2021-2022

A Student Guide to Secondary Education

For students entering 9th grade in 2021-22

scsk12.org

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Disclaimer- Current federal, state, and local law and policy supercede any reference in this guide.

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

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TENNESSEE READY GRADUATES

Ready Graduate status is not a State requirement to graduate. However, being a Ready Graduate helps students by preparing them for success after high school. This is accomplished by exposing students to a variety of Early Post-Secondary Opportunities (EPSOs). These may include AP or IB courses, dual enrollment or statewide dual credit courses and career and technical training opportunities. Any student who earns a 21 or higher for their ACT Composite score is automatically considered a Ready Graduate.

TN Department of Education	AP Advanced Placement	DE Dual Enrollment	SDC Statewide Dual Credit	IB International Baccalaureate	IC Industry Certification
Description	College-level high school courses offered in multiple subjects Nationally recognized exams	Postsecondary (PS) courses taught at the PS institution, high school, or online Student enrolled in the PS institution	High school course aligned to statewide postsecondary (PS) standards Required challenge exam for PS credit at TN institutions	Academically challenging course of study offered at the high school level Internationally recognized exams	Assessment by an independent certifying entity based on standards for knowledge, skills, and competencies
Structure	Course and Exams	Course	Course and Exam	Course and Exam	Exam
Provider	The College Board	Individual TN PS Institutions	Tennessee Department of Education	International Baccalaureate Organization	Industry
Student Fees and Assistance	Exam fees College Board and state assistance for low-income students	Course tuition, fees, books Dual Enrollment Grant (a lottery scholarship)	No cost to students	Exam fees State assistance for low-income students	Exam fees
High School Credit and Graduation Requirements	AP courses meet graduation requirements and/or elective	District sets policy on awarding high school credit and graduation requirements	SDC course fulfills the same requirements as aligned high school course	IB courses meet graduation requirements and/or elective	IC is a program of study and does not meet graduation requirements
High School Recognition State Policies	Qualifies for graduation with state distinction Qualifies for GPA weighting	Qualifies for graduation with state distinction	Qualifies for GPA weighting	Qualifies for graduation with state distinction Qualifies for GPA weighting	Qualifies for graduation with distinction
Postsecondary Credit Determinant	Score on AP exam	Dual enrollment course completion Passing grade as assigned by PS instructor	Score on challenge exam at or above the established cut score	Score on IB SL or HL exam	Score on industry certification exam
Postsecondary Credit Awarded	Determined by PS institutions Awarded upon matriculation	Credit awarded on PS transcript upon course completion Credit can be transferred to other PS institutions	Credit accepted at all TN PS institutions Students should notify registrar upon matriculation	Determined by PS institutions Awarded upon matriculation	Determined by postsecondary institutions

SECTION I
GENERAL INFORMATION

NOTE: ALL COURSES ARE NOT OFFERED AT EVERY SCHOOL. PLEASE CHECK WITH SCHOOL PERSONNEL TO DETERMINE COURSE AVAILABILITY.

GRADUATION REQUIREMENTS (Policy 5004)

To earn a regular high school diploma, students must meet minimum standards established by the State Board of Education (i.e., have a satisfactory of attendance and discipline, for students enrolled in a Tennessee public school during their eleventh (11th) grade year complete either the ACT or SAT, pass the United States civics test with a 70, or higher) and earn the following 22 units of credit:

Course	Credits Required
English	4
Mathematics	4
Science	3
Social Studies	3
Personal Finance	0.5
Wellness	1
Physical Education	0.5
Elective Focus	3
Foreign Language	2
Fine Arts	1
TOTAL	22

Additional Requirements

- Beginning with the 2019-20 school year, students must pass the United States civics test with a grade of 70% or higher.
- Students must also complete either the ACT or SAT.
- Computer Education – One Full Year at some point during the candidate's educational career. Documents experience is to be placed in the student cumulative folder.

DESCRIPTION OF CORE CURRICULUM REQUIREMENTS

ENGLISH – Four (4) Credits

Four credits in English Language Arts including English I, English II, English III, and English IV are required to meet ELA graduation requirements. These four English courses must be completed sequentially. English Language Learners (ELL) may use up to two (2) ESL English credits to satisfy English language credits for graduation. See COURSE SUBSTITUTIONS section. Courses in basic speech, journalism, competency English, and creative writing may be taken for elective credit but will not satisfy the four credits of English/Language Arts required for graduation. English I and English II students take state-level EOC exams.

MATHEMATICS - Four (4) Credits

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

Students with qualifying disabilities in mathematics, 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 mathematics may complete the four credits of math required for high school graduation by completing these mathematics courses: Algebra IA, Algebra IB, Geometry IA, and Geometry IB. Although completion of these alternative courses will enable students with disabilities to earn a high school diploma, additional coursework may be needed to meet admission requirements if the student is college bound.

SCIENCE – Three (3) Credits

Three credits of science in Biology I, Chemistry or Physics, and a third lab science are required to meet science graduation requirements. 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) Credits

Three credits in social studies in U.S. History, World History/Geography, Economics, and U.S. Government are required to meet social studies graduation requirements.

PERSONAL FINANCE – One Half (0.5) Credit

One half credit of Personal Finance is required to meet graduation requirements

WELLNESS – One (1) Credit

One credit of Lifetime Wellness is required to meet graduation requirements. Participation in marching band and interscholastic athletics may not be substituted for this aspect of the core curriculum. Credit earned in two years of ROTC may be substituted for the Wellness requirement. Credit for basic training maybe be substituted, upon the choice of the student, for the required credit in Lifetime Wellness and credit in one (1) elective course or for credit in two (2) elective courses.

PHYSICAL EDUCATION – One Half (0.5) Credit

One half credit of physical education elective is required to meet graduation requirements. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, cheerleading, interscholastic athletics, and school sponsored intramural athletics, JROTC, and other areas identified by the Superintendent in accordance with policy 5004 Graduation Requirements. Two years of JROTC may substitute for the Physical Education requirement.

ELECTIVES – Three (3) Credits

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

FOREIGN LANGUAGE – Two (2) Credits
FINE ARTS – One (1) Credit

Two credits of the same foreign language and one credit of fine arts are required to meet graduation requirements except in limited circumstances such as students not planning to attend the university. The credit requirements for foreign language and/or fine arts may be waived by the district for students, under certain circumstances, to expand and enhance the elective focus. All waivers must be approved and signed by the principal, school counselor, parent/guardian, and student. A copy of the waiver must also be placed in the student's file.

COMPUTER EDUCATION – One (1) Full Year

T.C.A. 49-6-1010 requires every candidate for graduation to have received a full year of computer education at some point during the candidate's educational career.

UNITED STATES CIVICS TEST

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

CAPSTONE EXPERIENCE

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

SUMMER CREDIT

Credits received for any first-attempt courses taken during the summer may count towards the course requirements during the subsequent school year. Any applicable End of Course examinations must be taken during the fall semester immediately following the summer course. Students must be enrolled in a mathematics course each year they are enrolled in high school. If a student takes a new mathematics course during the summer, they will still be required to enroll

in a mathematics course the following school year.

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

COURSE SUBSTITUTIONS

The following course substitutions for core requirements are permitted:

- Applied Communications/English IV (Grade 12) satisfies the English IV (Grade 12) graduation requirement. 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.
- Dual Enrollment English Composition I and English Composition II satisfies the English IV graduation requirement. Completion of both college courses is required for the English IV substitution.
- Algebra I taken at the 8th grade level satisfies the Algebra I graduation requirement provided the student meets the criteria for such credit.
- Human Anatomy & Physiology, DE Anatomy & Physiology, and Biomedical Technology satisfies the lab science credit graduation requirement.
- Advanced Placement Human Geography, Pre-AP World History & Geography, and Statewide Dual Credit World History satisfies the World History & Geography graduation requirement.
- Advanced Placement U.S. History and Statewide Dual Credit American History satisfies the U.S. History graduation requirement.
- Successful completion of International Baccalaureate (IB) High Level History will substitute for Economics, U.S. Government, and U.S. History
- Dual Enrollment U.S. History Before 1877 and U.S. History Since 1877 satisfies the U.S. History requirement for graduation. Completion of both college courses is required for the U.S. History substitution.
- Statewide Dual Credit American History satisfies the U.S. History requirement for graduation.
- Advanced Placement U.S. Government and Politics and Dual Enrollment American Government satisfies the U.S. Government requirement for graduation.
- Advanced Placement Macroeconomics or Microeconomics satisfies the Economics requirement for graduation.
- Dual Enrollment Macroeconomics or Microeconomics satisfies the Economics requirement for graduation.
- JROTC I and JROTC II satisfies the one credit Wellness requirement and the one half credit Physical Education requirement for graduation.
- JROTC III satisfies the graduation requirement for both U.S. Government and Personal Finance.
- American Business/Legal Systems satisfies the U.S. Government graduation requirement.
- The Economics graduation requirement may be satisfied by Business Economics, International Business/Marketing (Information Technology), one credit in a selected core Marketing Education course if the teacher is highly qualified in teacher economics, or out-of-school experiences through Junior Achievement Economics.
- Completion of two semesters in Health Sciences Education may be used to satisfy one credit of social studies (credit of Psychology and credit of Sociology). Anatomy & Physiology satisfies the lab science credit graduation requirement, or it may be offered for one vocational credit.
- Up to two ESL English credits (please see ESL course descriptions for a detailed list of courses) may be used to satisfy the English language requirements for graduation. Additional ESL courses may be taken for (Humanities) elective credit. ELL students must earn two units of regular English to complete graduation requirements, one of which must be a course with an EOC (currently ENG I or II). The student should be placed according to their grade level code. Grade level codes can be "stacked" within one class period, as needed, to accommodate numerous ELs within the same grade level. Ninth and eleventh grade courses can be "stacked"/ combined within the same class period, as both courses align with English I. ESL 10th and 12th align with English II, allowing ELs within these courses to be scheduled within the same class period as well. After completing 2 ESL courses, students should be placed in either English I or English II in order to meet state guidelines for the completion

of an EOC. Course placement should be determined by taking into consideration the academic needs and goals of each individual student, as well as their English proficiency (WIDA level) and post-secondary plans. Please see ESL Section for more guidance.
- 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), Veterinary Science, Applied Environmental Science, Human Anatomy and Physiology, Biomedical Applications, Forensic Science, Nutrition Science & Diet Therapy, Engineering Design I and II, STEM I and II, or Principles of Engineering satisfies the science laboratory credit required for graduation, or it may be awarded for one vocational credit.

The SCS Dual Enrollment office will review postsecondary credits for substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass Dual Enrollment courses at a postsecondary institution for credit.

All course substitutions can be verified via the TDOE online course catalog. Information about course substitutions will appear in the General Notes section. https://ccms-search.tneducation.net/

TESTING FOR CREDIT

Students who enroll from a Category IV-V non-public school in Tennessee, out of state private school not accredited by a regional accreditation agency, or homeschooling must test for credit. Testing for credit is only permissible for courses in which a student has participated. Ideally this participation will be documented by a transcript, report card/progress report, or course schedule. In order to receive grades and credits earned, students must participate in a comprehensive written teacher-made examination, such as a retired semester examination. The California Achievement Test is not appropriate for high school courses. Students who fail the comprehensive examination are not eligible to participate in Credit Recovery. Grade Results Credit Recovery can only be used for coursework that appears on an SCS transcript. Other factors to consider:

- Students can test for all subjects taken- not just those with passing grades on the transcript/ report card
- Only courses where a passing score is earned on the corresponding comprehensive exam are entered in PowerSchool
- Letter Grade = P
- Numerical Grade = 100
- Grade points = 0
- The courses are excluded from GPA calculation, Honor Roll calculation, and Class Rank calculation
- Grades and credits are included in the Graduation calculation
- Instructions on how to enter the courses in PowerSchool are available on SharePoint.

DIPLOMAS, HONORS, AND DISTINCTIONS

For a complete list and descriptions of honors and recognitions, please reference Policy 5004.

SPECIAL EDUCATION DIPLOMA

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

OCCUPATIONAL DIPLOMA

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

diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

Please Note: The Occupational Diploma is not the equivalent of a regular high school diploma. A student receiving an Occupational

Diploma will not be eligible for admission requirements to a standard four-year university program or entrance to the military. The IEP team makes the determination if this option is appropriate based on the post¬secondary education and employment goals of the student.

ALTERNATE ACADEMIC DIPLOMA

The alternate academic diploma (AAD) is a diploma option for students who are assessed on the state alternate assessments and must be earned within the adjusted cohort time frame of four years plus one summer. Requirements:

- The student must have participated in the high school alternate assessments.
- The student must earn the prescribed 22-credit minimum.
- The student receives special education services or supports and has made satisfactory progress on an individualized education program (IEP).
- The student has satisfactory records of attendance and conduct.
- The student has completed transition assessments that measure, at a minimum postsecondary education and training, employment, independent living, and community involvement. A student may earn both the alternate academic diploma and the occupational diploma. It is recommended that the alternate diploma is earned first by following the four-year and one summer trajectory required to get the AAD.

EQUIVALENCY HIGH SCHOOL DIPLOMA

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

PARTICIPATION IN COMMENCEMENT EXERCISES

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

EARLY GRADUATION REQUIREMENTS

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

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

or A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts;

H. Health;
I. Physical Education;
J. Biology;
K. Chemistry

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

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

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

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

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

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

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

ADJUSTMENT OF GRADUATION REQUIREMENTS: PROVISIONS FOR STUDENTS OF MILITARY PARENTS

SCS shall waive specific courses required for graduation for students of activity duty military parents who enroll/transfer into the district if the student has satisfactorily completed similar course work in another district or SCS shall provide reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, SCS shall provide an alternative means of acquiring the required course work.

SCS shall accept the exit or end-of-course exams required for graduation from the sending state, norm-referenced achievement tests, or alternative testing in lieu of testing requirements mandated for graduation by the state of Tennessee or SCS for a student transferring in his/her senior year. SCS and the sending district shall ensure the receipt of a diploma from the sending district, if the student meets graduation requirements in the sending district.

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

sending state's examinations/tests or alternative testing.

ASSESSMENT OF LEARNING

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

- The ACT Test will be given to all eleventh (11th) grade students. To receive a regular high school diploma, all students enrolled during their eleventh (11th) grade year must take either the ACT or SAT. Students who perform well on the test shall be recommended for accelerated, advanced, and more rigorous course work such as Honors and Advanced \ Placement courses.

- End-of-course examinations will be given to students taking the following courses: English I, English II, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, Biology, and US History. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with state law (T.C.A. §49- 1-302 (2). Students will not be required to pass any one examination, but instead students must achieve a passing score for the yearly grade course in accordance with State Board of Education uniform grading policy. The weight of the EOC examination on the student's final average shall be no less than fifteen percent (15%) and no more than twenty-five percent (25%) in the 2020-2021 school year, and thereafter.

TESTING REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Special education students who are working toward a regular high school diploma are required to complete either the ACT or SAT. The weight of the EOC examination on the student's final average shall be no less than fifteen percent (15%) and no more than twenty-five percent (25%) in the 2021-2022 school year and thereafter.

ENGLISH LANGAUGE LEARNER (EL) STUDENTS AND TENNESSEE MANDATED ASSESSMENTS

The Tennessee Department of Education English Learners (EL) Testing Policy 3.207 states, "The purpose for including our student population of English Learners (EL) in our Tennessee assessments is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet." There are NO blanket exemptions of EL students from any State assessment. However, there are some allowable accommodations for EL and Transitional (T1-T4) students.

All ELs must participate in all End Of Course tests for the EOC courses in which they are enrolled. In addition to participation in the State assessments, an annual assessment of English Proficiency using the State approved language proficiency assessment must be given. The current assessment instrument being used is WIDA ACCESS 2.0 (the annual English language proficiency assessment, or ELPA).

ARMED SERVICES VOCATIONAL APTITUDE BATTERY

The Armed Services Vocational Aptitude Battery (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.

ATTENDANCE AND EXCUSES (Policy 6014)

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

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absences during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities and verified college visits.
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order, a subpoena and/or a legal court summons.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:
    a. An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
    b. An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
    c. Excused absence for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.
    d. Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.
8. Participation in a non-school-sponsored extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:
    a. The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and
    b. The student's parent, custodian or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence. The written request shall include:
        i. The student's full name and personal identification number;
        ii. The student's grade;
        iii. The dates of the student's absence;
        iv. The reason for the student's absence; and
        v. The signature of both the student and the student's parent, custodian, or other person with legal custody or control of the student.

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

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

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

10. Students enrolled in Dual Enrollment courses must adhere to the postsecondary institutions' attendance policy for the specific class.

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

GRADING SYSTEM – GRADES 6-12 (Policy 5015)

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

SPECIAL EDUCATION

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

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

CONDUCT GRADES

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

GRADING SCALE

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

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

REPORT CARDS AND INTERIM REPORTS

Report cards are sent to parents at the end of each nine-week period. Parents must be notified within

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

NINE WEEKS GRADES

Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, projects, and tests. A minimum of seventeen (17) grades for the nine-week period should be recorded for each subject. Fifty percent (50%) of the seventeen grades should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis of the grades at the end of the grading period.

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

SEMESTER GRADES

Semester exams are not given in grades 6-8, except for high school level courses that are taken in eighth (8th) grade. Students who successfully complete any of the State Board-required high school credits as evidenced by a passing grade in the course prior to grade nine (9), shall earn graduation credit, unless state or federal guidance provides otherwise (e.g., Early High School Graduation Program under the Move on When Ready Act., etc.). Semester grades earned in high school courses will be recorded on the high school transcript. The grades earned will be included in the high school GPA.

For students in grades 6-8, scores on the State of Tennessee Student Assessment System shall comprise a percentage of a student's final spring (second) semester grade in English Language Arts, Mathematics, science and Social Studies.

However, if the District does not receive its students' scores at least five (5) instructional days before the end of the school year, then the District may choose not to include its students' scores in the students' final grades in the subject areas of English Language Arts, Mathematics, Science, and Social Studies.

Semester grades in grades 9-12 are determined by averaging the two quarter grades when no semester examination is given. When a semester examination is given, semester grades are determined by counting the two quarter grades as 85% and the semester examination as 15%.

EXEMPTION FROM SEMESTER EXAMS

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

FINAL GRADES

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

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

a. The weight of the EOC examination on the student's final average shall be determined by the Superintendent in accordance with policy 5015 from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2020- 2021 school year and thereafter.

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

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

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

GRADE RESTRICTIONS

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

AWARDING UNITS OF CREDIT

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

MAKE-UP WORK

Attendance should be necessary for passing grades. Students should make every effort and be afforded the opportunity to make up work missed due to excused and unexcused absences. In the event of an excused absence, students are expected to make up work missed within a reasonable time (e.g., at least one or more days of makeup for each day of excused absence). In the event of an unexcused absence, (including short-term suspensions), one day of make-up time shall be allowed for each day of unexcused absence, unless otherwise extended by the school or extended based on law or policy. Students and/or their parents should work with the teacher for assistance in making up work (e.g., obtaining make-up work/assignments, participating in available tutoring/requesting tutoring, etc.). For absences due to long-term suspension (over 10 days)/expulsion, the program of making up work shall be in accordance with state law TCA 49-6-3402(b), which requires students in grades 7-12 to attend alternative schools to receive instruction as nearly as practicable with that of their home schools and requires that all course work completed and credits earned in the alternative schools be transferred to and recorded in the home school.

GRADE REPAIR

Grade repair shall be available for students who 1) need additional time to complete assignments or make up class work necessary to pass a subject due to absences or 2) have experienced special/extenuating circumstances that jeopardize their ability to remain on track to pass a subject during a nine-week grading period (e.g., death/serious illness in the family, displaced due to fire, etc.)

Grade repair shall be required for students who need to repair a failing grade (69 or below) during any of the first three (3) quarters of a year-long course or the first quarter of a semester-long course. Students required to take grade repair must participate in a grade repair program up to the end of the nine-week period subsequent to receiving the failing grade. Students and/or their parents should work with the school and teacher for assistance with grade repair (e.g., participating in a classroom and/or school wide grade recovery program such as Zeros Aren't Permitted (ZAP); participating in online grade repair programs; obtaining make-up work/assignments, participating in available tutoring/requesting tutoring, etc.) Any grade adjustments resulting from grade recovery efforts shall be accompanied by a justification indicating that a grade recovery program was completed.

Students who qualify for grade repair based on the any of the above reasons shall initially be given an Incomplete Grade (I). Incomplete grades are not

to be left as nine-week grades indefinitely but shall be changed at the end of the nine-week repair or make-up period to reflect a maximum grade of 70 as supported by documentation.

GRADE ADJUSTMENT

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

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

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

ADVANCED COURSES (Policy 5005)

In accordance with state law, beginning with the 2018-19 school year, the district shall make available to students enrolled in its high school opportunities to take at least four (4) early postsecondary opportunities, as defined by the Tennessee State Department of Education. These opportunities may be provided through traditional classroom instruction, online or virtual instruction, blended learning, or other educationally appropriate methods.

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

   In all Advanced Placement Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate courses, at the secondary level five (5) percentage points shall be added to each quarter numerical grade and each semester exam grade. The two 9 week grades and the semester exam grade, with the points included, will be used to calculate the semester average. Students who do not sit for AP or IB exams will have points removed from quarter and exam grades.

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

   In all Local and Statewide Dual Credit Courses, Capstone Industry Certification-Aligned Courses, and Dual Enrollment Courses at the secondary level, four (4) percentage points shall be added to each quarter numerical grade and each semester exam grade. The two 9 week grades and the semester exam grade, with the points included, will be used to calculate the semester average. Students who do not sit for the challenge exams in Statewide Dual Credit and Local Dual Credit courses will have points removed from quarter and exam grades.

3. **Honors and Pre-AP Courses**

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

DISTRICT ADVANCED COURSES

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

HONORS COURSES

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

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

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

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

INDUSTRY CERTIFICATION ALIGNED COURSES

Career and technical education courses that are aligned to a capstone industry certification recognized by the Tennessee Department of Education shall include the addition of four (4) percentage points to the grades used to calculate the semester average for students who sit for the identified industry certification exam. *Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received for the course in a capstone industry certification course (effective for students in the 2018 graduation cohort).

STATEWIDE DUAL CREDIT COURSES

A statewide dual credit course is a high school course that incorporates postsecondary learning objectives and is aligned with an approved dual credit challenge exam. All statewide dual credit courses offered through the District shall incorporate the postsecondary learning objectives.

All students enrolled in an identified statewide dual credit course offered through the District must sit for the challenge exam. Students who pass the challenge exam will earn college credit accepted by all Tennessee public postsecondary institutions.

Statewide dual credit courses shall include the addition of four (4) percentage points to the grades used to calculate the semester average for students who sit for the identified statewide dual credit challenge exam. Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in a statewide dual credit course (effective for students in the 2018 graduation cohort).

LOCAL DUAL CREDIT COURSES

A local dual credit course is a high school course that incorporates postsecondary learning objectives and is aligned with a challenge exam that is approved by a local postsecondary institution through an articulation agreement with a local education agency. Students who pass a local dual credit challenge exam will earn college credit at the specific postsecondary institution(s) participating in the articulation agreement. Local dual credit courses shall include the addition of four (4) percentage points to the grades used to calculate the semester average for students who sit for the identified local dual credit challenge exam. Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in a local dual credit course (effective for students in the 2018 graduation cohort).

DUAL ENROLLMENT COURSES

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

A dual enrollment course is a course taught for postsecondary credit that is also recognized by a local education agency for high school credit and is taught by postsecondary faculty (e.g., a bona fide college professor or a licensed SACS approved adjunct secondary teacher) in accordance with an agreement between the participating institution of higher learning and Shelby County Schools. The institution of higher education must be accredited by the state or by a state-approved accrediting agency.
Dual enrollment courses may be taught at a postsecondary institution, at a high school, or virtually. Dual enrollment courses that are recognized for high school credit shall include the addition of four (4) percentage points to the grades used to calculate the semester average for students who pass the dual enrollment course. Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in a dual enrollment course (effective for students in the 2018 graduation cohort).

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

ADVANCED PLACEMENT (AP), CAMBRIDGE INTERNATIONAL, INTERNATIONAL BACCALAUREATE (IB), AND COLLEGE LEVEL EXAM PROGRAM (CLEP) COURSES

Shelby County Schools may elect to offer Advanced Placement, Cambridge International, or International Baccalaureate courses, or align its existing courses to College Level Exam Program (CLEP) exams. The District will ensure that these courses incorporate the learning objectives and course descriptions as defined by the College Board, Cambridge International, or International Baccalaureate, respectively, and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. Advanced Placement, Cambridge International, International Baccalaureate, and the CLEP shall include the addition of five (5) percentage points to the grades used to calculate the semester average for students who sit for the aligned culminating exam. Additionally, in accordance with state law, one (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in the course for an AP, Cambridge International, or IB course (beginning with the 2018-19 school year freshman class).

*The District may award additional quality points to the grades of students who have completed an AP, Cambridge International, or IB course, or a course aligned with an Industry Certification or CLEP exam, prior to the student sitting for the culminating exam. Students are required to participate in the culminating exam in order to receive the additional quality points.

GRADE CLASSIFICATION (Policy 6032)

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

Less than five (5) credits	**9th Grade**
Five (5) credits including English I	**10th Grade**
Eleven (11) credits including English 10	**11th Grade**
Sixteen (16) credits including English 11	**12th Grade**

*Two ESL credits may be substituted for two English credits.

COURSE LOAD

DROPPING A COURSE

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

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

- The student must first consult the teacher for ways to improve.
- If academic difficulty continues, the parent may request a school meeting to include the teacher, the student, the parent(s), and the appropriate school counselor along with the appropriate assistant principal. This team will form a plan of action.
- The final approval for a student to drop a course is at the discretion of the principal and shall be based upon multiple factors, including available space in an alternative class at the time of the request.
- Dual Enrollment courses are dropped according to the postsecondary institution's policy. The SCS Dual Enrollment office must approve all drops/withdrawals.

DROPPING AN ONLINE COURSE

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

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

Online Course/Grade – Not Recorded
A student may drop an online course prior to the end of the first 9-week period in which he/she was enrolled in the online course without the subject or grade being recorded on the student's transcript. If a student should drop a course after the first 9-week period in which they enrolled in the online course, any stored grades will be reported on the student's transcript. Additionally, a student who is enrolled in or logs into an online course but shows no activity by the end of the first ten (10) days may be withdrawn from the course by the home school (part-time students) or the District Virtual School office (full-time students).

