



**Memphis City Schools
Academic Operations, Technology & Innovation**

A STUDENT GUIDE TO SECONDARY EDUCATION

For students entering 9th grade

A

STUDENT GUIDE

to

SECONDARY

EDUCATION

For students entering 9th grade in 2010-2011

Student's Name

School

Vision

Memphis City Schools will be an internationally competitive urban school system that produces well-rounded, high achieving students.

Mission

Academic Achievement: #1

Strategic Goals

Student Achievement

Accelerate the academic performance of all students.

Accountability

Establish a holistic accountability system that evaluates the academic, operational and fiscal performance of the school district.

Parent and Community Involvement

Build and strengthen family and community partnerships to support the academic and character development of all students.

Healthy Youth Development

Create a school community that promotes student leadership and healthy youth development.

Safety

Maintain a positive, safe and respectful environment for all students and staff.

Diversity

Create a school community that is sensitive and responsive to the needs of an increasingly diverse population.

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SECTION I

**GENERAL
INFORMATION**

GRADUATION REQUIREMENTS

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

- To earn a regular high school diploma, students must earn the specified 22 units of credit, complete a capstone experience, and have satisfactory records of attendance and conduct.
- To earn a regular high school diploma, students with disabilities must earn the specified 22 units of credit, complete a capstone experience, and have satisfactory records of attendance and conduct.
- A transition certificate may be awarded at the end of their fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma (22 units of credit), (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.
- An IEP certificate will be awarded to students with disabilities who have (1) satisfactorily completed an individualized education program, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.

FOCUSED PLAN OF STUDY

When the student is in the eighth (8th) grade, a four-year plan of focused and purposeful study will be developed in collaboration with the student, parents/guardians, and professional school counselor/faculty advisor and representative(s) of the Department of Exceptional Children and Health Services when appropriate.

The plan of study will connect the student's academic and career goals to school. It will be reviewed annually by the student, parent/guardian, and faculty advisor or professional school 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. Parents must be notified of any changes to the student's Focused Plan of Study. A signed copy of the Focused Plan of Study will be placed in the cumulative folder of the student's permanent record.

Faculty advisors/professional school counselors are responsible for the annual review of the four-year plan with students and parents/guardians for the purpose of ensuring that students maintain progress toward the fulfillment of graduation requirements; for reviewing the cumulative records of students at the end of each semester for accrual of credits; and for advising students to enroll in appropriate courses to make certain that they are on the right path.

By the end of the tenth (10th) 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 of the student as well as identify the courses that the student will take in the eleventh (11th) and twelfth (12th) grades and at the postsecondary level to support the goals outlined in the plan.

FOCUSED PLAN OF STUDY FOR STUDENTS WITH DISABILITIES

When the student is in the eighth (8th) 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. The student's academic history, career interests, learning styles and preferences, strengths and weaknesses, and educational assessments should be taken into consideration when developing the IEP and focused plan of study. 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.

Extra Support to Meet Student Needs

Students entering 9th grade unprepared for rigorous high school work and/or students who are anticipated to experience difficulty in passing the state End-of-course assessments will be given extra help and extra time so that they can perform at grade level. Students will be identified through the EXPLORE test as well as other appropriate assessments.

GRADUATION ACTIVITIES

It is the policy of Memphis City Schools that any student of senior status who has completed all requirements for the IEP Certificate, Transition Certificate, or the regular diploma at the time of the graduation ceremony shall have the opportunity to participate in graduation or commencement exercises.

If there are foreign exchange students in a high school who have completed requirements for graduation, the school shall provide for recognition of each student during the ceremony. The diploma will be issued from their native school.

Students who complete requirements for graduation during an approved summer program will be given the opportunity to participate in a system-wide summer graduation ceremony. The diploma will be issued from the regularly assigned high school. [Board Policy 4.606]

REQUIREMENTS FOR DIPLOMAS

The Memphis City Schools will award the following types of documents as exit options to students who qualify.

REGULAR DIPLOMA

The regular high school diploma will be awarded to students who earn the specified 22 units of credit, complete a capstone experience, and have satisfactory records of attendance and conduct.

To earn a regular high school diploma, students with disabilities must earn the specified 22 credit minimum, complete a capstone experience, and have satisfactory records of attendance and conduct.

To earn a high school diploma, students must meet the following requirements:

Ready Core Curriculum Requirements

| | |
|----------------------|---------------|
| • English | 4 units |
| • Mathematics | 4 units |
| • Science | 3 units |
| • Social Studies | 3 units |
| • Wellness | 1 unit |
| • Physical Education | 0.5 unit |
| • Personal Finance | 0.5 unit |
| • Electives | 3 units |
| • Foreign Language | 2 units |
| • Fine Arts | <u>1 unit</u> |
| Total | 22 units |

Additional Requirements

- Computer Education – One Full Year
- Complete a Capstone Experience

Description of Ready Core Curriculum Requirements

Mathematics – Four (4) Units

Students are required to complete four 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 Math course is designed 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 1a, Algebra 1b, Geometry 1a and Geometry 1b. 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 I and two other lab science credits. 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.

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, school sponsored intramural athletics, JROTC, and other areas identified by the Superintendent in accordance with policy 4.605 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 4.605 Graduation Requirements. Students completing a CTE elective focus must complete three units in the same CTE program area or state approved program of study.

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). Schools may waive the two units of foreign language and one unit of fine arts to expand and enhance their 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)

Capstone Experience

Students must complete a capstone experience in order to graduate. The capstone experience may be completed during the junior or senior year. Options for the capstone experience may include, but are not limited to:

- Junior or senior project
- Virtual Enterprise
- Internship
- Externship
- Work-based learning
- Service learning (minimum of 40 hours)
- Community service (minimum of 40 hours)

GRADUATION WITH HONORS OR DISTINCTION

1. 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.
2. Students will be recognized as graduating with “distinction” by attaining a B average and completing at least one of the following:
 - earn a nationally 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 or Semi-Finalist
 - attain a score of 31 or higher composite score on the ACT
 - 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

TRANSITION CERTIFICATE

A transition certificate may be awarded to students with disabilities at the end of their fourth year of high school if they have (1) taken classes toward a high school diploma (22 units of credit), (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certifi-

cate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

IEP CERTIFICATE

An IEP certificate will be awarded to students with disabilities who have (1) satisfactorily completed an individualized education program, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.

EQUIVALENCY HIGH SCHOOL DIPLOMA

The Equivalency High School Diploma will be issued on the basis of successful completion of the General Educational Development Test, as determined by the Tennessee Department of Education and the Tennessee Department of Labor and Workforce Development.

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. A credit in Algebra I-B satisfies the Algebra I requirement for graduation.
- 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 United States Government and Politics satisfies the ½ unit of Government.
- Advanced Placement Macroeconomics or Microeconomics satisfies the ½ unit of Economics.
- Army JROTC Level III or American Business/Legal Systems satisfies the one-half credit in United States Government and Personal Finance required for graduation.
- The Social Studies requirement of ½ 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.

- Army JROTC I and Army JROTC II satisfy the one-credit Wellness and the one-half credit of Physical Education requirement for graduation.
- Completion of two semesters in Health Sciences Education may be used to satisfy one credit of social studies (½ credit of Psychology and ½ 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.
- 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.
- Nutrition Science satisfies either one credit of life science (if team taught with a biology teacher) or one credit of physical science (if team taught with a chemistry teacher) required for graduation.
- Effective with school year 2000-2001, Math for Technology I and II will no longer satisfy two of the mathematics credits required for the Technical Path for graduation. Students who have taken these courses during school year 1999-2000 and before may count these courses as mathematics credits required for the Technical Path for graduation.
- Effective with school year 2000-2001, Biology for Technology, Principles of Technology I, and Nutrition Science will no longer satisfy one of the science credits required for the Technical Path for graduation. Students who have taken these courses during school year 1999-2000 and before may count these courses as science credits required for the Technical Path for graduation.

ASSESSMENT OF LEARNING

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

- The EXPLORE test will be given to all eighth (8th) grade students in the fall. Middle schools are responsible for developing interventions for students who did not perform to the level needed to be on track to reach the ACT Readiness Benchmark. 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.
- The PLAN test will be given to all tenth (10th) grade students in the fall as a mid-point assessment of progress toward meeting the ACT Readiness Benchmark scores. The intervention plans for students who have not progressed sufficiently will be adjusted to better assist students to reach the ACT Readiness Benchmark scores. 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.
- The ACT test will be given to all eleventh (11th) grade students. 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.
- Additionally, all eleventh grade students will participate in the state writing assessment.

End-of-course examinations will be given to students taking the following courses: English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. 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 in accordance with the State Board of Education's uniform grading policy. End-of-course examinations count 20% of the student's grade in the semester taken for school years 2009-2010 and 2010-2011 and count 25% of the student's grade each year thereafter.

TESTING REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities who fail to earn a yearly grade 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 add to 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.

WRITING ASSESSMENT

The Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment requires students to write a rough draft essay in response to an assigned prompt (topic) within a limited time period. Fifth-grade students are asked to write a narrative essay (a story), eighth-grade students an expository essay (an explanation), and eleventh-grade students a persuasive essay (an argument). The writing samples are scored holistically on a scale from 1-6, with a score of 4 being COMPETENT, or demonstrating proficiency in response to the assignment.

ENGLISH LANGUAGE LEARNER (ELL) STUDENTS AND TENNESSEE MANDATED ASSESSMENTS

The State of Tennessee English Language Learners (ELL) Testing Policy states, “The purpose for including our student population of English Language Learners (ELL) 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 exemptions of ELL students from any State assessments. However, there are some allowable accommodations for ELL students.

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 test being used is the English Language Development Assessment (ELDA). A score of less than English proficient on any subtest qualifies students as ELL.

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.

REGULARITY OF ATTENDANCE

Students are required to attend school on all days that the school is officially in operation. The only accepted excuses for any absences are:

1. Personal illness of the student;
2. Death or serious illness in the immediate family of the student;
3. Unusual cause acceptable to the principal. (These reasons will include approved school sponsored/sanctioned activities.)
4. Validated court appearances; or
5. Observance of a day set aside as sacred by a well-recognized religious denomination of which the student is a member or adherent, where such religion calls for a special observance.
6. Deployment for and return from military service of a student’s parent/guardian or custodian (one day excused for the parent’s deployment and one day excused for the parent’s return)
7. Visitation with a parent/guardian or custodian who is a member of the United States armed forces when the member is granted rest and recuperation leave and is stationed out of the country. (up to 10 days of excused absences)

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

REPORTING STUDENT PROGRESS

The Middle/Junior and Senior High School Report to Families will be sent to parents each nine weeks. Progress reports will be issued at each third and sixth week of a nine week reporting period.

GRADING AND ASSESSMENT

ACADEMIC GRADING LEGEND

| | | |
|------------------------------|-------------------|---|
| Excellent | 93-100 | A |
| Good | 85-92 | B |
| Satisfactory | 75-84 | C |
| Poor but passing | 70-74 | D |
| Failure to meet expectations | Below 70 | F |
| Incomplete* | Not a final grade | I |

Interventions are required for students who make a grade below 75.

Incomplete grades may be given because of student absences or because a student received a grade of 50 or below during a nine-week period.

Students who make a 50 or below during any nine-week reporting period will receive an initial grade of incomplete (I) and shall be required to participate in intervention services up to the end of the next nine-week period in order to remove/recover the failing nine week grade.

If the failing nine week grade of 50 or below occurs during the last nine weeks of the school year, students will receive an incomplete (I) and shall be required to participate in intervention services during the summer to remove/recover the failing nine week grade, if funds and services are available. If funds and services are not available during the summer, students shall be required to participate in intervention services up to the end of the first nine weeks of the next school year in order to remove/recover the failing nine week grade. Incomplete grades only apply to make up of a nine week grade given during one of the four quarters of an individual subject. Incomplete grades do not apply to yearly grades given at the end of the year for an entire subject.

Incomplete grades are not to be left as final grades beyond the end of the recovery or make up period. An incomplete grade will be changed to reflect the grade supported by documentation at the end of the recovery or make up period.

Three Weeks Progress Report

Progress reports shall be issued at the third and sixth week of a nine (9) week period for all students. Progress reports may reflect commendation of a student or information indicating that a student is not being successful. If a student is not successful in any subject by the time the progress report is issued, the report shall indicate to parents that the student needs to improve.

Nine Weeks Grades

Nine weeks grades are to be calculated based on documented student performance and must include documentation of all of the grading criteria.

Quarter Averages (Grades 7-12)

Quarter averages are calculated using the district's student management system and are based on a formula which accounts for each nine weeks grade and the nine-week/quarter examination grade as well as the end-of-course exam, if applicable, during the final quarter.

Semester Averages (Grades 7-12)

Semester averages are calculated using the district's student management system and are based on a formula that accounts for quarter grade averages.

Final Grades (Grades 7-12)

Final grades are calculated using the district's student management system and are based on a formula that accounts for the average of semester grades. Final grades in career and technical education stand alone.

CONDUCT GRADING LEGEND

| | |
|-------------------|---|
| Excellent | E |
| Satisfactory | S |
| Needs Improvement | N |
| Unsatisfactory | U |

Middle/Secondary Schools

It is the policy of the Memphis City Schools to recognize student academic excellence through uniform honor rolls for all schools in the district. Students will be selected for honor rolls based on the grades earned during each reporting period with the following criteria using the Quality Point Scale.

Principal's List:

The numerical equivalent of all As in all courses (A = 93-100)
All "Es" in conduct

Distinguished Honor Roll:

Grade point average of 3.6 or above with no grade below 75 (C); Conduct - E (Excellent) or S (Satisfactory)

Honor Roll:

Grade point average of at least 3.0 but less than 3.6 with no grade below 75 (C); Conduct - E (Excellent) or S (Satisfactory)

Citizenship Honors:

All "E's" in conduct.

HOMEWORK

The Board of Commissioners recognizes the importance of assigning meaningful and quality homework to students. The purpose of homework is to promote mastery of skills and concepts taught during classroom instruction. Therefore, it is the policy of Memphis City Schools that meaningful and quality homework is required at all grade levels in all schools.

Students must understand that homework is part of the course requirements and make certain that homework assignments are understood before leaving the class.

It is the responsibility of the students to recognize that they must complete and submit their homework assignments on time and request help with their homework if it is needed.

COURSE LEVELS

The following course levels are currently used in grades 7-12.

1. Standard Level Courses (Level 4)

Level 4 courses provide for the treatment of the subject matter at a level that is average in the school. Most students enrolled in a subject would be enrolled in the standard level.

2. Honors Level Courses (Level 6)

Level 6 courses provide for the treatment of the subject matter in greater depth with a much broader coverage of content. The course is designed to challenge the student's higher achievement. This level course is to be limited to outstanding students whose prior achievement or experience would enable them to benefit from an enriched course. The state has mandated requirements for honors courses. An honors course will contain all the requirements of the standard curriculum plus the following state requirements:

1. Extended reading assignments that connect with specified curriculum.
2. Projects that apply course curriculum to relevant or real-world situations.
3. Open-ended investigations in which the student selects the questions and designs the research.
4. Writing assignments that demonstrate a variety of modes, purposes and styles, including research.
5. Integration of appropriate technology into the course of study.
6. Deeper exploration of the culture, values, and history of the discipline.
7. Extensive opportunities for problem-solving experiences through imagination, critical analysis, and appreciation.

For honors courses in Careers and Technology, "Students must also have job shadowing experiences with presentations that connect class study to the world of work."

3. Advanced Placement (AP) and International Baccalaureate Courses (IB) (Level 8)

Level 8 courses are offered to prepare exceptionally achieving students, usually in 10th, 11th and 12th grade, for completing the International Baccalaureate (IB) Programme (DP) and/or the Advanced Placement Examination administered by the College Entrance Examination Board.

International Baccalaureate Diploma Programme – All students completing the International Baccalaureate Diploma Programme must adhere to the guidelines of the International Baccalaureate organization.

Advanced Placement - An Advanced Placement (AP) course places emphasis on advanced subject matter content, which is comparable to a college level course.

College level textbooks, study assignments, and course requirements are to be utilized. The primary goal is to enable students to score appropriately on the College Board Advanced Placement Examination and earn college credit at participating colleges.

Since the primary purpose is to prepare students for the AP examination, all students enrolled in an AP course will be required to take the AP examination (Memphis City Schools Board Policy 4.600). At the beginning of the school year, students should make appropriate financial arrangements at their school to cover the examination fees for the course(s) in which they enroll. Each AP exam costs \$86. Fee reductions may be available for students eligible for the Free and Reduced Lunch program.

Students are advised to research the AP credit policy of instructions in which they are interested in applying. Policies may be found at the College Board website www.collegeboard.com/ap/creditpolicy.

Students are not exempt from exams in AP courses because of the courses' college format. Completion of the AP exam does not exempt students from that course's final semester examination. In addition, students enrolled in AP courses must also take the End-of-course/Gateway test(s) for the applicable subject(s).

If students so desire, they may take an Advanced Placement course in addition to the required course for graduation. For example, AP U.S. History may be taken even if U.S. History has been completed. In this case, A.P. U.S. History satisfies an elective credit.

PROMOTION/RETENTION

Grade placement and promotion in grades 9-12 are based upon the accumulation of Carnegie units. Principals and staff must ensure that students' annual schedules contain the required coursework to meet graduation requirements.

To be classified as a 10th grader, a student must have earned a minimum of five (5) units of credit, one of which must be English I.

To be classified as an 11th grader, a student must have earned a minimum of ten (10) units of credit, two of which must be English I and II or two credits from the ESL Program.

To be classified as a 12th grader, a student must have earned a minimum of fifteen (15) units of credit, three of which must be English, I, II, III, or two credits of ESL plus English I, II, or III and must be able to complete the required units of credit necessary for graduation during the regular school year.

Comment: The policy does not require English as gatekeeper courses.

GRADE POINT AVERAGE & CLASS RANK

The grade point average (GPA) is computed for each senior by using the semester grades earned in grades 9 through 12.

Each semester letter grade receives a numerical value as shown on the Quality Points Scale. These values are then added together and divided by the total number of grades used.

Quality Points Scale

| Level | A=93-100 | B=85-92 | C=75-84 | D=70-74 | F=69-0 |
|--------------|----------|---------|---------|---------|--------|
| Standard (4) | 4 | 3 | 2 | 1 | 0 |
| Honors (6) | 5 | 4 | 3 | 1 | 0 |
| AP (8) | 6 | 5 | 4 | 1 | 0 |

The MCS weighted GPA based on the Quality Point Scale is used for determining class rank. The unweighted GPA and the State of Tennessee Uniform Grading System weighted GPA (Hope/Lottery Scholarship GPA) are not used for determining class rank. (For GPA calculations see policy 4.600 Grading System.)

The procedure to be utilized in calculating a student's grade point average and resulting class rank is as follows:

1. Fifteen (15) units at the beginning of a senior year will be required for calculating grade point average and determining class rank for honors. Every student in the class who is eligible to receive a regular diploma or who is eligible to graduate with honors is included in determining class rank. Only students who have completed all graduation requirements at the time of graduation can be recognized as valedictorian or salutatorian.
2. The grade point average (GPA) is determined at the end of the first semester of the senior year. Each semester grade for grades 9 through 11 and the first semester grades for grade 12 will be counted for all subjects. For semester courses of more than 1/2 unit 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) Bs. A semester technical course for 1 1/2 units with a grade of A would be counted as three (3) A's.)

3. Grades 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.
4. The student with the highest grade point average is ranked first in the class; the student with the next highest grade point average is second, etc. If two or more students have the same grade point 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/hers. For example, if three pupils 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.
5. Rank in class, or at least approximate rank, is made at the end of the junior year by those secondary schools that have pupils applying for admission to colleges granting tentative admission upon completion of three years of secondary school work.

COURSE LOAD

All students in grade nine (9) through twelve (12) shall be enrolled each semester in subjects that will produce the minimum of five (5) units of credit for graduation per year. Hardship or gifted cases may be appealed by the student to the Superintendent with further appeal to the Board.

ADDING A COURSE

If in the opinion of the principal, counselor, and teacher(s), a student is capable of enrolling in additional course work, a student may enroll in an additional course during the first ten (10) days of the semester. After that time, because of the expected class activity and related experiences, it becomes impractical for a student to begin a new course. Students who fall below the 5 credits required for semester enrollment will be allowed to add a course after the first 10 days of the semester.

DROPPING A COURSE

If in the opinion of the principal, counselor, and teacher(s) 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.

SUMMER PROGRAM COURSES

If a student remains in the course through the first summer program reporting period and receives a grade on the Report to Families, then that course is to be recorded on the student's cumulative record.

DRIVER EDUCATION COURSES

If a student enrolls in a Driver Education course and obtains a certificate of completion, then the course is to be recorded on the student's cumulative record regardless of whether the course was taken during the tuition program or during the regular school day program.

Every decision made for a student with a disability must be made on the basis of that student's needs. A current IEP must be written for each student with a disability prior to the beginning of each school year. The IEP enables parents and school personnel to jointly make decisions 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 that adversely affects educational performance.
- The IEP meeting serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to jointly decide what the student's needs are, what services will be provided to meet those needs, and what the anticipated outcomes may be.
- The IEP process provides an opportunity for resolving any differences between the parents and the school concerning a student's 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 MCS 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; and
- Whenever a member of the IEP Team expresses concern over the attainment of the student's goals in the IEP.

Composition of IEP Team

An IEP Team for each student with a disability includes:

- One or both of the student's **parents**;
- At least one **regular education teacher** of the student if the student is, or may be, participating in the regular education environment;

- 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; and
- The **student**, when appropriate.

Current Performance Areas

The 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. Nonacademic areas include physical education, art, music, computer, library, vocational, and consumer education, as well as meals, recess periods, athletics, clubs, and recreational activities. Modifications

The IEP must include any modifications of the student's program that are necessary for him/her to participate effectively. This includes modifications of the regular education program. Such modifications may include specially designed curricula, instructional methodologies, unusual staffing patterns, special materials, special equipment, physical site adaptations/ modifications, and/or classroom organiza-

tion 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 intermediate objectives for students with disabilities. Schedules and criteria for attainment of the intermediate objectives must 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 must be determined in conjunction with the modifications, criteria, and accommodations that are dictated by the IEP.

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, transition certificate or IEP certificate, provided all requirements have been met. Students must enroll in specified classes determined by the IEP Team recommendations and as dictated by the IEP. 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. If a student should drop an elective course after that course has appeared on the report card, that course and failing grade will be recorded on the student's permanent record, unless the IEP Team recommended and documented this action on the IEP.

LENGTH OF SCHOOL DAY

Schools shall operate at least 6 hours and 45 minutes a day.

Students who have met the requirements for high school graduation and received a diploma may not enroll for further courses in the regular day program of Memphis City Schools.

SCHOOL ASSIGNMENT

Except in cases in which transfers have been granted by the Office of Student Enrollment and Records or the Division of Optional Schools, students are assigned to schools according to the home address of their parent(s) or legal guardian. The address used for registration should be that of the parent(s) or legal guardian. The school is required to serve the address of the parent(s) or legal guardian.

In cases of divorce, only the address of the parent having legal custody may be used for registration. Specific proof of address may be requested at any time.

OPTIONAL SCHOOLS

The Memphis City 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-three (43) schools throughout Memphis 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, travel and tourism, engineering, technology and careers, health sciences, creative and performing arts, international studies, Montessori, enriched academics, Dual Language Immersion, Developing Masterful mathematical Minds (DM3) Environmental Science, International Baccalaureate, Media Arts and Public Service (MAPS), Public Service and Communication Arts and Science, Technology, Engineering and Mathematics (STEM).

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 to city residents and accessible to all parts of the city. Some students from outside the city and even from out-of-state pay tuition to attend optional schools. This depends upon space availability with first priority going to qualified city residents.

REGISTRATION

Registration is held in the spring for rising 9th, 10th, 11th, and 12th grade students. The work sheet in this guide will help in planning next year's courses, as well as completing a four-year program of studies if the student has not already done so. **Courses listed in this guide will be included in the curriculum for the current school year dependent upon sufficient enrollment and availability of staff.**

SECONDARY SUMMER PROGRAMS

Courses offered will be dependent on state regulations, enrollment numbers, teacher certification/availability, space, and funding.

Repeating a Course

The extended year program is for MCS students who failed a school-year course with a minimum of 50-69 as a final grade. These students will use a computer-based software to complete tutorials, practice tests and mastery tests. Each student must complete the entire program with a minimum of 80% mastery test level.

Eligible participants must currently be a 9th –12th grade student in Memphis City Schools who failed a credit course during the regular school year. Students in grades 9-11 are eligible to take a maximum of one credit. Seniors and graduating 11th graders may take a maximum of two credits.

