

Central High School

DREAM • BELIEVE • ACHIEVE



Course Catalog **2017-18**

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Dear CHS Community:

Welcome to Central High School. We are honored to have you and your family as part of our school family and community. Central High School was founded over one hundred years ago and its staff, students, and alumni hold dear to their hearts the slogan of “Pride and Tradition.” Central is a very special place, and I hope that you take advantage of what it has to offer.

Our students’ success is dependent on the combined efforts of our staff, students, and parents. Since our expectations are high, student attendance and participation are a must. Every day, our students must come prepared, ready to learn. Our school day is organized using the Block/Semester schedule, and every teaching moment is valued. In an effort to meet the needs of all students and to maximize their talents, we offer a varied and challenging academic curriculum that is delivered by a dedicated professional staff. Parental support of students, staff, and school is vital for the success of our learning community.

We encourage you to read our curriculum guide and become familiar with the requirements for graduation. Our desire is to develop a working relationship with you and your family that will maximize your potential and help you develop the social, emotional, and educational skills necessary to become a productive member of leader our community and society. Again, we welcome you and your family and look forward to helping you achieve your goals, ultimately becoming part of Central’s “Pride and Tradition.”

Sincerely,
Central High School Administration



CENTRAL HIGH SCHOOL GOALS 2016-2017



Goal 1:

Improve academic growth achievement of all students, including all subgroups.

B

O



Goal 2:

Increase graduation rate.

B

C



Goal 3:

Focus staff development on student achievement and growth.

A

T

S



Goal 4:

Increase parental and community involvement.



CHS: A History

In 1893, Holbrook Normal College was founded on the site of the present Gresham Middle School. This new college, which everyone thought would be a boon to Fountain City, cost \$41,000 to build and matriculated 100 students. Because of low tuition and lack of endowments, the college failed, and in 1900 was sold to the Tennessee Baptist Association for \$13,000. Two months later, the main building was destroyed by fire.

In 1906, Knox County bought the property, using funds from a tax levied especially for the purpose of establishing high schools. Mr. W.E. Miller, when told that he was to be the school's first principal, inspected the site to find four neglected buildings with no heating system and a lack of water or sanitary provisions. Once credit was secured to conduct the necessary renovations, contractors installed a heating system, repaired the building, and cleared the grounds.

With 200 borrowed chairs, Central High School—Knox County's first free high school—opened in September 1906. Though still unperfected (Sanitary appliances were not installed until the next year.), 134 students enrolled, cheerfully accepting all the inconveniences. The school was divided into four academic departments; two languages were required of those taking the literary course: Latin and a choice of German or Greek. If students took the scientific course, three years of German were required. In addition to science and language, business was offered, with seventeen students enrolled in the first business course. Finally, the department of domestic science was assigned to Miss Ella Coffman, the first teacher hired at Central.

Students attended school about the same time we do today, put their horses in the barn behind the school, ate lunches brought from home, and left about 3:30. From the beginning, Central led the county in athletics, and the names of Central athletic greats are known throughout the state. The first football game of the arch rivalry between Central and City was played on October 19th of that first year. The next year, Central captured the basketball title, defeating Knoxville by a score of 36 - 34. Thus, Central High School began in 1906 with its students bringing home victories both academically and athletically.

In 1911, Mr. J. Frank Davidson was appointed as Central's second principal. In response to community needs, courses in agriculture and teacher training had been added. The advanced agriculture courses included crop improvement, cattle feeding and milking, and poultry production. Model chicken houses were housed on the campus. Central was, by this time, on the accredited list of the Southern Colleges and Universities.

As the community grew, Central High School grew from 134 students to a staggering 1,800 in the 1960's. In 1916, the Annex was built. In 1930-1931, the old Holbrook Normal College structure was replaced with the building that is now Gresham Middle School. In 1954, the cafeteria, home economics, art, and music wings were added to that structure. Continuing

to reflect changing student needs and community standards, course offerings changed: poultry and milk production gave way to aeronautics and driver education.

Much of Central's fame during those years is credited to Miss Hassie Gresham, who taught at Central in 1908 and then became its principal in 1918 and retired in 1947. A believer in strict discipline, Miss Gresham declared, "Children like to be directed and controlled if they are happy. Children have to be pruned, cultivated, and directed." Leonard Brickey then succeeded her as principal from 1947-1958.

In 1958, Dan Y. Boring, who was a student at Central during Miss Gresham's tenure, was appointed principal and served in that capacity until his retirement in 1982.

In the early 1960's under the annexation agreement, Knox Central – the oldest high school in the county—became a part of the Knoxville City System.

By 1967, the student enrollment was 1,591, and there were 67 faculty members. The main building was 40 years old, and the annex, over 50. Classrooms, the library, and study halls were hopelessly overcrowded. Although 78 % of Central's graduates went on to further education, there was a discernible need for more vocational courses. The school board wisely decided that an entirely new structure was needed to provide facilities for existing courses, new vocational programs, and advanced academic programs.

After 64 years in the same location, Central's faculty and 1,400 students moved to the present location in September 1971 and added 16 new courses. In the Knoxville Journal, the assistant superintendent of instruction said, "There is evidence of real pride in this school on the part of the students and the other people in the community. The quality of morale is high, with a good attitude toward the school."

The late 1980s and early 1990s signaled rapid changes for Central. In the fall of 1987, Central High again became a county school when the Knoxville City School System was abolished by the city vote in a referendum. Population changes led to the closing of two Knoxville high schools in other parts of the county, thereby reassigning students from Rule and Holston to Central for the 1991-1992 school year. Rezoning has continued through the '90s and into the 21st century, changing the demographics of the school. Larger numbers of immigrants have further changed demographics, making Central an ESL hub. CHS faculty continues to ensure a quality education for all of our students by adjusting curriculum offerings and providing learning opportunities to allow students to grow from diversity. The 21st Century has brought major educational reforms in the mandated *No Child Left Behind* Legislation, raising the expectations and accountability for schools.

For over one hundred years, Central High School has served Fountain City. Undoubtedly, the future presents additional challenges; however, Central has strived to be flexible enough to make modifications and yet strived to hold fast to the ideals and standards—the "Pride and Tradition"—which have earned respect for our school since 1906.

School-level Personnel

Principal: Central High School's Principal creates the safe, academic culture necessary for student learning.

Curriculum Principal: Central High School's Curriculum Principal supports student learning through providing curricular materials and structure for teachers and students. In addition, the Curriculum Principal ensures that students are properly placed in classes that will ultimately challenge them.

Grade-level Principals: Central High School's Assistant Principals work with students in their individual grade levels to develop rapport among students, maintain order, and encourage the academic culture necessary for student learning.

Teaching Staff: Central High School's dedicated teachers provide the high-quality instruction for student success both in high school and beyond. Teachers support students through individualized learning and tutoring opportunities.

Central High School Student Services Department: The Central High School Student Services Department works with the administration, school staff, and various community agencies to help students with educational, vocational, and personal issues. Counselors help students develop a plan for high school graduation as well as post-secondary education and/or career planning. Counselors also assist with test performance and interpreting test scores. The Student Services Department:

- Maintains college catalogs, brochures, applications, videos, and software to assist students in making decisions about college/university programs, scholarships, and career choices. A special scholarship bulletin is also published for seniors on a regular basis.
- Makes referrals to outside agencies as needed.
- Maintains all academic records.
- Works with the School Support Team to identify students with academic or emotional problems. Staff members work with the school psychologists and the special education staff to help identify and plan for students with special needs.
- Assists the Curriculum Principal in administering all group tests as scheduled by Knox County Schools and the Tennessee State Department of Education.
- The School Social Worker works with families and students on issues of attendance, personal issues, and when help is needed, identifying community support agencies.

Support Staff: Central High School's secretaries, custodians, bookkeeper, and teachers' assistants provide the necessary administrative support to assist students and teachers with student achievement.

****Students and Parents can contact any staff member via their knoxschools.org email address located on the Central High School website: <http://centralhs.knoxschools.org/>.****

Registration Procedures

Each spring, counselors talk with students about their high school plan and make suggestions about the appropriate courses needed for graduation. Incoming freshman students are given a registration form and encouraged to make careful course selections for the next school year. Teachers make recommendations for academic levels based on classroom performance, grades, and standardized testing. Parents are then asked to sign this registration form, indicating their approval of the courses selected. Upperclassmen will register online.

Students are expected to register for academic levels recommended by the staff. If a student wishes to move to a higher level than is recommended, the parent/guardian must sign an Academic Release, and the student must remain in the requested level regardless of his/her class performance. If a student wishes to move to a lower level than is recommended, then the student must meet with the Curriculum Principal, who will contact the parent/guardian regarding the request.

Every effort is made to schedule students for their choices, but class size limitations established by the State Department and course conflicts (2 classes offered at the same time) limit some choices. It is important that students carefully choose alternate classes during registration because they may be enrolled in those classes and class changes will not be granted if a course was picked as an alternate during registration.

Students in all grades must be enrolled in at least 8 classes, 4 each term. Schedules are not changed because a student changes his/her mind about a course. Students have no choice of instructor.

Schedules are changed **only** for these reasons:

- Course cancellation or level change
- Additional course needed for graduation
- Student failed the prerequisite class
- Course was taken and passed in summer school or credit recovery.

Students must see their counselor for approval of a schedule change. For any change from Honors or AP-level courses to a regular course, the Curriculum Principal must approve the change.

Grading, Testing, & Records

Transcript Request

A student may request an unofficial copy of their transcript 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 submitting a Transcript Request form (located on the CHS website or in the Student Services office) to the Registrar in the Student Services Office.

Official transcripts must be mailed directly from Central High School.

Dual Enrollment

Students in the 10th, 11th or 12th grades, who are in good standing, may earn high school credit by enrolling in college level courses at an institution of higher education. The institution shall be accredited by the state or by a state-approved accrediting agency. In order to qualify for dual enrollment, a student shall:

1. Meet all the requirements for dual enrollment of the college/university
2. Have a planned high school program endorsed by school counseling personnel as appropriate, including the college level course
3. Agree to assume all financial costs associated with the college level course
4. Obtain written permission of the high school principal and the acceptance of the college admissions officer
5. Continue to be enrolled in his/her base high school

Upon receipt of the course grade transmitted directly from the institution of higher education, the high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy. Please see page 55 concerning dual enrollment opportunities and policies through Central's Online Academy.