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

GUIDANCE ON CLASS RANK

ADDITIONAL GRADE POINTS FOR ADVANCED COURSES

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

- Honors Courses

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

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

- Dual Enrollment Courses

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

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

COMPUTING GRADE POINT AVERAGE (GPA)

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

Standard	Honors and Applicable Dual Enrollment	Statewide/Local Dual Credit, AP, IB, CLEP, Cambridge, and Dual Enrollment
A=4 B=3 C=2 D=1 F=0	A=4.5 B=3.5 C=2.5 D=1.5 F=0	A=5 B=4 C=3 D=2 F=0

DETERMINING CLASS RANK

1. Sixteen (16) units of credits will be required for calculating grade point average and determining class rank for graduating students.

2. For class rank, the GPA is determined at the end of the first semester of the year of graduation.
   - All grades for seven semesters of high school will be counted for all subjects (i.e., 9th, 10th, 11th, and the first semester of 12th grade) and grades in all courses in which high school credit was awarded.
   - For semester courses of more than ½ units of credit, the grade will be counted for each ½ unit of credit. Examples: a semester technical course for 1 credit with a grade of B would be counted as two (2) B's; a semester vocational course for 1.5 credits with a grade of A would be counted as three (3) A's.

3. Marks for all subjects attempted for which unit credit or fractional unit credit is given, whether passed or failed, are recorded and used in computing grade point averages. Summer school credits are to be included in computing grade point average.

4. If two or more students have the same grade point average, the numerical averages of the students shall be determined. The student with the highest numerical average shall receive the highest rank; the student with the next highest numerical average shall receive the next highest rank; etc.

   The rounding methodology used shall be consistent with the implementation guidance of the Tennessee State Board of Education Uniform Grading Policy (#3.301). Specifically, the GPA shall be reported to the nearest 100th. The thousandth digit must be a 5 or higher to round up to the next hundredth. For example, a GPA of 3.296 would round up to 3.30. A GPA of 3.249 would round down to 3.29. Moreover, numerical averages with a decimal point of .5 or higher shall be rounded up to a whole number and a decimal point of .49 or lower shall not be rounded up. For example, a numerical average in a course of 92.50 shall be rounded up to a 93 and awarded an A for the GPA calculation. Further, a numerical average of 92.49 shall not be rounded up and awarded a 92 or B for the GPA calculation.

5. If two or more students have the same numerical average, those students should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose averages exceed his. For example, if three students in a class of 75 are tied for fifth place, they should be given a rank of 5/75. The next student would be ranked 8/75.

SELECTION OF VALEDICTORIAN AND SALUTATORIAN

Cohort

All graduating students are included in class rank. However, students must meet the following eligibility requirements to be considered for the distinction of valedictorian or salutatorian:

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

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

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

Accelerated Pace

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

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

INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S)

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

- The IEP is an individualized plan of specially designed instruction for a student with a disability whose educational progress is adversely affected.
- The IEP meeting serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to jointly decide what the needs of the student are, what services will be provided to meet those needs, and how best to meet post-secondary goals.
- The IEP process provides an opportunity for resolving any differences between the parents and the school concerning student needs.
- The IEP sets forth, in writing, a commitment of resources necessary to enable a student to receive needed special education and/or related services.
- The IEP is a management tool that is used to ensure that each student with a disability is provided special education and/or related services appropriate to the student's particular learning needs.
- The IEP is a compliance document that may be used by authorized monitoring personnel from SCS or governmental agencies to determine whether a student with a disability is actually receiving the Free Appropriate Public Education (FAPE) agreed to by the parents and the school.
- The IEP serves as an evaluation instrument for use in determining the extent of the students progress toward meeting the projected outcomes.

ACTIONS REQUIRING IEP TEAM MEETING

An IEP Team meeting is required:

- When is it 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 or more days;
- Whenever a change (more or fewer services)

in the education and/or related services are being considered;

COMPOSITION OF IEP TEAM

An IEP Team for each student with a disability includes:

- One or both of the student's parents;
- A regular education teacher
- The student's special education teacher or certified/licensed provider, or if the student has been previously enrolled in school, a teacher or other specialist qualified to teach a student of his/her age in the area(s) of the student's suspected special education needs;
- A representative of the local school system, other than the student's teacher, who is an administrator or designee, is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general curriculum, and has the authority to allocate necessary resources to ensure implementation of the IEP;
- An ESL teacher, should the student be dually identified (EL and SWD). Please note: the ESL Coordinated Services Form must be completed during each meeting.
- 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 knowl edge or special expertise regarding the student, including related services personnel as appropriate. The determination of the knowledge or special expertise of any individual shall be made by the party (parents or agency) who invited the individual to be a member of the IEP.

CURRENT PERFORMANCE AREAS

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

The IEP should describe the effect of the student's disability on his/her educational performance, which, to the greatest extent possible, is stated in objective and measurable terms. Performance levels must be written in a manner that is meaningful and useful to persons responsible for directly providing the student with special education and/or related services in all areas of educational performance adversely affected by the disability.

PARTICIPATION WITH NON-DISABLED PEERS

The IEP must specify the amount of time the student will participate with non-disabled peers. The IEP must describe those aspects of academic, nonacademic, or extracurricular services or activities in which the student will participate with non-disabled peers at least part of the school day. When it is determined that the student cannot participate with non-disabled peers, even with the use of supplementary aids and services, the IEP must clearly document the basis for this decision. Non-academic areas include physical education, art, music, computer, library, vocational, and consumer education, as well as meals, recess periods, athletics, clubs, and recreational activities.

ACCOMMODATIONS

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

ANNUAL OR SPECIAL REVIEW OF IEP

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

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

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

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

PROGRESS REPORTING

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

Students with disabilities begin earning units of credit in the ninth grade and have until the year in which they reach age 22 to complete the recommended program of services and the IEP. They may receive the regular, honors, or special education diploma provided all requirements have been met. Students will enroll in specified classes determined by the IEP Team's recommendations.

The IEP covers the regular nine-month school year and may cover Extended Year Services. 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.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of one's disability. Specifically, Section 504 requires that:

No otherwise qualified individual with disabilities in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Who is Eligible for Section 504?

Section 504 defines a person with a disability as anyone who:

1. has a mental or physical impairment which sub stantially limits one or more major life activities.
2. has a current medical record of such impairment.
3. is regarded as having such an impairment.

A physical or mental impairment may include any of the disabling conditions covered under IDEA. Conditions primarily the result of cultural, environmental, or economic factors may not be considered handicapping conditions under Section 504. To be eligible under Section 504, there must be an impairment that substantially limits one of the major life activities. A diagnosis of a disability does not automatically qualify a student for eligibility under Section 504.

ENGLISH AS A SECOND LANGUAGE/SERVICE PROGRAM REQUIREMENTS

POLICY

Tennessee State Board of Education-English as a Second Language (ESL) Program Policy 3.207 states, "Schools are required to provide specialized programs for limited English proficient (LEP) students to comply with Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act (EEOA), and the guidelines published by the Tennessee Department of Education." In addition, LEAs must ensure that LEP students can meaningfully participate in their educational programs and services.

IDENTIFICATION

Upon student enrollment, parents should complete a Primary Home Language Survey form. If the answer to any of the survey questions is a language other than English, the child will be classified as NELB and assessed for English proficiency using the WIDA

Screener (or other means as outlined within TN SBE Policy 3.207). This will determine if a child qualifies to receive ESL services.

PLACING ENGLISH LEARNERS IN CLASSES

Initial placement of ELs in appropriate classes is crucial to their success in the educational program. Districts must ensure ELs are placed in age-appropriate classes, regardless of lack of formal education or English language skills. Students who enter high school with no credits are placed in grade 9. School counselors should analyze any transcripts from the student's home country, and foreign transcripts may be submitted for translation and evaluation through the ESL department's webpage on the district's website. Students should not be required to repeat content classes they successfully complete in their home language solely due to their lack of English skills. For guidance on proper placement of ELs in ESL and/ or ELA classes, please refer to the ESL course description pages in this guide.

INDIVIDUAL LEARNING PLANS

An Individual Learning Plan (ILP) is a document that describes the academic and language needs of, and goals for, an English learner (EL). An ILP details the strategies, accommodations, and goals to be implemented daily in the classroom in order to help ELs be successful.

Per State Board of Education Policy 3.207 (5)(j), all students who are English Learners receiving English as a Second Language (ESL) services as well as English learners whose parents have waived direct ESL services will receive an ILP.

ILP's are designed to ensure that all ELs are being served and are on track to meet the linguistic and academic expectations each year. The development and implementation of ILPs provide key supports such as:

- Supporting language acquisition across the instructional day
- Providing meaningful participation in core instruction
- Enabling students to reach grade-level targets in their academic subjects
- Coordinating instructional approaches, including collaboration, among all educators.

ILPs are locally developed by ESL teachers in collaboration with other content area and general education teachers, leaders, counselors, parents, and the student. In most cases, the ESL teacher is generally the lead developer. In the case where there is no ESL teacher in the building, the English teacher and/or the ESL admin contact will reach out to their assigned ESL Advisor for initial support and ongoing guidance regarding the ILP. Collaboration among educators and other stakeholders involved in the EL's education is the most important aspect the ILP. Every attempt should be made to share the ILP with parent(s) or guardian(s) to ensure that the family understands the ELs goals and growth targets and can provide input.

An ILP should be updated every four and a half (4.5) weeks, or more often as needed. ILPs are intended to be living documents that reflect a student's current progress, goals, and needs. Teacher input should be gathered regularly, specifically in the areas of observed learning outcomes and teacher comments.

The ILP includes student accommodations which are tailored to the student. These should be utilized throughout the duration of the school year. If student accommodations change, these should be adjusted on the ILP as well. Ensuring the appropriate accommodations are documented and are consistently used throughout the year will contribute to success to EOC tests.

For more information, please see the ILP Frequently Asked Questions developed by the TN Department of Education.

DUALLY IDENTIFIED STUDENTS/COORDINATED SERVICES FORM

For all students who are dually identified for ESL and Special Education, it is vital that we ensure that all needs are met for individual services. Title VI of the Civil Rights Act of 1964 explicitly assures that all students, including English Learners, have equal access to high quality, appropriate educational programs. <u>The fact that an EL has a disability does not replace the need for language assistance.</u>

Prior to creating schedules and deciding upon accommodations, it is important for the general education teacher, ESL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student.

- The ESL teacher must be included as an active member of the IEP team for ELs

with disabilities. Please note, the IEP should document the participation of the ESL teacher in the IEP meeting for students identified as EL and SWD. The appropriate WIDA test, WIDA ACCESS or WIDA ALT, should be marked on the IEP during the meeting.

- If an EL is determined eligible for special education services, the IEP team will determine the type and degree of services (Special Education and ESL) the student will receive. The EL should be served in both programs. Scheduled time for ESL services should not be unilaterally eliminated. Should the team decide to reduce ESL services or not provide direct ESL services, then the Coordinated Services Form must document the change. All parties must be in agreement with the change, including the parent.
- Students may be served in both ESL and Special Education if they qualify for both programs, unless the disability is deemed so profound that the severity of the student's disability indicates a greater intensity of special services is required. If it is determined that the student's needs will best be met by being served in multiple segments of special education, the ESL team member should work with the SPED teacher to set up a consultative plan for that student's language development which will be documented in the ILP. Consultative Services will be documented on the SPED Consultation form found in ELLevation.
- Students who are dually identified as SWD/EL, but are withdrawn from EL direct services by the parent or guardian, are eligible for EL accommodations despite the parent's withdrawal from direct services. Please see the section titled, Waived Services, below.

TRANSITIONAL MONITORING FORMS

Transitional Monitoring Forms are used to monitor the progress of ELs who exited the ESL program for two years. Under ESSA guidelines, exited ELs must be monitored for two years. In the first monitoring year, the exited student will be designated as T1 (Transitional 1), and in the second monitoring year as T2 (Transitional 2). The formal monitoring takes place three times each year for the first three quarters of the school year. If the T1 or T2 student is struggling in content area classes, it is recommended that appropriate support services be offered. Review of universal screeners and benchmarking data can be a first step in determining additional supports necessary.

Procedure: The monitoring form should be filled out by the students' ELA teacher for completion. Content area teachers should contact the ESL teacher immediately if a transitional student is experiencing difficulty.

COURSE FAILURE AND RETENTION

In order to recommend an EL for a course failure or retention, school leaders must be able to ensure appropriate scaffolds and accommodations were provided according to each ELs Individualized Learning Plan (ILP). Prior to considering retention of an EL, the list of required questions should be addressed in consultation with the student's ESL teacher: See "Evaluating Retention Eligibility" (Tennessee Department of Education ESL Manual).

Additionally, evidence of scaffolds and accommodations to student assignments must be uploaded into ELLEVATION. The assignments should be uploaded to each EL's individual student profile for review by the ESL Department.

Failure to submit student work, which evidences students having received the appropriate accommodations and scaffolds, per the ILP, may result in discussions, which include a denial of failure at the end of the year due to the ILP not having been followed.

NOTE: Retention policies, especially for ELs, should not be based on one specific piece of data, or any sole criterion. In most cases, retention does not help the child with academic achievement. Every effort should be made to move the child to the next level of academic work and allow the child to continue in the grade that is age appropriate.

WIDA ACCESS

WIDA ACCESS is a language proficiency assessment, and its scores are used to evaluate our language support program, to monitor student progress in acquiring English, and to determine if a student is eligible to exit ESL. The results of WIDA ACCESS are needed for appropriate scheduling, class placement, and proper support of ELs. Scores are also used to meet federal and state accountability requirements. If an English Learner enters your building at any point be-

fore or during the administration of WIDA ACCESS, he/she is required to take WIDA ACCESS during the Spring testing window.

WAIVED STUDENTS

On a case-by-case basis, a parent may choose to waive direct ESL services. The SCS Waiver form should be reviewed with the parents, in the native language if needed, to ensure understanding of the document. Should the parent choose to waive services, the ILP should be reviewed with the necessary school staff to ensure the understanding of expectations for providing services within their content area classes. The SCS Waiver Form should be completed, sent to the ESL Office, uploaded into ELLevation by ESL teacher, and a copy kept in the child's permanent records.

A student who is on waiver should not be scheduled for ESL classes; however, they will be assessed using WIDA ACCESS during the Spring testing window and should have an ILP on file following the process outlined above.

OPTIONAL SCHOOLS

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

Forty-six (46) schools throughout Shelby County currently offer optional programs at different grade levels. These programs prepare children for successful lives in the 21st century regardless of which career path they eventually choose. The Optional Programs include college preparatory, business and finance, creative and performing arts, international studies, Montessori-inspired, enriched academics, Dual Language Immersion, Environmental Science, International Baccalaureate, Global Health Studies, Chess and Communication Arts, Public Service and Communication Arts, Transportation Science, Science, Technology, Engineering and Mathematics (T-STEM), (STEM) or (STEAM), Information Technology and many more.

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

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

INTERSCHOLASTIC ATHLETICS (Policy 6051)

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

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

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

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

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

COLLEGIATE ACADEMIC REQUIREMENTS FOR STUDENT ATHLETES

NCAA 2016-17 GUIDE FOR COLLEGE BOUND STUDENT ATHLETE

INITIAL ELIGIBILITY

Initial-eligibility standards help ensure you are prepared to succeed in college. The eligibility process also protects the fairness and integrity of college sports by ensuring student-athletes are amateurs. If you want to practice, compete, and receive an athletics scholarship during your first year at a Division I or II school, the NCAA Eligibility Center must certify you as eligible (eligibility for Division III is determined on campus). Throughout the process, NCAA Eligibility Center staff members partner with students and their families, as well as high school administrators and coaches, to guide you on your journey.

Grade 9

Start planning now! Take the right courses and earn the best grades possible. Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/course list. Sign up for a free Profile Page account at eligibilitycenter.org for information on NCAA requirements.

Grade 10

If you fall behind academically, ask your counselor for help finding approved courses you can take. Register for a Profile Page account or Certification account with the NCAA Eligibility Center at eligibilitycenter.org. Monitor your Eligibility Center account for next steps. • At the end of the year, ask your counselor at each high school or program you attended to upload your

Grade 11

Check with your counselor to make sure you are on track to complete the required number of NCAA-approved core courses and graduate on time with your class. Take the SAT/ACT and submit your scores to the Eligibility Center using code 9999. Ensure your sports participation information is correct in your Eligibility Center account. At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

Grade 12

Complete your final NCAA-approved core courses as you prepare for graduation. Take the SAT/ACT again, if necessary, and submit your scores to the Eligibility Center using code 9999. Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org. After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your Eligibility Center account. Reminder: Only students on an NCAA Division I or II school's institutional request list will receive a certification.

ACADEMIC ELIGIBILITY REQUIREMENTS

Division I

Division I schools require college-bound student-athletes to meet academic standards for NCAA approved core courses, core-course GPA, and test scores. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division I school, you must graduate from high school and meet all of the following requirements:

1. Complete a total of 16 NCAA core courses in the following areas:
   - 4 years of English
   - 3 years of mathematics (Algebra 1 or higher, Bridge Math is not accepted)
   - 2 years of natural/physical science (including one year of lab science if offered)
   - 1 additional year of English, math or natural/physical science
   - 2 years of social science

- 4 additional years of courses (English math, natural/physical science, social science, foreign language, comparative religion or philosophy)

2. Complete 10 of your 16 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.

3. Complete the 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.

4. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.300) on the Division I full-qualifier sliding scale. Review the sliding scale on page 20 to ensure your score meets Division I requirements.

Division I Sliding Scale

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Full sliding scale research between the new SAT and ACT is ongoing.

Division II

Division II schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B.

To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet all of the following requirements:

1. Complete a total of 16 core courses in the following areas:
- 3 years of English
- 2 years of math (Algebra I or higher- Bridge Math is not accepted)
- 2 years of natural/physical science (including one year of lab science if offered)
- 2 years of social science
- 3 additional years of English, math, or natural/physical science
- 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy.

2. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.200) on the Division II full-qualifier sliding scale (see page 24).

3. Submit proof of graduation to the Eligibility Center. For student-athletes enrolling at an NCAA member school Aug. 1, 2021, or later, if you do not meet Division II qualifier standards, you will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school but may NOT compete.

Division II Sliding Scale

DIVISION II
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

*Full sliding scale research between the new SAT and ACT is ongoing.

Division III

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

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

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

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

Grade Point Average

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

Calculating Your Quality Points: In order to determine your quality points earned for each course, multiply the quality points for the grade by the amount of credit earned.

Quality Points:

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

Units of Credit:

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

Examples:

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

SECTION II
COURSE DESCRIPTIONS

NOTE: ALL COURSES ARE NOT OFFERED AT EVERY SCHOOL. PLEASE CHECK WITH SCHOOL PERSONNEL TO DETERMINE COURSE AVAILABILITY.

ENGLISH LANGUAGE ARTS

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

To enhance literacy proficiency, the English/Language Arts program emphasizes the four strands of the TN Academic Standards: Language, Reading, Writing, and Speaking and Listening. 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, Creative Writing, Journalism, or Genre Literature 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 TN Ready Assessment and the ACT and SAT college entrance exams is emphasized in all Shelby County Schools Secondary Language Arts classes.

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

The weight of the TN Ready/ EOC examination on the student's final average shall be no less than fifteen percent (15%) and no more than twenty-five (25%) in the 2021-2022 school year and thereafter. Students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy.

Intellectually Gifted and Talented English I
Grade 9
One credit/One year
Prerequisite(s): Certified Intellectually Gifted
The Intellectually Gifted and Talented English I program is designed to provide high achieving students the opportunity to further develop skills in higher-level thinking, traditional and creative research, group discussion, public speaking, creativity, and independent study. Students are expected to grasp quickly the principles of grammar, composition, and vocabulary appropriate for this grade level, thereby providing time for an expanded course of study in which their creative and analytical thinking and writing skills are enhanced. Teaching strategies for the gifted are incorporated into the language arts curriculum and are implemented through the in-depth study of traditional and contemporary literature, current events, and selected mini-studies that are coordinated by the teaching staff.

English I
Grade 9
One credit/One year
Prerequisite(s): None
English I is designed to help students continue the mastery of essential literacy skills. Emphasis is placed on developing strategies for effective speaking and listening, language and writing, and reading comprehension by listening to, reading, and analyzing a variety of complex texts. Essential to this is the deep analysis and unpacking of appropriately complex text. Instruction includes authentic performance tasks that lend themselves to meeting the expectations of the literacy instructional shifts: Regular practice with complex texts and their academic language; Reading, writing, and speaking grounded in evidence from the text (literary and informational); and Building knowledge through content rich nonfiction. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

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

English II
Grade 10 (required)
One credit/One year
Prerequisite(s): English I (Grade 9)
English II is a course designed to continue the study and refinement of the essential literacy skills started in grade 9. The TN Academic Standards are the same for grades 9 and 10, thus leading to a deeper focus on the literacy instructional shifts and on the strategies for effective speaking and listening, language and writing, and reading comprehension by listening to, reading, and analyzing a variety of complex texts. Text sets are chosen to provide grade-level reading

that builds student knowledge around important topics and essential questions.

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

English III
Grade 11 (required)
One credit/One year
Prerequisite(s): English II (Grade 10)
English III is designed to help students continue to refine and advance their knowledge and skills in literacy as expected by the TN Academic Standards for English Language Arts. The course focuses on strengthening skills needed to unpack and understand texts at higher complexities and demonstrate their understanding through increasingly complex tasks that meet the expectations of the literacy instructional shifts. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

Advanced Placement (AP) English Language and Composition
Grade 11
One credit/One year
Prerequisite(s): Honors English II (Grade 10)
The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

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

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

English IV
Grade 12 (required)
One credit/One year
Prerequisite(s) English III (Grade 11)
English IV is designed to prepare students to complete their formal secondary education with the skills needed to communicate effectively with others in the workplace or to gain admission to and succeed in college or professional school. The TN Academic Standards are the same for grades 11 and 12, thus providing the opportunity for students to continue to develop and refine the literacy skills needed for post-secondary education. Text sets are chosen to provide grade-level reading that builds student knowledge around important topics and essential questions.

Advanced Placement (AP) English Literature and Composition
Grade 12
One credit/One year
Prerequisite(s): AP English Language and Composition or Honors English III (Grade 11)
The AP English Literature and Composition course engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected text, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Students choosing AP Literature and Composition should be interested in studying literature of various periods and genres and

using this wide reading knowledge in discussions of literary topics. **All students enrolled in an AP course are required to take the course's AP exam.**

Dual Enrollment English Composition I
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment English Composition I is a one semester college-level course that offers students practice in expository writing with emphasis on content, organization, and style (levels of usage and sentence structure) for different purposes and audiences. Dual Enrollment English Composition I and English Composition II may be taken to satisfy English IV for graduation requirement or as English elective(s). **Completion of both college courses is required for English IV substitution.**

Dual Enrollment English Composition II
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment English Composition II is a one semester college-level course that provides students with practice in expository writing that synthesizes ideas from various readings, includes library work, and production of documented papers.

Journalism
Grades 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. At some schools, this course is offered at multiple levels (Standard and Advanced). Students taking the honors level course are expected to engage in learning opportunities that go above and beyond the requirements of the standard course.

Etymology
Grades 10-12
One-half credit/One semester
Prerequisite(s): None
The purpose of this course is to enhance students' English vocabulary, their understanding of the structure of the English language, and their understanding of the nature of languages in general, through the systematic analysis of words and word origins from Greek, Latin, and modern languages.

Mythology
Grades 10-12
One-half credit/One semester
Prerequisite(s): None
The course includes the study of basic mythologies of major civilizations. It provides a background in mythology to help students understand allusions in the writing of many great western writers; it demonstrates the influence of mythology on the origins of some words in the English language; it connects mythology with the study of scientific phenomena; and finally, it explores universal truths and connections among mythologies of diverse cultures.

Speech and Communications
Grades 9-12
One-half credit/One semester
One credit/One year
Prerequisite(s): None
Students are introduced to a variety of speaking and communication opportunities, using various methods in formal and informal settings. Students will focus on preparing, speaking, listening, and digital literacy. This course is not approved as a Fine Arts course for college entrance requirements.

Statewide Dual Credit Speech
Grades 9-12
One credit/One year
Prerequisite(s): None
Statewide Dual Credit Speech and Communications is a full year college-level course. This course introduces students to what communication is and how it affects human interaction. Emphasis is on the elements of communication, group communication, intercultural communication, the nature and value of language, nonverbal communication, persuasion-art of rhetoric, public speaking and the value of listening. This course is not approved as a Fine Arts course for college entrance requirements. **All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.**

Creative Writing
Grades 9-12
One-half credit/One semester
One credit/One year
Prerequisite(s): None
This course will offer students the opportunity to exercise their imaginative and creative abilities as they express self, 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. Creative Writing is available at multiple levels (Standard and Advanced). At some schools, this course is offered at multiple levels (Standard and Advanced). Students taking the honors level course are expected to engage in learning opportunities that go above and beyond the requirements of the standard course.

Visual Literacy
Grades 10-12
One-half credit/One semester
One credit/One year
Prerequisite(s): English I (Grade 9)
The goal of this course is to interpret visual forms of media and to analyze and evaluate the effectiveness of the various types. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. These forms of media will be used to develop the student's ability to understand messages conveyed through images. Throughout the course, students will examine and analyze the effect of various forms of media in order to broaden a student's cultural literacy.

Genre Literature
One-half credit/One semester
One credit/One year
Prerequisite(s): English I (Grade 9)
Genre Literature allows students to explore the intricate aspects that make a literary genre, thematic elements of a literary genre and various styles and plot elements of a literary genre.

Advancement Via Individual Determination AVID
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
This course is an elective course designed to prepare students for entrance into four-year colleges. Emphasis is placed on analytical writing, preparation for college entrance and placement exams, college study skills, and test taking, note taking, and research.

Academic Counseling
Grade 9
One credit/One year
Prerequisite(s): None
This course will emphasize career choices, study skills, and tutoring. Academic Counseling is designed to be a first step in guiding students into choosing a career to prepare for and to engage them in an advisor/advisee role equivalent to a college level environment.

Dual Enrollment Academic Seminar
Grades 11-12
Three college credit hours/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Academic Success is a one semester college-level course that provides an orientation to the college environment, acquaints students with study skills, prepares them to integrate traditional study skills with college content areas and emphasizes the academic skills necessary for success in a college setting.

