



WEST HIGH SCHOOL *Program of Studies*





WHS MISSION STATEMENT

West High School provides a safe, orderly, and respectful learning environment that fosters open-minded and caring young people. Students are provided a diverse, international curriculum, a student-centered schedule, and an environment of accountability in which instruction and assessments are research based and data driven.

Cover photo and many of the other photos provided by Rob Taylor



Katherine A. Banner
Principal

West High School

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Dear West High School Students and Parents:

For over 60 years West High School (WHS) has prepared students for success. The Administrative team and faculty of West High School are committed to the education and well-being of each of our students by providing a challenging environment that produces well-educated, responsible and caring citizens.

We are home to nearly 1400 students in 3 Small Learning Communities (SLCs): FRAC (9th grade), WISE (10th grade) and the Upper House (11th and 12th grades). Each SLC is comprised of a dedicated team of teachers and is led by an Assistant Principal, Dean, and School Counselor.

As a school we adhere to six components:

- Rigorous Curriculum, Instruction and Assessment aligned to Common Core State Standards
- Emphasis on the Individual student: equity and access for all
- Working within a Small Learning Community structure for effective student progress monitoring
- All teachers involved in Professional Learning Communities
- Commitment to using data for continuous school improvement
- Continual emphasis on family engagement

We have created this guidebook to help students and parents navigate and understand all that West has to offer. It contains information about academic programs, courses, athletics, and extracurricular activities at West. The many avenues for involvement underscore our belief that the process of educating a child requires a partnership between the home and school.

This guidebook was compiled with the help of our PTSO, Counseling staff, and Leadership Team. We hope you will find the information useful and that your child has a very rewarding experience at West High School.

Sincerely,

Katherine A. Banner

Principal

International Baccalaureate World School

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GENERAL INFO

SCHOOL-DAY SCHEDULE

The school day at West High School extends from 8:30am to 3:30pm. Students are expected to be in attendance during these hours. There are eight 90-minute periods in an “alternating block” schedule. Students will attend odd classes (1, 3, 5, 7) and even classes (2, 4, 6, 8) on an alternating basis. Alternate schedules are followed periodically throughout the school year in order to accommodate days missed due to inclement weather, etc.

TRANSFER STUDENTS

Students may choose to transfer to West High School as a 9th, 10th, or 11th grader. No 12th graders are allowed to transfer to WHS unless they are transferring from a private school and live within the West High School zone.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME



The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum primarily aimed at students aged 16-19. It leads to a qualification that is widely recognized by the world’s leading universities. Students learn more than a body of knowledge. The Diploma Programme prepares students for a university education and allows them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups together with a core made up of three separate parts. The subject groups are: Group 1 - Language A, Group 2 - Language Acquisition, Group 3 - Individuals and Societies, Group 4 - Experimental Sciences, Group 5 - Mathematics, and Group 6 - Fine Arts. The three parts of the core are a Theory of Knowledge (TOK) course, an Extended Essay (EE), and a Creativity, Action, Service (CAS) Project.

Students at West High School prepare for the IB program during the 9th and 10th grade; IB courses are taught during the 11th and 12th grade. Students may choose to apply to the Diploma Programme or may elect to take several IB courses as certificates. The application for both the diploma and certificates takes place in the spring of 10th grade.

IB MAGNET TRANSFER POLICY

The program is a magnet program of the Knox County Schools (KCS), and students from other KCS and private schools may apply for a transfer in order to participate. Students not zoned for West High School may complete a Magnet Transfer Application beginning in November at www.knoxschools.org. The Magnet Department works with the IB Coordinator to provide the names of applicants. Students applying for a Magnet transfer will be contacted regarding a reading/writing assessment, to be completed at West High School, and the Magnet Department will offer a transfer to those students who meet the academic criteria. If there are more applicants than available transfers, those students who apply early and meet academic criteria will be given priority.

SMALL LEARNING COMMUNITIES (SLCS)

FRESHMAN ACADEMY (FRAC)

The West High School Freshman Academy (FRAC) is an academic community and program for all 9th graders at West High School. The faculty within FRAC consists of twelve core subject teachers. Working as a team, the 9th grade assistant principal, counselor, dean and teachers continuously monitor student progress to ensure positive student outcomes. This core team provides the essential supports necessary for a successful 9th grade year.

The Freshman Academy at West High aims to assist freshmen in meeting and exceeding expectations concerning student attendance, discipline and learning goals. The teachers and support staff of the academy will diligently foster positive relationships as well as provide appropriate levels of rigor in the classrooms. Students will be encouraged and supported in making strong social and academic decisions through extensive self-awareness opportunities. The freshman counselor will guide students in their exploration of career goals and interests, and provide detailed information on college readiness, college alternatives, and financial aid.

The West High School Freshman Academy is designed to help our students “start high school strong” and finish high school even stronger.

SOPHOMORE ACADEMY (WISE)

The West High School sophomore small learning community (SLC) is called WISE (West Institute for Sophomore Education). WISE is an academically focused SLC which provides further support for 10th graders. The faculty within WISE consists of twelve core subject teachers. Working as a team, the 10th grade assistant principal, counselor, dean and teachers continuously monitor student progress to ensure positive student outcomes. This core team builds on the essential supports and expectations students received within the FRAC. In addition, WISE provides students with the skills needed to successfully navigate the very important 11th and 12th grade years in the Upper House SLC.

The teachers and support staff of WISE diligently foster positive relationships as well as provide a rigorous curriculum which promotes further student growth. Students are encouraged and supported in making “wise” social and academic decisions through extensive self-awareness opportunities.

The WISE counselor will work closely with students on their career goals and interests, academic success and track progress. In addition, the WISE counselor will provide a variety of information on college readiness, college alternatives and financial aid.

The WISE is designed to help students continue the journey they began in the freshman academy.

UPPER HOUSE SLC

When students reach 11h grade, they enter the Upper House SLC. Through the focused supports they have received in FRAC and WISE, they are fully prepared for the demands of upper level coursework. The focus within the Upper House SLC is to ensure that each student graduates from West High School college and career ready. This is accomplished through continued student progress monitoring by a dedicated faculty, which consists of two assistant principals, three counselors, a dean and 17 core teachers. This core team provides the essential challenging environment that produces well-educated, responsible, and caring students.

COURSE SELECTION AND GRADUATION PLANNING

COURSE SELECTION

Each year students meet with counselors and teachers to choose courses for the following academic year. Upperclassmen may receive recommendations from classroom teachers for continuation in required courses. Students also choose electives and other academic courses not required for graduation. Freshmen course placements are determined by test scores, teacher recommendations, and WHS counselor consultation during 9th grade enrollment night. Course selection sheets are sent home with students each spring to ensure accuracy and to obtain a parent signature. The master schedule is created based on student selection of courses. After creation of the master schedule, further elective changes will be honored throughout the summer when possible.

COURSE AVAILABILITY

All courses listed in this course book require a sufficient number of student requests to be offered in a given year. If there is not sufficient interest in a particular course, it will not be offered during the upcoming school year. Sectioning decisions are made in early March. Counselors will contact students who may need to select another course.

MINIMUM REQUIREMENTS FOR GRADUATION FROM WEST HIGH SCHOOL

Course	Credits
English	4
Mathematics	4
Biology	1
Chemistry or Physics	1
Science Elective	1
U. S. History.....	1
World History or World Geography.....	1
Government.....	.5
Economics.....	.5
Personal Finance.....	.5
Wellness	1
Additional Credits & P.E.	12.5
Total Credits	28

Elective Focus: Every student must select an Elective Focus Area. A student must complete three (3) elective credits in his/her chosen area. Please see your grade-level counselor for more details.



ELECTIVE REQUIREMENTS

Four-year universities will require at least two (2) World Language credits for admission.

SCIENCE REQUIREMENTS

Students must complete three (3) Science credits, one of which is a Biology credit and one a Chemistry or Physics credit, in order to graduate.

PHYSICAL EDUCATION REQUIREMENTS AND WAIVERS

Students must take a Physical Education course unless:

- the student is an IB full diploma candidate (in this case CAS will fulfill the P.E. requirement)
- the student participates in a sport or activity that has been pre-approved by the state of Tennessee

Refer to the section on waiver policies for more specific information.

Note: Students may elect to stay in Physical Education and forfeit any waivers.

SCHEDULE CHANGES

Each year a new master schedule is created to accommodate students’ course selections. Students may modify their course requests at designated times during the spring and summer months.

Students receive a copy of their final schedule over the summer months. Upon receipt of the final schedule, students may not modify their schedules unless they are adding or dropping a course or changing levels in a course. Please note that if any changes are made against the

recommendation of the WHS professional staff, a parent override must be signed and returned before any changes can be made.

Once the school year has begun, all schedule changes should be complete. Any schedule changes requested after the start of school must adhere to the following guidelines:

- Adding a course needed for graduation
- Dropping a course that has already been successfully completed
- ALL schedule changes must be completed by the tenth full day of the school year

GRADUATION PLANNER

We encourage all students to reach well beyond the minimum graduation requirements and make the most of the educational opportunities that West provides. Freshmen, along with their counselors, begin the discussion of the Graduation Planner within the Freshman Academy. Students are encouraged to review their Graduation Planner, located in *Infinite Campus*, with their parents each year before course selection begins so that long-term curriculum goals can be planned and achieved as the students progress through their high school years. All students have the opportunity to update their plans at any time by meeting with their counselor. A planning worksheet is located at the back of this course book.

LEVEL PLACEMENT

Level placement is used in English, Mathematics, Science, and World Languages. The underlying goals and purposes are provided below. Freshman are assigned to the levels based on a combination of the following criteria:

- PLAN scores
- past academic performance
- teacher recommendations
- student interest

The content-area chair and grade-level counselor consider each of these factors prior to determining a student’s placement in a particular level or course. Students are strongly encouraged to consult a counselor when considering a level change. For any level change that goes against what is recommended by the teachers and counselors, a parent override MUST be included on the course selection sheet upon initial submittal.

COLLEGE PREP COURSES

Courses provide students with the traditional college preparatory program. These courses are designed to prepare the student for entrance into college and for academic success in the college classroom. Students have an opportunity to pursue four years of English, Mathematics, Science, Social Studies, and World Languages.

HONORS/ACCELERATED COURSES

Courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honor/accelerated courses may have the opportunity to earn college credit or placement through Advanced Placement examinations.

ADVANCED PLACEMENT COURSES

Students have the opportunity to complete Advanced Placement (AP) courses in most subject areas. The content of these college-level courses is determined by the College Board. Students who score well on AP exams may be awarded college credit in most of the nation's colleges and universities. In assessing a student's application, many colleges also look favorably on AP courses because they are more rigorous than the standard high school curriculum. Students are encouraged to investigate the AP policy of the college of their choice. In preparation for some AP courses at West High School, students must complete summer work. Summer assignments are available in the late spring via the school's website.