Credit Requirements: maintain a notebook, attend classes, pass mastery tests within three (3) attempts or less, follow all MCS and individual school rules, and by the end of the program, complete all mastery tests with a minimum level of 80%. Students are only required to take the semester(s) failed.

Tuition: Free

Transportation: Parents' responsibility

New Course Work

New course work will be offered to 11th or 12th grade Memphis City Schools students, provided that the students have maintained a cumulative grade point average of 2.0 or above and need a course to maintain normal progress toward graduation. The student must have a written recommendation from the principal of the school regularly attended, and an Intent to Graduate form on file with the Summer School Office (ROOM 132, Board of Education).

Eligible participants: must currently be a Memphis City Schools 11th or 12th grade student who needs from one-half to two credits new course to meet graduation requirements.

Tuition: TBA

Transportation: Parents' responsibility

New Coursework Attendance/Credit

A student must be present for a minimum of 133 hours and earn a passing grade in order to receive credit for a one (1) credit course. A student must be present for a minimum of 66.5 hours and earn a passing grade in order to receive credit for a one-half (1/2) credit course.

Behavior

All policies, rules and regulations, and the Student Code of Conduct that apply during the regular program are maintained and followed during the summer programs.

Graduation

A Memphis City Schools' student who completes all the requirements for a high school diploma through the district's summer promotional program may participate in a system-wide graduation ceremony. The actual diploma must be issued from the student's regularly assigned school.

EXTRACURRICULAR ACTIVITIES AND INTERSCHOLASTIC ATHLETICS

Student extracurricular activities and athletics are an integral part of school life and are used as a means of developing wholesome attitudes and good human relations, as well as knowledge and skills. Extracurricular activities are school or system-sponsored activities that ordinarily occur outside the school day, are voluntary, and are not part of the teacher's instructional plan. MCS considers participation in athletics and extracurricular activities a privilege afforded to students by the district. Students shall be subject to disciplinary action in the sport or activity up to and including dismissal from participation in the sport or extracurricular activity for negative or inappropriate behavior at anytime during a calendar year. Students desiring to participate in extracurricular activities must meet the following criteria each semester:

- Passing grades in at least five (5) units for the previous semester/year (for athletes) in which the student is enrolled, or the equivalent thereof.
- Geographic/school assignment requirements; and
- Requirements outlined in MCS Policy and Administration Rules and Regulations on Extracurricular Activities, #4300 and Interscholastic Athletics, #4301.

Student eligibility to participate in extracurricular activities will be monitored and determined on a semester basis, except where governed otherwise by the Memphis Interscholastic Athletic Association (MIAA) and the Tennessee Secondary School Athletic Association (TSSAA). The eligibility of students with disabilities will be based on the students' performance in meeting the requirements established by the Individualized Educational Program (IEP).

ACADEMIC POLICY RELATED TO ATHLETICS AND EXTRACURRICULAR ACTIVITIES WITH EXTENSIVE PARTICIPATION

Sponsors of extracurricular activities and athletic personnel at each school shall review the report card grades of students participating in the designated sport or activity every reporting period. Students are responsible for submitting their grades to the coach/sponsor each reporting period. If a student makes less than a C in any core course during the first six weeks, during the reporting period prior to beginning an extracurricular activity, or during subsequent reporting period, the student must be referred to an academic intervention program at the school to help the student improve his/her grade in the course. A student must remain in their academic intervention program as long as his/her grade is less than a C in any core course. A student who improves his/her grade to a C or above in any core

course will not be required to continue in the intervention program. A student who fails all or the majority of his/her courses at the end of the fall semester will be ineligible to continue participating in the athletic activity in the second semester.

For additional information, please visit the MIAA web site: www.mcsk12.net, under “Parents” or “Students” (choose): Memphis Interscholastic Athletic Association (then choose) Rules & Regulations; (then choose): MIAA Guide For Student Athletes and Parents.

A student who has not made normal progress toward graduation as defined by Board Policy and the Memphis City Schools Administrative Guidelines will be ineligible for participation in extracurricular activities until such time as sufficient credits have been earned that would allow a student to meet this requirement. Determination of eligibility of any student with disabilities whose condition significantly interferes with his/her ability to meet academic standards for participation in any extracurricular activity shall be based on the student’s performance in meeting the requirements of his/her Individualized Education Program.

COLLEGIATE ACADEMIC REQUIREMENTS FOR STUDENT ATHLETES

Academic-Eligibility Requirements

DIVISION I

Uses a sliding scale based on Core GPA, and ACT/SAT scores

16 Core Courses:

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

| NCAA DIVISION 1 SLIDING SCALE | | |
|---|-----------------|-----|
| New Core GPA / Test Score Sliding Scale | | |
| Core GPA | SAT | ACT |
| | (Sum of scores) | |
| 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 |

| NCAA DIVISION 1 SLIDING SCALE | | |
|---|-----------------|-----|
| New Core GPA / Test Score Sliding Scale | | |
| Core GPA | SAT | ACT |
| | (Sum of scores) | |
| 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 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 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 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

*ACT/SAT scores must be reported to the eligibility center directly from the testing agency. When registering for the ACT/SAT, input the eligibility center code of 9999 to make sure the score is reported directly to the eligibility center.

DIVISION II

Division II has no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.

14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

Check your high school's list of approved core courses at the clearinghouse Web site at www.ncaaclearinghouse.net or ask your high school counselor.

Grade-Point Average

How Your Core-Course Grade-Point Average Is Calculated

The clearinghouse will calculate the grade-point average of your core courses on a 4.000 scale. The best grades from your NCAA core courses will be used. Grades from additional core courses you took will be used only if they improve your grade-point average.

The clearinghouse will assign the following values to each letter grade:

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

DIVISION III

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

****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.

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 Memphis City 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.

End-of-course examinations count 20% of the student's grade in the semester taken for school years 2009-2010 and 2010-2011 and count 25% of the student's grade each year thereafter. Before the first administration of the End-of-course tests the State Board of Education will develop and approve a schedule to allow for phasing up to the 25% weight for the test grade. Student 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.

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 vocabu-

lary 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

Course Code No. 003001

Honors Course Code No. 603001

Grade 9 (required) 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 expression in speaking, writing and representing and for comprehension in listening, reading and viewing a variety of texts. Vocabulary, thinking and grammar instruction support these processes. Authentic performances such as reading charts, maps and graphs, completing job applications and reading for pleasure are stressed. Literature involves students in a survey of multiple genres such as the short story, poetry, essay, drama, autobiography, biography and novel.

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

Course Code No. 003002

Honors Course Code No. 603002

Grade 10 (required) one credit
one year

Prerequisite(s): English I (Grade 9)

English II is a course designed to continue the study, review and maintenance of basic literacy skills in reading and composition. The greater part of grammar and vocabulary instruction is based upon individual weaknesses evidenced through writing and discussion. Extensive emphasis is devoted to the ongoing study of the writing process, beginning with experience-based writing and moving into formal compositions that include content reports and mini research papers. Literature involves students in a reflective examination of such genres as the short story, poetry, essay, drama, autobiography, biography, and novel.

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

Course Code No. 003003

Honors Course Code No. 603003

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 weaknesses evidenced through writing and discussion. A chronological approach is emphasized in the survey of American literature. Thematic studies can be utilized with various units for comparative purposes. The literature study includes theme, style, genre, literary analysis, research and techniques of writing clearly and concisely.

Students who are classified as juniors (11th grade) are required to take the Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment. The TCAP writing Assessment is administered during the month of February. The Writing Assessment is not course specific. Any student assigned to an 11th grade homeroom must take the Writing Assessment.

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

Course Code No. 803013

Grade 11 or at principal's discretion

one credit

one year

Prerequisite(s): 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.

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

This course may be taken in lieu of English III for graduation.

English IV

Course Code No. 003005

Honors Course Code No. 603005

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. An additional aim is to cultivate and nurture an appreciation of literature. In English IV the focus is on British literature, with an emphasis on examining literary works within their historical and cultural contexts.

Advanced Placement (AP) English Literature and Composition

Course Code No. 803014

Grade 12

one credit

one year

Prerequisite(s): English III (Grade 11)

The AP English Literature and Composition course engages 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 required to take the course's AP exam.

This course may be taken in lieu of English IV for graduation.

African-American Literature

Course Code No. 073099

Grade(s) 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-1800's 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

Course Code No. 013008

Grade(s) 10-12 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

Course Code No. 013015

Grade(s) 9-12 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

Course Code No. 003012

Grade(s) 9-12 one credit
one year

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

Course Code No. 213099

Honors Course Code No. 243099

Grade(s) 10-12 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

Course Code No. 163099

Grade(s) 10-12 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) Pilot Program

Grade 9 Course Code No. 453099

Grade 10 Course Code No. 463099

Grade 11 Course Code No. 473099

Grade 12 Course Code No. 983099

Grade(s) 9-12 one credit
one year

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-Pilot Program)
Course Code No. 913099

Grade 9

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.

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 Language Learners (ELL). ELL 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 ELL 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. 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.

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 yearly grade will be calculated by counting the teacher's assigned grade for the course 75% and counting the End-of-course test grade 25%. Before the first administration of the End-of-course tests the State Board of Education will develop and approve a schedule to allow for phasing up to the 25% weight for the test 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.

ESL I (Low Beginning)

Course Code No. 103075

Grade(s) 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 ELL 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)

Course Code No. 113075

Grade(s) 9-12

one credit
one year

Prerequisite(s): Performance Indicators for ESL I
(Low 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 ELL 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 (Low Intermediate)

Course Code No. 203075

Grade(s) 9-12

one credit
one year

Prerequisite(s): Performance Indicators for ESL I & II
(Low 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 ELL 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)

Course Code No. 213075

Grade(s) 9-12

one credit
one year

Prerequisite(s): Performance Indicators for ESL III
(Low 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 ELL 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)

Course Code No. 303075

Grade(s) 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 ELL 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)

Course Code No. 973075/983075

Grade(s) 9-12

one credit
one year

Prerequisite(s): Performance Indicators for ESL V (Advanced)

This course is designed to provide English language instruction for ELL 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 Civics

Course Code No. 903499

Grade(s) 9-12

one credit
one year

Prerequisite(s): Enrollment in ESL I, ESL II or ESL III

ESL teaching techniques are utilized to enable ELL 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 Civics 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 district's mathematics courses is outlined in the Memphis City 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 MCS mathematics program that is designed to prepare all students for post secondary success. Based upon the Tennessee Mathematics Curriculum Framework, the MCS mathematics curriculum includes the new Mathematics Standards for Tennessee which are aligned with the National Council of Teachers of Mathematics Curriculum Focal Points for Pre-kindergarten through Grade 8 Mathematics and the Principals and Standards for School Mathematics, American Diploma Project Benchmarks, National Association for the Educational Progress standards, and ACT Standards.

The content and instruction in all MCS 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 proficiency with basic skills 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 2009-2010, 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. Students must be enrolled in a mathematics course each school year. 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 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 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.

End-of-course examinations will be given in Algebra I, Geometry, and Algebra II. Further, 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 T.C.A. §49-1-302 (2). End-of-course examinations count 20% of the student's grade in the semester taken for school years 2009-2010 and 2010-2011 and count 25% of the student's grade each year thereafter.

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.

Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade 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 add to 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.

Note that students who meet TCAP Mathematics Achievement Test, Prealgebra 7, and principal recommendation criteria may take Algebra I as eighth (8th) graders and, if successful, earn the Algebra I credit required for high school graduation.

Students must still be enrolled in a mathematics course every year in grades 9 through 12. Therefore, eighth grade students, if successful, will have five (5) credits in mathematics upon graduation.

All Memphis City Schools seventh (7th) and eighth (8th) grade mathematics students, other than 8th grade Algebra I students, must be enrolled in Pre-algebra courses.

Algebra I – Grade 8

Course Code No. 083102

Honors Course Code No. 683102

Algebra I – Grades 9-12

Course Code No. 003102

Honors Course Code No. 603102

Grade(s) 8-12 one credit
one year

Prerequisite(s): Grade 8: See criteria for Algebra I – Grade 8;
Grades 9-12: Pre-algebra 8

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. Students entering the ninth grade in 2001-2002 or thereafter must also pass the Tennessee Gateway Mathematics (Algebra I) Test as part of the requirements to earn a Regular or Honors diploma. Most college and university admission requirements include Algebra I. Algebra I students will be involved in solving problems that arise from real-world settings and contexts and using the language of algebra to find and interpret solutions. Development of conceptual understanding of proportionality, multiple representations, variables, equality and inequality, functions and dependency, and data analysis are all included in the instruction of Algebra I. For deepening understanding and mathematical thinking and for giving students greater opportunities for success on the Gateway Mathematics – Algebra I Exam, graphing calculators are essential to the teaching and learning of Algebra I. Students enrolled in Algebra I are required to take the Algebra I End-of-course/Gateway test, which counts as 15% of the semester grade in the semester in which the test is administered.

Note that 5 new Gateway Mathematics Performance Indicators will begin to be tested in the 2005-06 school year.

Criteria for Algebra I – Grade 8

- A "B" average (85-92) in 7th grade Pre-Algebra
- A score of ADVANCED on the most recent math subtest(s) of the 7th grade state assessment
- Principal Discretion: The final decision for placement in 8th grade Algebra I is that of the school principal. This placement is conditional upon the student's satisfactory progress during the first grading period. If a student does not show sufficient progress with interventions during that time he or she will be placed in 8th grade Pre-Algebra.

All 8th grade Algebra I parents should be informed of the high-stakes Gateway Mathematics test included at the end of the course and the prerequisite of proficiency on the Gateway Mathematics test in meeting graduation requirements.

graphing of functions and rote use of formulas receive decreased attention. Trigonometry content is an integral part of this course.

Pre-Calculus should provide engaging and challenging opportunities for students to work together to investigate and model real-world problems and to become prepared for calculus and other college-level courses.

Calculus

Course Code No. 013113
Honors Course Code No. 613113

Grade 12 one credit
one year

Prerequisite(s): Algebra I, Algebra II, Geometry,
Advanced Algebra/ Trigonometry and/or Pre-Calculus

Calculus is a course designed to prepare students for success in college calculus courses. A study of functions and of the development of calculus concepts, methods, and applications is included in this course. Graphing calculator technology is used regularly by students and teachers to reinforce the relationships among different representations of functions, to confirm written work, to implement explorations, and to assist in interpreting results. Content covered in calculus includes functions, graphs, and limits; asymptotic and unbounded behavior; continuity; derivatives; integrals; and anti-differentiation.

Advanced Placement (AP) Calculus AB

Course Code No. 803127
Lab Course Code No. 813127

Grade 12 one credit
one year

Prerequisite(s): Algebra I, Algebra II, Geometry,
Advanced Algebra/ Trigonometry and/or Pre-Calculus

AP Calculus AB is a full year of academic work that is comparable to college and university calculus courses.

Before enrolling in AP Calculus AB, students should be familiar with the properties, language, and graphs of functions, particularly those that are linear, polynomial, rational, exponential, logarithmic, and trigonometric. The scope of AP Calculus AB includes the study of derivatives, integrals, differential equations, limits, approximations, slope fields, applications, and modeling. These topics are developed using the functions described in the Prerequisite(s). Note: All students enrolled in an AP course are required to take the course's AP exam.

Advanced Placement (AP) Calculus BC

Course Code No. 803128

Grade 12 one credit
one year

Prerequisite(s): Algebra I, Algebra II, Geometry,
Advanced Algebra/ Trigonometry and/or Pre-Calculus

AP Calculus BC is a full year of academic work that is comparable to college and university calculus courses. The content of AP Calculus BC is designed to qualify the successful student with placement and credit one college course beyond that granted for AP Calculus AB.

AP Calculus BC is primarily concerned with developing an understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach with concepts, results, and problems being expressed in multiple ways; geometrically, numerically, analytically, and verbally. Graphing calculators are required for parts of the AP Examination and, consequently, are used frequently by students and teachers. Note: All students enrolled in an AP course are required to take the course's AP exam.

Introduction to College Mathematics

Course Code No. 013199
Honors Course Code No. 063199

Grade 12 one credit
one year

Prerequisite(s): Algebra I, Algebra II, Geometry,
Advanced Algebra/ Trigonometry and/or Pre-Calculus

Secondary mathematics students in the five-year mathematics program who do not choose to enroll in a calculus class may take Introduction to College Mathematics. The major emphasis of the Introduction to College Mathematics is on extending understanding of the concepts of algebra, geometry, and trigonometry. Course content also includes statistics, data analysis, and an introduction to calculus. Students will work with graphing calculator technology as they strengthen their readiness for the rigors of college mathematics courses.

Statistics

Course Code No. 003136
Honors Course Code No. 603136

Grade(s) 11-12 one credit
one year

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

Statistics provides fourth-year mathematics students, who do not enroll in Pre-calculus, with an advanced mathematics course that focuses on the study of representing, describing, and analyzing data. Statistical experiments to develop an un-

Understanding of bias in sampling, the Law of Large Numbers, the probability of independent events, and conditional probability are included in this course. Students will design and conduct their own statistical experiments and interpret and communicate the outcomes. Instruction in Statistics consolidates and extends methods of exploratory data analysis developed in prior mathematics courses.

Advanced Placement (AP) Statistics

Course Code No. 803129

Grade(s) 11-12 one credit
one year

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

Advanced Placement 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 are exposed to four broad conceptual themes: 1. Exploring Data: Observing patterns and departures from patterns, 2. Planning a Study: Deciding what and how to measure, 3. Anticipating Patterns: Producing models using probability theory and simulation, and 4. Statistical Inference: Confirming models. Note: All students enrolled in an AP course are required to take the course's AP exam.

Advanced Algebra and Trigonometry

Course Code No. 103124

Honors Course Code No. 643124

Grade(s) 11-12 one credit
one year

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

Advanced Algebra and Trigonometry is designed for those students who have successfully completed three years of upper level mathematics but do not seek to pursue secondary Pre-Calculus and Calculus credit. Advanced Algebra and Trigonometry provides a greater number of students with the opportunity to study higher levels of mathematics for four years and to become better prepared for college entrance examinations (ACT and SAT) or the modern workplace. Instruction emphasizes the use of technology as a tool for completing collaborative investigations of real-world problems and solutions. Major content strands include functions, matrices, and trigonometric applications.

Technical Geometry

Course Code No.

one credit
one year

Technical Geometry incorporates the same core geometric concepts required in a standard geometry course but includes additional topics that focus on career and technical applications. These concepts will be taught using practical applications in a contextual style of teaching, including labs and projects. The structure of the course will include teaching groups of skills and concepts followed by their incorporation in a real world application and setting. The concepts and topics emphasized in the course include measurement, geometric patterns, coordinate geometry, two- and three-dimensional figures, transformational geometry, congruence, similarity, inductive and deductive reasoning, logic and proof.

Bridge Mathematics

Course Code No.

Grade 12 one credit
one year

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

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.

The description TBD

SCIENCE

Physical Science, Biology, Chemistry, Physics, 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 required 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. Advanced Placement Biology, Chemistry, or Physics is generally taken in 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. One of these three courses must be Biology, Chemistry or Physics. The MCS recommended sequence of courses satisfy TBR and UT requirements.

Students entering the 9th grade in the fall of 2009-2010 and thereafter must take all three End-of-course Tests – Algebra I, Language Arts – English II, Science – Biology I 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. All students enrolled in Algebra I, English II, and Biology I will be required to take the End-of-course Test regardless of the date that they entered high school. End-of-course examinations count 20% of the student’s grade in the semester taken for school years 2009-2010 and 2010-2011 and count 25% of the student’s grade each year thereafter.

Physical Science

Grades 9-12 Course Code No. 003202

Grade 8 Course Code No. 083202

Honors Grades 9-12 Course Code No. 603202

Honors Grade 8 Course Code No. 683202

Grade(s) 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 sub-test(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 is taken at the eighth grade level, it may be applicable as one of the units of credit required for graduation, providing students meet the criteria for such credit.

Biology I

Course Code No. 003210

Honors Course Code No. 603210

Grade(s) 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 20% of the semester grade in the semester in which the test is administered. Passing the Biology I End-of-course Test is one of the requirements to earn a Regular or Honors diploma.

Chemistry I

Course Code No. 003221

Honors Course Code No. 603221

Grade(s) 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.

Physics

Course Code No. 003231
Honors Course Code No. 603231

Grade(s) 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,
- Heat,
- Sound and Light,
- Electromagnetism, and
- Nuclear Changes.

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.

Conceptual Physics

Course Code No.
Honors Course Code No.

Grade(s) 9-12 one credit
one year

Prerequisite(s): Algebra I

Conceptual Physics is an approach to physics that stimulates higher-level cognitive skills and encourages seeing physics everywhere. It maximizes the use of personal experience in the everyday world and uses everyday language. Through a balance of classroom activities and laboratory experiences, students will explore the following:

- Mechanics
- Thermodynamics
- Waves and Optics

- Electricity and Magnetism
- Nuclear Science

The goal 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.

Advanced Placement (AP) Biology

Course Code No. 803217
Lab Course Code No. 873217

Grade(s) 11-12 one credit
one year

Prerequisites: Biology I and Chemistry I

Advanced Placement Biology aims to provide 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 required to take the course's AP exam.

Advanced Placement (AP) Chemistry

Course Code No. 803225
Lab Course Code No. 873225

Grade(s) 11-12 one credit
one year

Prerequisites: Chemistry I, Algebra I, Algebra II

Advanced Placement Chemistry is designed to be taken after the successful completion of a first course in high school chemistry, in addition, the recommended 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 required to take the course's AP exam.

Advanced Placement (AP) Physics B

Course Code No. 803233

Grade(s) 11-12 one credit
one year

Prerequisites: Physics, Algebra I, Algebra II

Advanced Placement Physics B includes topics in both classical and modern physics. A 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 required to take the course's AP exam.

Advanced Placement (AP) Physics C

Course Code No. 803234

Grade(s) 11-12 one credit
one year

Prerequisites: Physics, Algebra I, Algebra II

Advanced Placement Physics C provides instruction in the following six content areas: Newton's laws of motion, energy, work and power; systems of particles; circular motion and rotation; and oscillations and gravitation. Note: All students enrolled in an AP course are required to take the course's AP exam.

Anatomy and Physiology

Course Code No. 003251

Honors Course Code No. 603251

Grade(s) 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, and
- Reproduction, Growth, and Development.

Environmental Science

Course Code No. 003260

Honors Course Code No. 603260

Grade(s) 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, and
- 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

Course Code No. 803236

Grade(s) 11-12 one credit
one year

Prerequisite(s): Biology, Chemistry, 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 required to take the course's AP exam.

Independent Science Research Seminar

Course Code No. 003295

Honors Course Code No. 603295

Grade(s) 11-12

one credit
one year

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

Course Code No. 183299

Grade 10

one credit
one year

Prerequisite(s): Approval of Astronomy Instructor

Astronomy I (1) is the first year of a three-year internship program with the Craigmont High School Planetarium. An interdisciplinary approach to astronomy and space science concepts shows the relationship of these fields to the rest of the school curriculum.

Astronomy II

Course Code No. 243299

Grade 11

one credit
one year

Prerequisite(s): Astronomy I

Astronomy II (2) is the second year of a three-year internship program with the Craigmont High School planetarium. Students learn to operate and maintain audio visual hardware such as the planetarium instruments, console, sound system and automation system; 35mm cameras; slide and motion picture projectors; tape recorders; and special effects equipment and software such as slides, cassette and reel tapes to assist in the production of educational programs which illustrate astronomy concepts.

Astronomy III

Course Code No. 303299

Grade 12

one credit
one year

Prerequisite(s): Astronomy II

Astronomy III (3) is the third year of a three-year internship program with the Craigmont High School Planetarium. Students publish a bi-monthly newsletter and produce their own original planetarium education programs. Activities include script writing, photography, slide mounting and masking, music selection and synchronization with narration, fabrication and installation of special effects, automation and performance of the program.

Geology

Course Code No. 003205

Grade(s) 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.

SOCIAL STUDIES

The social studies courses in grades 7-12 provide a comprehensive program that seeks to develop knowledge, attitudes, and skills that enable students to understand how groups and institutions influence the lives of individuals and give society its stability and order. The program incorporates practice in reflective inquiry, problem analysis, and decision-making to enable students to develop a commitment to democracy, to become humane, rational citizens in a global context. Courses utilize the four process standards: Communication, data analysis, historical awareness, and acquiring information and the six content standards: Culture, economics, geography, government and civics history, and individuals, groups, and interactions for instructional purposes.

A total of three (3) units of credits in Social Studies is required for graduation. One (1) unit of credit in United States History, one-half (1/2) unit of credit in Economics, and one-half (1/2) unit of credit in United States Government are required for graduation. In addition, Tennessee universities and colleges require one (1) unit of World History or World Geography for entry.

One-half (1/2) unit of credit for Personal Finance is also required for graduation.

