on strengthening and refining vocabulary, grammar and composition skills, with the greater part of grammar and vocabulary instruction based upon individual needs as evidenced through writing and discussion. Thematic studies can be utilized with various units for comparative purposes. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

Students enrolled in English III are required to take the English III End-of-Course test, which counts as the designated percent of the semester grade in the semester in which the test is administered.

### Advanced Placement (AP) English Language and Composition

Grade 11

One credit/One year

Prerequisite(s): Honors English II (Grade 10)

The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Students choosing AP Language and Composition should be interested in studying and writing various kinds of analytical or persuasive essays on literary topics.

The course allows students to write in a variety of forms (narrative, exploratory, expository, argumentative) and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. But the overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. The AP English Language and Composition course follows this emphasis. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This course may be taken in lieu of English III for graduation.

**Note:** All students enrolled in an AP course are expected to take the course's AP exam.

### English IV

Grade 12 (required)

One credit/One year

Prerequisite(s): English III (Grade 11)

English IV is designed to prepare students to complete their formal secondary education with the skills needed to communicate effectively with others in the workplace or to gain admission to and succeed in college or professional school. Writing experiences include formal, informal, creative, and technical/functional compositions. In English IV the emphasis is on examining literary works within their historical and cultural contexts. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

### Advanced Placement (AP) English Literature and Composition

Grade 12

One credit/One year

Prerequisite(s): AP English Language and Composition or Honors English III (Grade 11)

The AP English Literature and Composition course engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected text, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Students choosing AP Literature and Composition should be interested in studying literature of various periods and genres and using this wide reading knowledge in discussions of literary topics.

**Note:** All students enrolled in an AP course are expected to take the course's AP exam. This course may be taken in lieu of English IV for graduation.

### African American Literature

Grades 11-12 (Elective)

One-half credit/One semester

Prerequisite(s): English I (Grade 9), English II (Grade 10)

African-American Literature allows students to earn one-half credit toward a major in English. African-American Literature is a chronological study of literature written by African-Americans from the mid-1800s to the present with an emphasis upon theme, genre, comparisons to writings by other ethnic groups and the social and cultural history of the works studied. The minimum requirements of the course are (1) a demonstrated comprehensive knowledge of the lives and literary contributions of selected African-American authors; (2) a well-documented research paper that uses at least one book-length selection as a resource; (3) contributions to class discussion; and (4) independent reading.

### Journalism

Grades 10-12 (Elective)

One-half credit/One semester

Prerequisite(s): English I (Grade 9)

This course is designed to introduce students to the field of journalism and the organization of publications (i.e., newspapers, yearbooks, and literary magazines). Types of writing news stories, editorials and feature writing are covered, as well as production considerations, photography, and the business aspects of publications.

**Speech**

Grades 9-12 (Elective)  
 One-half credit/One semester  
 Prerequisite(s): None

Students are introduced to the techniques of oral communication through the use of research, organization, and creative thinking skills. Students will be required to make oral classroom presentations. This course is not approved as a Fine Arts course for college entrance requirements.

**Creative Writing**

Grades 9-12 (Elective)  
 One-half credit/One semester  
 Prerequisite(s): None

This course will offer students the opportunity to exercise their imaginative and creative abilities as they explore diverse modes and genres of writing, both as writers and as critical evaluators of writing. A wide range of writing opportunities in description, exposition, persuasion, comparison/contrast and narration will be presented, thus giving students the tools necessary to write with uniqueness, coherence, clarity, and simplicity.

**Forensics**

Grades 10-12 (Elective)  
 One credit/One year  
 Prerequisite(s): English I (Grade 9)

Forensics includes the study of current events and trends in literature, language, and public speaking. Students are expected to participate in co-curricular, performance-based activities available outside the classroom.

**Mass Media**

Grades 10-12 (Elective)  
 One-half credit/One semester  
 Prerequisite(s): English I (Grade 9)

This course is designed to give students the opportunity to learn the theory of mass communications, to develop evaluative abilities, and to experiment with radio, television and film production.

**Advancement Via Individual Determination AVID**

Grades 9-12 (Elective)  
 One-half credit/One semester  
 Prerequisite(s): None

This course is an elective course designed to prepare students for entrance into four-year colleges. Emphasis is placed on analytical writing, preparation for college entrance and placement exams, college study skills, and test taking, note taking, and research.

**Academic Counseling**

Grade 9 (Elective)  
 One credit/One year  
 Prerequisite(s): None

This course will emphasize career choices, study skills, and tutoring. Academic Counseling is designed to be a first step in guiding students into choosing a career to prepare for and to engage

them in an advisor/advisee role equivalent to a college level environment.

**Dual Enrollment (EC) English Composition I**

Grades (s) 11 and 12  
 Three semester College hours/High school credit  
 Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) English Composition I is a one semester college-level course that offers students practice in expository writing with emphasis on content, organization, and style (levels of usage and sentence structure) for different purposes and audiences. Dual Enrollment English Composition I and English Composition II may be taken to satisfy English IV for graduation requirement or as English elective(s).

**Dual Enrollment (EC) English Composition II**

Grade(s) 11 and 12  
 Three semester College credit/High school credit  
 Prerequisite(s): English Composition I with a minimum grade of "C"

Dual Enrollment (EC) English Composition II is a one semester college-level course that provides students with practice in expository writing that synthesizes ideas from various readings, includes library work and production of documented papers.

**ENGLISH AS A SECOND LANGUAGE (ESL)**

The English As A Second Language (ESL) Program is a transitional program designed to assist students who are classified as English Learners (EL). EL students have been tested with the State mandated English language proficiency test and have scored less than English proficient on the speaking, listening, reading or writing subtests. The courses offered through this program address the goals, standards and objectives of the Tennessee ESL Curriculum K-12. The foundation of these courses includes three goals for EL students: 1) to use English to communicate in social settings, 2) to use English to achieve academically in all content areas, and 3) to use English in socially and culturally appropriate ways in multicultural and diverse settings. The standards of the ESL Curriculum are linked directly to the English/Language Arts curriculum standards.

Up to two ESL English credits (ESL I, ESL II, ESL III, ESL IV or ESL V) may be used to satisfy English language requirements for graduation. Additional ESL courses may be taken for elective credit. EL students must earn two units of regular English to complete graduation requirements. The student may be initially placed at any level, but the regular English classes must follow in sequence. The regular English placement should be determined by the needs and goals of each individual student.

ESL transitional courses are available as companion courses for English I, II, III, and IV. The ESL transitional courses are designed to support English Language Learner as he or she transitions from ESL to regular English classes. If ESL support is needed the EL student should enroll in the ESL transitional class and the regular English class during the same semester or school year.

EL students must take End-of-Course examinations when enrolled in English I, English II, and English III. The results of these examinations will be factored into the student's grade at a

percentage determined by the State Board of Education. The ESL transitional courses provide extra support and focus for the successful completion of EOC.

### **ESL I (Beginning)**

Grades 9-12  
One credit/One year  
Prerequisite(s): None

This course is designed for students at the beginner proficiency level who have virtually no functional ability in listening, speaking, reading, and writing English. In this course EL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom. These are initial literacy skills.

### **ESL II (High Beginning)**

Grades 9-12  
One credit/One year  
Prerequisite(s): Performance Indicators for ESL I (Beginning)

This course is designed for students at the high beginner proficiency level who are beginning to understand the English language and use it in a limited capacity. Typically, they memorize words and phrases and can comprehend and utilize language that they have been taught. The curriculum focuses on applying literacy skills to the development of new knowledge. In this course EL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL III (Intermediate)**

Grades 9-12  
One credit/One year  
Prerequisite(s): Performance Indicators for ESL I & II (Beginning and High Beginning)

This course is designed for students at intermediate proficiency level who are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors. Grade level academic content skills are still in development. The curricular focus is on advancing applications of literacy skills for the development of new knowledge. In this course EL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL IV (High Intermediate)**

Grades 9-12  
One credit/One year  
Prerequisite(s): Performance Indicators for ESL III (Intermediate)

This course is designed for students at high intermediate proficiency who are able to function well in most everyday situations but still require academic language support. They may have difficulty understanding text beyond the literal level. They often make errors in

structure and idiomatic language. The curricular focus is on more advanced applications of literacy skills. In this course EL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL V (Advanced)**

Grades 9-12  
One credit/One year  
Prerequisite(s): Performance Indicators for ESL IV (High Intermediate)

This course is designed for students at advanced level of proficiency who can handle most personal, social and academic language. Idioms and structure are frequently still problematic. Complicated literacy and academic texts may require use of a dictionary when the language and context are unfamiliar. The ESL curricular focus is based on literacy skills necessary for success in a grade level classroom. In this course EL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL VI (Transitional)**

Grades 9-12  
One credit/One year  
Prerequisite(s): Performance Indicators for ESL IV or V

This course is designed to provide English language instruction for EL students who are able to function on an advanced level in both oral and written English but are still experiencing difficulties in achieving necessary English requirements for graduation. Students in this course will develop skills in listening, speaking, reading, and writing that will enable them to be successful in the mainstream classroom. Normally this course is taken in conjunction with a regular English class. ESL VI (Transitional) may not be applied toward English requirements for graduation but may be used toward elective credits. ESL course Codes are available for ESL VI at each grade level

### **ESL Development: U.S. History and Government**

Grades 9-12  
One credit/One year  
Prerequisite(s): EL and Beginning or Intermediate Level proficiency in English

ESL teaching techniques are utilized to enable EL students to comprehend citizenship and history of the United States. Major social studies standards addressed in this course are to demonstrate an understanding of governmental structures and functions, to identify current problems, and to pose possible solutions. Students also will examine the role of being an effective citizen in today's society. Major ESL standards are to use English to obtain, to process, and to communicate subject matter and information in spoken and written form.

ESL Development may not be applied toward the social studies requirements for graduation but may be used as an elective credit

## MATHEMATICS

The content of each of the Shelby County Schools' mathematics courses is outlined in the Shelby County Schools Mathematics Instructional Guides. These guides provide for District-wide consistency in the mathematics content that is taught and in the instructional sequencing and pacing of each course. Implementation of these guides results in a comprehensive SCS mathematics program that is designed to prepare all students for college and career success.

The content and instruction in all SCS secondary mathematics courses must engage students in completing real-world problem-solving tasks. Mathematics instruction must also include active investigations that will enable students to gain both the conceptual understanding and the procedural fluency that are essential for meeting the demands of a modern society. Research shows that American students have little mathematics application skills when compared to students in other countries. Therefore, the new Mathematics Standards for Tennessee were developed.

To fulfill the goal of higher academic standards and rigor in mathematics, effective with the ninth grade class entering high school during school year 2017-2018, all students will pursue a focused program of study that includes four (4) credits in mathematics (of the 22 specified credits required for a high school diploma. The four mathematics credits are to include Algebra I and II, Geometry or its equivalent, and another mathematics course beyond Algebra I. Also, a Bridge Mathematics course is designed for students who have not scored a 19 or higher on the ACT by the beginning of the senior year. **Students must be enrolled in a mathematics course each school year.**

End-of-Course (EOC) examinations will be given in Algebra I, Algebra II and Geometry. Students will not be required to pass any one examination, but the End-of-Course exam may count as a percentage of the students' grade in the course. Students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy. The weight of the EOC examination on the student's final average shall be ten percent (10%) in the 2016-2017 school year, fifteen percent (15%) in the 2017-2018 school year; and shall be determined by the local board from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.

Students with qualifying disabilities in math, as documented in the individualized education program, shall be required to complete a minimal sequence of Algebra I and Geometry (or its equivalent). The four units of math required for high school graduation for students with qualifying disabilities are: Algebra IA, Algebra IB, Unified Geometry IA and Unified Geometry IB. The required number of credits in mathematics may be earned with modifications such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

### Algebra I – 8<sup>th</sup> Grade Prerequisites

Students who meet Shelby County Schools prerequisite requirements, including but not limited to academics, entrance test score(s), and teacher & principal recommendation, may take Algebra I as eighth (8<sup>th</sup>) graders and, if successful, earn the Algebra I credit required for high school graduation. **Students**

**must still be enrolled in a mathematics course each year in high school.**

Therefore, eighth grade students, if successful, will have five (5) credits in mathematics upon graduation after 4 years in high school.

### Algebra I+ (S1) Algebra I+ (S2)

Grades 9-12

One elective credit

One Algebra I credit will be awarded upon the successful completion of both semesters within the same school year.

Prerequisite(s): Pre-Algebra 8

Algebra I + is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Algebra I curriculum. Algebra I + also provides just-in time intervention which results in an additional elective credit.

The content of Algebra I + supplements the District' s one-year Algebra I course which students must take concurrently or during the same academic year to receive the Algebra I credit.

### See Algebra I course description

Students who successfully complete Algebra + (semesters 1 and 2) will receive elective credit. Upon completion of Algebra I, students receive a mathematics credit. **Students must enroll in and successfully complete the Algebra I course during the same academic year to earn their required mathematics credit.**

### Algebra I – Grade 8 Algebra I

Grade(s) 8-12

One credit with EOC examination

Prerequisite(s): Grade 7: See criteria for Algebra I – Grade 8

Prerequisite(s): 7<sup>th</sup> grade mathematics

Algebra I is the foundation course for all higher mathematics courses and is valuable and necessary for all students. A credit in Algebra I is required for obtaining a Regular or Honors high school diploma. Most college and university admission requirements include Algebra I. This course emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational, and exponential functions. Students explore the structure of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

Students enrolled in Algebra I are required to take the Algebra I End-of-Course exam, which may count as a percentage of the students' grade in the course.

The use of the graphing calculator is an essential tool to the teaching and learning of Algebra I. However, the End-of-Course has both calculator components and a non-calculator component.

**Algebra IA**

Grades 9-12

one mathematics credit

One year (or its equivalent)

Prerequisite(s): Pre-Algebra 8

Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a student with qualifying disabilities (SWD) the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

Algebra IA is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Algebra I curriculum. Algebra IA also provides just-in time intervention which results in an additional mathematics credit. **The Algebra IA course is open only to students whose IEP allows for such enrollment.** Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent). The required number of credits in mathematics shall be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option. Students using this graduation option may take Algebra IA in the 9th grade, Algebra IB in the 10th grade, Geometry A in 11th grade and Geometry B in the 12th grade.

The content of Algebra IA corresponds to the first half of the content of the District' s one-year Algebra I course. Use of the graphing calculator and other mathematical manipulatives and tools is required. Students with qualifying disabilities as documented in the IEP who successfully complete Algebra IA will receive a mathematics credit.

**Algebra IB**

Grades 9-12

One Algebra I credit

One year (or its equivalent) with EOC examination

Prerequisite(s): Algebra IA

Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a SWD the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

Algebra IB is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Algebra I curriculum. Algebra IB also provides just-in-time intervention which results in an additional mathematics credit. The Algebra IB course is open only to students whose IEP allows for such enrollment. Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent). The required number of credits in mathematics shall be achieved through increased instructional time, appropriate methodologies,

accommodations and other differentiated instruction as determined by the IEP team. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option. Students using this graduation option must take Algebra IA in the 9th grade, Algebra IB, in the 10th grade, Geometry A in 11th grade and Geometry B in the 12th grade. These students may earn mathematics credit for Algebra IA and for Algebra IB as well as for Geometry A and Geometry B.

The content of Algebra IB corresponds to the second half of the content of the District' s one-year Algebra I course. For deepening understanding and mathematical thinking and giving students an opportunity for success on the End-of-Course examination, the use of the graphing calculator and other mathematical manipulatives and tools is required. Students with qualifying disabilities as documented in the IEP who successfully complete Algebra IB will receive Algebra I credit and are required to take the Algebra I End-of-Course exam, which may count as a percentage of the students' grade in the course.

**Geometry+ (S1)****Geometry+ (S2)**

Grades 9-12

One elective credit /One Geometry credit upon the successful completion of both semesters within the same school year.

Prerequisite(s): Algebra I

Geometry + is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Geometry curriculum. Geometry + also provides just-in-time intervention which results in an additional elective credit.

The content of Geometry + supplements the District' s one-year Geometry course which students must take concurrently or during the same academic year to receive the Geometry credit.

Students who successfully complete Geometry + (S1 and S2) will receive elective credit. **Students must enroll in and successfully complete the Geometry 1+ (S2) course during the same academic year to earn their required mathematics credit.**

**Geometry+ (S1)****Geometry+ (S2)**

Grades 9-12

One elective credit /One Geometry credit upon the successful completion of both semesters within the same school year.

Prerequisite(s): Algebra I

Geometry + is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Geometry curriculum. Geometry + also provides just-in-time intervention which results in an additional elective credit.

The content of Geometry + supplements the District' s one-year Geometry course which students must take concurrently or during the same academic year to receive the Geometry credit.

Students who successfully complete Geometry + (S1 and S2) will receive elective credit. **Students must enroll in and successfully complete the Geometry 1+ (S2) course during the same academic year to earn their required mathematics credit.**

**Geometry A**

Grades 9-12

One mathematics credit One year (or its equivalent)

Prerequisite(s): Algebra IA and Algebra IB or Algebra I

Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a SWD the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

Geometry A is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Geometry curriculum. Geometry A also provides just-in-time intervention which results in an additional mathematics credit. The Geometry A course is open only to students whose IEP allows for such enrollment. Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent).

The required number of credits in mathematics shall be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option. Students using this graduation option may take Algebra IA in the 9th grade, Algebra IB, in the 10th grade, Geometry A in 11th grade and Geometry B in the 12th grade.

The content of Geometry A corresponds to the first half of the content of the District's one-year Geometry course. Graphing calculators and Cabri software should be used in this course to give students dynamic visualizations of geometric relationships.

**Geometry B**

Grades 9-12

One credit/One year (or its equivalent) with

EOC examination

Prerequisite(s): Geometry A

Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a SWD the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

Geometry B is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Geometry curriculum. Geometry B also provides just-in-time intervention which results in an additional mathematics credit.

The Geometry B course is open only to students whose IEP allows for such enrollment. Students with qualifying disabilities as documented in the IEP shall be required to achieve at least

Algebra I and Geometry (or equivalent).

The required number of credits in mathematics shall be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option. Students using this graduation option may take Algebra IA in the 9th grade, Algebra IB in the 10th grade, Geometry A in 11th grade and Geometry B in the 12th grade.

The content of Geometry B corresponds to the second half of the content of the District's one-year Geometry course. Graphing calculators and Cabri software should be used in this course to give students dynamic visualizations of geometric relationships.

Students with qualifying disabilities as documented in the IEP who successfully complete Geometry B will receive a mathematics credit.

Students enrolled in Geometry B are required to take the Geometry End-of-Course exam, which may count as a percentage of the students' grade in the course. The exam includes both calculator and non-calculator sections.

**Algebra II+ (S1)****Algebra II+ (S2)**

Grade(s) 9-12

One elective credit /One Algebra II credit upon the successful completion of both semesters within the same school year.

Prerequisite(s): Algebra I

Algebra II + is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Algebra II curriculum. Algebra II + also provides just-in-time intervention which results in an additional elective credit.

The content of Algebra II + supplements the District's one-year Algebra II course which students must take concurrently or during the same academic year to receive the Algebra II credit.

Students who successfully complete Algebra II + (S1) will receive an elective credit. **Students must enroll in and successfully complete the Algebra II+ (S2) course during the same academic year to earn their required mathematics credit.**

**Algebra II**

Grade(s) 10-12

One credit with EOC examination/One year

Prerequisite(s): Algebra I

Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. This course centers on the use of real-world problems to demonstrate how other disciplines use algebra to model real phenomena.

Students enrolled in Algebra II are required to take the Algebra II End-of-Course exam, which may count as a percentage of the students' grade in the course. The use of the graphing calculator is an essential tool to the teaching and learning of Algebra II, however, the exam includes both calculator and non-calculator sections.

### Precalculus

Grades 11-12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, **and** Geometry

Precalculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data.

Precalculus should provide engaging and challenging opportunities for student collaboration to investigate and model real-world problems and to become prepared for calculus and other college- level courses.

### Dual Enrollment (DC) Pre-Calculus

Grades 11-12

Three semester College credit hours/ High school credit

Prerequisite(s): College Admission Criteria

Dual Enrollment Pre-Calculus is an exploration of the real number system involving the topics: relations and functions, graphing techniques, linear and quadratic systems of equations, and inequalities. This course also includes the following topics: matrices and determinants, conic sections, polynomial functions and theory of equations, exponential and logarithmic functions, and natural number functions. Dual Enrollment Pre-Calculus may be taken to satisfy Pre-Calculus for graduation requirement or as Pre-Calculus elective.

### Calculus

Grade 12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, Geometry,

Advanced Algebra/Trigonometry and/or

Precalculus

Calculus is a course designed to prepare students for success in STEM-based careers and builds upon the concepts studied in precalculus. The study of precalculus on the high school level includes a study of limits, derivatives, and an introduction to integrals. Students integrate the use of technology to enhance their real-world application and knowledge.

### Advanced Placement (AP) Calculus AB

Grade 12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, Geometry, Honors Advanced

Algebra/Trigonometry and/or Honors Precalculus

AP Calculus AB is a full year of academic work that is comparable to differential equations, limits, approximations, slope fields, applications, and modeling. Calculus concepts and problems are represented graphically, numerically, analytically, and verbally and students make connections among these representations. Technology is used to help solve problems, experiment, interpret results, and support conclusions. Graphing calculators are required for parts of the AP Examination and, consequently, are used frequently by students and teachers. **All students enrolled in an AP course are expected to take the course's AP exam.**

### Advanced Placement (AP) Calculus BC

Grade 12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, Geometry, Honors Advanced

Algebra/Trigonometry and/or Honors Precalculus

AP Calculus BC is comparable to both first and second semester college and university calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Graphing calculators are required for parts of the AP Examination and, consequently, are used frequently by students and teachers. **All students enrolled in an AP course are expected to take the course's AP exam.**

### Dual Enrollment (EC) Calculus

Grades 11-12

Three semester College credit hours/ High school credit

Prerequisite(s): College Admission Criteria

Dual Enrollment Calculus is the introduction to concepts and methods of elementary calculus of one real variable as related to rational, exponential and logarithmic functions; nature of derivatives; differentiation; applications of derivatives; nature of integration; definite integral; applications of the definite integral. Dual Enrollment Calculus may be taken to satisfy Calculus for graduation requirement or as Calculus elective.

### Bridge Math

Grade 12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, **and** Geometry

Bridge Math is a course intended to build upon concepts taught in previous courses to allow students to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. Functions emphasized include linear, quadratic and polynomial. Students continue mastery of geometric concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real-life situations and use rules of probability to compute probabilities of compound events. This course

should involve application of previous concepts learned, integrating technology and real-world problem solving.

### Statistics

Grade 11-12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, and Geometry

Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include: interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions. Instruction in Statistics consolidates and extends methods of exploratory data analysis developed in prior mathematics courses. Students integrate the use of technology to enhance their knowledge and facilitate real-world application.

### Advanced Placement (AP) Statistics

Grade 11-12

One credit/One year

Prerequisite(s): Algebra I, Honors Algebra II, and Geometry

AP Statistics is an introductory, non-calculus based college course in statistics. The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. This course should involve the integration of technology and real-world problem solving and application. **All students enrolled in an AP course are expected to take the course's AP exam.**

### Dual Enrollment (EC) Statistics

Grade 11-12

Three semester College credit hours/ High school credit

Prerequisite(s): College Admission Criteria

Dual Enrollment Statistics is a one semester college-level course that is a study of basic statistical concepts including sampling methods, data organization and analysis, frequency distributions, measures of central tendency and dispersion. Other topics in this course include: probability theory and distributions, sampling methods, estimation, regression and correlation analysis, and hypothesis testing. Dual Enrollment Statistics may be taken to satisfy Statistics for graduation requirement or as Statistic elective.

### Advanced Placement (AP) Statistics

Grade 11-12

One credit/One year

Prerequisite(s): Algebra I, Honors Algebra II, and Geometry

AP Statistics is an introductory, non-calculus based college course in statistics. The purpose of the AP Statistics course is to introduce

students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. This course should involve the integration of technology and real-world problem solving and application. **All students enrolled in an AP course are expected to take the course's AP exam.**

### Dual Enrollment (EC) Statistics

Grade 11-12

Three semester College credit hours/ High school credit

Prerequisite(s): College Admission Criteria

Dual Enrollment Statistics is a one semester college-level course that is a study of basic statistical concepts including sampling methods, data organization and analysis, frequency distributions, measures of central tendency and dispersion. Other topics in this course include: probability theory and distributions, sampling methods, estimation, regression and correlation analysis, and hypothesis testing. Dual Enrollment Statistics may be taken to satisfy Statistics for graduation requirement or as Statistic elective.

### Applied Mathematical Concepts

Grade 11-12

One credit/One year

Prerequisite(s): Algebra I, Algebra II, and Geometry

Applied Mathematical Concepts is a new course that involves the applications and modeling in mathematics. Topics include counting, combinatorics, and probability; financial math; logic; Boolean Algebra; and linear programming. Applied Mathematical Concepts should provide engaging and challenging opportunities for students to collaborate to investigate and model real-world problems

### Advanced Algebra

**Beginning 2017-18 school year, the State of Tennessee no longer offers the Advanced Algebra/Trigonometry**

## SCIENCE

Physical Science, Biology, Chemistry, Physics, Environmental Science, Anatomy and Physiology, and Advanced Placement courses are the core science courses available to students in grades 9-12. Physical Science may also be taken at the eighth grade level for one of the units of credit for graduation, providing that students meet the criteria for such credit. Enrollment in Physical Science at the eighth grade allows students to take five years of science by the time they graduate. Three (3) science credits are required for high school graduation.

Physical Science, Biology, Chemistry and/or Physics is the recommended sequence of science courses. Students who enter 9th grade in the fall of 2009-2010 and thereafter will be required to take the Tennessee End-of-Course Biology I Test as part of the requirements to earn a Regular or Honors high school diploma. Also as a part of the new High School Transition Policy, students enrolled in Chemistry in the fall of 2013-2014 and thereafter will be required to take the Tennessee End-of-Course for Chemistry I as part of the requirement to earn a Regular or Honors High School Diploma.

Advanced Placement Biology, Chemistry, or Physics is generally taken in eleventh twelfth grade. Three (3) credits are required to fulfill entrance requirements for Tennessee Board of Regents (TBR) universities and the University of Tennessee (UT) system. Students must take three courses Biology, Chemistry or Physics (or another laboratory science). The SCS recommended sequence of courses satisfy TBR and UT requirements.

Students entering high school are required to take the Biology 1 and Chemistry 1 End-of-Course test as part of the requirements to receive a Regular or Honors diploma. Each End-of-Course Test will be administered to students when they are nearing completion of the stated course in which they are enrolled and count will be part of their final grade.