INTERNATIONAL BACCALAUREATE COURSES

Students have the opportunity to complete International Baccalaureate (IB) courses at West High School, an authorized IB World School. The International Baccalaureate is a prestigious program that offers a well-rounded, rigorous curriculum that promotes intercultural understanding and encourages students to become active global citizens through education. The student who satisfies IB demands demonstrates a strong commitment to learning, in terms of both the mastery of the subject content and the development of the skills and discipline necessary for success in a competitive world.

The IB Diploma Programme is designed to meet the highest standards required of any high school student in the world. Successful completion of the Diploma Programme earns the student a diploma recognized for university admission throughout the world and for course credit and academic placement at 1000 leading colleges and universities in the United States.

The IB Diploma Programme is a system of syllabuses and examinations based on the idea that general education at the upper secondary level should encompass the development of all the main powers of the mind through which the student interprets, modifies, and enjoys his/her environment.

An IB student can participate in the program through two options:

Option 1: IB Full Diploma Candidate

A full diploma candidate is a student who has committed to the full Diploma Programme, which entails taking six (6) IB courses, writing an Extended Essay (EE), completing a Creativity, Action, Service (CAS) project, and successfully completing the Theory of Knowledge (TOK) course during their junior and senior years. Full diploma candidates must take IB exams in all 6 courses and receive a cumulative score of 24 points to receive an IB diploma. The IB diploma is a special diploma awarded by the IB Organization and is separate from the Tennessee State diploma awarded to all Tennessee high school graduates. Declaration as an IB diploma candidate can be achieved only through an application and interview process with the IB Coordinator at West High School. Applications are distributed and reviewed during the spring semester of the student's sophomore year.

Option 2: IB Certificate Candidate

A student wishing to take select IB courses without enrolling in the full Diploma Programme will be able to do so. Students who enroll in individual courses will receive an IB certificate noting the courses they took and the marks they earned. To enroll in an IB course for certificate only, the student must include the course on their schedule request form and will be required to meet with the IB Coordinator before they are officially enrolled in the course.

Diploma candidates should be organized as well as highly motivated to succeed and reach their full potential. All students are welcome to apply, and there is no specific GPA requirement for consideration. It is recommended that students applying for the full diploma have been following the Honors/AP track, at least partially, as freshmen and sophomores due to the number of Higher Level (HL) courses they must take as a requirement for the IB diploma. Motivated students that are not currently on the Honors/AP track can be excellent candidates if they are achieving high marks in their current course load and are ready for a more rigorous curriculum. Required: Minimum successful completion of: English I and II, Algebra I, Algebra II, Geometry, Biology I, Chemistry I.

GRADING SCALES AND POLICIES

COURSE DESCRIPTION

Within the first five days of the semester, all teachers will provide students with a course description. This description will explain the general goals of the course, the specific knowledge and skills acquired as a result of the course, the activities that will be included, and the procedures for grading.

GRADING

All course grades are qualified in the following manner:

- A Excellent
- B Above Average
- C Average
- D Below Average
- F Failing

GRADING PERIODS

Each year is divided into 12 grading periods of approximately 3 weeks. At the end of each grading period, students will be assigned a grade reflecting cumulative achievement for the course to date.

CALCULATING COURSE GRADES

The final course grade will be determined by assigning seventy five percent (75%) to course work that is categorized by individual teachers and twenty five percent (25%) to the end of course examination.

Knox County Schools grading scale:

93-100	A
85-92.....	B
75-84.....	C
70-74.....	D
0-69	F

COMPUTATION OF CREDITS, GRADE POINT AVERAGE, AND CLASS RANK

Credit for courses is awarded at the end of the school year. The Grade Point Average (GPA) is computed cumulatively beginning with the completion of the 9th grade year. Tentative cumulative GPA's are computed at the end of the 10th and 11th grade year with final cumulative GPA's calculated in the fall of the senior year. Two GPA's are calculated: the TN Lottery GPA (4.00 scale) and the Knox County Weighted GPA (5.00 scale with additional 0.5 awarded for Honors courses and 1.0 for AP/IB courses).

When a course is repeated, only the higher credit and grade point shall be computed. Both course codes and titles shall

be retained on the student's permanent record, but the lower letter grade will be cancelled and will not be computed in the GPA.

The Knox County official class rank is calculated in Deciles and is printed on the official transcript as such. A student with a Decile 1 rank is in the top 10% of the class, Decile 2, the top 20%, and so on.

"INCOMPLETES"

Students who receive a grade of "Incomplete" must complete the necessary make-up work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned.

SUPPORT

HOMEWORK REQUESTS

Students are responsible for requesting and making up homework if they are absent from class.

When students are out ill for five days or fewer, please follow these suggestions:

- review assignment sheet, if available
- review class website, if available
- e-mail teacher
- complete a homework request form in Student Services

STUDENT TUTORIAL PROGRAMS

Students earning unsatisfactory 4.5-week grades (or 3-week grades for 9th graders) will be required to attend scheduled tutorials in specific content areas in the resource centers until satisfactory progress occurs. See content area pages for more specific information and for a tutoring schedule.

COURSE RECOVERY POLICY

No more than ¼ of a student's credits for graduation can be earned through the Odyssey Recovery Credit

Process. Example - Knox County Schools require 28 credits for graduation, only 7 of those credits can be earned through the electronic recovery process.

ADMISSION

A. The student completes the Credit Recovery program application and turns it in to a School Counselor with a parent signature.

B. The School Counselor confirms prior course enrollment and grade to ensure appropriateness of request. The student must have a course grade average of 50 or higher to be admitted to the Credit Recovery program.

C. Administrator approval (signature) allows the student to enter the program.

D. A conference is scheduled with the student to discuss the program and expectations. (CR Facilitator and/or School Counselor)

E. Students may not take more than two Credit Recovery courses at the same time.

COURSEWORK

1. Student must attempt a pretest for every module for every course.

2. Odyssey quiz –students will have 3 attempts at passing a quiz. If the student is not successful in attempts he/she must retake the entire module.

3. Mastery Test –After a student successfully completes all the modules in the credit recovery course he/she will be given one opportunity to take the current Local EOC exam to count 25% of his/her recovered grade. In the case of a state assessed course the student must retake the State EOC exam during the next available testing opportunity. This State EOC score will also count 25% of the final recovered grade. There is no required score to make on the EOC, however it will count 25% of the recovered grade.

GRADING

A. The grade for Credit Recovery will be calculated in the following manner:

$(.25)$ original failing grade + $(.50)$ average of the Odyssey quiz scores + $(.25)$ Mastery Test Score =

RECORD RETENTION

A. The Credit Recovery Facilitator will give the signed Credit Recovery Grade Verification Sheet to the counselor along with a copy of the students Odyssey quiz scores, a copy of the graded EOC (if local EOC) and a copy of the student's transcript showing the student's original grade.

B. Once the counselor has viewed the completed file he/she signs the Credit Recovery Grade Verification Sheet and gives it to the appropriate administrator for review and signature.

C. The administrator reviews the complete file, signs off and sends the entire packet back to the school counselor. The file is received by the counselor the student's recovered credit can be entered into the student's academic history. The complete file should be kept as documentation at the school.

STUDENT FAILURE OR REMOVAL FROM CREDIT RECOVERY

A. Students failing to master Credit Recovery objectives are removed from the course. Students not following Credit Recovery rules and regulations are removed from the course at the recommendation of the CR facilitator.

1. Students may reapply for the next term (one time only)
2. Students, if accepted for the second attempt, must complete the entire process.

ODYSSEY FOR NEW CREDIT

ELIGIBLE STUDENTS

A. Students who have never enrolled in a course and need to meet graduation requirements.

B. Students who must retake a failed course but did not make a 50 or above as an original grade.

GRADING

Final Grade = $(.75)$ Average of Odyssey Quiz Scores + $(.25)$ EOC (State or Local)

All Odyssey processes and Procedures mentioned above apply for new or recovered credit.

ODYSSEY FOR HALF-CREDIT

Students who enter Knox County Schools from a school system that awards ½ credits at the end of the semester will be allowed to use Odyssey in order to earn the additional half credit to complete a course. Please note that Odyssey course offerings are limited and not all courses can be recovered through this program.

PROCESS

1. Student must attempt a pretest for every module of the course.
2. Student must complete all course modules and quizzes that he/she does not test out of during the pretest as well as take the EOC (State or Local) after completing all modules assigned.

GRADING

Final Grade for ½ credit = $(.75)$ Average of Odyssey Quiz Scores + $(.25)$ EOC (State or Local)

All Odyssey processes and Procedures mentioned above apply for new or recovered credit.

ATHLETIC PROGRAMS AND CO-CURRICULAR ACTIVITIES

ATHLETIC PROGRAMS

West High School is a member of the TSSAA (Tennessee Secondary School Athletic Association.)

GIRLS - FALL	BOYS - FALL
Cheerleading	Cheerleading
Cross Country	Cross Country
Dance Team	Football
Golf	Golf
Soccer	Student Athletic Trainer
Swimming	
Volleyball	BOYS - WINTER
	Basketball
GIRLS - WINTER	Cheerleading
Basketball	Swimming
Cheerleading	Wrestling
Dance Team	
Student Athletic Trainer	BOYS - SPRING
	Baseball
GIRLS - SPRING	Soccer
Dance Team	Student Athletic Trainer
Softball	Tennis
Student Athletic Trainer	Track & Field
Tennis	
Track & Field	

Please see the West High School website for more information regarding NCAA and TSSAA eligibility requirements.

ATHLETIC ELIGIBILITY

The primary purpose of West High School is to promote academic achievement. Therefore, students engaged in those areas of the co-curricular program that make significant demands on their time must perform satisfactorily in the classroom in order to continue their participation in those co-curricular activities.

In order to be eligible to participate in a co-curricular activity, students must be making satisfactory academic progress in all classes and must be on track to graduate. Athletes not on track to graduate will be placed on academic probation for a grading period. Athletes failing to make academic progress while on probation will face academic suspension. The game suspension may remain until the season ends or the athlete brings his/her academic progress up to an acceptable standard. Athletes may participate in practice but may not participate in games or scrimmages while on academic suspension. Extenuating circumstances

E-LEARNING

Courses are computerized instruction in which a student can work toward completing a course in any location where internet access is available (home, library, etc.). Students work through the course at their own pace but must continue to show progress or they will be dropped from the program. Information, course offerings, and registration are available through a school counselor.

ACADEMIC HONORS

NATIONAL HONOR SOCIETY

The four pillars of the National Honor Society are: leadership, character, service, and scholarship. Sophomores and juniors with a cumulative 3.25 weighted grade point average are reviewed for membership in the National Honor Society by a faculty council selected by the principal. The faculty council reviews leadership, character, and service for the selection process as per the National Association of Secondary School Principals' Constitution.