African American History

Course Code: 023442

Grade(s) 11-12

one-half credit
one semester

Prerequisite(s): None

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students will discover how African Americans have always been an integral part of the American experience. African Americans have also been a viable force unto themselves with their own experiences, culture, and innovations. Through this course, students will discover the rich history of African Americans and how this history is understood in the broader context of the United States' history.

(b) intellectual and cultural, and (c) sociological and economic. Note: All students enrolled in an AP course are required to take the course's AP exam.

Economics

Course Code No. 013431

Honors Course Code No. 613431

Grade(s) 11-12 (required) one-half credit
one semester

Prerequisite(s): None

The economic system of the United States is compared with other economic systems with emphasis on how each determines what is to be produced, who will produce goods and services and how much of each, and how goods and services will be distributed. The law of supply and demand – its effects on wages, surplus, production, consumption and distribution – is explored. The role of finance in securing and managing capital, as well as the role of government in regulating business, is examined. Students are guided in a study of career opportunities and choices.

The graduation requirement of ½ 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).

Advanced Placement (AP) Microeconomics

Course Code: 803443

Grade(s) 11-12 One credit
one year

Prerequisite(s): None

Advanced Placement (AP) Macroeconomics is designed to give the student a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Note: All students enrolled in an AP course are required to take the course's AP exam.

Advanced Placement (AP) Macroeconomics

Course Code: 803444

Grade(s) 11-12 One credit
one year

Prerequisite(s): None

Advanced Placement (AP) Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It in-

roduces concepts such as scarcity and opportunity costs. It explores concepts such as comparative advantage, functions of an economic system, and how the system of supply and demand is used to analyze the workings of a free market economy. It will also introduce the concept of a business cycle to give students an overview of economic fluctuations and to highlight the dynamics of unemployment, inflation, and economic growth. Note: All students enrolled in an AP course are required to take the course's AP exam.

Personal Finance

Course Code No. 013496

Grade(s) 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 for graduation.

Junior Achievement Economics

Course Code No. 073431

Grade 11 one-half credit
one semester

Prerequisite(s): None

Junior Achievement Economics is offered in conjunction with Junior Achievement and area businesses. It is approved by the Tennessee State Department of Education in lieu of the one-half unit of Economics required for graduation. Junior Achievement Economics is a laboratory-based course, which requires students to participate in the major phases of corporate operations by forming their own companies. Case studies reinforce concepts learned, as do computer-generated simulations. One day a week, consultants from sponsoring businesses share their expertise in the operation of a business. Students participate in the economics process as consumers, workers, managers, and observers.

United States Government

Course Code No. 013407

Honors Course Code No. 613407

Grade(s) 11-12 one-half credit
one semester

Prerequisite(s): None

In United States Government, students explore the historical and philosophical background upon which the United States Government is founded. Emphasis is placed upon the three branches of government and their functions. Current problems resulting from government policies and decisions from the past are analyzed.

This course is required for graduation. Students who have completed AJROTC at the third level (AJROTC III) can substitute this course to meet the one-half (1/2) unit of credit required in United States Government. Students who complete the course American Business/Legal Systems may also receive 1/2 unit of credit in United States Government.

This course is required for graduation.

Advanced Placement (AP) Government & Politics

Course Code: 803445

Grade(s) 11-12 one credit
one year

Prerequisite(s): None

Advanced Placement (AP) Government and Politics is a one-year, college preparatory course offered at the high school level. Its purpose is to provide the student with a learning experience equivalent to that obtained in most college introductory U. S. government and political courses. The course will require the understanding of facts, concepts, and theories pertaining to U.S. government and politics. The student will also be required to understand and justify patterns, structures, procedures, and behaviors and their consequences in government and politics. This understanding and justification will come from the analysis and interpretation of data relevant to U. S. government and politics. Note: All students enrolled in an AP course are required to take the course's AP exam.

Comparative Government

Course No. 213407

Honors Course Code No. 243407

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): Admission to Optional International Studies Program

Comparative Government provides an overview of American

government, and an introduction and analysis of other most widely practiced forms of government such as socialism, communism, constitutional monarchy, etc. Content focus will be placed on countries representative of these governmental forms and the influence these governments have on the social and economic well being of the citizenry.

The course is part of the Optional International Studies Program offered at Craigmont High School.

United States History

Course Code No. 003405

Honors Course Code No. 603405

Grade(s) 11-12 one credit
one year

Prerequisite(s): None

This course provides a framework for understanding how events of the past relate to the present and future. The United States heritage, its strengths and weaknesses, its accomplishments and its failures are examined. Major emphasis is placed on the student understanding of his/her role in the larger society. This is accomplished through an in depth study extending from the backgrounds of the diverse groups that comprised the population on the continent to the challenges of today's society.

Students enrolled in U.S. History are required to take the U.S. History End-of-course test. End-of-course examinations count 20% of the student's grade in the semester taken for school years 2009-2010 and 2010-2011 and count 25% of the student's grade each year thereafter.

One credit of United States (U.S.) History is required for graduation from high school.

Advanced Placement (AP) United States History

Course Code No. 803440

Lab Course Code No. 833440

Grade(s) 11-12 one credit
one year

Prerequisite(s): None

Advanced Placement (AP) United States (U. S.) History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will also learn how to draw conclusions and present reasons and evidence clearly and persuasively in essay format. Note: All students enrolled in an AP course are required to take the course's AP exam.

Advanced Placement United States History can be substituted for the one unit in United States History to meet graduation requirements. In addition, students enrolled in AP U. S. History must also take the End-of-course test.

Humanities

Course Code No. 123499

Honors Course Code No. 153499

Grade(s) 11-12 one credit
one year

Prerequisite(s): None

Humanities 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.

Practical Law

Course Code No. 073499

Honors Course Code No. 103499

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): None

Practical Law, as a framework for teaching citizenship, is the organizing structure of the Practical Law Course. 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.

Psychology

Course Code No. 013433

Honors Course Code No. 613433

Grade(s) 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.

Advanced Placement Psychology

Course Code No. 803447

Grade(s) 11-12 one credit
one year

Prerequisite(s): None

Advanced Placement Psychology is a one (1) year elective college-level course in the science of individual behavior, offered to high school juniors and seniors. Students gain a broad knowledge of the discipline of psychology from historical and current perspectives and engage in challenging activities that involve inquiry and problem solving. Note: All students enrolled in an AP course are required to take the course's AP exam.

Sociology

Course Code No. 013432

Honors Course Code No. 613432

Grade(s) 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.

Contemporary Issues

Course Code No. 013435

Honors Course Code No. 613435

Grade(s) 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 that society. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues. Students will also be encouraged to think independently and appreciate the complexities and dilemmas of social/political issues. The course will utilize the six social studies standards of essential content knowledge and four process standards are integrated for instructional purposes.

COMPUTER TECHNOLOGY

The courses offered in Computer Technology may be used as electives to complete the twenty-four (24) units required for graduation. Many colleges require a unit in a computer-related course for entrance.

The primary objectives of the Computer Technology courses - particularly the programming courses - are to provide students with an opportunity to enhance logical thinking skills, develop problem-solving techniques, and learn how to integrate the use of technology with other areas of learning. Pre-programming courses in Interactive Multimedia are offered to introduce students to programming concepts through the use of animation. Several computer languages may be appropriate for teaching the programming courses: Visual Basic, C++, and Java. These languages are an integral part of computer science curricula in colleges and universities around the country.

Keyboarding

Course Code No. 013715

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): None

Students in this course will acquire touch-keyboarding skills to enter and manipulate text and data. Emphases will be on the development of techniques, entering and manipulating numeric data using the touch method on a 10-key keypad, identifying, comparing features of various keyboards to develop acceptable speed and accuracy levels.

Personal Computing

Course Code No. 013620 (Computer Technology)
Course Code No. 013720 (Business)

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): None

This course is designed to teach how to use the computer as a tool in learning and real-world applications. Content of the course includes: history of computing, computer terminology, future direction of computing, and extensive instruction in major computer applications (word processing, spreadsheets, data-bases, desktop publishing, presentation managers, and telecommunications). The function and utilization of the Internet as a communication and information resource tool is also emphasized.

Personal Computing

Course Code No. 003620 (Computer Technology)
Course Code No. 003720 (Business-Computer Literacy)

Grade(s) 9-12 one credit
one year

Prerequisite(s): None

This course is designed to improve student use and understanding of information age 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

Course Code No. 013722

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)

Course Code No. 613722

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 higher levels to become better prepared to take more advanced programming classes.

Programming II

Course Code No. 013723

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).

Programming II (Honors)

Course Code No. 613723

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

(formerly Data Structures and Language Organizations I)

Course Code No. 013625

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): Algebra I, Programming I & 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.

Advanced Programming I – Honors

(formerly Data Structures and Language Organizations I -

Honors)

Course Code No. 613625

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): Algebra I, Programming I & 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. The Honors class allows students to study at higher levels to become better prepared to take more advanced programming classes.

Advanced Programming II

(formerly Data Structures and Language Organizations II)

Course Code No. 023627

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): Data Structures and Language Organizations 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

(formerly Data Structures and
Language Organizations II-Honors)

Course Code No. 613627

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): Data Structures and Language Organizations 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 - A

Course Code No. 803635

Grade(s) 11-12 one credit
one year

Prerequisite(s): Algebra I, Data Structures and Language Organizations I & 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 required to take the course's AP exam.

Interactive Multimedia Presentations I **

Course Code No. 013639

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 I **

Course Code No.

Grade(s) 9-12 one credit
one year

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 **

Course Code No. 013640

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) **

Course Code No. 603640

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)

Course Code No. 803627

Grade(s) 11-12 One half high school credit
Three college credits
One semester

Prerequisite: Advance 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

Memphis City Schools' World Language Program offers the opportunity to study five modern foreign languages, French, German, Spanish, Russian, and Japanese, 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.

Students must complete two units of the same foreign language except in limited circumstances for students not planning to attend the university.

French I

Course Code No. 003041
Honors Course Code No. 603041

German I

Course Code No. 003051
Honors Course Code No. 603051

Spanish I

Course Code No. 003021
Honors Course Code No. 603021

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.

French II

Course Code No. 003042
Honors Course Code No. 603042

German II

Course Code No. 003052
Honors Course Code No. 603052

Spanish II

Course Code No. 003022
Honors Course Code No. 603022

Grade(s) 10-12 one credit
one year

Prerequisite(s): French I, German I, Spanish I, or a score of Novice High on a nationally recognized exam (STAMP or ACTFL OPI speaking and writing exam).

In the second year world language course, students continue to pursue the development of novice-level communication skills. 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.

French III

Course Code No. 003043
Honors Course Code No. 603043

German III

Course Code No. 003053
Honors Course Code No. 603053

Spanish III

Course Code No. 003023
Honors Course Code No. 603023

Grade(s) 11-12 one credit
one year

Prerequisite(s): French II, German II, Spanish II. Students may be admitted to third level courses with prior approval by the World Language Coordinator based on demonstrated proficiency as measured by a standardized assessment demonstrating proficiency at the novice high level in speaking and writing.

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.

Spanish for Business

Course Code No. 253099

Grade(s) 11-12

one credit
one year

Prerequisite(s): Spanish II

This course is designed to give the student a foundation in general business vocabulary, basic business culture concepts, and experience in oral and written communication in a business context. Emphasis is placed on understanding and using Spanish in practical business and work-related settings.

French IV

Course Code No. 003044

Honors Course Code No. 603044

Course Code No. 003054

Honors Course Code No. 603054

Spanish IV

Course Code No. 003024

Honors Course Code No. 603024

Grade 12

one credit
one year

Prerequisite(s): French III, German III, Spanish III or a score of Intermediate Mid on a nationally recognized exam (either STAMP or an ACTFL OPI speaking and writing exam).

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) French Language

Course Code No. 803045

Advanced Placement (AP) German Language

Course Code No. 803055

Advanced Placement (AP) Spanish Language

Course Code No. 803025

Grade 12

one credit
one year

Prerequisite(s): Level III preferred. Students may be admitted to AP language courses with the prior approval by the World Language Coordinator based on demonstrated proficiency as measured by a standardized assessment demonstrating profi-

ciency at the intermediate low 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 level a 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 required to take the course’s AP exam.

Latin I

Course Code No. 003031

Honors Course Code No. 603031

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

Course Code No. 003032

Honors Course Code No. 603032

Grade(s) 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

Course Code No. 003033

Honors Course Code No. 603033

Grade(s) 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

Course Code No. 003034
Honors Course Code No. 603034

Grade 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 - Vergil

Course Code No. 803035

Grade 12 one credit
one year

Prerequisite(s): Level II and prior approval of the instructor

The Advanced Placement Latin - Vergil course covers selected lines from Books 1-6 of Vergil's Aeneid, which are translated from Latin into English. In addition, all twelve books of the Aeneid are read and analyzed in English. Students perfect their ability to translate accurately from Latin to English and to sight-read, and continue to develop competency in Latin grammar and vocabulary. Understanding of the literary techniques of ancient authors and of Latin poetic meters are required for the rigorous stylistic analysis which is an integral part of this course. Note: All students enrolled in an AP course are required to take the course's AP exam.

Arabic I

Course Code No. TBA
Honors Course Code No. TBA

Grade(s) 9-12 one credit
one year

Prerequisite(s): None

In the first year course, students are introduced to the fundamentals of the Arabic language through the study of vocabulary, grammar, and reading and writing the Arabic alphabet. Emphasis is on developing novice-level communication skills. Students are exposed to the many cultures of the Arabic speaking world, its history and its physical and ethnic geography.

Russian I

Course Code No. 003061
Honors Course Code No. 603061

Grade(s) 9-12 one credit
one year

Prerequisite(s): None

In the first year course, students are introduced to the fundamentals of the Russian language through the study of vocabulary, grammar, and reading and writing the Cyrillic alphabet. Emphasis is on developing novice-level communication skills. Students are exposed to the many cultures of Russia, its history and its physical and ethnic geography.

Russian II

Course Code No. 003062
Honors Course Code No. 603062

Grade(s) 10-12 one credit
one year

Prerequisite(s): Russian I

In the second year course, students continue to develop novice-level communication skills. They begin to read excerpts from the works of principal Soviet authors and to develop writing skills. They continue to study the cultures, history, and geography of the former Soviet states.

Russian III

Course Code No. 003063
Honors Course Code No. 603063

Grade(s) 11-12 one credit
one year

Prerequisite(s): Russian II

In the third year course, students expand their knowledge of the Russian case and verb systems. Oral communication and listening comprehension are enhanced. Students continue to read the works of major Soviet authors, to produce original writing in Russian, and to expand their knowledge of Russian culture, geography, and history.

Russian IV

Course Code No. 003064
Honors Course Code No. 603064

Grade 12 one credit
one year

Prerequisite(s): Russian III

In the fourth year course, students participate in a comprehensive review of Russian grammar, with particular emphasis on irregular verb forms and the declension of nouns, pronouns and adjectives. Oral communication and listening comprehension are enhanced. Students continue to read the works of major Soviet authors, to produce original writing in Russian, and to expand their knowledge of Russian culture, geography, and history.

Japanese I

Course Code No. 003071

Honors Course Code No. 603071

Grade(s) 9-12

one credit
one year

Prerequisite(s): None

Students are introduced to the fundamentals of the Japanese language through intensive practice of the Japanese writing system. Japanese culture is introduced, and four language skill areas are emphasized: listening, speaking, reading, and writing.

Japanese II

Course Code No. 003072

Honors Course Code No. 603072

Grade(s) 10-12

one credit
one year

Prerequisite(s): Japanese I

Students in second year Japanese pursue the mastery of the language in all four skill areas through the study of additional vocabulary, grammar, and the writing system. Increased emphasis is placed on students' development of communication and reading skills. Students' knowledge of the people and the language is expanded through further study of the Japanese culture.

Japanese III

Course Code No. 003073

Honors Course Code No. 603073

Grade(s) 11-12

one credit
one year

Prerequisite(s): Japanese II

At the third-year level, students continue to develop competency in all four skill areas (reading, writing, speaking, listening) through the study of advanced grammatical structures and additional vocabulary, including Kanji writing. Emphasis is placed on oral communication, listening comprehension, and advanced reading and writing.

Japanese IV

Course Code No. 003074

Honors Course Code No. 603074

Grade 12

one credit
one year

Prerequisite(s): Japanese III

At this advanced level, students perfect their knowledge of vocabulary and sentence structure through reading, writing, listening and speaking. They are exposed to more complicated sentences and more extensive literary selections. There is an emphasis on extensive use of the Kanji characters in reading

and writing. Students are encouraged to use Japanese exclusively in class discussions.

Etymology

Course Code No. 513099

Honors Course Code No. 543099

Grade(s) 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

Course Code No. 573099

Honors Course Code No. 703099

Grade(s) 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 School | Level I | Entry level. May cover easy keys, meters, and rhythms; limited ranges. |
| | Level 2 | Easy. May include changes of tempo, key, and meter, modest ranges. |
| Middle/ High School | Level 3 | Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretive requirements. |
| High School | Level 4 | Moderately difficult. 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 | Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements. |
| | Level 6 | Very difficult. 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 college entrance.

General Music

Course Code No. 003505

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

Course Code No. 003531

Honors Course Code No. 033531

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

Course Code No. 063531

Honors Course Code No. 093531

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

Course Code No. 123531

Honors Course Code No. 153531

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

Course Code No. 183531
Honors Course Code No. 213531

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

Course Code No. 393531
Honors Course Code No. 243531

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

Course Code No. 273531
Honors Course Code No. 303531

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

Course Code No. 013540
Honors Course Code No. 603540

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

Course Code No. 013541
Honors Course Code No. 603541

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

Course Code No. 013542
Honors Course Code No. 613542

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

Course Code No. 023542
Honors Course Code No. 623542

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

Course Code No. 003514

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

Course Code No. 803535

Grade(s) 10-12 one credit
one year

Prerequisite(s): 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 required to take the course's AP exam.

Instrumental Music I (Beginning Band)

Course Code No. 003530

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)

Course Code No. 033530

Grade(s) 10-12 one credit
one year

Prerequisite(s): Instrumental Music (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 (EE/ET)

Course Code No. 183530

Honors Course Code No. 603530

Grade(s) 9-12 one credit
one year

Prerequisite(s): 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)

Course Code No. 213530

Honors Course Code No. 633530

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)

Course Code No. 243530

Honors Course Code No. 663530

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

Course Code No. 273530

Honors Course Code No. 693530

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

Course Code No. 303530

Honors Course Code No. 423530

Grade(s) 9-12

one credit
one year

Prerequisite(s): Audition and Instructor Permission

Stage (Jazz) Band I includes the study and performance of varied jazz styles, including repertory 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

Course Code No. 333530

Honors Course Code No. 453530

Grade(s) 10-12

one credit
one year

Prerequisite(s): 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

Course Code No. 363530

Honors Course Code No. 483530

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

Course Code No. 393530

Honors Course Code No. 513530

Grade 12

one credit
one year

Prerequisite(s): 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

Course Code No. 063530
Honors Course Code No. 733530

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

Course Code No. 093530
Honors Course Code No. 983530

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

Course Code No. 123530
Honors Course Code No. 783530

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

Course Code No. 153530
Honors Course Code No. 813530

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

Course Code No. 903530

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 college entrance.

Dance I

Course Code No. 003525
Honors Course Code No. 603525

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

Course Code No. 003526

Honors Course Code No. 603526

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

Course Code No. 003527

Honors Course Code No. 603527

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

Course Code No. 003528

Honors Course Code No. 603528

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.

Introduction to Performing Arts

Course Code No. 3520

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.

Introduction to Theatre

Course Code No. 3520

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.**

Acting for the Stage

Course Code No. 3523

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.

Acting and Technology for Television/Film/Video

Course Code No. 3521

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.

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.

Oral Interpretation of Literature

Course Code No. 3524

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.

Theatre Arts III (Technical)

Course Code No. 3522

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)

Course Code No. 3523

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.

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

Course Code No. 3501

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

Course Code No. 3502

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

Course Code No. 003503

Honors Course Code No. 603503

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

Course Code No. 003504

Honors Course Code No. 603504

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.

Visual Digital Design I

Course Code No. 483599

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

Course Code No. 513599

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

Course Code No. 953599

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 web page exhibit.

Advanced Placement (AP) Studio Art - Drawing

Course Code No. 803533

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 required to take the course's AP exam.

Advanced Placement (AP) Studio Art 2-D Design

Course Code No. 803545

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 required to take the course's AP exam.

Advanced Placement (AP) Studio Art 3-D Design

Course Code No. 803544

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 required to take the course's AP exam.

Art History

One Credit - Course Code No. 3515

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.

Advanced Placement Art History

Course Code No. 803534

Grade(s) 11-12

one credit
one year

Prerequisite(s): 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 required to take the course's AP exam.

American Art History

Course Code No. 3515

Grade(s) 9-12 one credit
one year

Prerequisite(s): None

This course provides a study in American Art History, concentrating on artists, art works and styles. Students will be involved in activities such as journal keeping, research, formal critiques, oral presentations, etc.

Photography

Course Code No. 453599

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.

PHYSICAL EDUCATION AND 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

Course Code No. 003303

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, 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

Course Code No. 013301

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 – Advanced Team Sports

Course Code No. 043399

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 Individual and Dual Sports

Course Code No. 073399

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): None

P. E. Advanced Individual and Dual Sports 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 – Fitness and Conditioning I

Course Code No. 343399

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

Course Code No. 373399

Grade(s) 9-12

one-half credit
one semester

Prerequisite(s): P. E. - Fitness and Conditioning I

P. E. Fitness and Conditioning II continues 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.

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

Course Code No. 003331

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

Course Code No. 003332

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

Course Code No. 003333

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

Course Code No. 003334

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

Course Code No. 603332

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 sit-

uations 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

Course Code No. 603333

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 Course Code No. 603334 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. 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

Course Code No. 703331
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

Course Code No. 703332
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

Course Code No. 703333

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

Course Code No. 353334

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.

DRIVER EDUCATION

Driver Education is an elective course offered to students 15 years of age or older. Emphasis is placed on defensive driving, using classroom theory, simulation, and actual hands-on experience with the automobile to acquaint students with maneuvers from the very basic to those used in the most complex traffic environment.

Driver Education

Course Code No. 013321

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): None

Driver Education Evening School/Summer is a course that is offered after the regular school day and in the summer months on a tuition basis. Although it is an elective course, the one-half unit credit can be used to fulfill graduation requirements. Possible reduction in automobile insurance is available upon successful completion.

OUT OF SCHOOL EXPERIENCES

Out-Of-School Experience: Students may earn a maximum of two units of credit in an out-of-school experience program. No unit of credit in the out-of-school program can be counted toward the total units required by the State for graduation nor can it be substituted for any required course. To initiate the credit procedure, the student's program supervisor should contact the Memphis City Schools Office of Accountability. Prior approval must be granted before credit(s) can be awarded. At the end of the program, the program supervisor must submit a completed evaluation form on the student's performance. The MCS Office of Accountability will review this evaluation, award appropriate credit(s), and send written notification of such for documentation on student's transcript to the appropriate school principal.

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)**

One Credit Course Code No. 003081
One-half Credit Course Code No. 013081

| | | |
|---------------|---------------------------------|------------------------|
| 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.

**Read 180
(Elective Credit Only)**

Course Code No. 113081
Lab Course Code No. 333081

| | |
|---------------|------------------------|
| Grade(s) 9-12 | one credit one year |
|---------------|------------------------|

Prerequisite(s): None

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The course directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills. The course emphasizes the key skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. A certified teacher of secondary English 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 Division 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. Schedules, criteria for attainment, and student progress of objectives must be included in the IEP. Letter grades must 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.

High School Diploma

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

- (1) the prescribed 22 credit minimum
- (2) satisfactory record of attendance and discipline.

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 add to 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.

Students 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. Students with qualifying disabilities in reading and /or math as documented in the individualized education plan shall be required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies and accommodation as determined by the IEP team.

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.

Transition Certificate

May be awarded at the end of their fourth year of high school to students with disabilities who have:

- (1) taken classes toward a high school diploma (22 units of credit)
- (2) satisfactorily completed an individualized education program
- (3) satisfactory records of attendance and conduct

Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

IEP Certificate

Will be awarded to students with disabilities who have:

- (1) successfully completed an individualized education program
- (2) successfully completed a portfolio
- (3) satisfactory records of attendance and conduct

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.

Tutorial classes 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.

- Tutorial 9-12 Mixed subjects
- Tutorial 9-12 English
- Tutorial 9-12 Math
- Tutorial 9-12 Science
- Tutorial 9-12 Social Studies

Transition Program

The Transition Program consists of courses necessary for a student with a disability who will obtain an IEP Certificate and who will be assessed using the TCAP ALT Portfolio. Students who enroll in these courses are generally CDC mild level students.

