

FARRAGUT HIGH SCHOOL

Program of Studies

11237 Kingston Pike
Knoxville, TN 37934
(865) 966-9775



Email: farraguthigh@knoxschools.org
Website: farraguths.knoxschools.org

Farragut High School

Established 1904
11237 Kingston Pike, Knoxville, TN 37934
Phone 865.966.9775
Fax 865.671.7120

Dear Parents and Students:

Welcome to Farragut High School. We are honored to have you and your family as part of our school family and community. Since it was founded over one hundred years ago, Farragut High School has established a rich tradition of academic excellence. Because of our students' and staff's accomplishments, Farragut has earned recognition on local, state, regional, and national levels. Last year alone, our seniors earned over 34.1 million dollars in scholarships (including TN Hope Lottery Scholarships) to over one hundred twelve different colleges and universities throughout the United States, Germany and District of Columbia.

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 critical. Every day, our students must come prepared and 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, we offer a varied and challenging academic curriculum which is delivered by a dedicated professional staff. Parental support of our students, staff, and school is vital for the success of our learning community.

We encourage you to read this handbook and become familiar with our guidelines. Our desire is to develop a working relationship with our students that will maximize their potential and help them to develop the social, emotional, and educational skills necessary to become productive members and leaders in society. Again, we welcome you and look forward to our time together.

Sincerely,

FHS Administration

Farragut High School Mission Statement and Beliefs

Vision

Farragut High School commits to being a world class school that builds integrity and excellence in academics, athletics, and the arts.

Mission Statement

Building Integrity and Excellence in Academics, Athletics, & the Arts –Accept Nothing Less

Beliefs

- Parents, educators, students and community should instill and perpetuate ownership, respect, and responsibility for the learning environment.
- Each student is a valued individual with unique cultural, physical, social, emotional, and intellectual needs.
- Commitment to improvement enables students to become confident, self-directed, life-long learners.
- Clear goals and high expectations for student achievement guide the development of the curriculum.
- Relevant, creative, and varied instructional strategies and learning activities enhance student learning.
- Assessments of learning provide students with opportunities to demonstrate their achievement.
- Students are encouraged to accept responsibility for their actions and learning.
- Student learning is enhanced by a safe and structured environment.
- Participation in school-related activities fosters a sense of belonging to the school community.
- Through collaboration and analysis of data, educators can continually improve student learning.
- Commitment to retain high-quality teaching professionals in all areas of the curriculum benefits the entire learning community.

PROGRAM OF STUDIES

TABLE OF CONTENTS

<u>Introduction</u>	<u>Page</u>
School Counseling Services.....	1
Block Schedule/Concentrated Curriculum/Semester Schedule	2
Rank in Class.....	2
Transfer Students	2
Graduation Requirements.....	3
Student Planning Guide.....	4
Instructional Levels.....	5
Grading Policies.....	6
Program Planning and Registration Process.....	7
Testing Programs and Services.....	8
Four-year Calendar for the College-bound Student.....	9
NCAA Division I Freshmen - Eligibility Standards.....	10
College Entrance Requirements	11
AP Policies for UT	12
Public Notice.....	14
<u>AP Capstone Program</u>	15
<u>Academic Academies</u>	
History of the Academic Academies.....	17
Art.....	18
Marketing & Business (MBA).....	19
Humanities.....	20
Science, Technology, Engineering and Mathematics (STEM)	22
<u>Course Descriptions</u>	
Art.....	24
Business and Marketing.....	27
Career and Technical Education	31
Driver Education	35
English and Journalism.....	36
Family and Consumer Science.....	40
Mathematics.....	42
Music.....	48
NJROTC.	51
Physical Education	52
Science	53
Social Studies	58
Special Education.....	61
Theater	62
World Language	64
Academic Success.....	67
High School Plan Sheet	68
Byington-Solway CTE Programming	69

SCHOOL COUNSELING OFFICE

The Farragut High School Counseling Office works with the school staff and various agencies to assist students in recognizing and solving educational, career, and personal problems. Counselors will meet in individual conferences or large groups with students to review and discuss courses of study, post-secondary plans, scholarship information, and other areas of concern. Parents are encouraged to communicate with the counselor whenever they have questions or concerns about any phase of their child's program. Services that may be offered by the School Counseling Office include:

- I. **Personal and Academic Counseling**
 - Individual Conferences
 - Academic Placement
 - Referrals to Outside Agencies
 - Homebound Services
 - Summer School Information
 - Recovery Credit, Online Learning Information, Dual Enrollment
 - List of Private Tutors
 - S-Team
 - Class Visits
 - Contacts with Community Agencies and Private Practitioners
- II. **Orientation and Registration Assistance**
 - Graduation Requirements and School Policies
 - Registration
 - Schedule Changes
 - Post-secondary Entrance Requirements
- III. **College Counseling**
 - College Viewbooks
 - College Applications
 - Technical School Information
 - College Applications
 - Scholarship Information & Applications
 - Lottery Scholarship Information & Updates
 - Summer Honors Programs Information
 - College Representative Visits
 - College Night
 - Financial Aid Workshop
 - Naviance College and Career Exploration
- IV. **Testing Programs**
 - Tennessee End-of-course Exams
 - PSAT/NMSQT
 - SAT/ACT Registration Materials
 - Advanced Placement Exams
- V. **Records Maintenance**
 - Academic Records
 - Report Cards
 - Student Progress Reports
 - Health Records
 - Withdrawal Requests
 - Transcript Requests
 - Parent Portal

BLOCK SCHEDULE/CONCENTRATED CURRICULUM/SEMESTER SCHEDULE

The academic year at Farragut High School is organized into two 90 day terms: fall term and spring term. The school day is built around four 90 minute instructional periods per term. In most cases, a student completes four courses and earns one unit of credit per course at the end of the each term. Most students have the opportunity to earn eight units of credit during one academic year upon successful completion of all course requirements.

RANK IN CLASS

Rank in class shall be determined by accumulated grade-point averages through and including the first term of the senior year. All grades in all subjects will be included in the computations. All courses are assigned the same quality point value except those courses designated as Advanced Placement, Honors and Dual Enrollment courses. Each Advanced Placement course will receive one additional quality point for the grade earned. Each Core Dual Enrollment course will receive one additional quality point value for the grade earned. A "Core" dual enrollment course is defined as one which is the curriculum equivalent to, or one that exceeds an Advanced Placement course (as defined by The College Board) or is a college level course that would be listed in the High School Curriculum Guide under the heading of English, Mathematics, Science, Social Studies or World Language. Each honors course will receive one half additional quality point value for the grade earned. Knox County's official grade point average (GPA) is unweighted. The Valedictorian* and Salutatorian shall have earned the highest and next highest grade-point averages. Rank in class will be indicated in deciles (top 10%, 20%, etc.) and determined after the first term of the senior year.

*When two or more students are named as Valedictorian and have the same GPA, no Salutatorian shall be named.

TRANSFER STUDENTS

Students enrolling in Farragut High School must present:

1. HEALTH RECORDS: Tennessee School Immunization Certificate
2. PROOF OF RESIDENCE--You must provide proof of your actual residence in Farragut's zone by presenting one of the following:
 - a. Utility Bill
 - b. Telephone Bill
 - c. Rental or Lease Contract or Sales Contract
 - d. Voter Registration Card
 - e. Welfare Benefit Check
 - f. Internal Revenue Service W-2 form
 - g. Transfer Approval Letter from Knox County Schools, Brian Hartsell's office (594-1502)
3. GUARDIANSHIP--No proof of legal custody is needed if child lives with both natural parents. However, most other arrangements as listed below will need documentation:
 - a. if child lives with divorced parent who was originally assigned custody, please provide signed court documentation.
 - b. if child lives with court appointed guardian(s), please provide signed court documentation. (Juvenile Court, 215-6400)
 - c. if child lives with recently changed custodial parent or joint custodial parents, please provide signed or official letter of approval from Mr. Hartsell's office (594-1502).
 - d. if child lives with someone other than legal guardian, please provide signed or official letter of approval from Mr. Hartsell's office (594-1502).
4. STUDENT'S SOCIAL SECURITY CARD AND OFFICIAL BIRTH CERTIFICATE

For proper course level placement, please provide:

- a. standardized test scores (i.e. TCAP, ACT or other state/national examination)
- b. most recent transcript
- c. withdrawal sheet from previous school if enrolling during school year
- d. if enrolling mid-semester, current class schedule
- e. if currently receiving special services, bring latest IEP, 504 Plan, psychological, and M -team reports

GRADUATION REQUIREMENTS

Regular Diploma- Awarded to students who have earned the prescribed 28 credits and have a satisfactory record of attendance and discipline.