Testing

The following tests are required:

- End of Course Exams (EOCs): These multiple-choice exams are given in selected academic subjects as required by the State Department. EOCs count as a % of the student's grade. (This is subject to change during a four-year period.)
 - Subjects: Biology, Chemistry, U.S. History
- TNReady exams: These new exams reflect curriculum changes in math, English, history, and select science classes (Biology and Chemistry). Students will complete a series of comprehensive exams in each of the following subject areas:
 - English I, English II, English III, Algebra I, Algebra II, and Geometry
- American College Test (ACT): A standardized, multiple-choice test which covers four

skill areas: English, mathematics, reading, and science. Students take this test their junior year. This is a state mandated requirement for graduation.

Additional tests available during the school year:

- Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test: Given at Central High School to interested 10th and 11th graders. There is a fee for this test, which is given in the fall.
- Advanced Placement Tests (AP): Given at Central High School to students in AP classes. There is a fee for every AP exam.
- Scholastic Aptitude Test (SAT): Measures critical thinking skills and the ability to analyze and solve problems, and is often thought of as a measure of future college success.
- Armed Services Vocational Aptitude Battery (ASVAB): A military recruiting tool that the U.S. Department of Defense uses to determine potential recruits' developed abilities, to measure their general learning ability and vocational aptitude, and to predict performance in certain academic areas. This test comprises ten individual assessments: Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Arithmetic Reasoning, General Science, Auto and Shop Information, Mechanical Comprehension, Electronics Information, Numerical Operations, and Coding Speed.

Grading Procedures

Grading procedures are the result of the prescribed plan of study established for any given class by the teacher. Normally, grades are based on student performance in such areas as class participation, class work, homework, special assignments/projects, meeting deadlines, quizzes, tests, and final examinations. Final examinations represent a percentage of the final semester grade. (Percentage of EOC's is subject to change over a four year period.)

Scholastic Credit

In order to receive a credit for a course, the student must have a passing grade (A, B, C, D). Credits are recorded on the student's cumulative record when the course has been completed. Grades of one-half unit courses shall be reported to the parents immediately and will be recorded on the student's transcript at the end of the term or semester.

Scholastic Grades

Grade reports are issued to students approximately every four and a half weeks. Parents are invited to check Parent Portal weekly to monitor their students' progress. Grades are reported numerically and as alphabetical letters and are determined by the percent scale shown below.

Grades are accumulative, representing all class work from the beginning of the course to the date of the report. Each successive report is not the average of the previous grade reports; rather, it represents the compiled scores of all daily lessons, homework, projects, quizzes, examinations and other classroom assignments during the entire class period.

Knox County Grading Scale

Grades	Descriptors	Percent Scale	Grade Points*
A	Excellent	93-100%	4
B	Good	85-92%	3
C	Average	75-84%	2
D	Below Average	70-74%	1
F	No Credit	0-69%	0

*Knox County high schools maintain two cumulative GPA's for students. One is based on a four-point scale: A-4, B-3, C-2, D-1, and F-0. On this scale, students completing an Advanced Placement course established by the College Entrance Examination Board for which national AP examinations are available will have five points added to the final class average. Core Dual Enrollment courses will have 5 points added to the final class average. Students completing an Honors course will have three points added to the final class average.

The second cumulative GPA will be calculated using weighted quality points. AP and Core Dual Enrollment courses will receive additional weight as follows: A-5, B-4, C-3, D-2 and F-0. In addition, an Honors course recognized by the Knox County School System will be weighted as follows: A-4.5, B-3.5, C-2.5, D-1.5 and F-0.

Graduation Requirements

Directions: Place an X next to each credit you've earned. Please note that courses may be taken during either the fall or the spring semester. Students must earn a total of 28 credits to graduate.

English (students must complete 4 credits)

- 9th Grade – English 1
- 10th Grade – English 2
- 11th Grade - English 3
- 12th Grade – English 4

Math (Students must attempt one a year, and complete 4 credits)

- 9th Grade – Algebra 1 or Geometry
- 10th Grade – Geometry or Algebra 2
- 11th Grade – Algebra 2 or Pre-Calculus
- 12th Grade – upper level math

Science (students must complete three credits)

- 9th Grade - Honors Chemistry or Biology
- 10th Grade –Honors Biology or Chemistry
- 11th Grade – student's choice
- 12th Grade – student's choice

Social Studies (Students must complete 3 ½ credits)

- 9th Grade – World History & Geography
- 10th Grade – US Government & Civics (.5 credits)
- 11th Grade – US History & Geography
- 12th Grade – Economics/Personal Finance

Physical Education:

- PE (.5 credits is required)
- Lifetime Wellness

2 credits of World Language (both credits must be in the same language)

- Spanish 1 Spanish 2
- French 1 French 2
- Latin 1 Latin 2

Fine Art (Students must complete one credit):

- Visual Art 1
- Band
- Vocal Music
- Theater Arts
- Development of Rock & Roll

Elective Focus (Students must complete at least 3 classes in one focus area. Please refer to pages 58-59 for the Elective Focus areas)

_____ Class 1: _____
_____ Class 2: _____
_____ Class 3: _____
_____ Class 4 (optional): _____

Other Electives:

_____ Class 1: _____
_____ Class 2: _____
_____ Class 3: _____
_____ Class 4: _____
_____ Class 5: _____
_____ Class 6: _____
_____ Class 7: _____
_____ Class 8: _____
_____ Class 9: _____
_____ Class 10: _____

Testing & Other Requirements:

All Students are required to take a Civics exam and complete a Civics project.

All Students are required to take the ACT.

All students are required to take the EOC for all state courses in order to receive credit in those classes.

Notes:

1. All Course classes are tiered to accommodate all levels of learning.
2. If a student has an extreme circumstance that prevents him/her from being successful in a World Language course (example: specific learning disability in language), a student may complete a waiver. Students who waive their foreign language requirement must complete a second elective focus.

Course Descriptions

Each course description is accompanied by the availability. Some classes are offered each semester, others are offered once a year, and still others are offered once every two years.

It is important that you and your Counselor plan your schedule.

Note: Not all elective courses will be offered each year. Even if a course is potentially offered in that semester, there must be an adequate number of students (15) taking that course.

Language Arts

Graduation requirements: 4 credits

- To satisfy graduation requirements, each student must complete four courses of Language Arts: English I, English II, English III, and English IV.

NOTE: AP Literature and Dual Enrollment can count for an English IV credit. AP Language can count for an English III credit.

College Prep English I

Grade(s): 9

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.

Maximum Credit: 1

Honors English I

Grade(s): 9

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. May be taken in Combined Studies with AP Human Geography.

Maximum Credit: 1

English I SPED

Grade(s): 9

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English I credit.

Maximum Credit: 1

College Prep English II**Grade(s): 10**

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.

Maximum Credit: 1

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

A course for students who have demonstrated a mastery of grammar, writing, and reading skills in the English I Standard/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 in preparation for success in the Advanced Placement curriculum at the 11th – 12th grades.

Maximum Credit: 1

English II SPED**Grade(s): 10**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English II credit.

Maximum Credit: 1

College Prep English III**Grade(s): 11**

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.

Maximum Credit: 1

Advanced Placement English Language and Composition**Grade(s): 11**

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 be able 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 Test. May be taken in Combined Studies with AP U.S. History.

Maximum Credit: 1

English III SPED**Grade(s): 11**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English III credit.

Maximum Credit: 1

College Prep English IV**Grade(s): 12**

A course for students who have successfully demonstrated an average or above average ability to perform language, analytical, composition and reading skills. The curriculum includes further development of analytical, composition, and research skills in preparation for college English.

Maximum Credit: 1

Advanced Placement Literature and Composition**Grade(s): 12**

A course for students who have successfully completed Advanced Placement 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 and Composition Test.

Maximum Credit: 1

English IV SPED**Grade(s): 12**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English IV credit.

Maximum Credit: 1

Dual Enrollment English 1010—English Composition I**Grade(s): 12**

Study and practice of expository and persuasive writing. Topics include critical reading and writing essays, with emphasis on research, writing processes, and effective formatting.

Prerequisite: Satisfactory placement test scores

Maximum Credit: 1; College Credit: 3

Electives**Creative Writing I****Grade(s): 9-12**

A one-unit course for students who have an interest in studying and writing in the genres of poetry, drama, short story, and nonfiction. The curriculum includes the study of the genres, the students' personal examples of the genres, and their development of a portfolio.

Maximum Credit: 1

Genre Studies: Ancient and Classical Literature**Grade(s): 10-12**

The student will be given the opportunity to develop deeper thematic critical reading skills through additional reading experiences in ancient and classical literature.

Maximum Credit: 1

Journalism I (Newspaper)**Grade(s): 10-12**

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 as the work culminates in a newspaper.

Maximum Credit: 1

Journalism 2 and Journalism 3(Newspaper)**Grade(s): 10-12**

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 as the work culminates in a newspaper.

Maximum Credit: 1

This course is part of the Dual Enrollment Online Academy. Please see page 57 concerning dual enrollment opportunities and policies.

Dual Enrollment English 1020—English Composition II**Grade(s): 12**

Analytic writing based on the study of literature; study and practice of research writing.

Prerequisite: DE English 1010

Maximum Credit: 1

Math

Graduation requirements: 4 credits

- To satisfy graduation requirements, each student must complete four math courses: Algebra I, Geometry, Algebra II, and an advanced-level math course.

Algebra IA and Algebra IB (Second Term of 2-term Sequence) Grade: 9

This required two-term 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 term 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.