### Physical Science

Grades 8-12  
One credit/One year  
Prerequisite(s):  
None

Criteria for Grade 8:

- A "B" average (85-92) in 7th grade science
- A score of ADVANCED on the most recent science subtest(s) of TCAP
- Teacher recommendation

Physical Science is a course during which students study the classification, structure, and behavior of matter and relationships of matter and energy. Topics studied and investigated through laboratory experiences include:

- Force and Motion,
- Structure and Properties of Matter,
- Interactions of Matter, and
- Energy

Students will explore the topics listed above through a balanced exposure to inquiry, hands-on laboratory investigations, individual studies and group activities. The students'

experiences in Physical Science will enable them to understand the role of science and technology in their lives. Practical applications and career opportunities are emphasized.

If Physical Science (honors or regular) is taken at the eighth grade level, it will be count as an elective credit, providing students meet the criteria for such credit.

**NOTE:** All high school courses, including honors courses, taken prior to high school enrollment will count as elective credit.

### Biology IA

### Biology IB

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): Physical Science

This course is taught by a regular education teacher and SPED co-teacher. Students with disabilities who opt for the Modified credit option, may meet their (3) required science credits by completing Biology IA and Biology IB and one other lab science. (Example: Physical Science). Biology IA is a course designed or those students who need extended time to fulfill the rigors of a challenging, standards-based Biology curriculum. Biology IA also provides just-in-time intervention which results in an additional elective credit.

The content of Biology IB corresponds to the second half of the content of the district's one-year Biology I and Biology I+ Semester 2.

### Biology I+ (S1)

### Biology I+ (S2)

Grade(s) 9-12  
Prerequisite(s): Physical Science  
One elective credit and One Biology I credit upon the successful completion of both semesters within the same school year

Students with disabilities who opt for the Modified credit option, may meet their (3) required science credits by completing Biology + (S1) and Biology + (S2) and one other lab science. (Example: Physical Science). Biology I+ is a course designed or those students who need extended time to fulfill the rigors of a challenging, standards-based Biology curriculum. Biology I+ (S1) also provides just-in-time intervention which results in an additional elective credit.

The content of Biology I+ supplements the district's one-year Biology I course which students must take concurrently or during the same academic year to receive the Biology I credit.

### Biology I

Grade 9-12  
One credit/One year  
Prerequisite(s): None

Biology I is a course during which students continue their study of living things. Through a balance of classroom and laboratory work, students will explore the following:

- Basic life processes at the molecular, cellular, systemic, organismal, and ecological levels of organization within the biosphere,

- Interdependence and interactions within the environment to include relationships, behavior, and population dynamics,
- Cultural and historical scientific contributions of men and women,
- Evidence that supports biological evolution, and
- Current and future technologies.

During their coursework students will experience the content of Biology I through inquiry. Using available technology, students will investigate the world around them. Biology I will provide the student with knowledge, prerequisite skills, and habits of mind needed for daily living and ethical decision making on issues including biotechnology and the environment, as well as provide a background for advanced biological studies and personal career choices. Students enrolled in Biology I are required to take the Biology I End-of-Course test, which counts as percent of the semester grade in the semester in which the test is administered.

### Chemistry I

Grade 10-12

One credit/One year

Prerequisite(s): Algebra I

Chemistry I is a course during which students explore the properties of substances and the changes that such substances undergo. Through a balance of classroom and laboratory work, students will investigate the following:

- Atomic Structure,
- Matter and Energy,
- Interactions of Matter, and
- Properties of Solutions - including Acids and Bases.

Students will explore chemistry through inquiry, hands-on laboratory investigations, individual studies and group activities. The students' experiences in chemistry will enable them to understand the role of chemistry in their lives by investigating substances that occur in nature, in living organisms and those that are created by humans. Their study will include both qualitative and quantitative descriptions of matter and the changes that matter undergoes. Students will practice the necessary precautions for performing safe inquiries and activities and appreciate the risks and benefits of producing and using chemical substances. As part of the new High School Transition Policy, students enrolled in Chemistry in the fall of 2013-2014 and thereafter will be required to take the Tennessee End-of-Course Chemistry I as part of the requirement to earn a Regular or Honors High School Diploma. The End-of-Course exam grade will count as a percent of the student's final chemistry grade.

### Physics

Grade 11-12

One credit/One year

Prerequisite(s):

Algebra II

Physics is a course during which students study matter and the relationship between energy and matter. Through a balance of classroom and laboratory work, students will investigate the following:

- Mechanics
- Electromagnetism, and
- Heat

- Nuclear Changes
- Sound and Light

During this course, students will experience Physics through a balance of classroom work and laboratory experiences including available technology. A goal of this course is that students will gain conceptual understanding of physical phenomena while using measurements and calculations to support concept development. This course provides a background for advanced Physics studies and personal career choices.

### Physics World Concepts

Grade 9-12

One credit/One year

Prerequisite(s): Algebra I

This course is designed to provide a strong foundation for all students planning to enroll in courses engineering courses, STEM based CTE courses, or upper level math/science courses. Physical World Concepts will support students pursuing STEM as a post-secondary major. An embedded mathematics strand enables students to utilize mathematical skills in much greater depth, e.g., analyzing, interpreting, articulating, assimilating, modeling, and demonstration. The course is designed to meet the needs academically focused students

The goal of Physics World Concepts is to see physics as the rules of the physical world, with equations as guides to thinking that reveal the connections in nature. Clear explanations, analogies, qualitative questions and algebraic reasoning, and the use of available technology will lead to the comprehension of concepts before calculations. This course provides a science foundation for advanced physics studies and career choices.

Note: All students enrolled in an AP course are expected to take the course's AP exam.

### Advanced Placement (AP) Biology

Grade 11-12

One credit/One year

Prerequisite(s): Honors Biology I, Honors Chemistry I, and Honors Algebra II

Advanced Placement Biology provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. It is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### Advanced Placement (AP) Chemistry

Grade 11-12

One credit/One year

Prerequisite(s): Honors Biology I, Honors Chemistry I, Algebra I, and Honors Algebra II

Advanced placement Chemistry provides students with the knowledge and skills included in an introductory college-level chemistry course. Advanced Placement Chemistry is designed to be taken after the successful completion of a first course in high school chemistry. The mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year Algebra course. Note: All students

enrolled in an AP course are expected to take the course's AP exam.

### Advanced Placement (AP) Physics B

Grade 11-12

One credit/One year

Prerequisite(s): Physics, Algebra I, Algebra II and concurrent enrollment in or completion of Honors Pre-Calculus or Honors Advanced Algebra/Trig

Advanced Placement Physics B includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course. The course provides instruction in Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### Advanced Placement (AP) Physics C: Mechanics

#### Advanced Placement (AP) Physics C: Electricity

Grade 11-12

One credit/One year

Prerequisite(s): AP Physics B, Algebra I, Algebra II and concurrent enrollment in Honors or AP Calculus

**Physics C: Mechanics** provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

**Physics C: Electricity and Magnetism** provides instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

**Note:** All students enrolled in an AP course are expected to take the course's AP exam

### Anatomy and Physiology

Grade 11-12

One credit/One year

Prerequisite(s):  
Biology

Anatomy and Physiology is the study of the body's structure and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. The study of anatomy and physiology prepares students for a variety of pursuits such as health care, sports, and fitness careers, as well as for taking an active part in their own health and wellness. The student will study:

- Anatomical Orientation
- Protection, Support, and Movement
- Integration and Regulation
- Transportation
- Absorption and Excretion
- Reproduction, Growth, and Development

### Environmental Science

Grade 11-12

One credit/One year

Prerequisite(s): Biology

Environmental Science is a course that enables students to develop an understanding of the natural environment and the environmental problems the world faces. Students will investigate the following:

- Fundamental Ecological Principles
- Human Population Dynamics
- Natural Resources
- Energy Sources and Their Uses
- Human Interaction with the Environment
- Personal and Civic Responsibility

It is the expectation that students will explore the content of Environmental Science through inquiry. This science course will utilize group lab and field experiences to meet these expectations. Particular emphasis will be placed on local environments. Students will develop a basic understanding of ecology as a basis for making ethical decisions and career choices.

### Advanced Placement (AP) Environmental Science

Grade 11-12

One credit/One year

Prerequisite(s): Honors Biology, Honors Chemistry, and Algebra I

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### Independent Science Research Seminar

Grade 11-12

One credit/One year

Prerequisite(s): None

This course allows the student, under the guidance of an experienced teacher, to pursue a topic of individual research. This course is designed to further the scientific interest and knowledge of the student. The student uses investigative skills and materials to conduct research on a particular topic of interest and present the findings in a scientific paper. It is recommended that this course be offered to high ability or to Advanced Placement students. Credit earned for this course cannot be used to satisfy graduation requirements.

### Astronomy I

Grade 10

One credit/One year

Prerequisite(s): Approval of Astronomy Instructor

This course is a natural science that is the study of celestial objects (such as moons, planets, stars, nebulae, and galaxies), the physics,

chemistry, mathematics, and evolution of such objects, and phenomena that originate outside the atmosphere of Earth, including supernovae explosions, gamma ray bursts, and cosmic background radiation.

### **Astronomy II**

Grade 11

One credit/One year

Prerequisite(s): Astronomy I

In this course, student builds on knowledge learned in Astronomy I. Topics studied include examination of the properties of the planets, moon, sun, comets, meteors, stars, and galaxies. Students will examine life and death of stars, origin of the universe, history of astronomy, and instruments and techniques of observation.

### **Geology**

Grades 10-12

One credit/One year

Prerequisite(s): Physical Science

Geology is a course that investigates the physical nature of the earth: where it is found, what it is made of, its features and how they were formed, and the environmental impact of using its resources. Basic chemistry and physics are integrated throughout the course and related careers are introduced.

### **Dual Enrollment (EC) Biology**

Grade(s) 11-12

Three semester College credit hours/High school credit

Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Biology is a one semester college-level course that covers unifying principles of biology with emphasis on cell structure, cell function, heredity, development and evolution. Dual Enrollment Biology I and Biology II may be taken to satisfy Biology for graduation requirement or as Biology elective(s).

### **Dual Enrollment (DE) Biology Lab**

Grade(s) 11-12

One Semester College Credit hour / 0.5 High School Credit

Prerequisite(s): College's Admission Credit

DE Biology Lab meets three laboratory hours per week and must be taken in conjunction with DE Biology. Students are introduced to investigative laboratories in introductory cell and molecular biology with emphasis on experimental theory and design, practical laboratory skills; interpretation of data; documentation and communication of laboratory work.

### **Dual Enrollment (EC) Chemistry**

Grade(s) 11-12

Three Semester College Credit hour /High School

Credit Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Chemistry is a one semester college-level course that includes topics in the laws of chemistry; periodic table and chemical periodicity, stoichiometry, nomenclature, modern atomic theory and bonding; ionic and molecular compounds; molecular geometry; oxidation-reduction reactions; solutions and heterogeneous mixtures; gaseous state; states of matter and

intermolecular forces; thermochemistry. Dual Enrollment Chemistry I and Chemistry II may be taken to satisfy Chemistry for graduation requirement or as Chemistry elective(s).

### **Dual Enrollment (DE) Chemistry Lab**

Grade(s) 11-12

One Semester College Credit hour/ 0.5 High School Credit

Prerequisite(s): College Admission Criteria

DE Chemistry Lab meets three laboratory hours per week and is designed to illustrate and explain the concepts covered in Dual Enrollment (EC) Chemistry. Lab class should be taken in conjunction with Dual Enrollment Chemistry.

### **Dual Enrollment (EC) Physics**

Grade(s) 11-12

Three Semester College Credit hour /High School Credit

Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Physics is a one semester college-level course that provides instructions in topics that include vectors with application to statics, kinematics and dynamics, Newton's laws and their application to motion and equilibrium, concepts and applications of energy and momentum conservation principles, harmonic motion, and thermodynamics. Dual Enrollment Physics I and Physics II may be taken to satisfy Physics for graduation requirement or as Physics elective(s).

### **Dual Enrollment / Dual Credit (DE) Anatomy and Physiology**

Grade(s) 11-12

Three semester College credit hours/ High school credit Prerequisite: College's Admission Criteria

Dual Enrollment/Dual Credit Anatomy and Physiology is an introductory course designed to provide the basic foundation for successful comprehension of the human anatomy and physiology. Emphasis is placed upon the vocabulary, morphology, and functions of the systems of the human body. Dual Enrollment Anatomy and Physiology I and Anatomy Physiology II may be taken to satisfy Anatomy and Physiology for graduation requirement or as Anatomy and Physiology elective(s).

## SOCIAL STUDIES

Social Studies courses in grades 9-12 provide a comprehensive program of knowledge and skills enabling students to understand how groups and institutions influence the lives of individuals and give society stability and order. The program incorporates reflective inquiry, problem-solving analysis, and decision-making skills enabling students to develop into humane, rational citizens. Courses utilize four process standards: Communication, data analysis, historical awareness, and acquiring information and the six content standards: Culture, Economics, Geography, Government and Civics, History, and Individual/Group Interactions.

A total of three (3) units of credits in Social Studies are required for graduation. One (1) unit of World History and Geography, one (1) unit of United States History and Geography, one-half ( $\frac{1}{2}$ ) unit of credit in Economics, and one-half ( $\frac{1}{2}$ ) unit of credit in United States Government & Civics.

An additional one-half ( $\frac{1}{2}$ ) unit of credit for Personal Finance is also required for graduation. Tennessee students are also required to take the SCS Civics Test before graduation.

### World History & Geography

Grades 9-10  
One credit/One year  
Prerequisite(s): None

World History is offered at the high school level.

Students will study the rise of the nation state in Europe, the French Revolution and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe and imperialism in Africa, Asia and South America. They will be able to explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world. Emphasis is placed on developing respect for cultural differences, viewing difference as a right of all people, and examining world problems and the complexity of arriving at solutions.

Required.

### U.S. Government & Civics

Grades 9-12  
One-half credit/One semester  
Prerequisite(s): None

The Government High School course focuses on the United States' founding principles and beliefs. Students will study the structure, functions, and powers of government at the national, state, and local levels. Integrate the six social studies standards of essential content knowledge and four process skills will be integrated for instructional purposes.

Required.

### Dual Enrollment (EC) American Government

Grade(s) 11-12  
Three semester College credit hours/ 0.5 High school credit  
Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) American Government is a one semester college-level course where students survey the American political system. Topics include the Constitution, federalism, interaction between the three branches of the federal government (legislative, executive, and judicial), political actors outside government (interest groups, media, political parties), state and local government, political culture, civil liberties, civil rights, and public policy. Dual Enrollment (EC) American Government may be taken to satisfy U.S. Government for graduation requirement.

### Economics

Grades 11-12  
One-half credit/One semester  
Prerequisite(s): None

Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization and trade. Students will examine the key economic philosophies and economists who have influenced economics around the world in the past and present. Informational texts and primary sources will play an instrumental part of the study of economics.  
Required.

Note: The graduation requirement of  $\frac{1}{2}$  unit of Economics may also be satisfied by Business Economics, International Business/Marketing (INFORMATION TECHNOLOGY), Consumer Economics, one credit in a selected core MARKETING EDUCATION course, or out-of-school experiences through Junior Achievement (see the following).

### Dual Enrollment (EC) Microeconomics

Grade (s) 11-12  
Three semester College credit hours/ 0.5 High School Credit  
Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Microeconomics is a one semester college-level course that focuses attention on the micro concept of economic analysis, and primary attention given to the theory of the firm and partial equilibrium problems arising within any enterprise economy. Attention is also given to government regulation of business, the theory of income distribution as it pertains to the determination of wages, rents and profits, and international trade. Dual Enrollment (EC) Microeconomics may be taken to satisfy Economics for graduation requirement.

### Dual Enrollment (EC) Macroeconomics

Grade(s) 11-12  
Three semester College credit hours/ 0.5 High School Credit  
Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Macroeconomics is a one semester college-level course that focuses attention on the aggregate or macroeconomic relationships and gives attention to the central problems of economic organization, the functioning of the price system, the economic role of government, the determination of national income, employment, the rate of inflation, and fiscal and monetary policy. Further, the student is introduced to the interactions between aggregate markets such as the

product market, the factor/labor market, and the money market. Dual Enrollment (EC) Microeconomics may be taken to satisfy Economics for graduation

### United States History & Geography

Grades 10-11  
One credit/One year  
Prerequisite(s): None

In United States History, students will examine the causes and consequences of the Industrial Revolution and America's growing role in the world diplomatic relations, including the Spanish-American War and World War I. Students will study the progressive movement, the New Deal and learn about the various factors that led to WWII, the cold War and trends shaping Modern day America. The Civil Rights movement will also be covered. The reading of primary source documents is a key feature of U.S. History from Slavery to Reconstruction to present times. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context. This course also requires students to take the Tennessee End-Of-Course Exam.

Required.

### Dual Enrollment (EC) United States History Before 1877

Grade(s) 11-12  
Three semester College credit hours/ High school credit  
Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) United States History Before 1877 is one-semester college-level course that surveys Colonial America; the Revolution; Confederation and Constitution; Ante-Bellum Period; the Civil War and Reconstruction. Dual Enrollment (EC) US History Before 1877 and Dual Enrollment (EC) US History Since 1877 may be taken to satisfy US History for graduation requirement.

### Dual Enrollment (EC) United States History Since 1877

Grade (s) 11-12  
Three semester College credit hours/High school credit  
Prerequisite(s): Dual Enrollment (EC) United States History Before 1877.

### Personal Finance

Grades 9-12  
One-half credit/One semester  
Prerequisite(s): None

Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Required.

Personal Finance credit can also be gained through CATE or ROTC.

### African American History

Grades 11-12  
One-half credit/One semester  
Prerequisite(s): None

Students will examine the life and contributions of African Americans from the early 1600s through modern America. Students will explore the influence of geography on slavery and the growth of slavery in America. Students will investigate the rise and effects of Jim Crow and trace the impact of African American migration through the early twentieth century. Students will explore the impact of the Harlem Renaissance and the conditions and contributions of African Americans during the Great Depression and World War II. Students will study the Civil Rights movement and contemporary issues confronting African Americans today. As a people, African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Elective.

### World Geography

Grades 9-12  
One-half credit/One Semester  
Prerequisite(s): None

Students will examine the global perspectives, basic concepts and fundamental questions of geography. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies. Topics include: physical processes, human populations and migration, regions of the world, resources and the tools of modern geographers.

The broad goal of World Geography is to expand the students' basic concepts, skills and experiences relating to the geographic, political, social, and economic institutions for the various regions of the world.

Elective.

### Humanities

Grades 11-12  
One-half credit/One Semester  
Prerequisite(s): None

Humanity is an honors course offered as an elective to eleventh and twelfth grade students. The course is an introduction to the intellectual and artistic heritage of western civilization, utilizing a chronological survey of the progress of the humanities from ancient Greece to the twentieth century. Elective.

### Practical Law

Grades 9-12  
One-half credit/One semester  
Prerequisite(s): None

Practical Law is taught using citizenship and the role of citizenship as a framework. There is an emphasis on the principle of equality under law to help students understand the responsibilities that accompany the rights granted to citizens in the United States. The working relationship between the courts and court procedures, the functions of attorneys, and the legislative right to make laws are examined.

Emphasis is placed on knowledge and skills that will enable students to deal effectively in human relationships and on the acquisition of inquiry

skills to promote sound judgments in everyday living under the law.  
Elective.

### Psychology

Grades 11-12  
One-half credit/One semester  
Prerequisite(s): None

Psychology is an elective in the science of individual behavior. Students investigate how people behave and why they behave as they do. Students, through application, learn to face and resolve problems of a personal nature and problems involving interaction with other individuals.  
Elective.

### Sociology

Grades 11-12  
One-half credit/One semester  
Prerequisite(s): None

Sociology is designed to help students understand the patterns, processes, and institutions of human group interaction. The student is introduced to basic principles and concepts of sociological inquiry, the investigative tools needed for such inquiry and the examination of selected areas of the structure and function of American society.  
Elective.

### Contemporary Issues

Grades 11-12  
One-half credit/One semester  
Prerequisite(s): None

In Contemporary Issues, students study various dynamic issues facing today's society enabling them to discover their values and responsibilities as citizens in society. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues.  
Elective.

### Facing History and Ourselves

Grades 10-12  
One-half credit/One semester  
Prerequisite(s): None

Facing History uses the methods of the humanities—inquiry, analysis, and interpretation—to promote the knowledge, value, and skills needed to preserve and protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history and judgment, and ends with examples of positive participation. Throughout, students and teachers confront the moral questions inherent in a study not only of racism, anti-Semitism, and violence but also of courage, caring, and compassion. Through a rigorous examination of the events that led to the Holocaust, students come to understand that few events in history are inevitable. Most are the result of choices made by countless individuals and groups. Even the smallest of those decisions may have profound consequences that affect generations to come.  
Elective.

## COMPUTER TECHNOLOGY

Mastering the standards will enable students to learn about and effectively access and use technology resources. Students will use a variety of computer applications and tools and will explore the social, historical and ethical implications of using computer technology. It is expected that every student will demonstrate proficiency using these standards by the time the student completes high school. These standards can be met through this course or activities incorporated into other curriculum areas. (Alternatively, students may demonstrate mastery of these standards as a result of grades K-8 technology experiences.) In the one credit option, it is expected that a sufficient number of computers and applications will be available to allow for the optimum exploration and utilization of applications.

### Programming I

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): Algebra I

This is an introductory course that teaches the essential concepts of a computer programming language. Included are: operation and characteristics of the local computer system; interface objects and events; program design; simple data types; I/O operations; branching techniques, etc. The course may use either a procedure-oriented high-level language (e.g. QuickBasic, TrueBasic, and Pascal) or an object oriented/event driven high-level language (e.g. Visual Basic, Java, and C++).

### Programming I (Honors)

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): Algebra I

This is an introductory course that teaches the essential concepts of a computer programming language. Included are: operation and characteristics of the local computer system; interface objects and events; program design; simple data types; I/O operations; branching techniques, etc. The course may utilize either a procedure-oriented high-level language (e.g. QuickBasic, TrueBasic, and Pascal) or an object oriented/event driven high-level language (e.g. Visual Basic, Java, and C++). The Honors class allows students to study at Advanced Programming I – Honors higher levels to become better prepared to take more advanced programming classes. (Formerly Data Structures and Language Organization.

### Programming II

Grade(s) 10-12  
One-half credit/One semester  
Prerequisite(s): Programming I Prerequisite(s):  
Algebra I, Programming I & II

This is the advanced level of an introductory course that expands the concepts of computer programming from those introduced in Programming I. Included are: enhanced user interfaces; file operations; iterative structures, etc. The course may utilize either a procedure-oriented high-level language (e.g. QuickBasic and TrueBasic) or an object-oriented/event-driven high-level language (e.g. Visual Basic).

**Programming II (Honors)**

Grade(s) 10-12

One-half credit/One semester

Prerequisite(s): Programming I

This is the advanced level of an introductory course that expands the concepts of computer programming from those introduced in Programming I. Included are: enhanced user interfaces; file operations; iterative structures, etc. The course may utilize either a procedure-oriented high-level language (e.g. QuickBasic and TrueBasic) or an object-oriented/event driven high-level language (e.g. Visual Basic). The Honors class allows students to study at higher levels to become better prepared to take more advanced programming classes.

**Advanced Programming I**

Grade(s) 10-12

One-half credit/One semester

Prerequisite(s): Algebra I, Programming I &amp; II

This course is an opportunity to extend a student's knowledge and skills in computer programming. The vehicle may be languages such as Modula 2, Pascal, Python, C++, or Java. It is designed to enhance a student's exposure to computer science and to establish a stronger foundation for pursuit of future college-level credentials in that field. Students will encounter and work with constructs such as queues, stacks, linked lists, heaps, dictionaries, and trees. The focus is on structured problem-solving techniques using single-level components. The instructional context is the emphasis on implementation of computer-based solutions of simple problems.

This course is an opportunity to extend a student's knowledge and skills in computer programming. The vehicle may be languages such as Modula 2, Pascal, Python, C++, or Java. It is designed to enhance a student's exposure to computer science and to establish a stronger foundation for pursuit of future college-level credentials in that field. Students will encounter and work with constructs such as queues, stacks, linked lists, heaps, dictionaries, and trees. The focus is on structured problem-solving techniques using single-level components. The instructional context is the emphasis on implementation of computer-based solutions of simple problems. The Honors class allows students to study at higher levels to become better prepared to take more advanced programming classes.

**Advanced Programming II**

Grade(s) 10-12

One-half credit/One semester

Prerequisite(s): Advanced Programming I

This course is an advanced interaction with programming languages such as Modula 2, Pascal, Python, C++, or Java. It is designed to expand the student's expertise with sophisticated programming concepts as introduced in Data Structures and Language Organizations I. More extensive work is done with constructs such as queues, stacks, linked lists, heaps, dictionaries, and trees. The focus is on structured problem-solving techniques using multi-level components. The instructional context is in the emphasis for implementation of computer-based solutions with data retrieval and manipulation.

**Advanced Programming II – Honors**

Grade(s) 10-12

One-half credit/One semester

Prerequisite(s): Advanced Programming I

This course is an advanced interaction with programming languages such as Modula 2, Pascal, Python, C++, or Java. It is designed to expand the student's expertise with sophisticated programming concepts as introduced in Data Structures and Language Organizations I. More extensive work is done with constructs such as queues, stacks, linked lists, heaps, dictionaries, and trees. The focus is on structured problem-solving techniques using multi-level components. The instructional context is in the emphasis for implementation of computer-based solutions with data retrieval and manipulation.

**Advanced Placement (AP) Computer Science Principles**

One credit/One year

Prerequisite(s): Algebra I

AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

**Advanced Placement (AP) Computer Science-A**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Honors

Algebra I, Honors Advanced

Programming I &amp; II

Advanced Placement Computer Science - A is a college-level course in which the student may actually earn college credit. The major emphasis, while preparing the student for taking the Advanced Placement Computer Science tests, is programming methodology, objects and events, algorithms, and data structures using Java as the tool. Applications are used to develop student awareness of the need for particular algorithms and data structures and to provide topics for programming assignments. Treatments of computer systems and the social implications of computing are integrated into the course work. As the College Board states, "Computer Science A emphasizes programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first semester course in computer science. Note: All students enrolled in an AP course are expected to take the course's AP exam.

**Interactive Multimedia Presentations I**

Grade(s) 9-12

One-half credit/One semester

Prerequisite: None

Interactive Multimedia Presentations I teaches students to plan, create and design movies, games and interactive applications through the use of 2D graphics. The course uses Scratch, a 2D programming environment developed at MIT, and used to instruct students in the primary concepts of computer programming.

**Interactive Multimedia Presentations II**

Grade(s) 11-12  
 One-half credit/One semester  
 Prerequisite: None

Multimedia II is an introduction to objected programming using graphics in the creation of 3D movies, games and interactive applications. Students will learn to use Alice, a 3D programming environment developed at Carnegie Mellon University, and used in high schools and colleges across the country.

**Interactive Multimedia Presentations II (Honors/Dual Enrollment)**

Grade(s) 11-12  
 One half high school credit/Three college credits  
 One semester  
 Prerequisite: Open to all juniors and seniors with an unweighted 2.7 average.