Members are expected to attend all general meetings throughout the year. All members are expected to maintain their grade point average, complete 10 community service hours per semester, and participate in the National Honor Society service project.



will be reviewed on a case by case basis by the athletic review counsel. The athletic review counsel is made up of teacher(s), guidance counselor(s), and an administrator. The athlete’s coaching staff will not be on the review counsel for that athlete. Contact Steve Killian, Athletic Director, with any questions.

CO-CURRICULAR ACTIVITIES/CLUBS

West offers a rich array of co-curricular activities, and every student is encouraged to select one or more of these programs in which to participate.

ACADEMIC

Academic Team
Art Club
Art Honor Society
Creative Writing Club
Future Business Leaders of America
German Club
HOSA
Mock Trial
Mu Alpha Theta
National Honor Society
National Spanish Honor Society
Paleontologist Club
Skills USA
Technology Student Association
Youth in Government

COMMUNITY SERVICE

DECA
Ecology Club
FCCLA
Key Club
Sign Language Club
Student Council
Y-Teens

FINE ARTS/MUSIC/ INSTRUMENTAL

Color Guard
Jazz Band I
Marching Band
Pep Bands
Percussion Line

LEADERSHIP/STUDENT GOVERNMENT

Freshman Class Officers
Sophomore Class Officers
Junior Class Officers
Senior Class Officers
Student Council

SOCIAL/DISCUSSION

Climbing Team
Gay Straight Alliance
Fellowship of Christian Athletes*
Improv Club West
Ping Pong Club
PLUS Mentoring
Yoga Club

WORLD CULTURE

French Club
German Club
Spanish Club

**The Fellowship of Christian Athletes is not a school-sponsored organization. The views and opinions expressed by these organizations, and those of their participants, are not necessarily the views and opinions of Knox County Schools or West High School.*

PARENT/GUARDIAN INVOLVEMENT

WEST HIGH SCHOOL PARENT/TEACHER/ STUDENT ORGANIZATION (PTSO)

The West High School PTSO is a Parent, Teacher, Student Organization whose goal is to provide the manpower and funding for annual events not paid for by Knox County Schools. Every year the PTSO is responsible for coordinating events such as open house, freshman orientation, new parent coffee, senior events and graduation celebration. The PTSO also coordinates volunteers to help in the front office, guidance office, library and bookkeeping. The hospitality committee coordinates several Teacher Appreciation meals throughout the year. The PTSO is also responsible for maintaining the beautiful flowers and landscaping around the building and runs the WHS bookstore, The Rebel Corner. Every year, two students are awarded the “Triple I” PTSO Scholarships and twice a year teachers request and are awarded “mini-grants.” The monthly PTSO newsletter keeps everyone informed about what’s happening in school and the monthly meetings are an opportunity for parents to get into the school, meet the teachers, and learn more about how and what their kids are learning. This is just a sampling of PTSO projects aimed at making a positive difference to enhance the educational experience of every student.

WEST HIGH SCHOOL FOUNDATION (WHSF)

The West High School Foundation (WHSF) is a parent led organization whose goal is to raise funds from within the West and greater Knoxville community. This funding serves as a financial bridge between what government funding can provide and what the West High School community aspires towards. We continually strive to promote excellence in academics and an attractive and safe learning environment for all students. We understand that by recognizing the needs of such a diverse group of students, the community at large is strengthened. Achievement of these goals is attained through a variety of means ranging from staff and faculty grants, requests for facility improvements, and teacher recognition.

SENIOR CLASS INFORMATION

SENIOR CLASSIFICATION POLICY

The Valedictorian and Salutatorian shall have earned the highest and next highest grade point averages using Knox County’s equalization formula, weighing the IB, AP, and Honors courses. To become Valedictorian or Salutatorian, a student must be enrolled in a Knox County school at the beginning of the tenth (10th) grade year and attend through

the twelfth (12th) grade. In case of a tie for Valedictorian or Salutatorian, the raw numerical average will be used to determine the first and second positions. If there is a tie through the hundredth (100th) of a point for Valedictorian, all students qualifying will be named. Senior classification beyond the positions of Valedictorian and Salutatorian will be reported in percentiles, such as “upper 10%.”

SENIOR OUT-OF-SCHOOL EXPERIENCE

Grades 12 – 1 to 2 credits

The West High School senior Out-of-School Experience (OSE) is designed for students who are in good academic standing and wish to expand their education in a field of interest.

Seniors who choose to participate in the senior Out-of-School Experience must meet the following guidelines:

1. Each student will have a supervisor/mentor who will monitor and evaluate his/her progress.
2. The student must be on target for graduation.
3. Students completing OSE outside the school must turn in the grading rubric at the end of each grading period or they will receive a “0” for that grading period.
4. Students must have all OSE projects or volunteer work approved by the senior administrator. An activity approval form and an off-campus permission form must be submitted for each project.

TRANSCRIPTS

Students may request an unofficial copy of their transcript at any time throughout their high school years. Official transcripts may also be requested for colleges and universities. Official and unofficial transcripts may be obtained by completing a “Transcript Request” form online or in the Student Services office. Official transcripts must be mailed directly from West High. The cost of an official transcript is \$2.00 per request. There is no charge for official transcripts for the purposes of scholarships, NCAA eligibility, and midyear reports. Final official transcripts to be sent to the destination college are to be requested on the “Senior Exit” form prior to graduation. Please allow 5 business days for processing of transcripts. Students requesting overnight or FedEx mailings must provide the prepaid envelope. West High School’s policy prohibits staff from sealing transcripts if students will be handling them with applications and scholarships. If it is required that transcripts be submitted with supporting documents, students must complete their part and submit it to their guidance counselor for completion and mailing. Please allow 10 business days to process.

POST-SECONDARY ADMISSIONS AND SCHOLARSHIPS

POST-SECONDARY EDUCATION ADMISSION INFORMATION

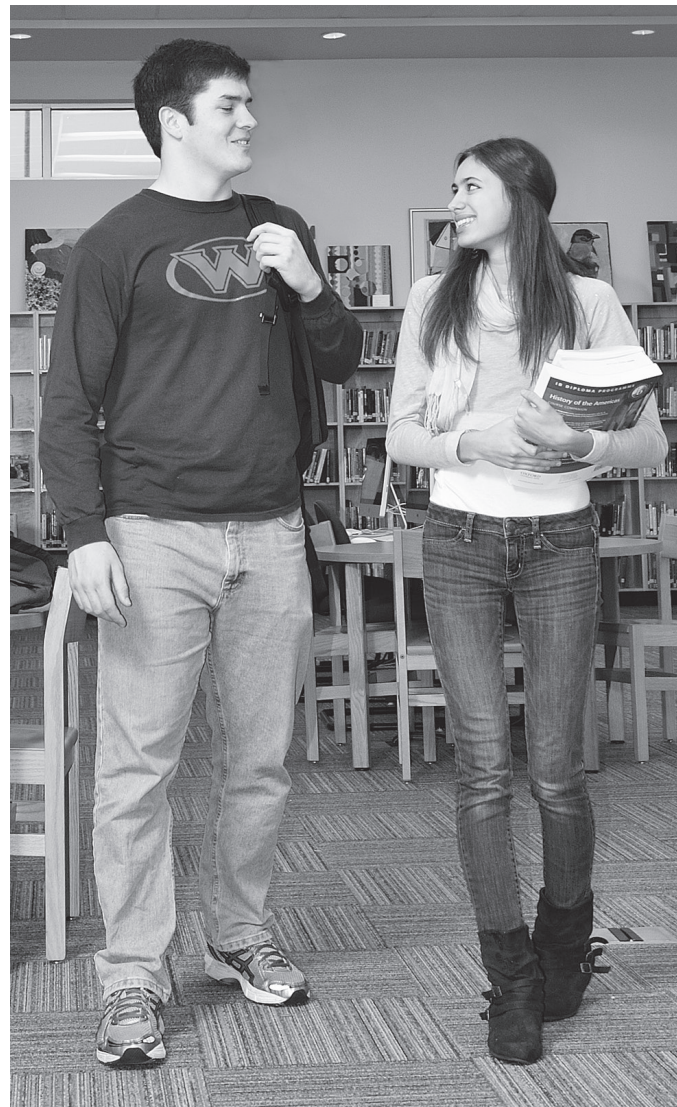
Any student who plans to continue his/her education beyond high school in a technical school, community college, or four-year college or university should select courses that meet the admissions requirements of that institution. The admissions requirements of colleges and universities differ widely, so it is important that the student determine admissions requirements for the school in which he or she is interested. Information for this purpose is available from the counselor and from the admissions office of specific post-secondary schools. In addition, valuable information may be gained by attending “college nights,” visiting with college representatives, talking with teachers and school counselors, and visiting the guidance webpage.

TENNESSEE STUDENT ASSISTANCE CORPORATION (TSAC)

TSAC is the state agency that administers state funding to Tennessee students to further their education, including the *Hope Lottery Scholarship*. At the time of this printing, the following information applies:

- **Hope Lottery Scholarship** – for Tennessee residents one year prior to application, who have a 3.0 final weighted* GPA or an ACT of 21 or an SAT of 980. Award amount is \$4,000 per year to eligible four-year colleges, \$2,000 per year to eligible two-year colleges, renewable for up to 120 college credit hours. Students apply using the FAFSA (Free Application for Federal Student Aid) at www.fafsa.ed.gov.
- **General Assembly Merit Scholarship** – An additional supplement to the *Hope Lottery Scholarship* above for students who have a final cumulative GPA of 3.75 weighted* and an ACT of 29 or an SAT of 1280. Award amount is \$1,000 renewable for four (4) years for students in good standing.
- **Aspire Award** – An additional supplement to the *Hope Lottery Scholarship* for students whose parents’ adjusted gross income is \$36,000 or less. Award amount is \$1,500 renewable for four (4) years for students in good standing. A student may not receive both the *Aspire* and the *General Assembly* awards.

* “Weighted” for lottery scholarships is equivalent to the Knox County unweighted GPA and appears on the transcript as “TN Lottery GPA.” (There are a host of additional scholarships, loans, and loan forgiveness programs. Students and parents should check the college scholarship pamphlet on the school website and the TSAC website www.collegepaystn.com for details.)



ENGLISH DIVISION

Note: To satisfy graduation requirements, each student must complete four (4) courses of Language Arts: English I, English II, English III, and English IV. Each of these core courses addresses eight curriculum content strands: Language, Communication, Writing, Research, Logic, Informational Text, Media, and Literature.

3001 English I (Regular)

A course designed for students who may or may not be college-bound. The course includes the development of appropriate skills in reading comprehension, grammar and language usage, composition, vocabulary development, study techniques, library use, and literature.