Algebra I**Grade(s): 9**

A preparatory course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. Provides the mathematical understanding to operate with concepts at an abstract level, then apply them in a process that fosters generalizations and insights beyond the original content. Topics covered are: properties of the number system, linear functions, inequalities, operations on real numbers and polynomials, exponents, radicals and quadratics. Successful completion of this sequence prepares students for Geometry. Prerequisite: Recommended academic status from the 8th grade, CRT scale score 538 to 575 on the TCAP test and a score of 15-18 on the Explore test
Maximum Credit: 1

Honors Algebra I**Grade(s): 9**

For students who did exceptionally well in 8th grade mathematics. Course content covers the course topics in Algebra I in greater depth and at a faster pace, thus providing time for enrichment through the study of optional performance objectives. Prerequisites: Departmental Recommendation, TCAP CRT scale score of 576 or above, Explore test score of 19 – 25
Maximum Credit: 1

Algebra I A Prep**Grade(s): 9**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. This is an elective preparatory class to Algebra I A. SPED teachers who are endorsed in the subject or have proven content knowledge in Mathematics via Praxis may serve as teacher of record and give credit for this course.
Maximum Credit: 1

Algebra I A**Grade(s): 9**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Algebra I A Prep class. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. SPED teachers who are endorsed in the subject or have proven content knowledge in Mathematics via Praxis may serve as teacher of record and give Algebra I A credit.
Maximum Credit: 1

Algebra I B Prep**Grade(s): 10**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. This is an elective preparatory class to Algebra I B. SPED teachers who are endorsed in the subject or have proven content knowledge in Mathematics via Praxis may serve as teacher of record and give credit for this course.
Maximum Credit: 1

Algebra I B**Grade(s): 10**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Algebra I B Prep class. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. SPED teachers who are endorsed in the subject or have proven content knowledge in Mathematics via Praxis may serve as teacher of record and give Algebra I B credit.

Maximum Credit: 1

Geometry A and Geometry B (Second Term of 2-term Sequence) Grade: 10

This required two-term sequence is designed for students who complete Algebra I and not ready to start Geometry. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective credit and time is spent integrating Algebra I and introductory Geometry skills. More time is devoted to skill development than is possible in the one-term Geometry.

Geometry**Grade(s): 10**

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 course begins with necessary introductory vocabulary and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are inter-mixed to help the student grasp an understanding of how geometry is used in different careers and everyday life. Algebra is utilized extensively in this course. Successful completion of this course prepares a student for further work in Algebra II. Prerequisite: Algebra I with grade of "C" or better recommended

Maximum Credit: 1

Honors Geometry**Grade(s): 9-10**

For 9th grade students who have completed Algebra I in the 8th grade or Algebra I (Honors) in the 9th grade with term grades of "B" or better. Topics found in Standard Geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially written proofs), and algebraic applications. Additional enrichment objectives are covered as time permits. Successful completion of this course prepares a student for further work in algebra, usually Honors Algebra II. Prerequisite: Algebra I in the 8th grade or Algebra I (Honors) in the 9th grade and Departmental Recommendation

Maximum Credit: 1

Geometry A Prep**Grade(s): 11**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. This is an elective preparatory class to Geometry A. SPED teachers who are HQ in Math may serve as teacher of record and give credit for this course.

Maximum Credit: 1

Geometry A**Grade(s): 11**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Geometry A Prep class. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. SPED teachers who are endorsed in the subject or have proven content knowledge in Mathematics via Praxis may serve as teacher of record and give credit in Geometry A SPED.

Maximum Credit: 1

Geometry B Prep**Grade(s): 12**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. This is an elective preparatory class to Geometry B. SPED teachers who are HQ in Math may serve as teacher of record and give credit for this course.

Maximum Credit: 1

Geometry B**Grade(s): 12**

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Geometry A=B Prep class. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry. SPED teachers who are endorsed in the subject or have proven content knowledge in Mathematics via Praxis may serve as teacher of record and give credit for Geometry B SPED.

Maximum Credit: 1

Algebra IIA and Algebra IIB (Second Term of 2-term Sequence) Grade 11

This required two-term sequence is designed for students who complete Geometry and not ready to start Algebra II. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective credit and time is spent integrating Algebra I and introductory Algebra II skills. More time is devoted to skill development than is possible in the one-term Algebra II class.

Algebra II**Grade(s): 10-12**

The study of functions and an extension of the concepts of Algebra I and many of the concepts of Geometry are provided. Topics covered are: linear and quadratic equations and functions; systems of equations and inequalities; polynomials and rational polynomial expressions; polynomial functions; conic sections; exponential and logarithmic functions; probability and statistics. Satisfactory completion of this course prepares students for entry into Pre-Calculus or Advanced Algebra and Trigonometry. Prerequisites: Algebra I and Geometry credit with a grade of "C" or better recommended

Maximum Credit: 1

Honors Algebra II**Grade(s): 10-12**

For students who have completed Honors Geometry with term grades of at least a "B". It provides a rigorous preparation for Honors Pre-Calculus. This course places an emphasis 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. Prerequisites: Algebra I and Honors Geometry credit with an "A" or "B" average grades or Departmental Recommendation

Maximum Credit: 1

Applied Mathematical Concepts**Grade(s): 12**

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. It is intended for students interested in careers that use applied mathematics such as banking, industry, or human resources.

Maximum Credit: 1

Pre-Calculus**Grade(s): 11-12**

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 sequence successfully will have a strong background for a first-year Calculus sequence. Prerequisites: Algebra I, Geometry and Algebra II with "A" or "B" average grades recommended

Maximum Credit: 1

Honors Pre-Calculus**Grade(s): 11-12**

Provides 11th grade students with a rigorous preparation for Advanced Placement Calculus. The faster pace of this course provides the time to enrich the content of the BMP Pre-Calculus through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Calculus. Prerequisites: Geometry (Honors) and Algebra II (Honors) with "A" or "B" average grades or Departmental Recommendation

Maximum Credit: 1

Advanced Placement Statistics**Grade(s): 10-12**

For the student who wishes to obtain a college credit in statistics. The course will be non-calculus in its orientation with a major focus on data analysis. This course should be most helpful for most students going on to college. This course follows the topics listed in the College Board Advanced Placement course description. Prerequisites: College Prep English or higher, Algebra II, and Departmental Recommendation

Maximum Credit: 1

Bridge Math**Grade(s): 12**

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. Prerequisite: Algebra II

Maximum Credit: 1

Bridge Math (SAILS Math)**Grade(s): 12**

Curriculum for this course focuses on the basic math skills necessary to advance in to a college-level algebra course. A student who passes the required competencies will not have to participate in further math remediation when entering college.

Prerequisite: Satisfactory placement test scores

Maximum Credit: 1

Transition Math**Grade(s): 12**

This is a 4th-year course designed for students with an IEP who require a final math course to provide for transition to college or career opportunities.

Maximum Credit: 1

College Prep Calculus**Grade(s): 12**

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

Maximum Credit: 1

Advanced Placement Calculus AB**Grade(s): 12**

A course devoted mainly to the topics in differential and integral calculus. Students who are enrolled in this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit and/or placement from institutions of higher learning. The scope of the course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. Prerequisites: Honors Pre-Calculus and Departmental Recommendation

Maximum Credit: 1

Advanced Placement Calculus BC**Grade(s): 12**

Reviews all the topics covered in AP Calculus AB plus additional objectives and the additional topics. Students who are enrolled in this course will be prepared to take the Advanced Placement BC Calculus Exam and seek college credit and/or placement from institutions of higher learning. The scope of the course follows the topics listed in the College Board Advanced Placement Course Description. Prerequisites: AP Calculus AB and Departmental Recommendation

Maximum Credit: 1

This course is part of the Dual Enrollment Online Academy. Please see pages 57 concerning dual enrollment opportunities and policies.

Advanced Placement Computer Science

Grade(s): 12

This course emphasizes object-oriented programming methodology with an emphasis on problem-solving and algorithm development and is meant to be the equivalent of a first-semester course in college computer science. It also includes the study of data structures and abstraction. The scope and sequence of this course follows the topics listed in the College Board Advanced Placement Computer Science description. Students who study this course will be prepared to take the Advanced Placement Computer Science “A” AP Exam and seek college credit. This course does satisfy Tennessee’s four-year math requirement. Prerequisite: Honors Pre-calculus, Information Technology Foundations, Computer Systems, and Teacher Recommendation

Maximum Credit: 1

Science

Graduation requirements: 3 credits

- To satisfy graduation requirements, each student must complete three courses of Science including Biology, Chemistry or Physics, and a third lab course.

Life Sciences

College Prep Biology I

Grade(s): 9

This course introduces students to the world of living things. The goal of Standard Biology is to develop an understanding of the diversity and unity in life. Concepts covered include basic life processes at the molecular, cellular, systemic, organismal, and ecological levels, the interdependence and interactions within the environment, cultural and historical scientific contributions of men and women of the sciences, evidence of biological evolution, and current and emerging technologies in the life sciences. This course is designed to provide a foundation for advanced biological studies, satisfy the required life science unit, and prepare the student for the Biology EOC.

Maximum Credit: 1

Honors Biology I

Grade(s): 9-10

The goal of Honors Biology I is to develop an understanding of the diversity and unity in living things. Concepts covered include interactions or 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 biology related career opportunities. Honors Biology places increased emphasis on development of critical thinking skills. This course is designed to meet the needs of the more academically able student. Student selection is based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.

Maximum Credit: 1

Biology I A & Biology I B

Grade(s): 9-10

This two-term sequence is designed for students who need additional time for this state requirement. The first term is spent focusing on the diversity of organisms, interactions of organisms with their environment, chemical structure of organisms, and cellular structures, function, and reproduction. The second term focuses on genetics and heredity and the evidence of biological evolution. More time is devoted to skill and cognitive development than is possible in the one-term Biology I class. This course includes preparation for the state EOC.

Maximum Credit: 1

Anatomy/Physiology

Grade(s): 10-12

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. Prerequisites: Biology I; Chemistry I is recommended

Maximum Credit: 1

College Prep Environmental Science

Grade(s): 10-12

The goal of the Environmental Science course is to develop an understanding about models of systems, ecosystems' structures, ecosystems' hierarchies, human interactions and the ecosystem and biosphere organization. The course explores the realms of ecology and the environment in a context which directly relates to the students' personal experience.

Maximum Credit: 1

Honors Biology II

Grade(s): 11-12

(1st Term of a Two Term Sequence)

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. Prerequisites: Biology I and Chemistry I

Maximum Credit: 1

Advanced Placement Biology

Grade(s): 11-12

(2nd Term of a Two Term Sequence)

For schools on block scheduling, Biology II Honors is intended to be the first semester course that will lead into AP Biology in the spring. This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology. Prerequisites: Biology I and Chemistry I; Honors Biology II

Maximum Credit: 1

Advanced Placement Environmental Science

Grade(s): 10-12

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 an/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes.