Dual Enrollment Interactive Multimedia II is an introduction to object oriented programming using graphics in the creation of 3D movies, games and interactive applications. This is a college course which includes projects and tests assigned and graded by CBU. Students who receive an A or B in the course will receive 3 credits in ECE 130 from CBU. This course covers algorithmic thinking and expression; abstraction; appreciating elegance; object development; interactive programs; and core programming concepts.

The class will:

- follow the CBU curriculum for the course;
- use the book Learning to Program with Alice by Dann, Cooper & Pauch;
- take the same tests as the CBU classes.

**Advanced Programming II (Honors/Dual Enrollment)**

Grade(s) 11-12  
 One half high school credit/Three college credits  
 One semester  
 Prerequisite: Advanced Programming I with an A or B average and an unweighted 3.0 average.

Dual Enrollment Advanced Programming II is a course in Introduction to Computer Science (ECE 132) at CBU. Students will learn to design and implement computer programs to solve problems using the Java programming language. Students who receive an A or B in the course will receive 3 credits from CBU, which will transfer to any college or university. This course covers basic object-oriented programming design, program implementation, program analysis, standard data structures and stand algorithms.

The class will:

- follow the CBU curriculum for the course use the book, An Introduction to Object Oriented Programming with Java, 4th edition, by C. Thomas Wu
- take the same tests as the CBU classes

**WORLD LANGUAGES**

The World Language Program offers the opportunity to study seven modern foreign languages, Arabic, Chinese, French, German, Japanese, Russian, and Spanish, and one classical language, Latin, to students in grades 9-12. In addition, many high schools offer one semester of Etymology and one semester of Mythology to students in grades 10-12. The study of world language is recommended for both college bound and career track students, since world language skills are a valuable asset for employment in today's global economy.

Students may major in a world language with three credits in one language or two in one language and the half credits in Etymology and Mythology.

Beginning with the 1989 school year, the State Board of Regents (SBR) requires two years of a single world language to enter any SBR school in Tennessee. Since some SBR schools may not accept the Etymology/Mythology credit as world language, students should check with the school of their choice prior to making course selections.

Beginning in 2009, the Tennessee Diploma Project requires all students to earn two consecutive credits in the same world language to meet graduation requirements. Due to the prerequisites for each level of language, two levels of the same world language cannot be taken concurrently. Credit(s) obtained in middle school courses do not satisfy graduation requirements but rather serve to advance the student's language study in the high school.

Admission to Advanced Placement courses requires:

Completion of level three honors course. Students may be admitted to AP level courses with prior approval by the World Language Department based on demonstrated proficiency as measured by a standardized assessment demonstrating proficiency at the Intermediate High level in speaking and writing or reading.

**LEVEL ONE MODERN LANGUAGES**

**Arabic I, Chinese I, French I, German I, Japanese I, Russian I, Spanish I**

Grade(s) 9-12  
 One credit/One year  
 Prerequisite(s): None

In the first year world language course, students are introduced to the fundamentals of the language, with an emphasis on developing novice-level communication skills. Students are provided contact with the cultures of the people who speak the language studied, through technology, real-life cultural experiences and authentic materials.

**LEVEL TWO MODERN LANGUAGES**

**Arabic II, Chinese II, French II, German II, Japanese II, Russian II, Spanish II**

Grade(s) 9-12  
 One credit/One year  
 Prerequisite(s): None

In the second year world language course, students continue to pursue the development of novice-level communication skills. They become acquainted, through technology, real-life cultural experiences and authentic materials, with the cultures of the people who speak the language studied.

**LEVEL THREE MODERN LANGUAGES**

Arabic III, Chinese III, French III, German III, Japanese III, Russian III, Spanish III  
Grade(s) 11-12  
One credit/One year

Prerequisite(s): Level II or Students may be admitted to third level courses with prior approval by the World Language Department based on demonstrated proficiency as measured by a standardized assessment demonstrating proficiency at the Intermediate Low level in speaking and writing. (STAMP or ACTFL AAPPL) Additionally, the student must pass a content-based exam with a grade of C or better.

In the third year world language courses, students solidify novice-level communication and skills. They begin to move toward an intermediate level of communicative proficiency. They continue to become acquainted, through technology, real-life cultural experiences and authentic materials, with the cultures of the people who speak the language studied.

**LEVEL FOUR MODERN LANGUAGES**

Arabic IV, Chinese IV, French IV, German IV, Japanese IV, Russian IV, Spanish IV  
Grade 12  
One credit/One year

Prerequisite(s): Level III or a score of Intermediate Mid on a nationally recognized exam (either STAMP or an ACTFL OPI speaking and writing exam). Additionally, the student must pass a content-based exam with a grade of C or better.

Fourth year world language courses are recommended for students interested in developing proficiency in the world language. Continued emphasis on communication skills, combined with research and study of topics of cultural interest, prepare the student for college study, and for career possibilities where world language proficiency is an asset.

**Advanced Placement (AP) Chinese Language**  
**Advanced Placement (AP) French Language**  
**Advanced Placement (AP) German Language**  
**Advanced Placement (AP) Japanese Language**  
**Advanced Placement (AP) Spanish Language**

Grade 12  
One credit/One year

Prerequisite(s): Honors Level III required (Level III honors preferred) with a minimum average of a B. Students may be admitted to AP language courses with the prior approval by the World Language Department based on demonstrated proficiency as measured by a standardized assessment demonstrating proficiency at the Intermediate Mid-level in speaking and writing.

As described by the College Board, Advanced Placement World Language courses are equivalent in content and difficulty to a third semester college-level language course. It is for students who "already have a good command of grammar and vocabulary and have competence in listening, reading, speaking, and writing.

Although these qualifications may be attained in a variety of ways, it is assumed that most students taking this course will be in the final stages of their secondary school training and will have substantial coursework in the language." Students are more likely to be successful in AP World

Language courses, by completing a level four course. Students may also be admitted upon demonstrating spoken and written proficiency on a standardized assessment at the Intermediate low level. Note: All students enrolled in an AP course are expected to take the course's AP exam.

**Dual Enrollment (DC) Elementary French I and II and Dual Enrollment (DC) Spanish I and II**

Grade(s) 11-12  
Three semester hours College credit/High school credit Prerequisite(s):  
College Admission Criteria

Dual Enrollment (DC) Elementary French I and Dual Enrollment (DC) Elementary Spanish I introduce students to the fundamentals of grammar, pronunciation, and elementary conversation. The second semester, Dual Enrollment (DC) Elementary French II and Spanish II include reading and translation of texts of graded difficulty.

**Dual Enrollment (EC) Intermediate French I & II and Dual Enrollment (EC) Intermediate Spanish I & II**

Grade(s) 11-12  
Three semester hours College credit/ High school credit Prerequisite(s):  
College Admission Criteria

Dual Enrollment (EC) Intermediate French I and French II, and Dual Enrollment (EC) Intermediate Spanish I and Spanish II are college-level courses that provide a comprehensive review of grammar, composition and conversation. The second semester (EC) Intermediate French II or (EC) Intermediate Spanish II includes reading of short stories, designed to increase the student's vocabulary and to contribute to his mastery of idiomatic constructions.

**Spanish for Heritage Speakers I**

Grade(s) 11-12  
Three semester hours College credit/ High school credit Prerequisite(s):  
College Admission Criteria

Dual Enrollment (EC) Intermediate French I and French II, and Dual Enrollment (EC) Intermediate Spanish I and Spanish II are college-level courses that provide a comprehensive review of grammar, composition and conversation. The second semester (EC) Intermediate French II or (EC) Intermediate Spanish II includes reading of short stories, designed to increase the student's vocabulary and to contribute to his mastery of idiomatic constructions.

**Spanish for Heritage Speakers II**

Grade(s) 10-12  
One Credit/One Year  
Prerequisite(s):

## Spanish for Native Speakers I

In this second year course, native and heritage speakers of Spanish continue to study Spanish formally in an academic setting in the same way that native English-speaking students study English Language Arts. Students will continue to further develop the Spanish they have learned previously, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, to enhance career opportunities, or to fulfill a world language college admission requirement.

**CLASSICAL LANGUAGES****Latin I**

Grades 9-12  
One credit/One year  
Prerequisite(s): None

Students are introduced to the Latin language and the culture and institutions of the Romans through comparisons between ancient and modern ways of life. Students learn to recognize the influence of ancient Roman civilization on the modern world. Emphasis is placed on vocabulary and translations from English to Latin and Latin to English.

**Latin II**

Grades 10-12  
One credit/One year  
Prerequisite(s): Latin I

Latin II expands grammatical and vocabulary skills and enables the student to read a greater variety of stories. The study of literature is begun with translations of Hercules, the Argonauts, and selected works of Livy, Caesar and Ovid. Emphasis is placed on understanding social and political conditions in ancient Rome.

**Latin III**

Grades 11-12  
One credit/One year  
Prerequisite(s): Latin II

Students continue to develop competency in reading, verbal and grammar skills through the study of advanced grammatical structures and additional vocabulary. The works of Cicero and other classical authors are studied. Stylistic analysis is an integral part of the course.

**Latin IV**

Grades 12  
One credit/One year  
Prerequisite(s): Latin III

Latin IV includes a review of grammar taught in previous courses, as well as a study of the grammar and style of Vergil, with emphasis on archaisms and Grecisms. The course utilizes the works of other outstanding poets, such as Ovid and Horace, to develop poetical techniques and scansion skills. Students explore the influence of the poets on English literature and modern life.

**Advanced Placement (AP) Latin**

Grades 12  
One credit/One year  
Prerequisite(s): Honors Level III required with a "B" average and prior approval of the instructor

AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper level intermediate (fourth or fifth semester) college or university Latin course. Students who successfully complete the course are able to read, understand, translate and analyze Latin poetry and prose.

Note: All students enrolled in an AP course are expected to take the course's AP exam.

**Etymology**

Grades 10-12  
One-half credit/One semester  
Prerequisite(s): None

The purpose of this course is to enhance students' English vocabulary, their understanding of the structure of the English language, and their understanding of the nature of languages in general, through the systematic analysis of words and word origins from Greek, Latin, and modern languages.

**Mythology**

Grades 10-12  
One-half credit/One semester  
Prerequisite(s): None

The course includes the study of basic mythologies of major civilizations. It provides a background in mythology to help students understand allusions in the writing of many great western writers; it demonstrates the influence of mythology on the origins of some words in the English language; it connects mythology with the study of scientific phenomena; and finally, it explores universal truths and connections among mythologies of diverse cultures.

## FINE ARTS

### VISUAL AND PERFORMING ARTS

The Arts standards reflect a basic part of the total process of education. Course offerings in the areas of Music, Dance, Theatre Arts and Visual Arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. The arts develop critical and problem solving skills that are applicable to lifelong learning. In arts courses students are asked to perform/produce, analyze, interpret and evaluate art works in a historical and cultural context. Many colleges and universities, including those governed by the Tennessee Board of Regents, require fine arts courses for college entrance.

### MUSIC

The music program in grades 9-12 builds sequentially on the music program in the elementary and middle/junior schools and provides the foundation for lifelong participation in application of knowledge and skills and enjoyment of music.

Music is classified into six levels of difficulty to insure growth from one year to the next. These expectations build on the previous level to ensure that students meet and/or exceed the established music standards.

#### Middle

- Level 1 - Entry level. May cover easy keys, meters, and rhythms; limited ranges.
- Level 2 - Emerging. May include changes of tempo, key, and meter, modest ranges.

#### Middle/High

- Level 3 – Emerging-Proficient. Contains moderate technical demands, expanded ranges, and varied interpretive requirements.

#### High School

- Level 4 - Proficient. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.
- Level 5 – Proficient-Advanced. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements.
- Level 6 - Advanced. Requires exceptional musical competence for musically mature students.

Credits earned in the Music grouping may be used to satisfy the Fine Arts/Performing Arts requirement for a high school diploma and for college entrance requirements.

#### General Music

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): None

Music! Its role and importance in our lives is a new approach to the traditional general music courses. This course focuses on discovering music as a means of communication in and between cultures, and how we use music to tell the story of our lives.

#### Vocal Music I – Levels 2-3

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): Instructor permission

This course will provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on vocal production, using music literature with a level of difficulty of 2 to 3 on a scale of 1 to 6. Public performances and participation in local festival activities will be used as part of assessment.

#### Vocal Music II – Levels 3-4

Grade(s) 10-12  
One credit/One year  
Prerequisite(s): Vocal Music I and Instructor Permission

This course is a continuation of Vocal Music I with emphasis on expanding vocal range and increasing sight-reading skills. Public performances and participation in local festival activities at an increased level of difficulty of 3 to 4, on a scale of 1 to 6, will be used as part of assessment.

#### Vocal Music III – Levels 4-5

Grade(s) 11-12  
One credit/One year  
Prerequisite(s): Vocal Music II and Instructor Permission

This course is a continuation of Vocal Music II with higher expectations in all performance standards in the state curricular framework. The importance of vocal health and the development of advanced vocal techniques will be emphasized. Public performances and participation in local festival activities using music literature with a higher level of difficulty of 4 to 5, on a scale of 1 to 6, will be used as part of assessment.

#### Vocal Music IV – Levels 5-6

Grade 12  
One credit/One year  
Prerequisite(s): Vocal Music III and Instructor Permission

At this level the student is expected to sing with expression and technical accuracy a large and varied repertoire, written in more than four parts; sing in ensembles with one student on a part; improvise stylistically appropriate harmony in a variety of styles; and compose music demonstrating imagination and technical skill in applying the principles of composition. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment.

#### Chamber Singers

Grade(s) 10-12  
One credit/One year  
Prerequisite(s): Audition and Instructor Permission

This course is open to students who have acquired the proficiency to perform the more complex music literature. Emphasis is placed on developing performance techniques and stylistic interpretation of vocal chamber music. Public performances and participation in activities with a level of difficulty of 4 to 6, on a scale of 1 to 6, will be used as part of assessment.

**Swing/Show Choir**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Audition and Instructor Permission

This course is designed to develop stage presence, showmanship, advanced sight-reading and vocal performance skills necessary to perform popular music. Public performances and participation in activities with a level of difficulty of 3 to 6, on a scale of 1 to 6, will be used as part of assessment.

**Class Piano I – Levels 1-2**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Instructor Permission (Class size is limited)

This course will provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on developing keyboard skills. Public performances and participation in local activities using music literature with a level of difficulty of 2 to 3, on a scale of 1 to 6, will be used as part of assessment.

**Class Piano II – Levels 2-3**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Class Piano I and Instructor Permission (Class size is limited)

This course will provide additional instruction in creating, performing, listening to, and analyzing music in addition to focusing on intermediate keyboard skills in keyboard techniques and musical expression. Public performances and participation in local festival activities using music literature with a level of difficulty of 3 to 4, on a scale of 1 to 6, will be used as part of assessment.

**Class Piano III – Levels 3-4**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Class Piano II and Instructor Permission (Class size is limited)

This course will provide advanced instruction in creating, performing, listening to, and analyzing music in addition to focusing on early advanced keyboard skills in keyboard techniques and musical expression. Public performances and participation in local festival activities using music literature with a level of difficulty of 4 to 5, on a scale of 1 to 6, will be used as part of assessment.

**Class Piano IV – Levels 4-6**

Grade 12

One credit/One year

Prerequisite(s): Class Piano III and Instructor Permission (Class size is limited)

This course will provide advanced instruction in creating, performing, listening to, and analyzing music, in addition to focusing on advanced keyboard skills in keyboard techniques and musical expression. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment.

**Theory and Harmony**

Grade(s) 9-12

One credit/One year

Prerequisite(s): None

This course will provide concentrated study in the fundamentals in creating and analyzing music. Laboratory study devoted to ear-training and keyboard proficiency is required.

**Advanced Placement (AP) Music Theory**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Honors Theory and Harmony or Instructor Permission

This is a continuation of Theory and Harmony which provides additional study in the fundamentals of music in creating and analyzing music such as triad inversions; dominant sevenths; secondary triads; and modulations as they apply to the eighteenth century. Laboratory study devoted to ear-training and keyboard proficiency is required. Note: All students enrolled in an AP course are expected to take the course's AP exam.

**Instrumental Music I (Beginning Band)**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Instructor Permission

This course will provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on beginning instrument production. Public performances and participation in local festival activities with a level of difficulty of 1 or higher, on a scale of 1 to 6, will be used as part of assessment.

**Instrumental Music II (Intermediate Band)**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Instrumental Music I (Beginning Band) and Instructor Permission

This course will provide additional instruction in creating, performing, listening to, and analyzing music, in addition to focusing on intermediate instrument skills. Public performances and participation in local festival activities with a level of difficulty of 2 or higher, on a scale of 1 to 6, will be used as part of assessment.

**Senior Band I – Level 2-3**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Beginning Band Instructor Permission and Audition

This course will provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on ensemble and solo performance skills. Public performances and participation in local festival activities with a level of difficulty of 2 to 3, on a scale of 1 to 6, will be used as part of assessment. Marching Band fundamentals may be offered as a part of the learning.

**Senior Band II – Level 3-4 (EE/ET)**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Senior Band I and Instructor Permission

This course will provide additional instruction in creating, performing, listening to, and analyzing music. In addition, emphasis is placed upon technical development and authentic stylistic interpretation of band literature while developing analytical and critical skills. Public performances and participation in local festival activities with a level of difficulty of 3 to 4, on a scale of 1 to 6, will be used as part of assessment. Marching Band fundamentals may be offered as a part of the learning.

**Senior Band III – Level 4-5 (EE/ET)**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Senior Band II and Instructor Permission

This course is a continuation of Senior Band II with higher expectations in all performance standards in the state curricular framework. Expanded performance repertoire including advanced solo and ensemble literature will be emphasized. Public performances and participation in local festival activities using music literature with a level of difficulty of 4 to 5, on a scale of 1 to 6, will be used as part of assessment. Marching Band may be offered as a part of the learning.

**Senior Band IV – Level 5-6**

Grade 12

One credit/One year

Prerequisite(s): Senior Band III and Instructor Permission

At this level the student is expected to perform with expression and technical accuracy a large and varied repertoire, diverse chamber and solo literature in a variety of styles; compose music demonstrating imagination and technical skill in applying the principles of composition; and conduct an ensemble demonstrating knowledge and skills of music. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment. Marching Band may be offered as a part of the learning.

**Stage (Jazz) Band I – Levels 2-3**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Beginning &amp; Intermediate Band Audition and Instructor Permission

Stage (Jazz) Band I includes the study and performance of varied jazz styles, including repertoire from standard big band literature as well as studio ensembles. Individual concentration is on improvisational techniques. Public performances and participation in activities with a level of difficulty of 2 or higher, on a scale of 1 to 6, will be used as part of assessment.

**Stage (Jazz) Band II – Levels 3-4**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Stage (Jazz) Band I Audition and Instructor Permission

Stage (Jazz) Band II is a continuation of Stage (Jazz) Band I with an increased emphasis on stylistic aspects and improvisational skills. Public performances and participation in activities with a level of difficulty of 3 or higher, on a scale of 1 to 6, will be used as part of assessment.

**Stage (Jazz) Band III – Levels 4-5**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Audition and Instructor Permission

Stage (Jazz) Band III is a continuation of Stage (Jazz) Band II. It includes composing and arranging for the group with critiques by performers, composers, arrangers, and teachers. Conducting, listening, analyzing, studying and criticizing popular and contemporary music are emphasized. Public performances and participation in activities with a level of difficulty of 4 or higher, on a scale of 1 to 6, will be used as part of assessment.

**Stage (Jazz) Band IV – Levels 5-6**

Grade 12

One credit/One year

Prerequisite(s): Stage (Jazz) Band III Audition and Instructor Permission

Stage (Jazz) Band IV provides opportunities to perform diverse popular and idiomatic literature with varied instrumentation. Concentration is on knowledge and skills and their application to other life experiences. Public performances and participation in activities with a level of difficulty of 5 or higher, on a scale of 1 to 6, will be used as part of assessment.

**Orchestra I – Levels 2-3**

Grade(s) 9-12

One credit/One year

Prerequisite(s): 2 Years of Strings, Instructor Permission and Audition

Orchestra I will provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on string ensemble and solo performance skills. Public performances and participation in local festival activities with a level of difficulty of 2 to 3, on a scale of 1 to 6, will be used as part of assessment.

**Orchestra II – Levels 3-4**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Orchestra I and Instructor Permission

This course will provide additional instruction in creating, performing, listening to, and analyzing music. Additionally, emphasis is placed upon technical development and authentic stylistic interpretation of string literature while developing analytical and critical skills. Public performances and participation in local festival activities with a level of difficulty of 3 to 4, on a scale of 1 to 6, will be used as part of assessment.

**Orchestra III – Levels 4-5**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Orchestra II and Instructor Permission

This course is a continuance of Orchestra II with higher expectations

in all performance standards in the state curricular framework. Expanded performance repertoire including advanced solo and ensemble literature will be emphasized. Public performances and participation in local festival activities using string music literature with a level of difficulty of 4 to 5, on a scale of 1 to 6, will be used as part of assessment.

#### **Orchestra IV – Levels 5-6**

Grade 12

One credit/One year

Prerequisite(s): Orchestra III and Instructor Permission

At this level the student is expected to perform with expression and technical accuracy a large and varied repertoire, diverse chamber and solo literature in a variety of styles; compose music demonstrating imagination and technical skill in applying the principles of composition; and conduct an ensemble demonstrating knowledge and skills of music. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment.

#### **Guitar**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Instructor Permission and Audition (Class size is limited)

This course will provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on beginning instrument production while playing melodies and primary harmonizations. Public performances and participation in local festival activities will be used as part of assessment.

### **DANCE**

Admission to all dance courses is restricted by audition. All students must attend a placement audition after acceptance into the dance program. Credits earned in the Dance grouping may be used to satisfy the Fine Arts/Performing Arts requirement for a high school diploma and for college entrance requirements.

#### **Dance I**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Instructor Permission and Audition

Students will work to develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance as they develop movement skills. Emphasis is placed on barre and center floor work. Public performances and participation in local activities will be used as part of assessment.

#### **Dance II**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Dance I and Instructor Permission

This course will provide additional instruction in ballet technique. Students examine the role and meaning of dance forms while developing analytical, creative, and critical thinking skills. Public performances and participation in local activities will be used as part

of assessment.

#### **Dance III**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Dance II and Instructor Permission

Dance III is an introduction to modern dance techniques. This course focuses on proper skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor axial movements. Previous dance study is required. Public performances and participation in local activities will be used as part of assessment.

#### **Dance IV**

Grade 12

One credit/One year

Prerequisite(s): Dance III and Instructor Permission

At this level the student is expected to perform with expression and technical accuracy a large and varied repertoire in a variety of styles, use choreographic principles, processes, and structures as a way to communicate meaning. Public performances and participation in activities with a level of difficulty of 5 or 6, on a scale of 1 to 6, will be used as part of assessment.

### **THEATRE ARTS**

Theatre Arts as a performing arts grouping, utilizes words and texts as a form of expression and communication. Students learn to analyze and evaluate the structure, plot, characterization, and language of plays in a historical/cultural context.

Students learn to express themselves by improvisation, acting, directing, playwriting and/or working behind the scenes of a theatrical production.

Credits earned in the Theatre Arts grouping may be used to satisfy the Fine Arts/Performing Arts requirement for college entrance.

#### **Theatre Arts I: Introduction to Performing Arts**

Grade(s) 9-12

One-half credit/One semester

Prerequisite(s): None

Introduction to Performing Arts introduces the student to other theatre courses. This course acquaints the student with all aspects of the theatre: imagination, acting, interpretation, competition, use of the voice, and career orientation.

#### **Theatre Arts I: Introduction to Theatre**

Grade(s) 9-12

One-half credit/One semester

Prerequisite(s): None

Students are involved in acting techniques, playwriting, directing and technology associated with theatre production. Students are responsible for writing and performing original scripts.

\*The two introduction courses above provide the foundation for all other Theatre courses.

#### **Theatre Arts: Acting and Technology for Television/Film/Video**

Grade(s) 9-12

One credit/One year  
Prerequisite(s): None

Acting and Technology for Television/Film/Video involves the student in a study of the various roles, concepts, and skills associated with creating television, radio, and film multi-media productions. Students are involved in all aspects of production including acting, scriptwriting, filming techniques, editing, digital technology, sound, lighting, and marketing.

### Theatre Arts II: Acting for the Stage

Grade(s) 9-12  
One credit/One year  
Prerequisite(s) not required but preferred:  
Introduction to Theatre or Introduction to Performing

Acting For The Stage is a course designed to teach students through performances the various techniques used in the creation and presentation of a character for the stage. Proper use of voice, the body, and other elements (costume, make-up, etc.) are explored. Students will learn the principles of writing scripts, acting, movement, and practical stage terminology during the first semester and will concentrate on performance quality during the second semester. Second semester students will also be required to assemble a portfolio (photo and/or video) for acting roles.

First semester students are engaged in individual and group projects leading to a greater understanding of essential components of television, video, and film production. Second semester students work in teams to produce high level, multi-media productions, such as documentaries, television episodes/shows, informational videos, etc. These students are also responsible for designing marketing strategies.

### Theatre Arts III: Technical Theatre

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): not required but preferred: Introduction to Theatre or Introduction to Performing Arts

Theatre Arts 3 (Technical Theatre) introduces students to the technical aspects of the theatre. Students are involved in activities such as directing, staging, set design, costume design, sound technology, digital editing and lighting. The course can be taught in conjunction with the Play Production class to encourage a team effort.

### Theatre Arts IV: Play Production and Stagecraft

Grade(s) 10-12  
One credit/One year  
Prerequisite(s): two semesters of theatre and pre-enrollment approval by theatre instructor after an audition

Theatre Arts 4 (Play Production and Stagecraft) is an advanced level course for students who want a deeper knowledge of theatre. The first semester focuses on the fundamentals of playwriting, as students work on teams to write an original play. The second semester concentrates on producing an original play, which is a collaborative effort with other fine art groups at the school.

### Oral Interpretation of Literature

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None

Oral Interpretation of Literature includes the study of three basic forms of literature – prose, poetry, and drama. As students study elements of style, tone, character, and point of views they interpret dramatic works and create improvisational performances of original works.

### VISUAL ARTS

The Visual Art courses provide creative experiences in two-dimensional and three-dimensional art production. Emphasis is placed on the integration of art production with art history, art criticism, and aesthetics to provide greater understanding of theory and skill application. Credits earned in the Visual Arts grouping may be used to satisfy the Fine Arts/Performing Arts requirement for college entrance.

#### Visual Art I

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): None

This is an introductory course in art. Basic elements and principals of art are learned through experiences in drawing, painting, visual communications, three-dimensional design, and environmental design. Art production is integrated with art history, art criticism, and aesthetics within each unit of study.