Advanced Placement (AP) Seminar
Grade 11
One credit/One year
Prerequisite(s): Honors English II or Pre-AP English II
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Research
Grade 12
One credit/One year
Prerequisite(s): AP Seminar
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning

research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students are assessed with one through-course performance task consisting of two distinct components. Both components will be included in the calculation of students' final AP scores. **All students enrolled in an AP course are required to take the course's AP exam.**

ENGLISH AS A SECOND LANGUAGE (ESL)

The English as a Second Language (ESL) Program is a transitional program designed to assist students who are classified as English Learners (EL). ELs have been screened/ tested with the State mandated English language proficiency test (WIDA ACCESS) 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 ELA Curriculum 9 and 10. The standards of the ESL Curriculum are linked directly to the English/Language Arts curriculum standards.

ESL Courses may count toward two (2) of the four (4) English credits required for graduation. ELs must earn two units of regular English to complete graduation requirements, one of which must be an EOC course. ESL courses that do not count towards the English graduation requirement may count toward the elective focus in Humanities. Course codes for grades 9 and 11 may be scheduled during the same class because of the alignment of the ESL curriculum to English I. Grades 10 and 12 may be also be "stacked" because of alignment to the ESL curriculum to English II.

ELs must take End-of-Course examinations when enrolled in English I and English II. The state requires that ELs participate in at least one English EOC.

ESL (English as a Second Language)
Grades 9-12 (1.0-3.4)
One credit/One year
Prerequisite(s): WIDA proficiency level of 1.0-3.4
***Course code dependent on grade level**
This course is designed for students who have a composite score of 1.0-3.4 on WIDA ACCESS. The curricular focus is on advancing applications of literacy skills for the development of new knowledge. In this course, ELs will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print, as aligned to grade level standards, in order to be successful in the mainstream classroom.

Advanced ESL
Grades 9-12 (3.5 or above)
One credit/One year
Prerequisite(s): WIDA proficiency level of 3.5 or higher
(Option to take English I-IV simultaneously, schedule permitting)
***Course code dependent on grade level**
This course is designed for students at advanced level of proficiency who can handle most personal, social and academic language. Idioms and structure are frequently still problematic. Complicated literacy and academic texts may require use of a dictionary when the language and context are unfamiliar. The ESL curricular focus is based on literacy skills necessary for success in a grade level classroom. In this course EL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print, as aligned to grade level standards, in order to be successful in the mainstream classroom.

ESL Development: U.S. History and Government
Grades 9-12
One credit/One semester
Prerequisite(s): WIDA proficiency scores between 1.0-3.4)
***Course code dependent on grade level**
ESL teaching techniques are utilized to enable EL students to comprehend citizenship and history of the United States. Major social studies standards addressed in this course are to demonstrate an understanding of governmental structures and functions, to identify current problems, and to pose possible solutions. Students also will examine the role of being an effective citizen in today's society. Major ESL standards are to use English to obtain, to process, and to communicate subject matter and information in spoken and written form. ESL Development: U.S. History and Government may not be applied toward the social studies requirements for graduation but may be used as an elective credit.

ESL Development: U.S. History and Government may not be applied toward the social studies requirements for graduation but may be used as an elective credit.

ELD: English Language Development
Grades 9-12 (1.0-3.4)
One credit/One year
Prerequisite(s): WIDA proficiency scores between 1.0-3.4, enrollment in a U.S. school two years or less, and simultaneously enrollment in ESL grade level course
***Course code dependent on grade level**
Recently arrived students should be enrolled in this course in addition to the mandated ESL course, as an additional opportunity for ELs: 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.

MATHEMATICS

The content of each of the Shelby County Schools' mathematics courses is outlined in the Shelby County Schools Mathematics Curriculum Maps. These maps 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 maps results in a comprehensive SCS mathematics program that is designed to prepare all students for college and career success.

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

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

End-of-Course (EOC) examinations will be given in Algebra I, Algebra II and Geometry. Students will not be required to pass any one examination, but the End-of-Course exam may count as a percentage of the students' grade in the course. Students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy. The weight of the EOC examination on the student's final average shall be determined by the local board from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the current school 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 four units of math required for high school graduation for students with qualifying disabilities are: Algebra IA, Algebra IB, Unified Geometry IA and Unified Geometry IB. The required number of credits in mathematics may be earned with modifications such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

Algebra I
Grade 8-12
One credit/One year
Prerequisite(s): 8th grade mathematics; See Criteria for Algebra I 8th Grade

Criteria for Algebra I – 8th Grade
Students who meet Shelby County Schools prerequisite requirements, including but not limited to academics, entrance test score(s), and teacher & principal recommendation, may take Algebra as eight (8th) graders and, if successful, earn the Algebra I credit required for high school graduation. **Students must still be enrolled in a mathematics course each year in high school.**

Therefore, eighth (8th) grade students, if successful, will have five (5) credits in mathematics upon graduation after four years in high school. One Algebra I credit will be awarded upon successful completion of both semesters within the same school year.

Algebra I is the foundation course for all higher

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

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

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

Algebra I+(S1)
Algebra I+(S2)
Grades 9-12
One elective credit and one Algebra I credit will be awarded upon successful completion of both semesters within the same school year.
Prerequisite(s): 8th grade mathematics

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

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

See Algebra I course description

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

Algebra IA
Grades 9-12
One mathematics credit/One year (or its equivalent)
Prerequisite(s): 8th grade mathematics
Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a student with qualifying disabilities (SWD) the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

Algebra IA is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards-based Algebra I curriculum. Algebra IA also provides just-in-time intervention which results in an additional mathematics credit. **The Algebra IA course is open only to students whose IEP allows for such enrollment.** Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent). The required number of credits in mathematics shall be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option. Students using this graduation option may take Algebra IA in the 9th grade, Algebra IB in the10th grade, Geometry A in 11th grade and Geometry B in the12th grade.

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

Algebra IB
Grades 9-12
One Algebra I credit with EOC examination/One year (or its equivalent)
Prerequisite(s): Algebra IA
Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a SWD the opportunity to earn a high school diploma, gain employment and/or complete

post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

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

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

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

Unified Geometry
Grades 9-12
One credit/One year
Prerequisite(s): Algebra I
Geometry is the branch of mathematics that emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area and volume.

Graphing calculators, computers with Cabri software, or other technology should be used in this course to give students dynamic visualizations of geometric relationships.

Geometry+(S1)
Geometry+(S2)
Grades 9-12
One elective credit/One Geometry credit upon successful completion of both semesters within the same school year.
Prerequisite(s): Algebra I

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

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

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

Geometry A
Grades 9-12
One mathematics credit/One year (or its equivalent)
Prerequisite(s): Algebra IA and Algebra IB or Algebra I
Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a SWD the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

Geometry A is a course designed for those students who need extended time to fulfill the rigors of a challenging, standards- based Geometry curriculum. Geometry A also provides just-in-time intervention

which results in an additional mathematics credit. The Geometry A course is open only to students whose IEP allows for such enrollment. Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent).

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

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

Geometry B
Grades 9-12
One Geometry credit/One year (or its equivalent) with EOC examination
Prerequisite(s): Geometry A
Students with qualifying disabilities may use a modified credit option as documented in the IEP. This option will enable a SWD the opportunity to earn a high school diploma, gain employment and/or complete post-secondary admission requirements to a community college, technical or vocational program after high school. This option will not allow the student to gain admission requirements to a four-year university program.

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

Geometry B is open only to students whose IEP allows for such enrollments. Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent).

The required number of credits in mathematics shall be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option.

Students using this graduation option may take Algebra IA in the 9th grade, Algebra IB in the 10th grade, Geometry A in 11th grade and Geometry B in the 12th grade.
The content of Geometry B corresponds to the second half of the content of the District' s one-year Geometry course. Graphing calculators and Cabri or Desmos software should be used in this course to give students dynamic visualizations of geometric relationships.

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

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

Algebra II
Grades 10-12
One credit with EOC examination/One year
Prerequisite(s): Algebra I

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

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

Algebra II+(S1)
Algebra II+(S2)
Grades 9-12
One elective credit/One Algebra II credit upon the successful completion of both semesters within the same school year.
Prerequisite(s): Algebra I

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

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

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

Bridge Math
Grade 12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry
Bridge Math is a course intended to build upon concepts taught in previous courses to allow students to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. **The course is for seniors who score below 19 on the mathematics section of the ACT exam.** Functions emphasized include linear, quadratic and polynomial. Students continue mastery of geometric concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real-life situations and use rules of probability to compute probabilities of compound events. This course should involve application of previous concepts learned, integrating technology and real-world problem solving. **Bridge Math does <u>not</u> meet NCAA core course requirements so student-athletes planning to play NCAA sports should take an additional math course or another NCAA approved course their senior year.**

SAILS Bridge Math
Grade 12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry
SAILS Bridge Math is taught in collaboration with Tennessee Community Colleges to teach math skills students need before entering College Math. **The course is for seniors who score below 19 on the mathematics section of the ACT exam., however, students successfully taking and completing SAILS Bridge Math will be ready to enroll in college-bearing math courses.** Students must pay for and complete remedial courses in college if their math skills do not meet college requirements, but SAILS Bridge Math in high school is free. SAILS Bridge Math does not meet NCAA core course requirements so student-athletes planning to play NCAA sports should take an additional math course or another NCAA approved course their senior year.

Applied Mathematical Concepts
Grades 111212
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry
Applied Mathematical Concepts is a new course that involves the application and modeling in mathematics. Topics include counting, combinatorics, probability; financial math; logic; Boolean Algebra; and linear programming. Applied Mathematical Concepts should provide engaging and challenging opportunities for students to collaborate to investigate and model real-world problems.

Pre-Calculus
Grades 11-12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry
Pre-Calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the Pre-Calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data.

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

Dual Enrollment Pre-Calculus
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Pre-Calculus is an exploration of the real number system involving the topics: relations and functions, graphing techniques, linear and quadratic systems of equations, and inequalities. This course also includes the following topics: matrices and determinants, conic sections, polynomial functions and theory of equations, exponential and logarithmic functions, and natural number functions. Dual Enrollment Pre-Calculus may be taken to satisfy Pre-Calculus for graduation requirement or as Pre-Calculus elective.

Statewide Dual Credit (SDC) Pre-Calculus
Grades 11-12
One credit/One year
Three college credit hours based upon exam score
Prerequisite(s): Algebra I, Algebra II, and Geometry
Statewide Dual Credit Pre-Calculus is a full year college-level course that allows students to apply various techniques to simplify expressions and solve equations. Topics covered in this course include equations, inequalities, properties of functions, models, trigonometric functions, triangles, and circles. Statewide Dual Credit Pre-Calculus may be taken to satisfy Pre-Calculus for graduation requirement or as Pre-Calculus elective. **All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.**

Calculus
Grade 12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, Geometry, and Pre-Calculus
Calculus is a course designed to prepare students for success in STEM-based careers and builds upon the concepts studied in Pre-Calculus. The study of Calculus on the high school level includes a study of limits, derivatives, and an introduction to integrals. Students integrate the use of technology to enhance their real-world application and knowledge.

Advanced Placement (AP) Calculus AB
Grade 12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, Geometry, Honors Advanced and/or Honors Pre-Calculus
AP Calculus AB is a full year of academic work that is comparable to differential equations, limits, approximations, slope fields, applications, and modeling. Calculus concepts and problems are represented graphically, numerically, analytically, and verbally and students make connections among these representations. Technology is used to help solve problems, experiment, interpret results, and support conclusions. Graphing calculators are required for parts of the AP Examination and, consequently, are used frequently by students and teachers. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Calculus BC
Grade 12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, Geometry, and/or Honors Pre-Calculus
AP Calculus BC is comparable to both first and second semester college and university calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Graphing calculators are required for parts of the AP Examination and, consequently, are used frequently by students and teachers. **All students enrolled in an AP course are required to take the course's AP exam.**

Dual Enrollment Calculus
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Calculus is the introduction to concepts and methods of elementary calculus of one real variable as related to rational, exponential and logarithmic functions; nature of derivatives; differentiation; applications of derivatives; nature of integration; definite integral; applications of the definite integral. Dual Enrollment Calculus may be taken to satisfy Calculus for graduation requirement or as Calculus elective.

Dual Enrollment College Algebra
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual enrollment College Algebra is a full year college-level course that allows students to analyze functions (Linear quadratic, polynomial, root, rational, exponential, logarithmic). Topics covered in this course include partial fractions, conic sections, theory of equations, inequalities, and applications.

Statistics
Grades 11-12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry
Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions. Instruction in Statistics consolidates and extends methods of exploratory data analysis developed in prior mathematics courses. Students integrate the use of technology to enhance their knowledge and facilitate real-world application.

Advanced Placement (AP) Statistics
Grades 11-12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry.
AP Statistics is an introductory, non-calculus based college course in statistics. The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. This course should involve the integration of technology and real-world problem solving and application. **All students enrolled in an AP course are required to take the course's AP exam.**

Dual Enrollment Statistics
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Statistics is a one semester college-level course that is a study of basic statistical concepts including sampling methods, data organization and analysis, frequency distributions, measures of central tendency and dispersion. Other topics in this course include: probability theory and distributions, sampling methods, estimation, regression and correlation analysis, and hypothesis testing. Dual Enrollment Statistics may be taken to satisfy Statistics for graduate requirement or as Statistics elective.

Statewide Dual Credit (SDC) Probability and Statistics
Grades 11-12
One credit/One year
Prerequisite(s): Algebra I, Algebra II, and Geometry
Statewide Dual Credit Probability and Statistics is a full year college-level course that introduces students to appropriate types of samples and sampling methods, representation of data, measures of center and variations, probability and statistics, discrete probability, distribution objectives, normal probability distribution, sampling distributions and the central limit theorem. Other topics include estimates and sample sizes (confidence intervals), estimating a population mean: known and not known, hypothesis testing, and linear regression and correlation. Statewide Dual Credit Probability and Statistics may be taken to satisfy Statistics for graduation requirement or as Statistics elective. All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.

SCIENCE

Physical Science, Biology, Chemistry, Physics, Environmental Science, Human Anatomy and Physiology, Advanced Placement, Dual Enrollment, Statewide Dual Credit, and Local Dual Credit courses are the core science courses available to students in grades 9-12. Physical Science may also be taken at the eighth grade level for one of the units of credit for graduation, providing that students meet the criteria for such credit (TNBOE High School Policy 2.103). 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 eleventh or twelfth grade. Three (3) credits are required to fulfill entrance requirements for Tennessee Board of Regents (TBR) universities and the University of Tennessee (UT) system. Students must take three courses Biology, Chemistry or Physics (or another laboratory science). The SCS recommended sequence of courses satisfies TBR and UT requirements.

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

Physical Science
Grades 8-12
One credit/One year
Prerequisite(s): None
Criteria for Grade Physical Science- 8th Grade

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

Physical Science is a course during which students understand the processes at any scale that requires awareness of the interactions occurring – in terms of the forces between objects, the related energy transfers, and their consequences. study the classification, structure, and behavior of matter and relationships of matter and energy. An overarching goal for learning in the physical sciences, is to help students see that there are mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical principles. Topics studied and investigated through laboratory experiences include:

- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- Waves and Their Applications in Technologies

Students will explore the topics listed above through a balanced exposure to inquiry, hand-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.

Biology I
Grades 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 for a percentage of the semester grade in the semester in which the test is administered.

Biology I+(S1)
Biology I+(S2)
Grades 9-12
One elective credit and one Biology I credit upon the successful completion of both semesters within the same school year
Prerequisite(s): None
Students with disabilities who opt for the Modified

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

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

Biology IA
Biology IB
Grades 9-12
One credit/One year
Prerequisite(s): None
This course is taught by a regular education teacher and SPED co- teacher. Students with disabilities who opt for the modified credit option, may meet their (3) required science credits by completing Biology IA and Biology IB and one other lab science. (Example: Physical Science). Biology IA is a course designed or those students who need extended time to fulfill the rigors of a challenging, standards-based Biology curriculum. Biology IA also provides just-in- time intervention which results in an additional elective credit.

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

Chemistry
Grades 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 disciplinary core ideas (DCI's):

- Matter and its interactions
- Motion and stability: Forces and interaction
- Entergy
- Waves and their Applications in Technologies for Information Transfer

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
Grades 11-12
One credit/One year
Prerequisite(s): Algebra II
Physics is a course during which students study matter and the relationship between matter and its interactions, motion, and stability through forces and its interactions, energy & waves, and their applications in technologies for information transfer. Through a balance of classroom and laboratory work, students will investigate the following disciplinary core ideas (DCI's):

- Matter and its interactions
- Motion and stability: Forces and interactions
- Energy
- Waves and their applications in technologies and information transfer

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

Physics World Concepts
Grades 9-12
One credit/One year
Prerequisite(s): Algebra I
This course is designed to provide a strong foundation for all students planning to enroll in courses engineering courses, STEM based CTE courses, or upper level math/science courses. Physical World Concepts will support students pursuing STEM as a post-secondary major. An embedded mathematics strand enables students to utilize mathematical skills in much greater depth, e.g., analyzing, interpreting, articulating, assimilating, modeling, and demonstration. The course is designed to meet the needs academically focused students

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

Advanced Placement (AP) Biology
Grades 11-12
One credit/One year
Prerequisite(s): Honors Biology I, Honors Chemistry I, and Honors Algebra II
Advanced Placement Biology provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. It is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Chemistry
Grades 11-12
One credit/One year
Prerequisite(s): Honors Biology I, Honors Chemistry I, Algebra I, and Honors Algebra II
Advanced Placement Chemistry provides students with the knowledge and skills included in an introductory college-level chemistry course. Advanced Placement Chemistry is designed to be taken after the successful completion of a first course in high school chemistry. The mathematics prerequisite for an AP Chemistry course is the successful completion of a second-year Algebra I course. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Physics B
Grades 11-12
One credit/One year
Prerequisite(s): Physics, Algebra I, Algebra II, and concurrent enrollment in or completion of Honors Pre-Calculus
Advanced Placement Physics B includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course. The course provides instruction in Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. All students enrolled in an AP course are required to take the course's AP exam.

Advanced Placement (AP) Physics 1
Grades 11-12
One credit/One year
Prerequisite(s): Geometry and concurrent enrollment in Algebra II or equivalent course
Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

Advanced Placement (AP) Physics 2
Grades11-12
One credit/One year
Prerequisite(s): AP Physics I or comparable introductory Physics course and Pre-Calculus or concurrent enrollment in Pre-Calculus or equivalent course
Advanced Placement Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves, and probability.

Advanced Placement (AP) Physics C: Mechanics
Advanced Placement (AP) Physics C: Electricity
Grades 11-12
One credit/One year
Prerequisite(s): AP Physics B., Algebra I, Algebra II, and concurrent enrollment in Honors or AP Calculus
Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

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

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

Human Anatomy and Physiology
Grades 11-12
One credit/One year
Prerequisite(s): Biology
Human Anatomy & Physiology provides students with the opportunity to focus on a particular aspect of life science in more detail while continuing to provide knowledge that is rooted in the same crosscutting concepts and practices utilized throughout all of the sciences. Human Anatomy and Physiology focuses on an in depth analysis of the human organ systems and how they function to support life. The student will study:

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

Environmental Science
Grades 11-12
One credit/One year
Prerequisite(s): Biology
Environmental Science is a course that provides students with an opportunity to develop an understanding of interrelationships in the natural world. In addition, it allows them to identify natural and man-made environmental problems and design and evaluate possible solutions for these problems. Students will investigate the following disciplinary core ideas (DCIs):

- From Molecules to Organisms: Structures and Process
- Biological Change: Unity and Diversity
- Earth Systems
- Earth and Human Activity
- Links Among Engineering, Technology, Science, and Society
- Applications of Science

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
Grades 11-12
One credit/One year
Prerequisite(s): Honors Biology, Honors Chemistry, and Algebra I
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. All students enrolled in an AP course are required to take the course's AP exam.

Statewide Dual Credit Plant Science
Grades 10-12
One credit/One year
Prerequisite(s): Biology
Statewide Dual Credit Plant Science is a full year college-level course that provides students with the knowledge and skills to summarize the role of each cell structure in plant development. Particular emphasis will be placed on plant anatomy and physiology, plant reproduction/propagation, plant injuries and their control/integrated pest management, plant nutrition and culture, plant classifications (forage/food), cropping/ systems, and greenhouse growing structures/production techniques. Other topics include beginning and promoting an ornamental horticulture business/career, and human relations/personnel management. **All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.**

Independent Science Research Seminar
Grades 11-12
One credit/One year
Prerequisite(s): None
This course allows the student, under the guidance of an experienced teacher, to pursue a topic of individual research. This course is designed to further the scientific interest and knowledge of the student. The student uses investigative skills and materials to conduct research on a particular topic of interest and present the findings in a scientific paper. It is recommended this course be offered to high ability or to Advanced Placement students. Credit earned for this course cannot be used to satisfy graduation requirements.

Astronomy I
Grade 10
One credit/One year
Prerequisite(s): Approval of Astronomy Instructor
This course is a natural science that is the study of celestial objects (such as moons, planets, stars, nebulae, and galaxies), the physics, chemistry, mathematics, and evolution of such objects, and phenomena that originates outside the atmosphere of Earth, including supernovae explosives, gamma ray bursts, and cosmic background radiation.

Astronomy II
Grade 11-12
One credit/One year
Prerequisite(s): Astronomy I
In this course, student builds on knowledge learned in Astronomy I. Topics studied include examination of the properties of the planets, moon, sun, comets, meteors, stars, and galaxies. Students will examine life and death of stars, origin of the universe, history of astronomy, and instruments and techniques of observation.

Geology
Grades 11-12
One credit/One year
Prerequisite(s): Astronomy I
Geology is a course that investigates the physical nature of the earth: where it is found, what it is made of, its features and how they were formed, and the environmental impact of using its resources. Basic chemistry and physics are integrated throughout the course and related careers are introduced.

Dual Enrollment Biology I & II
Grades 10-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Biology is a one semester college-level course that covers unifying principles of biology with emphasis on cell structure, cell function, heredity, development and evolution. Dual Enrollment Biology I and Biology II may be taken to satisfy Biology for graduation requirement or as Biology elective(s). **Completion of both college courses are required for high school substitution.**

Dual Enrollment Biology Lab
Grades 11-12
One college credit hour/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Biology Lab meets three laboratory hours per week and must be taken in conjunction with DE Biology. Students are introduced to investigative laboratories in introductory cell and molecular biology with emphasis on experimental theory and design, practical laboratory skills; interpretation of data; documentation and communication of laboratory work.

Dual Enrollment Chemistry I & II
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Chemistry is a one semester college-level course that includes topics in the laws of chemistry; periodic table and chemical periodicity, stoichiometry, nomenclature, modern atomic theory and bonding; ionic and molecular compounds; molecular geometry; oxidation-reduction reactions; solutions and heterogeneous mixtures; gaseous state; states of matter and intermolecular forces; thermochemistry. Dual Enrollment Chemistry I and Chemistry II may be taken to satisfy Chemistry for graduation requirement or as Chemistry elective(s). Completion of both college courses are required for high school substitution.

Dual Enrollment Chemistry Lab
Grades 11-12
One college credit hour/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Chemistry Lab meets three laboratory hours per week and is designed to illustrate and explain the concepts covered in Dual Enrollment Chemistry. Lab class should be taken in conjunction with Dual Enrollment Chemistry.

Dual Enrollment Physics I & II
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Physics is a one semester college-level course that provides instructions in topics that include vectors with application to statics, kinematics and dynamics, Newton's laws and their application to motion and equilibrium, concepts and applications of energy and momentum conservation principles, harmonic motion, and thermodynamics. Dual Enrollment Physics I and Physics II may be taken to satisfy Physics for graduation requirement or as Physics elective(s). Completion of both college courses are required for high school substitution.

Dual Enrollment Anatomy and Physiology I & II
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Anatomy and Physiology is an introductory course designed to provide the basic foundation for successful comprehension of the human anatomy and physiology. Emphasis is placed upon the vocabulary, morphology, and functions of the systems of the human body. Dual Enrollment Anatomy and Physiology I and Anatomy Physiology II may be taken to satisfy Anatomy and Physiology for graduation requirement or as Anatomy and Physiology elective(s). Completion of both college courses are required for high school substitution.

Ecology
Grades: 9-12
One half credit/One semester
Prerequisite(s): Biology
Ecology provides students with an opportunity to develop an understanding of interrelationships in the natural world in addition to allowing them to analyze human impacts. Students will investigate the following disciplinary core ideas (DCIs):

- From Molecules to Organisms: Structures and Process
- Earth and Human Activity
- Links Among Engineering, Technology, Science, and Society

Emphasis is given in the areas of ecosystems, water conservation, air pollution, the atmosphere and climate; land usage, food shortage, bio-diversity, energy conservation, waste treatment, and population growth. This science course will integrate investigations 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.

SOCIAL STUDIES

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

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

An additional one-half (1/2) unit of credit for Personal Finance is also required for graduation. Tennessee students are also required to pass the SCS Civics Test before graduation.

World History & Geography
Grades 9-10
One credit/One year
Prerequisite(s): None
Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

Pre-AP World History & Geography
Grades 9-10
Once credit/One year
Prerequisite(s): None
Pre-AP World History & Geography focuses on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and AP World History.

The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants.

Advanced Placement (AP) World History Modern
Grades 10-12
One credit/One year
Prerequisite(s): Pre-AP World History & Geography
Advanced Placement (AP) World History Modern is a one-year, college course offered at the high school level. Its purpose is to cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This understanding is advanced through a combination of factual information and analytical skills. The course will highlight the nature of change through international frameworks and their causes and consequences as well as comparison among major societies. A variety of primary and secondary sources will be used in the course for research and analysis. All students enrolled in an AP course are required to take the course's AP exam.