Prerequisites: Biology I and Chemistry I

Maximum Credit: 1

Physical Sciences

College Prep Physical Science

Grade(s): 10-12

The primary theme for Physical Science is the study of conservation of matter and energy. The course is designed to introduce the college bound student 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. This course will enable the student to meet the requirement of a physical science unit for graduation.

Maximum Credit: 1

Chemistry A and Chemistry B (Two Term Sequence)

This two-term sequence is designed for students who need additional time for this state requirement. The yearlong sequence focuses on 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. More time is devoted to skill and mathematical development than is possible in the one-term Chemistry I class. The fall semester serves as an elective credit towards graduation, while the second term serves as the Chemistry I credit. (Prerequisites: Algebra I and based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.)

Chemistry I

Grade(s): 10-12

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. Prerequisite: Algebra I

Maximum Credit: 1

Honors Chemistry I

Grade(s): 9-12

The goal of Honors 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 procedures and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecule formation, chemical reactions, solutions, gas laws, acids and bases, basic nuclear principles, and basic organic chemistry. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required. This course is designed to meet the needs of the more academically able student. Student selection is based upon a combination of past performance in science and mathematics, teacher recommendations, and established enrollment limits for the course. Prerequisites: Algebra I with eligibility for Geometry

Maximum Credit: 1

Honors Chemistry II (1st Term of a Two Term Sequence)

Grade(s): 11-12

Advanced and in-depth coverage of chemistry topics equivalent to the first semester of college inorganic chemistry. The course has been approved by the College Board as part of the AP Chemistry curriculum. Prerequisites: Algebra II and Chemistry I

Maximum Credit: 1

Advanced Placement Chemistry (2nd Term of a Two Term Sequence)

Grade(s): 11-12

This course offers accelerated and in-depth coverage of chemistry topics in the areas of structure and states of matter, kinetic theory, chemical reactions including kinetics, and the concepts of thermodynamics. For schools on block scheduling, Honors Chemistry II is intended to be the first semester course that will lead into AP Chemistry in the spring. Prerequisites: Chemistry I, Algebra I, and Algebra II; current enrollment in Advanced Math is suggested

Maximum Credit: 1

Honors Physics

Grade(s): 11-12

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. Prerequisite: Algebra I and Algebra II; Biology and Chemistry recommended

Maximum Credit: 1

Advanced Placement Physics C: Mechanics

Grade(s): 12

This course is equivalent to a semester-long, calculus-based college course in classical Mechanics that includes a strong laboratory component. The covered topics include the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Prerequisite: Pre-calculus, Physics, and concurrent/previous enrollment in Calculus

Maximum Credit: 1

Social Studies

Graduation requirements: 3 credits in Social Studies and ½ credit in Personal Finance

- To satisfy graduation requirements, each student must complete three courses of Social Studies, including World Geography or World History, US History, Economics (½ credit), US Government (½ credit or 1 credit), and Personal Finance (½ credit)

College Prep World History and Geography

Grade(s): 9

A one-unit survey of 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.

Maximum Credit: 1

Honors World History and Geography

Grade(s): 9

A one-unit survey course of the development of western civilization from prehistoric man to the present. This course is taught at a more advanced level than World History, focusing on additional reading and analyses of primary source materials and more document-based writing. This course is designed to prepare students for Advanced Placement coursework. Students are recommended for this course based on middle school standardized test scores.

Maximum Credit: 1

Advanced Placement Human Geography

Grade(s): 9-12

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analyses to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in the science and practice. This course follows College Board guidelines and is taught at the college level. This course may be taken in Combined Studies with Honors English I.

Maximum Credit: 1

College Prep United States Government and Civics

Grade(s): 10

A one-half unit course required for graduation. 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. This class is coupled with Contemporary American Issues.

Maximum Credit: ½

Advanced Placement US Government and Politics**Grade(s): 10**

A one unit course required for graduation. 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. Prerequisite: The Advanced Placement level requires faculty approval.

Maximum Credit: 1

College Prep United States History and Geography**Grade(s): 11**

A one-unit course presenting our nation's progress from Reconstruction to the present in a chronological order of events. Emphases are placed upon the forces and challenges that prompted its growth and rise to a world power. This course is a requirement for graduation.

Maximum Credit: 1

Advanced Placement United States History**Grade(s): 11**

A one-unit course presenting our nation's progress from Discovery to the present in a chronological order of events. Emphases are placed upon the forces and challenges that prompted its growth and rise to a world power. A full survey course is taught at the college level in AP and requires additional readings and in-depth study. Prerequisite: The Advanced Placement level requires faculty approval. This course may be taken in Combined Studies with AP English Language and Composition.

Maximum Credit: 1

Dual Enrollment History 2020—U.S. History II**Grade(s): 11**

A survey of U.S. History from 1877 to the present.

Maximum Credit: 1; College Credit: 3

Economics**Grade(s): 12**

This one-half unit Economics course is required for graduation. It reviews the fundamental economic principles of our American manufacturing and marketing techniques and emphasizes how the consumer is affected and may become better informed.

Maximum Credit: ½

Advanced Placement Macroeconomics**Grade(s): 12**

A one-half unit course required for graduation. 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 Advanced Placement course is taught at the college level and requires additional readings and in-depth studies. Prerequisite: The Advanced Placement level requires faculty approval.

Maximum Credit: ½

Electives

Psychology

Grade(s): 9-12

This is a one-half credit course that explores human behavior, including what people do, how they think, and why they act the way they do. The student is exposed to a broad survey of the fundamental principles of psychology. This course is paired with Sociology.

Maximum Credit: ½

Sociology

Grade(s): 9-12

This is a one-half credit course. This course presents sociology as a field of study of man in his culture and the organization of society. The student will be exposed to social issues through the use of various resources, including primary sources and current material. This course is paired with Psychology.

Maximum Credit: ½

Bible History

Grade(s): 11-12

A one-unit survey of the Bible with emphasis upon its historical, literary, geographical, artistic, and cultural aspects. Offers insights into the many historical events recorded in the Bible. It treats the Bible as a great literary work in itself as well as a primary source of allusions found in countless works of literature, art, and music. The first half deals primarily with the Old Testament and the second half with the New Testament.

Maximum Credit: 1

Advanced Placement Psychology

Grade(s): 10-12

The AP Psychology course is a one-credit, semester-long course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The goal is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. This course follows College Board guidelines and will require additional readings and in-depth studies. Prerequisite: Departmental Recommendation

Maximum Credit: 1

These courses are part of the Dual Enrollment Online Academy. Please see page 57 concerning dual enrollment opportunities and policies.

Dual Enrollment History 1010—Western Civilization I

Grade(s): 11-12

A survey of the ancient Western world to 1715 Prerequisite: At least one AP course

Maximum Credit: 1

Dual Enrollment History 220—African American History

Grade(s): 11-12

A multidisciplinary approach to the African-American experience during the 19th and 20th centuries. Prerequisite: At least one AP course

Maximum Credit: 1

Dual Enrollment History 2030—Tennessee History

Grade(s): 11-12

Tennessee's history from the 18th century to the present. Prerequisite: At least one AP course
Maximum Credit: 1

Dual Enrollment Philosophy 1030—Intro to Philosophy

Grade(s): 11-12

An investigation of the fundamental questions pertaining to reality, truth, freedom, the nature of humankind, the existence of God and social/political theory. Prerequisite: At least one AP course

Maximum Credit: 1

Grade(s): 11-12

Dual Enrollment Psychology 2100— Psychology of Human Development

Understanding and applications of psychology of human development to teaching/ learning process in educational settings. Prerequisite: AP Psychology

Maximum Credit: 1

Grade(s): 11-12

Dual Enrollment Psychology 2130—Lifespan Psychology

This course explores the interaction of physical, cognitive, emotional and social aspects of development through the lifespan. The course is designed with a chronological approach emphasizing psychoanalytic and humanistic perspectives. Prerequisite: AP Psychology

Maximum Credit: 1

World Languages

Recommendation for students planning to attend post-secondary: 2 credits

- Students can choose from Spanish, French, or Latin. Three courses taken in the same language can count for an elective focus.

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.

Completion of level II of a world language in grades 9-12 will meet a two-year college admission requirement.

Level I

Spanish I

Grade(s): 9-12

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. 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.

Maximum Credit: 1

French I**Grade(s): 9-12**

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. 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.

Maximum Credit: 1

Latin I**Grade(s): 9-12**

For students who are interested in acquiring knowledge of the Roman language and culture. The curriculum includes the development of vocabulary, grammar, and translation skills and the study of the historical and cultural values of Rome and its continuing contributions to western civilization. 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.

Maximum Credit: 1

Level II**Spanish II****Grade(s): 10-12**

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

Maximum Credit: 1

French II**Grade(s): 9-12**

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

Maximum Credit: 1

Latin II**Grade(s): 9-12**

For students who are interested in developing the skills learned in the first level. The curriculum includes further study of Latin grammar, language, history, and culture of the Romans. 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.