#### Visual Art II

Grade(s) 10-12  
One credit/One year  
Prerequisite(s): Visual Art I and Portfolio Review

This course is a continuation of Visual Art I in greater depth and detail emphasizing strong foundations in theory and skill. Emphasis is placed on design as it relates to two-dimensional or three-dimensional art forms. Art production is integrated with art history, art criticism, and aesthetics to build individual skills in observing, analyzing, and interpreting artworks. These skills are necessary for consumers as well as producers of art.

#### Visual Art III

Grade(s) 10-12  
One credit/One year  
Prerequisite(s): Visual Art I and Portfolio Review

This course places emphasis on specialization in the area choices of the senior portfolio – drawing, 2-D design or 3-D sculpture. Students may specialize in drawing, painting, photography; a combination of selected 2-D art forms; and/or visual communication relating to environmental design/digital design, 3-D design or a combination of both.

Drawing and 2-D design involves work from direct observation (i.e., still life arrangements, figures, and landscapes). Environmental design encompasses areas such as interior design, fashion design, calligraphy, illustration, layout, and/or a variety of innovative multimedia techniques (i.e., video production, computer graphics, etc.).

**Visual Art IV**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Visual Art I and Portfolio Review

This course is designed for students with extensive art backgrounds and is aligned with AP course expectations. The course combines class assignments and independent study in selected studio areas. Among the areas from which the teacher may choose are the following: painting, drawing, graphics, three-dimensional design, visual communication, environmental design, architectural design, and innovative multi-media techniques (video production, computer graphic, etc.) Students are required to produce and present a portfolio accompanied by a written and oral presentation of their work.

**Art History**

Grade(s) 9-12

One credit/One year

Prerequisite(s): None

This course is designed as an introduction for all students who wish to have an understanding and appreciation for works of art. Previous art training is not required. Emphasis will be placed on instilling art awareness in both producers and consumers of art. Some basic studio art projects will be taught in relation to the art history lessons. This course is offered for one year. The first semester of this course provides a survey of world art from prehistoric times to the middle of the eighteenth century. The second semester extends to the art of the present.

**Dual Enrollment (EC) Art History**

Grade(s) 11-12

Three semester College credit hours/ High School Credit

Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Art History is a one semester college –level course that exposes students to different areas of the visual arts which will include the study of the visual elements and the principles of design. The course will also cover a brief survey of the highlights of art from the Paleolithic period to modern times. Dual Enrollment Art History may be taken to satisfy Art History for graduation

**Photography**

Grade(s) 9-12

One credit/One year

Prerequisite(s): Approval by Instructor

Photography introduces students to fundamental procedures of using the camera, proper exposure of film, film processing, and printing. Creative expression and art principles are emphasized in taking photographs. Second semester students experience photography as an art form and a means of communication. Second semester students should have a foundation in the fundamental procedures of using a camera. The curriculum is designed to teach the fundamentals of photography through digital processing or darkroom procedures.

**Visual Digital Design I**

Honors Course Code No. 543599

Grade(s) 9-12

One credit/One year

Prerequisite(s): None

This course introduces students to art knowledge and skills applicable to applied art careers using the computer as a tool. Students will be involved in creating original designs in fashion, advertisement, environments (interiors/exterior), typography, graphic illustrations, etc. This survey course introduces students to areas of study relating to graphic design, architectural design, and applied visual arts.

**Visual Digital Design II**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Visual Digital Design I

This course provides a continuum in art knowledge and skills applicable to graphic arts, architectural design, or applied visual arts. Students will be involved in advanced level design projects in advertisement, fashion, graphic illustration, animation, architectural design (interior/exterior), etc. Visual Digital Design II provides a foundation of concepts and skills that will prepare students for specialization in upper level courses or in post-secondary design education.

**Visual Digital Design III**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Visual Digital Design I, Visual Digital Design II, or Visual Digital Design I and Portfolio Review

Visual Digital Design III provides a continuum in art knowledge and skills introduced in Visual Digital Design I and II. At this level, students will be allowed to choose their area of portfolio concentration from the following: Multi-Media Digital Design, Environmental/Three Dimensional Design, or Digital Visual Communication. The course requirements include an exit portfolio showing a quality progression of work, written documentary, oral presentation for final seminar, and webpage exhibit.

**Advanced Placement (AP) Studio Art - Drawing**

Grade 10-12

One credit-One year

Prerequisite(s): Visual Art I and Portfolio Review

The Advanced Placement Studio Art Drawing course is designed for students with above average abilities and understandings in visual concerns and methods. The Drawing portfolio requires a student to demonstrate a depth of investigation and process of discovery in three areas of concern: (1) a sense of quality in the artwork; (2) concentration on a particular visual interest or problem; and (3) a need for breadth of experience in the formal, technical, and expressive means of the artist. In the Quality Section I, students are asked to submit five actual works that excel in concept, composition, and execution. In the Concentration Section II students are asked to submit twelve slides (some may be details) of a series of works organized around a compelling visual concept in drawing. The Breadth Section III requires students to submit twelve slides (one

slide each of 12 different works) that demonstrate a variety of concepts, media and approaches. The works presented for evaluation

may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year. Students submit their portfolios to the College Board for level 8 (AP) credit. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### **Advanced Placement (AP) Studio Art 2-D Design**

Grade 10-12

One credit/One year

Prerequisite(s): Visual Art I and Portfolio Review

The Advanced Placement Studio Art 2-D Design course is designed for students with above average abilities and understandings in visual concerns and methods. The 2-D Design portfolio requires a student to demonstrate a depth of investigation and process of discovery in three areas of concern: (1) a sense of quality in the artwork; (2) concentration on a particular visual interest or problem; and (3) a need for breadth of experience in the formal, technical, and expressive means of the artist. In the Quality Section I, students are asked to submit five actual works that excel in concept, composition, and execution. In the Concentration Section II students are asked to submit twelve slides (some may be details) of a series of works organized around a compelling visual concept in 2-D Design. The Breadth Section III requires students to submit twelve slides (one slide each of 12 different works) that demonstrate a variety of concepts, media and approaches. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year. Students submit their portfolios to the College Board for level 8 (AP) credit. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### **Advanced Placement (AP) Studio Art 3-D Design**

Grade 10-12

One credit/One year

Prerequisite(s): Visual Art I and Portfolio Review

The Advanced Placement Studio Art 3-D Design course is designed for students with above average abilities and understandings in visual concerns and methods. The 3-D Design portfolio requires a student to demonstrate a depth of investigation and process of discovery in three areas of concern: (1) a sense of quality in the artwork; (2) concentration on a particular visual interest or problem; and (3) a need for breadth of experience in the formal, technical, and expressive means of the artist. In the Quality Section I, students are asked to submit ten slides (2 views each of five works) that excel in concept, composition, and execution. In the Concentration Section II students are asked to submit twelve slides (some may be details or second views) of a series of works organized around a compelling visual concept in 3-D Design. The Breadth Section III requires students to submit sixteen slides (two slides each of 8 different works) that demonstrate a variety of concepts, media and approaches. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year. Students submit their portfolios to the College Board for level 8 (AP) credit. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### **Advanced Placement Art History**

Grade(s) 11-12

One credit/One year Prerequisite(s):

Honors Art History

Advanced Placement History of Art is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. Note: All students enrolled in an AP course are expected to take the course's AP exam.

### **American Art History**

Grade(s) 9-12

One credit/One year

Prerequisite(s): None

This course is designed as an introduction for all students who wish to have an understanding and appreciation for works of art. Previous art training is not required. Emphasis will be placed on instilling art awareness in both producers and consumers of art. Some basic studio art projects will be taught in relation to the art history lessons. This course is offered for one year. The first semester of this course provides a survey of world art from prehistoric times to the middle of the eighteenth century. The second semester extends to the art of the present.

### **Dual Enrollment (EC) Art History**

Grade(s) 11-12

Three semester hours College credit/ High School Credit

Prerequisite(s): College Admission Criteria

Dual Enrollment (EC) Art History is a one semester college –level course that exposes students to different areas of the visual arts which will include the study of the visual elements and the principles of design. The course will also cover a brief survey of the highlights of art from the Paleolithic period to modern times.

## PHYSICAL EDUCATION & LIFETIME WELLNESS

Health, Physical Education, and Lifetime Wellness (HPELW) are vital components in the lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive, and higher quality of life.

### Lifetime Wellness

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): None

Lifetime Wellness is a new approach to the traditional physical education and health courses. This standards-based course focuses on the principles of lifetime wellness – a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual and physical dimensions of self for a longer, more productive, and higher quality of life. Using the HPELW content standards, students will apply knowledge of the human body to make decisions-related to nutrition, substance use and abuse, sexuality and family life, safety and first aid, CPR/AED Hands Only compression training, disease prevention and control, mental health, and personal fitness and related skills. In addition, students will develop a plan to maintain personal health and fitness and demonstrate individual development in fitness and psychomotor skills to promote lifelong physical activity. Students will be involved in physical activity for at least fifty percent of the time in this class.

### Physical Education I

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None

This course provides daily activities in fitness and conditioning, individual and lifetime sports, including track and field, golf, tennis, dance, aerobics, bowling, table tennis, and team sports (basketball, softball, flag football, and volleyball).

### Physical Education II

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None

Physical Education II concentrates on physical fitness and development of mature sports. Specific skills are developed through team, individual, and dual sports as well as rhythmic activities. Emphasis is placed on students' review and practice of basic fundamentals of sports; developing the knowledge of rules, game strategies, building personal responsibility, good sportsmanship, and leadership.

### Physical Education – Advanced Team Sports

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None

Advanced Team Sports is designed for students who are interested in increasing their physical and cognitive skills in basketball, softball, flag football, soccer, and volleyball. Students learn techniques that will help them and make career choices in physical education/movement sciences. Daily fitness activities will also be a component of this course.

### Physical Education – Advanced Dual and Individual Sports

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None

P. E. Advanced Dual and individual is designed for students who are interested in enhancing their skills in sports. This course focuses on refining skills in paddle and racket sports, track and field, golf, and bowling as students begin to select individual and lifetime sports for continuing fitness and recreation. Daily fitness activities will also be a component of this course.

### Physical Education – Recreational Activities

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None  
Fitness Components  
Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.

The content should include, but not limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of recreational activities, benefits of participation, fitness activities, skill and fitness assessment.

Activities may include, but not limited to fishing, orienteering, biking, skating, dance (folk, square, ball- room, line), cross- country, swimming, self-defense, yoga and fitness.

### Physical Education – Fitness and Conditioning I

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): None

P. E. Fitness and Conditioning I focuses on recognizing and establishing behavioral factors leading to the development of total fitness. Assessing individual health related components of fitness and designing a personal fitness plan will be the focus. Emphasis will be placed on the concepts of physical fitness, nutrition, weight control, and aerobic/anaerobic activities.

### Physical Education – Fitness and Conditioning II

Grade(s) 9-12  
One-half credit/One semester  
Prerequisite(s): P. E. - Fitness and Conditioning I

P. E. Fitness and Conditioning II continues with P. E. Fitness and Conditioning I with special emphasis on achieving goals established in the personal fitness plan. Concepts of physical fitness, nutrition, weight control, and aerobic/anaerobic activities will be further studied.

**Physical Education-First Responder/Athletic Training I**

Grade Level- 9-12

Credit: 0.5

Prerequisite: None

Fitness Components Emphasized: Skill-related and Maintenance/improvement fitness

The purpose of this course is to enable students to acquire a more than basic injury regarding prevention foundation training, safety, nutrition, and benefits of physical activity, boot-camp conditioning, first aid, wound dressing seizures, sport injuries. Each student must pass a written and performance CPR/AED test. Students will also explore human anatomy, injury prevention and illness recognition. Students will learn how to manage athletic data, statistics and sports communication venues.

Students must work with fall athletic coaches for a nine-week practicum.

**Physical Education-First Responder/Athletic Training II**

Grade Level- 9-12

Credit: 0.5

Prerequisite: None

Fitness Components Emphasized: Skill-related and Maintenance/improvement fitness

This course will require that the student apply knowledge of practical use of first aid, wound dressing seizures, sport injuries. Each student must pass a written and performance CPR/AED test. Students will also explore human anatomy, injury prevention and illness recognition. Assignments are designed to promote awareness of current sporting events, problem solving, internet and other resource materials usage. Students will select a spring sport for a nine-week practicum.

A final research project will be required for this course part of the class assignments. Oral, written and visual presentations are part of the research grade.

**Physical Education-Aquatics**

Grade Level 9-12

Credit: 0.5

Prerequisite: None

This course is designed for students to receive Lifeguard and CPR training and certification. Students will be able to use this training in real-life situations, reduce the number of children who drown in public and private pools and provide at-risk students the opportunity to compete in competitive swimming. This course may be used as one of the cluster of elective courses for the Program of Study (POS) Human Performance or Athletic Management. This course will also be used to fulfill the .5 Physical Education requirements for graduation.

Students enrolled in "Make A-Splash" or participates on SCS swim teams may receive credit for their participation.

**Human Growth and Development**

Grade Level: 10 – 12

Credit: 1

Prerequisite: NONE

Health Components Emphasized: The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members.

This course is a year long, co-educational, heterogeneously grouped academic class. It provides for an examination of the physical, cognitive, social, emotional and psychosexual components of human growth and development from birth to death. The course was designed to be a unique opportunity for serious consideration and discussion of human sexuality within the framework of the study of human development. Students receive information to help them acquire skills necessary to their future as individuals, family members and members of society. Central to the curriculum is the nine-week adolescence unit.

**Intro to Kinesiology for Physical Education**

Grade Level: 9-12

Credit: 1

Prerequisite – Any grade 11 university or university/college preparation course in science

This course focuses on the student of human movement and systems factors and principles involved in human development. Students will learn about the effects of physical activity on health performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity, the course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

**Weightlifting**

Grade Level: 9-12

Credit: 0.5

Prerequisite: Individual Sports I

Fitness Components Emphasized: Skill-relate and maintenance/improvement of health related components of fitness

The purpose of this course is to enable students to acquire a more than basic knowledge of how to achieve and maintain a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of psychological and social concepts, principles, and strategies that apply to the learning and performance of weightlifting training. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, mile run, circuit training, cross-fit training circuit run, weight training, group stretching, jog/walk activities and form running.

**ARMY JUNIOR ROTC (AJROTC)**

Army Junior Reserve Officers' Training Corps (AJROTC) is offered to students in the 9th through 12th grades. There is no military service obligation. The AJROTC program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and provides instruction and rewarding opportunities that benefit the student, community, and nation.

Each AJROTC unit is structured along the lines of an Army unit to develop student leadership at each grade level under the direct supervision of the instructors. The scope, focus, and content of the instruction is sequential; it reflects and builds on the previous year's curriculum. In addition to the emphasis placed on citizenship and leadership, the development of communication skills, the incorporation of historical perspectives, the requirement for competitiveness in physical fitness and military skills; the significance of service learning are emphasized. Students are guided by experienced leaders who help them develop self-awareness, confidence, the necessary skills to be good leaders and understand their potential.

All enrolled students are required to wear the Army JROTC uniform at least once a week as specified by the Senior Army Instructor. While wearing the uniform students must meet the Army's appearance and grooming standards. Any student who dislikes wearing the JROTC uniform and meeting the appearance/grooming standards should not enroll in the program. All students will be screened at the end of each school year and will only be readmitted to the program with the approval of the Senior Army Instructor.

Students completing three years of AJROTC may enter the active service at advanced pay grades, may receive advanced credit in Senior (college) ROTC and may enhance opportunities for scholarship or acceptance at one of the U.S. Service Academies. A fourth-year of AJROTC may be applied toward graduation requirements. Students who complete AJROTC 1 and AJROTC 2 may substitute these two years of AJROTC credit for the graduation requirement in Lifetime Wellness and Physical Education. Students who have completed three years of AJROTC will receive credit for the one-half unit in U.S. Government and Personal Finance required for graduation. Schools on block scheduling will offer AJROTC 5, 6, 7, and 8.

With the approval of the Senior Army Instructor and Principal, honors courses are available for exceptional students at selected schools (Kingsbury and White Station). The AJROTC program's highly structured organization and chain-of-command is composed and operated by student cadet leaders. These student leaders are the focus group for the requested honors courses. Honors courses provide a greater challenge and cover more material at a faster pace than do standard courses.

**Leadership Education and Training AJROTC 1**

Grade(s) 9-12  
One credit/One year  
Prerequisite(s): None

This course includes Introduction to AJROTC, Leadership Theory and Application, Foundations of Success, Lifetime Wellness, Fitness, and First Aid, Geography and Earth Science, Citizenship and American History, Personal Finance, Service Learning, and U.S. Government. Safety and Physical Conditioning are included.

**Leadership Education and Training AJROTC 2**

Grade(s) 10-12  
One credit/One year  
Prerequisite(s): Leadership Education and Training AJROTC 1  
Approval of Senior Army Instructor and Principal

This course includes intermediate level of instruction in the subjects begun in the first year.

**Leadership Education and Training AJROTC 3**

Grade(s) 11-12  
One credit/One year  
Prerequisite(s): Leadership Education and Training AJROTC 2  
Approval of Senior Army Instructor and Principal

This course provides advanced-level instruction in the subjects taught in first and second year AJROTC. Emphasis is placed on how the various factors (communications, problem solving, decision making, planning and supervision) affect a cadets' effectiveness as a leader. Cadets are given increased opportunities to demonstrate leadership skills in the Cadet Battalion organization. In addition, cadets are exposed to opportunities available to them to enter the military as an officer, the steps that should be taken to apply/enroll in a college and how to obtain information about the various types of schools and colleges.

**Leadership Education and Training AJROTC 4**

Grade 12  
One credit/One year  
Prerequisite(s): Leadership Education and Training AJROTC 3  
Approval of Senior Army Instructor and Principal

This advanced level of AJROTC caps three years of progression in every phase of AJROTC. Students selected for this course have demonstrated proficiency in Leadership Education and Training (LET) 3 and are presented with the challenge to study self-paced and to complete the exercises, case studies and vignettes in the programmed text. In addition, the students are taught techniques of command and staff procedures through text and practical exercises. Students demonstrate their ability to perform briefings and to prepare staff reports.

**Honors Leadership Education and Training AJROTC 2**

Grade 10-12

One credit/One year

Prerequisite(s): Overall non-weighted GPA of 3.0; Completion of LET 1 with a GPA of 3.5 or higher; Assignment to a cadet leadership position; Approval of Senior Army Instructor and Principal.

AJROTC-2 honors course includes all the concept/content of the non-honors course description plus the following requirements and skills mastery.

Cadets are provided opportunities to demonstrate their leadership potential in a platoon/company leadership position. This course stresses the use of complex thinking skills in diverse situations so that they can demonstrate a variety of thinking processes, integrate new information with existing knowledge, and apply thinking skills appropriately. Cadets must demonstrate high competency in writing, speaking, and listening skills. Cadets will serve in a variety of leadership roles, facilitate groups, and respond to complex interrelationships. Cadets will demonstrate leadership in promoting the democratic principles of freedom, justice, and equality; and help lead service learning activities that promote the public good. Cadets will research the role of the Defense Department and U.S. Army in contemporary world affairs. Cadets will complete individual/group performance assessment projects in leadership, citizenship, career planning and technology. Additional skills mastery required in current events, methods of instruction, and the dynamics of democracy. Course content will include the study of selected AJROTC Category 2 and Category 3 electives to support and reinforce specific subjects

**Honors Leadership Education and Training AJROTC 3**

Grade 11-12

One credit/One year

Prerequisite(s): Overall non-weighted GPA of 3.0; Successful completion of LET 2 Honors with a GPA of 3.5 or higher; Assignment to a cadet leadership position; Approval of Senior Army Instructor and Principal.

AJROTC-3 honors course includes all the concept/content of the non-honors course description plus the following requirements and skills mastery.

Cadets are provided opportunities to demonstrate their leadership potential in a company leadership position or battalion staff position. They will serve as cadet leaders, peer instructors, peer coaches, and peer counselors within the cadet battalion. Leadership concepts of problem solving, decision-making, planning, and supervising will be explored and demonstrated by the cadets. Cadets will demonstrate a high proficiency in teaching basic skills to junior cadets. Cadets will participate in a variety of debates on constitutional and contemporary issues. Cadets will study advanced citizenship and American history with a review of modern political and economic systems; local issues in the community and school; current issues before Congress; and a variety of discussion topics about citizenship and American history.

Students will write one major research paper per semester on a topic selected by the Senior Army Instructor. Additional skills mastery required in: extemporaneous speaking, principals and methods of instruction, developing lesson plans, and how to teach. Course

content will include the study of selected AJROTC category 3 electives to support and reinforce specific subjects.

**Honors Leadership Education and Training AJROTC 4**

Grade 12

One credit/One year

Prerequisite(s): Overall non-weighted GPA of 3.0; Successful completion of LET 3 Honors with a GPA of 3.5 or higher; Assignment to a cadet leadership position; Approval of Senior Army Instructor and Principal.

AJROTC-4 honors course includes all the concept/content of the non-honors course description plus the following requirements and skills mastery.

Cadets are provided opportunities to demonstrate their leadership potential in a battalion command or staff position; deliver instruction; model responsible behavior as a mentor; build cross-cultural relationships; and lead service learning projects on school/community issues. Additional study and research of leadership responsibilities is required. Cadets will demonstrate a high mastery of oral and written communications. Cadets will manage the cadet Battalion physical fitness program. Cadets will complete selected portions of the Lions-Quest Program. Cadets will write one major research paper per semester on a topic selected by the Senior Army Instructor. Additional skill mastery required in: extemporaneous speaking, principles and methods of instruction, developing lesson plans, how to teach, and techniques of counseling. Course content will include the study of selected AJROTC Category 3 electives to support and reinforce specific subjects.

**AIR FORCE JUNIOR ROTC (AFJROTC)**

Air Force Junior Reserve Officer Training Corps (AFJROTC) is offered to students fourteen years of age or older at Raleigh Egypt High School. There is no military service obligation for students enrolled in AFJROTC. Through leadership courses, management courses and practical leadership field experience, the AFJROTC program affords high school students opportunities to explore various leadership roles and styles while building appropriate attitudes of responsibility and obligations as American citizens. In addition to leadership, courses include instruction in Aerospace history, principles and theory of flight, and space exploration and technology and the Aerospace industry in both the civilian and military communities. The AFJROTC unit is structured similar to an operational Air Force unit with all staff functions performed by the students under the supervision of an Air Force Officer and a senior Air Force Non-Commissioned Officer. This practical experience, coupled with classroom activities helps the student refine his communicative skills and learn organizational skills in a non-threatening environment. The AFJROTC program uses a building block approach with each successive year further developing the skills acquired in the previous year's course of study.

All enrolled students are required to wear the Air Force JROTC uniform at least once a week as specified by the Senior Army Instructor. While wearing the uniform students must meet the Air Force's appearance and grooming standards. Any student who dislikes wearing the JROTC uniform and meeting the appearance/grooming standards should not enroll in the program. All students will be screened at the end of each school year and will only

be readmitted to the program with the approval of the Senior Aerospace Science Instructor.

To promote team spirit and provide rewarding competitive experiences, AFJROTC has a select group of students who perform on the Drill Team and Color Guard and represent the school and AFJROTC at local and national competitions. Students who complete AFJROTC 1 and AFJROTC 2 may substitute these two years of AFJROTC credit for the graduation requirement in Lifetime Wellness. Students who have completed three years of AFJROTC will receive credit for the one-half unit in U. S. Government required for graduation. Students who have completed three years of AFJROTC may enter the service at advanced pay grades, may enhance acceptance for scholarships at colleges and universities as well as military academies.

Credit earned in Aerospace Science and Leadership Education 4 may be applied toward graduation.

#### **Aerospace Science and Leadership Education I - AFJROTC 1**

Grade(s) 9-12

One credit/One year

Prerequisite(s): None

The first year course is predominantly a historical perspective of the role of the military throughout the history of the United States with emphasis on aerospace developments and their influence on National Policy and objectives worldwide. In addition, the course provides leadership experiences that help to develop positive attitudes toward authority, responsibility, and self-discipline. There is also concentrated study on the history of the American flag and the customs and courtesies rendered to it.

#### **Aerospace Science and Leadership Education II - AFJROTC 2**

Grade(s) 10-12

One credit/One year

Prerequisite(s): Completion of Aerospace Science and Leadership Education I AFJROTC 1

Approval of Aerospace Science Instructor and Principal

The second year course is a science course designed to acquaint the student with the aerospace environment, the principles of flight and navigation, and human limitations to flight. Leadership hours stress communications skills and leadership principles. The student is afforded opportunities to hold positions of greater responsibility in the planning and execution of cadet corps projects. Also, instruction is given in Lifetime Wellness.

#### **Aerospace Science and Leadership Education III - AFJROTC 3**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Completion of Aerospace Science and Leadership Education II AFJROTC 2

Approval of Aerospace Science Instructor and Principal

This third year is a science course which discusses principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various management techniques and principles with emphasis on stress management, financial management, and managing others. In addition, the course covers systems of government and the

government of the United States. Also, instruction is given in Lifetime Wellness.

#### **Aerospace Science and Leadership Education IV - AFJROTC 4**

Grade 12

One credit/One year

Prerequisite(s): Completion of Aerospace Science and Leadership Education III AFJROTC 3

Approval of Aerospace Science Instructor and Principal

The fourth year curriculum consists of management of cadet corps. The cadets run the entire Corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. The cadets practice their communications, decision-making, personal interaction, managerial, and organizational skills. The cadets are also challenged with a self-paced study program entitled, "Life After High School." This text covers areas such as selecting a career, life in the Air Force, and major principles of job search.

### **OUT OF SCHOOL EXPERIENCES Policy 5006**

Out-of-school experiences are academic/instructional activities that take place away from the school premises (e.g., Service Learning, Junior Achievement, attending college workshops and college preparatory schools, and completion of a supervised occupational education program consisting of a specified number of hours). A maximum of two (2) units of credit may be earned by a student for out-of-school experiences during his/her high school career with no more than one (1) unit during a nine month school year. Out-of-school experience credit can be earned only for activities occurring out of school; that is, before or after the school day or during the summer. All such credit must be counted in excess of the units required for graduation with no out-of-school experience substituting for any required course. No unit in out-of-school experience may be counted toward the total number of units required by the State for graduation.

Credit must be granted for out-of-school experiences in terms of the number of hours of instruction (i.e., 180 hours = 1 unit of credit; 90 hours = 1/2 unit of credit).

Students must submit requests for out-of-school experiences to the principal for approval by the Superintendent (or designee). Program proposals must be approved by the Superintendent/designee prior to student participation and prior to awarding credit for the experience. The program must be coordinated by a faculty member with specific, appropriate background. The program must be conducted at times other than the normal school day. Exceptions may be made upon the recommendation of the Superintendent.

Assurance must be made that there are no conflicts of interest for faculty or administrators. The student should receive no remuneration for participation in this program.

**Out-of-School Experiences for Credit**

Grade(s) 9-12

One-half credit/One semester

One credit/One year

Prerequisite(s): None

This program allows students the opportunity to explore careers in fine arts (music, dance, drama), volunteer services, foreign language tutoring or foreign travel.