Statewide Dual Credit World History
Grades 9-12
One credit/One year
Prerequisite(s): None
Statewide Dual Credit world history is a full year college level course that surveys the age of European exploration and the Columbian exchange, early modern Europe reformation and political and economic developments, scientific revolution/enlightenment, Colonial Americas, the trans-Atlantic slave trade and the African Diaspora, change and continuity in early modern china (through 18th century), early modern Japan, early modern Islamic empires, Tsarist Russia, revolution and nationalism in Europe and the Americas. Other topics include the industrial revolution, imperial Russia and the Russian revolution, the end of the Chinese revolution, the "New" Imperialism and Global Empires, World War I, World War II, and globalization. Statewide Dual Credit World History may be taken to satisfy World History for graduation requirement or as World History elective. **All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.**

Advanced Placement (AP) Human Geography
Grades 9-12
One credit/One year
Prerequisite(s): Honors-level coursework in English or Social Studies
Advanced Placement (AP) Human Geography is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and altercation of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Concepts to be introduced and studies are maps and spatial data, the implications of associations among phenomena in places, relationships among patterns and processes, the regionalization process, and interconnections among places. All students enrolled in an AP course are required to take the course's AP exam.

United States History & Geography
Grades 10-11
One credit/One year
Prerequisite(s): None
In United States History & Geography, students will examine the causes and consequences of the Industrial Revolution and America's growing role in the world diplomatic relations, including the Spanish-American War and World War I. Students will study the progressive movement, the New Deal and learn about the various factors that led to WWII, the cold War and trends shaping Modern day America. The Civil Rights movement will also be covered. The reading of primary source documents is a key feature of U.S. History from Slavery to Reconstruction to present times. The six social studies standards of essential content knowledge and four process skills are inte-

grated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context. Students enrolled in Unites States History & Geography are required to take the United States History & Geography End- of-Course test, which counts for a percentage of the semester grade in the semester in which the test is administered.

Advanced Placement (AP) United States History
Grades 11-12
One credit/One year
Prerequisite(s): Honors-level coursework in English and Social Studies
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.
All students enrolled in an AP course are expected 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.

Statewide Dual Credit American History
Grades 11-12
One credit/One year
Prerequisite(s): None
Statewide Dual Credit American History is a full year college level course that surveys the new south, west, industrialization, immigration, urbanization, gilded age, populism, imperialism, the progressive era, world war I, and the Great Depression/New Deal. Additional topics include World War II, the Cold War, the affluent era/ 1950s, civil rights, the 1960s/ great society. Statewide Dual Credit American History may be taken to satisfy U.S. History for graduation requirement or as U.S. History elective. **All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.**

Dual Enrollment United States History Before 1877
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment United States History Before 1877 is one- semester college-level course that surveys Colonial America; the Revolution; Confederation and Constitution; Ante-Bellum Period; the Civil War and Reconstruction. Dual Enrollment US History Before 1877 and Dual Enrollment US History Since 1877 may be taken to satisfy US History for graduation requirement. Completion of both college courses is required for US History substitution.

Dual Enrollment United States History Since 1877
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): Dual Enrollment U. S. History Before 1877
Dual Enrollment United States History Since 1877 is a one semester college-level course that surveys American history from the Civil War era to the present. Topics include Civil War and reconstruction, the emergence of the U.S. as a world power, the quest for social and economic justice, economic growth and problems, and dilemma of leadership

United States Government & Civics
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

Advanced Placement (AP) U.S. Government and Politics
Grades 10-12
One credit/One year
Prerequisite(s): Pre-AP World History & Geography
Advanced Placement (AP) U.S. 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. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Comparative Government & Politics
Grades 10-12
One credit/One year
Prerequisite(s): Honors World History & Geography or Pre-AAP World History & Geography
The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. All students enrolled in an AP course are required to take the course's AP exam.

Dual Enrollment American Government
Grades 11-12
Three college credit hours/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment American Government is a one semester college-level course where students survey the American political system. Topics include the Constitution, federalism, interaction between the three branches of the federal government (legislative, executive, and judicial), political actors outside government (interest groups, media, political parties), state and local government, political culture, civil liberties, civil rights, and public policy. Dual Enrollment American Government may be taken to satisfy U.S. Government for graduation requirement.

Economics
Grades 11-12
One-half credit/One semester
Prerequisite(s): None
Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization and trade. Students will examine the key economic philosophies and economists who have influenced economics around the world in the past and present. Informational texts and primary sources will play an instrumental part of the study of economics.

Advanced Placement (AP) Microeconomics
Grades 11-12
One credit/One year
Prerequisite(s): Honors-level English and Mathematics coursework
Advanced Placement (AP) Microeconomics 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. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Macroeconomics
Grades 11-12
One credit/One year
Prerequisite(s): Honors-level English and Mathematics coursework
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 introduces 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. **All students enrolled in an AP course are required to take the course's AP exam.**

Dual Enrollment Microeconomics
Grades 11-12
Three college credit hours/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Microeconomics is a one semester college- level course that focuses attention on the micro concept of economic analysis, and primary attention given to the theory of the firm and partial equilibrium problems arising within any enterprise economy. Attention is also given to government regulation of business, the theory of income distribution as it pertains to the determination of wages, rents and profits, and international trade. Dual Enrollment Microeconomics may be taken to satisfy Economics for graduation requirement.

Dual Enrollment Macroeconomics
Grades 11-12
Three college credit hours/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Macroeconomics is a one semester college- level course that focuses attention on the aggregate or macroeconomic relationships and gives attention to the central problems of economic organization, the functioning of the price system, the economic role of government, the determination of national income, employment, the rate of inflation, and fiscal and monetary policy. Further, the student is introduced to the interactions between aggregate markets such as the product market, the factor/labor market, and the money market. Dual Enrollment Macroeconomics may be taken to satisfy the Economics graduation requirement.

Personal Finance
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.
Personal Finance credit can also be gained through CATE or ROTC, provided instructor is state trained.

African American History
Grades 11-12
One-half credit/One semester
Prerequisite(s): None
Students will examine the life and contributions of African Americans from the early 1600s through modern America. Students will explore the influence of geography on slavery and the growth of slavery in America. Students will investigate the rise and effects of Jim Crow and trace the impact of African American migration through the early twentieth century. Students will explore the impact of the Harlem Renaissance and the conditions and contributions of African Americans during the Great Depression and World War II. Students will study the Civil Rights movement and contemporary issues confronting African Americans today. As a people, African Americans have made significant contributions to the economic, political, social, and cultural development of the United States.

Humanities
Grades 11-12
One-half credit/One semester
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.

We the People
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
We the People is taught using citizenship and the role of citizenship as a framework. There is an emphasis on the principle of equality under law to help students understand the responsibilities that accompany the rights granted to citizens in the United States. The working relationship between the courts and court procedures, the functions of attorneys, and the legislative right to make laws are examined. Emphasis is placed on knowledge and skills that will enable students to deal effectively in human relationships and on the acquisition of inquiry skills to promote sound judgement in everyday living under the law.

Psychology
Grades 11-12
One-half credit/One semester
Prerequisite(s): None
Psychology is an elective in the science of individual behavior. Students investigate how people behave and why they behave as they do. Students, through application, learn to face and resolve problems of a personal nature and problems involving interaction with other individuals.

Advanced Placement (AP) Psychology
Grades 11-12
One credit/One year
Prerequisite(s): Honors-level coursework in English and Social Studies
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. All students enrolled in an AP course are required to take the course's AP exam.

Statewide Dual Credit Psychology
Grades 10-12
One credit/One year
Prerequisite(s): None
Statewide Dual Credit Psychology is a full year college-level course. The purpose of this course is to define psychology and differentiate it from other similar disciplines. The topics covered in this course are research, brain physiology and function, human development, sensation and perception, memory, consciousness, cognition and intelligence, sexuality, psychological disorders, therapy/treatment, social psychology, motivation and emotion, health psychology, learning, and personality. Elective. All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.

Dual Enrollment Psychology
Grades 11-12
Three college credit hours/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Psychology is a one-semester college-level course that explores the study of human behavior and its basic concepts, theories, research methods, and contributions to the understanding of human behavior. Topics include the nervous system, perception, motivation, learning and memory, social behavior, personality, and developmental psychology. Dual Enrollment Psychology may be taken to satisfy Psychology for a Humanities Elective Focus credit.

Sociology
Grades 11-12
One-half credit/One semester
Prerequisite(s): None
Sociology is designed to help students understand the patterns, processes, and institutions of human group interaction. The student is introduced to basic principles and concepts of sociological inquiry, the investigative tools needed for such inquiry and the examination of selected areas of the structure and function of American society.

Statewide Dual Credit Sociology
Grades 10-12
One credit/One year
Prerequisite(s): None
Statewide Dual Credit Sociology is a full year college level course designed to explain the origins of sociology and the significant contributions of the founders of sociology and theoretical perspectives they are associated with. Topics covered in this course include: culture, groups, socialization, deviance and social control, economic stratification, race and ethnicity, sex and gender, marriage and family, education, religion, politics, the economy, globalization and social. Elective. All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam.

Dual Enrollment Sociology
Grades 11-12
Three college credit hours/One-half high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Sociology is a one-semester course-level course that provides a broad overview of sociology and how it applies to everyday life. In addition, it seeks to explore major theoretical perspectives and concepts. Topics include: sociological imagination, culture, deviance, inequality, social change, and social structure. Dual Enrollment Sociology may to taken to satisfy Sociology for graduation requirement.

Contemporary Issues
Grades 11-12
One-half credit/One semester
Prerequisite(s): None
In Contemporary Issues, students study various dynamic issues facing today s society enabling them

to discover their values and responsibilities as citizens in society. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues.

Tennessee History
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Students will examine the history of Tennessee, including the cultural, geographical, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society. This course follows the same organization as Section VI from the Tennessee Blue Book. Additionally, all U.S. History courses (i.e., 3rd grade, 4th grade, 5th grade, 8th grade, and U.S. History) can use the following standards to elaborate on Tennessee history.

Facing History and Ourselves
Grades 10-12
One-half credit/One semester
Prerequisite(s): None
Facing History uses the methods of the humanities—inquiry, analysis, and interpretation—to promote the knowledge, value, and skills needed to preserve and protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history and judgment, and ends with examples of positive participation. Throughout, students and teachers confront the moral questions inherent in a study not only of racism, anti-Semitism, and violence but also of courage, caring, and compassion. Through a rigorous examination of the events that led to the Holocaust, students come to understand that few events in history are inevitable. Most are the result of choices made by countless individuals and groups. Even the smallest of those decisions may have profound consequences that affect generations to come.

COMPUTER TECHNOLOGY

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

Programming I
Grades 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)
Grades 9-12
One-half credit/One semester
Prerequisite(s): Algebra I
This is an introductory course that teaches the essential concepts of a computer programming language. Included are: operation and characteristics of the local computer system; interface objects and events; program design; simple data types; I/O operations; branching techniques, etc. The course may utilize either a procedure-oriented high-level language (e.g. QuickBasic, TrueBasic, and Pascal) or an object oriented/event driven high-level language (e.g. Visual Basic, Java, and C++). The Honors class allows students to study at Advanced Programming I – Honors higher levels to become better prepared to take more advanced programming classes. (Formerly Data Structures and Language Organization.

Programming II
Grades 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)
Grades 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 Placement (AP) Computer Science Principles
Grades 9-12
One credit/One year
Prerequisite(s): Algebra I
Advanced Placement Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Computer Science-A
Grades 11-12
One credit/One year
Prerequisite(s): Honors Algebra I, Honors Advanced Programming 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. All students enrolled in an AP course are required to take the course's AP exam.

Interactive Multimedia Presentations I
Grades 9-12
One-half credit/One semester
Prerequisite(s): 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
Grades 11-12
One-half credit/One semester
Prerequisite(s): 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.

WORLD LANGUAGES

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

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

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

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

Admission to Advanced Placement courses requires:

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

Level One Modern Languages
Arabic I, Chinese I, French I, German I, Japanese I, Russian I, Spanish I
Grades 9-12
One credit/One year
Prerequisite(s): None
In the first year world language course, students are introduced to the fundamentals of the language, with an emphasis on developing novice-level communication skills. Students are provided contact with the cultures of the people who speak the language studied, through technology, real-life cultural experiences and authentic materials.

Level Two Modern Languages
Arabic II, Chinese II, French II, German II, Japanese II, Russian II, Spanish II
Grades 9-12
One credit/One year
Prerequisite(s): Level I of the same language
In the second year world language course, students continue to pursue the development of novice-level communication skills. They become acquainted, through technology, real-life cultural experiences and authentic materials, with the cultures of the people who speak the language studied.

Level Three Modern Languages
Arabic III, Chinese III, French III, German III, Japanese III, Russian III, Spanish III
Grades 11-12
One credit/One year
Prerequisite(s): Level II or students may be admitted to third level courses with prior approval by the World Language Department based on demonstrated proficiency as measured by a standardized assessment demonstrating proficiency at the Intermediate Low level in speaking and writing. (STAMP or ACTFL AAPPL) Additionally, the student must pass a content-based exam with a grade of C or better.

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

Level Four Modern Languages
Arabic IV, Chinese IV, French IV, German IV, Japanese IV, Russian IV, Spanish IV
One credit/One year
Prerequisite(s): Level III or a score of Intermediate Mid on a nationally recognized exam (ether STAMP or an ACTFL OPI speaking and writing exam). Additionally, the student must as pass a content-based exam with a grade of C or better.

Fourth year world language courses are recommended for students interested in developing proficiency

in the world language. Continued emphasis on communication skills, combined with research and study of topics of cultural interest, prepare the student for college study, and for career possibilities where world language proficiency is an asset.

Advanced Placement (AP) Chinese Language
Advanced Placement (AP) French Language
Advanced Placement (AP) German Language
Advanced Placement (AP) Japanese Language
Advanced Placement (AP) Spanish Language
Grade 12
One credit/One year
Prerequisite(s): Honors Level III required (Level IV honors preferred) with a minimum average of a B. Students may be admitted to AP language courses with the prior approval by the World Language Department based on demonstrated proficiency as measured by a standardized assessment demonstrating proficiency at the Intermediate Mid-level in speaking and writing.

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

Although these qualifications may be attained in a variety of ways, it is assumed that most students taking this course will be in the final stages of their secondary school training and will have substantial coursework in the language." Students are more likely to be successful in AP World Language courses, by completing a level four course. Students may also be admitted upon demonstrating spoken and written proficiency on a standardized assessment at the Intermediate low level. All students enrolled in an AP course are required to take the course's AP exam.

Dual Enrollment Elementary French I & II and
Dual Enrollment Spanish I & II
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Elementary French I and Spanish I introduce the students to the fundamentals of grammar, pronunciation, and elementary conversation. Dual Enrollment Elementary French II and Spanish II include reading and translation of texts of graded difficulty.

Dual Enrollment Intermediate French I & II
Dual Enrollment Intermediate Spanish I & II
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Intermediate French I & II, and Spanish I and II are college-level courses that provide a comprehensive review of grammar, composition, and conversation. The second semester of Intermediate French II or Intermediate Spanish II includes reading of short stories, designed to increase the student's vocabulary and to contribute to his mastery of idiomatic constructions.

Spanish for Heritage Speakers I
Grades 9-11
One credit/One year
Prerequisite(s): None
Native and heritage speakers of Spanish study Spanish formally in an academic setting in the same way that native English -speaking students study English Language Arts.

Students will develop the Spanish they have learned previously, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, to enhance career opportunities, or to fulfill a way that native English-speaking students study English Language Arts. Pre-Assessment is required for placement in Spanish for Heritage Speakers I. This course fulfills one credit of the World Language required for graduation.

Spanish for Heritage Speakers II
Grades 10-12
One credit/One year
Prerequisite(s): Spanish for Heritage Speakers I
In this second year course, native and heritage speakers of Spanish continue to study Spanish formally in an academic setting in the same way that native English-speaking students study English Language Arts. Students will continue to further develop the Spanish they have learned previously to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, to enhance career opportunities, or to fulfill a world language college admission requirement. This course fulfills one credit of the World Language required for graduation.

CLASSICAL LANGUAGES

Latin I
Grades 8-12
One credit/One year
Prerequisite(s): None
Students are introduced to the Latin language and the culture and institutions of the Romans through comparisons between ancient and modern ways of life. Students learn to recognize the influence of ancient Roman civilization on the modern world. Emphasis is placed on vocabulary and translations from English to Latin and Latin to English.

Latin II
Grades 9-12
One credit/One year
Prerequisite(s): Latin I
Latin II expands grammatical and vocabulary skills and enables the student to read a greater variety of stories. The study of literature is begun with translations of Hercules, the Argonauts, and selected works of Livy, Caesar and Ovid. Emphasis is placed on understanding social and political conditions in ancient Rome.

Latin III
Grades 10-12
One credit/One year
Prerequisite(s): Latin II
Students continue to develop competency in reading, verbal and grammar skills through the study of advanced grammatical structures and additional vocabulary. The works of Cicero and other classical authors are studied. Stylistic analysis is an integral part of the course.

Latin IV
Grades 11-12
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
Grade 12
One credit/One year
Prerequisite(s): Honors Level III required with a "B" average and prior approval of the instructor
AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper level intermediate (fourth or fifth semester) college or university Latin course. Students who successfully complete the course are able to read, understand, translate and analyze Latin poetry and prose. **All students enrolled in an AP course are required to take the course's AP exam.**

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 create, perform/present, respond, and connect artistic ideas and works with societal, cultural, and historical context. Many colleges and universities, including those governed by the Tennessee Board of Regents, require fine arts courses for college entrance.

MUSIC

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

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

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

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

High School

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

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

General Music
Grades 9-12
One credit/One year
Prerequisite(s): None
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
Grades 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
Grades 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
Grades 11-12
One credit/One year
Prerequisite(s): Vocal Music II and instructor permission
This course is a continuation of Vocal Music II with higher expectations in all performance standards in the state curricular framework. The importance of vocal health and the development of advanced vocal techniques will be emphasized. Public performances and participation in local festival activities using music literature with a higher level of difficulty of 4 to 5, on a scale of 1 to 6, will be used as part of assessment.

Vocal Music IV - Levels 5-6
Grade 12
One credit/One year
Prerequisite(s): Vocal Music III and instructor permission
At this level the student is expected to sing with expression and technical accuracy a large and varied repertoire, written in more than four parts; sing in ensembles with one student on a part; improvise stylistically appropriate harmony in a variety of styles; and compose music demonstrating imagination and technical skill in applying the principles of composition. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment.

Chamber Singers
Grades 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.

Class Piano I – Levels 1-2
Grades 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
Grades 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
Grades 11-12
One credit/One year
Prerequisite(s): Class Piano II and instructor permission (Class size is limited)
This course will provide advanced instruction in creating, performing, listening to, and analyzing music in addition to focusing on early advanced keyboard skills in keyboard techniques and musical expression. Public performances and participation in local festival activities using music literature with a level of difficulty of 4 to 5, on a scale of 1 to 6, will be used as part of assessment.

Class Piano IV – Levels 4-6
Grade 12
One credit/One year
Prerequisite(s): Class Piano III and instructor permission (Class size is limited)
This course will provide advanced instruction in creating, performing, listening to, and analyzing music, in addition to focusing on advanced keyboard skills in keyboard techniques and musical expression. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment.

Theory and Harmony
Grades 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
Grades 10-12
One credit/One year
Prerequisite(s): Honors Theory and Harmony or instructor permission
This is a continuation of Theory and Harmony which provides additional study in the fundamentals of music in creating and analyzing music such as triad inversions; dominant sevenths; secondary triads; and modulations as they apply to the eighteenth century. Laboratory study devoted to ear-training and keyboard proficiency is required. All students enrolled in an AP course are expected to take the course's AP exam.

Instrumental Music I (Beginning Band)
Grades 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)
Grades 10-12
One credit/One year
Prerequisite(s): Instrumental Music I (Beginning Band) and instructor permission
This course will provide additional instruction in creating, performing, listening to, and analyzing music, in addition to focusing on intermediate instrument skills. Public performances and participation in local festival activities with a level of difficulty of 2 or higher, on a scale of 1 to 6, will be used as part of assessment.

Senior Band I – Levels 2-3
Grades 9-12
One credit/One year
Prerequisite(s): Beginning Band instructor permission and audition
This course will provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on ensemble and solo performance skills. Public performances and participation in local festival

activities with a level of difficulty of 2 to 3, on a scale of 1 to 6, will be used as part of assessment. Marching Band fundamentals may be offered as a part of the learning.

Senior Band II – Levels 3-4
Grades 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 – Levels 4-5
Grades 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 – Levels 5-6
Grade 12
One credit/One year
Prerequisite(s): Senior Band III and instructor permission
At this level the student is expected to perform with expression and technical accuracy a large and varied repertoire, diverse chamber and solo literature in a variety of styles; compose music demonstrating imagination and technical skill in applying the principles of composition; and conduct an ensemble demonstrating knowledge and skills of music. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment. Marching Band may be offered as a part of the learning.

Stage (Jazz) Band I – Levels 2-3
Grades 9-12
One credit/One year
Prerequisite(s): Beginning and Intermediate Band 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
Grades 10-12
One credit/One year
Prerequisite(s): Stage (Jazz) Band I audition and instructor permission
Stage (Jazz) Band II is a continuation of Stage (Jazz) Band I with an increased emphasis on stylistic aspects and improvisational skills. Public performances and participation in activities with a level of difficulty of 3 or higher, on a scale of 1 to 6, will be used as part of assessment.

Stage (Jazz) Band III – Levels 4-5
Grades 11-12
One credit/One year
Prerequisite(s): Audition and instructor permission
Stage (Jazz) Band III is a continuation of Stage (Jazz) Band II. It includes composing and arranging for the group with critiques by performers, composers, arrangers, and teachers. Conducting, listening, analyzing, studying and criticizing popular and contemporary music are emphasized. Public performances and participation in activities with a level of difficulty of 4 or higher, on a scale of 1 to 6, will be used as part of assessment.

Stage (Jazz) Band IV – Levels 5-6
Grade 12
One credit/One year
Prerequisite(s): Stage (Jazz) Band III audition and instructor permission
Stage (Jazz) Band IV provides opportunities to perform diverse popular and idiomatic literature with varied instrumentation. Concentration is on knowledge and skills and their application to other life experiences. Public performances and participation in activities with a level of difficulty of 5 or higher, on a scale of 1 to 6, will be used as part of assessment.

Orchestra I – Levels 2-3
Grades 9-12
One credit/One year
Prerequisite(s): 2 years of Strings and instructor permission
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
Grades 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
Grades 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.

Orchestra IV - Levels 5-6
Grade 12
One credit/One year
Prerequisite(s): Orchestra III and instructor permission
At this level the student is expected to perform with expression and technical accuracy a large and varied repertoire, diverse chamber and solo literature in a variety of styles; compose music demonstrating imagination and technical skill in applying the principles of composition; and conduct an ensemble demonstrating knowledge and skills of music. Public performances and participation in local festival activities using music literature with a level of difficulty of 5 to 6, on a scale of 1 to 6, will be used as part of assessment.

Guitar
Grades 9-12
One credit/One year
Prerequisite(s): Instructor permission and audition (Class size is limited)
This course will provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on beginning instrument production while playing melodies and primary harmonizations. Public performances and participation in local festival activities will be used as part of assessment.

DANCE

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

Dance I
Grades 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
Grades 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
Grades 11-12
One credit/One year
Prerequisite(s): Dance II and instructor permission
Dance III is an introduction to modern dance techniques. This course focuses on proper skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor axial movements. Previous dance study is required.

Public performances and participation in local activities will be used as part of assessment.

Dance IV
Grade 12
One credit/One year
Prerequisite(s): Dance III and instructor permission
At this level the student is expected to perform with expression and technical accuracy a large and varied repertoire in a variety of styles, use choreographic principles, processes, and structures as a way to communicate meaning. Public performances and participation in activities with a level of difficulty of 5 or 6, on a scale of 1 to 6, will be used as part of assessment.

THEATRE ARTS

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

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

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

Theatre Arts I: Introduction to Performing Arts
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Introduction to Performing Arts introduces the student to other theatre courses. This course acquaints the student with all aspects of the theatre: imagination, acting, interpretation, competition, use of the voice, and career orientation.

Theatre Arts I: Introduction to Theatre
Grades 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.

Theatre Arts: Acting and Technology for Television/Film/Video
Grades 9-12
One credit/One year
Prerequisite(s): None
Acting and Technology for Television/Film/Video involves the student in a study of the various roles, concepts, and skills associated with creating television, radio, and film multi-media productions. Students are involved in all aspects of production including acting, scriptwriting, filming techniques, editing, digital technology, sound, lighting, and marketing.

Theatre Arts II: Acting for Stage
Grades 10-12
One credit/One year
Prerequisite(s): None required but preferred Introduction to Theatre or Introduction to Performing Arts
Acting for The Stage is a course designed to teach students through performances the various techniques used in the creation and presentation of a character for the stage. Proper use of voice, the body, and other elements (costume, make-up, etc.) are explored. Students will learn the principles of writing scripts, acting, movement, and practical stage terminology during the first semester and will concentrate on performance quality during the second semester. Second semester students will also be required to assemble a portfolio (photo and/or video) for acting roles.

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

Theatre Arts III: Technical Theatre
Grades 10-12
One credit/One year
Prerequisite(s): None required bot preferred Introduction to Theatre or Introduction to Performing Arts
Theatre Arts 3 (Technical Theatre) introduces students to the technical aspects of the theatre. Students are involved in activities such as directing, staging, set design, costume design, sound technology, digital editing and lighting. The course can be taught in conjunction with the Play Production class to encourage a team effort.

Theatre Arts IV: Play, Production, and Stagecraft
Grades 10-12
One credit/One year
Prerequisite(s): Two semesters of theatre and pre-enrollment approval by theatre instructor after audition
Theatre Arts IV Play, Production, and Stagecraft is an advanced level course for student 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 Art I
Grades 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
Grades 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
Grades 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.).

Pre-AP Visual Arts
Grades 9-12
One credit/One year
Prerequisite(s): None
Pre-AP Visual Arts equips students with the ability to think critically, creatively, and flexibly by focusing on the skills of analysis and interpretation, peer-to-peer dialogue, experimentation, and reflective writing. Students analyze and respond to works of art, develop and refine their own ideas by drawing on a variety of source material, and constructively respond to the work of peers as it develops. Students learn to practice and persist in the development of artistic skills and the creation of new work and to effectively communicate with other artists and with wider audiences about their processes of creating that work. These skills lend themselves to success in a variety of future roles and workplaces.

The foundational concepts, instructional principles, and artistic practices at the heart of Pre-AP Visual Arts are vertically aligned to the practices embedded in other Arts courses in high school, including AP Art and Design, AP Art History, and AP Capstone, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career.