3001 English I (College Prep)

A course for students who are functioning on grade level or above in language arts and reading. These students have demonstrated an average or above-average ability to perform on-grade-level language skills.

3001 English I (PIB/Honors)

A course for students who are functioning above grade level in language arts and reading and have demonstrated competency in grammar and composition skills in the 8th grade. They must have the motivation and desire to participate in the program. This Honors course includes in-depth study in composition, research, and literary analysis, and it requires advanced study techniques and outside readings.

3001 English I (PIB/Honors Combined)

A course combined with Honors World History for students who are functioning above grade level in language arts and reading and have demonstrated competency in grammar and composition skills in the 8th grade. They must have the motivation and desire to participate in the program. This Honors course includes in-depth study in composition, research, and literary analysis, and it requires advanced study techniques and outside readings.

3002 English II (College Prep)

A course for students who have successfully demonstrated an average or above average ability to perform on-grade-level language, analytical, composition, and reading skills. The curriculum includes further development in literary analysis, vocabulary development, and composition.

3002 English II (Honors)

A course for students who have demonstrated a mastery of grammar, writing, and reading skills in the English I Regular/College Prep or Honors level. The curriculum is an in-depth study of critical thinking and analytical skills and includes the development of composition, literary analysis, research, and speaking skills. This course requires outside readings. This course is preparation for success in the Advanced Placement curriculum in grades 11 and 12.

3003 English III (Regular)

A course that includes a survey of American literature with an emphasis on analytical skills in composition and discussion. Grammar and vocabulary development continue to be a focus for these students, who may be college-bound. Special emphasis is placed on persuasive writing, which is assessed by the state of Tennessee at this grade level. All students prepare for the Tennessee Comprehensive Assessment Program Writing Assessment, which requires a rough-draft persuasive essay in response to an assigned prompt within a limited time period (35 minutes).

3003 English III (College Prep)

A course for students who have successfully demonstrated an average or above-average ability to perform on-grade-level language, analytical, composition, and reading skills. The curriculum includes further development in literary analysis, vocabulary development, composition, and research. All students prepare for the Tennessee Comprehensive Assessment Program Writing Assessment, which requires a rough-draft persuasive essay in response to an assigned prompt within a limited time period (35 minutes).

3005 English IV (Regular)

Designed for students who are developing skills for success in college and/or the work force. The literature component focuses on a survey of British/World literature, with continued development of literary analysis skills. The course also emphasizes study of rhetorical appeals in real-world argumentative writing. Writing, grammar, and vocabulary continue to be emphasized, along with other skills assessed by college entrance examinations.

3005 English IV (College Prep)

A course for students who have successfully demonstrated an average or above-average ability to perform language, analytical, composition, and reading skills. The literature component focuses on a survey of British/World literature, with continued development of literary analysis skills. The course also emphasizes study of rhetorical appeals in real-world argumentative writing. The curriculum includes further development of analytical composition and research skills in preparation for college English.

3013 AP English Language and Composition

A course for students who have successfully completed Honors English II or have demonstrated competency in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to think critically and analytically and to express themselves effectively. Outside readings are required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Language and Composition exam.

3013 AP English (Combined)

A year-long course for students who have demonstrated competency in composition, rhetorical, and literary analysis skills. The curriculum includes a critical survey of various literary genres, a study of literary style and technique, and written literary analysis. Students will be expected to think critically and analytically and to express themselves effectively. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Literature and/or the AP Language and Composition exams.

3014 AP English Literature and Composition

A course for students who have successfully completed AP English III or demonstrated competency in composition and literary analysis skills. Students must be highly motivated and have above-average writing and analytical skills. The curriculum is an in-depth study of American, British, and World literature, with expectations commensurate with the first year of college English. Outside readings are required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Literature/or the AP English and Composition exams.

3014 AP English (Combined)

A year-long course for students who have demonstrated competency in composition, rhetorical, and literary analysis skills. The curriculum includes a critical survey of various literary genres, a study of literary style and technique, and written literary analysis. Students will be expected to think critically and analytically and to express themselves effectively. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Literature and/or the AP Language and Composition exams.

3011 IB English A1**3011 IB English SL Yr 1 Combined****3011 IB English HL Yr 1****3011 IB English HL Yr 1 Combined**

PREREQUISITE: *Teacher Recommendation*

Offered at the standard level or higher level in English, the Language A1 course promotes an appreciation of literature and a knowledge of a student's own culture and that of other societies. The course is designed to develop students' powers of expression, both in oral and written communication by emphasizing the skills involved in writing and speaking one's native language in a variety of styles and situations. Students read several texts grouped by themes or genres. The texts are chosen from a broad list of prescribed authors and works representing different literary genres and styles in the target language, as well as literature from other languages and cultures read in translation. Oral and written examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts, and their ability to express a personal and independent response to literature.

The A1 Combined courses are combined and double-blocked with IB History of Europe (*see description under Social Studies Division*)

3472 IB English SL Yr 2**3472 IB English SL Yr 2 Combined****3472 IB English HL Yr 2****3472 IB English HL Yr 2 Combined**

PREREQUISITE: *Teacher Recommendation*

3008 Journalism I

PREREQUISITE: *Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper and/or the annual.*

A one-unit course for students who are proficient in writing skills and have an interest in the production of publications. Curriculum includes the history and elements of journalistic style and the application of journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with peers, and be responsible in following through with assignments, as the work culminates in a publication.





3008 Advanced Journalism

PREREQUISITE: Successful completion of Journalism I. Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper and/or the annual.

A continuation and application of the journalistic skills covered in Journalism I.

3497 Film Studies

This course will give students an understanding of the complex relationship between American culture and commercial films of the 20th Century.

3015 Speech

A one-unit course for students who wish to develop skills in public speaking. The curriculum includes skills in researching, writing, presenting and adapting speeches to various audiences and purposes. Forensics and debate may also be included.

MATHEMATICS DIVISION

The Mathematics Division offerings provide options and electives for meeting individual needs, experiences, and goals. Course offerings provide opportunities for the development of problem-solving skills and techniques for theoretical and applied settings. Instructional design promotes student-engaged learning activities. Graphing calculators are used as an integral part of concept development. These skills and techniques will serve the student in future career or educational undertakings.

Students must pass at least four math courses throughout their tenure at West High School.

All students are required to enroll in a mathematics course each year while in high school to complete a four (4) credit core that must include Algebra I, Geometry, and Algebra II (or the equivalent of these courses), and one (1) advanced math course. Students who complete Algebra 1 in 8th grade must still enroll in a math course each year in high school.

3102 Algebra 1A/1B

This required double-blocked sequence is designed for students in the 9th grade who enter high school not ready to start Algebra I. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first course is spent integrating pre-algebra and introductory algebra skills. More time is devoted to skill development than is possible in the one-term Algebra I class. The End-of-Course State Exam is taken at the conclusion of Algebra 1B in May.

3102 Algebra I (College Prep)

This course places an emphasis on the systematic development of the language through which most of mathematics is communicated. The content taught provides the mathematical understanding to operate with concepts at an abstract level and then apply them in a process that fosters generalizations and insights beyond the original content. Topics covered are properties of the number system, linear and quadratic functions, inequalities, operations on real numbers and polynomials, exponents, and radicals. Successful completion of this sequence prepares students for Geometry.

3102 Algebra I (PIB/Honors)

This course is for students who did exceptionally well in 8th grade mathematics. Course content covers the topics of Algebra I in greater depth and at a faster pace, thus providing time for enrichment through the study of additional performance objectives.

3108 Geometry

PREREQUISITE: Algebra I with a grade of "C" or better recommended

This course is a survey of the fundamental and advanced concepts of plane geometry and the related topics in three-dimensional geometry, coordinate geometry, and transformational geometry. The content begins with necessary introductory vocabulary and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are utilized to help students grasp an understanding of how geometry is used in different careers. Successful completion prepares a student for further work in Algebra II.

3103 Algebra II

PREREQUISITE: Algebra I and Geometry credit with a grade of "C" or better recommended

This course involves the study of functions and an extension of the concepts of Algebra I and Geometry. Topics covered are quadratic equations and functions; systems of equations and inequalities; polynomials and rational polynomial expressions; polynomial functions; conic sections; exponential, logarithmic, and trigonometric functions; probability and statistics. Satisfactory completion of this course prepares students for entry into Pre-Calculus or Advanced Algebra and Trigonometry.

3103 Algebra II (PIB/Honors)

PREREQUISITE: Algebra I and Honors Geometry credit with an "A" or "B" average grades or divisional recommendation

This course provides a rigorous preparation for Honors Pre-Calculus. An emphasis is placed on algebraic proof and provides an enriched version of Algebra II through the study of additional objectives and topics. Successful completion of this course prepares students for entry into Pre-Calculus or Honors Pre-Calculus.

3181 Bridge MathPREREQUISITE: *Algebra II*

This course is a 4th-year senior-level math credit course designed for students who need to refresh core mathematics skills prior to further study. It is recommended that students who have not scored at least a 19 on their ACT assessment (or equivalent assessment) take this course to be better prepared for post-secondary study.

3182 Finite MathPREREQUISITE: *Algebra II*

This course is a 4th-year senior-level math course that will focus on the big ideas of advanced mathematics. This course is designed to prepare students for both college and the workplace. Students choosing to take this course would be less likely to enroll in a STEM Calculus course upon entering college. However, this course will provide a foundation for students entering a business application Calculus course or other general education mathematics course.

3126 Pre-CalculusPREREQUISITE: *Algebra I, Geometry, and Algebra II with an “A” or “B” average grades recommended*

This course develops the topics essential for success in Calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their compositions and inverses, vectors, polar graphing, complex numbers, conic sections, and sequences and series. Students who complete this course successfully will have a strong background for a first-year Calculus sequence.

3126 Pre-Calculus (Honors)PREREQUISITE: *Geometry (Honors) and Algebra II (Honors) with an “A” or “B” average grades or divisional recommendation*

The faster pace of this course provides the time to enrich the content of Pre-Calculus through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for AP Calculus.

3113 Calculus (College Prep)PREREQUISITE: *Algebra I, Geometry, Algebra II, and Pre-Calculus*

This course is designed for students who have a thorough knowledge of college preparatory mathematics. Course content includes the study of limits; derivatives; integration; applications; exponential, logarithmic, and trigonometric functions.

3129 AP StatisticsPREREQUISITE: *College Prep English or higher, Algebra II with a grade of “C” or better recommended, and divisional recommendation*

This course is non-calculus in its orientation, with a major focus on data analysis. Students who study this course will be prepared to take the AP Statistics exam and seek college credit. This course follows the topics listed in the College Board AP course description.

3127 AP Calculus ABPREREQUISITE: *Honors Pre-Calculus and divisional recommendation*

This course is devoted mainly to the topics in differential and integral calculus. Students who study this course will be prepared to take the AP Calculus AB exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Mathematics Course Description.