Maximum Credit: 1

Honors Latin II

Grade(s): 9-12

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. Prerequisite: Teacher recommendation or demonstrated proficiency

Maximum Credit: 1

Level III

Spanish III

Grade(s): 10-12

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. 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. Prerequisite: Teacher Recommendation

Maximum Credit: 1

French III

Grade(s): 10-12

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. 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. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Latin III

Grade(s): 11-12

For students who are interested in developing the skills learned in the first and second levels. The curriculum includes further study of Latin grammar, and translating the works of Cicero, Pliny, Livy, and others. This course is recommended for college-bound students who plan to take university placement tests in Latin. Students who take this course must be able to work independently. Recommended for students who have successfully completed levels I and II. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Level IV

Honors Spanish IV

Grade(s): 11-12

For students who are motivated to continue the study of language. The curriculum includes the study of literature and further development of communication skills in the language and will help to prepare the student for university-level placement tests in the language. Note: Many university world language departments offer placement test options for all students which may allow them to test out of lower level language requirements and for which they may receive university credit. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Honors French IV

Grade(s): 11-12

For students who are motivated to continue the study of language. The curriculum includes the study of literature and further development of communication skills in the language and will help to prepare the student for university-level placement tests in the language. Note: Many university world language departments offer placement test options for all students which may allow them to test out of lower level language requirements and for which they may receive university credit. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Honors Latin IV

Grade(s): 11-12

This class includes reading and translating specific works of literature and/or intensive language study in preparation for the Advanced Placement course in Latin. Note: Many university world language departments offer placement test options for all students which may allow them to test out of lower level language requirements and for which they may receive university credit. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Level V

Advanced Placement Spanish

Grade(s): 11-12

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. Students who have successfully completed level IV 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: These courses should not be taught in combination with other world language courses. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Advanced Placement French

Grade(s): 11-12

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. Students who have successfully completed level IV 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: These courses should not be taught in combination with other world language courses. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Advanced Placement Latin

Grade(s): 11-12

This class includes reading and translating Caesar's *Gallic Wars* and Vergil's *Aeneid* and other related literature. This course is an intensive language study in preparation for the Advanced Placement examination in Latin. Prerequisite: Teacher Recommendation

Maximum Credit: 1

Physical Education

Graduation requirements: 1.5 credits

- To satisfy graduation requirements, each student must complete one unit of Lifetime Wellness and ½ unit of Physical Education.
- ½ PE credit can be satisfied by either taking a PE elective course or complete 65 hours during a school of documented physical activity outside of the school day in a school-related area such as Marching Band, TSSAA-approved sports, Cheerleading, Dance Team, Swim Team, JROTC, or School-related club/activity approved by the Supervisor of Wellness, PE, and Athletics.
- Students can take three courses in PE for an elective focus.

Lifetime Wellness

Grade(s): 9

The goal of this class 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 and Prevention Control; Mental, Emotional and Social Health; Nutrition; Personal Fitness; Safety and First Aid; Sexuality and Family Life; and Substance Use/Abuse.

Maximum Credit: 1

Physical Education I

Grade(s): 9-12

The goal of this class is to provide a variety of activities through four strands: Cooperative Games/Activities; Individual Sports; Team Sports; and Fitness Activities. 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. This course is a prerequisite for Advanced Physical Education.

Maximum Credit: 1

Electives

Advanced Physical Education

Grade(s): 10-12

The goal of this class is to provide a variety of activities through four strands: Cooperative Games/Activities; Individual Sports; Team Sports; and Fitness Activities. 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.

Maximum Credit: N/A

Aerobics

Grade(s): 10-12

This course emphasizes 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 the participation in aerobic routines, games and various other activities accompanied by a fitness assessment will be the primary instructional focus of this course.

Maximum Credit: N/A

Conditioning and Advanced Strength Training

Grade(s): 10-12

This course is 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 weightlifting and gym exercise culture with a focus on 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.

Maximum Credit: N/A

ROTC

Navy JROTC I

Grade(s): 9-12

J.R.O.T.C. is a program provided jointly by the Knox County School System and United States 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. The curriculum is 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 service in the national defense structure.

Maximum Credit: N/A

Advanced Navy ROTC

Grade(s): 10-12

J.R.O.T.C. is a program provided jointly by the Knox County School System and United States 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. The curriculum is 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 service in the national defense structure.

Maximum Credit: N/A

Fine Arts

Not required for graduation, but recommended: 1 credit

- Elective courses are Music/Chorus, Band, Visual Art, Advanced Art, Advanced Art Photography, and Theatre Arts
- Student can take three courses in Music, Band, or Art for an elective focus
- Honors credit is available for certain performing arts (choral and instrumental) classes

Visual Arts

Visual Art I

Grade(s): 9-12

A one-unit survey course designed for students in grades 9-12 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, Art I explores and gives experience in two-dimensional (drawing, painting, printmaking) and three-dimensional (sculpture, ceramics, textiles) formats and integrates art history, the elements of art, design principles, and aesthetic criticism and response.

Maximum Credit: 1

Advanced Art Courses

Grade(s): 10-12

For students who have successfully completed 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. The student will concentrate on media specific studio experiences such as drawing, ceramics, painting and printmaking. A strong emphasis will be placed on the development of the student's technical and conceptual skills in addition to continued study of aesthetics, critical analysis, and art history. 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.

Note: Not all Advanced Art courses will be offered every semester.

Prerequisite: Art I and teacher recommendation

Maximum Credit: 7

Advanced Art: Painting

Grade(s): 10-12

This course gives students the opportunity to create artworks in different painting media. The course includes many painting media including tempera, watercolor, acrylic, oils, and mixed-media. A good understanding of drawing concepts would be beneficial but not a prerequisite. Prerequisite: Art I and teacher recommendation

Maximum Credit: 7

Advanced Art: Ceramics

Grade(s): 10-12

The ceramics course uses the media of clay to explore critical thinking and problem solving. Hand-built methods of construction are used to create utilitarian and sculptural clay forms. This course also addresses the history of ceramics. Firings are primarily low-fire electric.

Prerequisite: Art I and teacher recommendation

Maximum Credit: 7

Advanced Art: Drawing

Grade(s): 10-12

Drawing is the foundation for the visual arts. This course offers an opportunity for all visual art students to build and expand their drawing skills in a variety of media. Emphasis is placed on the principles of drawing: form, contour, line, proportion, and perspective. This is followed by a practical application of these principles. There is a strong emphasis on drawing from observation. Prerequisite: Art I and teacher recommendation

Maximum Credit: 7

Advanced Art: Printmaking**Grade(s): 10-12**

The printmaking course explores the time honored traditions of creating duplicates of original artworks. This course provides students with studio experiences in many different printmaking methods including relief (woodcut and linocut plates), intaglio (zinc, copper, and Plexiglas plates), lithography, monoprints, and silk screen. Prerequisite: Art I and teacher recommendation

Maximum Credit: 7

Honors Visual Art: Portfolio**Grade(s): 10-12**

This course is designed to give a student a rigorous advanced art class that enables highly motivated students to complete studio art in various media. This class is necessary to help prepare for the Advanced Placement Studio breadth component. Prerequisite: Art I, 2 Advanced Art classes, and teacher recommendation

Maximum Credit: 2

Advanced Placement Studio Art Classes**Grade(s): 11-12**

Advanced Placement (AP) Art enables highly motivated students to complete work in studio art while still in high school. College credit for AP Studio Art is not based on a written exam as most other AP courses; instead, students submit a portfolio of artwork for evaluation in May. AP work involves significantly more time and commitment than most high school courses and is intended for students who can work independently and are seriously committed to studying art. Students participating in the AP program will complete a portfolio of approximately 30 quality pieces of art work. There are three portfolios to choose from: Drawing, 2D Design, or 3D Design.

Note: Students are able to take each of the AP Studio Art classes (ex/ A student can take AP 2D Design in 11th-grade and AP Drawing in 12th-grade).

Prerequisite: Art I, 2 Advanced Art classes, and teacher recommendation

Maximum Credit: 1

Advanced Placement Studio Art – Drawing Portfolio**Grade(s): 11-12**

The Advanced Placement 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 Drawing Portfolio. Prerequisite: Art I, 2 Advanced Art classes, and Teacher recommendation. Visual Art Honors Portfolio is recommended.

Maximum Credit: 1

Advanced Placement Studio Art – 2D Design

Grade(s): 11-12

This portfolio is intended to address a 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. Prerequisite: Art I, 2 Advanced Art classes, and Teacher recommendation. Visual Art Honors Portfolio is recommended.

Maximum Credit: 1

Advanced Placement Studio Art – 3D Design

Grade(s): 11-12

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. Prerequisite: Art I, 2 Advanced Art classes, and Teacher recommendation. Visual Art Honors Portfolio is recommended.

Maximum Credit: 1

Performing Arts

Theatre Arts I

Grade(s): 9-12

A one-unit 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.

Maximum Credit: 1

Advanced Theatre Arts

Grade(s): 10-12

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

Participation in the semester production is required. Prerequisite: Theatre Arts I

Maximum Credit: N/A

Grade(s): 9-12

Development of Rock and Roll

This course is designed as a survey of rock and roll music, from its very roots to the music today. Students will develop knowledge and understanding of the musical elements of rock and roll and the major artists within each period. Students will identify the different styles that make up each period and study the social and cultural connections in the creation of rock and roll. Class participation, attendance, maintaining a journal, and completion of all assignments is required.

Maximum Credit: 1

Band: Marching**Grade(s): 9-12**

Provides students with the opportunity of continuing the study and performance of music emphasizing traditional band literature and selected orchestral transcriptions. The course focuses on the study of the elements of music and the development of individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include marching band, concert band, invitational and audition clinics, festivals, and contests. Prerequisites: Previous experience and teacher approval; Instructor's signature

Maximum Credit: N/A

Band: Concert**Grade(s): 9-12**

Provides students with the opportunity of continuing the study and performance of music emphasizing traditional band literature and selected orchestral transcriptions. The course focuses on the study of the elements of music and the development of individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include marching band, concert band, invitational and audition clinics, festivals, and contests. Prerequisites: Previous experience and teacher approval; Instructor's signature

Maximum Credit: N/A

Band: Symphonic**Grade(s): 9-12**

The Concert Band, Symphonic Band, and Wind Ensemble are musical groups concentrating their skills on musical performances for advanced woodwinds, brass, and percussion performance. These bands play a variety of styles and types of music selected from the standard high school band repertoire. The goal of these courses is to develop proficiency on a chosen instrument through rehearsals, lessons and various performances. These bands will have several performance opportunities throughout the semester. Through these classes the students will improve instrumental skills, elevate performance skills as well as develop an understanding of the performance process. All National Music Standards are addressed and the highest expectations of musicianship and behavior are expected. Rehearsals and performances during the school day, before and after the regular school day, as well as on non-school days, may be required. Prerequisite: Previous study of a band instrument or Music Instructor's signature

Maximum Credit: N/A

Vocal Music I**Grade(s): 9-12**

For beginning choral students who wish to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty in a variety of styles. Emphasis is placed on vocal production and basic choral techniques, intonation, phrasing, sight reading and ear training, general musicianship skills, understanding and attitudes, and the responsibility of individuals to the group. There are no prerequisites, although some very basic minimum requirements may be recommended by the teacher. Performances and after-school rehearsals are required.