GRADE 9

Transition Independent Living Skills

Grade 9 Course Code No. 049133 one credit
one year
Prerequisite(s): None

This course provides students minimum skills necessary to live in a diverse society.

Transition Communication Skills

Course Code No. 719133
Grade 9 one credit One year
Prerequisite(s): None

This course is designed to teach communication skills necessary in the areas of personal life, family life, community, and the workplace. Skills in decision making, problem solving, and workplace readiness skills are taught.

Transition Recreation and Leisure

Course Code No. 659133 Grade 9 one credit
one year
Prerequisite(s): None

This course teaches how to identify personal interest activities that can be used to develop an individual recreation and leisure program.

Transition English

Course Code No.239111
Grade 9 one credit
one year
Prerequisite(s): None

Transition English explores basic reading, grammar, and organizational skills necessary for daily living, employment, and personal communication.

Transition Science

Course Code No.239109
Grade 9 one credit
one year
Prerequisite(s): None

Transition Science explores personal and physical fitness skills that impact successful interaction with the students' environment. This includes focus on environmental issues as well as physical, earth, and space science.

Transition Social Studies

Course Code No. 239112
Grade 9 one credit
one year
Prerequisite(s): None

Transition Social Studies explores personal qualities needed for career exploration preparation and employment, as well as developing skills in local government, Tennessee history, economics, and current events.

Transition Mathematics

Course Code No. 239108

Grade 9 one credit
one year

Prerequisite(s): None

This course teaches basic mathematics skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator and computer skills. This will impact personal, family, and career aspects such as personal banking, time management, tax filing, and reporting of mathematical data.

GRADE 10

Transition Independent Living Skills

Course Code No. 059133

Grade 10 one credit
one year

Prerequisite(s): None

This course provides students with functional living skills to be able to live independently or with minimum support.

Transition Communication Skills

Course Code No. 729133

Grade 10 one credit One year

Prerequisite(s): None

This course is designed to teach communication skills necessary in the areas of personal life, family life, community, and the workplace. Skills in decision making, problem solving, and workplace readiness skills are taught.

Transition Recreation and Leisure

Course Code No. 669133

Grade 10 one credit One year

Prerequisite(s): None

This course teaches how to identify personal interest activities that can be used to develop an individual recreation and leisure program.

Transition English

Course Code No. 249111

Grade 10 one credit
one year

Prerequisite(s): None

Transition English provides functional content standards necessary for achieving reading, writing, and language competency in the workplace and in the community. Reading focuses on decod-

ing and comprehending essential information for successful community inclusion; writing emphasizes comprehending and using written information to communicate with others effectively; and language competencies focus on receptive and expressive communication modes, and the mechanics, grammar, and usage conventions of standard English.

Transition Science

Course Code No. 249109

Grade 10 one credit
one year

Prerequisite(s): None

Transition Science considers the impact of environmental issues on family health and wellness while acquainting students with the role of physical science in daily living.

Transition Social Studies

Course Code No. 249112

Grade 10 one credit
one year

Prerequisite(s): None

This course expands previously introduced skills with focus on the consumer in the community and allows the student to participate in school-based job shadowing.

Transition Mathematics

Course Code No. 249108

Grade 10 one credit
one year

Prerequisite(s): None

This course teaches basic mathematics skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator and computer skills. The course also demonstrates number theory as it is connected to represent money value such as calculation of salaries and work related benefits and expenses.

GRADE 11

Transition Independent Living Skills

Course Code No. 069133

Grade 11 one credit
one year

Prerequisite(s): None

This course is designed to teach students functional living skills that will enable them to live independently or with minimum support.

Transition Communication Skills

Course Code No. 739133 Grade 11 one credit
One year
Prerequisite(s): None

This course is designed to teach communication skills necessary in the areas of personal life, family life, community, and the workplace. Skills in decision making, problem solving, and workplace readiness skills are taught.

Transition Recreation and Leisure

Course Code No. 679133 Grade 11 one credit
One year
Prerequisite(s): None

This course teaches how to identify personal interest activities that can be used to develop an individual recreation and leisure program.

Transition English

Course Code No. 259111
Grade 11 one credit
one year
Prerequisite(s): None

This course provides functional content standards necessary for achieving reading, writing, and language competency in the workplace and in the community. Reading focuses on decoding and comprehending essential information for successful community inclusion; writing emphasizes comprehending and using written information to communicate with others effectively; and language competencies focus on receptive and expressive communication modes, and the mechanics, grammar, and usage conventions of standard English.

Transition Science

Course Code No. 259109
Grade 11 one credit
one year
Prerequisite(s): None

This course provides an awareness and acquisition of health care knowledge, personal self help-care skills, and basic scientific concepts relevant to productive independent living and employment.

Transition Social Studies

Course Code No. 259112
Grade 11 one credit
one year
Prerequisite(s): None

Transition Social Studies provides an awareness of United States government with emphasis on career exploration and preparation with community-based work instruction and employment.

Transition Mathematics

Course Code No. 259108
Grade 11 one credit
one year
Prerequisite(s): None

This course is designed to teach essential workplace competencies and applications that emphasize becoming independent in areas such as budgeting, personal finance, and banking skills.

Transition Independent Living Skills

Course Code No. 079133
Grade 12 one credit
one year
Prerequisite(s): none

This course provides students minimum skills necessary to live in a diverse society.

Transition Communication Skills

Course Code No. 749133
Grade 12 one credit
One year
Prerequisite(s): None

This course is designed to teach communication skills necessary in the areas of personal life, family life, community, and the workplace. Skills in decision making, problem solving, and workplace readiness skills are taught.

Transition Recreation and Leisure

Course Code No. 689133 Grade 12 one credit
One year
Prerequisite(s): none

This course teaches how to identify personal interest activities that can be used to develop an individual recreation and leisure program.

Transition English

Course Code No. 269111
Grade 12 one credit
one year
Prerequisite(s): None

The course teaches functional content standards necessary for achieving reading, writing, and language competency in the workplace and in the community.

Transition Science

Course Code No. 269109

Grade 12 one credit
one year

Prerequisite(s): None

This course revisits skill information regarding physical, family, and personal wellness that can support student transition into independent living and employment situations.

Transition Social Studies

Course Code No. 269112

Grade 12 one credit
one year

Prerequisite(s): None

This course revisits skills regarding economics, career exploration, and preparation with the student seeking, securing, and maintaining employment to support independent living.

Transition Mathematics

Course Code No. 269108

Grade 12 one credit
one year

Prerequisite(s): None

This course reinforces money management, personal finances, tax reporting, and budgeting skills for independent living.

Comprehensive Program

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 CDC Moderate, MH, and SBCD programs.

Comprehensive Independent Living Skills

Course Code No. 449133 Grade 9-12

Prerequisite(s): None

This course provides students minimum skills necessary to live in a diverse society.

Comprehensive Communication Skills

Course Code No. 529133

Grade 9 -12

Prerequisite(s): None

This course is designed to teach communication skills necessary in the areas of personal life, family life, community, and the workplace. Skills in decision making, problem solving, and workplace readiness skills are taught.

Comprehensive Recreation and Leisure

Course Code No. 599133

Grade 9-12

Prerequisite (s): None

This course teaches how to identify personal interest activities that can be used to develop an individual recreation and leisure program.

Comprehensive English

Course Code No.289133

Grade 9 -12

Prerequisite(s): None

Comprehensive English explores basic reading, grammar, and organizational skills necessary for daily living, employment, and personal communication.

Comprehensive Science

Course Code No.369133

Grade 9-12

Prerequisite(s): None

Comprehensive Science explores personal and physical fitness skills that impact successful interaction with the students' environment. This includes focus on environmental issues as well as physical, earth, and space science.

Comprehensive Social Studies

Course Code No. 239112

Grade 9-12

Prerequisite(s): None

Transition Social Studies explores personal qualities needed for career exploration preparation and employment, as well as developing skills in local government, Tennessee history, economics, and current events.

Comprehensive Mathematics

Course Code No. 329133

Grade 9-12

Prerequisite(s): None

This course teaches understanding of numbers systems and ways to represent numbers, money math, telling time, units of measurement, calendar skills, sorting items by size, shape and colors, reading charts and graphs, and the use of methods to collect, organize, and display data.

Comprehensive Adaptive PE

Course Code No. 489133
Grade 9-12

Prerequisite(s): None

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

Course Code No. 549133

Grade 9-12

Prerequisite(s): None

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

Course Code No. Work Based Learning A Day – 059498

Work Based Learning B Day - 069498

Grade 12

One to three credits
one year

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

Course Code No. 019498, 029498,039498

Grade 12

One to three credits
one year

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

Course Code No. 699495

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.

School-Sponsored Enterprise

Course Code No. 489112

Grade 9-12

one credit
one year

Prerequisite(s): None

This course teaches the fundamental knowledge of how to produce goods and services, establish a school-operated business, and development of work related behaviors.

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 challenging 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 other venues.

LANGUAGE ARTS

Online English I

Grade(s) 9-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

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 one credit
two quarters

Prerequisite(s): Recommended English I
Estimated Completion Time: 18-32 Weeks

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 one credit
two quarters

Prerequisite(s): Recommended English I & II
Estimated Completion Time: 18-32 Weeks

In English III, the writing and insights of authors throughout our history are collected in the fast-paced pages of The Virtual Times.

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. The goal is to be thorough, accurate and compelling in your writing. Perhaps in times to come, people will want to read what you thought and wrote.

Online English IV

Grade(s) 11-12 one credit
two quarters

Prerequisite(s): Recommended English I, II, III
Estimated Completion Time: 18-32 Weeks

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.

MATHEMATICS

Online Algebra I-A

Grade(s) 8-12 one credit
two quarters

Prerequisite(s): Student should be in 8th grade or higher.
Course will count as an elective credit only.
Estimated Completion Time: 18-32 Weeks

This course will review some of the fundamental math skills you learned in middle school, and then get you up to speed on the basic concepts of algebra. Each module takes you step-by-step into the world of integers, equations, graphs and data analysis. You'll work at your own pace until the numbers come out right. This course connects algebra to the real world. It also demystifies algebra, making it easier to understand and master. The goal is to create a foundation in math that will stay with you throughout high school.

Online Algebra I

Grade(s) 9-12 one credit
two quarters

Prerequisite(s): Successful completion of 8th grade mathematics
Estimated Completion Time: 18-32 Weeks

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 one credit
two quarters

Prerequisite(s): Algebra I
Estimated Completion Time: 18-32 Weeks

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 one credit
two quarters

Prerequisite(s): Algebra I or its equivalent
Estimated Completion Time: 18-32 Weeks

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. 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.

SCIENCE

Online Physical Science

Grade(s) 8-12 one credit
two quarters

Prerequisite(s): Algebra I.
Estimated Completion Time: 18-32 Weeks

Physical 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 Physics

Grade(s) 11-12 one credit
two quarters

Prerequisite(s): Algebra I (Algebra II Recommended)
Estimated Completion Time: 18-32 Weeks

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 Biology

Grade(s) 10-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

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 one credit
two quarters

Prerequisite(s): Successful completion of Algebra I.
Estimated Completion Time: 18-32 Weeks

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.

SOCIAL STUDIES

Online Economics

Grade(s) 9-12 one half credit
one quarter

Prerequisite(s): None
Estimated Completion Time: 9-18 Weeks

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 Global Studies

Grade(s) 9-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

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.

Online Government

Grade(s) 10-12 one half credit
one quarter

Prerequisite(s): None
Estimated Completion Time: 16-18 Weeks

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 U. S. History

Grade(s) 11-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

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 World History

Grade(s) 8-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

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 World Geography

Grade(s) 9-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

If you wanted to represent the entire world and its people in one theme park, what would your park look like? That is what you'll find out as you design your own Global Village Theme Park. This is a big project, and you'll want your park visitors to have a good time. To do the job right you'll need a solid knowledge of geography. You'll start your project by going on a global fact-finding mission. Your mission will include Europe, the Middle East, Asia, North and South America, and the countries around the Pacific Rim. You'll research the cultural and natural landscapes of the regions you visit. Then you'll design your own theme park offering a multicultural understanding of our world's diverse people and places. As modern communications and transportation bring our world closer together, your knowledge of geography becomes more important. This course will take you to places around the world for a first-hand look.

Online Advanced Placement Microeconomics

Grade(s) 11-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

Students are required to take the AP Exam

As part of your role in assuming the leadership duties of the company, you will need to brush up on microeconomics. The Board of Directors has appointed Ms. Equilibrium to act as your personal assistant and advisor as you transition into your new role. You will be learning all you can about microeconomics and will be required to exhibit your knowledge in May at the annual Board of Directors' meeting (the AP Exam).

Online Psychology

Grade(s) 10-12 one half credit
one quarter

Prerequisite(s): None
Estimated Completion Time: 9-18 Weeks

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 sub-fields within psychology.

WORLD LANGUAGE

Online Spanish I

Grade(s) 9-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

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 one credit
two quarters

Prerequisite(s): Successful completion of Spanish I.
Estimated Completion Time: 18-32 Weeks

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.

VISUAL ART

Online Advanced Placement Art History

Grade(s) 11-12 one credit
two quarters

Prerequisite(s): Successful completion of World History is recommended. Student is willing to challenge self in college-level course and gain knowledge about historical and cultural art media.

Estimated Completion Time: 18-32 Weeks

Students are required to take the AP Exam

This course will provide students with college level instruction in the history of art. Students will examine major forms of artistic expression from a variety of cultures past and present. Students will learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.

COMPUTER TECHNOLOGY

Online Computer Technology

Grade(s) 9-12 one credit
two quarters

Prerequisite(s): None
Estimated Completion Time: 18-32 Weeks

The purpose of this course is to guide you in building your career foundation. You will learn how to turn your computer into an effective tool for communication. You will learn how to create positive working relationships. And you will acquire the kinds of essential business skills needed for any successful career. Productive employees need both technology and people skills. Find both here in this course.

Online Advanced Placement Computer Science A

Grade(s) 11-12 one credit
two quarters

Prerequisite(s): Algebra I & II
Estimated Completion Time: 18-32 Weeks

Students are required to take the AP Exam

The AP Computer Science A course is an introductory computer course which involves developing the skills to write programs or parts of programs that correctly solve specific problems. AP Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

SECTION V

Careers and Technology Education Course Descriptions

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

CAREERS AND TECHNOLOGY EDUCATION

Careers and Technology Education Programs offer courses in numerous career cluster areas. Students should select the career cluster in the appropriate program area to meet their career objective.

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:

| Hour(s) 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 |

- For students in SY 2001-2002 and before, a technical focus is defined as four credits in any Careers and Technology Cluster area. Adult Living, Interpersonal Communications, Family and Consumer Sciences, Consumer Economics, Career Connections, Keyboarding, and Exploring Technology may be combined with any Careers and Technology Cluster Area.
- The CONSTRUCTION CLUSTER, TRANSPORTATION CLUSTER, and MANUFACTURING CLUSTER areas require the base CORE course for that cluster AND the Career Management Success course.
- For students in SY 2002-2003 and beyond, a technical focus is defined as a minimum of four units of credit in a sequential and focused vocational program of study or a minimum of 3 units of credit in a sequential and focused vocational program of study **with one additional unit in a related vocational course.** Adult Living, Interpersonal Relationships, Keyboarding-Computer (Vocational), and Exploring Technology may be combined with any Careers and Technology Cluster Area. However, there are other vocational courses that may be combined to complete the technical focus of 4 required units. Please contact the Division of Careers and Technology, if there are questions about a specific course.
- In order for a student to receive Vocational credit, a vocational teacher must teach the course. Students who choose an elective focus of 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 credit for courses are listed in the individual course descriptions.
- Prerequisite(s) cannot be waived for courses.
- Students may wish to select a Tech Prep Program of study. Tech Prep offers students the opportunity to combine secondary courses with articulated postsecondary programs. Tech Prep programs of study lead to a certificate, associate degree or apprenticeship upon completion.

- Cosmetology students must take the three-year sequence as a Prerequisite(s) for the State Board of Cosmetology licensing Examination.
- Approved Co-operative, School-To-Work, and apprenticeship programs offer students in the eleventh and twelfth grades the opportunity to gain work experience and earn additional credit through supervised programs.

TECHNOLOGY ENGINEERING EDUCATION

Technology Engineering Education helps students learn and apply technology to make effective decisions and contribute to a rapidly changing technological society. It trains students in the use of tools, machines, materials, processes and opportunities to apply reading, writing, computing, speaking, and listening skills to practical situations. The Technology Student Association (TSA), an integral part of the instructional program provides Leadership, Service and Connection skills to help all Tennessee teachers and students toward becoming technologically literate citizens.

Foundations of Technology

Course Code 003835

Honors Course Code: 603835 (Level 6)

Grade(s) 9-12

one credit
one year

Prerequisite(s): Currently Enrolled in Algebra 1

Foundations of Technology will enable students to understand and apply technological concepts and processes that are the cornerstone for high school technology programs. Group and individual activities will be used to engage students in creating ideas, developing innovations, and engineering practical solutions. It is designed to engage students in exploring and deepening their understanding of engineering and make use of a variety of assessment instruments to reveal the extent of understanding.

This course is transition high school level learning experiences that prepare students to understand the design world, engineering design, attributes of design and the core concepts of technology. Foundations of Technology will focus on the following aspects of technology: 1) its evolution, 2) systems, 3) core concepts, 4) design, and 5) utilization.

Technological Issues

Course Code: 003836

Honors Course Code: 603836 (Level 6)

Grade(s) 10-12

one credit
one year

Prerequisite(s): Completion of Foundations of Technology
Recommendations: Completion of Algebra 1 and enrolled in Geometry

Technological Issues brings discussions values in technology so that students can reflect and develop their own ethical standards.

Students are involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures. Students will address issues that stem from designing, developing, using and assessing technological systems. The development of knowledge and skills regarding recognition, examining, addressing, and predicting is stressed in this course.

This course continues integrating STEM in problem solving, project based learning, and engineering design helping students develop an understanding of information and communication, construction, manufacturing, and power and energy technologies.

Advanced Design Applications

Course Code: 003838

Honors Course Code: 113838 (Level 6)

Grade(s) 11-12 one credit
one year

Prerequisite(s): Completion of Foundations of Technology and Technological Issues

Recommendations: Completion of Algebra 1, Geometry, and Physical Science or enrolled in Geometry

This course is designed as an advanced study for students engaged in academics and general technology studies that lead to the understanding of the development of technology's control and use along with human wants and needs. Students are challenged to use design processes so that they can think, plan, design and create solutions to engineering and technological problems.

Students will continue the use of Science, Technology, Engineering, and Mathematics (STEM) and experience creation, synthesis, and presentation of design solutions. Advanced Design Applications is designed to prepare high school students who plan to go on to community college technical education or university level engineering programs.

Engineering Design

(Can be offered for AP Credit)

Course Code: 003839

Honors Course Code: 113839 (Level 6)

Grade 12 one credit
one year

Prerequisite(s): Completion of Foundations Of Technology, Technological Issues, Advanced Design Applications or Advanced Technological Applications

Recommendations: Completion of Algebra 1, Geometry, Biology or Chemistry and enrolled in Physics and passed English 2 Gateway

Engineering Design is 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.

Students will participate as members of engineering teams within a typical business organization. Group and individual work will be reflective of authentic engineering projects found in the design world. Student performance will be assessed in numerous and diverse ways. All work will be carefully analyzed as students perform within an authentic engineering enterprise environment.

INDUSTRIAL EDUCATION

Trade and Industrial Education is instruction planned for the purpose of preparing individuals for employment or further training in a recognized occupation or an emerging occupation in a trade or industrial field. Students develop manipulative skills, safety skills, job judgment, technical knowledge and related instruction to prepare them for entry employment after high school and/or to continue in post-secondary study in their field.

CONSTRUCTION CLUSTERS: Carpentry, Electrical, HVACR, Plumbing, CAD, Welding

Career Management Success

Course Code: 005701 – one-half credit

Grade(s) 9-10 one-half credit
one semester

Prerequisite(s): None

Note: Career Management Success is required as a part of the Trade and Industrial Education student's concentrator sequence or Technical Path in the Manufacturing, Construction, and Transportation sub clusters.

Career Management Success is a Core Course for Career Clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete Professional Development Program Level I and Level II of Skills USA VICA or other degree programs in other career and technical youth organizations.

Note: (1) Students should use technology such as word processing, spreadsheet, scheduling, or presentation software to create and present class products whenever possible. (2) This course may be taught by a teacher holding any vocational endorsement.

Construction Core

Course Code: 005730 – one-half credit

Grade 10 one-half credit
one semester

Prerequisite(s): None

Note: One recommended credit with a minimum of 72.5 hours dedicated to the Construction Core curriculum to meet National Center for Construction Education and Research standards and the Tennessee Department of Education.

Construction Core is a course that will introduce students to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of algebraic and geometric principles to construction problems.

Carpentry I

Textbook No. 67362
Course Code: 025731

Grade 11 two credits
one year

Prerequisite(s): Algebra I, Construction Core; Geometry and/or Technical Drawing/CAD (previously Drafting/CAD) (may be taken concurrently)

Carpentry I is a course that will introduce students to basic skills and knowledge related to residential and commercial carpentry. Topics covered include wood, metal, and concrete building materials, fasteners, hand and power tools, fabrication based on construction plans, and framing of platform and post and beam structures, in both wood and metal. This course gives students an introduction to the skill and knowledge base typically required for apprentice carpenters.

Carpentry II

Textbook No. 67362
Course Code: 025732

Grade 12 two credits
one year

Prerequisite(s): Construction Core, Carpentry I, Carpentry Lab I, Algebra I or equivalent, and Geometry

Recommended: Algebra II

Carpentry II is a course in which students will extend their skills and knowledge related to residential and commercial carpentry. Topics covered include stairs, installation and trim of windows and doors, installation and repair of gypsum wallboard, advanced site layout, exterior finish work, thermal and moisture protection, and an introduction to welding. This course gives students a substantial skill and knowledge foundation typically required for apprentice.

Electrical I

Course Code: 025733

Grade 11 two credits
one year

Prerequisite(s): Construction Core, Algebra I or Math for Technology II (may be concurrent)

This course, which is the first level of electrical, will provide basic skills and knowledge related to residential and commercial electrical systems. Course content includes leadership development, safe practices, Ohm's law, installing conduit, conductors, residential and commercial electrical systems and services according to National Electrical code (NEC) and local codes. This course gives students an introduction to the skill and knowledge base typically required for apprentice electricians.

Electrical II

Textbook No. 67362
Course Code: 025734

Grade 12 two credits
one year

Prerequisite(s): Electrical I, Algebra I or Math for Technology II; Geometry, Principles of Technology I and/or Physical Science (may be concurrent)

Electrical II is a course in which students will learn and practice intermediate skills related to electrical systems, with emphasis on commercial systems. Topics covered include over-current protection; sizing conductors; lighting systems; three-phase motors; motor control circuits; sizing raceways, boxes, and fittings; and connecting distribution transformers, including a laboratory experience conducted in a shop environment that supports electrical assembly projects by students. This course gives students a substantial skill and knowledge foundation typically required for apprentice electricians.

Heating, Ventilation, Air Conditioning, and Refrigeration I (HVACR I)

Textbook No. 60194
Course Code: 025741

Grade 11 two credits
one year

Prerequisite(s): Career Management Success; Construction Core; Algebra I or equivalent (may be concurrent)

This course, which is the first level of Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR), prepares students for the second level of HVACR or entry into post secondary education in the heating, ventilation, air conditioning, and refrigeration industry. Content provides students the opportunities to acquire marketable skills by examining career opportunities within the industry and to develop repair service skills and interpersonal skills. Laboratory facilities and experiences, which simulate the heating, ventilation, air conditioning, and refrigeration service operations through training aids, are offered as school based learning and work based learning opportunities.

Heating, Ventilation, Air Conditioning, and Refrigeration II (HVACR II)

Textbook No. 67352
Course Code: 025742

Grade 12 two credits
one year

Prerequisite(s): Career Management Success; Construction Core; Algebra I or equivalent; HVACR I

This course, which is the second level of Heating, Ventilation, Air Conditioning, And Refrigeration (HVACR), prepares students for gainful employment and/or post secondary education and for manufacturer certification. Course content provides students the opportunity to apply marketable skills and knowledge in the HVACR service industry by assuming responsible positions including participating in work based learning opportunities. Laboratory facilities and experiences simulate the heating ventilation, air conditioning and refrigeration service industry, through training stations and aids.

Honors Industrial Chemistry

Course Code: 625790

Grades 10 – 11 Only two credits
one year

Prerequisite(s): Ninth Grade Physical Science & Algebra I with C average or better on Gateway Test

The student should have an inquisitive nature as to how things work, have good color distinction, manual dexterity, shape perception, tidy habits, and a good work ethic. The ability to read and then follow directions is also an advantage.