3128 AP Calculus BCPREREQUISITE: *AP Calculus AB and divisional recommendation*

This course is an extension of all the topics covered in AP Calculus AB with additional topics. Students who study this course will be prepared to take the AP Calculus BC exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Course Description.

**3140 IB Math Studies Yr 1****3141 IB Math Studies Yr 2**PREREQUISITE: *Teacher Recommendation*

Offered at the standard level only, for students who have completed Algebra II or higher in Grade 10. Mathematical Studies is designed to provide a realistic mathematics course for students with varied backgrounds and abilities who may not study mathematics at university. The course develops the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of mathematics to real-life, everyday situations. Course topics include: linear, quadratic, and exponential functions; approximation and error; algorithms; probability and statistics; sets and logic; simple sequences and finance; linear programming; vectors; matrices; and trigonometry. Before entering the course, students should have a good understanding of basic arithmetic, algebra, geometry, and trigonometry. A personal research project involving the collection, analysis and evaluation of data is a requirement of the course.

3038 IB Math SL Yr 1**3138 IB Math SL Yr 2**PREREQUISITE: *Teacher Recommendation*

The IB Diploma Programme mathematics standard level course is for students with knowledge of basic mathematical concepts who are able to apply simple mathematical techniques correctly. The course provides students with a sound mathematical background for higher level courses at West High School as well as in college. Students will be introduced to important mathematical concepts through the development of mathematical techniques in a way that emphasizes subject comprehension as well as than mathematical rigor. Students will learn to apply the acquired mathematical knowledge to solve realistic problems.

3104 IB Math HL Yr 1**3105 IB Math HL Yr 2**PREREQUISITE: *Teacher Recommendation*

The IB Diploma Programme mathematics higher level course is for students with a very strong background in mathematics and a high level of competence in a range of analytical and technical skills. Students taking Math HL will be likely to include mathematics as a major component of university studies—either in its own right or within courses such as physics, engineering or technology. Math HL focuses on developing important mathematical concepts in a comprehensive, coherent and rigorous way through a balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts and to justify and prove results. Students develop insights into mathematical form and structure and become intellectually equipped to appreciate the links between concepts in different topic areas. They will also be urged to develop the skills needed to continue their mathematical growth after graduation from WHS.

SCIENCE DIVISION

Science is as much a way of knowing as it is a body of knowledge. The Science Division at WHS is dedicated to a laboratory approach to science education that will involve each student in the process of discovery. This approach enables students to have practice in the kinds of analytic problem-solving that will help them throughout life. At the same time, students build an integrated information base for post-secondary studies. Courses are currently offered at three levels, as indicated by the sequential groupings below.

The graduation requirement for all students is three years of science. One year must be Biology I, and one year must be either Chemistry I, Environmental Chemistry, or Physics. It is strongly recommended that all college-bound students consider four years of a laboratory science.

Note 1: To satisfy graduation requirements, three (3) credits of science are required. One unit must be Biology, one must be Chemistry or Physics, and one additional laboratory science course.

Note 2: All sciences offered in Knox County are considered laboratory sciences.

3210 Biology I (Regular)

PREREQUISITE: *Teacher recommendations and established enrollment limits*

The goal of Biology I is to develop an understanding of the diversity and unity in living things. Concepts covered include current and emerging technologies as well as interactions of organisms with their environment, chemical structure of organisms, transfer of energy in organisms, cell structure and function, continuity and change in living things, diversity of living things, and evidence of biological evolution. Honors Biology places increased emphasis on development of critical thinking skills. This course includes preparation for the state AYP/end of course exam.

3251 Nutrition Science

PREREQUISITE: *Physical Science or Biology*

This course is an interdisciplinary laboratory science course. Concepts of chemistry, biology, physics, and nutrition are applied to the production, processing, evaluation, and utilization of foods. Students use scientific methods in laboratory experiments to facilitate the understanding of the human body, food, nutrition, and science. This course description and prerequisites are determined through the Career & Technical Education Program.

3221 Chemistry I (Standard/College Prep)

PREREQUISITE: *Algebra I. In the event the school's science course sequence schedules students in Chemistry prior to Biology, placement is based on a combination of standardized test scores, past performance in science and mathematics, teacher recommendations, and established enrollment limits. All students must have completed Algebra I.*

The goal of Chemistry I is to develop an understanding of the relevance of chemistry as it relates to standards of living, career choices, and current issues in science and technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required.

3221 Chemistry I (Environmental)

PREREQUISITE: *Algebra I*

This course outlines the role that chemistry plays in the student's personal, community, and global environment. Using student-centered activities, both in the laboratory and in the field, chemistry is learned through current problems and everyday real-life issues. Major topics that will be included in this course are water needs and uses, air and climate, chemical resources, petroleum products and uses, food and health, and nuclear energy. This is an activity-oriented approach to chemistry, with less emphasis placed on math problems and more emphasis placed on student problem-solving and group decision-making processes.

3229 Forensic Science

PREREQUISITE: *Algebra I, Biology I, and Chemistry I*

This course is designed for students interested in studying crime scene analysis. The class is designed around authentic performance-based assessments, with students working in teams to solve crimes using scientific knowledge and reasoning. Students will apply concepts learned in biology and chemistry to the area of crime scene investigation with an emphasis on critical thinking. As a result, the course has a strong emphasis on laboratory work, inquiry, and problem-solving. In addition, students must incorporate the use of various disciplines, including technology and communication.

3255 Ecology (College Prep)

PREREQUISITE: *Physical Science or Biology*

This course enables students to develop an understanding of the natural environment and the environmental problems the world faces. Course topics include ecological principles, population dynamics, natural resources, energy resources, and human interaction with the environment. Students will develop a basic understanding of ecology as a basis for making ethical decisions and career choices. Particular emphasis will be placed on the local environment.

3202 Physical Science

The primary theme for this course is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics.

3231 Physics (Standard/College Prep)

3231 Physics (Honors)

PREREQUISITE: *Algebra I and Algebra II required; Biology and Chemistry recommended. Honors level is based on a combination of standardized test scores, past performance in science and math, teacher recommendations, and established enrollment limits. Current enrollment in Advanced Math or Calculus is recommended for students in the honors course.*

The study of the interrelationships between matter and energy. Topics of study include force, motion, momentum, energy, heat, light, sound, electricity and magnetism, and atomic and nuclear physics. The honors course is designed to meet the needs of the more academically able student. Honors Physics is intended to be the first-year course that will lead into AP Physics the following year.

3234 AP Physics C

PREREQUISITE: *Algebra I and II, Geometry, and Chemistry, along with current enrollment in Calculus*

A first-year, calculus-based college-level Physics course that has been studied and approved by the College Board's Advanced Placement Program. Physics C requires an advanced knowledge of mathematics. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes.

3251 Anatomy/Physiology

PREREQUISITE: *Biology I is required; Chemistry I is recommended*

This course is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems. Some schools may offer this course as dual credit in coordination with a local cooperating institution of higher education.

3236 AP Environmental Science

PREREQUISITE: *Biology I and Chemistry I*

A first-year college-level environmental science course that follows the syllabus of the College Board's Advanced Placement Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science exam given in May of each year. The course has been audited and approved by the College Board. The goal of this 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 or preventing them. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes.



3466 IB Environmental Systems & Societies (ESS) SL Yr 1

3466 IB Environmental Systems & Societies (ESS) SL Yr 2

PREREQUISITE: *Teacher Recommendation*

The Environmental Systems & Societies (ESS) course is a two-year transdisciplinary course (Experimental Science - Group 4, and Individuals and Societies - Group 3). It is unique in that it contains various sciences, coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purposes of this course is to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can obtain an informed personal response to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies. The ESS curriculum promotes an understanding of environmental processes in an internationally minded way. The students will consider the interdependence of peoples, communities and nations around the world as governmental and non-governmental agencies work to manage and preserve the resources of our globe's environment. This course will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues rely heavily on international relationships and agreements. Students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them.

3468 IB Chemistry HL Yr 1

3468 IB Chemistry HL Yr 2

PREREQUISITE: *Teacher Recommendation*

This course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. This chemistry course covers the essential principles of the subject and, through selection of options, allows the teacher flexibility to tailor the course to meet the needs of our students. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

3467 IB Biology HL Yr 1

3467 IB Biology HL Yr 2

PREREQUISITE: *Teacher Recommendation*

Students taking the Higher Level science take both years of this course. Biology IB is designed to give students a secure knowledge of a limited body of facts and at the same time a broad understanding of the field of biology. The syllabus is organized around four central themes: structure and function; universality versus diversity, equilibrium within systems; and evolution. Course topics at both levels include: cells; chemistry of life; genetics; ecology; and human health and physiology. Students perform further study in: cells; nucleic acids and proteins; cell respiration and photosynthesis; genetics; human reproduction; defense against infectious diseases; classification and diversity; nerves, muscles and movement; excretion; and plant.

SOCIAL STUDIES DIVISION

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study, drawing on such disciplines as economics, geography, history, and psychology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent 21st century world.

A minimum of four years of study in Social Studies is recommended for college-bound students.

Social Studies Courses Required for Graduation:

- **One year of U.S. History (or Advanced Placement U.S. History)-10th or 11th grade**
 - **Also, one semester of Government (or Advanced Placement Government)- 10th grade**
 - **One semester of Economics - 12th grade**
 - **One semester of Personal Finance - 12th grade**
- Note: To satisfy graduation requirements, students must earn one credit in U.S. History, a half credit in Economics, a half credit in Government, a half credit in Personal Finance, and one credit in World History, World Geography, or Ancient History, for a total of three and a half credits. Courses are equal to one credit unless otherwise noted.**

3410 World Geography (College Prep)

This course is an overview of world regions and representative countries, cultures, economic products, and major imports and exports. Climates and land forms are reviewed, and geographic skills are emphasized.

3401 World History

This course focuses on the development of western civilizations from prehistoric man to the present. The contributions of the various civilizations in such areas as law, political organizations, art, science, philosophy, transportation, and communication are examined. The student will study the historical background of problems around the world.



3401 World History (PIB/Honors)

PREREQUISITE: *Students are recommended for this course based on middle school standardized test scores*

This course focuses on the development of western civilizations from prehistoric man to the present. The course is taught at a more advanced level than World History, focusing on additional readings and analyses of primary source materials and document-based writings. The course is designed to prepare students for Advanced Placement course work.

3401 World History (PIB/Honors Combined)

PREREQUISITE: *Students are recommended for this course based on middle school standardized test scores*

This course combined with Honors English, focuses on the development of western civilizations from prehistoric man to the present. The course is taught at a more advanced level than World History, focusing on additional readings and analyses of primary source materials and document-based writings. The course is designed to prepare students for Advanced Placement course work.