Core Subjects	Number of Credits
English	4 (English I, II, III, IV)
Mathematics	4 (Algebra I, Geometry, Algebra II, one higher level math)
Science	3 (Biology, Chemistry or Physics, one additional lab science)
World History & Geography	1
US History & Geography	1
US Government & Civics	1/2 credit
Economics	1/2 credit
Physical Education	1.5 (Lifetime Wellness and one additional PE ½ credit)*
Personal Finance	1/2 credit
Elective Focus	3 credits**
University Admissions	Students must complete two units of the same world language and one unit of fine/performing arts in order to meet college/university admission requirements.***
Total	28****

Testing Requirement – All students must take the ACT. All students must take and pass a standardized Civics test and complete a civics project.

*The additional ½ credit in Physical Education may be met by completing a Physical Education course (in addition to Lifetime Wellness) or by substituting 65 hours or more of documented physical activity outside the school day in other SCHOOL SPONSORED activities such as marching band, NJROTC, cheerleading, dance, interscholastic athletics and other areas pre-approved by the local board of education.

**The elective focus may be CTE and Business Education (3 courses in the same focus of study area), Math and Science, Humanities, Fine Arts, NJROTC, Advanced Placement, Dual Enrollment, Human Services, Physical Fitness or Community Education Cluster. Courses taken as part of the core subject requirement may not be used to fulfill the elective focus requirement.

***Students not planning to attend a college or university may waive the two units of world language and/or one unit of fine/performing arts to expand and enhance their elective focus.

****Total credits required for graduation is 4 credits less than the potential number available in the master schedule of the student’s school (or schools) during the four school years following the student’s entry into ninth grade.

Special Education Diploma – To be awarded at the end of the fourth year of high school to students with disabilities who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

Honors Diploma – Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors. The ACT benchmarks are: ACT English – 18, ACT Math – 22, ACT Reading – 22, ACT Science Reasoning – 23

Graduating With Distinction – Students will be recognized as graduating with “distinction” by attaining a B (3.0) average and completing at least one of the following:

- Earn a nationally recognized industry certification
- Participate in at least one of the Governor’s Schools
- Participate in one of the state’s All State musical organizations
- Be selected as a National Merit Finalist or Semi-Finalist
- Attain a score of 31 or higher composite score on the ACT
- Attain a score of 3 or higher on at least two advanced placement exams
- Earn 12 or more semester hours or transcribed postsecondary credits

Community Service Recognition – Students with 10 or more hours of community service will be recognized at graduation.

Student Planning Guide

<u>Core Courses</u>	<u>Credit Earned</u>	<u>Enrolled</u>
English I	_____	_____
English II	_____	_____
English III	_____	_____
English IV	_____	_____
Algebra I	_____	_____
Geometry	_____	_____
Algebra II	_____	_____
4 th /Higher Math	_____	_____
Biology	_____	_____
Chemistry or Physics	_____	_____
Additional Lab Science	_____	_____
World History & Geography	_____	_____
US History & Geography	_____	_____
US Government & Civics	_____	_____
Economics	_____	_____
Lifetime Wellness	_____	_____
Additional Phys. Educ. or documented physical activity (1/2 credit)	_____	_____
Personal Finance (1/2 credit)	_____	_____

Elective Focus (Select one focus area- 3 credits)

*Career & Technical Educ. And Business Education	_____	_____
*Math and Science	_____	_____
*Humanities	_____	_____
*Fine Arts	_____	_____
*Advanced Placement	_____	_____
*Dual Enrollment Courses	_____	_____
*NJROTC	_____	_____
*Physical Fitness	_____	_____
*Human Services	_____	_____
*Community Education Cluster	_____	_____
*Byington-Solway CTE	_____	_____

University Admissions Requirements (for students intending to enroll in a college or university after high school graduation. Students not intending to enroll in a college or university are not required to take these classes but must then expand their elective focus.)