This course is an introduction into Industrial Chemistry. Theory and laboratory work are offered in general chemistry, balances, analytical measurements, volumetric analysis, precipitation methods analysis, and use of instruments in analysis and experimentation.

Honors Industrial Chemistry II

Course Code: 645790

Grades 12 Only two credits
one year

Prerequisite(s): Industrial Chemistry I, Algebra I

This is a continuation of Industrial Chemistry 1 and completes the in-depth studies of quantitative inorganic analysis, organic chemistry and process studies. Students are prepared to enter and advance as laboratory assistants in chemical manufacturing plants, environment-related industries and research laboratories.

Plumbing I

Course Code 025739

Grade 11 two credits
one year

Prerequisite(s): Algebra I or equivalent, Construction Core, Geometry (may be concurrent)

Recommended: Technical Drawing/CAD (or concurrent)

Plumbing I is a course that will introduce students to basic skills and knowledge related to residential and commercial plumbing. Course content includes water distribution processes, installation of hot and cold water systems, and an introduction to drain, waste, vent systems in residential and commercial structures, cutting and fitting pipe, making joints, securing pipe, and roughing in. This course gives students an introduction to the skill and knowledge base required for apprentice plumbers.

Plumbing II

Course Code: 025740

Grade 12 two credits
one year

Prerequisite(s): Construction Core, Plumbing I, Plumbing Lab I, Algebra I or equivalent, Geometry

Recommended: Algebra II, Principles of Technology or Physics

Plumbing II is a course in which students will extend their skills and knowledge related to residential and commercial plumbing. Topics covered include physics principles, fuel piping systems, pressure reducers, backflow preventers, troubleshooting and repair, DWV piping, vents, and drainage. This course gives students a substantial skill and knowledge foundation typically required for apprentice plumbers.

Engineering Design/CAD

(formerly Drafting I)
Course Code: 025788

Grade(s) 10-11 two credits
one year

Prerequisite(s): Algebra I or Math for Technology II; basic experience with graphical computer interface (may be concurrent)

Note: Course will include 9 to 18 weeks of pencil drawings prior to beginning work on computer aided drawing projects.

Engineering Design/CAD is a course in which students learn the basic concepts of scale drawings and orthographic projections by making simple two and three dimensional drawings using manual drafting tools and Computer Aided Design (CAD). Course content will enable students to make the transition into the use of CAD software by having them make increasingly sophisticated drawings. Student work in teams will culminate in a class project to create a complete set of construction and assembly drawings for a mechanical product.

This course may be offered as a part of the CONSTRUCTION or the MANUFACTURING sub-cluster, depending upon the student's career focus. The prerequisites for this course are the same in both sub-clusters.

Computer-Aided Design/CAD

(formerly Drafting II)
Course Code: 125789

Grade(s) 11-12 two credits
one year

Prerequisite(s): Career Management Success, Engineering Design/CAD, Algebra I or equivalent, Geometry

Computer-Aided Design/CAD is a course in which students learn to use a CAD program to create engineering drawings including plan drawings, assembly drawings, welding and process drawings, cross sections, 3D representations, and bills of materials. The course consists primarily of individual drawing projects with some group projects. Emphasis is on drawing projects of increasing complexity.

This course may be offered as a part of the CONSTRUCTION or the MANUFACTURING sub-cluster, depending upon the student's career focus. The prerequisites for this course are the same in both sub-clusters.

Principles of Welding

Textbook No. 67354
Course Code: 025786

Grade(s) 10-11 two credits
one year

Prerequisite(s): Career Management Success, Construction Core, Algebra I or equivalent (may be concurrent)

**Recommended: Engineering Design/CAD
(may be concurrent)**

Principles of Welding is a course in which students will learn basic skills and knowledge related to cutting and welding applications. Welding and cutting skills will be developed in the context of a series of projects. Combined with the second year course, Welding Applications, the student should be prepared for Entry Level Welding Certification, as defined by American Welding Society QC10.

Welding Applications

Textbook No. 67354
Course Code: 025787

Grade(s) 11-12 two credits
one year

Prerequisite(s): Career Management Success, Principles of Welding, Algebra I (or equivalent), Geometry (or concurrent)

Recommended: Engineering Design/CAD

Welding Applications is a course designed to follow Principles of Welding, in which students will learn more advanced techniques and skills related to cutting and welding applications, particularly as they relate to stainless steel and aluminum. Welding and cutting skills will be developed in the context of a series of projects. Following the completion of this course, the student should be prepared for Entry Level Welding Certification, as defined by American Welding Society QC10.

MANUFACTURING CLUSTERS: Machining, Engineering, Drafting

Career Management Success

Course Code: 005701 – one-half credit

Grade(s) 9-10 one-half credit
one semester

Prerequisite(s): None

Note: Career Management Success is required as a part of the Trade and Industrial Education student's concentrator sequence or Technical Path in the MANUFACTURING, CONSTRUCTION, and TRANSPORTATION sub clusters.

Career Management Success is a Core Course for Career Clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete Professional Development Program Level I and Level II of Skills USA VICA or other degree programs in other career and technical youth organizations.

Note: (1) Students should use technology such as word processing, spreadsheet, scheduling, or presentation software to create and present class products whenever possible. (2) This course may be taught by a teacher holding any vocational endorsement.

Programming and Logic

Course Code: 015780

Grade(s) 10-12 one credit
one year

Prerequisite(s): Algebra I or Math for Technology II
(may be taken concurrent)

Programming and Logic is a course in which students will develop skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increasing complexity. The recommended programming environment is DrScheme, as it permits an emphasis on development of analytic skills rather than any particular language syntax or vocabulary. Emphasis is on actual programming projects, both individual and group. Course content should be repeatedly applied to increasingly complex projects.

Principles of Manufacturing

Course Code: 005781 – one-half credit (CORE course)

Course Code: 015781 – one credit

Grade(s) 10-11 one-half credit
one credit

one semester one year

Prerequisite(s): None

Principles of Manufacturing 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.

The MANUFACTURING CLUSTER requires at least one-half credit in Principles of Manufacturing.

Principles of Machining and Manufacturing

Course Code: 025782

Grade(s) 10-11 two credits
one year

Prerequisite(s): Algebra I or Math for Technology II

Principles of Machining and Manufacturing focuses on the concepts and practices that support careers in manufacturing, industrial maintenance, metrology, automation, industrial design, or industrial support. The course introduces the technology of machining and manufacturing process. While working as team members, students will apply leadership and organizational skills relating to designing, producing, and maintaining a product. Emphasis is placed on quality control, codes and standards, and production systems. The course is contextual by design. It connects what is being learned to the learner's current experience, past knowledge, and future conduct. Laboratory exercises provide active and cooperative learning opportunities.

Digital Electronics

Textbook No. 67354

Course Code: 015783

Grade(s) 10-12 one credit
one year

Prerequisite(s): Algebra I or Math for Technology II;
Programming and Logic (may be concurrent)

Digital Electronics is a course in which students will construct and test 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.

Manufacturing Applications

Course Code: 025785

Grade 12 two credits
one year

Prerequisite(s): Principles of Manufacturing, Principles of Machining and Manufacturing, or Principles of Engineering;
Algebra I or Math for Technology II

Manufacturing Applications is a 12th grade course for students interested in entering the workforce or pursuing higher education in the manufacturing area. The course requires students to solve problems in a real-world manufacturing context. Problems address critical areas identified by industry and supported by relevant national standards.

The course is structured as a series of simulation units. The simulations require students to identify problems in a manufacturing company based on data supplied in typical management reports. Students work in teams of four to six. Teams test and refine proposed solutions with computer simulations. All teams work on the same problem concurrently. At the end of each unit, students present team findings and recommendations to the class and to a panel of manufacturing industry representatives, which act as the board of directors.

Upholstery I

Textbook No. TBA

Course Code: 425390 – two credits

Course Code: 435390 – three credits

Grade 11 two to three credits
two to three hours

Prerequisite(s): Algebra I

This course offers experiences for students to progress from an introductory level where basic skills including techniques involved in upholstery stools and chairs, and pillow and paunch construction are developed to the more advanced levels in which skills in shop operation and the upholstering and rebuilding of car seat covers, sofas, and recliners are addressed. Maximum credit to be earned is 3 units.

Upholstery II

Textbook No. TBA
Course Code: 525390 – two credits
Course Code: 535390 – three credits

Grade 12 two to three credits
one year

Prerequisite(s): Upholstery I

This course offers experiences for students on the more advanced levels in which skills in shop operation and the upholstering and rebuilding of car seat covers, sofas, and recliners are addressed.

Maximum credit to be earned is 3 units.

HOSPITALITY AND TOURISM CLUSTERS: Culinary Arts, Restaurant Management, Hospitality Management, Lodging, Attractions, Recreation and Travel Related Services

Career Management Success

Course Code: 005701 – one-half credit

Grade(s) 9-10 one-half credit
one semester

Prerequisite(s): None

Note: Career Management Success is required as a part of the Trade and Industrial Education student's concentrator sequence or Technical Path in the Hospitality and Tourism Cluster.

Career Management Success is a Core Course for Career Clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete Professional Development Program Level I and Level II of Skills USA VICA or other degree programs in other career and technical youth organizations.

Note: (1) Students should use technology such as word processing, spreadsheet, scheduling, or presentation software to create and present class products whenever possible. (2) This course may be taught by a teacher holding any vocational endorsement.

Foundations of the Hospitality Industry

Textbook No. 68506
Course Code: 005655 – one-half credit
Course Code: 015655 – one credit

Grade(s) 9-12 one-half to one credit
one semester to one year

Prerequisite(s): None

This course introduces students to the hospitality industry, its various components, and available career opportunities. Content will provide a foundation for further study in the areas of culinary arts, lodging, travel, and tourism.

Culinary Arts I

Textbook No. 65598
Course Code: 025656 – one credits
Course Code: 035656 – two credits

Grade(s) 10-11 one to two credits
one year

Prerequisite(s): None

Culinary Arts I, which is the first level of Culinary Arts, prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences, which simulate commercial food production and service operations offer school-based learning opportunities.

Culinary Arts II

Textbook No. 65598
Course Code: 225657 – two credits
Course Code: 235657 – three credits

Grade(s) 10-11 two to three credits
one year

Prerequisite(s): Culinary Arts I

Culinary Arts II, which is the second level of Culinary Arts, prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning and work-based learning opportunities.

Culinary Arts III

Textbook No. 65598
Course Code: 325658 – two credits
Course Code: 335658 – three credits

Grade(s) 12 two to three credits
one year

Prerequisite(s): Culinary Arts II

Culinary Arts III, which is the third level of Culinary Arts, serves as a capstone course. It too prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions including participation in a cooperative education experience.

HUMAN SERVICES CLUSTERS: Cosmetology, Barbering, Legal and Protective Services (formerly Criminal Justice), Dry Cleaning, Shoe Repair

Principles of Cosmetology

Textbook No. 68516
Course Code: 015338 – one credit
Course Code: 025338 – two credits

Grade(s) 10-11 one to two credits
one year

Prerequisite(s): None

This course, which is the first level of cosmetology, prepares students with work related skills for advancement into the Design Principles of Cosmetology course. Content provides student 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.

Design Principles of Cosmetology

Textbook No. 68516
Course Code: 025339 – two credits
Course Code: 035339 – three credits

Grade(s) 11-12 two to three credits
one year

Prerequisite(s): Principles of Cosmetology

This course, which is the second level of cosmetology, prepares students for work related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair de-

sign, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 600 hours, students are eligible to take the TN Board of Cosmetology manicuring examination for a Tennessee Manicure License.

Chemistry of Cosmetology

Textbook No. 68516
Course Code: 025340 – two credits
Course Code: 035340 – three credits

Grade 12 two to three credits
one year

Prerequisite(s): Principles of Cosmetology and
Design Principles of Cosmetology

This course, which is the advanced level of cosmetology, prepares students to perform work related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License. Upon completion and acquisition of 600 hours, students are eligible to take the Tennessee State Board of Cosmetology Manicuring examination for a Tennessee Manicuring License.

Barbering I

Course Code: 615390 – one credit
Course Code: 625390 – two credits
Course Code: 635390 – three credits

Grade(s) 10-11 one to three credits
one year

Prerequisite(s): Algebra I

This course emphasizes practical skills associated with barbering and state law requirements in preparation for state licensing. The practical skills include facials, chemical services, clipper cutting, manicuring, shampooing, and shaving. Proper work ethics and shop management skills are emphasized throughout the course sequence. Pilot program only.

Barbering II

Course Code: 715390 – one credit
Course Code: 725390 – two credits
Course Code: 735390 – three credits

Grade(s) 11-12 one to three credits
one year

Prerequisite(s): Barbering I

This course builds on the skills and applications learned in Barbering I.

Legal and Protective Service Careers I

(formerly Criminal Justice I)
Textbook No. TBA
Course Code: 015330

Grade(s) 10-11 one credit
one year

Prerequisite(s): None

The course, which is the first level of study of legal and protective service careers, prepares students for work related knowledge and skills for advancement into the second level of legal and protective service careers. Course content focuses on areas comprised of planning, managing, and providing judicial, legal, and protective services. The course is an overview of the legal justice system and builds a better understanding of the development of laws on state, federal, and international levels. New technology and career opportunities in legal and protective service are an integral part of the course content. Based on the content of the course, the student will test for certification in Cardio Pulmonary Resuscitation (CPR).

Legal and Protective Service Careers II

(formerly Criminal Justice II)
Textbook No. TBA
Course Code: 015331 – one credit
Course Code: 025331 – two credits

Grade(s) 11-12 one to two credits
one year

Prerequisite(s): Legal and Protective Service Careers I

The course will offer an in depth study of legal and protective service careers in which current legal and protective service careers issues will be discussed and debated. Local, state, federal, and international laws will be analyzed. Subject matter will include a comparison of the legal and protective service careers in the United States with other countries. Students will have opportunities to participate in mock trials and field trips with legal and protective service careers emphasis. Course content will introduce new technology, effects of forensic analysis, and career opportunities. The course content will include information for planning, managing, and providing judicial, legal and protective services.

Legal and Protective Service Careers III

Textbook No. TBA
Course Code: 025342

Grade 12 two credits
one year

Prerequisite(s): Legal and Protective Service Careers I and II

In this course students will apply knowledge gained in Legal and Protective Service Careers I and II through the use of research exercises. American Psychological Association (APA) research guidelines, a professional standard, will provide the format basis. The course will call upon students to engage in a variety of professionally used information gathering techniques, including

conducting interviews, making observations at courthouses, researching, formulating, and evaluating statistical data through Place Based Learning. The individual and group activities will help students develop problem solving and teamwork skills in conjunction with development of academic skills. This program uses as its foundation work place related experiences, students are expected to travel outside the classroom as part of their research gathering activities that will provide more context, detail, and real life activities. This course is designed for seniors in preparation for continuing education in the areas of legal and protective service careers.

*Because of the strong academic emphasis in this course, legal and protective service career teachers may wish to collaborate with related academic teachers and provide integrated activities that support their instruction.

Dry Cleaning I

Course Code: 025390 – two credits
Course Code: 035390 – three credits

Grade 11 two to three credits
one year

Prerequisite(s): None

This course provides training for entry-level employment in dry cleaning as pressers, spotters and finishers. The advanced levels provide opportunity for skill development in handling delicate and fine fabrics, stain and spot removal, shop operation, and customer relations.

Dry Cleaning II

Course Code: 125390 – two credits
Course Code: 135390 – three credits

Grade 12 two to three credits
one year

Prerequisite(s): Dry Cleaning I

Shoe Repair I

Textbook No. TBA
Course Code: 225390 – two credits
Course Code: 235390 – three credits

Grade 11 two to three credits
one year

Prerequisite(s): Algebra I

Opportunities are provided for the development of skills necessary for entry-level employment. The course content progresses from knowledge of materials and equipment of techniques in shoe repair, handbag mending and the development of speed and proficiency. The advanced levels emphasize shop operation and customer relations.

Maximum credit to be earned is 6 units.

Shoe Repair II

Textbook No. TBA
Course Code: 325390 – two credits
Course Code: 335390 – three credits

Grade 12 two to three credits
one year

Prerequisite(s): Shoe Repair I

Graphic Communications

Textbook No. TBA
Course Code: 015760

Grade(s) 10-12 one credit
one year

Prerequisite(s): Keyboarding - Computer

Recommended: Career Management Success

This course is the first in a series that prepares student for gainful employment and/or entry into post secondary education in the Graphic Communications industry. Content provides the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing leadership, teamwork, and industry skills. Laboratory facilities and experiences simulate those found in the graphic communications industry.

ARTS & COMMUNICATION CLUSTERS: Graphic Communications, Media Technology, Web Page, Computer Architecture, Networking

Career Management Success

Course Code: 005701 – one-half credit

Grade(s) 9-10 one-half credit
one semester

Prerequisite(s): None

Note: Career Management Success is required as a part of the Trade and Industrial Education student's concentrator sequence or Technical Path in the Arts & Communication Cluster.

Career Management Success is a Core Course for Career Clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete Professional Development Program Level I and Level II of Skills USA VICA or other degree programs in other career and technical youth organizations.

Graphic Communications Production

Textbook No. TBA
Course Code: 025761

Grade(s) 11-12 two credits
one year

Prerequisite(s): Graphic Communications

Recommended: Career Management Success

This course, which is the second level of Graphic Communications, prepares students for work related skills and advancement into graphic design and digital imaging and for gainful employment and/or entry into post secondary education in the graphic communications industry. Content provides student the opportunity to acquire marketable skills in both theory and practical application.

Advanced knowledge and skill in the printing industry will be enhanced in a laboratory setting that duplicates the printing industry and offers school/work based learning opportunities.

Visual Art and Design

Course Code: 015759

Grade(s) 9-10 one credit
one year

Prerequisite(s): None

Recommended: Career Management Success

This course provides a foundation in aesthetic concepts and applies these concepts to the visual art, design, printing, and the photography industries. Course content provides the opportunity to acquire marketable skills by examining both the visual arts and design industry and its career opportunities and by developing leadership, teamwork, and technical skills. Varying degrees of aesthetics are required, along with the ability to interpret many aspects of life and technology. Course content is also related to other pathways. Arts and Applied Art relates to Performing Arts; Graphic Design relates to Printing Technologies; and Photographic Art relates to Printing Technologies, Journalism, Broadcasting, and Film.

Graphic Design and Digital Imaging

Textbook No. 66556
Course Code: 025762

Grade(s) 11-12 two credits
one year

Prerequisite(s): Visual Art and Design

Recommended: Career Management Success

This level of the graphic communications sub cluster covers the principles of design and general layout procedure. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Advanced knowledge and skill in graphic design and digital imaging will be enhanced in a graphic communication production laboratory facility through experiences, which simulate the graphic communications industry and school based and work based learning opportunities.

Media Concepts

Textbook No. 66562
Course Code: 015763

Grade(s) 9-10 one credit
one year

Prerequisite(s): None

This course is the entry-level course designed to prepare students for the media industry. Course content provides a broad-based exposure to audio, video, journalism, and broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced course work in either the audio or video technology; journalism; and broadcasting areas.

Electronic Media Production (Radio/TV)

Textbook No. 66570
Course Code: 125764 – two credits
Course Code: 135764 – three credits

Grade(s) 10-11 two to three credits
one year

Prerequisite(s): Media Concepts or Instructors Approval

This course focuses on Electronic Media Production (EMP) (Radio/TV) technologies utilizing simulated and/or real-life projects. This course centers on production of various EMP products, including commercials, news, music, interactive, and industrial programming. The student will gain valuable insight into the many facets of EMP productions including, but not limited to: concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and production; as well as exploring some of the latest advances in radio technology.

Electronic Media Management and Operations (Radio/TV)

Textbook No. 66568
Course Code: 225765 – two credits
Course Code: 235765 – three credits

Grade(s) 11-12 two to three credits
one year

Prerequisite(s): Electronic Media Production (Radio/TV)

This course focuses on simulated and/or real-life electronic broadcasting media production and management activities. Projects center on in-house production of newscasts, special events, and original programming. The student will gain valuable insight into both the audio and video sides of the electronic media industry. Course content is composed of scripting, broadcasting, reporting, directing, editing, budgeting, and production, as well as cameras, lights, sound, and set design. This course will explore the latest digital technology and applications, research and future trends in the electronic media industry. Upon completion of this course, students will be prepared to pursue post-secondary education or enter the electronic media industry in an entry-level position.

Electronic Media Production I

(Replaces Electronic Recording I)
(Vocational Centers Only)

Textbook No. 60354
Course Code: 225764 – two credits
Course Code: 235764 – three credits

Grade 11 two to three credits
one year

Prerequisite(s): Algebra I and Geometry

Electronic Media Productions I is an introduction to multi-track recording including a study of acoustics, microphones, equalizers, compressors, consoles, noise reduction systems, and monitor systems.

Maximum credit to be earned is 6 units.

Electronic Media Production II

(Replaces Electronic Recording II)
(Vocational Centers Only)

Textbook No. 60354
Course Code: 325764 – two credits
Course Code: 335764 – three credits

Grade 12 two to three credits
one year

Prerequisite(s): Electronic Media Productions I

Electronic Media Production II is the follow-up course to Electronic Media Production I. The basic covered in the first year course are explored in greater depth and breadth.

Information Technology Infrastructure

Course Code: 015755 – one credit
Course Code: 025755 – two credits

Grade(s) 9-10 one to two credits
one year

Prerequisite(s): None

Recommended: Skills in keyboarding

Note: Standards 1 through 10 apply for 1 credit. Standards 11 through 13 apply for 1 additional credit.

This course is designed to prepare students with work related skills for advancement in the telecommunication and information technology career paths. Content provides students the opportunity to acquire basic foundational knowledge and skills in both theory and practical applications in direct current, alternating current, and power supply circuits. Course content includes fundamentals of networking concepts for personal computers (PC), networking, determining system requirements, setting up equipment, and performing installation tests for the end user. Content provides the opportunity to evaluate and install peripheral devices and become familiar with operating systems. Course content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of language, structure, and typography. Standards 11 through 13

stress layout and design guidelines as applied in the design of markup language documents. Course content will be delivered through virtual training and hands-on methods. Competencies mastered during this course help prepare students toward acquiring A+ and/or Net+ certification and/or Web design employment.

Computer Architecture

(replaces Computer Repair I)

Course Code: 015756

Grade(s) 10-11 one credit
one year

Prerequisite(s): Algebra I or equivalent (may be concurrent),
Information Technology Infrastructure

This course is designed to prepare students with work-related skills and for certification in the computer architecture career path. Content provides students the opportunity to acquire knowledge and skill in both theory and practical applications pertaining to troubleshooting, replacing, installing, and upgrading computers. Procedures used in the course may be hardware oriented, software oriented, or programming oriented. Upon completion of the course, students will possess a thorough knowledge of modern personal computer architecture and be able to take the A+ Certification exam.

Network Architecture

(replaces Computer Repair II)

Course Code 015757

Grade(s) 10-11-12 one credit
one year

Prerequisite(s): Algebra I or equivalent, Information Technology
Infrastructure

Recommended: Networking Essentials

This course, which is a part of the Arts and Communication Cluster, stresses the conceptual and practical skills necessary to design and manage networks. Course content, which is of the project-based format, allows student to interconnect workstations, peripherals, terminals, and other networking devices creating an integrated system where all devices speak the same language or protocol. Course content is designed to prepare students for certification to design, build, and maintain computer networks. Upon completion of the networking sub-cluster, graduates will be prepared to take the Cisco Certified Networking Associates examination or Net+ examination. Over 190,000 high-technology jobs are currently available in U. S. corporations for graduates and employment opportunities are increasing.

Cabling Technology

Course Code: 015758

Grade(s) 11-12 one credit
one year

Prerequisite(s): Information Technology Infrastructure

This course is designed to equip technicians with the fundamental knowledge, skills, and abilities necessary to install, troubleshoot, and maintain today's networks. Course content presents the principles, which govern the architecture and design of systems and networks for connectivity of video, voice, and data communications. Course content and skill development is delivered by the use of training centers and training aids in the class laboratory on which students complete training exercises.

Note: (1) Course content provides students the opportunity to begin a series of certification examinations through BICSI, which is an international telecommunication association. Completion of this course will enable students to take the Installer Level I and Installer Level II examinations and creates a foundation for continuing in RCDD certification, which is internationally recognized. (2) C STAR certification is being developed by the International Brotherhood of Electrical Workers and should be available in late 2002. The Cabling Technology course will prepare students to take the C STAR certification once it is available.

Web Page Design I

Course Code: 015766

Grade(s) 10-11 one credit
one year

Prerequisite(s): Information Technology Infrastructure; Algebra I
or Math for Technology I (may be concurrent)

This course, which is the first level of Web Page Design for the Internet, prepares students with work-related, leadership, and employability skills for advancement into the Web Page Design II course. Course content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of language, structure, and typography. Course content stresses layout and design guidelines as applied in the design of markup language documents. Laboratory facilities and experiences simulate those found in the Web page design and construction industry.