Photography II or Photography III
Grades 10-12
One credit/One year
Prerequisite(s): Visual Art I and approval by instructor
Photography courses provide students with an understanding of photographic media, techniques, and processes. These courses focus on development of photographic compositions through manipulation of the fundamental processes of artistic expression. Students may learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. Students engage in critiques of their photographic images, the works of other students, and

those by professional photographers for the purpose of reflecting on and refining work.

Sculpture II or Sculpture III
Grades 10-12
One credit/One year
Prerequisite(s): Visual Art I and approval by instructor
Sculpture courses promote creative expression through three-dimensional works. These courses explore representational and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. Visual Arts—Sculpture courses typically include the production of representational and abstract sculptures while incorporating elements of art and principles of design, along with a study of historical and contemporary sculpture and sculptors from a worldwide perspective. These courses also provide instruction in the process of responding to art through analysis, critique, and interpretation for the purpose of reflecting on and refining work.

Painting II or Painting III
Grades 10-12
One credit/One year
Prerequisite(s): Visual Art I and approval by instructor
Painting courses provide a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions.

Drawing II or Drawing III
Grades 10-12
One credit/One year
Prerequisite(s): Visual Art I and approval by instructor
Drawing courses provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, and so on) in both black and white and color, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative drawing. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions.

Ceramics II or Ceramics III
Grades 10-12
One credit/One year
Prerequisite(s): Visual Art I and approval by instructor
Ceramics courses engage student in learning experiences that include the historical and cultural context of ceramics, aesthetic inquiry, and creative production. These courses provide knowledge of ceramic techniques (e.g. kiln firing and glazing) and processes with an emphasis on creative design and craftsmanship. Courses may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel.

Digital Art & Design I
Grades 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/exteriors), typography, graphic illustrations, etc. This survey course introduces students to areas of study relating to graphic design, architectural design, and applied visual arts.

Digital Art & Design II
Grades 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.

Digital Art & Design III
Grades 10-12
One credit/One year
Prerequisite(s): Digital Art & Design I, Digital Art & Design II or Digital Art & Design I and portfolio review
Digital Art & Design III provides a continuum in art knowledge and skills introduced in Digital Art & Design I and II. At this level, students will be allowed to choose their area of portfolio concentration from the following: Multi-Media Digital Design, Environmental/ Three Dimensional Design, or Digital Visual Communication. The course requirements include an exit portfolio showing a quality progression of work, written documentary, oral presentation for final seminar, and webpage exhibit.

Advanced Placement (AP) Studio Art – Drawing
Grades 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 two areas of concern: (1) a sense of quality in the artwork; and (2) concentration on a particular visual interest or problem. 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 15 images (some may be details) of a series of works focusing on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. 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. All students enrolled in an AP course are expected to take the course's AP exam.

Advanced Placement (AP) Studio Art 2-D Design
Grades 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 two areas of concern: (1) a sense of quality in the artwork; and (2) concentration on a particular visual interest or problem. 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 15 images (some may be details) of a series of works focusing on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. 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. All students enrolled in an AP course are expected to take the course's AP exam.

Advanced Placement (AP) Studio Art 3-D Design
Grades 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 two areas of concern: (1) a sense of quality in the artwork; and (2) concentration on a particular visual interest or problem. 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 15 images (some may be details) of a series of works focusing on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. 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. All students enrolled in an AP course are expected to take the course's AP exam.

Art History
Grades 9-12
One credit/One year
Prerequisite(s): None
This course is designed as an introduction for all students who wish to have an understanding and appreciation for works of art. Previous art training is not required. Emphasis will be placed on instilling art awareness in both producers and consumers of art. Some basic studio art projects will be taught in relation to the art history lessons. This course is offered for one year. The first semester of this course provides a survey of world art from prehistoric times to the middle of the eighteenth century. The second semester extends to the art of the present.

Dual Enrollment Art History
Grades 11-12
Three college credit hours/One high school credit
Prerequisite(s): College admission criteria
Dual Enrollment Art History is a one semester college –level course that exposes students to different areas of the visual arts which will include the study of the visual elements and the principles of design. The course will also cover a brief survey of the highlights of art from the Paleolithic period to modern times. Dual Enrollment Art History may be taken to satisfy a fine arts requirement for graduation.

Advanced Placement (AP) Art History
Grades 11-12
One credit/One year
Prerequisite(s): Honors Art History
Advanced Placement History of Art is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. All students enrolled in an AP course are expected to take the course's AP exam.

PHYSICAL EDUCATION & LIFETIME WELLNESS

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

Lifetime Wellness
Grades 9-12
One credit/One year
Prerequisite(s): None
Lifetime Wellness is a new approach to the traditional physical education and health courses. This standards-based course focuses on the principles of lifetime wellness – a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual and physical dimensions of self for a longer, more productive, and higher quality of life. Using the HPELW content standards, students will apply knowledge of the human body to make decisions-related to nutrition, substance use and abuse, sexuality and family life, safety and first aid, CPR/AED Hands Only compression training, disease prevention and control, mental health, and personal fitness and related skills. In addition, students will develop a plan to maintain personal health and fitness and demonstrate individual development in fitness and psychomotor skills to promote lifelong physical activity. Students will be involved in physical activity for at least fifty percent of the time in this class.

Physical Education I
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
This course provides daily activities in fitness and conditioning, individual and lifetime sports, including track and field, golf, tennis, dance, aerobics, bowling, table tennis, and team sports (basketball, softball, flag football, and volleyball).

Physical Education II
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Physical Education II concentrates on physical fitness and development of mature sports. Specific skills are developed through team, individual, and dual sports as well as rhythmic activities. Emphasis is placed on students' review and practice of basic fundamentals of sports; developing the knowledge of rules, game

strategies, building personal responsibility, good sportsmanship, and leadership.

Advanced Team Sports
Grades 9-12
One-half credits/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.

Advanced Dual and Individual Sports
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Physical Education Advanced Dual and individual is designed for students who are interested in enhancing their skills in sports. This course focuses on refining skills in paddle and racket sports, track and field, golf, and bowling as students begin to select individual and lifetime sports for continuing fitness and recreation. Daily fitness activities will also be a component of this course.

Recreational Activities
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Emphasized: Skill-related and maintenance/improvement ofhealth-related components of fitness
The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness. The content should include, but not limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of recreational activities, benefits of participation, fitness activities, skill and fitness assessment. Activities may include, but not limited to fishing, orienteering, biking, skating, dance (folk, square, ball- room, line), cross- country, swimming, self-defense, yoga and fitness.

Fitness and Conditioning I
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
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.

Fitness and Conditioning II
Grades 9-12
One-half credit/One semester
Prerequisite(s): Fitness and Conditioning II
Fitness and Conditioning II continues with 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.

First Responder/Athletic Training I
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Fitness Components Emphasized: Skill-related and maintenance/improvement fitness
The purpose of this course is to enable students to acquire a more than basic injury regarding prevention foundation training, safety, nutrition, and benefits of physical activity, boot-camp conditioning, first aid, wound dressing seizures, sport injuries. Each student must pass a written and performance CPR/AED test. Students will also explore human anatomy, injury prevention and illness recognition. Students will learn how to manage athletic data, statistics and sports communication venues.

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

First Responder/Athletic Training II
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
Fitness Components Emphasized: Skill-related and maintenance/improvement fitness
This course will require that the student apply knowledge of practical use of first aid, wound dressing seizures, sport injuries. Each student must pass a written and performance CPR/AED test. Students will also explore human anatomy, injury prevention and illness recognition. Assignments are designed to promote awareness of current sporting events, problem solving, internet and other resource materials usage. Students will select a spring sport for a nine-week practicum.

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

Aquatics
Grades 9-12
One-half credit/One semester
Prerequisite(s): None
This course is designed for students to receive Lifeguard and CPR training and certification. Students will be able to use this training in real-life situations, reduce the number of children who drown in public and private pools and provide at-risk students the opportunity to compete in competitive swimming. This course may be used as one of the cluster of elective courses for the Program of Study (POS) Human Performance or Athletic Management. This course will also be used to fulfill the .5 Physical Education requirements for graduation.

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

Human Growth and Development
Grades 10-12
One credit/One year
Perquisite(s): None
Health Components Emphasized: The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members.

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

Intro to Kinesiology for Physical Education
Grades 9-12
One credit/One year
Prerequisite(s): Any grade 11 university or university/college preparation course in science
This course focuses on the student of human movement and systems factors and principals involved in human development. Students will learn about the effects of physical activity on health performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity, the course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

Weightlifting
Grades 9-12
One-half credit/One semester
Prerequisite(s): Individual Sports I
The purpose of this course is to enable students to acquire a more than basic knowledge of how to achieve and maintain a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of psychological and social concepts, principles, and strategies that apply to the learning and performance of weightlifting training. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, mile run, circuit training, cross-fit training circuit run, weight training, group stretching, jog/walk activities and form running.

Weights and Kinesiology
Grades: 10-12
One credit/One year
Prerequisite(s): Lifetime Wellness
This course is designed to further student understanding of physiological, mechanical principals of human movement, and strengthening development through weight training, conditioning through intense physical activity, stamina building through weight training methods, rigorous exercise, and endurance through sustained periods of quickness and agility drills.

Strengths/Conditioning
Grades: 10-12
One-half credit/One semester
Prerequisite(s): Lifetime Wellness
A one-unit elective course designed to allow students to make gains in conditioning, muscle tone, and strength while emphasizing the importance of making an active healthy lifestyle a lifelong practice. Health and skill related activities such as flexibility, speed, agility, coordination and power, along with self-discipline and a positive attitude will be the content focus. Proper nutrition will also be examined and empha-

sized. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits.

Athletic Coaching
Grades: 11-12
One-half credit/One semester
Prerequisite(s): None
This course focuses on major coaching theories, methods, practices, and outcomes. Topics include study of first principles in coaching, coaching cases and analyses, great coaches, coaching decision making, and other contemporary issues.

RESERVE OFFICERS'S TRAINING CORPS (ROTC)

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 I
Grades 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
Grades 10-12
One credit/One year
Prerequisite(s): Leadership Education and Training AJROTC 1 and approval of both 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
Grades 11-12
One credit/One year
Prerequisite(s): Leadership Education and Training AJROTC 2 and approval of both senior Army instructor and principal
This course provides advanced-level instruction in the subjects taught in first and second year AJROTC. Em-

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

Leadership Education and Training AJROTC 4
Grade 12
One credit/One year
Prerequisites(s): Leadership Education and Training AJROTC 3 and approval of both 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.

Honors Leadership Education and Training AJROTC 2
Grades 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, and approval of both the senior Army instructor and principal.
AJROTC-2 honors course includes all the concept/content of the non-honors course description plus the following requirements and skills mastery.

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

Honors Leadership Education and Training AJROTC 3
Grades 11-12
One credit/One year
Prerequisite(s): Overall non-weighted GPA of 3.0, successful completion of Honors LET 2 with a GPA of 3.5 or higher, assignment to a cadet leadership position, and approval of both the 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 course instruction, developing lesson plans, and how to teacher. Course content will include the study of selected AJROTC category 3 electives to support and reinforce specific subjects.

Honors Leadership Education and Training
AJROTC 4
Grade 12
One credit/One year
Prerequisite(s): Overall non-weighted GPA or 3.0, successful completion of Honors LET 3 with a GPA of 3.5 or higher, assignment to a cadet leadership position, and approval of both senior Army instructor and principal.
AJROTC-4 honors course includes all the concept/ content of the non-honors course description plus the following requirements and skills mastery.

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

AIR FORCE JUNIOR ROTC (AFJROTC)

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

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

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

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

Aerospace Science and Leadership Education I – AFJROTC 1
Grades 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
Grades 10-12
Over credit/One year
Prerequisite(s): Completion of AFJROTC 1, and approval of both the 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
Grades 11-12
One credit/One year
Prerequisite(s): Completion of AFJROTC 2 and approval of both 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. Ain additional, the course covers systems of government and the government of the United States. Also, instruction is given in Lifetime Wellness.

Aerospace Science and Leadership Education IV – AFJROTC 4
Grade 12
One credit/One year
Prerequisite(s): Completion of AFJROTC 3 and approval of both the aerospace science instructor and principal
The fourth year curriculum consists of management of cadet corps. The cadets run the entire Corps during the fourth year. This hands- on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. The cadets practice their communications, decision-making, personal interaction, managerial, and organizational skills. The cadets are also challenged with a self-paced study program entitled, "Life After High School." This text covers areas such as selecting a career, life in the Air Force, and major principles of job search.

OUT OF SCHOOL EXPERIENCES

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

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

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

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

Out-of-School Experience for Credit
Grades 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.

RTI2 INTERVENTION COURSES

RTI2 Intervention courses are specifically aligned with the TDOE requirements for Tier II and III skills-based, below grade level instruction. These RTI2 Intervention courses are designed to provide students with the opportunity to gain the necessary fundamentals, techniques, skills, and knowledge to enhance their ability in the subject areas of ELA and Math.

RTI2 Tier II and III ELA Enrichment
Grades 9-12
One-half credit/One semester
One credit/One year
Prerequisite(s): None

RTI2 Tier II and III ELA Enrichment is designed to help students with active RTI2 intervention plans to improve their ability to make meaning from text at their instructional level. 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 to assist in closing the learning gap. 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. RTI2 Tier II and III ELA Enrichment 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. Highly trained personnel must teach this course

RTI2 Tier II and III Math Enrichment
Grades 9-12
One credit/one year
Prerequisite(s): None

RTI2 Tier II and III Math Enrichment is designed to help students with active RTI2 intervention plans to improve mathematical conceptualization at their instructional level. The strategies will be applied in the content areas of mathematics and science. Students will learn, practice, and internalize strategies that are essential lifelong skills for algebraic reasoning. Skills will include building mathematical vocabulary, using multiple representations of mathematical concepts, solidifying procedural fluency, and utilizing multiple problem-solving strategies which will assist in closing the learning gap. RTI2 Tier II and III Math Enrichment is an elective course and does not satisfy the state requirement as one of the four mathematics courses (Algebra I, II, Geometry, or Integrated Math I, II, III) required for graduation. Highly trained personnel must teach this course.

SECTION III
EXCEPTIONAL CHILDREN
COURSE DESCRIPTIONS

NOTE: ALL COURSES ARE NOT OFFERED AT EVERY SCHOOL. PLEASE CHECK WITH SCHOOL PERSONNEL TO DETERMINE COURSE AVAILABILITY.

COURSES FOR STUDENTS WITH DISABILITIES

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

Focused Plan of Study

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

a. When the student is in the eighth grade, the student, parent/ guardian, and faculty advisor or guidance counselor will jointly prepare an initial four-year plan of focused, purposeful high school study. For students who have IEPs, 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.

   The 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. 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 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, parents, businesses, industry, and the community.

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

Regular High School Diploma

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

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

Students with disabilities are required to complete 4 units of mathematics including Algebra I and II, Geometry or the equivalent, and another mathematics course beyond Algebra I. Students must be enrolled in a mathematics course each school year. The Bridge

Match course is designed for students who have not scored 19 or higher on the ACT by the beginning of the senior year.

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

Testing Requirements for Students with Disabilities

End-of-Course (EOC) examinations are given in Algebra I and Algebra II, Geometry, English I and II, U.S. History and Biology. 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. Beginning with the 2019-2020 school year, all seniors must take and pass the U.S. Civics test in order to meet the social studies course credit requirement to earn a regular diploma upon graduation.

High School Diplomas: SWD Modified Credit Option

The State Department of Education has also allowed Students with Disabilities (SWD) the option to complete a "Modified Credit" math and science graduation option. This option enables a SWD to earn 4 credits in math and three credits in science. The SWD enrolled in this program typically perform below a proficient level on state and district assessments, and may be considerably behind their present grade level in academic achievement.

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

Prerequisite Considerations for IA/IB Math Only:

Prerequisite conditions for IA/IB courses are met if there is a significant math skill deficit (Math Calculation or Math Reasoning) that is established by the student's performance on a current standardized measure such as individualized psychological assessment or current RTI benchmark data that falls below the 10th percentile.

Enrollment in Algebra and Geometry 1A and 1B courses is an IEP team decision. Students with disabilities may earn the four math credits required for graduation with a regular diploma using this option. Students using this graduation option may take Algebra IA in the 9th grade, Algebra IB (EOC) in the10th grade, Geometry A in 11th grade and Geometry B (EOC) in the12th grade.

Plus Math Courses:

Students who successfully complete Algebra 1+ (S1 & S2 concurrently) or Geometry 1+ (S1 & S2 concurrently) will earn an elective credit for Semester 1 and a math credit for Semester 2. Current high school math policy states that students must complete four credits in math and must be enrolled in a math course each year.

Modified Science Courses:

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

Courses

Students with disabilities who are on the modified diploma track are enrolled in the general curriculum. Students will receive services from a special education teacher and a regular education teacher using the inclusion model. Students will receive accommodations and supports
as stated on the student's IEP.

Intervention

Intervention classes are offered to provide intervention in the student's identified deficit area on her/his instructional level. Teachers will
provide instruction using research-based strategies while utilizing a combination of small group and com-

puter-based instruction. Students can receive elective credit for intervention classes.

Resource Learning Labs

Learning Labs are offered to provide opportunity for remediation, academic assistance, and small group instruction. Additionally, teachers will offer guidance in self advocacy, complete career and academic assessments, teach study skills, time management, work study habits, career exploration, and increase student time on computer based remediation programs. Credits are not awarded for learning labs (0 credit).

Principles of Transition: Introduction to Self-determination

Grades 6-12

This course is designed to equip students with the knowledge concerning their legal rights of individuals with a disability and how to advocate for themselves in their school and community setting.

Principles of Transition: Focus on Adulthood

Grades 9-12

This course is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Students will refine their self-awareness through a discovery process and then learn about relevant community supports and how to access them.

Principles of Transition: Planning for Postsecondary

Grades 11-12

This course is designed to provide opportunities for students to finalize postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance.

AAD Work-Based Learning (WBL)

Grades 9-12

This class is only for students who are earning the Alternate Academic Diploma (AAD). Learning and/or experience may occur either in a workplace-based setting or in a classroom-based setting. In either setting, the student should be engaged in rigorous, meaningful experiences. These may include:

- Workplace-based (paid employment, apprenticeship, internship)
- Classroom-based (industry-driven project-based learning, school-based enterprise, employment readiness, job shadowing)

Modified Credit Options for Completion of Math and Science Courses

<table>
<tr><th></th><th>Semester 1</th><th>Semester 2</th><th>Elective Credit</th><th>Core Area Credit</th></tr>
<tr><td rowspan="2">Grade 9</td><td colspan="2">Algebra IA (SE)
Taught by Highly Qualified Regular Education Teacher or HQ Sped Teacher to Sped Students Only</td><td>1 Math</td><td></td></tr>
<tr><td>Algebra I+ Sem 1
(Same course as Algebra IA)
Taught by Highly Qualified Regular Education Teacher
Semesters 1 and 2 must be completed within one school year
Inclusion</td><td>Algebra I+ Sem 2 (EOC)
(Same course as Algebra IB and Algebra I)
Taught by Highly Qualified Regular Education Teacher
Semesters 1 and 2 must be completed within one school year
Inclusion</td><td>1 Math</td><td>1 Algebra I</td></tr>
<tr><td rowspan="2">Grade 10</td><td colspan="2">Algebra IB (SE) (EOC)
(Same course as Algebra I+ Sem 2 and Algebra I)
Taught by Highly Qualified Regular Education Teacher or HS Sped Teacher to Sped Students Only
Resource</td><td></td><td>1 Algebra I</td></tr>
<tr><td>Unified Geometry+ Sem 1
(Same course as Unified Geometry 1A)
Taught by Highly Qualified Regular Education Teacher
Semesters 1 and 2 must be completed within one school year
Inclusion</td><td>Unified Geometry+ Sem 2
(Same course as Unified Geometry 1B and Unified Geometry)
Taught by Highly Qualified Regular Education Teacher
Semesters 1 and 2 must be completed within one school year
Inclusion</td><td>1 Math</td><td>1 Unified Geometry</td></tr>
<tr><td>Grade 11</td><td colspan="2">Unified Geometry A (SE)
Taught by Highly Qualified Regular Education Teacher or HQ Sped Teacher
to Sped Students Only
Resource</td><td>1 Math</td><td></td></tr>
<tr><td rowspan="2">Grade 12</td><td colspan="2">Unified Geometry B (SE) (EOC)
(Same Course as Unified Geometry+ Sem 2 and Unified Geometry)
Taught by Highly Qualified Regular Education Teacher or HQ Sped teacher
to Sped Students Only
Resource</td><td></td><td>1 Geometry</td></tr>
<tr><td colspan="2">Bridge Math or Other Upper Level Math
Inclusion</td><td></td><td>1</td></tr>
<tr><td rowspan="2">Grade
9 or 10</td><td colspan="2">Biology IA (SE)
Taught by Highly Qualified Regular Education Teacher or HQ Sped Teacher
to Sped Students Only
Resource</td><td>1 Science</td><td></td></tr>
<tr><td>Biology I+ Sem 1
(Same Course as Biology IA)
Taught by Highly Qualified Regular Education Teacher
Inclusion</td><td>Biology I+ Sem 2 (EOC)
(Same course as Biology IB and Biology I) Taught by Highly Qualified Regular Education Teacher
Inclusion</td><td>1 Science</td><td>1 Biology</td></tr>
<tr><td>Grade
10 or 11</td><td colspan="2">Biology IB (SE) (EOC)
(Same Course as Biology I+ Sem 2 and Biology I)
Taught by Highly Qualified Regular Education Teacher or HQ Sped Teacher
to Sped Students Only
Resource</td><td></td><td>1 Biology I</td></tr>
</table>

SECTION IV
ONLINE COURSE DESCRIPTIONS

NOTE: ALL COURSES ARE NOT OFFERED AT EVERY SCHOOL. PLEASE CHECK WITH SCHOOL PERSONNEL TO DETERMINE COURSE AVAILABILITY.

Online Course Assessment and Participation Requirements

Besides engaging students in a rigorous curriculum, the course guides students to reflect on their learning and to evaluate their progress through a variety of assessments. Assessments can be in the form of self-checks, practice lessons, multiple choice questions, writing assignments, peer review, projects, research papers, essays, oral assessments, and discussions. Instructors evaluate progress and provide interventions through the variety of assessments built into a course, as well as through contact with the student. In order for students to complete an online course, they will engage in a 0.5 credit course for 90 days and a 1.0 credit for 180 days. Students enrolled in an online course that includes a state end-of-course assessment, are required to take the EOC assessment. The EOC assessment will be administered at the student's homeschool and will count as a percentage of the student's grade for that course.

ENGLISH LANGUAGE ARTS

Online English I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): 8th Grade Language Arts
This course is also available as Honors and Credit Recovery
Books, short stories, poems and plays convey messages and feelings that make them great. In this course, you will learn how to look for the message. You will learn how to trust your feelings about that message. And you will learn how to express clearly and convincingly what you think. The purpose of this course is to give you the tools to see and hear with real understanding, and to communicate with real conviction.

Online English II
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Recommended English I
This course is also available as Honors and Credit Recovery
In this course, you will sample some storylines. You will also get to create some dreams and stories of your own. In addition to evaluating the plot and characters of well-known writers, you will learn to identify themes, create dialogue, and appeal to emotions. You will study various forms of communication including: oral, visual, electronic and textual. You will also develop your own ability to communicate dreams and aspirations with conviction. Great authors have something to say and the ability to say it well. This course will show you how they do it, and will invite you to do the same.

Online English III
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): English I and English II
This course is also available as Honors and Credit Recovery
In this course, you'll gain an appreciation of American literature and the ways it reflects the times in which it was written. You'll discover how people thought and lived and wrote about their experiences. You'll also be asked to observe, investigate and report on stories of today.

Online English IV
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): English I, English II, and English III
This course is also available as Honors and Credit Recovery
In this course you will be asked to choose the literature that interests you, analyze the subject matter as it is presented, and persuasively express your own ideas. Every genre of literature has its own conventions for expressing emotions, perceptions, information and biases. You will develop the tools to critically analyze what is being said, and share your insights with others. As high school seniors, what you choose and what you say becomes very important. The purpose of this course is to provide you with doors to open, ideas to experience, and opportunities to effectively express what you think.

Online Journalism
Grades 9-12
One-half credit
Prerequisite(s): None
Online course assessment and participation requirement: 90 days
In this course, you will explore the history of journalism in the United States from its inception in the colonies and its key role in the first amendment, all the way up to present day issues regarding "right to know" and the changing landscape of journalistic media in the 21st century. You will acquire the skills and information needed to actively participate in the consumption, analysis, and creation of news media and will have the opportunity to investigate the constantly evolving career opportunities within the field of journalism.

Online Creative Writing
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
For many hundreds of years, literature has been one of the most important human art forms. It allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of material reality. Through creative writing, we can come to better understand our world and ourselves. This course can provide you with a solid grounding in the writing process, from finding inspiration to building a basic story. Then, when you are ready to go beyond the basics, learn more complicated literary techniques to create strange hybrid forms of poetry and prose. By the end of this course, you can better discover your creative thoughts and turn those ideas into fully realized pieces of creative writing.

Online Mythology
Grades 9-12
One-half credit
Prerequisite(s): None
Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. This course will illustrate how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You will explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.

Online Speech
Grades 9-12
One-half credit
Prerequisite(s): None
Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking may be just what you need. In this class you will learn from famous orators, like Aristotle and Cicero, how to communicate effectively, uphold your arguments, and effectively collaborate with others. You'll master the basics of public speaking through practice—such as building a strong argument and analyzing the speeches of others—eventually learning to speak confidently in front of large groups. Grab your notes and get ready to conquer public speaking.

MATHEMATICS

Online Algebra I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of 8th grade mathematics
This course is also available Honors and Credit Recovery
This course is designed to give you the skills and strategies for solving all kinds of mathematical problems. It will also give you the confidence that you can handle everything that high school math has in store for you.

Online Algebra II
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I
This course is also available Honors and Credit Recovery
In this course, you'll know for certain where you are going. As an employee of the Functional Consulting Company, you'll travel up the corporate ladder as you succeed with each assignment. You'll go from Junior Associate to Senior Staff Member as you prove what you can do. Starting with a review of basic algebra, you roll through polynomials, quadratic equations, exponential and logarithmic relations, and arrive at probability and statistics. Algebra II is an advanced course using hands-on activities, applications, group interactions, and the latest technology. You'll have the algebra you need for college admission, and be on a fast track to career success.