3405 U.S. History (College Prep)

PREREQUISITE: *The Advanced Placement and Fundamental levels require divisional recommendation*

This course focuses on the nation's progress from Reconstruction to the present and is presented in a chronological order of events. Emphases are placed on the forces and challenges that prompted its growth and rise to a world power. The fundamental level is geared to students functioning below grade level. A full-survey course is taught at the college level in AP and requires additional readings and in-depth studies.

3440 AP US History/AP English Language (Combined)

PREREQUISITE: *Divisional recommendation*

This is a two-credit course for 10th graders that combines AP English Language and AP U.S. History. The English course emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The History course provides an in-depth analysis of the development of American history from the pre-Colonial period through the present. It includes a detailed examination of the political, diplomatic, intellectual, cultural, social, and economic history.

3441 AP European History/AP English Language (Combined)

PREREQUISITE: *Divisional recommendation*

This is a two-credit course that combines AP English III and AP European History. The English course focuses on developing sophistication and maturity in writing and critically reading and analyzing texts from American literature. The history course provides an in-depth study of the development of Western European history. The course is designed to increase the knowledge of European political, social, economic, and intellectual history of the nations of Western Europe. The student will gain a better understanding of the problems faced by people at a given time, relate these problems to the present, and attempt to find solutions. This course follows College Board guidelines and is taught at the college level.

3407 U.S. Government

PREREQUISITE: *The Advanced Placement and Fundamental levels require divisional recommendation*

This course presents an overview of local, state, and national governmental structures, functions, processes, and constitutional foundations. Civic responsibilities, political parties, and election processes are also reviewed. The various levels, from Fundamental through Standard, are geared toward student's reading levels, with Fundamental referring to primary skill level and Standard to high school on-grade level. The Advanced Placement course is taught at the college level and requires additional readings and in-depth studies.

3445 AP U.S. Government

This course presents an overview of local, state, and national governmental structures, functions, processes, and constitutional foundations. Civic responsibilities, political parties, and election processes are also reviewed. This course is taught at the college level and required additional readings and in-depth studies as compared to the CP level Government course. This is a year-long course that counts as a full one-credit course.

3431 Economics (Regular)

PREREQUISITE: *The Advanced Placement and Fundamental levels require divisional recommendation*

CREDIT: 1/2

This is a course that reviews the fundamental economic principles of our American manufacturing and marketing techniques and emphasizes how the consumer is affected and may become better informed. The various levels, from Fundamental through Standard, are geared toward students' reading levels, with Fundamental referring to primary skill level and Standard to high school on-grade level. The Advanced Placement course is taught at the college level and requires additional readings and in-depth studies of economic theories.

3496 Personal Finance

CREDIT: 1/2

This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real-world topics covered will include income, money management, spending and credit, as well as saving and investing.

3447 AP Psychology**3434 IB Psychology SL**

PREREQUISITE: *Teacher recommendation*

Offered at the standard level, IB Psychology gives students a broad understanding of psychology and of its different theoretical approaches. At both levels, the course guides students through the study of human behavior by examining key topics from four distinct perspectives; behavior; cognitive; humanistic/phenomenological; and psychodynamics. Students must study one of eight, optional topics in: the biological bases of behavior; comparative psychology; delinquency and crime; dysfunctional behavior; the psychology of gender; intelligence and personality; life span psychology; the migrant; sojourner and tourist experience; organizational psychology; or social psychology. The course seeks to introduce students to diverse methods of psychological inquiry and to promote ethical practices and responsibilities in psychological inquiry. To meet this aim, students at both levels study research design, methods, statistics and ethical issues in psychological research and application, as well as undertake one or more research studies. This course addresses both IB and AP Psychology curriculum and students can choose to take either exam, or both.

3457 IB History of Europe HL Yr 1 Combined**3459 IB History of Europe HL Yr 2 Combined**

PREREQUISITE: *Teacher recommendation*

The IB higher-level history of Europe course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures. Students may choose to take the AP European History exam at the conclusion of the course in addition to the IB History of Europe exam.



WORLD LANGUAGES DIVISION

ENGLISH LANGUAGE LEARNING (ELL) DIVISION

To meet the aims and purposes of world language instruction, it is recommended that students take two to five years of a language. Many colleges and universities require a two-year sequence in one language.

A placement test must be taken by all incoming freshmen who have had one to two years of Spanish, French, or German in middle school. By passing the placement test, the student will be placed in the appropriate course. Some of the courses listed may require summer work to be completed. Please check with the World Languages Division.

World Languages courses satisfy the graduation requirement for elective credits.

Note: World languages are taught sequentially. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. If the student is college-bound, two (2) units of a world language must be earned in grades 9-12. Completion of level II of a world language in grades 9-12 will meet a four-year college admission requirement.

Note: World Language electives are recommended for students who are strong in English and Language. TCAP Language scores in the 80th percentile or above and a minimum of 18 in English on the ACT Explore test are required for placement in a world language. Any student wishing to take a level II language must have prior approval and take a placement exam. Contact Student Services for more information.

SPANISH

3021 Spanish I

PREREQUISITE: Recommended for 9th grade students who read and perform language arts skills on or above grade level and for any students in grades 10-12 who need to meet the two-year college entrance requirement. Students may wish to defer fulfilling this requirement until 10th grade or later.

For students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing.

3022 Spanish II

PREREQUISITE: Students who have successfully completed level I or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

For students who are interested in developing the skills learned in the first level. The curriculum includes further study of the skills acquired in level I.

3022 Spanish II (Honors)

PREREQUISITE: Teacher recommendation or demonstrated proficiency

This course follows the general curriculum for level II but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language.

3023 Spanish III (Honors)

PREREQUISITE: Students who have successfully completed level II or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. Students who take this course must be able to work independently, as this course may be completed as an independent study.

For students who are motivated to move beyond the standard levels of language study. The curriculum includes extensive use of the language as well as further development of reading and writing skills and the study of literature. This course is recommended for college-bound students who plan to take university placement tests in a world language.

3025 AP Spanish

PREREQUISITE: Students who have successfully completed level III of the language or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. Note: This course should not be taught in combination with other world language courses.

For students who are motivated to continue intensive study of the language in preparation for the Advanced Placement exam. The curriculum includes the study of literature and further development of oral/aural skills in the language and will help to prepare students for the Advanced Placement exam in the language.

3026 IB Spanish SL Yr 2

3029 IB Spanish HL Yr 2

PREREQUISITE: Teacher Recommendation

Offered at the standard and higher level in Spanish, IB Language B is designed for world language learners and focuses principally on the interaction between the speakers and writers of the target language. The aim of each course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes. These courses also allow students to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken. The skills of listening, speaking, reading and writing are equally emphasized, and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher. A variety of oral and written examinations are used to assess students' listening, speaking, reading, and writing skills. Prior to enrolling in a Language B course, it is assumed students have studied the target language for two to five years.

FRENCH

3041 French I

PREREQUISITE: Recommended for 9th grade students who read and perform language arts skills on or above grade level and for any students in grades 10-12 who need to meet the two-year college entrance requirement. Students may wish to defer fulfilling this requirement until 10th grade or later.

For students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing.

3042 French II

PREREQUISITE: Students who have successfully completed level I or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

For students who are interested in developing the skills learned in level I. The curriculum includes further study of the skills acquired in level I.

3042 French II (Honors)

PREREQUISITE: Teacher recommendation or demonstrated proficiency

This course follows the general curriculum for level II but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language.

3043 French III (Honors)

PREREQUISITE: Teacher recommendation or demonstrated proficiency

This course follows the general curriculum for level III but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language.

3045 AP French

PREREQUISITE: *Students who have successfully completed level III of the language or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. Note: This course should not be taught in combination with other world language courses.*

For students who are motivated to continue intensive study of the language in preparation for the Advanced Placement exam. The curriculum includes the study of literature and further development of oral/aural skills in the language and will help to prepare students for the Advanced Placement exam in the language.

3039 IB French SL Yr 2

PREREQUISITE: *Teacher Recommendation*

Offered at the standard and higher level in French, IB Language B is designed for world language learners and focuses principally on the interaction between the speakers and writers of the target language. The aim of each course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes. These courses also allow students to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken. The skills of listening, speaking, reading and writing are equally emphasized, and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher. A variety of oral and written examinations are used to assess students' listening, speaking, reading, and writing skills. Prior to enrolling in a Language B course, it is assumed students have studied the target language for two to five years.

GERMAN**3051 German I**

PREREQUISITE: *Recommended for 9th grade students who read and perform language arts skills on or above grade level and for any students in grades 10-12 who need to meet the two-year college entrance requirement. Students may wish to defer fulfilling this requirement until 10th grade or later.*

For students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing.

3052 German II

PREREQUISITE: *Students who have successfully completed level I or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.*

For students who are interested in developing the skills learned in level I. The curriculum includes further study of the skills acquired in level I.

3053 German III (Honors)

PREREQUISITE: *Teacher recommendation or demonstrated proficiency*

This course follows the general curriculum for level III but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language.

3055 AP German

PREREQUISITE: *Students who have successfully completed level III of the language or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. Note: This course should not be taught in combination with other world language courses.*

For students who are motivated to continue intensive study of the language in preparation for the Advanced Placement examination. The curriculum includes the study of literature and further development of oral/aural skills in the language and will help to prepare students for the Advanced Placement examination in the language.

3056 IB German SL Yr 2

PREREQUISITE: *Teacher Recommendation*

Offered at the standard and higher level in German, IB Language B is designed for world language learners and focuses principally on the interaction between the speakers and writers of the target language. The aim of each course is to prepare students to use the language appropriately in a range of situations and contexts and for a variety of purposes. These courses also allow students to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken. The skills of listening, speaking, reading and writing are equally emphasized, and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher. A variety of oral and written examinations are used to assess students' listening, speaking, reading, and writing skills. Prior to enrolling in a Language B course, it is assumed students have studied the target language for two to five years.

**ELL & ESL****3075 English Language Learning (ELL)**

PREREQUISITE: *Based on level of English proficiency as determined by a standardized, state-approved ESL test, students are provided English instruction specifically designed for second language learners.* The West High School English Language Learning (ELL) Division is part of the World Languages Division. Students at WHS who are non-English or limited-English speakers are provided with a transitional language program. While in this program, students have the opportunity to learn English and to strengthen their reading and writing skills. The goal of the ELL program is to increase the English fluency of limited-English speakers so that they can be successful in mainstream high school classes. The ELL program guides and provides tutorial support to students. Appropriate placement of students in the ELL program is done through state and national testing scores, teacher recommendations, and the cooperative efforts of the Student Services and ELL faculty in the World Languages Division.

3075 English Second Language (ESL)

PREREQUISITE: *Based on level of English proficiency as determined by a standardized, state-approved ESL test, students are provided English instruction specifically designed for second language learners.* ESL is an English course designed for students whose first language or primary language is other than English. Students may substitute ESL for up to two units of English credit. Additional credit earned in ESL may be used as elective credit at the same rate as other courses in the student's school.