Web Page Design II

Course Code: 015767

Grade(s) 11-12 one credit
one year

Prerequisite(s): Web Page Design I; Algebra I or Math for
Technology II
(may be concurrent)

This course, which is the second level of Web Page Design, prepares students with work-related skills for advancement into post secondary education or industry. Course content includes expo-

sure to basic and advanced Web design, pixilated and vector-based Web graphics. Web animations, and the dynamics of Web hosting and Web design in e-commerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web page design and construction industry.

**TRANSPORTATION CLUSTERS:
Automotive Service, Collision Repair,
Diesel, Aviation Maintenance,
Pilot Ground School, Leisure Craft**

Career Management Success

Course Code: 005701 – one-half credit
Grade(s) 9-10 one-half credit
one semester
Prerequisite(s): None

Note: Career Management Success is required as a part of the Trade and Industrial Education student’s concentrator sequence or Technical Path in the MANUFACTURING, CONSTRUCTION, and TRANSPORTATION sub clusters.

Career Management Success is a Core Course for Career Clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete Professional Development Program Level I and Level II of Skills USA VICA or other degree programs in other career and technical youth organizations.

Note: (1) Students should use technology such as word processing, spreadsheet, scheduling, or presentation software to create and present class products whenever possible. (2) This course may be taught by a teacher holding any vocational endorsement.

Transportation Core

Course Code: 005702 – one-half credit
Grade(s) 9-10 one-half credit
one semester
Prerequisite(s): None

The Transportation Core course prepares students for entry into all subsequent transportation courses. Students 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, and basic technician skills. Upon

completing this course, students may enter automotive service technology, diesel equipment maintenance technology, leisure craft service technology, collision repair, and refinish technology, or aviation maintenance.

Hours earned in the Transportation Core course may be used toward meeting NATEF standards and Tennessee Department of Education standards. Standards 1 through 7 are for 1/2 credit. Standard 8 is for an additional 1/2 credit.

Aviation Maintenance General I

Textbook No. TBA
Course Code: 025703
Grade(s) 11-12 two credits
one year

Prerequisite(s): Algebra I or equivalent (may be concurrent), Physical Science, or Principles of Technology

Required: Federal Aviation Administration (FAA) Regulations require 420 contact hours in General Maintenance toward Airframe or Powerplant certification. Content may be covered in two courses of 1 unit credit (one year) each.

Aviation Maintenance General I offers the general aviation maintenance content common to Airframe and Powerplant Maintenance Technology. The course prepares students for 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.

Aviation Maintenance General II

Textbook No. TBA
Course Code: 025704
Grade(s) 11-12 two credits
one year

Prerequisite(s): Aviation Maintenance General I, Algebra I

Required: Federal Aviation Administration (FAA) Regulations require a minimum of 400 contact hours in General Maintenance toward Airframe or Powerplant certification (to be met by Aviation Maintenance General I and II).

Aviation Maintenance General II continues the general aviation maintenance content begun in Aviation Maintenance General 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 that govern technicians.

Introduction to Aerospace

Textbook No. TBA
Course Code: 015719

Grade(s) 11-12 one credit
one year

Prerequisite(s): Career Management Success

Introduction to Aerospace is a course that 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.

Theory of Flight

Textbook No. TBA
Course Code: 015720

Grade(s) 11-12 one credit
one year

Prerequisite(s): Career Management Success, Introduction to Aerospace

Theory of Flight is a course that continues and completes the presentation of knowledge and procedures required for the ground school (knowledge) portion of the Federal Aviation Administration (FAA) private pilot license. Students will explore the flight environment and weather formation and assess how weather data and other factors impact safety and flight operations. The course also covers Federal Aviation Administration (FAA) regulations affecting private pilot operations; predicting aircraft performance, weight, and balance; types of navigation in pilotage and dead reckoning; aviation physiology and aeronautical decision making; and cross country flying.

Automotive Technology: Brake Systems

Course Code: 015712

Grade(s) 11-12 one credit
one year

Prerequisite(s): Career Management Success, Transportation Core, Automotive Technology: Electronic Systems, Algebra I or equivalent (may be concurrent), Physical Science or Principles of Technology (may be concurrent).

Requirement: A minimum of 100 hours must be dedicated to brake systems to meet minimum standards set by NATEF and the Tennessee Department of Education.

Automotive Technology: Brake Systems course offers training in the diagnosis and repair of hydraulic, mechanical, and electrical systems used in standard and anti lock brake systems. Course content includes diagnostic, repair, and/or service technology of truck hydraulic and antilock brake systems to original equipment manufacture (OEM) specifications. Educational experiences simulate automotive service industry operations through training aids, laboratory facilities, and school based learning opportunities.

Automotive Technology: Suspension and Steering

Course Code: 015710

Grade(s) 10-11-12 one credit
one year

Prerequisite(s): Career Management Success, Transportation Core, Algebra I or equivalent (may be concurrent), Physical Science or Principles of Technology (may be concurrent).

Requirement: A minimum of 100 hours must be dedicated to suspension and steering to meet minimum standards set by NATEF and the Tennessee Department of Education.

Automotive Technology: Suspension and Steering is a course that prepares students for entry level positions or advanced training in automotive suspension and steering systems. The course material teaches the principles of automotive suspension/steering systems and four wheel suspension alignment. Course content provides the student the opportunity to acquire marketable skills by training in wheel alignment and the testing, diagnosis, and repair of suspension and steering systems. Lab facilities and experiences simulate automotive service industry operations through the use of training aids and modules and school based learning opportunities.

Automotive Technology: Electronic Systems

Course Code 025713

Grade(s) 10-12 two credits
one year

Prerequisite(s): Career Management Success, Transportation Core, Algebra I or equivalent (may be concurrent), Physical Science or Principles of Technology (may be concurrent).

Requirement: A minimum of 200 hours must be dedicated to electrical and electronic systems to meet minimum standards set by NATEF and the Tennessee Department of Education.

Automotive Technology: Electronic Systems is a course that prepares students for entry level positions or advanced training in automotive electronic systems. Course content prepares the student with a foundation to enter the automotive engine performance course. Students apply principles of electricity and electronics to automotive technology and develop diagnostic skills. The course provides students the opportunity to acquire marketable skills by training in the use of digital and analog voltmeters, ohmmeters, and amp meters; as well as oscilloscopes, test lights, load testers and specialized electrical test equipment. Education experiences simulate automotive service industry operations through the use of training aids and modules and school based learning opportunities.

Automotive Technology: Engine Performance

Course Code: 025711

Grade(s) 11-12 two credits
one year

Prerequisite(s): Career Management Success, Transportation Core, Automotive Technology: Electronic Systems, Algebra I or equivalent, Physical Science or Principles of Technology.

Requirement: A minimum of 250 hours must be dedicated to engine performance to meet minimum standards set by NATEF and the Tennessee Department of Education.

Automotive Technology: Engine Performance is a course that prepares students for entry level positions or advanced training in engine performance. The course covers electronic ignition and distributor ignition systems, fuel management, exhaust emission control, and computer input and output signals and will identify the different types of sensors used by automotive engine computers. Students will perform inspections, tests, and measurements for diagnosis and perform needed repairs. Education and experiences simulate automotive service industry operations through the use training aids and modules and offer school based learning opportunities.

Collision Repair: Non-Structural Analysis and Damage Repair

Course Code 025707

Grade(s) 11-12 two credits
one year

Prerequisite(s): Career Management Success, Transportation Core, Algebra I or equivalent (may be concurrent), Physical Science or Principles of Technology (may be concurrent).

Requirement: A minimum of 240 hours must be dedicated to non-structural analysis and damage repair to meet minimum standards set by NATEF and the Tennessee Department of Education.

Non Structural Analysis and Damage Repair is a course that 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. Students also perform metal finishing, repair body and glass panels, and remove trim and components.

Collision Repair:

Structural Analysis and Damage Repair
Course Code 025708

Grade(s) 11-12 two credits
one year

Prerequisite(s): Career Management Success, Transportation Core, Non-Structural Analysis and Damage Repair, Algebra I or equivalent (may be concurrent), Physical Science or Principles of Technology (may be concurrent), MIG Welding (may be concurrent).

Requirement: A minimum of 160 hours must be dedicated to structural analysis and damage repair and 100 hours in MIG welding to meet minimum standards set by NATEF and the Tennessee Department of Education.

Notes: Course is aligned with NATEF tasks list for Collision Repair and Refinish. Items have been organized based on the requirements of the state-required course description format. NATEV tasks are referenced with the corresponding Performance Standards.

Structural Analysis and Damage Repair is a course that prepares students to analyze structural collision damage to a vehicle, determine the extent of the damage and the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. Students also perform metal finishing, repair body and glass panels, and remove trim and components.

Collision Repair: Paint and Refinish

Textbook No. 67380

Course Cod3e: 035709

Grade(s) 11-12 three credits
one year

Prerequisite(s): Career Management Success, Transportation Core, Non-Structural Analysis and Damage Repair, MIG Welding (may be concurrent).

Requirement: A minimum of 370 hours must be dedicated to painting and refinishing and plastics and adhesives to meet minimum standards set by NATEF and the Tennessee Department of Education.

Collision Repair: Paint and Refinish is a course that prepares students 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. The course also covers application of plastics and adhesives.

Diesel Technology: Brake Systems

Textbook No. TBA

Course Code 015715

Grade(s) 11-12 one credit
one year

Prerequisite(s): Career Management Success,
Transportation Core

Required: A minimum of 95 hours must be dedicated to diesel brake systems to meet minimum standards set by NATEF and the Tennessee Department of Education.

Diesel Technology: Brake Systems is a course offering training in the diagnosis and repair of the systems used in standard and anti lock brake systems. Students will learn to diagnose, repair and/or service truck hydraulic and antilock brake systems to original equipment manufacture's (OEM) specifications.

Diesel Technology: Suspension and Steering

Textbook No. TBA
Course Code 015716

Grade(s) 11-12 one credit
one year

Prerequisite(s): Career Management Success,
Transportation Core

Required: A minimum of 90 hours must be dedicated to diesel suspension and steering systems to meet minimum standards set by NATEF and the Tennessee Department of Education.

Diesel Technology: Suspension and Steering is a course offering training in the diagnosis and repair of the steering and suspension systems of medium and heavy trucks. Students learn the principles of suspension/steering systems and suspension alignment. The course provides the student with training in wheel alignment and the testing, diagnosis, and repair of steering and suspension systems.

Diesel Technology: Electronic Systems

Textbook No. TBA
Course Code: 025717

Grade(s) 10-12 two credits
one year

Prerequisite(s): Career Management Success,
Transportation Core

Required: A minimum of 225 hours must be dedicated to diesel electrical and electronic systems to meet minimum standards set by NATEF and the Tennessee Department of Education.

Diesel Technology: Electronic Systems is a course offering 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 multimeters (DMM) and ammeters.

Diesel Technology:

Preventive Maintenance Inspection
Textbook No. TBA
Course Code: 015714

Grade(s) 10-12 one credit
one year

Prerequisite(s): Career Management Success,
Transportation Core

Required: A minimum of 105 hours must be dedicated to diesel preventive maintenance inspection to meet minimum standards set by NATEF and the Tennessee Department of Education.

Diesel Technology: Preventive Maintenance Inspection is a course offering 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.

Diesel Technology: Diesel Engine

Textbook No. 67356
Course Code: 025718

Grade(s) 11-12 two credits
one year

Prerequisite(s): Career Management Success, Transportation Core, Diesel Technology: Electronic Systems

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.

Diesel Technology: Diesel Engine is a course offering 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.

Leisure Craft: Systems

(Replacing Air Cooled Engines Tech I and II)

Textbook No. 67374

Course Code: 015705 – one credit

Course Code: 025705 – two credits

Grade(s) 10-12 one to two credits
one year

Prerequisite(s): Transportation Core, Algebra I or Math for Technology II (may be concurrent)

Note: Standards 1 through 7 apply for 1 credit. Standards 8 through 9 apply for an additional 1 credit. Standards 8 through 9 apply to outboard engine service technology.

Leisure Craft: Systems is a course that prepares students for entry-level positions or advancement in the Leisure Craft Career Path. The course of study focuses on motorcycles, watercraft, all-terrain vehicles (ATV), jet skis, outboard motor boats, and garden vehicles. Content provides students the opportunity to acquire skills relating to safety, shop operations, and basic technician skills in brake systems, suspension systems, steering systems, tilt and trim systems, and transmission systems relating to leisure craft. Students will perform inspections, tests, and measurements for diagnosis and perform needed repairs. Education and experience simulate the leisure craft service industry operations through the use of training aids and modules and offer school-based and work-based learning opportunities.

Leisure Craft: Engine Performance

(Replacing Air Cooled Engines Tech I and II)

Textbook No. TBA

Course Code: 015706 – one credit

Course Code: 025706 – two credits

Grade(s) 11-12 one to two credits
one year

Prerequisite(s): Transportation Core, Algebra I or Math for Technology II (may be concurrent)

Note: Standards 1 through 8 are for 1 credit. Standard 9 is for additional 1 credit.

Leisure Craft: Engine Performance is a course that prepares students for entry-level positions or advanced training in engine performance in the Leisure Craft Career Path. Course content focuses on motorcycles, all-terrain vehicles (ATV), jet skies, outboard motors, and garden equipment vehicles. The course covers charging and electrical systems, ignition systems, fuel delivery systems, emission systems, and diagnosis of electrical mechanical systems. Students will perform inspections, tests, and measurements for diagnosis and perform needed repairs. Education and experience simulate leisure craft industry operations through the use of training aids and modules and offer school-based and work-based learning opportunities.

AGRICULTURE EDUCATION

Horticulture Technologies I

Textbook No. 63880

Course Code: 025125 – two credits

Course Code: 035215 – three credits

Grade(s) 10-12 two to three credits
one year

Prerequisite(s): Algebra I

Horticulture Technologies I is a study in applied plant science; types, characteristics, propagation and care of ornamental plants; and job preparation.

Maximum credit to be earned is 6 units.

Horticulture Technologies II

Textbook No. 63880

Course Code: 215125 – one credit

Course Code: 225125 – two credits

Course Code: 235125 – three credits

Grade(s) 10-12 two to three credits
one year

Prerequisite(s): Satisfactory completion of Horticulture Technologies I (Minimum of 2 credits)

Agriculture Science (Agriscience)

Textbook No. TBA

Course Code: 015121

Grade(s) 9-12 one credit
one year

Prerequisite(s): None

Agriculture Science (Agriscience) is an elective course designed for first year students enrolled in vocational agriculture. This course provides a broad background in animal science, plant science, agriculture mechanics, and leadership training through the Future Farmers of America Organization, which is an integral part of the instructional program.

Agriculture Science (Agriscience) satisfies one credit of life science laboratory credit required for graduation or it may be awarded for one vocational credit.

Greenhouse Management

Textbook No. TBA

Course Code: 015117

(Kirby High School Only)

Grade(s) 9-11 one credit
one year

Prerequisite(s): None

This course focuses on the study of greenhouse management along with raising of all greenhouse crops grown for sale. Emphasis is placed on small fruit and vegetable productions and the floriculture industry. Participation in greenhouse work and small orchard area is important in this course.

Floriculture (Floral Design)

Textbook No. TBA

Course Code: 015114

(Kirby High School Only)

Grade(s) 10-12 one credit
one year

Prerequisite(s): Greenhouse Management

This course focuses on the maintenance of the greenhouse, schedule the planting of greenhouse crops, and oversee the orchard, and garden area. Emphasis is placed on the study of turf grass management and nursery operations.

Forestry

Textbook No. TBA
Course Code: 015115
(Kirby High School Only)

Grade(s) 10-12 one credit
one year

Prerequisite(s): Algebra I and Geometry

This course is designed to develop skills in identifying trees, reorganizing habitat, performing timberland improvements, estimating volume of standing trees, and recommending regeneration practices. The student will learn the use of sound forestry practices that observe and increase the productivity and economic value of forest, woodlot, or existing land. Exploratory experiences will be encouraged to develop career entry knowledge and skills in the field of forestry.

BUSINESS TECHNOLOGY

Business, as well as Information Technology, exists primarily to provide information and training for and about business for those students who may possess an interest or aptitude in business and/or office careers. It is intended that a natural component of this goal will be an emphasis on the acquisition of the technical knowledge and skill as well as the development of the learner into a stable and contributing member of society.

Two one half credit courses or a one credit course will meet the 180 hours requirement in Computer Technology.

Microsoft Business/Industry certification is available to high school students and adults at the following sites: Hamilton High School, Kansas Career and Technology Center, Trezevant Career and Technology Center, and Kingsbury Career and Technology Center.

Accounting I

Textbook No. 70350
Course Code: 3779 (Vocational)
Course Code: 3701 (Non Vocational)

Grade(s)10-12 one credit
one year

Prerequisite(s): Keyboarding, Computer Applications

Must be taught by a certified vocational instructor under state code 3779.

Accounting I introduces concepts and principles based on a double-entry system of maintaining the financial records of a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting and preparing worksheets and financial statements. Activities in this course will be completed manually and electronically.

Accounting II

Textbook No. 70356
Course Code: 3780 (Vocational)
Course Code: 3702 (Non Vocational)

Grade(s)11-12 one credit
one year

Prerequisite(s): Satisfactory completion of Accounting I.

Must be taught by a certified vocational instructor under state code 3780.

Accounting II is an advanced study concepts, principles, and techniques used in keeping the financial records of a sole proprietorship, partnership, and cooperation. Departmental, management, cost, and not-for-profit accounting systems are explored. Activities in this course will be completed manually and electronically.

Administrative Management

Textbook No. 70362
Course Code: 3737 (Vocational)

Grade(s)11-12 one to two credits
one year

Prerequisite(s): Keyboarding/Document Formatting,
Computer Applications

Recommended: Two credit hour blocks for students pursuing certification and/or advanced training.

This capstone course provides advanced training, including, hands-on experiences for students pursuing a career in business technology. Skills developed in previous courses will be incorporated and enhanced through a multi-tasking environment using a variety of input technologies. Procedures and concepts are related to information processing systems, administrative/information management, business standards, feasibility studies, cost/budgeting, leadership, ethical and legal issues, mathematics and, communications. This course may articulate toward a post-secondary program.

American Business/Legal Systems

Textbook No. 70368
Course Code No. HQ3719 (Vocational)
Course Code No. HQ3705 (Non Vocational)
Course Code: 3706 (Vocational or Non Vocational)

Grade(s) 11-12 one-half credit
one-half semester
Prerequisite(s): Computer Applications, Keyboarding/Document Formatting

The study of American Business/Legal Systems exists to provide students an understanding of the legal framework in which American Business functions. The combination of the free enterprise system in a democratic society at all levels influences one's daily decisions. Students will analyze the alliance between capitalism and democracy, and be better prepared to influence the decisions of tomorrow in the public and private sector of the United States of America. (Access to the Internet should be provided.)

American Business/Legal Systems substitutes for United States Government credit.

Banking and Finance

Textbook No. 70374
Course Code No. 3756 (Vocational)

Grade(s) 11-12 one or two credits
one year

Recommended Prerequisite(s):
Keyboarding, Financial Planning, and Accounting

Banking and Finance is a course designed to challenge the student with real banking and financial situations through a partnership with a local financial institution that would bring resources of mentors, seminars, and hands on experience with day-to-day operations. Completion of this course will provide students with a basis for secondary education in finance and special job skills in banking and financial institutions. Ethical issues will be presented in the course.

BASIC Programming

Textbook No. TBA
Course Code: 3722 (Non Vocational)

Grade(s) 9-12 one credit
one year

Recommended Prerequisite(s): Keyboarding, Algebra I (or concurrent with)

This course is designed to give the student an introduction to Beginners All-Purpose Symbolic Instruction Code (BASIC). The student will utilize the commands, statements, and procedures of this language to write, run, debug and edit computer programs.

Business Economics

Textbook No. 70380
Course Code: HQ3755 (Vocational)
Course Code: HQ3749 (Non Vocational)
Course Code: 3751 (Vocational or Non Vocational)

Grade(s) 11-12 one-half credit
one semester

Recommended Prerequisite(s): Business Principles, Computer Applications

This course provides an in-depth study of fundamental concepts, free enterprise trading practices and the various players in the Economic system. Topics include the production, marketing and distribution of goods and services, as well as the roles of financial institutions, the government and the individual within the free enterprise system. Students will explore various careers related to the economy.

Highly Qualified status Business Economics substitutes the Economics credit required for graduation.

Business Management

Textbook No. 70386
Course Code: 3707 (Vocational)

Grade(s) 11-12 one credit
one year

Recommended Prerequisite(s):
Keyboarding, Business Principles, Computer Applications

The study of Business Management will provide students the foundation needed to appreciate the importance of the many activities, problems, and decisions necessary to successfully manage an ongoing business entity. Areas to be examined include business organization, careers available, ethical and legal responsibilities, communication and decision-making, personnel, safety and professional development. By gaining an understanding of these tasks, students will be better prepared to enhance the business decisions of tomorrow.

Business Principles

Textbook No. 70392
Course Code: 3790 (Non Vocational)

Grade(s) 9-10 one credit
one year

Prerequisite(s): Keyboarding

This core course introduces students to all aspects of business: the international economy; finance principles; management strategies; and information systems. Students will analyze the elements of business environment and focus on attitudinal and problem-solving skills inherent to success in business.

C++ Programming

Textbook No. TBA
Course Code: 3723 (Non Vocational)

Grade(s) 9-12 one credit
one year

Prerequisite(s): Keyboarding, Algebra I (or concurrent)

This course is designed to give the student an introduction to C++ programming. The student will utilize the commands, statements, and procedures of this language to write, run, debug and edit computer programs.

Career Connections

Textbook No. TBA
Course Code No. 3716 (Vocational)

Grade(s) 11-12 one-half credit
one semester

Recommended Prerequisite(s):
Interpersonal Communications or Career Management Success

Career Connections is designed to provide students with an understanding of how to plan for and manage careers in a continuously changing workplace. Students will learn the importance of exploring multitude career paths and building on the inter-relatedness between occupations when applying career development strategies throughout the life span. With the recognized relationship between family functioning and work productivity, the family/work connection is emphasized in the content of this course.

Computer Application

Textbook No. TBA
Course Code No. 3718 (Vocational)
Course Code No. 3721 (Non Vocational)

Grade(s) 9-10 one credit
one year

Prerequisite(s): Keyboarding/Document Formatting

This course is designed to develop computer technology skills. Students will use a variety of computer software and hardware tools and features of an electronic information network. Students will explore the historical, social and ethical issues of using computer technology. The students will develop skills that will assist them with efficient production; accurate production analysis; management of information and design and presentation of a multimedia project.

Computer Literacy

Textbook No. TBA
Course Code No. 3720 (Non Vocational)

Grade(s) 9-10 one credit
one year

Prerequisite(s): Keyboarding

This course is designed to improve student use and understanding of information age 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.

Computer Operating System

Textbook No. TBA
Course Code: 3763 (Vocational)

Grade(s) 10-11 one credit
one year

Prerequisite(s): None

Computer Operating Systems is designed to allow students to develop work-related skills and prepare for certification in the computer architecture career path. Content provides students the opportunity to acquire knowledge and skill in both theory and practical applications pertaining to installing, upgrading and troubleshooting computer operating systems. Procedures used in the course may be hardware oriented, software oriented, or programming oriented. Upon completion of the course, students will possess a thorough knowledge of modern personal computer operating systems and be able to take the A+ Certification exam.

Database Design/Management

Textbook No. 70398
Course Code: 3735 (Vocational)

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): Keyboarding/Document Formatting

The student will analyze and apply database design techniques and management methods for organizing and maintaining files. At the completion of the course, students will have database management skills enabling them to design and implement a relational database application. Student proficiency will lead to software certification.

Desktop Publishing

Textbook No. TBA
Course Code: 3741 (Vocational)

Grade(s) 10-12 one credit
one year

Prerequisite(s): Keyboarding/Document Formatting

The student will develop skills in electronic publishing design, layout, composition, and paste up. Techniques will be applied in creating and formatting a variety of publications with imported data/graphics using resources such as the Internet, scanner, etc. The student will research and apply copyright laws, ethics and language arts skills with reference to electronic publishing

eBusiness Communications

Textbook No. 70408
Course Code: 3704 (Vocational)

Grade(s) 10-12 one credit
one year

Recommended Prerequisite(s): Keyboarding/Document Formatting

The course is the study of oral, written, and electronic communications in a global society. This course will also address the use of Web browsers, navigators, search engines, on-line communication methods, home and Web design concepts, transfer of data, downloading files, security procedures and internet navigation tools. Emphasis is placed on electronic research, business report writing, business correspondence, enhancement of oral presentations with electronic media and communications applying current technology.