Maximum Credit: N/A

Vocal Music II**Grade(s): 9-12**

For students who wish to study and perform a wide variety of medium to difficult sacred and secular choral literature in a variety of styles and historical periods. Emphasis will be placed on an advanced degree of musicianship and increased performance skills individually and in ensemble. The mixed chorus is for students who elect and are selected by audition to be in the group. Previous choral music experience is usually beneficial but not a prerequisite.

Performances and after-school rehearsals are required.

Maximum Credit: N/A

Vocal Music III/Choral Ensemble**Grade(s): 9-12**

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.

Maximum Credit: N/A

Female Chorus**Grade(s): 9-12**

Consists of students with previous choral experience selected by audition. 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. Performances and after-school rehearsals are required. Can be taken for multiple credits.

Maximum Credit: N/A

A Capella Ensemble**Grade(s): 9-12**

For the most advanced singing students, by audition only. Must be concurrently enrolled in band or choir to take this class. Students will perform in various a cappella styles, with an emphasis on pop, but also including some jazz, barbershop and doo wop. Students will learn advanced harmony singing techniques, advanced rhythmic reading, vocal percussion (beatboxing), vocal instrument sounds, and further increase their musicianship. Performances and after-school rehearsals are mandatory. In addition to singing and performing, students will learn the basics of vocal music arranging and develop the tools necessary to arrange a piece for the group.

Musical Theatre**Grade(s): 9-12**

Consists of students with previous experience selected by audition. 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. (Elective credit)

Advanced Placement Music Theory

Grade(s): 11-12

The goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals will be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course will progress to include more creative tasks, such as the harmonization of a melody by selection appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of a figure-bass notation. Part writing, sight-reading, and sight-singing are essential components of this process.

Maximum Credit: 1

Academic Success

Not required for graduation

- Students can complete a combination of three courses in Peer Tutoring and Leadership to satisfy a Human Services elective focus

Peer Tutoring

Grade(s): 10-12

A course designed for students who desire to help give academic and social support to fellow students. Students may earn multiple credits by working in the Learning Center.

Maximum Credit: 1

Advanced Peer Tutoring

Grade(s): 11-12

A course designed to continue credits in peer tutoring opportunities within a CDC-A class. Application with teacher approval required.

Maximum Credit: N/A

Leadership I

Grade(s): 9-12

A one-unit elective course for grades 10 -12 designed to teach students leadership skills, parliamentary procedure, problem solving/decision making techniques, communication skills, group dynamics, time and stress management, public speaking, human relations, team building, project planning, and other group processes.

Maximum Credit: 1

Leadership II

Grade(s): 11-12

A one-unit elective course designed to afford students the opportunity to apply leadership skills learned in Dynamics of Leadership I. Students will be required to plan, teach, and facilitate units of study as well as complete a portfolio and research paper. Prerequisite: Application process, teacher and administrative recommendations

Maximum Credit: 1

ACT Test Prep**Grade(s): 10**

A one-semester, one-half credit elective course designed for sophomores who want to maximize their standardized test scores. This course provides the student with complete preparation for the ACT. ACT Prep is coupled with U.S. Government.

Maximum Credit: ½

Academic Success**Grade(s): 10-12**

This course designation encompasses varied approaches to academic interventions for students. This may include such interventions as recovery credit, learning centers, and literacy. A student may earn multiple credits.

Maximum Credit: N/A

Work-Based Learning 1-4**Grade(s): 9-12**

This class gives students in a CDC-A setting practical experience in real-world settings. Academic concepts are explored in practical ways.

Maximum Credit: 1

Study Skills SPED**Grade(s): 10-12**

This course designation encompasses varied approaches to academic interventions for students. This may include such interventions in literacy and general study habits.

Maximum Credit: N/A

Life Skills SPED**Grade(s): 10-12**

This course delves into ways to promote good character, positive academic habits, and conflict-management skills.

Maximum Credit: 1

English Language Development

Graduation Requirements: This is a programmatic focus established through a student's English Language Learner (ELL) status. Students graduating with a regular diploma follow the same guidelines as those established in the Course Catalog; however, these courses are particular to ELL students only. **NOTE:** Two credits in ELD can substitute for English III and English IV.

SIFE**Citizenship for the SIFE Student****Grade(s): 9-12**

The purpose of this elective course is to introduce non-English proficient SIFE students to the geography, history and government of the United States; and to the rights, duties and responsibilities available to those who live here.

Maximum Credit: ½ or 1

Cross-Cultural Studies**Grade(s): 9-12**

A course designed to introduce students to the major cultures of the world. Students are given the opportunity to understand and appreciate the traditions, languages, politics and geography of each country. Available to all students identified as Limited English proficient.

Maximum Credit: ½ or 1

ELD 0**Grade(s): 9-12**

It is recommended that ELD 0 be offered with ELD Reading and Citizenship for the SIFE student courses to create three hours of intensive Structured English Immersion for these students.

The course provides for a sequential development of basic English skills in listening and speaking. Reading and writing instruction is limited to functional text. Instruction is based on identified texts and supplementary materials for the SIFE student.

Maximum Credit: 1

ELD Reading 0**Grade(s): 9-12**

This course of study is designed as a second period of English language support for SIFE students. The curriculum is designed to address all levels of reading skills based on the specific needs of the individual students. This course should be offered in conjunction with ELD 0.

Maximum Credit: 1

ELD SIFE Math**Grade(s): 9-12**

This course is designed for beginning English language learners with limited or no formal instruction in math. The course will focus on introducing and strengthening basic math knowledge thru the study of the interconnectedness of mathematical vocabulary, symbols, operations, visual representations, and concepts. This course serves to better prepare students for participation in the study of math throughout secondary school.

Maximum Credit: 1

Technology for SIFE Students**Grade(s): 9-12**

The Technology for SIFE Students course is designed for ELL students with limited or no experience using technology. The course will develop the general technological literacy skills and capabilities of students so that they will be better prepared to use technology in the secondary school environment and for success in a highly technical society. A hands-on program of study will be used to teach the development and applications of technology in the academic and personal lives of the students.

Maximum Credit: 1

ELD SIFE Science**Grade(s): 9-12**

This course is designed for beginning English language learners with limited or no formal instruction in science. The course will focus on introducing and strengthening basic science knowledge. This course serves to better prepare students for participation in the study of science throughout secondary school.

Maximum Credit: 1

ELD I A & ELD Reading I A**Grade(s): 9-12**

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing. It is recommended that ELD I A be paired with ELD Reading I A to create two semesters of intensive Structured English Immersion for these entering and/or emerging students. Prerequisite: A W-APT *Entering and Emerging* score (0.0-0.9) and are new to a U.S. school **or** ACCESS *Entering* score (1.0-1.9).

Maximum Credit: 2

ELD I B & ELD Reading I B**Grade(s): 9-12**

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing. It is recommended that ELD I B be paired with ELD Reading I B to create two semesters of intensive Structured English Immersion for these entering and/or emerging students. Prerequisite: A W-APT *Developing and Expanding* score (2.0-3.5) **or** ACCESS *Emerging and Developing* score (2.0-3.5).

Maximum Credit: 2

ELD II & ELD Reading II**Grade(s): 9-12**

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing. It is recommended that ELD II be paired with ELD Reading II to create two semesters of intensive Structured English Immersion for these entering and/or emerging students. Prerequisite: A W-APT *Expanding and Bridging* score (3.6-4.9) **or** ACCESS *Developing and Expanding* score (3.6-4.9).

Maximum Credit: 2

ELD III & ELD Reading III**Grade(s): 9-12**

A course of study for non-native speakers of English whose English proficiency level reflects the state adopted ELD standards as established by the state's adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing. Based on teacher recommendation and student need, ELD III may be paired with ELD Reading III to create two semesters of intensive Structured English Immersion for these Intermediate students. Prerequisite: ELD II and/or ELD Reading II

Maximum Credit: 2

ELD IV & ELD Reading IV

Grade(s): 9-12

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing. It is recommended that ELD IV be paired with ELD Reading IV to create two semesters of intensive Structured English Immersion for these entering and/or emerging students. Prerequisites: ELD II or III and/or ELD Reading II or III
Maximum Credit: 2

CTE

Graduation Requirements: .5 credit in Personal Finance and 3 credits in one area

- All students must complete a ½ credit of Personal Finance their senior year.
- An elective focus can be achieved by taking at least three courses within one of the Career and Technical Education (CTE) clusters.

Architecture & Construction

Fundamentals of Construction

Grade(s): 9-11

Introduces students to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of algebraic and geometric principles to construction problems.

Maximum Credit: 1

Heating, Ventilation, Air Conditioning/Refrigeration I

Grade(s): 11-12

Introduces students to basic skills and knowledge related to residential and commercial heating, ventilation, air conditioning, and refrigeration. Topics covered include electricity, thermodynamics, psychometrics, diagnostic, forced air furnaces, air distribution systems, and heating/cooling load analysis; course gives students a substantial skill and knowledge foundation typically required for apprentice HVAC/R technicians; provides school-based and work-based learning opportunities for students; and prepares students for entry level employment, advanced training in HVAC/R and entry into post-secondary education.

Prerequisite: Fundamentals of Construction

Maximum Credit: 1

Construction Practicum

Grade(s): 12

This is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans. Pre-requisite(s) 2 credits in an Architecture & Construction program of study.

Maximum Credit: 1

Arts, Audio/Visual Technology, and Communication

Digital Arts & Design I

Grade(s): 9-10

This is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Students interested in yearbook must complete this course sequence.

Maximum Credit: 1

Digital Arts & Design II

Grade(s): 10

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

Maximum Credit: 1

Foundations of Fashion Design

Grade(s): 10-12

Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Recommended: Visual Arts I

Maximum Credit: 1

Fashion Design

Grade(s): 11-12

Fashion Design is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in Foundations of Fashion Design, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, product and service management, and the creation of an original fashion collection. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories.

Prerequisites: Foundations of Fashion Design

Maximum Credit: 1

Dual Enrollment Photography 1000—Photography I

Grade(s): 11-12

An introductory course in the study of photography, with emphasis on the digital single-lens reflex (D-SLR) camera, Exposure, metering, focus, depth of field, lenses, basic lighting, design elements and composition are explored. Basic principles of digital photographic capture are discussed.