Online Geometry
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I or its equivalent
This course is also available Honors and Credit Recovery
Geometry is everywhere, not just in pyramids. Engineers use geometry to bank highways and build bridges. Artists use geometry to create perspective in their paintings, and mapmakers help travelers find things using the points located on a geometric grid.

Online Bridge Math
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I, Geometry, and Algebra II
This course is also available Honors and Credit Recovery
This course is designed for students who scored less than 19 in Mathematics on the ACT and for students who have been out of touch with mathematical concepts for a period of time and need to meet the requirement of a 4th math class in order to receive a high school diploma. The course plan is to revisit concepts from Algebra I, Algebra II, and Geometry.

Online Statistics
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I, Geometry, Algebra II, and Pre-Calculus or Trigonometry/Analytical Geometry
This course is also available Honors and Credit Recovery
This course begins with an in-depth study of probability/statistics and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatterplots and study two-way tables and normal distributions. Throughout this course, we'll take you on a mathematical highway illuminated by spatial relationships, reasoning, connections, and problem solving. This course is all about points, lines and planes. Just as importantly, this course is about acquiring a basic tool for understanding and manipulating the real world around you.

Online Pre-Calculus
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I, Geometry, and Algebra II
This course is also available Honors and Credit Recovery
The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry, and trigonometry.

Online Calculus
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I, Geometry, Algebra II, and Pre-Calculus or Trigonometry/Analytical Geometry
This course is also available Honors and Credit Recovery
This course includes a study of limits, continuity, differentiation, and integration of algebraic, trigonometric and transcendental functions, and the applications of derivatives and integrals.

SCIENCE

Online Physical Science
Grades 8-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available Honors and Credit Recovery
This course stimulates your brain cells and causes you to think like a scientist. Through the use of websites, videos, software, and your own lab investigations you'll gain a deeper understanding of the world around you. You will also have a greater appreciation for science and its significance in our lives.

Online Biology I
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available Honors and Credit Recovery
This is a course with real relevance. It's all about the living things on this planet, and the way they connect together. In this course, the BioVenture Travel Agency will send you on tours like Safari Quest, Classification Cruise, Genetic Park Excursion, and on an all- expense-paid trip to the Egyptian pyramids. You'll also perform a series of lab experiments right in your own home. Modern technology offers us many choices for manipulating and observing biological processes. The more we know about the science of biology the better.

Online Chemistry
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I
This course is also available Honors and Credit Recovery
The purpose of this course is to reveal the basic ways in which chemistry works, and how scientists are using

chemistry to make our lives better. You will also do your own laboratory investigations. You will think like a scientist, and understand why even some very small things can make a very big difference.

Online Physics
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I (Algebra II Recommended)
This course is also available Honors and Credit Recovery
In each "Physics World" module, you'll discover the contributions of geniuses like Galileo, Newton and Einstein. In their work, you'll learn the concepts, theories and laws that govern the interaction of matter, energy and forces. From tiny atoms to galaxies with millions of stars, the universal laws of physics are there for you to observe and apply. Using laboratory activities, videos, software, and websites, you'll follow in the footsteps of some of the world's greatest thinkers. This is a serious course that will make you think. It will also make you appreciate the beauty and importance of the science that governs our lives.

Online Anatomy & Physiology
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Physical Science and Biology
This course is also available Honors and Credit Recovery
Explore the human body and learn how you can help your body cope with many different situations. You will study the structure, location, and function of various systems within the human body and how these systems interact.

Online Environmental Science
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Algebra I and two-years of high school lab Science
This course is also available Honors and Credit Recovery
The goal of this course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and to identify and analyze environmental problems that are natural and human-made. You will evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing problems.

Online Astronomy
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisites(s): None
The universe is truly the last unknown frontier and offers more questions than answers. Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since humans first glimpsed into the vastness of the night sky, we have been fascinated with the celestial world of planets and stars. This course introduces you to the engaging world of astronomy. By using online tools, you will examine such topics as the solar system, space exploration, and the Milky Way and other galaxies. The course also explores the history and evolution of astronomy including those basic scientific laws of motion and gravity that have guided astronomers as they made their incredible discoveries of the universe.

SOCIAL STUDIES

Online World History & Geography
Grades 9-10
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available Honors and Credit Recovery
In this course, you will have the job of curator of the Windows of the World Museum. You'll also have the job of creating exhibits that tell the story of our ancestors. Artifacts are evidence of human activity. These activities relate to endeavors such as art, commerce, politics, religion, and science. Your exhibits will highlight these activities. You will show how these activities define a stream of ideas and events that flows from the past to the present, and lights the way to the future. Great moments in history happened in all parts of the globe. You and the people who view your exhibits will have window seats that look out on many great stories.

Online United States History & Geography
Grades 10-11
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available Honors and Credit Recovery
Equally important, this course will challenge you to apply your knowledge and perspective of history to interpret the events of today. The questions raised by history are endlessly fascinating. We look forward to your participation in the debate.

Online Economics
Grades 11-12
One-half credit
Prerequisite(s): None
This course is also available Honors and Credit Recovery
The purpose of this course is to help you become a more informed consumer, producer, investor and taxpayer. Your choices will directly affect your future, regardless of the city in which you live.

Online United States Government
Grades 9-12
One-half credit
Prerequisite(s): None
This course is also available in Honors and Credit Recovery
The purpose of this course is to help you become an informed and active citizen. In part, the Constitution asserts that, "Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." Make yours an informed consent.

Online Personal Finance
Grades 9-12
One-half credit
Prerequisite(s): None
We all know money is important in life. But how important? In fact, the financial decisions you make today may have a lasting effect on your future. Rather than feeling anxious about money feel empowered by learning how to make smart decisions! This course will begin the conversation around how to spend and save your money wisely, investing in safe opportunities and the days ahead. Learning key financial concepts around taxes, credit, and money management will provide both understanding and confidence as you begin to navigate your own route to future security. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.

Online Psychology
Grades 10-12
One-half credit
Prerequisites(s): None
This course is also available as Honors and Credit Recovery
In this course you will learn more about yourself and others including how to break a habit and how to cope with stress. The purpose of this course is to introduce you to the psychological facts, principles, and phenomena associated with each of the subfields within psychology.

Online African American History
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None

Over the course of U.S. history, how have African Americans helped shaped American culture? This African American History course answers that question by tracing the accomplishments and obstacles of African Americans beginning with the slave trade on up to the modern Civil Rights movement. What was it like during slavery, or after emancipation, or during the years of discrimination under Jim Crow? Who were some of the main figures that have shaped African American history? In this course, you'll learn about the political, economic, social, religious, and cultural factors that have influenced African American life, come face to face with individuals who changed the course of history, and explore how the African American story still influences current events today.

Online Global Studies
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available in Credit Recovery
In this course, all the stories are big stories. Human rights, the environment, global security, and international economic systems are all part of your beat. The stories also have real human interest because they deal with peoples' customs, cultures, and how they interact. Your job will be to research the facts, and present them with clarity and context. Your job will also involve identifying real global problems, and then suggesting well-developed solutions. This is a course that makes you think. The stories are current and compelling. They need to be told, and the right person to tell them is you.

WORLD LANGUAGES

Online Chinese I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors
This is a beginning level course that will introduce the student to a variety of areas of Mandarin Chinese (Simplified). In this course, the student will learn conversation elements in Mandarin Chinese, including

greetings, introductions, and the exchange of basic information with others.

Online Chinese II
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Chinese I
This course is also available as Honors
This course is a continuation of a beginning level course that will develop communication skills at a more advanced level, including listening, speaking, reading, and writing in Mandarin Chinese.

Online Chinese III
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Chinese I and Chinese II
This course is also available as Honors
Learn more about Chinese culture, including the origins, anecdotes, and etiquette for various cultural settings. You will also compare and contrast the Chinese culture with your own as you continue to build knowledge of vocabulary, sentence structure, and grammar.

Online French I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors and Credit Recovery
The goal of this course is to give you basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the five units of material - Greetings, Calendar, Weather, Time and Colors - you learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense.

Online French II
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): French I
This course is also available as Honors and Credit Recovery
This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction.

Online German I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors and Credit Recovery
In this course students are introduced to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

Online German II
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): German I
This course is also available as Honors and Credit Recovery
This course is a continuation of German I and begins with a review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

Online Japanese I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors and Credit Recovery
In this course, you will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Greetings, The date, Time, Colors and Places), you learn to express yourself using an ever-increasing vocabulary, present-form verbs, particles, and adjectives.

Online Japanese II
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Japanese I
This course is also available as Honors and Credit Recovery
In this course, you will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the ten units of material (Daily Life, Animals, Activities, The Body, Descriptions, House, Shopping, Entertainment, Spare Time and Travel), students learn to express themselves using an ever-increasing vocabulary, present-tense verbs and adjectives.

Online Latin I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors and Credit Recovery
In this course, you'll develop a foundation in Latin grammar and vocabulary while also learning about the mythical Olympian gods and Roman history.

Online Latin II
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Latin I
This course is also available as Honors and Credit Recovery
In this course, you'll build on your knowledge of Latin grammar and vocabulary. In the process, you'll sense the beauty of the language and the passion of those who spoke it. This course will give you a solid grounding in the structure of the language.

Online Spanish I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors and Credit Recovery
In this course, you will learn to ask for directions, order food in a restaurant, and talk about the weather, all without being embarrassed by your accent. New words and phrases will be introduced with text, pictures, and an audio clip that demonstrates proper pronunciation. You will acquire the skills to read, write and speak. You will also learn the basic Spanish grammar that will make your sentences come out right. Don't leave home without Spanish I. This course will give you the ability to enjoy your trip to Spain, and to soak up some of the local culture while you are there.

Online Spanish II
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Spanish I
This course is also available as Honors and Credit Recovery
In this course, you'll broaden your Spanish vocabulary and your knowledge of grammar. You'll meet people from many different countries and cultures. While waiting for your plane ride home, you'll also meet some Spanish-speaking people from different parts of the United States. The purpose of this course is to strengthen your Spanish listening, speaking, reading and writing skills. You'll also experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.

Online Spanish III
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course is also available as Honors and Credit Recovery
The purpose of this course is to provide many experiences where you can use Spanish. Completely immersed in Spanish, you will speak, listen, write, and collaborate with other students in Spanish in this course. You will also gain knowledge and perspectives about Spanish speaking countries and from Spanish speaking people.

Online Spanish IV
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Spanish I, Spanish II, and Spanish III
In this course a student will develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level- appropriate audio and video recordings. You will be exposed to literature, historical and current events of Spanish-speaking countries through authentic newspapers and magazines, music, movie, radio and television productions, literary texts, and virtual visits online.

Online Spanish for Native Speakers
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Bienvenidos! Welcome! The purpose of this course is to enable those whose heritage language is Spanish to develop, maintain, and enhance proficiency in your home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar.

FINE ARTS

Online Art History
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
In this course, you will be introduced to the various forms of the visual arts, such as painting, sculpture, film, and more. You will learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, learners will develop an overall appreciation for the art they encounter in their daily lives.

Online Photography
Grades 9-12
One-half credit
Prerequisite(s): None
Estimated Completion Time: 9-18 Weeks
Have you ever wondered how professional photographers manage to take such sensational pictures? How are they able to find just the right way to capture an image or moment in time? Perhaps you've even wondered why your own pictures don't meet that standard. Digital Photography I: Creating Images with Impact! will answer these questions and help you understand more about the basics of photography. Learning about aperture, shutter speed, lighting, and composition is key for any serious photographer and will help you gain the confidence and knowledge you need to become one. You will not only follow photography through its history but also gain a basic understanding of camera functions, techniques, and what is takes to shoot quality portraits, close-ups, action shots, and landscapes.

Online Music Appreciation
Grades 9-12
One-half credit
Prerequisite(s): None
Online course assessment and participation requirement: 90 days
Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

Online Theatre Arts (Film/Video)
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisites(s): None
Lights! Camera! Action! Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. In Theater, Cinema, and Film Production, you'll learn the basics of lighting, sound, wardrobe, and camerawork while examining the magic that happens behind all the drama. Delve into the glamorous history of film and theater, and examine the tremendous influence these industries have had on society and culture over the years. During this unit, you'll discuss and analyze three classic American film- Casablanca, Singin' in the Rain, and The Wizard of Oz- to help you learn how to critique and appreciate some of the most famous dramas of all time.

PHYSICAL EDUCATION AND LIFETIME WELLNESS

Online Physical Education
Grades 9-12
One-half credit
Prerequisite(s): None
Discover habits of body and mind that will lead to a healthier lifestyle. The student will measure current fitness level, nutrition knowledge, and create a plan for achieving individual goals.

Online Lifetime Wellness
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
The path to lifelong fitness starts here. This course provides you with the facts you need to make important and informed decisions. The student will set a variety of goals that will guide toward leading a healthy lifestyle. During the journey, the student will perform daily physical activity, design a personal fitness plan that suits their interests, keep track of fitness progress and learn how to deal with real issues that impact everyday life, such as nutrition, substance abuse, stress, and health.

ELECTIVES

Online Career Explorations
Grade 9
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
What career are you best suited for? In this course, you will explore career options in many different fields including business, health science, public administration, the arts, and information technology.

Online Early Childhood Education
Grades 9-12
One-half credit
Prerequisite(s): None
As children, we see the world differently than we do as teenagers and adults. It is a world full of magical creatures and strange, exciting things. But what makes childhood such a wondrous time of learning and exploration? What can caregivers do to encourage this? In Early Childhood Education, you will learn more about understanding the childhood experience. Learn how to create interesting lessons and stimulating learning environments that provide a safe and encouraging experience for children. Discover how to get children excited about learning and, just as importantly, to feel confident about their abilities. Early childhood teachers have the unique opportunity to help build a strong base for their young students' life-long education.

Online Fashion & Interior Design
Grades 9-12
One-half credit
Prerequisite(s): None
Online course assessment and participation requirement: 90 days
In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects.

Online Marketing & Management Principles
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it's not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multi-billion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act.

Online Forensics Science
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Fingerprints. Blood spatters. Gunshot residue. If these things intrigue you rather than scare you, Forensic Science may be for you. This course offers you the chance to dive into the riveting job of crime scene analysis. Learn the techniques and practices applied during a crime scene investigation and how clues and data are recorded and preserved. You will better understand how forensic science applies technology to make discoveries and bring criminals to justice as you follow the entire forensic process—from pursuing the evidence trail to taking the findings to trial. By careful examination of the crime scene elements, even the most heinous crimes can be solved.

Online Health Science Education
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
We know the world is filled with different health problems and finding effective solutions is one of our greatest challenges. How close are we to finding a cure for cancer? What's the best way to treat diabetes and asthma? How are such illnesses as meningitis

and tuberculosis identified and diagnosed? In this course, the Whole Individual provides the answers to these questions and more as it introduces you to such health science disciplines as toxicology, clinical medicine, and biotechnology. Understanding the value of diagnostics and research can lead to better identification and treatment of many diseases, and by learning all the pertinent information and terminology you can discover how this amazing field will contribute to the betterment human life in our future.

Online Hospitality and Tourism Exploration
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. In this course, traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field.

Online Agriscience
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
How can we make our food more nutritious? Can plants really communicate with each other? These are just two of the questions tackled in Agriscience. From studying the secrets in corn roots to examining how to increase our food supply, this course examines how agriscientists are at the forefront of improving agriculture, food production, and the conservation of natural resources. In Agriscience, you'll learn about the innovative ways that science and technology are put to beneficial use in the field of agriculture. You'll also learn more about some of the controversies that surround agricultural practices as nations strive to provide their people with a more abundant and healthy food supply.

Online Culinary Arts I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Food, glorious food! It both nourishes and satisfies us, and it brings people together through preparation, enjoyment, and celebration. If you've ever wanted to learn more about cuisine and how your creativity and appreciation can be expressed by preparing food, this course is perfect for you. Learn the fundamentals of a working kitchen, and explore what it takes to develop real talent as a chef. Enhance your knowledge of the endless varieties of food, and discover the possibilities that the many spices can bring. Learning more about food preparation will certainly make everything you prepare taste better while giving you the ability to bring people together through the joy of eating.

Online Design Principles of Cosmetology
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Interested in a career in cosmetology? This course provides an introduction to the basics of cosmetology. Students will explore spas, and other cosmetology related businesses. career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist. Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons.

Online Veterinary Science
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Lions and tigers and bears (oh my!) Whether you want to step into the wild side of veterinary medicine or just take care of the furry dogs and cats down your street, this course will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them. If you have always been drawn to the world of our furry, scaly, and feathered friends, this may be just the course for you.

Online Criminal Justice
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Most of us have watched a sensationalized crime show at one time or another, but do we really know how things work behind those dreaded prison bars? Do we really understand all the many factors in our justice proceedings? The criminal justice system is a very complex field that requires many seriously dedicated people who are willing to pursue equal justice for all. This course illuminates what those different career choices are and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. Find out more about what really happens when the television show ends and reality begins.

Online Nursing Education
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This two-semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. The course will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two, students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, and crisis management will be included.

Online Medical Terminology
Grades 9-12
One-half credit
Prerequisite(s): None
This course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the health care field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, practice assignments, and unit-level assessments.

Online Principles of Public Service
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So if you want to work for the greater good, there is probably a public service career for you!

Online Principles of Manufacturing
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
Think about the last time you visited your favorite store. Have you ever wondered how the products you buy make it to the store shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In this course, you will learn about the types of manufacturing systems and processes used to create the products we buy every day. You'll also be introduced to the various career opportunities in the manufacturing industry including those for engineers, technicians, and supervisors. As a culminating project, you'll plan your own manufacturing process for a new product or invention! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting and fruitful the industry can be.

COMPUTER TECHNOLOGY

Online Accounting I
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
In this course, you are introduced to concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, a partnership, and a corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements.

Online Information Technology Foundations
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

Online Introduction to Engineering Design
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
This course introduces students to computer-aided design, including the creation of geometric forms, interpreting 2D and 3D drawings of objects, and editing isometric and perspective drawings in a professional CAD environment. Students learn the steps of the design process by modeling and building paper towers, bridges, or platforms. Projects include orthographic projections of 3D objects, isometric drawings, designing a 3D container, and applying math and geometry skills to models and engineering processes. Students produce drawings to meet design specifications, create oblique and perspective CAD drawings, edit drawings in a 3D CAD environment, and apply reverse engineering to an object to explore its parts, aesthetics, and manufacturing process. Students also learn CreoTM Elements/DirectTM, a 3D CAD modeling program used by professional engineers.

Online Entrepreneurship
Grades 9-12
One-half credit
Prerequisite(s): None
What does it really take to own your own business? Does the sound of being your own boss make you feel excited or anxious? Either way, this course will get you started in the right direction. This course explains the ins and outs of such an enterprise, giving you the confidence needed to be your very own boss. You will discover what is needed to operate a personal business from creating a plan, generating financing, and pricing products to marketing services and managing employees. If you've ever dreamed of being a true entrepreneur but feel daunted by the prospect, this is your chance to learn all you need to know.

Online Web Design Foundations
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
In this course, you'll become a Web Design Intern for a virtual company called Education Designs. You'll learn what goes on under the hood including: Internet basics, HTML, and the file structure of a well-organized web site. You'll learn how to create visually interesting web pages with clear text, complimentary colors, visual assets, and appealing designs. You'll also learn how to navigate the Internet to fill your website with useful and well-researched information.

Online Website Development
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
In this course, the student becomes a Web Design Intern for a virtual company called Education Designs. The student will learn what goes on under the hood including: Internet basics, HTML, and the file structure of a well-organized web site. Additionally, the student will learn how to create visually interesting web pages with clear text, complimentary colors, visual assets, appealing designs and how to navigate the Internet to fill a website with useful and well-researched information.

Online Biotechnical Engineering
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
How is technology changing the way we live? Is it possible nature can provide all the answers to some of science's most pressing concerns? The fusion of biology and technology creates an amazing process and offers humanity a chance to significantly improve our existence through the enhancement of food and medicine. In this course, you'll learn how this field seeks to cure such deadly diseases as cancer and malaria, develop innovative medicine, and effectively feed the world through improved systems. Learn about the history of biotechnology and some of the challenges it faces today, such as resistant bacteria and genetically modified organisms in food. You will research new biotechnologies and understand firsthand how they are forever changing the world we live.

Online Principles of Engineering
Grades 9-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
What if you could do the impossible? Engineers understand a lot of things, but the word impossible definitely isn't one of them. Through Concepts of Engineering and Technology, you'll learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. This course explores the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. This ever-increasing knowledge can also lead to serious ethical dilemmas and the need to discuss where the boundaries of science lie (or even if there should be boundaries). By examining astounding engineering feats and complex ongoing issues, you, too, will begin to question whether the word impossible really exists.

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) courses are 1.0 credit courses and require 180 days for completion. Students are required to take the culminating AP exam that will be administered at the student's homeschool.

AP Online English Language & Composition
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of English I, English II, and prior approval through the District AP Office
Read and analyze prose written in various periods, disciplines, and rhetorical contexts while gaining an understanding of the interactions among a writer's purposes, audience expectations, and subjects.

AP Online Literature & Composition
Grade 12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of English I, English II, English III, and prior approval through the District AP Office
Develop critical standards for the appreciation of literary works and increase your sensitivity to literature as a shared experience.

AP Online Calculus AB
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of Algebra I, Geometry, Algebra II, Pre-Calculus or Trigonometry/Analytical Geometry, and prior approval through the District AP Office
Comparable to college and university calculus, this course helps prepare you for the Calculus AB Advanced Placement* exam. Study limits, continuity, differentiation, integrated algebraic, trigonometric, and transcendental functions, and the applications of derivatives and integrals.

AP Online Calculus BC
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of Algebra I, Geometry, Algebra II, Pre-Calculus or Trigonometry/Analytical Geometry, and prior approval through the District AP Office
Comparable to college and university calculus, this course will help prepare you for the Calculus BC Advanced Placement* exam. Study limits, continuity, differentiation, and integrated algebraic, trigonometric, and transcendental functions, as well as explore applications of derivatives and integrals, infinite series, and parametric and polar equations.

AP Online Computer Science
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of Algebra I, Geometry, Algebra II, and prior approval through the District AP Office
Develop the skills required to write programs or parts of programs to correctly solve specific problems. You will learn design techniques to make programs understandable, adaptable, and reusable.

AP Online Environmental Science
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of Algebra I, two years of high school lab science courses, and prior approval through the District AP Office
Learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. You will evaluate the risks associated with environmental problems and examine alternative solutions in virtual labs.

AP Online World History
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of World History and prior approval through the District AP Office
This advanced study of world history combines historical thinking skills with the in-depth exploration of major course themes such as the interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and interaction of economic systems; and more. Students engage in reading, writing, and discussion as they trace history from before the Common Era to the present.

AP Online United States History
Grades 11-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Advanced reading & writing skills and prior approval through the District AP Office
Examine key themes and events of our history, including American identity, diversity, religion, culture, war, and slavery, as well as economic, political, and demographic changes. You will also analyze globalization and environmental issues.

AP Online Microeconomics
Grade 12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Prior approval through the District AP Office
By taking on the role of a leader at a fictitious company, you will learn fundamental economic concepts, including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence.

AP Online Macroeconomics
Grade 12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Prior approval through the District AP Office
Understand the choices you make as a producer, consumer, investor, and taxpayer. This course provides you with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants.

AP Online U.S. Government & Politics
Grade 12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of U.S. History and prior approval through the District AP Office
Research the roles of the media, political parties, interest groups, states, candidates, bureaucracy, and the public in the governmental process. You will experience the production of policy building in multiple economic and social settings.

AP Online Psychology
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Prior approval through District AP Office
Immerse yourself in modern psychological techniques investigating the ethics and morality of human and animal research. In this college-level course, you will learn the psychological facts, principles, and phenomena associated with each major area of psychology and enhance your scientific critical thinking skills.

AP Online Art History
Grades 10-12
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Successful completion of World History and prior approval through the District AP Office
This challenging two-semester course engages you in a wide variety of activities. There is substantial emphasis on interpreting and collecting data in virtual labs, writing analytical essays, and mastering biology concepts.

MIDDLE SCHOOL COURSES

Online Algebra I Honors 8
Grade 8
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): Students who meet Shelby County Schools prerequisite requirements, including but not limited to academics, entrance test score(s), and teacher & principal recommendation, may take Algebra as eight (8th) graders and, if successful, earn the Algebra I credit required for high school graduation. **Students must still be enrolled in a mathematics course each year in high school.**
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 Physical Science 8 Honors
Grade 8
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
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 French I 8 Honors
Grade 8
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
The goal of this course is to give you basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the five units of material - Greetings, Calendar, Weather, Time and Colors - you learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense.

Online Latin I 8 Honors
Grade 8
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
In this course, you will develop a foundation in Latin grammar and vocabulary while also learning about the mythical Olympian gods and Roman history.

Online Spanish I 8 Honors
Grade 8
Half-credit for Part I/Half-credit for Part II
Prerequisite(s): None
In this course, you will learn to ask for directions, order food in a restaurant, and talk about the weather, all without being embarrassed by your accent. New words and phrases will be introduced with text, pictures, and an audio clip that demonstrates proper pronunciation. You will acquire the skills to read, write and speak. You will also learn the basic Spanish grammar that will make your sentences come out right. Don't leave home without Spanish I. This course will give you the ability to enjoy your trip to Spain, and to soak up some of the local culture while you are there.

SECTION V
CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

NOTE: ALL COURSES ARE NOT OFFERED AT EVERY SCHOOL. PLEASE CHECK WITH SCHOOL PERSONNEL TO DETERMINE COURSE AVAILABILITY.

CAREER AND TECHNOLOGY EDUCATION

Career and Technical Education Programs offer courses in numerous Programs of Study within Career Cluster areas. Students should select the Career Cluster in the appropriate program area to meet their career objective(s). In most instances, the term "vocational" has been replaced with CTE (Career and Technical Education), which more clearly encompasses the expansive curriculum content of the CTE courses.