Financial Planning

Textbook No. 70412
Course Code: 3717 (Vocational)
Course Code: 3713 (Non Vocational)

Grade(s) 10-12 one credit
one year

Prerequisite(s): Keyboarding, Computer Applications

This course is designed to develop skills in the use of financial planning principles used in making business decisions. Students will research job qualifications and employment opportunities in Finance. The course includes a study of the allocation of financial resources, the effects of finance and credit institutions on the business community, and the impact of financial decisions on the consumer market.

Information Technology Foundations

Textbook No. TBA
Course Code: 3764 (Vocational)

Grade(s) 10-11 one to two credits
one year

Prerequisite(s): Keyboarding

Information Technology Foundations is designed to prepare students with work-related skills for advancement in the telecommunication and computer architecture career paths. Content provides students the opportunity to acquire basic foundational knowledge and skills in both theory and practical applications in direct current, alternating current, digital and power supply circuits. Course content includes fundamentals for personal computers (PC), networking, determining system requirements, setting up equipment, and performing installation tests for the end user. Content provides the opportunity to evaluate and install peripheral devices. Course content will be delivered through virtual training and hands-on methods. Competencies mastered during this course help prepare students toward acquiring basic electronics and/or A+ certifications.

Integrated Input Technologies

Textbook No. 70418
Course Code: 3730 (Vocational)

Grade(s) 11-12 one to two* credits
one year

Prerequisite(s): Keyboarding and Keyboarding/Document Formatting

This is a capstone course in which students will learn necessary skills in problem solving using current and emerging integrated technology to include a variety of input technologies such as advanced keyboarding, scanning, speech recognition, handwriting recognition, and the use of a mouse in the production of mailable business documents. The course focuses on student choice, accountability and competency. Students work toward the attainment of high-level employable competencies in areas that may include (but are not limited to) integrated software applications, computer systems, communication systems, networking, ethical issues, human relations, leadership, self-management, and workplace management. Students may choose areas of specialization and achieve industry certification in areas such as word processing, spreadsheet applications, database design and management, multimedia presentations, schedule and contact management, etc. This course may articulate to post-secondary education.

- Students may choose a minimum of two areas of specialization to prepare for industry certification.

Interactive Multimedia Presentation

Textbook No. 70680
Course Code: 3746 (Vocational)
Course Code: 3752 (Non Vocational)

Grade(s) 11-12 one credit
one year

Prerequisite(s): Keyboarding/Document Formatting

Course must be taught by a vocational teacher certified under the state code of 3746.

The student will apply keying, typography, layout and design skills in this course. The student will be proficient in using interactive multimedia tools to develop electronic presentations. Creative design, persuasive communications, and language arts skills are applied through research, evaluation, validation, written, and oral communication. Typography, layout and design guidelines are applied. Copyright laws and ethical practices are reinforced in creating and formatting various presentations that require imported data/graphics, digital, audio, and video clips. Team development will also be stressed as students work on multimedia project(s). Laboratory facilities and experiences simulate those found in business and industry.

International Business/Marketing

Textbook No. TBA
Course Code: HQ3750 (Vocational)
Course Code: 3754 (Vocational)

Grade 11-12 one to three credits
one year

Prerequisite(s): At least one credit in a Marketing or Business or Business Technology course.

This course is designed to provide students the opportunity to explore global markets. The course will allow students to gain knowledge and develop skills necessary in an international environment and entry-level International Business occupations.

* Cooperative Methodology work experience is recommended for advanced students for up to two (2) additional credits including Work Based Learning.

International Business/Marketing satisfies one-half credit in Economics.

JAVA Programming

Textbook No. 70423
Course Code: 3761 (Vocational)

Grade 9-12 one credit
one year

Prerequisite(s): Keyboarding, Algebra I (or concurrent)

This course is designed to develop object-oriented programming language skills using JAVA. The student will utilize the commands, statements, and procedures of this language to write, run, debug, and edit computer programs.

Keyboarding

Textbook No. 70432
Course code: 3710 (Vocational)
Course Code 3715 (Non Vocational)

Grade(s) 7-9 one-half credit
one semester

Recommended Prerequisite(s): Computer Literacy K-6

Must be taught by a certified vocational instructor under state code 3710.

The student will develop basic skills in operating a computerized keyboard by using the touch system and input technology to produce mailable business documents. Mailability standards apply to keying, formatting, grammar, punctuation, capitalization, spelling, content, and layout and design. Using special features of the software, the student will be able to format academic and business reports.

Keyboarding/Document Formatting

Textbook No. 70432
Course code: 3775 (Vocational)

Grade(s) 8-10 one-half credit
one semester

Recommended Prerequisite(s): Keyboarding

The Keyboarding/Document Formatting course is a continuation of the Keyboarding course. Student will prepare business and academic report, etc. The student will demonstrate a combination of input skills (advanced keyboarding, scanning, speech recognition, handwriting recognition, and the use of a mouse) in the production of mailable business documents. Industry production standards are emphasized. Formatting, typography and layout and design concepts are applied in document preparation of business letters, forms, invoices, manuscripts, and tabulated and columnar information. Proofreading and editing skills are applied.

Keyboarding/Document Layout and Design

Textbook No: 70438
Course code: 3727 (Vocational)

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): Keyboarding/Document Formatting

The student will use a hands-on approach to develop proficiency in document preparation. Emphasis is on production of business applications including design and layout, speed and accuracy. Concepts capabilities, procedures, and legal responsibilities of word and information processing are applied. Simulated and real projects from rough draft copy and/or transcription magnetic media are used for problem solving and business document preparation. Student proficiency will lead to software certification.

Networking Essentials

Textbook No. 70444
Course Code: 3778 (Vocational)

Grade(s) 11-12 one credit
one year

Prerequisite(s): Keyboarding or concurrent with Computer Applications, Programming course

This course is designed to teach the fundamentals of networking through the use of lecture, multimedia, and hands-on training. Students will be introduced to the terminology, concepts and industry standards that govern how computers and other devices communicate with each other. This course will provide students with a good working knowledge of the hardware and software being used today in multi vendor networks throughout the business world. This course will particularly help prepare students who are planning to pursue international technology certifications such as the Microsoft Certified Systems Engineer/Administrator (MCSE) (MCSA), CompTIA Network +, or Certified Novell Engineer (CNE) just to name a few. This course may articulate to a postsecondary program.

Spreadsheet Applications

Textbook No. 70448
Course Code: 3729 (Vocational)

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): Keyboarding

Spreadsheet Applications is an electronic worksheet used to perform business calculations. This course will develop skills in designing worksheets, writing formulas, analyzing data, charting data and managing data. Student proficiency may lead to software certification.

Virtual Enterprise International

Textbook No. 68426
Course Code: HQ3762 (Vocational)
Course Code: 3757 (Vocational)

Grade(s) 11-12 one to two credits
one year

Recommended Prerequisite(s): Business Management or Business Principles (or concurrent)

Virtual Enterprise International (VE) is a simulated business environment. The VE students will be involved in actual on the job work experiences, including accounting, personnel administration, management and marketing. The only difference the VE and an actual business is that no materials or goods are produced or legal tender exchanged. However, services will be provided. Working in a team, the student will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. This course will link learning to application and real life experiences.

Virtual Enterprise International substitutes for Economics credit if taught by Highly Qualified Certified Business instructor.

Web Page Design-eCommerce

Textbook No. 70458
Course Code: 3760 (Vocational)

Grade(s) 11-12 one credit
one year

Prerequisite(s): Web Page Design – Site Designer, Algebra I or Technical Algebra

This course prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to Web design in ecommerce with marketing, customer relations, and commercial Web site publication. The course content provides students the opportunity to acquire fundamentals skills in practical application of Web development, leadership, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web page design and Web page construction industry. This correlates to the CIW certification “Web eCommerce.”

Web Page Design - Site Designer

Textbook No. 70456
Course Code: 3759 (Vocational)

Grade(s) 11-12 one credit
one year

Prerequisite(s): Keyboarding/Document Formatting, Algebra I, Web Page Design – Foundations

This course prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic and advanced Web design, pixelated and vector-based Web graphics, Web animations, dynamics of Web hosting, and Web design in E-Commerce. The course content provides students with the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web page design and Web page construction industry. Further, this course maps to the Certified Internet Webmaster “Site Designer” national certification examination.

Web Site - Foundations

Textbook No. 70452
Course Code: 3758 (Vocational)

Grade(s) 10-11 one credit
one year

Recommended Prerequisite(s): Keyboarding/Document Formatting, Computer Applications or Information Technology Foundations, Algebra I or Technical Algebra

This course prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic Web Design and the dynamics of Networking/Internetworking, Web hosting and Web design in e-commerce. The course content provides students the opportu-

nity to acquire fundamental skills in both theory and practical application of Web Design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web Page Design and construction industry.

HEALTH SCIENCE EDUCATION

Health Science Education programs are designed to acquaint students with a variety of health careers. Students acquire knowledge and skills, which prepare them for existing and emerging careers in health science.

Anatomy and Physiology

Textbook No. 64986

Course Code: 015509 (Level 4)

Honors Course Code: 605509 (Level 6)

Grade(s) 10-12

one credit
one year

Recommended Prerequisite(s): Biology

This course is designed for students to develop an understanding and functioning of the human body. Human anatomy and physiology functions are assessed. A workable knowledge of medical terminology will be demonstrated. This course may serve as a science credit if the teacher is highly qualified.

Biomedical Applications

Textbook No. TBA

Course Code: 015513

Grade(s) 11-12

one credit

one year

Prerequisite(s): None

This course provides an overview of biomedical research applications. Topics covered will include understanding laboratory procedures fundamental to biomedical research, which include recombinant DNA, protein purification, cell and tissue culture. Additional topics include communication skills, the history and development of the field of biomedical research and understanding the legal environment and technology transfer aspects of biomedical research. The course will include information and laboratory skills required by the biomedical industry. Subject matter will include career choices, skill development, and application of scientific concepts relative to becoming a biomedical research professional. Careers include medical research, biochemist, bioinformatics, biomedical chemist, biostatistician, cell biologist, clinical trials research, geneticist, genetics lab assistant, microbiologist, molecular biologist, pharmaceutical scientist, quality assurance professional, quality control professional, regulatory affairs specialist, research scientist, toxicologist, biomedical engineer, biomedical patent attorney and others.

Diagnostic Medicine

Textbook No. 67320/67321

Course Code: 015511 (Level 4)

Honors Course Code: 605511 (Level 6)

Grade(s) 11-12

one credit
one year

Prerequisite(s): None

Diagnostic medicine creates a picture of an individual's health status at a single point in time. This could include careers such as cardiology, imaging, medical laboratory, radiography, nuclear medicine, stereotactic radiosurgery, speech pathologist, respiratory therapist, clinical laboratory technician, pathologist, medical doctor, Histotechnologist, Orthotist, Plastic Surgeon, Prosthetist, Prosthodontist, and others.

Emergency Medical Services (EMS)

Textbook No. TBA

Course Code: 015510 (Level 4)

Honors Course Code: 605510 (Level 6)

Grade(s) 11-12

one credit
one year

Prerequisite(s): None

This course is designed for students who are interested in becoming an emergency room physician, emergency medical technician, paramedic, or emergency room nurse.

Forensic Science

Textbook No. TBA

Course Code: 015514

Grade(s) 11-12

one credit
one year

Prerequisite(s): None

This course is an overview of how science is applied to solving crimes. Topics including history of forensic sciences, collecting of evidence, analyzing results and hands-on application of many laboratory techniques used in solving crimes and identifying people and future careers. Students will participate in a mock (staged) crime scene to apply knowledge and skills gained. Careers include forensic nurses, odontologists, pathologists, psychiatrists, crime scene investigators, medical examiners/coroners, forensic technicians, criminalists, toxicologists, wildlife specialists, forensic engineers, accountants, computer specialists, aviation and construction accident investigators, forensic photographers, skull reconstructionists, document and polygraph examiners.

Health Informatics

Textbook No. 67338/67339

Course Code: 005505

Grade(s) 11-12

one credit

one year

Prerequisite(s): None

This course will provide knowledge of ways to document an individual's care in the home, hospital, long term care, outpatient, and others. The documentation could include activities as databases, medical records, health management, risk management, health insurance, and, doctor, dental, and vet offices. Careers could include medical records, health management, risk management, unit coordinator, computer operator, social worker, patient advocate, hospital chaplain, clinical department director, community services specialist, computer security specialist, data analyst, epidemiologist, health writer, medical librarian, medical video producer and others.

Health Science Education

Textbook No. 67334/67335

Course Code: 005504

Grade(s) 9 12

one credit

one year

Prerequisite(s): None

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.

Medical Therapeutics

Textbook No. 67320/67321

Course Code: 005506 (Level 4)

Honors Course Code: 605506 (Level 6)

Grade(s) 11-12

one credit

one year

Prerequisite(s): None

This course provides knowledge and skills to maintain or change the health status of an individual over time. This could include careers such as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, nutritionist, physician, psychiatrist, psychologist, veterinarian, gerontology service provider, medical practice owner, attorney for health care and others.

Nursing Education

Textbook No. 67336/67337

Course Code: 015507 (Level 4)

Honors Course Code: 605507 (level 6)

Grade(s) 11-12

one credit

one year

Prerequisite(s): None

This course consists of 18 units of study dealing with direct bedside nursing care. Clinical experience, which is a part of the course, will consist of supervised practice in the nursing home as well as demonstrations in the classroom. Students can qualify to be registered by the Tennessee Department of Health after the completion of the course, with a minimum of 100 hours clinical and theory instructions: 40 hours in the classroom with the additional 60-80 hours to be determined by the teacher in a clinical setting. To become employable as a Certified Nursing Assistant, students must pass a state test (both written and skill) prior to gaining certification. The high school instructor must meet State Department of Education certification standards. Careers include registered nurse, clinical nurse specialist, nurse practitioner, nurse midwife, nurse anesthetist, forensic nurse and others.

Rehabilitative Therapies

Textbook No. TBA

Course Code: 005503 (Level 4)

Honors Course Code: 605503 (Level 6)

Grade(s) 11-12

one credit

one year

Prerequisite(s): None

This course explores career options and their related roles and responsibilities. This course discusses the legal and ethical issues related to patient care and health care delivery. This course focuses on enabling the patient to live to the fullest capacity possible. Students learn how to incorporate professional behavior and medical terminology into patient assessment and treatment planning and implementation. Careers include sports medicine, physical therapy, speech/language therapy, art, music, dance therapy, and others.

Support Services

Textbook No. TBA

Course Code: 015500 (Level 4)

Honors Course Code: 615500 (Level 6)

Grade(s) 11-12

one credit

one year

Prerequisite(s): None

This course will provide the knowledge and skills necessary to provide an environment for the delivery of quality health care services in a safe and professional manner. Careers include central supply, facility maintenance, food services, interior decorating, housekeeping, biomedical engineering, epidemiology, biomedical technician and others.

Cooperative Methodology/Supervisory Periods

Course Code: 015598

Grade(s) 11-12 no credit
Prerequisite(s): Simultaneous enrollment in any Health Sciences & Technology course offering Cooperative Methodology

Credit for Cooperative Methodology is awarded in the appropriate related vocational course in which the student is enrolled. Teachers who supervise this experience must hold proper endorsement and have completed the state approved 40-hour training and internship or state-approved course equivalent.

Clinical Internship

Textbook No. 66396

Medical Therapeutics

Course Code: 505501 – Clinical Internship
Honors Course Code: 565501 – Clinical Internship

Medical Diagnostics

Course Code: 805501 – Clinical Internship
Honors Course Code: 865501 - Clinical Internship

Health Informatics

Course Code: 405501 - Clinical Internship
Honors Course Code: 465501 - Clinical Internship

Support Services

Course Code: 105501 – Clinical Internship
Honors Course Code: 165501 - Clinical Internship

Rehabilitative Therapy

Course Code: 305501 – Clinical Internship
Honors Course Code: 365501 – Clinical Internship

Emergency Medical Services

Course Code: 705501 - Clinical Internship
Honors Course Code: 765501 – Clinical Internship

Grade(s) 11-12 one credit
one year

Prerequisite(s): Medical Therapeutics, Medical Diagnostics, Health Informatics, Support Services, Rehabilitative Therapy, or Emergency Medical Services

Students may choose to complete a clinical internship after completing Medical Therapeutics, Medical Diagnostics, Health Informatics, Support Services, Rehabilitative Therapy, and Emergency Medical Services. This course is designed to be completed in a hospital, nursing home, rehab center, medical office, or other health care facility.

MARKETING EDUCATION

The marketing industry provides one of the fastest growing areas of employment opportunities in the United States. Marketing is a critical, challenging area that applies economics, psychology, and sociology. Successful performance depends on the application of mathematics and English principles, the use of scientific problem solving, and the application of computer technologies to marketing situations and problems. Marketing courses enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. Students can transfer their skills and knowledge between and among industries.

Completion of one credit in a selected Marketing Education courses may satisfy the Economics requirement for graduation. The teacher must be certified in Economics or have met the criteria of being “Highly Qualified” under guidelines from the No Child Left Behind Act.

Exploration Course Options: Exploration of Marketing and Management; Organizational Leadership; Hospitality Management.

Foundation Course Options: Marketing and Management Principles I; Services Marketing; Retail Operations; Wholesale Operations; Financial Services Marketing (These courses serve as a prerequisite for Advanced Courses.)

Advanced Course Options: Marketing and Management II – Advanced Strategies; Entrepreneurship; Marketing Information Management; International Business and Marketing; Sports and Entertainment Marketing; Technology in Marketing; Travel and Tourism Operations; Lodging Operations (These courses require a prerequisite.)

EXPLORATION COURSES

Exploration of Marketing and Management

Textbook No. 68432
Course Code: 005014 – one-half credit
Course Code: 015014 – one credit

Grade(s) 9-10 one-half to one credit
one semester to one year
Prerequisite(s): None

This course is designed to introduce and provide an overview of marketing and management, as well as employment opportunities available in these fields. Students will explore important marketing concepts, functions, personality traits, and communication and interpersonal skills necessary for marketing and management careers.

Organizational Leadership

Textbook No. 68524

Course Code: 005019 – one-half credit

Course Code: 015019 – one credit

Grade(s) 9-12 one-half to one credit
one semester to one year

Prerequisite(s): None

This course develops an understanding of organizational leadership characteristics and behaviors. Students will develop skills in teamwork, conflict resolution, communication, and group problem solving techniques used in business. Students will apply the principles of leadership in school, community, and marketing related settings.

Foundations of the Hospitality Industry

Textbook No. 68506

Course Code: 005025 – one-half credit

Grade(s) 9-12 one-half credit
one semester

Prerequisite(s): None

This course introduces students to the hospitality industry, its various components, and available career opportunities. Content will provide a foundation for further study in the areas of culinary arts, lodging, travel, and tourism.

FOUNDATION COURSES

Marketing and Management I – Principles

Textbook No. 68470

Course Code: 015000 – one credit

Course Code: 025000 – two credits*

Course Code: 035000 – three credits*

Honors Course Code: 615000 – one credits
(Level 6-By Approval Only) *

Honors Course Code: 625000 – two credits
(Level 6-By Approval Only) *

*with cooperative work experience only

Grade(s) 10-12 one to three credits
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.

*Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.

1 unit in Marketing and Management I - Principles satisfies the Economics requirement.

Services Marketing

Textbook No. 68520

Course Code: 015004 – one credit

Course Code: 025004 – two credits*

Course Code: 035004 – three credits*

*with cooperative work experience only

Grade(s) 10-12 one to three credits
one year

Prerequisite(s): None

This course is designed to develop concepts and skills needed for success in the services marketing industry. Services Marketing involves a rapidly expanding wide range of personal services and business services focusing on the interaction of customer and service provider. This course is appropriate for students with career interests in medical, accounting, technical, engineering, and financial services.

*Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.

1 unit in Services Marketing satisfies the Economics requirement.

Retail Operations

Textbook No. 68460

Course Code: 015022 – one credit

Course Code: 025022 – two credits*

Course Code: 035022 – three credits*

*with cooperative work experience only

Grade(s) 10-12 one to three credits
one year

Prerequisite(s): None

This course is designed to teach students that retailing is a significant and vital component to the United States economy and is quickly becoming an integral part of the global economy. Throughout the course the student will be made aware of the importance of retailing in its various forms as the final step in getting products and services to consumers in the market place.

*Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.

1 unit in Retail Operations satisfies the Economics requirement.

Wholesale Operations

Course Code: 015020 – one credit
Course Code: 025020 – two credits*
Course Code: 035020 – three credits*
*with cooperative work experience only

Grade(s) 10-12 one to three credits
one year

Prerequisite(s): None

This course is designed to allow students the opportunity to explore the dynamics of the wholesale industry and its relationship to the total marketing process. This course offers an in-depth study of the wholesale operations including wholesaling types, services, functions, and careers. The format emphasizes technology, teambuilding, personal development, participatory learning and business/community interaction.

*Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.

1 unit in Wholesale Operations satisfies the Economics requirement.

Financial Services Marketing

Textbook No. 68444
Course Code: 015006 – one credit
Course Code: 025006 – two credits*
Course Code: 035006 – three credits*
*with cooperative work experience only

Grade(s) 10-12 one to three credits
one year

Prerequisite(s): None

This course offers students an opportunity to gain knowledge and develop skills related to the financial services industry. In this course the student will study the impact of today's financial markets on the economy and in consumer decisions.

*Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.

1 unit in Financial Services Marketing satisfies the Economics requirement.

ADVANCED COURSES

Marketing and Management II – Advanced Strategies

Textbook No. 68476
Course Code: 005001 – one-half credit
Course Code: 015001 – one credit
Honors Course Code: 615001 – one credit
(Level 6-By Approval only)
Course Code: 025001 – two credits*
Honors Course Code: 625001 – two credits
(Level 6-By Approval only)
Course Code: 035001 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one-half to three credits
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.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

Entrepreneurship

Textbook No. 68500
Course Code: 015005 – one credit
Course Code: 025005 – two credits*
Course Code: 035005 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one to three credits
one year

Prerequisite(s): Marketing & Management I, Services Marketing, Retail Operations, Wholesale Operations, or Financial Services Marketing

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.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

1 unit in Entrepreneurship satisfies the Economics requirement.

Marketing Information Management

Course Code: 015017 – one credit
Course Code: 025017 – two credits*
Course Code: 035017 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one to three credits
one year

Prerequisite(s): None

This course focuses on the system (planning, collecting, processing information, and implementing information) for conducting research to determine marketing strategies. The course is targeted at students who need a basic understanding of research procedures, data interpretations, and communication of findings.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

International Business and Marketing

Textbook No. 68436
Course Code: 015015 – one credit
Course Code: 025015 – two credits*
Course Code: 035015 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one to three credits
one year

Prerequisite(s): At least one credit in a Marketing or Business Course

This course is designed to provide students the opportunity to explore the global market. The course will allow students to gain knowledge and develop skills necessary in an international environment.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

International Business and Marketing satisfies one-half credit in Economics.

Sports and Entertainment Marketing

Textbook No. 68448
Course Code: 015023 – one credit
Course Code: 025023 – two credits*
Course Code: 035023 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one to three credits
one year

Prerequisite(s): None

This course is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

Technology in Marketing

Textbook No. 68528
Course Code: 005011 – one-half credit
Course Code: 015011 – one credit
Course Code: 025011 – two credits*
Course Code: 035011 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one-half to three credits
one semester to one year

Prerequisite(s): None

This course is a specialized course designed to offer students an opportunity to explore the impact of technology, such as the Internet, in the marketing and transfer of goods and services. Students will gain knowledge and develop skills in the application of the best technology process for decision-making in marketing. The course includes an overview of the various technological advances and the technology within the field of marketing with a strong emphasis on electronic commerce. Skills in technical writing, communications, mathematics, and application of current software are reinforced.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

Travel and Tourism Operations

Textbook No. 68508/68510
Course Code: 015003 – one credit
Course Code: 025003 – two credits*
Course Code: 035003 – three credits*
*with cooperative work experience only

Grade(s) 11-12 one to three credits
one year

Prerequisite(s): None

This course is designed to provide training to prepare students to be employed in the travel and tourism industry. Topics included in this course of study are components of travel, travel destinations, marketing strategies, career paths in the travel and tourism industry, human relations, and communication skills required for the travel industry.

***Cooperative Methodology work experience is recommended for advanced students for up to 2 additional credits.**

FAMILY AND PARENTING

Textbook No:

Course Code: – 005603 one-half credit

Course Code: 005603 – one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Family and Parenting focuses on the significance of the family as a basic unit of society and the impact of parenting roles and responsibilities on the wellbeing of individuals and society. Instructional content includes family, individuals, and society; relationships; communication; multiple roles; parenting roles and responsibilities; careers; and leadership, citizenship, and teamwork.