**INTERVENTION COURSES**

Intervention courses are specifically designed to provide students with the opportunity to gain the necessary fundamentals, techniques, skills, and knowledge needed to enhance their ability in the subject areas of Algebra I, Biology, and English II/Grade 10, and Content Area Reading. These courses may be taken in conjunction with the regular course and students will earn elective credit only.

**Content Area Reading**

(Elective Credit Only)

Grade(s) 9-12

One-half credit/One semester

One credit/One year

Prerequisite(s): None

Content Area Reading is designed to help students improve their ability to make meaning from text. Students will learn, practice, and internalize strategies that are essential lifelong skills for reading, writing, understanding, and interpreting content specific materials. The strategies will be applied in the content areas of English, mathematics, science, and social studies. Skills will include previewing and reviewing print and non-print material, activating prior knowledge, processing and acquiring new vocabulary, organizing information, understanding visual representations, self-monitoring, and reflecting. Content Area Reading is an elective course and does not satisfy the state requirement as one of the four English courses (English I, II, III, IV or AP English) required for graduation. A certified teacher of language arts, mathematics, science, or social studies must teach this course.

# SECTION III

## COURSE DESCRIPTIONS FOR STUDENTS WITH DISABILITIES



NOTE: All courses listed are not offered at every school. Please check with school personnel to determine which courses are available.



## COURSES FOR STUDENTS WITH DISABILITIES

The mission of the Department of Exceptional Children is to ensure full educational opportunities through an Individualized plan of study. This study is specially designed to provide instruction and services for eligible children with disabilities, enabling such children to realize their potential for effective living and functioning in a diverse society. Programs for children with disabilities are designed to assist students with fulfilling the requirements of the individualized education plan (IEP). The IEP Team determines the plan of study and annual goals and objectives according to the individual needs of the student, schedule, and criteria for attainment. Student progress of objectives must be included in the IEP. Letter grades may be determined in conjunction with the modifications, criteria, and accommodations that are dictated by the IEP.

### Focused Plan of Study

Prior to the 9th grade, all students, (including those with disabilities) will develop an initial four-year plan of focused and purposeful high school study. The plan will be reviewed annually and will connect the student's academic and career goals to school.

- a. When the student is in the eighth grade, the student, parent/guardian, and faculty advisor or guidance counselor will jointly prepare an initial four-year plan of focused, purposeful high school study. For students who have IEP's this will be done in conjunction with the student's transition component of the IEP and will be reviewed annually. These two plans connect the student's academic, vocational and career goals to the individual transition needs of the student and his/her educational plan.

Prior to entering the ninth grade, student's academic history, career, interests, strengths and weaknesses, and educational assessments should be taken into consideration when developing the IEP and focused plan of study.

- b. By the end of tenth grade, the student, parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh and twelfth grades as well as courses to be taken at the postsecondary level.
- c. The plan of study will be reviewed annually by the student and faculty advisor or guidance counselor, and revised based on changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

### High School Exit Options for Students with Disabilities

The following policy will be effective beginning with the ninth grade class entering high school during the 2009-2010 school year.

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and

promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents, and students will hold high expectations for all. Schools will communicate high expectations to students to students, parents, business and industry, and the community.

The **READY CORE** curriculum consists of 4 units of English, 4 units of Mathematics, 3 units of Science, 3 units of Social Studies, 1.5 units of Health, Physical Fitness and Wellness, .5 units of Personal Finance, and 6 units of elective courses.

### Regular High School Diploma

To obtain a regular high school diploma, students with disabilities must meet the READY CORE requirements. Students must earn:

- the prescribed 22 credit minimum
- satisfactory record of attendance and discipline.

Students with disabilities are required to complete 4 units of mathematics including Algebra I and II, Geometry or the equivalent, and another mathematics course beyond Algebra I. Students must be enrolled in a mathematics course each school year. The Bridge Match course is designed for students who have not scored 19 or higher on the ACT by the beginning of the senior year.

Students must complete Biology I, Chemistry or Physics, and a third lab science. Computer education is not specifically listed in the READY CORE curriculum. However, TCA 49-6-1010 requires every candidate for graduation have received a full year of computer education at some time during the candidate's educational career.

### TESTING REQUIREMENTS FOR STUDENTS WITH DISABILITIES

End-of-Course (EOC) examinations will be given in Algebra I and Algebra II, English I, II and III, U.S. History, Biology, and Chemistry if they are enrolled. End-of-Course examinations in these courses will count 25% of the student's semester grade. Students will not be required to pass any one examination, but instead students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy.

### APBA Alternate Performance-Based Assessment

Students with disabilities will be included in the regular classes to the degree possible and with appropriate support and accommodations. Students failing to earn a yearly average of 70 in a course that has an End-of-Course test and whose disability adversely affects performance in that test will be allowed, through an approved process, to replace their End-of-Course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.

### High School Diploma: SWD Modified Credit Option

The State Department of Education has also allowed Students with Disabilities (SWD) the option to complete a "Modified Credit" math and science graduation option. This option enables a SWD to earn 4 credits in math and three credits in science. The SWD enrolled in this

program typically functions “below basic” on state and district assessments, and may be considerably behind their present grade level in academic achievement.

- This option will enable a SWD the opportunity to earn a regular HS diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school.
- This option will not allow them to gain admission to a four year university program as they will not have Chemistry or Algebra II on their high school transcript which is a college admission requirement.
- This option is discussed during the IEP process beginning when the SWD enters the 9th grade.

SWD must complete the requirements of Algebra I and Unified Geometry and will earn 4 math credits. The courses needed for this option are Algebra IA and Algebra IB (EOC), or Algebra I+ (S1), Algebra I+ (S2) EOC, and Unified Geometry IA and Unified Geometry IB, or Unified Geometry 1+ (S1), and Unified Geometry 1+ (S2) EOC.

If a student passes both semesters of Algebra 1+ and Unified Geometry 1+, they will earn 4 math credits required for graduation under this Modified Credit option. If a SWD completes the modified credit option before their senior year, they must enroll in an additional math course every year.

SWD may earn 1 credit for Lab Science and 2 credits for Biology I to meet their science requirement. They will enroll in Biology IA and Biology IB or Biology I+ (S1), and Biology I+ (2) EOC. Students must use this option to drop the Chemistry course requirement.

## COURSES

Students with disabilities who are on the diploma track are enrolled in the general curriculum. Students will receive services from a special education teacher and a regular education teacher using the inclusion model. Students will receive accommodations and supports as stated on the student’s IEP.

## Intervention

Intervention classes are offered to provide intervention in the student’s identified deficit area on her/his instructional level. Teachers will provide instruction using research-based strategies while utilizing a combination of small group and computer-based instruction. Students can receive elective credit for intervention classes.

## RESOURCE LEARNING LABS

Learning Labs are offered to provide opportunity for remediation, academic assistance, and small group instruction. Additionally, teachers will offer guidance in self advocacy, complete career and academic assessments, teach study skills, time management, work study habits, career exploration, and increase student time on computer based remediation programs. Credits are not awarded for Learning Labs.

## Resource/Self-Contained Courses

Schools that have special education teachers who are certified or endorsed in the core subject areas may teach these resource courses and award core and/or elective credits.

These courses may be offered as a traditional one period class for an entire year.

### Algebra IA and IB (Special Education)

- Algebra IA (SE) One elective credit that counts towards math modified credit option
- Algebra IB (SE) One Algebra I credit
- English 1 (SE)
- English II (SE)
- English III (SE)
- English IV (SE)
- Biology I (SE)

Modified Credit Options for Completion of Math and Science Courses

	Semester 1	Semester 2	Elective Credit	Core Area Credit
Grade 9	<b>Algebra IA (SE)</b> Taught by Highly Qualified Regular Education Teacher or Highly Qualified SPED Teacher to SPED Students Only <b>Resource</b>		1 Math	
	<b>Algebra I+ Sem 1</b> (Same course as Algebra IA) Taught by Highly Qualified Regular Education Teacher Semesters 1 and 2 must be completed within one school year <b>Inclusion</b>	<b>Algebra I+ Sem 2 (EOC)</b> (Same course as Algebra IB and Algebra I) Taught by Highly Qualified Regular Education Teacher Semesters 1 and 2 must be completed within one school year <b>Inclusion</b>	1 Math	1 Algebra I
Grade 10	<b>Algebra IB (SE) (EOC)</b> (Same Course as Algebra I+ Sem 2 and Algebra I) Taught by Highly Qualified Regular Education Teacher or Highly Qualified SPED Teacher to SPED Students Only <b>Resource</b>			1 Algebra I
	<b>Unified Geometry I+ Sem 1</b> (Same course as Unified Geometry IA) Taught by Highly Qualified Regular Education Teacher Semesters 1 and 2 must be completed within one school year <b>Inclusion</b>	<b>Unified Geometry I+ Sem 2</b> (Same course as Unified Geometry IB and Unified Geometry I) Taught by Highly Qualified Regular Education Teacher Semesters 1 and 2 must be completed within one school year <b>Inclusion</b>	1 Math	1 Unified Geometry I
Grade 11	<b>Unified Geometry A (SE)</b> Taught by Highly Qualified Regular Education Teacher or Highly Qualified SPED Teacher to SPED Students Only <b>Resource</b>		1 Math	
	<b>Algebra II+ Sem 1</b> (Same course as Algebra IA) Taught by Highly Qualified Regular Education Teacher Semesters 1 and 2 must be completed within one school year <b>Inclusion</b>	<b>Algebra II+ Sem 2 (EOC)</b> (Same course as Algebra IB and Algebra I) Taught by Highly Qualified Regular Education Teacher Semesters 1 and 2 must be completed within one school year <b>Inclusion</b>	1 Math	1 Algebra II
Grade 12	<b>Unified Geometry B (SE) (EOC)</b> (Same Course as Unified Geometry I+ Sem 2 and Unified Geometry I) Taught by Highly Qualified Regular Education Teacher or Highly Qualified SPED Teacher to SPED Students Only <b>Resource</b>			1 Unified Geometry I
	<b>Bridge Math or Other Upper Level Math</b> <b>Inclusion</b>			1
Grade 9 or 10	<b>Biology IA (SE)</b> Taught by Highly Qualified Regular Education Teacher or Highly Qualified SPED Teacher to SPED Students Only <b>Resource</b>		1 Science	
	<b>Biology I+ Sem 1</b> (Same course as Biology IA) Taught by Highly Qualified Regular Education Teacher <b>Inclusion</b>	<b>Biology I+ Sem 2 (EOC)</b> (Same course as Biology IB and Biology I) Taught by Highly Qualified Regular Education Teacher <b>Inclusion</b>	1 Science	1 Biology I
Grade 10 or 11	<b>Biology IB (SE) (EOC)</b> (Same Course as Biology I+ Semester 2 and Biology I) Taught by Highly Qualified Regular Education Teacher or Highly Qualified SPED Teacher to SPED Students Only <b>Resource</b>			

**Geometry A and B (Special Education)**

- Geometry A (SE) One elective credit that counts towards math modified credit option
- Geometry B (SE) One Unified Geometry credit

**Biology A and B (Special Education)**

- Biology A (SE) One elective credit that counts towards science modified credit option
- Biology B (SE) One Biology I credit

**English I, II, III, IV (Special Education)**

- English I (SE) One English credit
- English II (SE) One English credit
- English III (SE) One English credit
- English IV (SE) One English credit

Learning Lab – 0 credit

**Comprehensive Program 9-12**

The comprehensive program consists of courses necessary for students with severe disabilities who will obtain an IEP certificate and who will be assessed using the TCAP ALT Portfolio. The students are usually those enrolled in Functional Skills (CDC Moderate), Adaptive Functional Skills (MH), and Behavioral Intervention Communication Class (SBCD) and Adaptive Skills programs.

**Comprehensive Independent Living Skills**

Grade 9-12

Instruction provided for participation in Community Based Instruction, career exploration, job sampling activities and school based enterprise. This course provides students minimum skills necessary to live in a diverse society.

**Comprehensive Communication Skills**

Grade 9 -12

This course is designed to teach communication skills necessary in the areas of personal life, family life, community, and the workplace. Communication Skills includes decision making, problem solving and workplace readiness skills. Students will complete job applications/interviews/display appropriate work behaviors and peer interactions. Students will practice self-advocacy skills and compile a transition portfolio.

**Comprehensive Recreation and Leisure**

Grade 9-12

This course teaches how to identify personal interest activities that can be used to develop an individual recreation and leisure program. Students will learn about hobbies, clubs, and organizations that assist persons with disabilities in the community.

**Comprehensive English/Language**

Grade 9 -12

Comprehensive English explores basic reading, grammar, and organizational skills necessary for daily living, employment, and personal communication. SPED teacher will be responsible for Reading, Writing and Elements of Language portion of the TCAP Portfolio in their third year of high school.

**Comprehensive Science/Home Living Skills**

Grade 9-12

Skills taught: Cooking, laundry, housekeeping, meal planning, nutrition, health, and hygiene. Focus on Life Science issues such as recycling, environmental pollution and ecology are included. SPED teacher will be responsible for Science portion of the TCAP Portfolio in their second year of high school.

**Comprehensive Social Studies/Vocational Skills**

Grade 9-12

Comprehensive Social Studies explores personal qualities needed for career exploration preparation and employment, as well as developing skills in understanding the role of local, state and federal government functions, voter rights, Tennessee history, economics, and current events.

**Comprehensive Mathematics/Life Skills**

Grade 9-12

This course teaches understanding of numbers and operations, algebra, geometry measurement, and data analysis. Activities include representing numbers, money math, telling time, units of measurement, calendar skills, sorting and categorizing items, reading charts and graphs, and the use of methods to collect, organize, and display data. SPED teacher will be responsible for Math portion of the TCAP Portfolio in their first year of high school.

**Comprehensive Adaptive PE**

Grade 9-12

This course encourages the student to be an active participant in developing lifelong healthy habits. The students will participate in exercise, games, and activities that promote physical fitness.

**Comprehensive Reading**

Grade 9-12

Students will demonstrate knowledge of print materials, develop oral language and listening skills, develop and maintain phonemic awareness and decoding strategies, and develop and extend reading vocabulary.

**Coop Work/Work Based Learning Program**

Grade 12

Prerequisite(s): None

This class connects classroom learning to work experiences. Credits are awarded in the appropriate related special education class in which the student is enrolled. The student must be supervised by a work based learning certified special education teacher and complete all work based learning components. The student must be employed for pay and may leave campus to attend work for one class period (1.5 hours) at the end of the school day.

**WORK-BASED LEARNING PROGRAMS**

Coop Work/Learning Program

Grade 12

Prerequisite(s): None

This course allows a student to be enrolled in a Work-Based Learning class and to work off campus for up to three hours per day. This class connects classroom learning to work experiences. The

student must be supervised by a Work-based learning certified SPED teacher and complete all WBL components.

**Service Learning**

Grade 9-12

One credit/One year

Prerequisite(s): None

This course provides structured school-based opportunities for reflection on service experiences and academic learning. Students learn the benefits of personal satisfaction, civil responsibilities and community needs.

# SECTION IV

## ONLINE COURSE DESCRIPTIONS



NOTE: All courses listed are not offered at every school. Please check with school personnel to determine which courses are available.



**ONLINE COURSES****Course Assessment and Participation Requirements**

Besides engaging students in a rigorous curriculum, the course guides students to reflect on their learning and to evaluate their progress through a variety of assessments. Assessments can be in the form of self-checks, practice lessons, multiple choice questions, writing assignments, peer review, projects, research papers, essays, oral assessments, and discussions. Instructors evaluate progress and provide interventions through the variety of assessments built into a course, as well as through contact with the student. In order for students to complete an online course, they will engage in a 0.5 credit course for 90 days and a 1.0 credit for 180 days. Students enrolled in an online course that includes a state end-of-course assessment, are required to take the end-of-course assessment that will be administered at the student's homeschool and will the assessment will count as a percentage of the student's grade for that course.

**ENGLISH LANGUAGE ARTS****Online English I**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): 8th grade Language Arts

This course is also available as Honors and Credit Recovery

Books, short stories, poems and plays convey messages and feelings that make them great. In this course, you will learn how to look for the message. You will learn how to trust your feelings about that message. And you will learn how to express clearly and convincingly what you think. The purpose of this course is to give you the tools to see and hear with real understanding, and to communicate with real conviction.

**Online English II**

Grade(s): 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Recommended English I

This course is also available as Honors and Credit Recovery

In this course, you will sample some storylines. You will also get to create some dreams and stories of your own. In addition to evaluating the plot and characters of well-known writers, you will learn to identify themes, create dialogue, and appeal to emotions. You will study various forms of communication including: oral, visual, electronic and textual. You will also develop your own ability to communicate dreams and aspirations with conviction. Great authors have something to say and the ability to say it well. This course will show you how they do it, and will invite you to do the same.

**Online English III**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): English I and English II

This course is also available as Honors and Credit Recovery

In this course, you'll gain an appreciation of American literature and the ways it reflects the times in which it was written. You'll discover how people thought and lived and wrote about their experiences. You'll also be asked to observe, investigate and report on stories of today.

**Online English IV**

Grade(s): 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Recommended English I, II, III

This course is also available as Honors and Credit Recovery

In this course you will be asked to choose the literature that interests you, analyze the subject matter as it is presented, and persuasively express your own ideas. Every genre of literature has its own conventions for expressing emotions, perceptions, information and biases. You will develop the tools to critically analyze what is being said, and share your insights with others. As high school seniors, what you choose and what you say becomes very important. The purpose of this course is to provide you with doors to open, ideas to experience, and opportunities to effectively express what you think.

**Online Journalism**

Grade(s): 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Online Course Assessment and Participation Requirement: 90 days

In this course, you will explore the history of journalism in the United States from its inception in the colonies and its key role in the first amendment, all the way up to present day issues regarding "right to know" and the changing landscape of journalistic media in the 21st century. You will acquire the skills and information needed to actively participate in the consumption, analysis, and creation of news media and will have the opportunity to investigate the constantly evolving career opportunities within the field of journalism.

**Online Creative Writing**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

For many hundreds of years, literature has been one of the most important human art forms. It allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of material reality. Through creative writing, we can come to better understand our world and ourselves. This course can provide you with a solid grounding in the writing process, from finding inspiration to building a basic story. Then, when you are ready to go beyond the basics, learn more complicated literary techniques to create strange hybrid forms of poetry and prose. By the end of this course, you can better discover your creative thoughts and turn those ideas into fully realized pieces of creative writing.

**MATHEMATICS****Online Algebra I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of 8th grade mathematics

This course is also available as Honors and Credit Recovery

This course is designed to give you the skills and strategies for solving all kinds of mathematical problems. It will also give you the confidence that you can handle everything that high school math has in store for you.

**Online Algebra II**

Grade(s) 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I

This course is also available as Honors and Credit Recovery

In this course, you'll know for certain where you are going. As an employee of the Functional Consulting Company, you'll travel up the corporate ladder as you succeed with each assignment. You'll go from Junior Associate to Senior Staff Member as you prove what you can do. Starting with a review of basic algebra, you roll through polynomials, quadratic equations, exponential and logarithmic relations, and arrive at probability and statistics. Algebra II is an advanced course using hands-on activities, applications, group interactions, and the latest technology. You'll have the algebra you need for college admission, and be on a fast track to career success.

**Online Geometry**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I or its equivalent

This course is also available as Honors and Credit Recovery

Geometry is everywhere, not just in pyramids. Engineers use geometry to bank highways and build bridges. Artists use geometry to create perspective in their paintings, and mapmakers help travelers find things using the points located on a geometric grid.

**Online Statistics**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I, Geometry, Algebra II, Pre-Calculus or

Trigonometry/Analytical Geometry.

This course begins with an in-depth study of probability/statistics and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatterplots and study two-way tables and normal distributions. Throughout this course, we'll take you on a mathematical highway illuminated by spatial relationships, reasoning, connections, and problem solving. This course is all about points, lines and planes. Just as importantly, this course is about acquiring a basic tool for understanding and manipulating the real world around you.

**Online Pre-Calculus**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra 1, Algebra 2, and Geometry

This course is also available as Honors and Credit Recovery

The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry, and trigonometry.

**Online Bridge Math**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I, Geometry, and Algebra II

This course is also available as Credit Recovery

This course is designed for students who scored less than 19 in Mathematics on the ACT and for students who have been out of touch with mathematical concepts for a period of time and need to meet the requirement of a 4<sup>th</sup> math class in order to receive a high school diploma. The course plan is to revisit concepts from Algebra I, Algebra II, and Geometry.

**Online Pre-Calculus**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra 1, Algebra 2, and Geometry

This course is also available as Honors and Credit Recovery

The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry, and trigonometry.

**Online Bridge Math**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I, Geometry, and Algebra II

This course is also available as Credit Recovery

This course is designed for students who scored less than 19 in Mathematics on the ACT and for students who have been out of touch with mathematical concepts for a period of time and need to meet the requirement of a 4<sup>th</sup> math class in order to receive a high school diploma. The course plan is to revisit concepts from Algebra I, Algebra II, and Geometry.

**Online Calculus**

Grade(s): 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I, Geometry, Algebra II, Pre-Calculus or

Trigonometry/Analytical Geometry.

This course is also available as Credit Recovery

This course includes a study of limits, continuity, differentiation, and integration of algebraic, trigonometric and transcendental functions, and the applications of derivatives and integrals.

**SCIENCE****Online Physical Science**

Grade(s) 8-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I.

This course is also available as Honors and Credit Recovery

This course stimulates your brain cells and causes you to think like a scientist. Through the use of websites, videos, software, and your own lab investigations you'll gain a deeper understanding of the world around you. You will also have a greater appreciation for science and its significance in our lives.

**Online Biology**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

This is a course with real relevance. It's all about the living things on this planet, and the way they connect together. In this course, the BioVenture Travel Agency will send you on tours like Safari Quest, Classification Cruise, Genetic Park Excursion, and on an all-expense-paid trip to the Egyptian pyramids. You'll also perform a series of lab experiments right in your own home. Modern technology offers us many choices for manipulating and observing biological processes. The more we know about the science of biology the better.

**Online Chemistry**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Algebra I.

This course is also available as Honors and Credit Recovery

The purpose of this course is to reveal the basic ways in which chemistry works, and how scientists are using chemistry to make our lives better. You will also do your own laboratory investigations. You will think like a scientist, and understand why even some very small things can make a very big difference.

**Online Physics**

Grade(s) 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I (Algebra II Recommended)

This course is also available as Honors and Credit Recovery

In each "Physics World" module, you'll discover the contributions of geniuses like Galileo, Newton and Einstein. In their work, you'll learn the concepts, theories and laws that govern the interaction of matter, energy and forces. From tiny atoms to galaxies with millions of stars, the universal laws of physics are there for you to observe and apply. Using laboratory activities, videos, software, and websites, you'll follow in the footsteps of some of the world's greatest thinkers. This is a serious course that will make you think. It will also make you appreciate the beauty and importance of the science that governs our lives.

**Online Anatomy & Physiology**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Physical Science and Biology

This course is also available as Honors.

Explore the human body and learn how you can help your body cope with many different situations. You will study the structure, location, and function of various systems within the human body and how these systems interact.

**Online Environmental Science**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I and two-years of high-school Science w/ labs.

This course is also available as Honors and Credit Recovery

The goal of this course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and to identify and analyze environmental problems that are natural and human-made. You will evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing problems.

**SOCIAL STUDIES****Online World History/Geography**

Grade(s) 8-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

In this course, you will have the job of curator of the Windows of the World Museum. You'll also have the job of creating exhibits that tell the story of our ancestors. Artifacts are evidence of human activity. These activities relate to endeavors such as art, commerce, politics, religion, and science. Your exhibits will highlight these activities. You will show how these activities define a stream of ideas and events that flows from the past to the present, and lights the way to the future. Great moments in history happened in all parts of the globe. You and the people who view your exhibits will have window seats that look out on many great stories.

**Online U. S. History/Geography**

Grade(s) 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

Equally important, this course will challenge you to apply your knowledge and perspective of history to interpret the events of today. The questions raised by history are endlessly fascinating. We look forward to your participation in the debate.

**Online Economics**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

The purpose of this course is to help you become a more informed consumer, producer, investor and taxpayer. Your choices will directly affect your future, regardless of the city in which you live.

**Online Personal Finance**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

We all know money is important in life. But how important? In fact, the financial decisions you make today may have a lasting effect on your future. Rather than feeling anxious about money feel empowered by learning how to make smart decisions! This course will begin the conversation around how to spend and save your money wisely, investing in safe opportunities and the days ahead. Learning key financial concepts around taxes, credit, and money management will provide both understanding and confidence as you begin to navigate your own route to future security. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.

**Online Psychology**

Grade(s) 10-12

Credit(s): 0.5 credit

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

In this course you will learn more about yourself and others including how to break a habit and how to cope with stress. The purpose of this course is to introduce you to the psychological facts, principles, and phenomena associated with each of the subfields within psychology.

**Online U.S. Government**

Grade(s) 10-12

Credit(s): 0.5 credit

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

The purpose of this course is to help you become an informed and active citizen. In part, the Constitution asserts that, "Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." Make yours an informed consent.

**Online Global Studies**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Credit Recovery

In this course, all the stories are big stories. Human rights, the environment, global security, and international economic systems are all part of your beat. The stories also have real human interest because they deal with peoples' customs, cultures, and how they interact. Your job will be to research the facts, and present them with clarity and context. Your job will also involve identifying real global problems, and then suggesting well-developed solutions. This is a course that makes you think. The stories are current and compelling. They need to be told, and the right person to tell them is you.

**WORLD LANGUAGES****Online Chinese I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors

This is a beginning level course that will introduce the student to a variety of areas of Mandarin Chinese (Simplified). In this course, the student will learn conversation elements in Mandarin Chinese, including greetings, introductions, and the exchange of basic information with others.

**Online Chinese II**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Mandarin Chinese I

This course is also available as Honors.

This course is a continuation of a beginning level course that will develop communication skills at a more advanced level, including listening, speaking, reading, and writing in Mandarin Chinese.

**Online Chinese III**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Chinese I and Chinese II

This course is also available as Honors

Learn more about Chinese culture, including the origins, anecdotes, and etiquette for various cultural settings. You will also compare and contrast the Chinese culture with your own as you continue to build knowledge of vocabulary, sentence structure, and grammar.

**Online French I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

The goal of this course is to give you basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the five units of material - Greetings, Calendar, Weather, Time and Colors - you learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense.

**Online French II**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): French I

This course is also available as Honors and Credit Recovery

This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction.

**Online German I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): French I

This course is also available as Honors

In this course students are introduced to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

**Online German II**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): German I

This course is also available as Honors

This course is continuation of German I and begins with a review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

**Online Japanese I**

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors

In this course, you will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Greetings, The date, Time, Colors and Places), you learn to express yourself using an ever-increasing vocabulary, present-form verbs, particles, and adjectives.