The length of courses may vary. It is helpful if the following guidelines are understood:

- Courses are offered in blocks of time with a minimum and a maximum credit in any one-course sequence as follows:

Hours of Time	Semester	Credit Granted	Year	Credit Granted
1	1	1/2	1	1
2	1	1	1	2
3	1	1 1/2	1	3

- A technical focus is defined as a minimum of four units of credit in a sequential and focused CTE program of study or a minimum of three units of credit in a sequential and focused CTE program of study with one additional unit in a related CTE course. Life Connections and Exploring Technology may be combined with any Careers and Technology Cluster Area. However, there are other CTE courses that may be combined to complete the technical focus of four required units. Please contact the Division of Career, Technical and Adult Education, if there are questions about a specific course.
- The Construction Cluster, Transportation Cluster, and Manufacturing Cluster areas require completion of the base CORE course for the selected cluster.
- In order for a student to receive CTE (vocational) credit, a CTE- certified teacher must teach the course. Students who choose a CTE elective focus must meet the criteria for a technical focus.
- Students may not receive less credit than the minimum shown or more credit than the maximum shown for the course. Minimum and maximum credits for courses are listed in the individual course descriptions.
- Prerequisite(s) cannot be waived for courses.
- Students may wish to select a Dual Credit or Dual Enrollment course as part of their program of study. These courses offer students the opportunity to combine secondary courses with articulated postsecondary programs. Dual Credit/Dual Enrollment courses may lead to a certification, post-secondary credit hours, internship experiences, or apprenticeship upon completion.
- Cosmetology students must take the three-year sequence as a prerequisite(s) for the State Board of Cosmetology Licensing Examination.

ADVANCED MANUFACTURING

Advanced Manufacturing is a critical sector of Tennessee's economy. Compared to the national rate of 5.2 percent, job creation in Tennessee is soaring in manufacturing fields, accounting for $30.2 billion in manufactured goods exported every year and a nine percent overall increase over the last four years. After several consecutive years of strong job gains, the demand for skilled workers shows no sign of slowing.

Principles of Manufacturing
Grades 9
One to two credits/One year
Prerequisite(s): None
Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue.

Principles of Machining I
Grades 10
One credit/One year
Prerequisite(s): Algebra I and Principles of Manufacturing
Recommended: Geometry and Physical Science
Principles of Machining I is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school.

Principles of Machining II
Grades 11
Two credits/One year
Prerequisite(s): Algebra I, Geometry, Physical Science, and Principles of Machining I
Recommended co-requisite: Physics
Principles of Machining II is an advanced level contextual course that builds on the introductory skills learned in the entry-level manufacturing and machining courses, stressing the concepts and practices in a production environment supported by advanced machining and engineering facilities. Working with the course instructor and team members in a cooperative learning environment, students will design, produce, and maintain products that are defined by detailed technical specifications. Emphasis is placed on quality control, safety and engineering codes and standards, and production-grade machining systems, building on the learner's past knowledge, current experiences, and future conduct as a career machinist. Upon completion of this course, proficient students will be able to examine blueprints and specification drawings to plan and implement the manufacture of products, machine parts to specifications using both manual and computer controlled machine tools, and measure, examine, and test completed products to check for defects and conformance to specifications.

Manufacturing Practicum
Grade 11-12
One credit/One year
Prerequisite(s): Algebra I, Physical Science, Geometry, and a minimum of two years in an advanced manufacturing program of study.
Manufacturing Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skillsets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study (Machining Technology, Electromechanical Technology, Mechatronics, or Welding), while also refining skills previously acquired to achieve deeper levels of mastery. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in their chosen focus area.

Welding I
Grades 10
One credit/One year
Prerequisite(s): Principles of Manufacturing
Recommended: Algebra I, Algebra II, Geometry, and Physical Science
Welding I is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Upon completion of this course, proficient students will be able to sit for the AWS SENSE Entry Level Welder certification and will be prepared to undertake more advanced welding coursework.

Welding II
Grades 11-12
One to two credits/One year
Prerequisite(s): Welding I
Recommended: Algebra I, Algebra II, Geometry, and Physical Science
Welding II is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder or the AWS SENSE Advanced Welders qualifications and certifications.

AGRICULTURE, FOOD, AND NATURAL RESOURCES

The Agriculture, Food, and Natural Resources (AFNR) career cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

Employment opportunities are expanding in this career cluster area with an average growth of nine to 21 percent annually in Tennessee between the different programs of study. Over 60,000 high-skilled agricultural job openings are expected annually in the United States, with only 35,400 graduates with AFNR experience to fill these jobs. This demand will increase for those who provide and market an expanding array of food, forest, and veterinary medical consumer products to a growing world population. Continued globalization of the food, agricultural, and natural resources system will increase opportunities for graduates who understand the socio-economic factors that define international markets. Graduates who know how to satisfy the diverse consumer needs and preferences in different cultures, and who have the language skills to communicate effectively, will have the best opportunities to be employed by the growing number of multinational businesses.

Through the AFNR career cluster, students are provided opportunities for leadership development, personal growth, and career success. Instruction is delivered through three major components:
- Classroom/Laboratory instruction
- Supervised Agricultural Experience programs
- Student Leadership (FFA)

Agriscience
Grades 9
One credit/One year
Prerequisite(s): None
Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. This course counts as a lab science credit toward graduation requirements.
Note: The course counts as a lab science credit toward graduation requirements

Principles of Food Production
Grade 10
One credit/One year
Prerequisite(s): Agriscience
Principles of Agribusiness teaches students to apply the economic and business principles involved in the sale and supply of agricultural products to a wide range of careers across the industry and builds foundational knowledge of finance and marketing principles. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Agribusiness program of study.

Food Science and Safety
Grade 11
One or two credits/One year
Recommended Prerequisite(s): Principles of Food Production
Food Science and Safety is an applied-knowledge course designed for students interested in careers in food science. The course covers fundamental principles of food science, food safety and sanitation, foodborne pathogens, and food-related standards and regulations. Upon completion of this course, students will be versed in the technical knowledge and skills necessary for further education and careers in food science.

Advanced Food Science
Grade 12
One credit/One year
Recommended Prerequisite(s): Food Science and Safety
Advanced Food Science is an applied course designed to prepare students for further education and careers in food science and technology. This course covers advanced principles of food science, characteristics and properties of food products, processing and grading techniques and skills, and food labeling and packaging principles. Upon completion of this course, proficient students will be able to pursue advanced training in food science at a postsecondary institution.

Principles of Agricultural Mechanics
Grade 10
One credit/One year
Prerequisite(s): Agriscience (HQ)
Principles of Agricultural Mechanics is an intermediate course introducing students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques. Upon completion of this course, proficient students will be prepared for more advanced coursework in agricultural mechanics.

Agricultural Fabrication and Biosystems Engineering
Grade 11
One credit/One year
Prerequisite(s): Principles of Agricultural Mechanics
Agricultural Fabrication and Biosystems Engineering is an applied course that prepares students for further study or careers in engineering, environmental science, agricultural design and research, and agricultural mechanics and fabrication. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals. Upon completion of this course, proficient students will be able to pursue advanced training in agricultural engineering, industrial, mechanical and related fields at a postsecondary institution.

Agriculture Biosystems Engineering
Grade 12
One credit/One year
Prerequisite(s): Agriculture Power and Equipment
This is an applied course that prepares students for further study of career in engineering, environmental science, agricultural design & research, and agricultural mechanics. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals. Upon completion of this course, proficient students will be able to pursue advanced training in agricultural engineering and related fields at a postsecondary institution.

Principles of Plant Science and Hydroculture
Grade 10
One credit/One year
Prerequisite(s): Agriscience
This course focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics.

Greenhouse Management
Grade 11
One credit/One year
Prerequisite(s): Principles of Plant Science and Hydroculture
Greenhouse Management is an applied-knowledge course designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare for further education and careers in horticulture production. Greenhouse Management is a dual credit course with statewide articulation.

Landscaping and Turf Science
Grade 12
One credit/One year
Prerequisite(s): Greenhouse Management or SDC Intro to Plant Science
Landscaping and Turf Science is an applied course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Upon

completion of this course, proficient students will be prepared to pursue advanced study of landscaping and turf science at a postsecondary institution.

Small Animal Science
Grade 10
One credit/One year
Prerequisite(s): Agriscience
Small Animal Science is an intermediate course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for more advanced coursework in veterinary and animal science.

Large Animal Science
Grade 11
One credit/One year
Prerequisite(s): Small Animal Science
Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for success in the level-four Veterinary Science course and further postsecondary training.

Veterinary Science
Grade 12
One credit/One year
Prerequisite(s): Large Animal Science
Veterinary Science is an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills. Upon completion of this course, students will be able to pursue advanced study of veterinary science at a postsecondary institution.

ARCHITECTURE AND CONSTRUCTION

This career cluster prepares learners for careers in designing, planning, managing, building and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.

Architecture and construction comprise one of the largest industries in the United States. Based on the latest statistics, this career cluster has 13.8 million jobs. In the next few years, many new jobs will be added and many employment opportunities will result from the need to replace experienced workers who leave jobs.

Fundamentals of Construction
Grade 9
One credit/One year
Prerequisite(s): None
Fundamentals of Construction is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study.

Residential & Commercial Construction I
Grade 10
One credit/One year
Prerequisite(s): Fundamentals of Construction
Residential & Commercial Construction I is the second course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will be able to perform concrete work; frame walls, ceilings, and floors of a

structure; and install proper wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

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Residential & Commercial Construction II
Grades 11
One to two credits/One year
Prerequisite(s): Residential & Commercial Construction I

Residential & Commercial Construction II is the third course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will be able to perform masonry work; frame roofs; install shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an introduction to heating, ventilation, and air conditioning systems, principles of the construction industry, and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Structural Systems I
Grade 10
One credit/One year
Prerequisite(s): None

Structural Systems I prepares students for careers in residential and commercial carpentry. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in framing buildings. Students will be able to frame floors, walls, ceilings, roofs, and stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Structural Systems II
Grades 11-12
One to two credits/One year
Prerequisite(s): Structural Systems I

Structural Systems II is an advanced-level course that builds on the introductory skills learned in the Fundamentals of Construction and Structural Systems I courses. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Upon completion of this course, proficient students will be able to install interior and exterior finishing, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Throughout the course, students will interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices. Standards in this course also expand on principles of the construction industry and delve deeper into business and project management strategies. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Mechanical, Electrical, & Plumbing Systems
Grade 10
One credit/One year
Prerequisite(s): Fundamentals of Construction

Mechanical, Electrical, & Plumbing Systems prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Upon completion of this course, proficient students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e. Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining pipe. Furthermore, students will be able to apply mathematics concepts to solve HVAC, electrical, and plumbing problems. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their port-

folios, which they will carry with them throughout the full sequence of courses in this program of study.

HVAC
Grades 11-12
One credit/One year
Prerequisite(s): Mechanical, Electrical, & Plumbing Systems
HVAC prepares students for careers in residential and commercial heating, ventilation, air conditioning, and refrigeration. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in performing basic operations with HVAC systems, with emphasis on safety, tools, and equipment specific to HVAC. In addition, students will be able to explain the functions and components of heating, cooling, and air distribution systems. They will demonstrate basic techniques to prepare piping and tubing for HVAC systems including performing soldering and brazing. Students will understand proper refrigerant management in preparation for EPA Section 608 Technician Certification. They will read and interpret drawings, specifications, and diagrams to determine materials needed to complete an HVAC project. Standards in this course also introduce basic troubleshooting and maintenance procedures and alternate power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Electrical Systems
Grades 11-12
One credit/One year
Prerequisite(s): Mechanical, Electrical, & Plumbing Systems
Electrical Systems prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project. Students will calculate residential loads to recommend electrical hardware. Standards in this course also introduce basic troubleshooting procedures and power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Plumbing Systems
Grades 11-12
One credit/One year
Prerequisite(s): Mechanical, Electrical, & Plumbing Systems
Plumbing Systems prepares students for careers in plumbing across a variety of residential and commercial settings. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with plumbing systems. Students will be able to explain how drain, waste, and vent (DWV) systems, water distribution systems, and plumbing fixtures work and apply proper tools and procedures to perform operations with plumbing piping, including measuring, cutting, joining, supporting, and hanging various types of pipe. Students will read and interpret drawings, specifications, and diagrams to determine materials needed to complete a plumbing project. Standards in this course also introduce basic maintenance and troubleshooting procedures and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Engineering Practicum
Grade 12
One credit/One year
Prerequisite(s): Engineering Design II or Robotics and Automated Systems
Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields.

Construction Practicum
Grade 12
One credit/One year
Prerequisite(s): Two years in an Architecture and Construction program of study
Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans.

The course is highly customizable to meet local system needs. Instruction may be delivered through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing or through school laboratory training with industry-driven project based learning. For all projects undertaken in this course, students are expected to continue building skills related to their chosen program of study (Residential & Commercial Construction, Structural Systems, or Mechanical, Electrical, & Plumbing Systems), while also refining skills previously acquired to achieve deeper levels of mastery. In the course, students may pursue additional training and certification in a specialized area such as masonry, concrete, electricity, plumbing, HVAC, or carpentry. Upon completion of the practicum, proficient students will be prepared to pursue further study in architecture or construction, or seek additional training and employment with the aid of a portfolio documenting student work completed throughout high school.

ART, A/V, TECHNOLOGY & COMMUNICATIONS

Broadly, individuals that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment of audiovisual communications. They are involved in the presentation of sound, video, and data to groups in such venues as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums, and museums. The major activity sectors in the AV communications industry are distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentations and communications products, and large end-users.

Most observers expect the job growth rate within AV industries to be at 20-30 percent for the foreseeable future. In just the AV systems technician field, the industry could expect to add 20,600 jobs annually.

A/V Production I
Grade 9
One credit/One year
Prerequisite(s): None
A/V Production I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

A/V Production II
Grade 10
One credit/One year
Prerequisite(s): A/V Production I
A/V Production II is the second course in the A/V Production program of study intended to prepare students for a careers in audio/visual production. Building on knowledge acquired in A/V Production I, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production

businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

A/V Production III
Grades 11-12
One to two credits/One year
Prerequisite(s): A/V Production II
A/V Production III is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study.

Digital Arts and Design I
Grade 9
One credit/One year
Prerequisite(s): None
Digital Arts & Design I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

Digital Arts and Design II
Grade 10
One credit/One year
Prerequisite(s): Digital Arts and Design I
Digital Arts & Design II is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

Digital Arts and Design III
Grades 11-12
One to two credits/One year
Prerequisite(s): Digital Arts and Design II
Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

Applied Arts Practicum
Grade 12
One credit/One year
Prerequisite(s): Minimum two credits in Arts, A/V, Technology, & Communications program of study
The Applied Arts Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by profession-

als in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study.

Foundations of Fashion Design
Grade 10
One credit/One year
Prerequisite(s): Visual Art I
Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Upon completion of this course, proficient students will be able to demonstrate basic garment production and will create artifacts for inclusion in a portfolio, which will continue to build throughout the program of study.

Fashion Design
Grade11
One credit/One year
Prerequisite(s): Foundations of Fashion Design
Fashion Design is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in Foundations of Fashion Design, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, and product and service management. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories. Upon completion of this course, proficient students will have created an original fashion collection.

Advanced Fashion Design
Grade 12
One credit/One year
Prerequisite(s): Fashion Design
Advanced Fashion Design is the capstone course in the Fashion Design program of study. This course is designed to prepare students for further education and careers in the fashion industry. Through exposure to crucial business activities such as project management and product promotion, students will acquire advanced skills related to business professionalism, ethics, policies, and communication in the fashion industry. In addition, students complete a capstone project during which they will create artifacts to include in a professional portfolio. While not required, student internships can provide an alternative route for students to master required course standards. Students who have the opportunity to participate in internships may be responsible for the following tasks: assisting in client presentations, resource updating and vendor management, assisting designers, and participating with design teams. Upon completion of this course, proficient students will have artifacts of original fashion designs in a portfolio and will understand basic project management skills.

BUSINESS MANAGEMENT AND ADMINISTRATION

The business management and administration career cluster prepares learners for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

The business management and administration services industry is projected to be one of the fastest growing through the year 2026. Nearly half of all jobs are in managerial and professional occupations, and nearly one-fourth of all workers are self-employed. The business management and administration services industry is one of the highest-paying industries. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

Introduction to Business and Marketing
Grades 9-10
One credit/One year
Prerequisite(s): None
Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

Business Communications
Grades 10-11
One credit/One year
Prerequisite(s): Introduction to Business and Marketing
Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Accounting I
Grades 10-11
One credit/One year
Prerequisite(s): Introduction to Business and Marketing
Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training.

Business Management
Grades 11-12
One credit/One year
Prerequisite(s): Introduction to Business and Marketing
Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

Business and Entrepreneurship Practicum
Grades 11-12
One credit/One year
Prerequisite(s): Two years in a business or marketing program of study
Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other

off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.

Virtual Enterprise International
Grades 11-12
One to two credits/One year
Prerequisite(s): Business Management or Marketing and Management I: Principles
Virtual Enterprises 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 between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity.

The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. Virtual Enterprise International 1 credit substitutes for Economics credit. (This course requires a computerized workstation for each student with use of Internet, word processing, web design and electronic publishing software.)

**Learning expectations to be completed for 2 credits are identified with an asterisk. **A paid, credit-generating work-based learning component is recommended for students for up to two (2) additional credits. ***These credits can be offered in either VEI or VEII during the senior year. This standard is identified by three asterisks.*
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****These credits can be offered in either VEI or VEII during the senior year. This standard is identified by three asterisks.*

Computer Applications
Grades 9-12
One credit/One year
Prerequisite(s): None
Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Advanced Computer Applications
Grades 11-12
One to two credits/One year
Prerequisite(s): Computer Applications
Advanced Computer Applications prepares students to continue postsecondary training in business related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this course, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS).

EDUCATION & TRAINING

The Education and Training career cluster prepares learners for postsecondary credentials and careers as educators, administrators, trainers, counselors, and other related learning support services. This career cluster provides opportunities within three programs of study: Early Childhood Education Careers, Educational Therapy and Support, and Teaching as a Profession.

Within all three programs of study that prepare students for postsecondary credentials and careers in Education and Training services, learners will study and demonstrate components of instruction, teaching strategies, types of assessment, student learning, special populations, educational technology, classroom management, lesson planning, professionalism, human development, and more.

With an increased focus in the development of effective teachers, equity and equality, and the growing percentage of educator services needed in careers, the importance of "Grow Your Own" educators in school districts has become a vital discussion topic. The programs of study in the Education and Training career cluster can help districts fill the educator gaps.

Early Childhood Education Careers I
Grade 9
One credit/One year
Prerequisite(s): None
Early Childhood Education Careers I (ECEC I) is a foundational course in the Education and Training career cluster intended to prepare students for careers as preschool teachers, elementary teachers, childcare providers, nannies, and more. Course content covers the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Upon completion of this course, students will have created artifacts for inclusion in a course portfolio, which will continue with them throughout the program of study.

Early Childhood Education Careers II
Grade 10
One credit/One year
Prerequisite(s): Early Childhood Education Careers I
Early Childhood Education Careers II (ECEC II) is an intermediate course for students interested in learning more about becoming an early childhood teacher, elementary teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. During this course, students working toward earning a Child Development Associate (CDA) credential should begin recording hours toward the required 480—clock hours needed in working with children. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study.

Early Childhood Education Careers III
Grades 11
One credit/One year
Prerequisite(s): Early Childhood Education Careers II
Early Childhood Education Careers III (ECEC III) is an applied-knowledge course for students interested in becoming an early childhood teacher, elementary teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age appropriate activities, using activities for learning, and developing communication skills. If available, students may participate in a work-based learning component of instruction and add work products to a course portfolio. Students continuing to work toward earning a Child Development Associate (CDA) credential should record hours toward the required 480—clock hours needed in working with children. Upon completion of this course, proficient students will be prepared to participate in the capstone ECEC IV course and/or continue their studies at the postsecondary level.

Early Childhood Education Careers IV
Grade 12
One credit/One year
Prerequisite(s): Early Childhood Education Careers III
Early Childhood Education Careers IV (ECEC IV) is capstone course for students who intend to pursue advanced training as an early childhood teacher, elementary teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will participate in a work-based learning component of instruction and add work products to a course portfolio. Students continuing to work toward earning a Child Development Associate (CDA) credential should record hours toward the required 480—clock hours needed in working with children. Upon completion of this course, proficient students will be prepared to continue their studies at the postsecondary level.

FINANCE

The Finance career cluster prepares learners for careers in financial and investment planning, banking, insurance, and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

The finance and insurance industry is projected to increase by 10 percent by 2026. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. Employment in credit intermediation and related activities, an industry that includes banks, is projected to grow by about

three percent. Almost six percent of the total working US population is working in finance, real-estate, and insurance.

Introduction to Business and Marketing
Grades 9-10
One credit/One year
Prerequisite(s): None
Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

Accounting I
Grades 10-11
One credit/One year
Prerequisite(s): Introduction to Business and Marketing
Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training.

Accounting II
Grades 11-12
One credit/One year
Prerequisite(s): Accounting I
Accounting II is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this course, students will be prepared for postsecondary study and advanced training in accounting or business. Additionally, completion of this course can lead to a work-based learning (WBL) experience as the program of study capstone.

Banking and Finance
Grades 10-11
One credit/One year
Prerequisite(s): Accounting I
Banking and Finance is designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution. This business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Upon completion of this course, proficient students will have a strong foundation for continued education in finance and business administration, specializing in occupations that support banking and financial institutions.

Financial Planning
Grades 11-12
One credit/One year
Prerequisite(s): Accounting I, Accounting II, and Banking and Finance
Financial Planning is the capstone course in the Banking and Finance program of study intended for students interested in advanced analysis of financial decision-making and wealth management. In this course, students will delve into advanced concepts related to saving, investment, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. In addition, students will learn to critique the financial consultations of others based on ethical and legal considerations. Upon completion of this course, proficient students will be prepared to pursue advanced

study of financial planning, wealth accumulation and management, and market analysis at a postsecondary institution.

HEALTH SCIENCE

Health science is one of the largest industries in the country, with more than 11 million jobs, including the self-employed. The health science industry includes establishments ranging from small-town private practice physicians who employ only one medical assistant to busy inner city hospitals that provide thousands of diverse jobs. More than half of all non-hospital health service establishments employ fewer than five workers. On the other hand, almost two-thirds of hospital employees were in establishments with more than 1,000 workers.

Wage and employment in the health services industry is projected to increase more than 25 percent through 2010, compared with an average of 16 percent for all industries. Employment growth is expected to account for about 2.8 million new jobs.

Health Science Education
Grade 9
One credit/One year
Prerequisite(s): None
Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of public health, therapeutics, health services administration, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study as well as the Health Services Administration program of study.

Anatomy and Physiology
Grades 10-11
One credit/One year
Suggested Prerequisite(s): Health Science Education
Suggested Prerequisite or Co-requisite: Biology I
Anatomy and Physiology is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

Diagnostic Medicine
Grades 10-11
One credit/One year
Prerequisite(s): Health Science Education
Diagnostic Medicine is a second or third level course designed to prepare students to pursue careers in the fields of diagnostic medical imaging, medical laboratory testing, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study.

Cardiovascular Services
Grades 11-12
One credit/One year
Prerequisite(s): Diagnostic Medicine
Cardiovascular Services is an applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, proficient students will have a thorough understanding of the anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the work place. Students who complete a Clinical Internship in addition to this course will be eligible upon graduation to sit for the Certified EKG Technician (CET) Exam. Relevant standards are indicated below with (CET).

Medical Therapeutics
Grades 10-11
One credit/One year
Prerequisite(s): Health Science Education
Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic and nursing services. Upon completion of this course,

a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments.

Emergency Medical Services
Grades 11-12
One credit/One year
Prerequisite(s): Health Science Education, Medical Therapeutics, and Anatomy & Physiology
Emergency Medical Services is a capstone course in the Emergency Medical Services program of study and is designed to prepare students to pursue careers in the fields of emergency medicine. Upon completion of this course, proficient students will be able to: identify careers and features of the

EMS system; define the importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or traumatic injury; and perform EMS skills with a high level of proficiency. If taught with an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study.

Each standard presumes that the expected knowledge and behaviors are within the scope of practice for that EMS licensure level, as defined by the National EMS Scope of Practice Model. Each competency applies to patients of all ages, unless a specific age group is identified. The standards also presume there is a progression in practice from the Emergency Medical Responder level to the Paramedic level. The descriptors used to illustrate the increasing complexity of knowledge and behaviors through the progression of licensure levels originate, in part, from the National EMS Scope of Practice Model.

Note: If this course is taught for EMR certification, the program must be approved by the TN Department of Health, Office of Emergency Medical Services. The student to teacher ratio for this course is 12:1. Students enrolled in this course must be 17 years old before the course concludes.

Emergency Medical Services Practicum
Grade 12
One credit/One year
Prerequisite(s): Health Science Education, Medical Therapeutics, Anatomy & Physiology, and Emergency Medical Services
Emergency Medical Services Practicum is a capstone course in the Emergency Services program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the Emergency Services program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Nursing Education
Grades 11-12
One credit/One year
Prerequisite(s): Health Science Education, Medical Therapeutics, and Anatomy & Physiology
Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course students may sit for the Certified Patient Care Technician (CPCT) exam, or if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility through a Department of Health approved program, they are eligible to take the certification examination as a Certified Nursing Assistant (CNA).

Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

Note: In order for students to qualify for the nursing assistant certification examination, the training

program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff.

Rehabilitation Careers
Grades 10-11
One credit/One year
Prerequisite(s): Health Science Education
Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities.

Exercise Science
Grades 11-12
One credit/One year
Prerequisite(s): Rehabilitation Careers
Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace.

Medical Terminology
Grades 11-12
One credit/One year
Prerequisite(s): None
Medical Terminology is a course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings.

Pharmacological Science
Grades 10-12
One credit/One year
Prerequisite(s): Health Science Education
Pharmacological Sciences is a second or third-level applied course in the Therapeutic Services program of study intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goalsetting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students who have also completed a Clinical Internship can apply to sit for the Pharmacy Technician Certification Board examination immediately after high school graduation.

Medical Assisting
Grades 10-12
One credit/One year
Prerequisite(s): Health Science Education
Medical Assisting is a level 2 or level 3 course designed to prepare students to pursue careers in medical assisting. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a medical assistant. At the conclusion of this course and an appropriate clinical internship, students may sit for the Certified Clinical Medical Assistant (CCMA) exam.