Maximum Credit: 1; College Credit: 3

Business Management & Administration

Computer Applications

Grade(s): 9

This is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Maximum Credit: 1

Introduction to Business and Marketing

Grade(s): 9-11

This is an introductory course designed to give students an overview of the Business Management and Administration career cluster. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

Maximum Credit: 1

Business Communications

Grade(s): 10-12

This is a course that prepares students for oral and electronic business communications in the 21st century including social media as well as developing skills in electronic publishing, design, layout, composition, and video conferencing. Emphasis will be placed on social media, design and digital communications. Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. The work in this class culminates in a complete yearbook.

Prerequisite: Computer Applications or Introduction to Business and Marketing

Maximum Credit: 1

Business Management

Grade(s): 11-12

A one-unit credit course for grades 11-12. This course is designed to develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decision-making, personnel, safety, professional development, and related careers. By gaining an understanding of these areas, students, will be better prepared to enhance the business decisions of tomorrow. Prerequisite: Computer Applications or Introduction to Business and Marketing

Maximum Credit: 1

Accounting I

Grade(s): 10-11

This is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Prerequisite: Introduction to Business and Marketing

Maximum Credit: 1

Work-Based Learning (Yearbook)

Grade(s): 10-12

This is a course that is awarded in the appropriate career and technical education course in which the student is enrolled, which, for this course, is Yearbook. The work in this class culminates in a complete yearbook. Prerequisite: CTE Business Program of Studies and Teacher approval

Maximum Credit: 1

Personal Finance

Grade(s): 12

A one-half credit course for grade 12 designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real work topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal household budgets; simulate use of checking and savings accounts; demonstrate knowledge of finance, debt and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. The co-curricular student organization will provide students with opportunities for leadership development, personal growth, and school/community involvement. This is a required course for graduation.

Maximum Credit: ½

Health Science

Introduction to Health Science

Grade(s): 9-11

This course provides an introduction to broad standards that serve as a foundation for Health Care Occupations and functions across health services. Units included are academics in health care communications systems, legal responsibilities, ethics, teamwork, and safety practices.

Maximum Credit: 1

Medical Therapeutics

Grade(s): 10-12

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

Maximum Credit: 1

Rehabilitation Careers

Grade(s): 10-12

This course will focus on enabling the person to live to the fullest capacity possible. Units will include sports medicine, physical therapy, occupational therapy, speech/language therapy, art, music, dance therapy, and others. Prerequisite: Introduction to Health Science and Medical Therapeutics

Maximum Credit: 1

Diagnostic Medicine

Grade(s): 10-12

Diagnostic Medicine creates a picture of an individual's health status at a single point in time. This could include following careers and career areas: audiologist, cardiology, imaging, medical laboratory, radiography, nuclear medicine, stereotactic radiosurgery, cytotechnology, clinical laboratory technician, pathologists, medical physician, or histotechnologist. Prerequisite:

Introduction to Health Science

Maximum Credit: 1

Clinical Internship

Grade(s): 11-12

This course provides knowledge and skills to maintain or change to the health status of an individual over time. This could include such careers or career areas as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, nutritionist, physician, psychiatrist, psychologist, veterinarian, gerontology service provider, medical practice owner, or attorney for healthcare. Prerequisite: Introduction to Health Science, Diagnostic Medicine or Medical Therapeutics, and Rehabilitation Careers or Anatomy/Physiology

Maximum Credit: 1

Dual Enrollment Administration 2910—Medical Terminology

Grade(s): 11-12

Extensive introduction to the language of medicine. Prerequisite: Introduction to Health Science and Diagnostic Medicine

Maximum Credit: 1

Hospitality and Tourism

Hospitality and Tourism Exploration

Grade(s): 9-11

This is a foundational course for students interested in careers within the hospitality industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of hospitality and tourism services. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, the segments of the industry, business concepts and operations, careers, and customer relations.

Maximum Credit: 1

Hospitality Marketing

Grade(s): 10-12

This course builds on the foundations learned in *Hospitality & Tourism Exploration* and introduces new topics related to the marketing of services in the hospitality industry. Students will develop proficiency in economic awareness, the role of marketing in the industry, the components of a marketing plan, and promotional concepts, all within the context of hospitality businesses. Prerequisite: Hospitality and Tourism Exploration

Maximum Credit: 1

Human Services

Introduction to Human Studies

Grade(s): 9-11

This is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the history of counseling, career investigation, stress management, mental illness, communication, and the counseling process. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Maximum Credit: 1

Nutrition Across the Lifespan

Grade(s): 10-12

This course is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. This course covers human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Prerequisite: Introduction to Human Studies

Maximum Credit: 1

Nutrition Science and Diet Therapy

Grade(s): 11-12

This course is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Prerequisite: Introduction to Human Studies and Nutrition Across the Lifespan

Maximum Credit: 1

Grade(s): 10-12

Lifespan Development

This course builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Prerequisite: Introduction to Human Studies

Maximum Credit: 1

Family Studies

Grade(s): 10-12

An applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Maximum Credit: 1

Information Technology

Computer Science Foundations (Information Technology) Grade(s): 9-11

Designed to prepare students in grades 9-10 with work-related skills for advancement in the telecommunication and information technology career paths. Content provides students the opportunity to acquire basic foundational knowledge and skills in both theory and practical applications in direct current, alternating current, and power supply circuits. Course content includes fundamentals of networking concepts for personal computers (PC), networking, determining system requirements, setting up equipment, and performing installation tests for the end user. Content provides the opportunity to evaluate and install peripheral devices and become familiar with operating systems. Course content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of language, structure, and typography. Standards 11 through 13 stress layout and design guidelines as applied in the design of markup language documents. Course content will be delivered through virtual training and hands-on methods. Competencies mastered during this course help prepare students toward acquiring A+ and/or Net+ certification and/or Web design employment.

Maximum Credit: 1

Coding I (Programming & Logic I) Grade(s): 10

Intended to teach students the basics of computer programming, this course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution. Prerequisites: Algebra 1 and Information Technology Foundations

Maximum Credit: 1

Coding II (Programming & Logic II) Grade(s): 11

This course challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS. Prerequisites: Programming and Logic I

Maximum Credit: 1

Computer Systems

Grade(s): 10-11

Designed to allow students in grades 10-11 to develop work-related skills and prepare for certification in the computer architecture career path. Content provides students the opportunity to acquire knowledge and skill in both theory and practical applications pertaining to troubleshooting, replacing, installing, and upgrading computers. Procedures used in the course may be hardware oriented, software oriented, or programming oriented. Upon completion of the course, students will possess a thorough knowledge of modern personal computer architecture and be able to take the A+ Certification exam. Prerequisite: Information Technology Foundations

Maximum Credit: 1

Networking

Grade(s): 10-12

Stresses the conceptual and practical skills necessary to design and manage networks for students in grades 10-12. Course content, which is of the project-based format, allows the student to interconnect workstations, peripherals, terminals, and other networking devices creating an integrated system where all devices speak the same language or protocol. The course will help prepare students to design, build, and maintain computer networks. The networking sub-cluster will help prepare students for the Network+ examination and cover many areas of the Cisco Certified Networking Associates exam. Over 190,000 high-technology jobs are currently available in U.S. corporations for graduates and employment opportunities are increasing. Prerequisite: Information Technology Foundations, Computer Systems

Maximum Credit: 1

Cabling and Internetworking

Grade(s): 11-12

Designed for students in grades 11-12 to equip technicians with the fundamental knowledge, skills, and abilities necessary to install, troubleshoot, and maintain today's networks. Course content presents the principles, which govern the architecture and design of systems and networks for connectivity of video, voice, and data communications. Course content and skill development is delivered by the use of training centers and training aids in the class laboratory on which students complete training exercises. Course content provides students the opportunity to begin a series of certification examinations through BICSI which is an international telecommunication association. Completion of this course will enable students to take the Installer-Level I and Installer-Level II examinations and creates a foundation for continuing in RCDD certification, which is internationally recognized. Prerequisite: Information Technology Foundations, Computer Systems, and Networking

Maximum Credit: 1

Advanced Placement Computer Science Principles

Grade(s): 11-12

AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. Prerequisite: Information Technology Foundations and Computer Systems

Maximum Credit: 1

Law, Public Safety, Corrections, & Security

Principles of Law, Corrections, and Security

Grade(s): 9-11

This is an introductory course designed to prepare students to pursue careers in the fields of law enforcement, legal services, corrections, and security. Upon completion of this course, a proficient student will be able to identify careers in these fields, summarize the laws that govern the application of justice, and draw key connections between the history of the criminal justice system and the modern legal system. In addition, students will model the professional, moral, and ethical standards required of professionals in the fields of law, legal services, corrections, and security.

Maximum Credit: 1

Criminal Justice I

Grade(s): 10-12

Criminal Justice I is the second course in Law Enforcement Services and the Legal and Correctional Services programs of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Current issues will be researched in the context of local, state, and federal laws. Investigative skills will be developed in the areas of drug use, incident documentation and basic crime scene investigation. Additionally, upon completion of the course, students will understand the importance of communications and professionalism in law enforcement. Prerequisite: Principles of Law, Corrections, and Security

Maximum Credit: 1

Criminal Justice II

Grade(s): 11-12

Criminal Justice II is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. This course prepares students for advanced work in crime scene analysis and forensic science, and offers strong knowledge and skill preparation for postsecondary or career opportunities in associated fields. Prerequisite: Principles of Law, Corrections, and Security and Criminal Justice I

Maximum Credit: 1

Criminal Justice III: Investigation

Grade(s): 11-12

Criminal Justice III: Investigation is the final course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers in forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system. Prerequisite: Principles of Law, Corrections, and Security; Criminal Justice I; and Criminal Justice II

Maximum Credit: 1

Transportation, Distribution, & Logistics

Introduction to Collision Repair

Grade(s): 9-11

This is a foundational course in the Collision Repair program of study for students interested in learning more about automotive collision repair technician careers. Upon completion of this course, proficient students will be able to identify and explain the basic steps in the collision repair process, emphasizing the tools, equipment, and materials used. They will be able to describe the major parts of an automobile body and safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces.