**Online Japanese II**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Japanese I

This course is also available as Honors

In this course, you will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the ten units of material (Daily Life, Animals, Activities, The Body, Descriptions, House, Shopping, Entertainment, Spare Time and Travel), students learn to express themselves using an ever-increasing vocabulary, present-tense verbs and adjectives.

**Online Latin I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

In this course, you'll develop a foundation in Latin grammar and vocabulary while also learning about the mythical Olympian gods and Roman history.

**Online Latin II**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Latin I

This course is also available as Honors and Credit Recovery

In this course, you'll build on your knowledge of Latin grammar and vocabulary. In the process, you'll sense the beauty of the language and the passion of those who spoke it. This course will give you a solid grounding in the structure of the language.

**Online Spanish I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course is also available as Honors and Credit Recovery

In this course, you will learn to ask for directions, order food in a restaurant, and talk about the weather, all without being embarrassed by your accent. New words and phrases will be introduced with text, pictures, and an audio clip that demonstrates proper pronunciation. You will acquire the skills to read, write and speak. You will also learn the basic Spanish grammar that will make your sentences come out right. Don't leave home without Spanish I. This course will give you the ability to enjoy your trip to Spain, and to soak up some of the local culture while you are there.

**Online Spanish II**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Spanish I.

This course is also available as Honors and Credit Recovery

In this course, you'll broaden your Spanish vocabulary and your knowledge of grammar. You'll meet people from many different countries and cultures. While waiting for your plane ride home, you'll also meet some Spanish-speaking people from different parts of the United States. The purpose of this course is to strengthen your Spanish listening, speaking, reading and writing skills. You'll also experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.

**Online Spanish III**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Spanish I and Spanish II

This course is also available as Credit Recovery

The purpose of this course is to provide many experiences where you can use Spanish. Completely immersed in Spanish, you will speak, listen, read, write, and collaborate with other students in Spanish in this course. You will also gain knowledge and perspectives about Spanish-speaking countries and from Spanish-speaking people.

**Online Spanish IV**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Spanish I, Spanish II, and Spanish III

In this course a student will develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings. You will be exposed to literature, historical and current events of Spanish-speaking countries through authentic newspapers and magazines, music, movie, radio and television productions, literary texts, and virtual visits online.

**Online Spanish for Native Speakers**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

¡Bienvenidos! Welcome! The purpose of this course is to enable those whose heritage language is Spanish to develop, maintain, and enhance proficiency in your home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar.

**FINE ARTS****Online Art History**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

In this course, you will be introduced to the various forms of the visual arts, such as painting, sculpture, film, and more. You will learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, learners will develop an overall appreciation for the art they encounter in their daily lives.

**Online Photography**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Estimated Completion Time: 9-18 Weeks

Have you ever wondered how professional photographers manage to take such sensational pictures? How are they able to find just the right way to capture an image or moment in time? Perhaps you've even wondered why your own pictures don't meet that standard. Digital Photography I: Creating Images with Impact! will answer these questions and help you understand more about the basics of photography. Learning about aperture, shutter speed, lighting, and composition is key for any serious photographer and will help you gain the confidence and knowledge you need to become one. You

will not only follow photography through its history but also gain a basic understanding of camera functions, techniques and what it takes to shoot quality portraits, close-ups, action shots, and landscapes.

**Online Music Appreciation**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Online Course Assessment and Participation Requirement: 90 days

Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

**Online Theater Arts (FILM/VIDEO)**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Lights! Camera! Action! Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. In Theater, Cinema, and Film Production, you'll learn the basics of lighting, sound, wardrobe, and camerawork while examining the magic that happens behind all the drama. Delve into the glamorous history of film and theater, and examine the tremendous influence these industries have had on society and culture over the years. During this unit, you'll discuss and analyze three classic American films—*Casablanca*, *Singin' in the Rain*, and *The Wizard of Oz*—to help you learn how to critique and appreciate some of the most famous dramas of all time.

**ELECTIVES****Online Physical Education**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Discover habits of body and mind that will lead to a healthier lifestyle. The student will measure current fitness level, nutrition knowledge, and create a plan for achieving individual goals.

**Online Lifetime Wellness**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

The path to lifelong fitness starts here. This course provides you with the facts you need to make important and informed decisions. The student will set a variety of goals that will guide toward leading a healthy lifestyle. During the journey, the student will perform daily physical activity, design a personal fitness plan that suits their interests, keep track of fitness progress and learn how to deal with real issues that impact everyday life, such as nutrition, substance abuse, stress, and health.

**Online Career Explorations**

Grade(s) 9

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

What career are you best suited for? In this course, you will explore career options in many different fields including business, health science, public administration, the arts, and information technology.

**Online Mythology**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. This course will illustrate how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.

Prerequisite(s): None

Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be "human"? Sometimes it can feel as if there are more questions than answers. This course seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives.

**Online Speech**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking may be just what you need. In this class you will learn from famous orators, like Aristotle and Cicero, how to communicate effectively, uphold your arguments, and effectively collaborate with others. You'll master the basics of public speaking through practice—such as building a strong argument and analyzing the speeches of others—eventually learning to speak confidently in front of large groups. Grab your notes and get ready to conquer public speaking.

**Online Early Childhood Education**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

As children, we see the world differently than we do as teenagers and adults. It is a world full of magical creatures and strange, exciting things. But what makes childhood such a wondrous time of learning and exploration? What can caregivers do to encourage this? In Early Childhood Education, you will learn more about understanding the childhood experience. Learn how to create interesting lessons and stimulating learning environments that provide a safe and encouraging experience for children. Discover how to get children excited about learning and, just as importantly, to feel confident about their abilities. Early childhood teachers have the unique opportunity to help build a strong base for their young students' life-long education.

**Online Fashion & Interior Design**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

Online Course Assessment and Participation Requirement: 90 days

In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects.

**Online Forensic Science**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Fingerprints. Blood spatters. Gunshot residue. If these things intrigue you rather than scare you, Forensic Science may be for you. This course offers you the chance to dive into the riveting job of crime scene analysis. Learn the techniques and practices applied during a crime scene investigation and how clues and data are recorded and preserved. You will better understand how forensic science applies technology to make discoveries and bring criminals to justice as you follow the entire forensic process—from pursuing the evidence trail to taking the findings to trial. By careful examination of the crime scene elements, even the most heinous crimes can be solved.

**Online Marketing & Management Principles**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it's not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multi-billion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act.

Prerequisite(s): None

Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In this course, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.

**Online Health Science Education**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

We know the world is filled with different health problems and finding effective solutions is one of our greatest challenges. How close are we to finding a cure for cancer? What's the best way to treat diabetes and asthma? How are such illnesses as meningitis and tuberculosis identified and diagnosed? In this course, the Whole Individual provides the answers to these questions and more as it introduces you to such health science disciplines as toxicology, clinical medicine, and biotechnology. Understanding the value of diagnostics and research can lead to better identification and treatment of many diseases, and by learning all the pertinent information and terminology you can discover how this amazing field will contribute to the betterment human life in our future.

**Online Hospitality and Tourism Exploration**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. In this course, traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field

**Online Agriscience**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

How can we make our food more nutritious? Can plants really communicate with each other? These are just two of the questions tackled in Agriscience. From studying the secrets in corn roots to examining how to increase our food supply, this course examines how agriscientists are at the forefront of improving agriculture, food production, and the conservation of natural resources. In Agriscience, you'll learn about the innovative ways that science and technology are put to beneficial use in the field of agriculture. You'll also learn more about some of the controversies that surround agricultural practices as nations strive to provide their people with a more abundant and healthy food supply.

**Online Astronomy**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

The universe is truly the last unknown frontier and offers more questions than answers. Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since humans first glimpsed into the vastness of the night sky, we have been fascinated with the celestial world of planets and stars. This course introduces you to the engaging world of astronomy. By using online tools, you will examine such topics as the solar system, space exploration, and the Milky Way and other galaxies. The course also explores the history and evolution of astronomy including those basic scientific laws of motion and gravity that have guided astronomers as they made their incredible discoveries of the universe.

**Online Culinary Arts I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Food, glorious food! It both nourishes and satisfies us, and it brings people together through preparation, enjoyment, and celebration. If you've ever wanted to learn more about cuisine and how your creativity and appreciation can be expressed by preparing food, this course is perfect for you. Learn the fundamentals of a working kitchen, and explore what it takes to develop real talent as a chef. Enhance your knowledge of the endless varieties of food, and discover the possibilities that the many spices can bring. Learning more about food preparation will certainly make everything you prepare taste better while giving you the ability to bring people together through the joy of eating.

**Online Design Principles of Cosmetology**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Interested in a career in cosmetology? This course provides an introduction to the basics of cosmetology. Students will explore spas, and other cosmetology related businesses. career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist. Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons.

**Online Veterinary Science**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Lions and tigers and bears (oh my!) Whether you want to step into the wild side of veterinary medicine or just take care of the furry dogs and cats down your street, this course will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them. If you have always been drawn to the world of our furry, scaly, and feathered friends, this may be just the course for you.

**Online African American History**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Over the course of U.S. history, how have African Americans helped shaped American culture? This African American History course answers that question by tracing the accomplishments and obstacles of African Americans beginning with the slave trade on up to the modern Civil Rights movement. What was it like during slavery, or after emancipation, or during the years of discrimination under Jim Crow? Who were some of the main figures that have shaped African American history? In this course, you'll learn about the political, economic, social, religious, and cultural factors that have influenced African American life, come face to face with individuals who changed the course of history, and explore how the African American story still influences current events today.

**Online Criminal Justice**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Most of us have watched a sensationalized crime show at one time or another, but do we really know how things work behind those dreaded prison bars? Do we really understand all the many factors in our justice proceedings? The criminal justice system is a very complex field that requires many seriously dedicated people who are willing to pursue equal justice for all. This course illuminates what those different career choices are and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. Find out more about what really happens when the television show ends and reality begins.

## SECTION IV

### **Online Nursing Education**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This two-semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. The course will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two, students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, and crisis management will be included.

### **Online Medical Terminology**

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

This course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the health care field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, practice assignments, and unit-level assessments.

### **Online Principles of Public Service**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So if you want to work for the greater good, there is probably a public service career for you!

### **Online Principles of Manufacturing**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

Think about the last time you visited your favorite store. Have you ever wondered how the products you buy make it to the store shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In this course, you'll learn about the types of manufacturing systems and processes used to

create the products we buy every day. You'll also be introduced to the various career opportunities in the manufacturing industry including those for engineers, technicians, and supervisors. As a culminating project, you'll plan your own manufacturing process for a new product or invention! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting and fruitful the industry can be.

## **COMPUTER TECHNOLOGY**

### **Online Accounting I**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

In this course, you are introduced to concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, a partnership, and a corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements.

### **Online Information Technology Foundations**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

### **Online Introduction to Engineering Design**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

This course introduces students to computer-aided design, including the creation of geometric forms, interpreting 2D and 3D drawings of objects, and editing isometric and perspective drawings in a professional CAD environment. Students learn the steps of the design process by modeling and building paper towers, bridges, or platforms. Projects include orthographic projections of 3D objects, isometric

drawings, designing a 3D container, and applying math and geometry skills to models and engineering processes. Students produce drawings to meet design specifications, create oblique and perspective CAD drawings, edit drawings in a 3D CAD environment, and apply reverse engineering to an object to explore its parts, aesthetics, and manufacturing process. Students also learn CreoTM Elements/DirectTM, a 3D CAD modeling program used by professional engineers.

### **Online Introduction to Engineering Design**

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

## SECTION IV

This course introduces students to computer-aided design, including the creation of geometric forms, interpreting 2D and 3D drawings of objects, and editing isometric and perspective drawings in a professional CAD environment. Students learn the steps of the design process by modeling and building paper towers, bridges, or platforms. Projects include orthographic projections of 3D objects, isometric drawings, designing a 3D container, and applying math and geometry skills to models and engineering processes. Students produce drawings to meet design specifications, create oblique and perspective CAD drawings, edit drawings in a 3D CAD environment, and apply reverse engineering to an object to explore its parts, aesthetics, and manufacturing process. Students also learn CreoTM Elements/DirectTM, a 3D CAD modeling program used by professional engineers.

### Online Entrepreneurship

Grade(s) 9-12

Credit(s): 0.5 credit

Prerequisite(s): None

What does it really take to own your own business? Does the sound of being your own boss make you feel excited or anxious? Either way, this course will get you started in the right direction. This course explains the ins and outs of such an enterprise, giving you the confidence needed to be your very own boss. You will discover what is needed to operate a personal business from creating a plan, generating financing, and pricing products to marketing services and managing employees. If you've ever dreamed of being a true entrepreneur but feel daunted by the prospect, this is your chance to learn all you need to know.

### Online Web Design Foundations

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

In this course, you'll become a Web Design Intern for a virtual company called Education Designs. You'll learn what goes on under the hood including: Internet basics, HTML, and the file structure of a well-organized web site. You'll learn how to create visually interesting web pages with clear text, complimentary colors, visual assets, and appealing designs. You'll also learn how to navigate the Internet to fill your website with useful and well-researched information.

### Online Web Site Development

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

In this course, the student becomes a Web Design Intern for a virtual company called Education Designs. The student will learn what goes on under the hood including: Internet basics, HTML, and the file structure of a well-organized web site. Additionally, the student will learn how to create visually interesting web pages with clear text, complimentary colors, visual assets, appealing designs and how to navigate the Internet to fill a website with useful and well-researched information.

### Online Biotechnical Engineering

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

How is technology changing the way we live? Is it possible nature can provide all the answers to some of science's most pressing concerns? The fusion of biology and technology creates an amazing process and offers humanity a chance to significantly improve our existence through the enhancement of food and medicine. In this course, you'll learn how this field seeks to cure such deadly diseases as cancer and malaria, develop innovative medicine, and effectively feed the world through improved systems. Learn about the history of biotechnology and some of the challenges it faces today, such as resistant bacteria and genetically modified organisms in food. You will research new biotechnologies and understand firsthand how they are forever changing the world we live.

### Online Principles of Engineering

Grade(s) 9-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

What if you could do the impossible? Engineers understand a lot of things, but the word *impossible* definitely isn't one of them. Through Concepts of Engineering and Technology, you'll learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. This course explores the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. This ever-increasing knowledge can also lead to serious ethical dilemmas and the need to discuss where the boundaries of science lie (or even if there should be boundaries). By examining astounding engineering feats and complex ongoing issues, you, too, will begin to question whether the word *impossible* really exists.

## ADVANCED PLACEMENT (AP)

AP courses are 1.0 credit courses and require 180 days for completion. Students are required to take the culminating State AP exam that will be administered at the student's homeschool.

### AP ONLINE ART HISTORY

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of World History and prior approval through the District AP Office

Within AP Art History, students will explore the interconnections between art, culture, and historical context through the critical lenses of artistic expression, cultural awareness, and purpose

### AP ONLINE BIOLOGY

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Biology, Chemistry, and Algebra I and prior approval through the District AP Office

This challenging two-semester course engages you in a wide variety of activities. There is substantial emphasis on interpreting and

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collecting data in virtual labs, writing analytical essays, and mastering biology concepts.

### **AP ONLINE CALCULUS AB**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Algebra I, Geometry, Algebra II, & Pre-Calculus or Trigonometry/Analytical Geometry and prior approval through the District AP Office

Comparable to college and university calculus, this course helps prepare you for the Calculus AB Advanced Placement\* exam. Study limits, continuity, differentiation, integrated algebraic, trigonometric, and transcendental functions, and the applications of derivatives and integrals.

### **AP ONLINE CALCULUS BC**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Algebra I, Geometry, Algebra II, & Pre-Calculus or Trigonometry/Analytical Geometry and prior approval through the District AP Office

Comparable to college and university calculus, this course will help prepare you for the Calculus BC Advanced Placement\* exam. Study limits, continuity, differentiation, and integrated algebraic, trigonometric, and transcendental functions, as well as explore applications of derivatives and integrals, infinite series, and parametric and polar equations.

### **AP ONLINE COMPUTER SCIENCE**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Algebra I, Geometry, & Algebra II and prior approval through the District AP Office

Develop the skills required to write programs or parts of programs to correctly solve specific problems. You will learn design techniques to make programs understandable, adaptable, and reusable.

### **AP ONLINE ENGLISH LANGUAGE & COMPOSITION**

Grade(s) 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of English I and English II and prior approval through the District AP Office

Read and analyze prose written in various periods, disciplines, and rhetorical contexts while gaining an understanding of the interactions among a writer's purposes, audience expectations, and subjects.

### **AP ONLINE ENVIRONMENTAL SCIENCE**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of Algebra I and two years of high-school lab science courses and prior approval through the District AP Office

Learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. You will

evaluate the risks associated with environmental problems and examine alternative solutions in virtual labs.

### **AP ONLINE LITERATURE & COMPOSITION**

Grade(s) 12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of English I, English II and English III and prior approval through the District AP Office

Develop critical standards for the appreciation of literary works and increase your sensitivity to literature as a shared experience.

### **AP ONLINE MACROECONOMICS**

Grade(s) 12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Prior approval through the District AP Office

Understand the choices you make as a producer, consumer, investor, and taxpayer. This course provides you with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants.

### **AP ONLINE MICROECONOMICS**

Grade(s) 12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Prior approval through the District AP Office

By taking on the role of a leader at a fictitious company, you will learn fundamental economic concepts, including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence.

### **AP ONLINE PSYCHOLOGY**

Grade(s) 10-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Prior approval through the District AP Office

Immerse yourself in modern psychological techniques investigating the ethics and morality of human and animal research. In this college-level course, you will learn the psychological facts, principles, and phenomena associated with each major area of psychology and enhance your scientific critical thinking skills.

### **AP ONLINE U.S. GOVERNMENT & POLITICS**

Grade(s) 12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of U.S. History and prior approval through the District AP Office

Research the roles of the media, political parties, interest groups, states, candidates, bureaucracy, and the public in the governmental process. You will experience the production of policy building in multiple economic and social settings.

### **AP ONLINE U.S. HISTORY**

Grade(s) 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Advanced reading and writing skills and prior approval through the District AP Office

Examine key themes and events of our history, including American identity, diversity, religion, culture, war, and slavery, as well as

## SECTION IV

economic, political, and demographic changes. You will also analyze globalization and environmental issues.

### **AP ONLINE WORLD HISTORY**

Grade(s) 11-12

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Advanced reading and writing skills and prior approval through the District AP Office

This advanced study of world history combines historical thinking skills with the in-depth exploration of major course themes such as the interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and interaction of economic systems; and more. Students engage in reading, writing, and discussion as they trace history from before the Common Era to the present.

## **Middle School Courses Available**

### **Online Physical Science 08 Honors**

Grade(s) 8

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Algebra I

This course stimulates your brain cells and causes you to think like a scientist. Through the use of websites, videos, software, and your own lab investigations you'll gain a deeper understanding of the world around you. You will also have a greater appreciation for science and its significance in our lives.

### **Online Algebra I 08 Honors**

Grade(s) 8

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): Successful completion of 8th grade mathematics

This course is also available as Honors and Credit Recovery

This course is designed to give you the skills and strategies for solving all kinds of mathematical problems. It will also give you the confidence that you can handle everything that high school math has in store for you.

### **Online Career Explorations 08**

Grade(s) 8

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

What career are you best suited for? In this course, you will explore career options in many different fields including business, health science, public administration, the arts, and information technology.

### **Online Spanish I 08 Honors**

Grade(s) 8

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

In this course, you will learn to ask for directions, order food in a restaurant, and talk about the weather, all without being embarrassed by your accent. New words and phrases will be introduced with text, pictures, and an audio clip that demonstrates proper pronunciation. You will acquire the skills to read, write and speak. You will also learn the basic Spanish grammar that will make your sentences come out right. Don't leave home without Spanish I. This course will give you the ability to enjoy your trip to Spain, and to soak up some of the local culture while you are there.

### **Online Latin I 08 Honors**

Grade(s) 8

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

In this course, you'll develop a foundation in Latin grammar and vocabulary while also learning about the mythical Olympian gods and Roman history.

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### **Online French I 08 Honors**

Grade(s) 8

Credit(s): 0.5 credit for part 1 of course / 0.5 credit for part 2 of course

Prerequisite(s): None

The goal of this course is to give you basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the five units of material - Greetings, Calendar, Weather, Time and Colors - you learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense.

# SECTION V

## CAREERS AND TECHNOLOGY EDUCATION



NOTE: All courses listed are not offered at every school. Please check with school personnel to determine which courses are available.



## CAREER AND TECHNICAL EDUCATION

Career and Technical Education Programs offer courses in numerous Programs of Study within Career Cluster areas. Students should select the Career Cluster in the appropriate program area to meet their career objective(s). In most instances, the term “vocational” has been replaced with CTE (Career and Technical Education), which more clearly encompasses the expansive curriculum content of the CTE courses.

The length of courses may vary. It is helpful if the following guidelines are understood:

- Courses are offered in blocks of time with a minimum and a maximum credit in any one-course sequence as follows:

Hours of Time	Semester	Credit Granted	Year	Credit Granted
1	1	1/2	1	1
2	1	1	1	2
3	1	1 1/2	1	3

- A technical focus is defined as a minimum of four units of credit in a sequential and focused CTE program of study or a minimum of three units of credit in a sequential and focused CTE program of study with one additional unit in a related CTE course. Life Connections and Exploring Technology may be combined with any Careers and Technology Cluster Area. However, there are other CTE courses that may be combined to complete the technical focus of four required units. Please contact the Division of Career, Technical and Adult Education, if there are questions about a specific course.
- The Construction Cluster, Transportation Cluster, and Manufacturing Cluster areas require completion of the base CORE course for the selected cluster.
- In order for a student to receive CTE (vocational) credit, a CTE-certified teacher must teach the course. Students who choose a CTE elective focus must meet the criteria for a technical focus.
- Students may not receive less credit than the minimum shown or more credit than the maximum shown for the course. Minimum and maximum credits for courses are listed in the individual course descriptions.
- Prerequisite(s) cannot be waived for courses.
- Students may wish to select a dual credit or dual enrollment course as part of their program of study. These courses offer students the opportunity to combine secondary courses with articulated postsecondary programs. Dual credit/dual enrollment courses may lead to a certification, post-secondary credit hours, internship experiences, or apprenticeship upon completion.
- Cosmetology students must take the three-year sequence as a prerequisite(s) for the State Board of Cosmetology Licensing Examination.

## ADVANCED MANUFACTURING

- All careers in Advanced Manufacturing require you to have a strong mechanical ability, specialized skills, communication skills and computation skills. You will be required to apply problem solving, make decisions, and work in a team environment. Preparation for careers in

Advanced Manufacturing must begin in the elementary grades and continue through high school allowing students to gain experience in applied, real-time manufacturing situations. Students will also find it advantageous to participate in a postsecondary program that will expand some skills in specific jobs that meet the requirements of the employer. As technology advances, each worker has the opportunity to produce more, so fewer workers are needed. However, there are excellent opportunities in Advanced Manufacturing where technology and career pathways provide for satisfying careers. - See more at: <http://www.tn.gov/education/article/cte-cluster-advanced-manufacturing#sthash.t8mYG6Bt.dpuf>

### Principles of Machining I

Grade(s) 10, 11, 12

One to three credits/One year

Prerequisite(s): Algebra I and Principles of Manufacturing

Recommended prerequisites: Geometry and Physical Science

This course is designed to provide students with the skills and knowledgeable to be effective in production environments as a machinist, CNC operator, or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Upon completion of this course students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school.

### Principles of Machining II

Grade(s) 11, 12

One to three credits/One year

Prerequisite(s): Algebra I, Geometry, Physical Science, and Principles of Machining I

Recommended co-requisite: Physics

This course is an advanced level contextual course that builds on the introductory skills learned in the entry-level manufacturing and machining courses, stressing the concepts and practices in a production environment supported by advanced machining and engineering facilities. Working with the course instructor and team members in a cooperative learning environment, students will design, produce, and maintain products that are defined by detailed technical specifications. Emphasis is placed on quality control, safety and engineering codes and standards, and production-grade machining systems, building on the learner's past knowledge, current experiences, and future conduct as a career machinist. Upon completion of this course, proficient students will be able to examine blueprints and specification drawings to plan and implement the manufacture of products, machine parts to specifications using both manual and computer-controlled machine tools, and measure, examine, and test completed products to check for defects and conformance to specifications.

This course will introduce students to constructing and testing fundamental digital logic circuits such as gates, counters, oscillators, and switches. A/D and D/A convertors will be applied to signal processing. Microcontroller programs will be modified and microcontrollers applied to closed circuit control systems. The course culminates in a group project to create a digital servo control loop. Emphasis is on hands-on activities, real-world equipment, and current technology.

### Principles of Manufacturing

Grade(s) 9, 10

One to three credits/One year

Prerequisite(s): None

The Principles of Manufacturing course focuses on the essential principles that must be mastered for a person to be effective in manufacturing production work. The course is intended for students more interested in production than engineering. The course covers customers, quality principles and processes, systems, information in the workplace, the business of manufacturing, and statistical process control. The course is contextual by design. It connects what is being learned to the learner's current experience, past knowledge, and future conduct. Wherever possible, real-world or simulation hands-on experiences become the context in which instruction is delivered.

### Welding I

Grade 11, 12

One to three credits/One year

Prerequisite(s): Principles of Manufacturing, Principles of Machining and Manufacturing, or Principles of Engineering, Algebra I, Algebra II, Geometry

Welding I is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Upon completion of this course, proficient students will understand the requirements to pursue the American Welding Society (AWS) Entry Welder qualification and examination and will be prepared to undertake more advanced welding coursework.

### Welding II

Grade 11, 12

One to three credits/One year

Prerequisite(s): Welding I, Algebra, Geometry, Physical Science

Welding II is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Society (AWS) Entry Welder qualification and certification.

### Manufacturing Practicum

Grade(s) 12

One credit/One year

Prerequisite(s): Algebra I, Physical Science, Geometry, Principles of Manufacturing and Digital Electronics

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skillsets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study (Machining Technology,

Electromechanical Technology, Mechatronics, or Welding), while also refining skills previously acquired to achieve deeper levels of mastery. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in their chosen focus area.

## AGRICULTURAL EDUCATION

The Agricultural Education program is built on the core areas of classroom/laboratory instruction and supervised agricultural experience programs. Classroom/Laboratory Instruction is instruction in and about agriculture that utilizes a "learning by doing" philosophy. In Supervised Agricultural Experience Programs, all students are

expected to have an agriculturally related work-based learning experience while enrolled in agricultural education courses. The Agricultural Education program also employs the following strategies:

- Community-Based Planning – involvement of the school administration and community in the planning and coordination of the program is essential to success.
- Professional Development – agriculture teachers take advantage of opportunities for professional development and growth.
- Partnerships – the development of alliances with community and business leaders are essential for program success.
- Marketing – every agricultural education program needs a successful marketing strategy in place to attract and retain students and the support of the community that is being served.