PHYSICAL EDUCATION DIVISION

Through a variety of fitness-based activities, fitness-related discussions, and a comprehensive Wellness Education program, the Physical Education Division will nurture students' understanding, development, and maintenance of a healthy personal lifestyle. Students gain the knowledge and skill necessary to become healthy, lifelong learners through a fitness-based curriculum. The foundation for cognitive and motor development begins with activities and classroom discussions during Freshman Physical Education and continues through Wellness Education. Students participating in the upper levels of the program will have choices in fitness, group fitness, cardiovascular and weights courses. We make a commitment to provide each individual student with an equal opportunity for daily physical education regardless of his/her athletic ability or physical capability. The individual needs of the student will determine his/her physical education choices. We provide clear and constant reminders of the consequences of poor health and fitness decisions and encourage positive, healthy decision-making.

Physical Education courses required for graduation:

• All students must complete a P.E. credit except where an athletic or IB waiver may apply. All students must complete Wellness for graduation. No waivers are accepted for this course. Note: One unit of Lifetime Wellness is required for graduation, during a student's 10th grade year. If a student is unsuccessful during the 10th grade year, he/she will be required to wait until their senior year to repeat the class.

3301 Physical Education I

The goal of Physical Education I is to provide a variety of activities through four strands: health-related fitness; individual sports; team sports; and basic gymnastic fundamentals. Each unit within the strand will be designed to teach the basic skills, rules, and strategies necessary to understand and perform a variety of activities.

3302 Advanced Physical Education

PREREQUISITE: *Physical Education I*

The goal of Advanced Physical Education is to provide progressive skills, techniques, and strategies in various activities.

3303 Lifetime Wellness

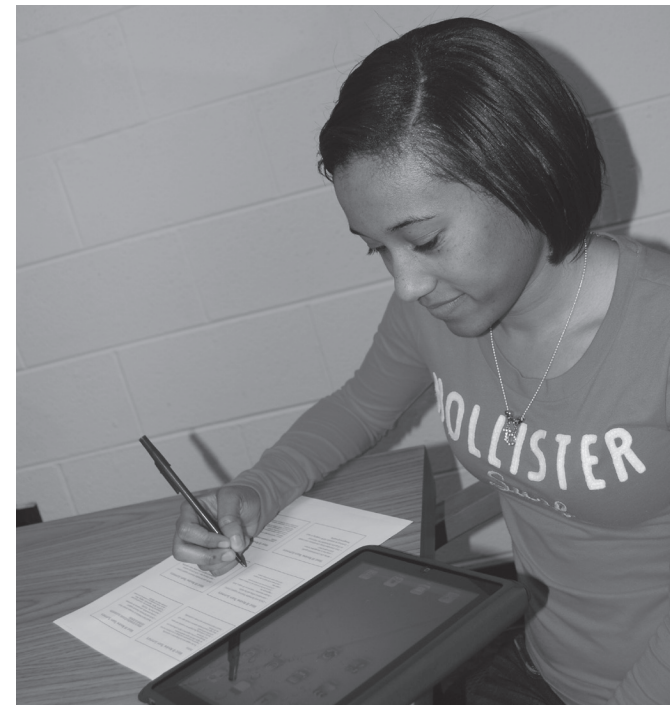
A one-unit course required for graduation. The goal of Lifetime Wellness is for students to learn a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive and higher quality of life. The unit consists of the following strands: Disease Prevention and Control; Mental Health; Nutrition; Physical Fitness and Related Skills; Safety and First Aid; Sexuality and Family Life; and Substance Use/Abuse.

3399 Aerobics

A course emphasizing the importance in improving and maintaining a healthier cardiovascular system. Skills taught in order to achieve this goal include muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition. Regular aerobic workouts through participation in aerobic routines, games, and various other activities, accompanied by a fitness assessment, will be the primary instructional focus of this course.

3399 Conditioning and Advanced Strength Training

A 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 emphasized.



NAVY NATIONAL DEFENSE CADET CORP (NNDCC - formerly JROTC)

NNDCC: Navy National Defense Cadet Corps

PREREQUISITE: *After completion of NNDCC I, the student may continue in the Advanced NNDCC program on a space-available basis.*

NNDCC is a program provided jointly by the Knox County School System and the U.S. Department of Defense. Currently the program is operated by the Air Force in two schools, the Army in two schools, and the Navy in five schools. While some aspects of the NNDCC program may vary somewhat according to differences among Air Force, Army, and Navy regulations, all services present a curriculum designed to help each student achieve the following goals: (1) Develop habits of orderliness, precision, and respect for authority in our society, (2) Instill patriotism, (3) Develop a high degree of personal honor, self-reliance, individual discipline, and leadership, (4) Instill pride, self-respect, confidence, and a desire to do one's best in any endeavor, and (5) Promote a basic understanding of national security requirements and the role of the armed services in the national defense structure.

FINE ARTS DIVISION

ART

The Fine Arts curriculum focuses on the necessary skills, concepts, and artistic traditions that allow each student to achieve his or her potential within each art discipline and provides a shared common cultural experience. The curriculum encompasses well-established methods, processes, and outcomes, as well as contemporary approaches, subject matter, and themes. It includes introductory opportunities for the novice learner. It also provides a solid foundation for students to pursue post-secondary programs with confidence, well-developed problem-solving skills, and refined higher-order thinking abilities. The curriculum presents students with artistic material of high and enduring quality from a variety of historical periods, artistic styles, and cultures.

3501 Visual Art I (General)

PREREQUISITE:

A survey course designed for students who are enrolling in a high school art course for the first time. Provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. Generally laboratory in nature, Visual Art I explores and gives experience in two-dimensional (drawing, painting, printmaking) and three-dimensional (sculpture, ceramics, textiles) formats and integrates art history, design principles, and aesthetic criticism and response.

3502 Advanced Art (Painting & Drawing)

3502 Advanced Art (Sculpture)

3502 Advanced Art (2D Design/Photography)

PREREQUISITE: *Visual Art I and teacher recommendation*

For students who have successfully completed Visual Art I and who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Visual Art. Based on approved curriculum guides, the program of study may be divided into the following topics or areas of concentration: Art History, Sculpture, Painting, Ceramics, Drawing, Printmaking, Paper, or Photo. This assures that students who continue beyond the first year will grow in their artistic development. Students may continue in Advanced Art on a space-available basis and may repeat Advanced Art up to seven times at the determination of the instructor.

GENERAL DESCRIPTION OF AP ART:

If there is not a sufficient number of students to create an entire class, students electing to pursue the requirements for completion of the AP Art curriculum may do so within the structure of the regular Advanced Art class. These students may be scheduled into any Advanced Art class, and the student and instructor will develop an individual plan by which the student may receive AP credit. These courses follow the course descriptions as provided by the College Entrance Examination Board. Each of these courses requires a high degree of commitment and self-discipline on the part of the student due to the rigorous curriculum and the individualized course structure. AP classes may not be repeated. However, students can choose to take AP Studio Art 3D, AP Studio Art 2D without repeating.

GENERAL DESCRIPTION OF AP ART PORTFOLIOS:

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.

3533 AP Art–Drawing Portfolio

The AP Drawing Portfolio is designed to include a very broad interpretation of drawing issues. Many types of painting, printmaking, studies for sculpture, and some forms of design, as well as abstract and observational works, could qualify as addressing drawing issues. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Works of photography, videotapes, and computer-generated works may not be submitted for the AP Drawing Portfolio.

3544 AP Studio Art 3D

This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts, or metal work, among others.

3545 AP Studio Art 2D

This portfolio is intended to address a very broad interpretation of two-dimensional (2D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

3059 IB Visual Art SL Yr 1

3479 IB Visual Art HL Yr 1

PREREQUISITE: *Teacher Recommendation*

These courses enable students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. These courses are designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

The aims and assessment objectives are the same for visual arts students at both HL and SL, however, through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

The course content for HL and SL may be the same.

However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, and to produce a larger body of work, or work of greater depth.

MUSIC

Music study helps students develop skills in comprehending, creative problem-solving, working as a team, logical reasoning, using symbols, conceptualizing, making value judgments, and communicating. It promotes cultural awareness and provides unique opportunities for self-expression and creativity. The WHS Music Division offers a variety of classes that allow students to continue – or begin – a strong, sequential program of music study. Courses are offered in instrumental music, vocal music, and non-performance classes.

Though many objectives for music education can be met in the classroom, it is important that students who are developing music skills are provided opportunities to display their accomplishments through concerts, recitals, parades, festivals, and other performance experiences. These are a direct outgrowth of the nature of the art that is being studied. Therefore, performing ensembles include an emphasis on the importance of participation in occasional after-school rehearsals and performances.

3530 Band (Music Instrument Study-takes 2 class spots)

Provides opportunity for individual and/or small-group study in (1) class piano, (2) class guitar, (3) handbells, (4) brass instruments, (5) woodwind instruments, and (6) percussion instruments. Student performance abilities may range from little or no experience to advanced skills on the focus instrument. Teacher will use music and materials appropriate for the individual and/or small-group ability level. Class offerings are limited to the availability of instruments and equipment at each school. At schools where class piano and handbells are offered, students may use the school-owned equipment.

3505 Jazz Styles

Provides a survey of music in the jazz idiom from the late 19th century to the present with a special emphasis on the elements of jazz. Personalities in jazz music and their contribution are also emphasized.

3531 Vocal Music II (Female)

PREREQUISITE: *Previous choral experience is not a prerequisite but would be beneficial. Performances and after-school rehearsals are required.*

For female choral students to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty from all historical and performance styles. Emphasis is placed on the development of individual and ensemble skills in vocal production, tone quality, diction, intonation, balance and blend, sight-reading and music reading, and ensemble esprit de corps.

3531 Vocal Music II (Male)

PREREQUISITE: *Previous choral experience is not a prerequisite but would be beneficial. Performances and after-school rehearsals are required.*

For male choral students to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty from all historical and performance styles. Emphasis is placed on the development of individual and ensemble skills in vocal production, tone quality, diction, intonation, balance and blend, sight-reading and music reading, and ensemble esprit de corps.

3531 Vocal Music III**3531 Vocal Music III (Studio West)**

PREREQUISITE: *Consists of students with previous choral experience selected by audition.*

The nature of the group may vary according to the discretion of the director and the needs of the school music program. Examples are: Chamber Choir, Madrigal Singers, Pop Ensemble, and Show Choir. Emphasis is placed on an advanced degree of musicianship, increased harmonic and rhythmic reading skills, and increased performance skills. Opportunities are provided for performance in school and community. Performances and after-school rehearsals are required. Choreography and/or costumes may be required by the teacher for some ensembles.