Maximum Credit: 1

Collision Repair: Non-structural

Grade(s): 10-12

Prepares students to analyze non-structural collision damage to a vehicle, determine the extent of the damage and the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. Course content includes metal finishing, body filling, and glass panel replacements. Prerequisite: Introduction to Collision Repair

Maximum Credit: 1

Collision Repair: Painting and Refinishing

Grade(s): 11-12

Prepares students to use plastics and adhesives in the repair and refinish processes and to apply automotive paint to a vehicle. Students learn to diagnose automotive paint finish problems and to perform the appropriate manufacturer-required techniques and processes to refinish the affected area or the complete vehicle. Prerequisite: Introduction to Collision Repair and Collision Repair: Non-structural

Maximum Credit: 1

Maintenance & Light Repair I

Grade(s): 9-11

The Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Maximum Credit: 1

Maintenance & Light Repair II

Grade(s): 10-12

The Maintenance and Light Repair II (MLR II) course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Prerequisite: Maintenance & Light Repair I

Maximum Credit: 1

Maintenance & Light Repair III

Grade(s): 11-12

The Maintenance and Light Repair III (MLR III) course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Prerequisite: Maintenance & Light Repair II

Maximum Credit: 1

Maintenance & Light Repair IV

Grade(s): 11-12

The Maintenance and Light Repair IV (MLR IV) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Prerequisite: Transportation Core, Maintenance & Light Repair III

Maximum Credit: 1

Driver Education

Driver Education

Grade(s): 10-12

A class available to students at least 15 years of age prior to beginning the course in grades 10-12. The instructional phases consist of classroom, simulation, driving range, and on-street driving instruction. The course will be taught as a one-unit course with sufficient instructional contact time with the driver education teacher and the inclusion of safety education. Learners' permits are not required but are highly recommended to allow parents to work with the student to coincide with the drive time in preparation for the test. Instructors are certified to administer the written test for the Department of Safety, therefore allowing students to obtain learners' permits. Suggested class size: 22 students each semester. All students must meet state requirements for attendance and academic progress. Prerequisite: 15 years of age

Maximum Credit: 1

Advanced Coursework

Many of these courses can satisfy Graduation Requirements.

- Any three AP courses comprise an Advanced Placement elective focus
- Dual Enrollment and Dual Credit courses may have stipulations set by the partnering college institution. For questions, please see your counselor.
- To see the course descriptions for each course, refer to the Course Catalog.

Advanced Placement

	Course		Course
English	AP Language and Composition AP Literature and Composition	Social Studies	AP Human Geography AP Psychology AP Government AP History AP Macroeconomics
Math	AP Statistics AP Calculus AB AP Calculus BC AP Computer Science (online)	Fine Arts	AP Studio Art: Drawing Portfolio AP Studio Art: 3D Design AP Studio Art: 2D Design AP Music Theory
Science	AP Biology AP Chemistry AP Physics AP Environmental Science	CTE	AP Computer Science Principles
World Languages	AP Spanish AP Latin AP French		

Dual Enrollment and Collegiate Remediation

	Course		Course
Social Studies	History 1010 (online) History 2020 History 220 (online) History 2030 (online) Philosophy 1030 (online) Psychology 2100 (online) Psychology 2130 (online)	CTE	Photography 1000 Information Technology Foundations Computer Systems Medical Terminology (online)
		English	DE English 1010 DE English 1020 (online)
		Math	SAILS Math AP Computer Science (online)

Online Academy

Description

Because of a generous grant provided by the Great Schools Partnership, Central High School is piloting an online dual enrollment option for 11th- and 12th-graders who wish to pursue collegiate work beyond the curricular offerings. These courses will be offered during the regular school day, fitting flexibly into a student's schedule at any time of the day. Online classes require self-motivation to complete the work in a timely manner. Students who are not responsible or able to work independently will not experience success.

Policies

- Students taking a core dual enrollment class must have taken an Advanced Placement (AP) class first.
- Applications for course enrollment are due May 1st of the previous school year. These are located in Student Services.
- Students taking any online course must have taken the ACT, earned qualifying scores, and have qualified for the Dual Enrollment Grant (<https://www.tn.gov/collegepays/article/dual-enrollment-grant>). All enrollment requirements must be fulfilled by the deadline.
- No student may take a required course in the online format for graduation in the spring semester of his/her senior year.
- Students must adhere to the instructor's dates, times, and requirements. Requests for delays and additional time will not be permitted.
- Students who are enrolled in an online class will adhere to the online class's schedule, even if that does not coincide with Knox County Schools' scheduled breaks.
- Students may not sign up for a dual enrollment class if a similar class is offered as a regular offering in the Central Course Catalog. (The only exceptions are ENGL 1010 and HIST 2020, which are taught by on-site Pellissippi professors and require special consideration for admittance.)
- Only core dual enrollment courses (those courses in English, math, social studies, and science) may be considered similar to an AP course in the weighting of G.P.A.; all other dual enrollment courses will be calculated as a normal class grade.
- If necessary or at the request of the professor or CHS administrator, students will need to provide documentation of progress in the online course.
- Students will be required to be in school during their class time. Normal attendance rules are in effect for online courses. Consequences for not attending will follow the Central High School's Student Handbook ("Student Behavior Expectations") or result in removal from the course.
- The grade earned from the online instructor will be the grade reflected in the transcript.
- If a student withdraws from an online course, the student will earn a failing grade (F) that is reflected on the transcript for that class.
- Course applications will be approved by the Curriculum Principal.

Academic Eligibility Criteria

To qualify for any general education dual enrollment courses, students must have an unweighted G.P.A. of 3.0 and meet the following minimum English and reading scores on the ACT or PLAN (if a junior):

- English ACT/PLAN: 18
- Reading ACT/PLAN: 19

Costs

Costs for online courses can be subsidized by the Dual Enrollment Grant. For more information, please visit: <https://www.tn.gov/collegepays/article/dual-enrollment-grant>. Any cost for online coursework not covered by the grant will be the responsibility of the student. Some financial assistance may be available over the next several semesters, but once these funds are expended, all costs will transfer to the student. There may also be a stipend to help cover costs of textbooks; however, these funds will only be available for a limited time. Students will have to provide documentation of textbook purchase no later than ten (10) days after the first official day of classes. After textbook funds are expended, all costs will transfer to the student.

Class of 2017 Dual Enrollment Grant Guidelines

The award amounts at eligible two-year institutions and four-year institutions will be as follows:

- Up to \$500 for the first course
 - Up to \$500 for the second course
 - Up to \$200 for the third course
 - No award for the fourth course
1. The new award amounts will apply only to entering high school juniors for the 2015-2016 academic year.
 2. Students will continue to be limited to no more than two (2) courses for each academic semester.
 3. The borrowing provision remains in effect. Therefore, funds award for classes beyond the fourth course will reduce the student's HOPE Scholarship on a dollar for dollar basis until the funds are repaid.

Student Expectations

Students will meet with the teacher/administrator overseeing the program at the beginning of the semester. At this session, expectations regarding computer usage and availability, textbooks, costs, ACT requirements, Pellissippi paperwork, attendance, and classwork will be discussed. A contract must be signed by both the student and parent.

Elective Focus Areas

Architecture & Construction	Arts, Audio Visual Tech & Communications	Business Management & Administration	Law, Public Safety, Corrections, and Security
<ul style="list-style-type: none"> • Fundamentals of Construction • MEP Systems • HVAC 	<ul style="list-style-type: none"> • Visual Art 1 • Fashion Design • Foundations of Fashion Design 	<ul style="list-style-type: none"> • Introduction to Business and Marketing • Business Communications • Business Management 	<ul style="list-style-type: none"> • Principles of Law, Corrections, and Security • Criminal Justice I • Criminal Justice II • Criminal Justice III: Investigation
Health Science	Human Services	Information Technology	Hospitality and Tourism
<ul style="list-style-type: none"> • Introduction to Health Science • Diagnostic Medicine • Anatomy & Physiology • Clinical Internship • Rehabilitation Careers • Medical Therapeutics • Medical Terminology 	<ul style="list-style-type: none"> • Intro to Human Studies • Family Studies • Nutrition Across Lifespan • Nutrition Science and Diet Therapy • Lifespan Development • Psychology/Sociology 	<ul style="list-style-type: none"> • Computer Science Foundations • Computer Systems • Networking • Cabling and Internetworking • Coding I • Coding 2 	<ul style="list-style-type: none"> • Hospitality and Tourism Exploration • Hospitality Marketing • Event Planning and Management
Transportation, Distribution & Logistics	Advanced Placement/Dual Enrollment	JROTC	Community Services
<ul style="list-style-type: none"> • Maintenance & Light Repair I • Maintenance & Light Repair II • Maintenance & Light Repair III • Maintenance & Light Repair IV • Intro to Collision Repair • Collision Repair Non-Structural • Collision Repair Painting & Refinishing 	<p>Any Combination of three of the same type courses (i.e. 3 AP Courses). Students using the AP/DE courses to satisfy both core and elective focus requirements must earn 28 credits to graduate.</p>	<ul style="list-style-type: none"> • Navy JROTC • ADV Navy JROTC • Any combination of 3 credits of ROTC 	<ul style="list-style-type: none"> • Leadership 1 • Leadership 2 • Adv. Peer Tutoring

Fine Arts	Math and Science	Humanities	Physical Fitness
<ul style="list-style-type: none"> • Visual Art 1 • Adv. Art Painting • Adv. Art Ceramics • Adv. Art Drawing • Adv. Art Photo • Honors Visual Art • Development of Rock and Roll • Theatre Arts 1 • Adv. Theatre Arts • Marching Band • Concert Band • Symphonic Band • Inst. Ensemble Band • Vocal Music 1 • Vocal Music 2 • Choral Ensemble • A Capella Ensemble • Advanced Female Chorus • AP Art Drawing • AP Music Theory • AP Art Studio 2D • AP Art Studio 3D • AP Art History 	<ul style="list-style-type: none"> • Any Combination of three math and/or science electives in addition to the required math and science courses 	<ul style="list-style-type: none"> • Journalism 1, 2, 3, 4 • Spanish 3 • Honors Spanish 4 • Honors Latin 3 • Honors Latin 4 • French 3 • Honors French 4 • Genre Studies • Psychology & Sociology • Contemporary Issues • AP Human Geography • Bible History 	<ul style="list-style-type: none"> • Adv. Strength and Conditioning • Aerobics • Physical Education