### Advanced Food Science

Grade(s) 12

One credit/One year

Recommended Prerequisite(s): Food Science and Safety

Advanced Food Science is an applied course designed to prepare students for further education and careers in food science and technology. This course covers advanced principles of food science, characteristics and properties of food products, processing and grading techniques and skills, and food labeling and packaging principles.

### Agriscience

Grade(s) 9-10

One credit/One year

Prerequisite(s): None

This course is an introductory laboratory science course that prepares students for biology, subsequent science courses and postsecondary pursuits. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. It serves as the foundation course for all programs of study in the Agriculture, Food and Natural Resources cluster.

**Note:** The course counts as a lab science credit toward graduation requirements.

### Agriculture and Biosystems Engineering

Grade(s) 12

One credit/One year

Prerequisite(s): Agriculture Power and Equipment

This is an applied course that prepares students for further study of

careers in engineering, environmental science, agricultural design and research, and agricultural mechanics. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals.

Upon completion of this course, proficient students will be able to pursue advanced training in agricultural engineering and related fields at a postsecondary institution.

### **Agricultural Power and Equipment**

Grade(s) 11

One credit/One year

Prerequisite: Principles of Agricultural Mechanics

This is an applied course in agricultural engineering places special emphasis on laboratory activities involving small engines, tractors, and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and fuel-powered engines as well as exploration of wide range of careers in agricultural mechanics.

### **Food Science and Safety**

Grade(s) 11

One or two credits/One year

Recommended Prerequisites: Principles of Food Production

This applied knowledge course is designed for students interested in career in food science. The course covers fundamental principles of food science, food safety and sanitation, foodborne pathogens, and food-related standards and regulations.

### **Greenhouse Management**

Grade(s) 11

One credit/One year

Prerequisite(s): None

This is an applied-knowledge designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation and management techniques.

### **Landscaping and Turf Science**

Grade(s) 12

One credit/One year

Recommended Prerequisite(s): Greenhouse Management

This applied course is designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques.

### **Principles of Agricultural Mechanics**

Grade(s) 10

One credit/One year

Prerequisite: Agriscience (HQ)

This is an intermediate course introducing students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic

metalworking techniques. Upon completion of this course, proficient students will be prepared for more advanced coursework in agricultural mechanics.

### **Principles of Food Production**

Grade(s) 10

One credit/One year

Prerequisite(s): Agriscience

This is an intermediate course in plant and animal agriculture for students interested in pursuing careers in production agriculture or food science. Students study principles related to plant and animal structural anatomy, systems physiology, economics of production, genetics and biotechnology, and other management approaches associated with plant and animal production.

### **Principles of Plant Science and Hydroculture**

Grade(s) 10

One credit/One year

Prerequisite(s): Agriscience

This course focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics.

## **ARCHITECTURE & CONSTRUCTION**

This career cluster prepares learners for careers in designing, planning, managing, building and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs. Architecture and construction comprise one of the largest industries in the United States. Based on the latest statistics, this career cluster has 13.8 million jobs. In the next few years, many new jobs will be added and many employment opportunities will result from the need to replace experienced workers who leave jobs.

### **Architecture & Engineering Design I**

Grade (s) 9

One to three credits/One year

Prerequisite(s): None

This foundational course is for students interested in a variety of engineering and design professions. Students will learn to create technical drawings of increasing complexity, and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Standards include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering.

### **Architecture & Engineering Design II**

Grade(s) 10

One credit/One year

Prerequisite (s): Architecture & Engineering Design I

This course will help students build their skills in developing and representing design ideas using technical drawing and modeling techniques, and apply the design process to solve design problems. Students will learn to use computer-aided drafting (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models.

### Architecture & Engineering Design III

Grade(s) 11-12

One-two credits/One year

Prerequisite(s): Architectural & Engineering Design II

This course is the third course in the program of study. Students will apply technical drawing and design skills developed in the previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources in order to accomplish realistic planning.

### Construction Practicum

Grade(s): 12

One credit/One year

Prerequisite (s): Engineering Design II

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a profession, working environment. Students will learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management.

### Electrical Systems

Grade(s): 11-12

One credit/One year

Prerequisite (s): Mechanical, Electrical & Plumbing Systems

This course prepares students for careers as electricians across a variety of residential and commercial environments. Students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures need to complete a project.

### Engineering Practicum

Grade(s): 12

One credit/One year

Prerequisite (s): Engineering Design II

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a profession, working environment. Students will learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management.

### Fundamentals of Construction

Grade(s): 9-10

One credit/One year

Prerequisite (s): None

This foundational course covers essential knowledge, skills and concepts required for careers in construction. Students will learn to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts.

### HVAC

Grade(s): 11-12

One credit/One year

Prerequisite (s): Engineering Design II

This course prepares students for career in residential and commercial heating, ventilation, air conditioning, and refrigeration. Students will be able to demonstrate knowledge and skill in performing basic operations with HVAC systems, with emphasis on safety, tools, and equipment specific to HVAC. Students will demonstrate basic techniques to prepare piping and tubing for HVAC systems including performing soldering and brazing. Students will understand proper refrigerant management in preparation for EPA Section 608 Technician Certification. They will read and interpret drawings, specifications, and diagrams to determine materials needed to complete an HVAC project.

### MEP Systems

Grade(s): 10

One credit/One year

Prerequisite (s): Fundamentals of Construction

This course prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e. Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining pipe.

### Plumbing Systems

Grade(s): 11-12

One credit/One year

Prerequisite (s): Mechanical, Electrical & Plumbing Systems

This course prepares students for careers in plumbing across a variety of residential and commercial settings. Students will be able to implement safety procedures and tools to perform operations with plumbing systems. Students will be able to explain how drain, waste, and vent (DMW) systems, water distribution systems, and plumbing fixtures work and apply proper tools and procedures to perform operations with plumbing piping, including measuring, cutting, joining, supporting, and handling various types of pipe. Students will read and interpret drawings, specifications, and diagrams to determine materials needed to complete a plumbing project.

### Structural Systems I

Grade(s): 10

One credit/One year

Prerequisite (s): Engineering Design II

This course prepares students for careers in residential and commercial carpentry. Students will be able to frame floors, walls, ceilings, roofs, and

stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts.

### Structural Systems II

Grade(s): 11-12

One credit/One year

Prerequisite (s): Engineering Design II

This course builds on the introductory skills learned in the Fundamentals of *Construction and Structural Systems I* courses. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Students will learn to install interior and exterior finishing, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Students will also interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices.

### Arts, Audio/Visual Technology & Communications

The A/V Production program of study is designed for students interested in a range of entertainment and news media fields. Course content centers on production of various television, cinema, radio, and other audio and video products, including commercials, music, news, interactive programming, and film. Students complete all phases of the production process including planning, coordinating, capturing, editing, and distributing productions. Topics include but are not limited to concept creation, scripting, interviewing, budgeting, scheduling, set design, engineering, field and studio production, and editing, and, as well operating production equipment such as cameras, lights, and audio equipment.

#### Audio Production I

Grade(s) 9

One to three credits/One year

Prerequisite(s): None

This foundational course will prepare students to explain and complete the phases of the production process including pre-production, production and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment.

#### Audio Production II

Grade(s) 10

One to three credits/One year

Prerequisite(s): A/V Production I

This course is intended to prepare students for a career in audio/visual production, and builds on knowledge acquired in A/V Production I. This course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams.

#### Audio Production III

Grade(s) 11-12

One to three credits/One year

Prerequisite(s): Audio Production II

This course is intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of

participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating capturing, editing, and distributing productions. Students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study.

### Digital Arts and Design I

Grade(s) 9

One to three credits/One year

Prerequisite(s): None

This foundational course is for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Students will be able to utilize industry tools to conceptualize and create communications solutions, which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography.

### Digital Arts and Design II

Grade(s) 10

One to three credits/One year

Prerequisite(s): Digital Arts and Design I

This course builds on the basic principles and design process learned in the introductory course, Digital Arts & Design I. Students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications.

### Digital Arts and Design III

Grade(s) 11-12

One to three credits/One year

Prerequisite(s): Digital Arts and Design II

This course requires students to apply design skills developed in prior courses, where they will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes.

### Applied Arts Practicum

Grade(s) 12

One to three credits/One year

Prerequisite(s): None

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learnt to refine their skills in problem solving, research communication, teamwork, and project management. Students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs.

### Business Management & Administration

The Business Management and Administration Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

The business management and administration services industry is projected to be one of the fastest growing through the year 2020. Nearly half of all jobs are in managerial and professional occupations, and nearly one-fourth of all workers are self-employed. The business management and administration services industry is one of the highest-paying industries. In the next few years, many new jobs will be added and many openings will result from the need to replace experienced workers who leave jobs.

### Accounting I

Grade(s) 10-11

One credit/One year

Prerequisite(s): Introduction to Business & Marketing

This course is essential for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Students will develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes

### Advanced Computer Applications

Grade(s) 11-12

One credit/One year

Prerequisite(s): Computer Applications

This course prepares students to continue postsecondary training in business-related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications. Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MSO) certification.

### Business Communications

Grade(s) 10-11

One credit/One year

Prerequisite(s): Introduction to Business & Marketing

This course is designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, electronic publishing, design, layout, composition, and videoconferences. Students will be able to demonstrate successful styles and methods for professional business communications using proper tools to deliver effective publications and presentations.

### Business & Entrepreneurship Practicum

Grade(s) 11-12

One credit/One year

Prerequisite(s): Two credits in a Business or Marketing program of study

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course structure will allow students the creativity to develop, launch, and market original business ideas. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business

incubator.

### Business Management

Grade(s) 11-12

One credit/One year

Prerequisite(s): Introduction to Business & Marketing

This course focuses on the development of the planning, organizing, leading and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will be able to complete a full review of an existing business and offer recommendations for improvement.

### Computer Applications

Grade(s) 8-12

One credit/One year

Prerequisite(s): None

This foundational course is intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Students will engage in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

### Introduction to Business & Marketing

Grade(s) 9-10

One credit/One year

Prerequisite: None

This introductory course is designed to give students an overview of the Business Management and Administration, Marketing and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study.

### Virtual Enterprise International

Grade(s) 11-12

One credit/One year

Recommended Prerequisite: Business Management or Marketing and Management I: Principles

This course is a simulated business environment. Students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. Virtual Enterprise links learning to application and real life experiences. This course simulates real world practice in business and industry.

### Education & Training

This career cluster prepares learners for careers in planning, managing and providing education and training services and related learning support services. Millions of people each year prepare for careers in education and

training in a variety of settings that offer academic instruction, vocational and technical instruction, and other education and training services.

A growing emphasis on improving education and making it available to more Americans will increase the overall demand for workers in the education and training career cluster. Employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs, the aging of the work force, and technological advances that can leave employees with obsolete skills. This will result in particularly strong demand for training and development specialists across all industries.

#### Early Childhood Education Careers I

Grade(s) 9  
One credit/One year  
Prerequisite: None

This foundational course is for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course will introduce students to the components of early childhood education and skills related to working with younger populations.

#### Early Childhood Education Careers II

Grade(s) 11  
One credit/One year  
Prerequisite: Early Childhood Education Careers I

This intermediate course is for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio.

#### Early Childhood Education Careers III

Grade(s) 11  
One credit/One year  
Prerequisite: Early Childhood Education Careers II

This advanced course is for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and continue to add personal work products to a course portfolio.

#### Early Childhood Education Careers IV

Grade(s) 12  
One credit/One year  
Prerequisite: Early Childhood Education Careers III

This capstone course is the culmination of which provides students hands-on experience in curriculum planning, student learning, screening and assessing, and other skills related to teaching younger populations. Students will work in an internship experience, compile artifacts for a professional portfolio, and graduate prepared for additional training at the postsecondary level.

#### Fundamentals of Education

Grade(s) 9  
One credit/One year  
Prerequisite: None

This foundational course is for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. Students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

#### Teaching as a Profession I (TAP I)

Grade(s) 10  
One credit/One year  
Prerequisite: Fundamentals of Education

This intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Students will have a fundamental understanding of instructional strategies needed for becoming an educator.

#### Teaching as a Profession II (TAP II)

Grade(s) 11  
One credit/One year  
Recommended Prerequisite: Early Childhood Education Careers II or Teaching as a Profession I

This applied-knowledge course is for students interested in learning more about becoming a teacher, school counselor,

librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work across the program of study.

#### Teaching as a Profession III (TAP III)

Grade(s) 12  
One credit/One year  
Prerequisite(s): Teaching as a Profession II or School Counseling

This capstone course is for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. Students will complete an internship and continue to create artifacts for their student portfolios and be prepared to pursue advanced training at a postsecondary institution.

#### Finance

The Finance career cluster prepares learners for careers in financial and investment planning, banking, insurance and business financial

management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

### Accounting I

Grade(s) 10-11

One credit/One year

Prerequisite(s): Introduction to Business & Marketing

This course is essential for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Students will develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes.

### Accounting II

Grade(s) 11-12

One credit/One year

Prerequisite(s): Accounting I

This course is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Students will be prepared for postsecondary study and advanced training in accounting or business.

### Banking & Finance

Grade(s) 11-12

One credit/One year

Prerequisite(s): None

This course is designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution. This business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Students will have a strong foundation for continued education in finance and business administration, specializing in occupations that support banking and financial institutions.

### Financial Planning

Grade(s) 11-12

One credit/One

year

Prerequisite: Personal Finance, Accounting I, and Banking and Finance

This capstone course is intended for students interested in advanced analysis of financial decision-making and wealth management. Students will delve into advanced concepts related to saving, investment, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. Students will learn to critique the financial consultations of others based on ethical and legal considerations.

### Introduction to Business & Marketing

Grade(s) 9-10

One credit/One year

Prerequisite: None

This introductory course is designed to give students an overview of the Business Management and Administration, Marketing and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study.

### Health Science

Health science is one of the largest industries in the country, with more than 11 million jobs, including the self-employed. The health science industry includes establishments ranging from small-town private practice physicians who employ only one medical assistant to busy inner city hospitals that provide thousands of diverse jobs. More than half of all non-hospital health service establishments employ fewer than five workers. On the other hand, almost two-thirds of hospital employees were in establishments with more than 1,000 workers. Wage and employment in the health services industry is projected to increase more than 25 percent through 2010, compared with an average of 16 percent for all industries. Employment growth is expected to account for about 2.8 million new jobs.

### Anatomy and Physiology Health Science

Grade(s) 11-12

One-three credits/One year

Recommended Prerequisite(s): Biology and Health Science Education; Pre-or co-requisite: Chemistry

This upper level course is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Students will be able to apply the gross anatomy from earlier courses to a deeper understanding of all body systems, identify the organs and structures of the support and movement systems, relate the structure and function of the communication, control, and integration system, and demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

Note: This course may also be offered as a dual enrollment/dual credit course if approved by the Division of Career and Technical Education.

### Behavioral and Community Health

Grade(s) 11

One credit/One year

Prerequisite(s): Emergency Preparedness

This course is for students interested in developing a rich understanding of the ways that communities experience and treat health-related issues. Students will be able to use research and data to understand the health-related issues. Students will be able to use research and data to the health and wellness of their community, state, region, and nation; differentiate between health and wellness; relate that knowledge to social epidemiology and determinants of health; draw key connections between health issues and community health issues; and identify professionals who can provide care.

**Cardiovascular Services**

Grade(s) 11-12

One credit/One year Prerequisite(s): Diagnostic Medicine and Anatomy and Physiology

This course is intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Students will have a thorough understanding of the anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Note: Students who complete a Clinical Internship in addition to this course will be eligible upon graduation to sit for the EKG Technician certification exam.

**Clinical Internship**

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This capstone course and work-based learning experience is designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

**Diagnostic Medicine**

Grade(s) 10-11

One-three credits/One year

Prerequisite(s): Health Science Education

This course is designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

**Emergency Medical Services**

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Emergency Preparedness

This capstone course is designed to prepare students to pursue careers in the fields of emergency medicine. Students will be able to: identify careers and features of the EMS system; define the importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or injury; and perform EMS skills with a high level of proficiency. If taught by an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification.

**Exercise Science**

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Rehabilitation Careers

This course is designed to prepare students to pursue careers in kinesiology and exercise physiology services. Students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections, students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders.

**Global Health & Epidemiology**

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Behavioral and Community Health

This course places students at the intersection of health science and health policy. This course investigates the patterns, causes, and effects of diseases in a variety of populations, and how the provision of healthcare has changed in response to global needs. Students will be able to interpret and communicate statistical information relating to the distribution of disease and mortality/morbidity in the United States and globally, determine national and international health disparities, analyze national and international health policies, and evaluate outcomes from a range of health interventions.

**Health Science Education**

Grade(s) 9

One credit/One year

Prerequisite(s): None

This introductory course is designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Students will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

**Medical Terminology**

Grade(s) 11-12

One credit/One year Prerequisite(s): None

This course is designed to provide students with the opportunity to develop working knowledge of the language of healthcare professional. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will be able to apply body systems approach; students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings. Note: This course is available as dual enrollment/dual credit with approval from the Division of Career and Technical Education.

**Medical Therapeutics**

Grade(s) 10-11

One-three credits/One year

Prerequisite(s): Health Science Education

This course is designed to prepare students to pursue careers in therapeutic services. Students will be able to identify careers in

therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments.

### Nursing Education

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This capstone course is designed to prepare students to pursue careers in the field of nursing. Students will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility, they will be eligible to take the certification examination as a Certified Nursing Assistant (CNA).

### Public Health Practicum

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Health Science Education, Emergency Preparedness, Global Health and Epidemiology

This course is an introduction to broad standards that serve as a foundation for Health Care Occupations and functions across health services. Units included are academics in health care communications systems, legal responsibilities, ethics, teamwork, and safety practices.

### Rehabilitation Careers

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Health Science Education

This course will focus on enabling the person to live to the fullest capacity possible. Units will include sports medicine, physical therapy, occupational therapy, speech/language therapy, art, music, dance therapy, and others.

### Exercise Science

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Rehabilitation Careers

This course is designed to prepare students to pursue careers in kinesiology and exercise physiology services. Students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections, students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders.

### Global Health & Epidemiology

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Behavioral and Community Health

This course places students at the intersection of health science and health policy. This course investigates the patterns, causes, and effects of diseases in a variety of populations, and how the provision of healthcare has changed in response to global needs. Students will be able to interpret and communicate statistical information relating to the distribution of disease and mortality/morbidity in the United States and globally, determine national and international health disparities, analyze national and international health policies, and evaluate outcomes from a range of health interventions.

### Health Science Education

Grade(s) 9

One credit/One year

Prerequisite(s): None

This introductory course is designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Students will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

### Medical Terminology

Grade(s) 11-12

One credit/One year Prerequisite(s): None

This course is designed to provide students with the opportunity to develop working knowledge of the language of healthcare professional. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will be able body systems approach; students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings. Note: This course is available as dual enrollment/dual credit with approval from the Division of Career and Technical Education.

### Medical Therapeutics

Grade(s) 10-11

One-three credits/One year

Prerequisite(s): Health Science Education

This course is designed to prepare students to pursue careers in therapeutic services. Students will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments.

### Nursing Education

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This capstone course is designed to prepare students to pursue careers in the field of nursing. Students will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility, they will be eligible to take the certification examination as a Certified Nursing Assistant (CNA).

### Public Health Practicum

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Health Science Education, Emergency Preparedness, Global Health and Epidemiology

This course is an introduction to broad standards that serve as a foundation for Health Care Occupations and functions across health services. Units included are academics in health care communications systems, legal responsibilities, ethics, teamwork, and safety practices.

### Rehabilitation Careers

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Health Science Education

This course will focus on enabling the person to live to the fullest capacity possible. Units will include sports medicine, physical therapy, occupational therapy, speech/language therapy, art, music, dance therapy, and others.

### Hospitality & Tourism

This career cluster prepares individuals for employment in career pathways related to families and human needs. Based on the latest statistics, more than 7.2 million people are employed in human services occupations. Faster than average employment growth, coupled with high turnover, should create numerous employment opportunities.

### Culinary Arts I

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This course equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. throughout the full sequence of courses

### Culinary Arts II

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This course uses applied-knowledge to prepare students for careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have an understating of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, preparation skills, cooking principles, and food preparation. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level.

### Culinary Arts III

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Upon completion of the course, students will be proficient in components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level.

### Culinary Arts IV

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This is the final capstone course in the Culinary Arts program of study and intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager. Course content covers the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor.

### Advertising and Public Relations

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This course focuses on the concepts and strategies associated with promoting products, services, ideas, and events. Students will learn skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects.

### Event Planning & Management

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This capstone project-based course will require students to research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Students will be able to further refine leadership, teamwork, and management skills acquired in

previous courses and apply them through application in a practicum setting.

### Hospitality & Tourism Exploration

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

This course is a foundational course for students interested in careers within the hospitality industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of hospitality and tourism services. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, the segments of the industry, business concepts and operations, careers, and customer relations.

### Hospitality Management

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

Hospitality Management is an applied-knowledge course which allows students to continue to develop sound management skills in preparation for future careers in the hospitality industry. Upon completion of this course, proficient students will have skills in management structures and the roles of managers in hospitality-related businesses, with particular attention on the areas of human relations, accounting, sales, professional communications, and legal/ethical considerations and will be equipped with the knowledge and skills to pursue postsecondary study and future employment in the hospitality industry.

### Hospitality Marketing

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): None

Hospitality Marketing builds on the foundations learned in Hospitality & Tourism Exploration and introduces new topics related to the marketing of services in the hospitality industry. Students will develop proficiency in economic awareness, the role of marketing in the industry, the components of a marketing plan, and promotional concepts, all within the context of hospitality businesses. Upon completion of this course, proficient students will be prepared to pursue advanced coursework in the Hospitality & Tourism Management pathway.

### Human Services

This career cluster prepares individuals for employment in career pathways related to families and human needs. Based on the latest statistics, more than 7.2 million people are employed in human services occupations. Faster than average employment growth, coupled with high turnover, should create numerous employment opportunities.

### Barbering I

Grade(s) 9

One-three credits/One year

Prerequisite(s): None

This course prepares students with work related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails and scalp care, chemical and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.

### Barbering II

Grade(s) 10

One-three credits/One year

Prerequisite(s): Barbering I

This course prepares students for work related skills and advancement into Barbering III. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting, shaving, nail care, and cosmetic applications will be enhanced in a laboratory setting, which duplicates industry standards.

### Barbering III

Grade(s) 11

One-three credits/One year

Prerequisite(s): Barbering II

This advanced course prepares students for employment and entrepreneurship in the barbering field. Content provide students the opportunity to acquire foundation skills in both theory and practical applications. Advanced knowledge and skills in hair cutting, scalp care, chemical and barbershop management, which duplicates barbering industry standards. Laboratory facilities and experiences will be used to simulate those found in the barbering industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Barbering examination for a Tennessee Master Barbering License.

### Cosmetology I

Grade(s) 9-10

One-three credits/One year

Prerequisite(s): None

This course prepares students with work-related skills for advancement into the Cosmetology II course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry

### Cosmetology II

Grade(s) 10-11

One-three credits/One year

Prerequisite(s): Cosmetology I

This course provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the

Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License.

### Cosmetology III

Grade(s) 11-12

One-three credits/One year

Prerequisite(s): Cosmetology II

This advanced course provides students the opportunity to acquire foundational skills in both theory and practical applications. Laboratory facilities and experiences will be used simulate current

### Family Studies

Grade(s) 11

One credit/One year

Prerequisite(s): None

This course examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family.

### Human Services Practicum

Grade(s) 12

One credit/One year

Prerequisite(s): None

This capstone provides a practicum experience for students as they develop an understanding of professional and ethical issues. Students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school based laboratory training or through work based learning arrangements such as cooperative education, mentoring, and job shadowing.

### Introduction to Human Studies

Grade(s) 9

One credit/One year

Prerequisite(s): None

This foundational course is for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication.

### Lifespan Development

Grade(s) 10

One credit/One year

Prerequisite(s): None

This course builds basic knowledge in human growth and development. Students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying.

### Nutrition Across the Lifespan

Grade(s) 10

One credit/One year

Prerequisite(s): Introduction to Human Studies

This course is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity.

### Nutrition Science and Diet Therapy

Grade(s) 11

One credit/One year

Prerequisite(s): Introduction to Human Studies

This course is for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasize on the role of diet as a contributor to disease and its role in the prevention and treatment of diseases.

### Information Technology

Information Technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental Services. Anyone preparing for an IT career should have a solid grounding in math and science. Even in times of economic downturn, there is still a large market for people with IT skills in organizations of all sizes. ITAA expects continued growth opportunities within the IT field.

### Advanced Placement Computer Science

Grade(s) 9

One credit/One year

Prerequisite(s): None

This foundational course is for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication.

### Advanced Placement Computer Science Principles

Grade(s) 9

One credit/One year

Prerequisite(s): None

This foundational course is for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication.

### Cabling and Internet Working

Grade(s) 9

One credit/One year

Prerequisite(s): None

This foundational course is for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication.

### Coding I

Grade(s) 10

One credit/One year

Prerequisite(s): Algebra I and Computer Science Foundations

This course is intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

### Coding II

Grade(s) 11

One credit/One year

Prerequisite(s): Coding

This course challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. Students will develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Students will be able to demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS.

### Coding Practicum

Grade(s) 11-12

One credit/One year

Prerequisite(s): Coding I and II

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Coding courses toward the completion of an in-depth project with fellow team members. Students will be allowed to choose their specific application of interest, which can be mobile application (app) development, an animation package, a game or other educational tool, or an approved program that requires coding and development skills.

### Computer Science Foundations

Grade(s) 9

One credit/One year

Prerequisite(s): None

This course is intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, and Web Design. Students will be able to demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication.

### Computer Systems

Grade(s) 10-11

One credit/One year

Prerequisite(s): Information Technology Foundations and Algebra I

This course is designed to prepare students with work-related skills and aligned certification in the information technology industry. Students will have the opportunity to acquire knowledge in both theory and practical applications pertaining to hardware, operating systems, safe mode, command prompt, security, networking, printers, peripheral devices, laptops, mobile devices, troubleshooting, and customer service management. Students will acquire skills and knowledge to install, configure, and maintain computer systems. Proficient students will be eligible to pursue the IT industry-standard credential, CompTIA's A+ certification.

### Networking

Grade(s) 11-12

One credit/One year

Prerequisite(s): Computer Systems and Algebra I

This advanced course is designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Students will be able to identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. The course content includes transmission control protocol, Internet protocol, wired and wireless topologies, switching and routing, network hardware, wireless networking, and network operating systems (NOS). Upon completion of this course, proficient students will be prepared to sit for the CompTIA Network+ exam.

### Web Design Foundations

Grade(s) 10

One credit/One year

Prerequisite(s): Information Technology Foundations, Algebra I and Geometry

This course will prepare students with work-related design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner.

### Web Design Practicum

Grade(s) 11-12

One credit/One year

Prerequisite(s): Web Site Development

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous course toward the completion of an in-depth project with fellow team members. Students will be responsible for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. Students will also learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management.