3508 IB Music

PREREQUISITE: *Teacher Recommendation*

The IB music class creates an opportunity for IB diploma candidates to utilize their skills as musicians in conjunction with an entire IB curriculum. Offered at both standard and higher level, IB music breaks the subject of music into five components. Music Theory transfers to musical performances, compositions, listening skills and the overall appreciation of music. It is the fundamental building block of music. Music performance encompasses a recorded portfolio of musical repertoire on the student's specific instrument. This repertoire is representative of a NYSSMA (New York State School Music Association) level IV-VI. Listening to music analytically allows the musician to better understand and identify the different elements of music. These elements include the identification of musical terms, ideas, and aesthetics, as well as the identification of genre, culture, and style of musical examples. Composition is the creation of a student's own music. These compositions encompass different styles and genres of music, and demonstrate the students' ability to incorporate different musical elements into a cohesive and relevant piece of music. Finally, IB music students will create a musical investigation that asks students to identify unifying elements within pieces of music that differ in culture. Each student creates their own project that illustrates this element between two specific pieces of music.

THEATRE

Theatre is an opportunity for students to express themselves through creating characters in dramatic situations. Whether they have had previous drama experience or not, the theatre classes at WHS offer them the chance to develop their drama skills. The focus in all theatre classes is on participation and hands-on experience.

Theatre classes at West feature a sequential and cumulative curriculum, which allows students to develop internal and external resources, explore creative potential, investigate the social and historical context in which they live, form aesthetic judgments, and experience the discipline of the artist. The courses are process-oriented, primarily concerned with fostering integrity in the student's work. Some courses include a public performance component.

While the theatre courses can provide pre-professional training for students, the ultimate goal is to promote appreciation of the art, as well as deeper self-awareness and more sensitive and reflective understanding of the human condition.

3520 Theatre Arts I

PREREQUISITE: *Grades 9-12 are encouraged to take this prerequisite drama course.*

A course for students who have an interest in drama and wish to learn the history of theatre and improve their abilities in communicating and appearing before a group. The curriculum includes exercises in pantomime, improvisation, basic stage direction, play reading, theatre history, stagecraft, basic acting skills, and oral interpretation.

3521 Theatre Arts II

PREREQUISITE: *Theatre Arts I*

For students who have completed Theatre Arts I and who wish to expand their interpretative skills and knowledge of theatre. The curriculum includes further study of oral and dramatic interpretation of prose and poetry. An interview with the teacher and/or auditions for admission may be required.

**3521 Advanced Theatre Arts - Stage Tech**

A one-unit course for students who have an interest in developing an overall understanding of the aspects of theatre production. Students will develop skills in lighting, sound, set construction, set painting, props, program/poster design, costuming, make-up, and publicity.

9352 Musical Theatre

PREREQUISITE: *An interview with the teacher and/or auditions for admission may be required. Prerequisite is Theatre Arts I and/or Vocal Music. Both are recommended.*

This course offers students the opportunity to study and perform in this genre. The course combines practical vocal training, including diction and tone quality as well as the development of students as actors. Students will study the evolution of musical theatre and develop an appreciation for this uniquely American art form.

CAREER AND TECHNICAL EDUCATION (CTE) DIVISION

The CTE Division offers a program of electives that develop individual interests while facilitating authentic learning experiences by linking the curricula to the real world. Each course teaches students to apply content knowledge in a project-oriented environment. The Family and Consumer Sciences and Computer and Technical Education Divisions provide learning opportunities that foster academic achievement, career exploration, creativity, and problem-solving skills for all students. The unique characteristics of each of these Divisions provides students with a wide variety of course selections that integrate the diverse curricula of West into activities they can use in their daily lives.

Family and Consumer Sciences offers a broad range of courses designed to develop practical life skills, such as decision-making, consumer issues, preparation for college, and healthy relationship and interpersonal skills. Many of the courses have a lab component.

5603 Family and Consumer Sciences (FACS)

A course for students designed to develop the core knowledge and skills needed to strengthen the quality of individual and family life. Units include leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision-making, problem-solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences.

5611 Interior Design

A specialized course for students focusing on the interior of living environments. This course includes instruction in the fundamentals of interior design; the application of skills, knowledge, and design principles to the living environment; interior design occupations and careers; universal and “green” design; and professional and marketing skills. Instruction includes academic integration and technology applications.

5619 Textiles and Apparel

A specialized course for students designed to build foundational skills in the selection, production, and alteration of textile and apparel products. Areas of study include social, psychological, and physiological influences; fibers and fabrics; textile design and production influences; manufacturing systems; and career options and preparation. Instruction includes academic integration and technology applications.

5609 Nutrition and Foods

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

3251 Nutrition Science

PREREQUISITE: *Physical Science or Biology, This course description and prerequisites are determined through the Career & Technical Education Division.*

This course is an interdisciplinary laboratory science course. Concepts of chemistry, biology, physics, and nutrition are applied to the production, processing, evaluation, and utilization of foods. Students use scientific methods in laboratory experiments to facilitate the understanding of the human body, food, nutrition, and science.



5623 Life Connections

A course for students designed to assist in making a successful transition from high school to the post-high school environment. Students will be empowered to take action for the well-being of themselves and others as they effectively manage the roles and responsibilities created by family, career, and community interactions. The role of communication in establishing and maintaining healthy interpersonal relationships is emphasized. Skills related to decision-making, problem-solving, critical and creative thinking, technology, and workplace readiness practiced in this course will provide students with an understanding of how to plan for and manage careers in an ever-changing workplace.

5625 Child and Lifespan Development

A course for students designed to prepare them to understand the physical, social, emotional and intellectual growth and development throughout the life span. Experiences such as laboratory observations, job shadowing, service learning and laboratory participation will enhance the learning process. Instructional content includes child development theories and research; prenatal development; infants and toddlers, preschool years; middle childhood, adolescence; adulthood; geriatrics; death and dying; careers; and leadership.

5650 Early Childhood Education Careers I 5662 Early Childhood Education Careers II/III

A program designed to prepare students for gainful employment and/or entry into post-secondary education in early childhood education. Content provides students the opportunity to apply child development theory, develop and implement learning activities for young children, and integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based and/or work-based learning opportunities.

BUSINESS EDUCATION DIVISION

In every facet of society, business plays a vital role. Therefore, a thorough business education will provide a solid foundation for a successful, professional life. Here at West High School we provide the skills necessary for students to become tomorrow's business leaders.

3709 Principles of Business

A course that introduces students to all aspects of business: domestic and international economies, financial principles, management strategies, administrative and information systems, ethics, and organizational and professional leadership. Students will analyze the elements of the business environment.

MARKETING EDUCATION

5030 Marketing and Management I - Principles

PREREQUISITE: *Serves as an Economics substitution*

A course designed to focus on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions, and human resource leadership development. Skills in communication, mathematics, economics, and psychology are reinforced in this course.

5035 Entrepreneurship

PREREQUISITE: *One Marketing credit in core course*

A course designed to focus on marketing concepts and management functions, with emphasis on the development of decision-making skills. Students will examine challenges, responsibilities, and risks that managers face in today's workplace. Subject matter includes finance, entrepreneurship, marketing information systems, purchasing, human resource skills, and leadership development. Communication, interpersonal skills, and mathematics skills are reinforced in this course. Additional credits may be earned through Cooperative Education.

5003 Travel and Tourism Operations

A course designed to prepare students for gainful employment and/or post-secondary training in the industry of travel and tourism. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing the human relations, communications, and technical skills needed for advancement. Twelfth-grade students may earn additional credits through Cooperative Education if all eligibility requirements are satisfied.

5023 Sports and Entertainment Marketing

PREREQUISITE: *One Marketing credit in core course(s)*

A course that offers students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. Twelfth-grade students may earn additional credits through Cooperative Education if all eligibility requirements are satisfied.

5098 Marketing Co-Op

PREREQUISITE: **PLEASE SEE TEACHER FOR GUIDELINES AND REQUIREMENTS*

The credit for Cooperative Education is awarded in the appropriate career and technical course in which the student is enrolled.

BUSINESS TECHNOLOGY EDUCATION

The Business Technology Education Division provides an opportunity for students to explore the latest technological trends in software and hardware of graphic media, audio-video media, and technical drawing. Students create practical projects that can enhance their personal and future professional lives.

3779 Accounting I

PREREQUISITE: *Computer Applications*

A course that introduces concepts and principles based on a double-entry system of maintaining the financial records of a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements.

3780 Accounting II

PREREQUISITE: *Accounting I*

A course that offers an advanced study of concepts, principles, and techniques that build on the competencies acquired in Accounting I used in keeping the electronic and manual records of a sole proprietorship, partnership, and corporation. In addition, divisional, management, cost, and not-for-profit accounting systems are explored.

3718 Computer Applications

A one-unit credit course from grade 9-10. The course is designed to develop computer technology skills. Students will use a variety of computer software and hardware told and features of an electronic information network. Students will explore the historical, social, and ethical issues of using computer technology. The students will develop skills that will assist them with efficient production of word processing documents, spreadsheets, databases, and presentations. Students will learn MSOffice Suite-Word, Excel, PowerPoint, and Access as well as the current operating system.

3741 Desktop Publishing

PREREQUISITE: *Computer Applications*

The student will apply keying, formatting, typography, layout, and design skills in developing electronic publishing documents. The student will develop skills in electronic publishing, layout, composition, and photojournalism. Content provides the opportunity to acquire marketable skills and to prepare for gainful employment and/or entry into post-secondary education in the graphic communications industry. Laboratory facilities and experiences simulate those found in the graphic communications industry.

3746 Interactive Multimedia Presentations

PREREQUISITE: *Computer Applications*

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

3756 Banking and Finance

PREREQUISITE: *Computer Applications*

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

SPECIAL EDUCATION SERVICES

West High School provides all students with special education needs a free and appropriate public education. Students and their parents serve as members of the individual education plan (IEP) team and fully participate in the determination of eligibility for and provision of special education services. Once a student has been identified as eligible for special education and/or related services, an IEP team is developed to determine the appropriate services. It is the responsibility of this IEP team to determine the most appropriate education setting in the least restrictive environment.

West High School offers a full continuum of services and programs, including psychological testing, social work, speech therapy, and other related services for eligible students.



INSTRUCTIONAL COURSES

Instructional courses are designed to meet the needs of students who may require individualized assistance with the courses necessary for graduation.

Instructional courses range from those that parallel mainstream curriculum and/or are taught collaboratively with both a special education and a regular education teacher, to courses that address the basic life skills necessary to support select transition goals. Similar to our resource program, the primary goal of the special education instructional classes is to foster the academic proficiency and independence necessary to support the student's progression toward his/her next level of proficiency in all domains.

CONTACT INFORMATION

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Student Registration / Info Guidance Department

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WHS Foundation

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Yearbook

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