Child and Lifespan Development

Textbook No:

Course Code: – 005610 one-half credit

Course Code: – 005610 one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Child and Lifespan Development 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.

Nutrition and Foods

Textbook No:

Course Code: 015609 – one-half credit

Course Code: 005609 – one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Nutrition and Foods is a specialized course designed to help students understand the nutrient value, appetite appeal, social significance and cultural aspects of food. Students will examine the role of nutrition in the prevention of health conditions, such as obesity, and the promotion of optimal body performance throughout the life span. The course offers students opportunities to develop skills in the safe and sanitary selection, preparation, storing, and serving of food; meal management to meet individual and family nutrition needs across the life span; and optimal use of food resources. Instruction includes academic integration and technology applications. Careers in nutrition and food industries will be explored.

Nutrition Science

Textbook No:

Course Code: 005617

Grade(s) 10-12 one credit
one year

Prerequisite(s): None

Nutrition Science is an interdisciplinary laboratory science course. Concepts of chemistry, biology, physics, and nutrition are applied to the production, processing, evaluation, and utilization of foods. Students use scientific methods in laboratory experiments to facilitate the understanding of the human body, food, nutrition, and science. Classroom experiences help students put scientific knowledge to practical use, making abstract concepts concrete.

This credit satisfies either one credit of life science (if team-taught with a biology teacher) or one credit of physical science (if team-taught with a chemistry teacher) required for graduation. The University of Tennessee Board of Trustees and Tennessee Board of Regents approve this course for admission.

Textiles and Apparel

Textbook No:

Course Code: 005619 – one-half credit

Course Code: 005619 – one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Textiles and Apparel is a specialized course designed to prepare students to understand the social, psychological, and physiological aspects of textile and apparel products. Instructions in how to select, produce, maintain, and alter textile and apparel products, and the effect of consumer choices on the needs of the individual and family are included in the course of study.

Aspects of Housing

Textbook No:

Course Code: 005614 – one-half credit

Course Code: – one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Aspects of Housing is a specialized course designed to prepare students to understand the influences affecting housing decisions. Emphasis is on using available resources effectively to meet individual housing needs.

Interior Design

Textbook No:

Course Code: 005611 – one-half credit

Course Code: 005611– one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Interior Design is a specialized course focusing on the interior of living environments. The course includes instruction in the fundamentals of interior design; the application of skills, knowledge, and design principles to the living environment; interior design occupations and careers; universal and “green” design; and professional and marketing skills. Instruction includes academic integration and technology applications.

Fashion Design and Merchandising

Textbook No:

Course Code: 005621 – one-half credit

Course Code: 005621– one credit

Grade(s) 10-12 one-half to one credit
one semester to one year

Prerequisite(s): None

Fashion Design and Merchandising is a specialized course designed to introduce students to the world of fashion. Areas of study include fashion fundamentals, principles and elements of design, career options and preparation, product selection and maintenance, and consumer strategies. Instruction includes academic integration and technology applications.

Consumer Economics

Textbook No:

Course Code: 005605 – one-half credit

Grade(s) 10-12 one-half credit
one semester

Prerequisite(s): None

Consumer Economics is a course designed to prepare students to understand the United States economics system and the system’s impact on individuals as consumers, producers and citizens. Students will integrate knowledge, skills and practices required for management of resources in a technologically expanding global economy. Consumer practices and responsibilities that foster financial security are investigated. The responsibility of the consumer relating to environmental and ecological issues is explored. The co curricular student organization will provide students with opportunities for leadership development, personal growth and school/community involvement.

Consumer Economics satisfies the one-half credit requirement in Economics.

Life Connections

Textbook No:

Course Code: 005623

Grade(s) 11-12 one credit
one year

Prerequisite(s): None

Life Connections is a course designed to assist students in making a successful transition from high school into the post high school environment. Students will be empowered to take action for the wellbeing of themselves and others as they effectively manage the roles and responsibilities created by family, career and community interactions. The role of communication in establishing and maintaining healthy interpersonal relationships is emphasized. Skills related to decision making, problem solving, critical and creative thinking, technology, and workplace readiness practiced in Life Connections will provide students with an understanding of how to plan for and manage careers in an ever-changing workplace.

Teaching as a Profession (TAP)

Textbook No:

Course Code: 005622

Grade 12 one credit
one year

Prerequisite(s): None

Teaching As A Profession is a course designed to capture the interest of secondary students as potential teachers, introduce students to teaching as a profession, and foster respect for the teaching profession. Students will gain knowledge and skills that will establish a foundation for a successful pathway to a teaching career. Content includes history and current issues of education, teacher roles, responsibilities and characteristics, self-exploration and understanding, the teacher and learning processes, human growth and development, teaching career opportunities and preparation, and components of instruction. Students will learn through classroom observations and experiences, student organization activities, and the development of a professional portfolio.

OCCUPATIONAL FAMILY & CONSUMER SCIENCES EDUCATION

Occupational Family and Consumer Sciences Education is designed to prepare individuals for employment in occupations utilizing knowledge and skills in Family and Consumer Sciences subject matter. Laboratory activities are designed to prepare students for occupations in Culinary Arts, the Hospitality Industry, Early Childhood Education Careers, Fashion and Fabric Industry, and Institutional and Home Services Careers. FCCLA activities are an integral part of the curriculum. A minimum of two credits is required in all occupational classes to advance to the next level.

Early Childhood Education Careers I

Textbook No:
Course Code: 005650 – one credit
Grade(s) 10-12 one credit
one year

Prerequisite(s): (FACS) Family & Consumer Sciences or (Pace) Personal, Academic and Career Excellence

(ECEC) Early Childhood Education Careers I will launch students on a career pathway into the field of early childhood education and may lead to entry-level employment and/or postsecondary education. Content will provide a foundation in the concepts of child development theory and afford students the opportunity to integrate knowledge, skills and practices required for careers in early childhood education and related services. Laboratory experiences will offer school-based and/or work-based learning opportunities. Students will receive a childcare industry recognized certificate upon completion of this course and articulated postsecondary education credit.

Early Childhood Education Careers II

Textbook No:
Course Code: 005660 – one credit
Course Code: 005660 – two credits
Grade(s) 10-12 one to two credits
one year

Prerequisite(s): Early Childhood Education Careers I

Early Childhood Education Careers II (ECEC) allows students to continue on the pathway in early childhood education and may lead to employment and/or entry into postsecondary education. Content provides students the opportunity to apply child development theory, develop and implement learning activities for young children, and integrate knowledge, skills and practices required for careers in early childhood education and related services. Laboratory experiences offer school based and/or work-based learning opportunities.

Early Childhood Education Careers III

Textbook No:
Course Code: 005661 - one credit
Course Code: 025661 – two credits
Course Code: 035661 – three credits
Grade(s) 11-12 one to three credits
one year

Prerequisite(s): Early Childhood Education Careers II

Early Childhood Education Careers III (ECEC) serves as a capstone course and further prepares students for employment and/or entry into postsecondary education in the early childhood education and services industry. Students will obtain knowledge and skills in administration and management. They will explore areas related to instruction and services of special needs children. Students will apply the early childhood education knowledge and skills, including recommended participation in a cooperative education experience.

Culinary Arts I

Textbook No:
Course Code: 015656 – one credits
Course Code: 025656 – two credits
Grade(s) 10-11 one to two credits
one year

Prerequisite(s): None

Culinary Arts I, which is the first level of Culinary Arts, prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences, which simulate commercial food production and service operations offer school-based learning opportunities.

Culinary Arts II

Textbook No:
Course Code: 225657 – two credits
Course Code: 235657 – three credits
Grade(s) 10-11 two to three credits
one year

Prerequisite(s): Culinary Arts I

Culinary Arts II, which is the second level of Culinary Arts, prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning and work-based learning opportunities.

Culinary Arts III

Textbook No:
Course Code: 325658 – two credits
Course Code: 335658 – three credits
Grade(s) 12 two to three credits
one year

Prerequisite(s): Culinary Arts II

Culinary Arts III, which is the third level of Culinary Arts, serves as a capstone course. It too prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions including participation in a cooperative education experience.

APPENDICES

NOTE:

- Students are expected to have completed by graduation at least 4 credits in mathematics including Algebra I and Algebra II, Geometry or the equivalent and another mathematics course beyond Algebra I.
- Students must take Economics, U.S. Government, and U.S. History and either World Geography or World History to meet graduation requirements.
- Schools governed by the Tennessee Board of Regents (TBR): Austin Peay State University, East Tennessee State University, University of Memphis, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University

COLLEGE PLANNING GUIDE FOR PARENTS AND STUDENTS

Use this checklist to help schedule steps in the college admissions process. Check each task as it is completed.

FRESHMAN YEAR (9th GRADE)

- _____ Review the 4-year high school plan that you developed in the 8th grade. Review your EXPLORE test results.
- _____ Review the following requirements for regular and honors diplomas, student eligibility requirements for extracurricular activities, athletic eligibility for college participation in the NCAA Division I Schools, and college requirements by the Tennessee State Board of Regents and the University of Tennessee.
- _____ Develop good study habits.
- _____ Strive for good grades which will be a major factor in gaining admission to the college of your choice. Your cumulative grade point average, which also determines class rank, will be computed from grades earned in the 9th grade through the first semester of the 12th grade.
- _____ Take the appropriate state mandated tests.
- _____ Get involved in extracurricular school and community activities (language club, science club, yearbook staff, sports, etc.).
- _____ Obtain a social security card if you do not already have one. Ensure that your school records are in your legal name with your correct social security number.
- _____ Read during the summer from a recommended reading list for college-bound students.

SOPHOMORE YEAR (10th GRADE)

- _____ Review and revise (if necessary) your 4-year high school plan.
- _____ Begin to explore information for college entrance. Visit your school guidance office and/or school or public library to familiarize yourself with catalogs, websites, college search books, and college general guides. These may include: The College Handbook, Index of Majors, College Cost Books, Petersons' Guide, and Barron's Profiles of American Colleges.
- _____ Strive to maintain a good grade point average.
- _____ Take the appropriate End-of-course Tests.

During the summer vacation, seek opportunities to volunteer in areas in which you have career interests.

Read during the summer from a recommended reading list for college-bound students.

JUNIOR YEAR (11th GRADE)

August/September

- _____ test registration fees if you plan to take the Advanced Placement (AP) examinations. AP examinations are administered in May.
- _____ Review and revise (if necessary) your 4-year high school plan.
- _____ Strive to maintain a good grade point average.
- _____ Check with your counselor to determine whether your course selections meet college entrance requirements.
- _____ Visit the guidance office to secure college and career information. Ask your counselor about "Parent Night" and "College Night".
- _____ Take the ACT if you wish to be eligible for Spring Dual Enrollment.
- _____ Register to take the PSAT, which is given in October. Results from this test, which will be received in December, will open communication from colleges and could qualify you for a National Merit scholarship. Taking the PSAT can strengthen you in preparing for the SAT.
- _____ Obtain information about colleges by reviewing college yearbooks, reading student newspapers and college profiles, and talking to classmates, parents, teachers, recent graduates, adult friends, college admissions officials, employers, potential employers, and residents of the college community.

October

- _____ Start a college file. Develop a list of possible courses of study. Rank these in order of their importance to you.
- _____ Make a list of your interests, educational priorities, special talents and abilities, social and cultural preferences, and personal qualities. Provide a copy to your school counselor.
- _____ Plan to attend various college fairs to talk to college representatives.

November

- _____ Add to your college file the features that suit your interests, needs, and abilities. Try to rank them in order of importance to you. Include size, type of college, location, fields of study offered, academic quality, facilities, desirable programs, special opportunities, cost and financial aid opportunities, scholarships available, and social and cultural environment.
- _____ Start planning for your college expenses. Investigate the various sources of funding: scholarships, grants, loans, etc.
- _____ Take the Armed Services Vocational Aptitude Battery (ASVAB) to identify your interests and strengths.

December

- _____ Check the colleges in which you are interested to see which achievement tests and subtests are required and make plans to take these examinations.

January

- _____ Identify college application deadlines which may occur this month.
- _____ Write for college catalogs. Continue to collect as much information as you can.
- _____ Research college costs and available financial aid.
- _____ Ensure you have taken and passed all Gateway Tests.

February

- _____ Investigate private student financial aid and scholarship programs for which you might be eligible to compete.

March

- _____ Begin to narrow your choices of colleges based on your interests and information gathered. Consider the following questions: Does the school offer a major in your area? Can you meet the expenses? Does the school have financial aid available? Is the school located in an area you prefer? Do you prefer a large or a small college?

April

- _____ Compute your grade point average by using information obtained from the school counselor.
- _____ Write college admissions directors for a summer visit. Consider college visits in conjunction with any summer traveling you may do.
- _____ Plan to take the ACT during April at your school. ACT study booklets are available in the guidance office.
- _____ Take the SAT before the end of your Junior year.

May/June/July

- _____ Check deadlines for scholarship competitions. Make plans to enter any for which you may qualify.
- _____ Identify teachers, administrators, counselors and other adults you can ask for a letter of recommendation. Be sure to ask if you can use their names as references. In making your selections, ask yourself whether or not they know your work, personality and other characteristics well enough to make a valid judgment.
- _____ Confirm with teachers your desire for them to write letters of recommendation. Provide them with resumes for their letters of recommendation.
- _____ Write for college catalogs, admissions applications, college-based financial aid applications, and scholarship information.
- _____ Try to find a summer job related to the area of your career interest.
- _____ Plan your budget for senior year expenses, admission tests, college application fees, and college expenses.
- _____ Read from a summer reading list for college-bound students.

SENIOR YEAR (12th GRADE)

August/September

- _____ Pay test registration fees if you plan to take the Advanced Placement (AP) examinations. AP examinations are administered in May.
- _____ Review your high school course selections to see if you have met all the requirements for graduation.
- _____ Start making a list of your high school activities. Include membership in clubs, leadership conferences, awards and extracurricular activities. List your involvement in activities outside of the school.
- _____ Provide an addressed and stamped envelope with the appropriate college forms and an outline of your extracurricular activities when asking a person to write a letter of recommendation.
- _____ Continue to strive to achieve good grades.
- _____ Reduce your preliminary college list to approximately five colleges. Write to each college's director of admissions to request a catalog, application forms and financial aid information.
- _____ Check for the items you will be required to submit when receiving college information: admissions test scores, achievement test scores, an essay, application forms, letters of recommendation, and financial aid forms.
- _____ Create a complete checklist of test names and registration deadline dates, fees, test dates, college application deadlines, financial aid applications deadlines, and other materials that you may need.
- _____ Take admissions tests at least three (3) months prior to the college deadline for submitting scores. Applications for tests are available in the school guidance office.
- _____ Attend ACT and SAT prep sessions to become test wise.
- _____ Check with your counselor and other sources for any scholarship information from non-college sources.
- _____ Ensure you have taken and passed all Gateway Tests.

October

- _____ Attend your high school and college area fairs to talk to college representatives.
- _____ Meet with college representatives.
- _____ Meet deadline dates in returning materials to counselors and colleges.
- _____ Attend ACT and SAT prep sessions when possible.

November

- _____ Complete the forms required requesting a transcript. Requests for recommendations should be given to the counselor.
- _____ Take the Armed Services Vocational Aptitude Battery (ASVAB) if you have not already done so.
- _____ Go on-line to secure a PIN number for you and your parents for financial aid.

December

- _____ Apply on time to the college or colleges you have selected.
- _____ Give your counselor, principal and teachers sufficient time to complete the "Secondary School Report" section of your college application forms and to write letters of recommendation.

January

- _____ File your financial aid application on-line as soon as your parents complete their tax returns.
- _____ Encourage your parents to complete income tax forms as soon as possible so that the information will be available for completing financial aid applications. Keep a copy for your files.
- _____ Attend several financial aid workshops in your school or community.
- _____ Complete financial aid applications, and mail them as soon after January 1 as possible.
- _____ Use financial aid applications to apply for all types of federal aid including Pell Grants and state government sponsored student assistance.
- _____ Ensure you have taken and passed all Gateway Tests.

February

- _____ Inquire at your local post office for draft information. Men 18 years or older must provide proof of draft registration in order to receive federal financial aid.

March

- _____ Begin to narrow your college choices to three or less.
- _____ Rank your preferences by location, academic program and other characteristics that are important to you.

April

- _____ Decide which college is best for you. If you are accepted to more than one college, talk it over with your parents, counselors, and friends. Weigh any offers against the factors that are important to you.
- _____ Review financial aid award notices from colleges. Look at how much of your need the award covers. If you don't receive any or enough financial aid to cover expenses, ask the financial aid director of the college what other financial plans that may be available to help families meet the costs.

May/June

- _____ Notify the college of your choice where you have been accepted that you plan to attend.
- _____ Write to say thank you to the colleges you do not accept and let them know you will not be attending there. Be fair to all of the colleges that have accepted you and to the students who have been placed on their waiting lists by letting colleges know you do not plan to accept.
- _____ Call, visit, or write to the admissions director to state your intention if you are placed on a waiting list by a college and intend to enroll if accepted.
- _____ Make sure that you accept the financial aid award from the college you decide to attend and decline all others so that the funds can be made available to other students.
- _____ Report all financial aid awards and scholarships you receive to the school counselor regardless of which school you plan to attend.
- _____ Contact the appropriate department of the college you plan to attend about its Advanced Placement policy. This varies at different colleges.
- _____ Continue to work on your college financing plans.
- _____ Contact your college financial aid office immediately if there is a significant change in your parents' and/or your income.

STUDY TIPS FOR STUDENTS

Preparing to Study

1. Have materials ready before you begin to study.
2. Keep research materials such as dictionaries, websites, and encyclopedias easily available.
3. Keep a supply of pens, sharpened pencils, erasers, paper clips, scissors, ruler, etc. in a desk or box.
4. Find and keep a good writing pen - one that you like to use.
5. Make your study area a comfortable place to work.
6. Organize your thoughts and materials before you begin.
7. Start assignments with a positive attitude.
8. Ask questions in class.
9. Ask for help from a teacher, parent, or classmate as soon as you do not understand.
10. Keep a notebook for each class and put all handouts, notes, tests, etc., in this one place.
11. Have a study buddy. Get the phone number of a student in each class whom you can call when you are absent.
12. Call Lesson Line when you are absent to obtain current assignment(s).

Scheduling Your Study Time

1. Buy or make yourself a master calendar - (weekly or monthly). Write down due dates. Spread the work out on the calendar. Stick to the schedule.
2. List assignments - what you are required to do, when it is due, how it is to be done, and special directions.
3. Learn how to organize and set priorities for homework assignments. (Example: study for the test that takes place the next day, rather than draw the map that is due the next week).
4. Establish a set study time.
5. Determine when and how you study best: before or after meals, immediately after school or later in the evening, one hour or two half-hour segments. Be aware of your up times and down times.
6. Reserve weekends for working on long-range projects.
7. Include exercise in your daily schedule.

Studying

1. Start with the most difficult assignment while you have the most energy.
2. Learn how to review. Look over the material in your textbook and notes. Prepare questions for information for which you are uncertain.
3. Learn to concentrate. Turn off the radio and television and eliminate telephone /cellular phone calls.
4. Take short breaks while studying long periods of time.
5. Divide big assignments into smaller ones.
6. Get a clear understanding of assignments before beginning to work.
7. Save all quizzes and tests for review.
8. Outline or group ideas so that their relationships are clear.
9. Take notes in class. Use your own words and use as few words as possible.
10. List spelling words, vocabulary words, etc., on index cards for memorizing.
11. Stick to one subject until finished.
12. Read aloud a written assignment to determine how clearly you have understood the information.
13. Make up sample questions for yourself as a review for a test.
14. Use association of items familiar to you when learning facts.
15. Ask your parents to help by calling out words or testing you on information.
16. Collect all the materials that you will need for the next day at the end of your study period. Put them in one place, all ready to go for the next morning.



TENNESSEE EDUCATION LOTTERY SCHOLARSHIP PROGRAM



ELIGIBILITY REQUIREMENTS

All Tennessee Education Lottery Scholarship Program recipients must:

- ◆ Be a Tennessee resident one year prior to application deadline; Sept. 1 for Fall or Feb. 1 for Spring and Summer (Dependent children of full-time religious workers, U.S. military or Tennessee National Guard on active duty who maintain Tennessee residency while stationed out of state are eligible)
- ◆ Complete the Free Application for Federal Student Aid (FAFSA), online at www.fafsa.ed.gov (Applications must be received by Sept. 1 for Fall or Feb. 1 for Spring and Summer)
- ◆ Enroll in a Tennessee college or university, listed on the back of this form within 16 months following graduation from a Tennessee high school or completion of a Tennessee home-school or GED program (Students graduating from some out-of-state schools may be eligible. For more information, call TSAC.)
- ◆ Be enrolled for at least 6 hours
- ◆ Never drop a course without talking to your financial aid office about how it may impact your lottery scholarship eligibility
- ▶ *Award amounts for part-time enrollment will be prorated based on attempted hours*
- ▶ *Award amounts are subject to reductions based on lottery revenue*

FOR QUESTIONS AND ADDITIONAL ELIGIBILITY REQUIREMENTS, PLEASE CONTACT THE TENNESSEE STUDENT ASSISTANCE CORPORATION
(615) 741-1346 • (800) 342-1663
www.CollegePaysTN.com

08/2008

TENNESSEE HOPE SCHOLARSHIP

Award amount is \$4,000 for 4-year institutions and 2-year institutions that offer on-campus housing; \$2,000 for 2-year institutions (not to exceed the cost of attendance)

- ◆ Minimum 21 ACT (Composite)/980 SAT (Math + Critical Reading ONLY) on a national test date **OR**
- ◆ Final cumulative 3.0 GPA for entering freshmen graduating from eligible public or category 1, 2 or 3 private high schools
- ◆ GED students must have minimum ACT/SAT test scores stated above **AND** 525 on the GED test
- ◆ TN homeschool and non-category 1, 2 or 3 private high school graduates must have minimum ACT/SAT test scores stated above **AND** must have been enrolled in the school for 2 years immediately preceding graduation

ASPIRE AWARD

\$1,500 SUPPLEMENT to Tennessee HOPE Scholarship

- ◆ Meet Tennessee HOPE Scholarship requirements **AND**
- ◆ Parents' or independent student's (and spouse's) adjusted gross income must be \$36,000 or less on tax form
- ◆ Students may receive ASPIRE or GAMS, but not both

WILDER-NAIFEH TECHNICAL SKILLS GRANT

Award amount is \$2,000 (not to exceed the cost of attendance)

- ◆ Available to all persons who enroll in a certificate or diploma program at a Tennessee Technology Center (TTC) and meet residency requirements
- ◆ May be eligible for Tennessee HOPE Scholarship if student is initially HOPE eligible and enrolls at an eligible Tennessee institution within 3 years of completing a TTC diploma program

GENERAL ASSEMBLY MERIT SCHOLARSHIP

\$1,000 SUPPLEMENT to Tennessee HOPE Scholarship

- ◆ Entering freshmen graduating from eligible public or category 1, 2 or 3 private high schools must have at least a final cumulative 3.75 GPA **AND** 29 ACT (Composite)/1280 SAT (Math + Critical Reading ONLY) on a national test date
- ◆ Homeschool and non-category 1, 2, or 3 private high schools must, during the course of the homeschool program or while attending high school, enroll in at least 4 courses totaling at least 12 semester hours and achieve a cumulative GPA of at least 3.0 at an eligible postsecondary institution
- ◆ Students may receive ASPIRE or GAMS, but not both

TENNESSEE HOPE ACCESS GRANT

Award amount is \$2,750 for 4-year institutions; \$1,750 for 2-year institutions

- ◆ Entering freshmen graduating from eligible public or category 1, 2 or 3 private high schools must have at least a final cumulative 2.75-2.99 GPA **AND** 18, 19 or 20 ACT (Composite)/860-970 SAT (Math + Critical Reading ONLY) on a national test date **AND**
- ◆ Parents' or independent student's (and spouse's) adjusted gross income must be \$36,000 or less on tax form
- ◆ Award is non-renewable after 24 attempted hours, however students may become HOPE eligible, contact financial aid office for details

SUPPLEMENTAL AWARDS FOR HOPE

Board of Commissioners

Martavius D. Jones, President

Stephanie Gatewood, Vice President

Betty J. Mallott

Patrice Jordan Robinson

Dr. Jeff Warren

Dr. Sharon A. Webb

Tomeka R. Hart

Dr. Freda Williams

Dr. Kenneth T. Whalum, Jr.

Superintendent

Dr. Kriner Cash

Academic Operations, Technology & Innovation

Irving Hamer, Jr. Deputy Superintendent

Business Operations

Hitesh Haria, Deputy Superintendent



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