Clinical Internship
Grades 11-12
One credit/One year
Prerequisite(s): Diagnostic Medicine, Cardiovascular Services, Medical Therapeutics, Dental Science, Pharmacological Science, Nutrition Science and Diet Therapy, Rehabilitation Careers, or Exercise Science
Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Upon completion of this course, proficient students will be able to pursue certification in the pre-requisite course of Cardiovascular Services,

Exercise Physiology, Medical Therapeutics or Pharmacological Science. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Students must be at least 16 years old to be enrolled in this course.

HOSPITALITY & TOURISM

The Hospitality and Tourism career cluster prepares learners for postsecondary credentials and careers in the management and operations of lodging, food services, attractions, recreation and event planning, and other travel-related services. This career cluster includes two programs of study: Culinary Arts and Hospitality and Tourism Management.

State Officials say that campaigns to promote tourism in the state of Tennessee have generated more than $73 million in new state and local tax revenue. In 2016, the Department of Tourism Development report stated that the "Made in Tennessee" campaign generated eighteen times the amount of money spent. The national average on the return of investment is half that. Tennessee now ranks among the top 10 states in tourism.[1] Tennessee continues to grow in hospitality and tourism and there are more job openings than training completers.

Beginning salaries depend on the employee's skills, education, and job level at a hotel, restaurant, tourism office, recreation facility, amusement park, or attraction site. Salaries range from entry level wages to six figures. This industry is known for promoting from within, for its large number of young managers, and the ability to travel and move nationally and internationally.

Culinary Arts I
Grade 9
One credit/One year
Prerequisite(s): None
Culinary Arts I equips students with the foundational knowledge and skills to pursue careers in the culinary field as competent entry-level quick service and fast food employees. Upon completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, hospitality careers, nutritional concepts, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training in the culinary arts program of study at the secondary and postsecondary levels. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.

Culinary Arts II
Grade 10
One credit/One year
Prerequisite(s): Culinary Arts I
Culinary Arts II is an applied-knowledge course to prepare students for careers in the culinary field as a prep cook, line cook, catering assistant, and many other entry-level food and beverage industry career paths. Upon completion of this course, proficient students will have a working knowledge of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, cooking principles, and food preparation. Students will gain experience in commercial food production and service operations, while preparing for further training in the culinary arts program of study at the secondary and postsecondary levels. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.

Culinary Arts III
Grade 11
One credit/One year
Prerequisite(s): Culinary Arts I and/or Culinary Arts II
Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Upon completion of the course, students will be proficient in components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence

Culinary Arts IV
Grade 12
One credit/One year
Prerequisite(s): Culinary Arts I, Culinary Arts II, and/or Culinary Arts III
Culinary Arts IV is the capstone course in the Culinary Arts program of study intended to prepare students for careers such as banquet cook, catering assistant, event planning assistant, and many other entry-level food and beverage industry career paths. Course content reinforces the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.

HUMAN SERVICES

The Human Services career cluster prepares learners for postsecondary credentials and careers in occupations that support the everyday functioning of society and individual well-being, including careers in social work, counseling, dietetics and nutrition, athletic training, cosmetology, aesthetics, and barbering. This career cluster includes four programs of study: Human and Social Sciences, Dietetics and Nutrition, Cosmetology, and Barbering.

Occupational growth is positive in all four programs of study. The Human and Social Sciences and Dietetics and Nutrition programs of study careers have the strongest occupational growth and more job openings than training completers. As our society grows and changes and a continued focus on nutritional and mental health, the more likely these careers will increase in need.

Introduction to Human Studies
Grade 9
One credit/One year
Prerequisite(s): None
Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Nutrition Across the Lifespan
Grade 10
One credit/One year
Prerequisite(s): Introduction to Human Studies
Nutrition Across the Lifespan is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursing a variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Nutrition Science and Diet Therapy
Grade 11
One credit/One year
Prerequisite(s): Nutrition Across the Lifespan or Health Science Education
Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasize on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. The following standards should be implemented throughout the course as well as suggested 30 hours of time spent in the laboratory.

Human Services Practicum
Grade 12
One credit/One year
Prerequisite(s): Nutrition Across the Lifespan or Family Studies
Human Services Practicum is a capstone course in the Human Services career cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge

and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Barbering I
Grades 9-12
One credit/One year
Prerequisite(s): None
Barbering I is the foundational level of the Barbering program of study. This course prepares students with work-related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails and scalp care, chemical and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

Barbering II
Grades 9-12
One credit/One year
Prerequisite(s): Barbering I
Barbering II is the second level of the Barbering program of study and prepares students for work related skills and advancement into Barbering III. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting, shaving, nail care, and cosmetic applications will be enhanced in a laboratory setting, which duplicates industry standards. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

Barbering III
Grades 9-12
One credit/One year
Prerequisite(s): Barbering II
Barbering III is the advanced level of Barbering, and it prepares students with work-related services for employment and entrepreneurship in the barbering field. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Advanced knowledge and skills in haircutting, scalp care, chemical and barbershop management, which duplicates barbering industry standards. Laboratory facilities and experiences will be used to simulate those found in the barbering industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Barbering examination for a Tennessee Master Barbering License or the completion or acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

Cosmetology I
Grades 9-10
One credit/One year
Prerequisite(s): None
Cosmetology I is the foundational course in the Human Services career cluster for students interested in learning more about becoming a cosmetologist. Upon completion of this course, proficient students will gain knowledge in the fundamental skills in both theory and practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to attain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Cosmetology II
Grades 10-12
One credit/One year
Prerequisite(s): Cosmetology I
Cosmetology II provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License.

Cosmetology III
Grades 11-12
One credit/One hour
Prerequisite(s): Cosmetology I and Cosmetology II
Cosmetology III is the third course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, salon business concepts and operations, advanced hair techniques and chemical services, and facial and skin care procedures. Students will gain experience in practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to attain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Cosmetology IV
Grades 11-12
One credit/One year
Prerequisite(s): Cosmetology I, Cosmetology II, and Cosmetology III
Cosmetology IV is the capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to attain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Entrepreneurship
Grades 11-12
One credit/One year
Prerequisite(s): Marketing & Management I: Principles
Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.

INFORMATION TECHNOLOGY

Information Technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental

Even in times of economic downturn, there is still a large market for people with IT skills in organizations of all sizes. ITAA expects continued growth opportunities within the IT field.

Computer Science Foundations
Grade 9
One credit/One year
Prerequisite(s): None
Computer Science Foundations (CSF) is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

Cybersecurity I
Grade 10
One credit/One year
Prerequisite(s): Algebra I and Computer Science Foundations
Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will be able to demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

Cybersecurity II
Grade 11
One credit/One year
Prerequisite(s): Cybersecurity I
Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will be able to demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

Cybersecurity Practicum
Grades 11-12
One credit/One year
Prerequisite(s): Algebra I and Cybersecurity II
Cybersecurity Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in cybersecurity, and will be equipped to market their finished product should they choose.

Coding I
Grade 10
One credit/One year
Prerequisite(s): Algebra I and Computer Science Foundations
Coding I is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

Coding II
Grade 11
One credit/One year
Prerequisite(s): Coding I
Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased Primary complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS.

Mobile App Development
Grade 11
One credit/One year
Prerequisite(s): Algebra I, Computer Science Foundations, and Coding I
Mobile App Development is a course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application lifecycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will be able to demonstrate an understanding of mobile app development concepts.

Coding Practicum
Grades 11-12
One credit/One year
Prerequisite(s): Coding II
Coding Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Coding courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of original software applications. The course is designed to allow students to choose their specific application of interest, be it the development of a mobile application (app), an animation package, a game or other educational tool, or any other approved program that requires coding and development skills. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in programming and software development, and will be equipped to market their finished product should they choose.

Web Design Foundations
Grade 10
One credit/One year
Prerequisite(s): Computer Science Foundations, Algebra I, and Geometry
Web Design Foundations is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Web Design program of study.

Web Site Development
Grades 11-12
One credit/One year
Prerequisite(s): Web Design Foundations
Web Site Development builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge. Upon completion of this course, proficient students will be prepared to pursue a variety of

postsecondary programs in the computer sciences, sit for industry certification, or apply their skills in a capstone Web Design Practicum.

Web Design Practicum
Grades 11-12
One credit/One year
Prerequisite(s): Web Site Development
Web Design Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in web design.

Advanced Placement (AP) Computer Science Principles
Grades 9-12
One credit/One year
Prerequisite(s): Algebra I
Advanced Placement Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. **All students enrolled in an AP course are required to take the course's AP exam.**

Advanced Placement (AP) Computer Science A
Grades 11-12
One credit/One year
Prerequisite(s): Honors Algebra I, Honors Advanced Programing 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. All students enrolled in an AP course are required to take the course's AP exam. **All students enrolled in an AP course are required to take the course's AP exam.**

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

The Law, Public Safety, Corrections, and Security cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Renewed national interest in public safety and security should help expand opportunities for employment in the Law, Public Safety, Corrections, and Security cluster. Numerous job openings will stem from employment growth attributable to the desire for increased corporate, industrial and homeland security. Also, a more security-conscious society and concern about drug-related crimes should contribute to the increasing demand.

Criminal Justice I
Grades 9-10
One credit/One year
Prerequisite(s): None
Criminal Justice I is the first course in Criminal Justice and Correction Services program of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, the concepts of crime control and the judicial process, and the importance of communications and professionalism in law enforcement.

Criminal Justice II
Grades 10-11
One credit/One year
Prerequisite(s): Criminal Justice I
Criminal Justice II is the second course in the Criminal Justice and Correction Services program of study. Upon completion of this course, proficient students will understand the impact of the constitution on law enforcement, law enforcement and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement.

Criminal Justice III: Forensic Criminal Investigations
Grades 11-12
One credit/One year
Prerequisite(s): Criminal Justice I and Criminal Justice II
Forensic Criminal Investigations is the third course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system.

Criminal Justice Practicum
Grades 11-12
One credit/One year
Prerequisite(s): Criminal Justice I, Criminal Justice II, and Criminal Justice III
Criminal Justice Practicum is a capstone course in the Law Enforcement and Correction Services program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the Law Enforcement and Correction Services program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Statewide Dual Credit Criminal Justice
Grade 9-12
One credit/One Year
Prerequisite(s): None
Statewide Dual Credit Criminal Justice is a full year college-level course designed to explain the various criminological paradigms and identify which theories fall within each. The topics covered in this course include: theory and criminal justice system, courts and law, law enforcement, corrections, and juvenile justice. Elective. All students enrolled in a Statewide Dual Credit Course are required to take the online challenge exam.

Principles of Fire and Emergency Services
Grades 9-10
One credit/One year
Prerequisite(s): None
Principles of Fire and Emergency Services is the introductory course in the Fire Management Services program of study. Students will be introduced to the challenging work of emergency responders in fire management services by learning regulations, health and safety protocol, communications, and operations. Upon completion of this course, if the teacher is a member of the local volunteer fire department, proficient students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimum training of firefighters. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.

Fire Prevention
Grades 10-11
One credit/One year
Prerequisite(s): Principles of Fire and Emergency Services
Fire Prevention provides an overview of the fire prevention techniques which are utilized by fire fighter professionals in response to various fire emergencies. Upon completion of this course, proficient students will be able to identify the magnitude of a natural or unnatural disaster and its effects on the many facets of communities as well as conduct hazard identification and learn how to control and prevent fires. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT) and gives them the ability to apply those skills in mock scenarios. This course teaches

skills involving ropes, knots, ground ladders, and hazard response. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.

Fire Science I
Grades 11-12
One credit/One year
Prerequisite(s): Principles of Fire and Emergency Services
Fire Science I is the third course in the Fire Management Services program of study. In this course, students will be prepared with technical knowledge and skills related to firefighter safety, fire behavior, building construction guidelines, and the use of firefighting equipment. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ropes, ladders, and fire hoses in a non-live fire situation. Standards in this course are aligned with National Fire Academy Fire and Emergency Services (FESHE) model.

Fire Science II
Grades 11-12
One credit/One year
Prerequisite(s): Fire Science I
Fire Science II is the fourth and final course in the Fire Management Services program of study. Students in this course continue to acquire the skills and knowledge needed to pursue a career as a Firefighter I. Those students who complete this course will be prepared, after graduation, to further their instruction at a training facility. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ventilation, water supply, fire hose and fire streams in a non-live fire situation, and safety with hazardous materials. Standards in this course are aligned with National Fire Academy Fire and Emergency Services (FESHE) model.

MARKETING, DISTRIBUTION AND LOGISTICS

This career cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives, as well as careers involved in the planning, management, and movement of people, materials, and products by road, air, rail, and water.

A large percentage of jobs in the Marketing career cluster have a bright outlook and are expected to grow rapidly in the next several years, due to ample job openings and the addition of new occupations. Small businesses comprise 63 percent of new private sector jobs. The transportation and material movement industry is projected for a total employment of 275,940 jobs by 2024.

Introduction to Business and Marketing
Grades 9-10
One credit/One year
Prerequisite(s): None
Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

Marketing and Management I: Principles
Grades 10-11
One credit/One year
Prerequisite(s): None
Marketing and Management I: Principles focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.

Marketing and Management II: Advanced Strategies
Grades 10-11
One credit/One year
Prerequisite(s): Marketing and Management I: Principles
Marketing & Management II: Advanced Strategies is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills.

Social Media Marketing and Analytics
Grades 11-12
One credit/One year
Prerequisite(s): Marketing and Management I: Principles
Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing strategies, communication, and ethical responsibilities.

Advertising and Public Relations
Grades 11-12
One credit/One year
Prerequisite(s): Marketing and Management I: Principles
Advertising and Public Relations is an applied knowledge course focusing on the concepts and strategies associated with promoting products, services, ideas, and events. This course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Upon completion of this course, proficient students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects.

Event Planning and Management
Grades 11-12
One credit/One year
Prerequisite(s): At least two credits earned in a previous Hospitality & Tourism or Marketing program of study
Event Planning & Management is designed to be a project-based, capstone experience in which students' research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local nonprofits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities.

Entrepreneurship
Grades 11-12
One credit/One year
Prerequisite(s): Marketing & Management I: Principles
Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.

Business and Entrepreneurship Practicum
Grades 11-12
One credit/One year
Prerequisite(s): Two years in a business or marketing program of study
Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business

setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.

Virtual Enterprise International
Grades 11-12
One to two credits/One year
Prerequisite(s): Business Management or Marketing and Management I: Principles
Virtual Enterprises 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 between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity.

The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. Virtual Enterprise International 1 credit substitutes for Economics credit. (This course requires a computerized workstation for each student with use of Internet, word processing, web design and electronic publishing software.)

**Learning expectations to be completed for 2 credits are identified with an asterisk. **A paid, credit-generating work-based learning component is recommended for students for up to two (2) additional credits. ***These credits can be offered in either VEI or VEII during the senior year. This standard is identified by three asterisks.*

Foundations of Supply Chain Management
Grades 9-10
One credit/One year
Prerequisite(s): None
Foundations of Supply Chain Management exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, pipeline, and water. As an introduction to this important and globally evolving field, this course covers the basic principles of logistics, reviews the history and development of distribution networks, and examines how they function within the dynamics of the supply chain. Upon completion of this course, proficient students will explore career options; demonstrate an understanding of the historical, current, and future significance of supply chain industries; and plan for the effective and efficient flow of goods and services. This course will require extensive Microsoft Office applications including but not limited to PowerPoint creation; use of templates; spreadsheet manipulations; and designing of charts, graphs, formulas, and tables.

Supply Chain Management I
Grades 10-12
One credit/One year
Prerequisite(s): Foundations of Supply Chain Management
Supply Chain Management I: Warehousing and Distribution prepares students for entry into the warehouse and distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Upon completion of this course, a proficient student will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product lifecycle, future trends, and regulatory issues in the industry. Extensive use of Microsoft Office is required throughout this course.

Supply Chain Management II: Management and Logistics
Grades 11-12
One credit/One year
Prerequisite(s): Supply Chain Management I
Supply Chain Management II: Management and Logistics prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain process-

es including coordinating and controlling the order cycle and associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies, and communication. Upon completion of this course, a proficient student will be prepared for further education and careers in the supply chain industry.

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS)

Given the critical nature of much of the work in this cluster, job possibilities abound even in times of economic downturn. More scientists, technologists and engineers will be needed to meet environmental regulations and to develop methods of cleaning up existing hazards. A shift in emphasis toward preventing problems rather than controlling those that already exist, as well as increasing public health concerns, also will spur demand for these positions.

Principles of Engineering and Technology
Grade 9
One credit/One year
Prerequisite(s): None
Principles of Engineering and Technology was designed for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others.

Engineering Design I
Grade 10
One credit/One year
Prerequisite(s): Principles of Engineering & Technology, Algebra I, and Physical Science or Biology
Co-requisite: Geometry
Engineering Design I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others.

Engineering Design II
Grade 11
One credit/One year
Prerequisite(s): Engineering Design I and Biology or Chemistry
Engineering Design II is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. Note: Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course.

Engineering Practicum
Grade 12
One credit/One year
Prerequisite(s): Engineering Design II or Robotics & Automated Systems
Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project

management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields.

STEM I: Foundation
Grade 9
One credit/One year
Prerequisite(s): None
STEM I: Foundations is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.

STEM II: Application
Grade 10
One credit/One year
Prerequisite(s): STEM I: Foundations, Algebra I, and Physical Science or Biology
STEM II: Applications is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM I: Foundation. Building on the content and critical thinking frameworks of STEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both the scientific inquiry and the engineering design process. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios.

STEM III: STEM in Context
Grade 11
One credit/One year
Prerequisite(s): STEM II: Applications and Biology or Chemistry
STEM III: STEM in Context is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on STEM I: Foundation and STEM II: Applications by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

STEM IV: STEM in Practicum
Grade 12
One credit/One year
Prerequisite(s): STEM III: STEM in Context
STEM IV: STEM Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in a STEM field.

TRANSPORTATION

Transportation is a critical sector of the United States economy. Almost 10 million people are employed in transportation or transportation-related occupations. This industry sector represents over 11 percent of the gross domestic product and is among the fastest growing of all sectors. There will be a growing number of career opportunities in a variety of professional

and technical occupations, as well as high-wage, entry-level occupations that can provide career advancement opportunities.

This career cluster prepares students for careers involving automotive repair, automotive collision repair, and aviation. Automotive careers require you to have a strong mechanical ability. The nation's dependence on automobiles means the job demand will remain strong in the automotive fields. Aviation programs prepare students for a range of possible aviation careers, such as pilots, aircraft engineers, air traffic control specialists, aircraft mechanics, or airline statisticians.

Maintenance and Light Repair I
Grade 9
One credit/One year
Prerequisite(s): None
The Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair II. 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, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Maintenance and Light Repair II
Grade 10
One credit/One year
Prerequisite(s): Maintenance and Light Repair I
The Maintenance and Light Repair II (MLR II) course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Maintenance and Light Repair III
Grade 11
Two credits/One year
Prerequisite(s): Maintenance and Light Repair II
The Maintenance and Light Repair III (MLR III) course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Maintenance and Light Repair IV
Grade 12
Two credits/One year
Prerequisite(s): Maintenance and Light Repair III
The Maintenance and Light Repair IV (MLR IV) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Introduction to Aerospace
Grades 9-10
One credit/One year
Prerequisite(s): None
Introduction to Aerospace is a comprehensive foundational course for students interested in pursuing careers in aviation. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation—as a pilot or an engineer, a salesperson or a specialist, a mechanic or a statistician. In addition to acquiring foundational knowledge of safety procedures and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment, basic procedures, and navigation. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight and/or Aviation Maintenance courses.

Aviation I: Principles of Flight
Grades 10-11
One credit/One year
Prerequisite(s): Introduction to Aerospace
Aviation I: Principles of Flight builds on the fundamental knowledge and skills learned in Introduction to Aerospace while teaching students the essential competencies needed for flight under normal conditions. Upon completion of this course, proficient students will be able to apply knowledge, skills, and procedures in a variety of simulated flight environments. Moreover, students who complete this course will have the opportunity to move on to advanced study in Aviation II: Advanced Flight, where they will continue to prepare for the FAA Private Pilot written exam.

Aviation II: Advanced Flight
Grades 11-12
One credit/One year
Prerequisite(s): Aviation I: Principles of Flight
Aviation II: Advanced Flight is the capstone course in the Aviation Flight program of study intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Introduction to Aerospace and Aviation I, students in Aviation II will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. This course goes beyond the mastery of procedures under normal conditions learned in Aviation I: Principles of Flight and introduces students to the troubleshooting and diagnostic.

Dual Enrollment Aviation Maintenance
No course description available

Dual Enrollment Diesel Technology I
No course description available

Dual Enrollment Diesel Technology II
No course description available

Dual Enrollment Diesel Technology III
No course description available

Dual Enrollment Diesel Technology IV
No course description available

APPENDIX

NOTE: ALL COURSES ARE NOT OFFERED AT EVERY SCHOOL. PLEASE CHECK WITH SCHOOL PERSONNEL TO DETERMINE COURSE AVAILABILITY.

Name _____ Student ID _____ DOB _____

English- 4 Credits Required			
	English I		
	English II		
	English III		
	English IV		
Mathematics- 4 Credits Required			
	Algebra I		
	Geometry		
	Algebra II		
	4th Math		
Science- 3 Credits Required			
	Lab		
	Biology		
	Chemistry/Physics		
Social Studies- 3 Credits Required			
	World Hist/Geog		
	US History		
	US Government		
	Economics		
Personal Finance- .5 Credits Required			
	Personal Finance		
Wellness/PE- 1.5 Credits Required			
	Lifetime Wellness		
	PE Elective		
World Languages- 2 Credits Required			
	Spanish I		
	Spanish II		
	French I		
	French II		
Fine Arts- 1 Credit Required			
Elective Focus- 3 Credits Required			

Additional Electives			

Notes

Other Requirements	
ACT Score	
Date	
Civics Test Score	
Date	

One Year K-12 Computer Experience _____

Signatures:

Student _____

Date _____

Parent _____

Date _____

Please refer to "Student Guide to Secondary Education" for a complete description of all requirements and information on course substitutions including course accommodations for SPED.

The following is a summary of TN Diploma requirements including Elective Focus information.

1. Four (4) units of English

2. An increase to a minimum of four (4) math classes including **one every year of high school** which would allow for five math classes if a student takes Algebra I in the 8th grade. Graduation requirements include Algebra I, Algebra II and Geometry plus a higher level math class/bridge class. Core classes such as Algebra I and Physical Science can count for graduation credits but in some cases other requirements must also be considered.

   Per BOE Policy 5004 any high school credit completed before high school will count only as an elective. The fifth math course(s) may be used in the elective focus.

3. Enhanced science requirements including Biology, either Physics or Chemistry and one (1) additional lab Science. If Chemistry is completed in the 11th grade followed by Physics in the 12th grade, the Physics course can count as a math class in the 12th grade, if ACT and/or SAT college readiness benchmarks in mathematics have been met.

4. Three (3) Units of Social Studies; World Geography/History, US Geography/History, US Government (.5) and Economics (.5).

5. Required Personal Finance, plus Physical Education and one (1) unit of Lifetime Wellness.

6. Two (2) years of the same foreign language and one (1) fine arts unit.

7. An Elective Focus is a minimum of 3 credit hours in a focus area in addition to posted core requirements.

Humanities - According to the state definition includes; English, Language Arts, World/Foreign Language and Social Studies. Any combination of three credits from any of the four areas will meet requirements.

Fine Arts - Any combination of three credit hours from a broad offering of courses in music, dance, theater, etc.

Science & Math - Any combination of the two areas beyond posted core requirements.

AP/IB - Any combination of AP/IB and can overlap with core requirements.

Dual Enrollment - Any combination of DE and can overlap with core requirements.

CTE - Includes three credit hours in one Program of Study not a random collection of CTE courses. See the SCS CTAE Website for a list of Programs of Study.

ROTC - Allows 3 credits meeting an Elective Focus and can be used substituting for core requirements per state DOE approved substitutions.

Physical Education - Courses identified by HPELW- All course beyond core requirements (see pages 49-50 in 2017-18 Student Guide) PLUS Diagnostic Medicine, Health Science Education, Sports Management Marketing, Anatomy & Physiology, Human Growth & Development, Exercise Science, Recreation & Fitness Leadership and other Physical Education courses.

College Readiness - Any three "Plus" classes and/or "A" classes and also includes Service Learning.

Career Readiness - Designed to focus on building capacity for matriculation to college or career plan- This focus includes any combination of three Coop Work/Learning, School-sponsored Enterprise, CTE courses and the following on-line courses: Accounting I, Accounting II, Computer Technology, Computing Application, Keyboarding, Computer Literacy, Computer Programming, Visual Basic, Net Programming, Web Design I, Web Design II.

Liberal Arts/General Studies - - A specialized category to address students who may have dual career interests or career interest that may not be addressed by a specific college major category. General Studies allows students to explore more than one career content area while maintaining satisfactory progress toward graduation. This category also allows inclusion of three credits in AVID studies, or for RTI-A alignment required academic courses that are needed for graduation.

LEAs can add areas of focus if approved through a review process starting with the Academic Council and ending with approval of the superintendent. The request to add a focus area would need to fulfill a district-wide need, be universally available and be confirmed as a series of courses meeting acceptable LEA standards and Academic Rigor.

8. The default diploma is Academic College Preparatory. A student may opt out of the Academic College Preparatory option, with parent approval, if the student and parent have been counseled on the limitations opting out may cause. Both the student and parent must sign a waiver and submit a plan to enhance the elective focus by replacing the two (2) foreign languages and one (1) fine art graduation requirements with three (3) additional courses.

9. Shelby County Schools also requires all students to have a minimum one-year experience in computer education. All students are encouraged to complete an approved Capstone Experience/community service project to align with opportunities with TN Scholars and the TN Promise opportunities.

10. Early graduation plans must be approved by the school and parents by the end of the first 20-day reporting period during the school year of the planned graduation. Prior year approval is preferred to ensure all conditions are met.

11. The role of the Professional School Counselor is to ensure that students receive assistance in creating a 4+ year Focused Plan of Study in the 8th grade. The plan of study shall be reviewed annually by the student and school counselor, and revised based on the student's academic progress and changes in the student's interests and career goals. The parent or guardian(s) and school will focus the plan to ensure completion of the program of study and a smooth transition to postsecondary study and work.

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William "Billy" Orgel
Kevin D. Woods

Dr. Joris M. Ray, Superintendent