**Web Site Development**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Web Design Foundations

This course builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. Students will acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis.

**Statistics or AP Statistics**

Grade(s) 11-12

One credit/One year

Prerequisite: None

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include: interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions.

**Law, Public Safety, Corrections, & Security**

The Law, Public Safety, Corrections, and Security cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. Renewed national interest in public safety and security should help expand opportunities for employment in the Law, Public Safety, Corrections, and Security cluster. Numerous job openings will stem from employment growth attributable to the desire for increased corporate, industrial and homeland security. Also, a more security-conscious society and concern about drug-related crimes should contribute to the increasing demand.

**Criminal Justice I**

Grade(s) 10

One credit/One year

Prerequisite(s): Principles of Law, Corrections and Security

This course serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Students will understand the context of local, state, and federal laws, have investigative skills pertaining to basic crime scenes and incidental documentation, and understand the importance of communications and professionalism in law enforcement.

**Criminal Justice II**

Grade(s) 11

One credit/One year

Prerequisite(s): Criminal Justice I

This course is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. Students will be prepared for

advanced work in crime scene analysis and forensic science.

**Criminal Justice III: Investigations**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Criminal Justice II

This course is designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies.

**Fire Prevention**

Grade(s) 10-11

One-three credits/One year

Prerequisite(s): Principles of Fire and Emergency Services

This course provides an overview of the fire prevention techniques, which are utilized by fire fighter professionals in response to various fire emergencies. Students will be able to identify the magnitude of a natural or unnatural disaster and its effects on the many facets of communities as well as conduct hazard identification and learn how to control and prevent fires. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT) and gives them the ability to apply those skills in mock scenarios.

**Fire Science I**

Grade(s) 10-12

One-three credits/One year

Prerequisite(s): None

This course prepares students to understand the physical, social, emotional and intellectual growth and development throughout the lifespan. Experiences such as laboratory observations, job shadowing, service learning and laboratory participation will enhance the learning process. Instructional content includes child development theories and research; prenatal development; infants and toddlers; preschool years; middle childhood; adolescence; adulthood; geriatrics; death and dying; careers; and leadership, citizenship and teamwork. Standards in this course are aligned with National Fire Academy Fire and Emergency Services (FESHE) model.

**Fire Science II**

Grade(s) 12

One-three credits/One year

Prerequisite(s): Fire Science I

**This capstone course will prepare students to pursue further instruction after graduation at the Memphis Fire Department training facility. Students will be able to correctly demonstrate skills associated with ventilation, water supply, fire hose and fire streams in a non-live fire situation, and safety with hazardous materials. Standards in this course are aligned with National Fire Academy Fire and Emergency Services (FESHE) model.**

**Principles of Fire and Emergency Services**

Grade(s) 9-10

One-three credits/One year

Prerequisite(s): None

This introductory course will introduce students to the challenging work of emergency responders in fire management services by learning regulations, health and safety protocol, communications, and operations. Upon completion of this course, if the teacher is a member of the local volunteer fire department; proficient students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimum training of firefighters. Standards in this course are aligned with National Fire Academy Fire and Emergency Services (FESHE) model.

**Principles of Law, Corrections, and Security**

Grade(s) 9

One-three credits/One year

Prerequisite(s): None

This introductory course is designed to prepare students to pursue careers in the fields of law enforcement, legal services, corrections, and security. Students will be able to identify careers in these fields, summarize the laws that govern the application of justice, and draw key connections between the history of the criminal justice system and the modern legal system. Students will model the professional, moral, and ethical standards required of professionals in the fields of law, legal services, corrections, and security.

**Marketing**

This career cluster prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives. According to the latest statistics, there are 16 million jobs in sales and related occupations. Advertising, marketing, promotions, public relations and sales managers hold more than 700,000 jobs. Over 300,000 high-paying management positions are likely to be available over the next decade. Employment opportunities for retail salespeople are expected to be good. Individuals with a college degree or computer skills will be sought for managerial positions in sales, logistics, management information systems, marketing and e-marketing.

**Advertising and Public Relations**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Marketing &amp; Management I or Hospitality Marketing

This course focuses on the concepts and strategies associated with promoting products, services, ideas, and events. Students will learn skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects.

**Business & Entrepreneurship Practicum**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Two credits in a Business or Marketing program of study

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. This course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator.

**Entrepreneurship**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Marketing &amp; Management I: Principles

This course is designed to provide the high school student with the opportunity to analyze and evaluate the various aspects of business ownership in today's marketplace. The student will also be involved in the actual process of developing a business plan and then determining its opportunities for success. Throughout this course the student will relate the foundations of marketing and business management to real-life entrepreneurial endeavors.

**Event Planning & Management**

Grade(s) 11-12

One credit/One year

Prerequisite(s): Two credits earned in a previous Hospitality &amp; Tourism or Marketing program of study

This capstone project-based course will require students to research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Students will be able to further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting.

**Introduction to Business & Marketing**

Grade(s) 9-10

One credit/One year

Prerequisite: None

This introductory course is designed to give students an overview of the Business Management and Administration, Marketing and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study.

**Marketing & Management I**

Grade(s) 10-12

One credit/One year

Prerequisite(s): None

This course focuses on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions and human resource leadership development. Skills in communication, mathematics,

economics and psychology are reinforced in this course.

### Marketing & Management II: Advanced Strategies

Grade(s) 11-12

One credit/One year

Prerequisite(s): Marketing & Management I-Principles

This course emphasizes the development of decision-making skills so that students understand the impact of management-oriented challenges. Subject matter includes finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development. Communication, interpersonal and mathematics skills are reinforced in this course.

### Virtual Enterprise International

Grade(s) 11-12

One-two credits/One year

Prerequisite(s): Business Management or Marketing & Management I

This course is a simulated marketing environment that involves in actual on the job work experiences, including accounting, personnel administration, management and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working in a team, students will develop and enhance oral and written communication skills through initiative, responsibility and creativity. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry.

### STEM

Given the critical nature of much of the work in this cluster, job possibilities abound even in times of economic downturn. More scientists, technologists and engineers will be needed to meet environmental regulations and to develop methods of cleaning up existing hazards. A shift in emphasis toward preventing problems rather than controlling those that already exist, as well as increasing public health concerns, also will spur demand for these positions.

### Engineering Design I

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This course serves as a capstone or AP level course that will include high school seniors who intend to continue their education in sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. Students will study engineering concepts and will develop a prototype in teams and defend their project-based design with mathematically, scientific and technological research and data.

### Engineering Design II

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This applied course is for students interested in further developing their skills as future engineers. This course covers knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Students will be able explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others.

### Engineering By Design-Foundations of Technology

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This course serves as a capstone or AP level course that will include high school seniors who intend to continue their education in sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. Students will study engineering concepts and will develop a prototype in teams and defend their project-based design with mathematically, scientific and technological research and data.

### Engineering By Design-Technological Design

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

**This course serves as a capstone or AP level course that will include high school seniors who intend to continue their education in sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. Students will study engineering concepts and will develop a prototype in teams and defend their project-based design with mathematically, scientific and technological research and data.**

### Engineering By Design-Advanced Design Applications

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This course serves as a capstone or AP level course that will include high school seniors who intend to continue their education in sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. Students will study engineering concepts and will develop a prototype in teams and defend their project-based design with mathematically, scientific and technological research and data.

**Engineering By Design-Advanced Technical Applications**

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering &amp; Technology, Algebra I and Physical Science or Biology

This course serves as a capstone or AP level course that will include high school seniors who intend to continue their education in sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. Students will study engineering concepts and will develop a prototype in teams and defend their project-based design with mathematically, scientific and technological research and data.

**Engineering Practicum**

Grade 12

One credit/One year

Prerequisite(s): Engineering Design II or Robotics &amp; Automated Systems

This capstone course is intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills problem solving, research, communication, data analysis, teamwork, and project management.

**Principles of Engineering and Technology**

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering &amp; Technology, Algebra I and Physical Science or Biology

This course serves as a capstone or AP level course that will include high school seniors who intend to continue their education in sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. Students will study engineering concepts and will develop a prototype in teams and defend their project-based design with mathematically, scientific and technological research and data.

**Project Lead The Way (PLTW)-Intro To Engineering**

Grade 9-10

One credit/One year

Prerequisite(s): Principles of Engineering &amp; Technology, Algebra I and Physical Science or Biology

This course is designed for 9th or 10th grade students. The major focus of IED is the design process and its application. Through hands- on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

*\*Project Lead the Way***Project Lead The Way (PLTW)-Principles of Engineering**

Grade(s) 11, 12

One to three credits/One year

Prerequisite(s): Intro To Engineering

This course is designed for 10th or 11th grade students. This survey course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

*\*Project Lead the Way***Project Lead The Way (PLTW)-Civil Engineering & Architecture**

Grade 11-12

One credit/One year

Prerequisite(s): Principles of Engineering &amp; Technology, Algebra I and Physical Science or Biology

This course introduces students to various aspects of civil engineering and architecture and how to apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

*\*Project Lead the Way***Project Lead The Way (PLTW) Engineering Design & Development**

Grade 12

One credit/One year

Prerequisite(s): Civil Engineering &amp; Architecture

This course introduces students to real world problem solving and teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

*\*Project Lead the Way***Robotics & Automated Systems**

Grade 11

One credit/One year

Prerequisite(s): Digital Electronics; Algebra I; Geometry; Physical Science; and Chemistry or Physics

This course is for students who wish to explore how robots and automated systems are used in industry. Building on the content and critical thinking frameworks of Principles of Engineering and Digital Electronics, this course asks students to follow the engineering design process and apply basic programming skills to complete assignments and projects. Students will have an understanding of the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs

and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems.

### STEM I: Foundation

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This foundational course is in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify

and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.

### STEM II: Application

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This course is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM I: Foundation. Building on the content and critical thinking frameworks of STEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both the scientific inquiry and the engineering design process. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios.

### STEM III: STEM In Context

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on STEM I: Foundation and STEM II: Applications by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

### STEM IV: STEM Practicum

Grade 10

One credit/One year

Prerequisite(s): Principles of Engineering & Technology, Algebra I and Physical Science or Biology

This course is a capstone intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in a STEM field.

### TRANSPORTATION CLUSTERS

This career cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities. Transportation, distribution and logistics is a critical sector of the United States economy. Almost 10 million people are employed in transportation or transportation-related occupations. High-growth industry and career specialties offer high-tech, high-wage opportunities. This industry sector represents over 11 percent of the gross domestic product, and is among the fastest growing of all sectors. There will be a growing number of career opportunities in a variety of professional and technical occupations as well as high paid, entry-level occupations that can provide career advancement opportunities.

#### Automotive Collision Repair-Introduction to Collision Repair

Grade 9

One credit/One year

Prerequisite(s): None

This foundational course is for students interested in learning more about automotive collision repair technician careers. Students will be able to identify and explain the basic steps in the collision repair process, emphasizing the tools, equipment, and materials used. They will be able to describe the major parts of an automobile body and safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces for painting. Students completing the program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair.

#### Automotive Collision Repair: Non-Structural

Grade(s) 10-11

One to three credits/One year

Prerequisite(s): Transportation Core, Algebra I Physical Science, Principles of Welding (100 hours) (may be concurrent)

This course prepares students to analyze non-structural collision damage to a vehicle, determine the extent of the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. Course content includes metal

finishing, body filling, and glass panel replacements. The course prepares students for entry-level employment and advanced training in collision repair technology, and post-secondary education. Students completing the Collision Repair: Non Structural course are eligible to take the ASE written examination for Non- structural Analysis and Damage Repair.

#### **Automotive Collision Repair: Painting & Refinishing**

Grade(s) 10-11

One to three credits/One year

Prerequisite(s): Transportation Core, Algebra I Physical Science, Principles of Welding (100 hours) (may be concurrent)

This course prepares students to use plastics and adhesives in the repair and refinish processes and to apply automotive paint to a vehicle. Students will learn to diagnose automotive paint finish problems and to perform the appropriate manufacturer required techniques and processes to refinish the affected area or the complete vehicle. Course content provides the student with training in mixing, matching, and applying paint and finishing to vehicles. Course content includes the application of plastics and adhesives in the repair and refinishing processes. The course prepares students for entry level employment and advanced training in collision repair technology, and post-secondary education. Students completing Painting and Refinishing are eligible to take the ASE written examination for Painting and Refinishing.

#### **Automotive Collision Repair: Damage Analysis, Estimating & Customer Service**

Grade(s) 11-12

One to three credits/One year

Prerequisite(s): Collision Repair: Non-Structural and/or Collision Repair: Painting & Refinishing

This capstone course is intended to prepare students for careers in the automotive repair industry. Students will be able to assess collision damage, estimate repair costs, and work with vehicle owners in a professional setting. Utilizing problem-solving strategies and resources developed in this course, including original equipment manufacturer (OEM) manuals, electronic data, and photo analysis of damaged vehicles, students will be prepared to generate work orders in a variety of collision damage situations. Students completing the Automotive Collision Repair program will be eligible to take the examination for Automotive Service Excellence (ASE) Student Certification in Collision.

#### **Automotive Maintenance & Light Repair: Maintenance & Light Repair I**

Grade(s) 9

One to three credits/One year

Prerequisite(s): None

This course allows student to explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

#### **Automotive Maintenance & Light Repair: Maintenance & Light Repair II**

Grade(s) 10

One to three credits/One year

Recommended Prerequisite: Maintenance & Light Repair I

This course introduces students to the study of automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

#### **Automotive Maintenance & Light Repair: Maintenance and Light Repair III**

Grade(s) 11

One to three credits/One year

Recommended Prerequisite: Maintenance & Light Repair II

This course introduces students to the study and service of suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

#### **Automotive Repair: Maintenance and Light Repair IV**

Grade(s) 12

One to three credits/One year

Recommended Prerequisite: Maintenance & Light Repair III

This course introduces students to the process of servicing automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

#### **Aviation Flight: Introduction to Aerospace**

Grade(s) 11, 12

One credit/One year

Prerequisite(s): None

This course introduces student to the knowledge and procedures required for the ground school (knowledge) portion of the Federal Aviation Administration (FAA) private pilot license examination. Students explore the history of aviation, career opportunities and paths within aviation, and the regulations governing those careers. The course also introduces principles of aeronautical decision-making, airplane systems, and aerodynamics while preparing students for the course in Flight Theory. Course content prepares students for post- secondary education and advancement in the aerospace industry.

#### **Aviation Flight: Principles of Flight**

Grade(s) 10-11

One credit/One year

Prerequisite(s): Introduction to Aerospace

This course builds on the fundamental knowledge and skills learned in Introduction to Aerospace while teaching students the essential competencies needed for flight under normal conditions. Students will be able to apply knowledge, skills and procedures in a variety of simulated flight environments. Students who complete this course will

have the opportunity to progress to advanced study in Aviation II: Advanced Flight, where they will continue to prepare for the FAA Private Pilot written exam.

### Aviation Flight: Advanced Flight

Grade(s) 11-12

One credit/One year

Prerequisite(s): Aviation I: Principles of Flight

This capstone course is intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Introduction to Aerospace and Aviation I, students in Aviation II will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. This course goes beyond the mastery of procedures under normal conditions learned in Aviation I: Principles of Flight and introduces students to the troubleshooting and diagnostic techniques used by pilots and other aircraft personnel to assess and correct for malfunctions, make adjustments in hazardous weather conditions, and perform other crucial emergency procedures. Flight simulators are required in order to fully master many of the standards in this course.

### Aviation Maintenance I

Grade(s) 11, 12

One to three credits/One year

Prerequisite(s): Algebra I, Physical Science

This course offers the general aviation maintenance content common to Airframe and Powerplant Maintenance Technology. This course prepares students for Aviation Maintenance II and subsequent gainful employment or further study leading to Federal Aviation Administration (FAA) certification in Airframe and/or Powerplant certification. Students are introduced to career opportunities and paths within the Aviation Maintenance Industry. Course content includes mathematics and basic physics as applied to aviation, basic aerodynamics, aircraft structures, sheet metal, aircraft wood and fabric, avionics, assembly and rigging of rotary wing aircraft, aircraft inspections and all Federal Aviation Administration (FAA) Regulations that govern technicians. Federal Aviation Administration (FAA) Regulations require 380 contact hours in Maintenance toward Airframe or Powerplant certification. Note: This course is offered TCAT Memphis

### Aviation Maintenance II

Grade(s) 11, 12

One to three credits/One year

Prerequisite(s): Aviation Maintenance I, Algebra I, Physical Science

This course continues the general aviation maintenance content begun in Aviation Maintenance I. The course prepares students for gainful employment or further study leading to Federal Aviation Administration (FAA) certification in Airframe and/or Powerplant certification. Course content includes sheet metal, aircraft wood and fabric, avionics, assembly and rigging of rotary wing aircraft, aircraft inspections and a review of all Federal Aviation Administration (FAA) Regulations. Note: This course is offered at TCAT Memphis.

### Diesel: Engine

Grade(s) 11, 12

One to three credits/One year

Prerequisite(s): Transportation Core, Diesel Technology: Electronic

Systems, Technical Algebra, Physical Science  
Required: A minimum of 215 hours must be dedicated to diesel engine to meet minimum standards set by NATEF and the Tennessee Department of Education.

This course offers training in the testing and repairing of diesel engines and related systems. The course introduces fundamental principles of diesel engine operation. Students will learn to perform inspections, tests, measurements for diagnosis, and to perform needed repairs. Course content prepares students to continue in post-secondary education, for advanced training in diesel service technology, for entry level employment in diesel engine repair and to take the ASE written test for Diesel Engine.

### Diesel: Preventive Maintenance

Grade(s) 10, 11, 12

One to three credits/One year

Prerequisite(s): Transportation Core, Algebra I or Math for Technology II, Physical Science (may be concurrent)

Required: A minimum of 105 hours must be dedicated to diesel preventive maintenance to meet minimum standards set by NATEF and the Tennessee Department of Education.

This course offers training in the inspection and servicing of heavy trucks. The course introduces students to proper procedures and practices for preventive maintenance and servicing. Students will learn to perform entry level technician inspection tasks. Students upon completion of the course will be eligible to take the ASE (Automotive Service Excellence) examination for Heavy Truck Preventive Maintenance.

### Distribution and Logistics II: Management

Grade(s) 11-12

One to three credits/One year

Prerequisite(s): Distribution and Logistics I

This course prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain processes including coordinating and controlling the order cycle and associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies and communication.

### Distribution and Logistics I

Grade(s) 10, 11

One to three credits/One year

Prerequisite(s): Principles of Transportation, Distribution, and Logistics

This course prepares students for entry into Warehouse and Distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Students will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product life cycle, future trends, and regulatory issues in the industry.

**Foundations of Transportation, Distribution, and Logistics**

Grade(s) 9

One to three credits/One

year

Prerequisite(s): None

This course prepares students for entry into Logistics and Warehouse Distribution career field. Students explore career opportunities and requirements to certify as a Certified Logistics Associate. Course content emphasizes beginning logistics, warehousing skills, and workplace success skills. Students study safety, tools, equipment, and basic operations of warehousing and supply chain management. This program prepares students for employment in occupations, such as Logistics Planner, Inventory Control Manager, Order Fulfillment Supervisor, Warehouse Manager, Materials Manager, and Receiving/Shipping Supervisor. Students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

**Diesel: Electrical/Electronics**

Grade(s) 10, 11, 12

One to three credits/One year

Prerequisite(s): Transportation Core, Algebra I or Math for Technology II, Physical Science (may be concurrent)

Required: A minimum of 210 hours must be dedicated to diesel electrical/electronic systems to meet minimum standards set by NATEF and the Tennessee Department of Education.

This course offers training in the diagnosis and repair of the electrical systems of medium and heavy trucks. Students apply principles of electricity and electronics to diesel technology and develop diagnostic skills. The course provides training in the use of electrical test equipment such as digital multi-meters (DMM) and ammeters. Course content prepares students for entry level employment in diesel electrical and electronics, continuing education in diesel technology and post-secondary education. Students completing the Diesel Electronics course will be eligible to take the ASE written examination for Electrical and Electronics in Medium/Heavy Trucks.

# APPENDIX



NOTE: All courses listed are not offered at every school. Please check with school personnel to determine which courses are available.



Student Name: \_\_\_\_\_ Student ID# \_\_\_\_\_ DOB: \_\_\_\_\_

ACT Composite: \_\_\_\_\_ Date \_\_\_\_\_ SAT Composite: \_\_\_\_\_ Date \_\_\_\_\_

Course	Grade Level 8-12	Year	Grade Earned	Credit Earned	Credits Required
English I					4
English II					
English III					
English IV					

**MATH Requirement includes enrollment in each year of high school. See Math Requirements in Guide.**

Algebra I					4
Algebra II					
Geometry/Other					
Upper/Bridge					

**SCIENCE requires 3 credit hours**

Lab Science					3
Biology					
Chemistry or Physics					

**SOCIAL STUDIES requires 3 credits and PERSONAL FINANCE requires .5 credit**

World Geography or					3
World History					
U.S. History					
U.S. Government .5					
Economics .5					
Personal Finance .5					.5

**WELLNESS and PHYSICAL EDUCATION require 1.5 credits**

Wellness					1
Physical Ed. .5					.5

**WORLD LANGUAGE requires 2 credits in the same language. FINE ARTS requires 1 credit**

World Language I					2
World Language II					
Fine Arts					1

**ELECTIVE FOCUS requires 3 credits in one content area in approved areas as follows:**

Career & Technical Education, Science & Math, Humanities, Fine Arts, AP/IB, Dual Enrollment, ROTC, PE, College Readiness, Career Readiness, Liberal Arts/General Studies

Elective Focus					3 credit minimum
Elective Focus					
Elective Focus					
Other Elective					
Other Elective					
Other Elective					
Other Elective					
Other Elective					
Other Elective					
Other Elective					

<b>22 Credits Minimum Required for Graduation</b>	<b>Total Credits Earned</b>
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**Additional Experiences Required by SCS for Graduation. Enter course or experience below.**

<b>Counselor Signature/Date:</b>	<b>Computer Experience – Yes/No Student Signature/Date:</b>	<b>Parent Signature / Date</b>
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Please refer to “Student Guide to Secondary Education” for a complete description of all requirements and information on course substitutions including course accommodations for SPED.

The following is a summary of TN Diploma requirements changes including Elective Focus information.

1. Four (4) units of English
2. An increase to a minimum of four (4) math classes including **one every year of high school** which would Allow for five math classes if a student takes Algebra I in the 8th grade. Graduation requirement include Algebra I, Algebra II and Geometry plus a higher level math class/bridge class. Core classes such as Algebra I and Physical Science can count for graduation credits but in some cases other requirements must also be considered. Per BOE Policy 5004 any high school credit completed before high school will count only as an elective. The fifth math course/s may be used in the elective focus.
3. Enhanced science requirements including Biology, either Physics or Chemistry and one (1) additional Lab Science, if Chemistry is completed in the 11<sup>th</sup> grade followed by Physics in the 12<sup>th</sup> grade, the Physics course can count as a math class in the 12<sup>th</sup> grade.
4. Three (3) Units of Social Studies; U S History, **World Geography / History, US History, US Government (.5)** and Economics **(.5)**.
5. Required Personal Finance, plus Physical Education and one (1) unit of Lifetime Wellness.
6. Two (2) years of the same foreign language and one (1) fine arts unit.
7. An Elective Focus is a minimum of 3 credit hours in a focus area in addition to posted core requirements.

**Humanities** - According to the state definition includes; **English, Language Arts, World/Foreign Language and Social Studies. Any combination of three credits from any of the four areas will meet requirements.**

**Fine Arts** - Any combination of **three credit hours from a broad offering of courses in music, dance, theater, etc.**

**Science & Math** - Any combination of the two areas beyond posted core requirements.

**AP/IB** - Any combination of AP/IB and can overlap with core requirements.

**Dual Enrollment** - Any combination of DE and can overlap with core requirements.

**CTE** - Includes three credit hours in one Program of Study not a random collection of CTE courses. See the SCS CTAE Website for a list of Programs of Study.

**ROTC** - Allows 3 credits meeting an Elective Focus and can be used substituting for core requirements per state DOE approved substitutions.

**Physical Education** - Courses identified by HPELW- All course beyond core requirements (see pages 47-48 in 2012-13 Student Guide) PLUS Diagnostic Medicine, Health Science Education, Sports Management Marketing, Anatomy & Physiology, Human Growth & Development, Exercise Science, Recreation & Fitness Leadership and other Physical Education courses.

**College Readiness** - Any three “Plus” classes and/or “A” classes and also includes Service Learning.

***Career Readiness*** - Designed to focus on building capacity for matriculation to college or career plan- **This focus includes any combination of three Coop Work/Learning, School-sponsored Enterprise, CTE courses and the following on-line courses: Accounting I, Accounting II, Computer Technology, Computing Application, Keyboarding, Computer Literacy, Computer Programming, Visual Basic.Net Programming, Web Design I, Web Design II.**

***Liberal Arts/General Studies*** - A specialized category to address students who may have dual career interests or career interest that may not be addressed by a specific college major category. General Studies allows students to explore more than one career content area while maintaining satisfactory progress toward graduation. This category also allows inclusion of three credits in AVID studies, or for alignment for the required RTI academic courses that are needed for graduation.

Professional judgment should be used to address students transferring from internal SCS schools or into our district, who due to scheduling conflicts cannot meet Elective Focus Credit requirement. In these limited situations a school-based decision and consulting with the district representatives can be made to include a focus area, in part or whole, or from prior enrollment inside / outside of SCS.

LEAs can add areas of focus if approved through a review process starting with the Academic Council and ending with approval of the superintendent. The request to add a focus area would need to fulfill a district-wide need, be universally available and be confirmed as a series of courses meeting acceptable LEA standards and Academic Rigor.

8. The default Diploma is Academic College Preparatory. A student may opt out of the Academic Diploma option with parent approval, has been counseled on the limitations opting out may cause and submits a plan to replace Foreign Language and Fine Arts with an additional three credits in a focus area. This starts with a letter of request from parents and student to the school principal with the action step designed to enhance (or replace the 2 foreign languages and 1 fine art) to enhance with 3 additional courses for the elective focus.
9. Shelby County Schools also requires all students to have experience in one-year minimum in Computer Education. All students are encouraged to complete an approved Capstone Experience / and Community Services project to align with opportunities with TN Scholars and the TN Promise opportunities.
10. Early graduation plans must be approved by the school and parents by the end of the first 20 reporting period during the school year of the planned graduation. Prior year approval is preferred to ensure all conditions are met.
11. The role of the Professional School Counselor is to ensure that students receive assistance in creating a 4+ year Focused Plan of Studies in the 8th grade and receive a complete graduation status review each year following. The graduation status review and 4+ year Focused Plan of Studies is completed through along with our SCS Transcript Review document and another tool may include the SMS Academic Planner. Annual scheduling and advising students and their parents to keep graduation plans on track allows all students to graduate on time.



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