World Language 1	_____	_____
World Language 2	_____	_____
Fine/Performing Art	_____	_____

<u>Unspecified Elective Credits</u> (approximately 6-9 credits)	_____	_____
---	-------	-------

CREDITS REQUIRED FOR GRADUATION = 28

INSTRUCTIONAL LEVELS

Within each grade level, Farragut provides opportunities for students to work at various levels of difficulty. These levels include: Special Education (Resource), college prep, honors/advanced placement, and dual enrollment.

1. Resource is designed for those students with a Special Education certification. Individual needs as identified in the IEP determine the specific goals in this class. Tennessee state testing skills are often a major emphasis for this student.
2. College-preparatory is designed for the student who is performing on or above grade level and whose level of skill will allow him/her to continue his/her formal education at a two-year or four-year college or university.
3. Honors is designed for the student who is functioning above grade level. Placement in this course is determined by standardized test scores, previous grades, and teacher recommendation.
4. Advanced Placement is based upon the guidelines of the College Board Advanced Placement Program. Farragut provides AP classes in various subject areas. Advanced Placement Examinations are given in May. The College Board charges a fee for these exams, and students may earn college credit according to the scores they receive on the exam. More details may be obtained from the School Counseling Office.
5. Dual Enrollment takes place when a high school student is enrolled in high school and college simultaneously. In other words, the student is approved for high school and college credit for the same class. Only juniors and seniors can apply to take Dual Enrollment courses. Dual Enrollment provides a means for high school students to accelerate their college education and get a feel for what learning will be like in college. With the help of the Dual Enrollment Grant (provided by the state), this process can save students time and money. Many students at Farragut High School take Dual Enrollment courses through cooperating institutions of higher education. **These courses must be approved by the Farragut High School principal in advance of enrolling in the course.** Students taking Dual Enrollment courses must be present at Farragut High School for three (3) consecutive blocks. Students are responsible for checking the college's website for their Dual Enrollment application requirements which is different for each college/institution. Students will also be responsible for providing their own transportation to the college/institution. More details may be obtained from the School Counseling Office.

GRADING POLICIES

Farragut High School evaluates student academic progress using interim reports and term grades. Interim reports are distributed at 4 ½ weeks, 9 weeks, 13 ½ weeks, and 18 weeks and are cumulative for each term. The term grade is final and is recorded on the permanent record. It represents a combination of scores from all class assignments for the entire 18 weeks and is not an average of interim grades. Additionally, a Knox County or Farragut High School End-of-Course exam is required in all classes and will constitute between 10 - 25 percent of the final average. AP, approved "Core" Dual Enrollment (DE), and Honors classes earn extra quality points as listed below:

GRADING SCALE: Beginning 2017-2018 School Year

LETTER GRADE	IN-CLASS SCALE ALL CLASSES	QUALITY POINTS		
		CP (College Prep) and APPROVED NON-CORE DE	HONORS	ADVANCED PLACEMENT and APPROVED "CORE" DE
A	93 -100%	4	4.5	5
B	85- 92%	3	3.5	4
C	75- 84%	2	2.5	3
D	70- 74%	1	1.5	2
F	0- 69%	0	0.5	1

The Advanced Placement (AP) label is limited to courses adhering to criteria established by the College Entrance Examination Board for which national AP examinations are available.

PROGRAM PLANNING AND REGISTRATION PROCESS

Selecting a high school curriculum is of utmost importance in the setting of educational and career goals. At Farragut High School a diverse selection of courses is offered to meet the educational and career needs of students. The student and his/her parents or guardians must carefully select the appropriate courses to help him/her attain his/her goals. The classroom teachers, school counselors, and administrators are available to give assistance.

Academic planning and student registration follow the procedures listed below:

1. Early in the spring, counselors will talk with students in small groups about curricular offerings. Students are encouraged to review the offerings and organize them into a four-year educational plan.
2. Course selection sheets and curriculum guides are given to students for planning course selections for the following year. Students will use these sheets for reference when registering online.
3. Students should have a conversation with their current teacher(s) in subject areas they are continuing (especially English, mathematics, science, and languages) for their recommendation(s) for the next level course. Teachers will enter these recommendations into student schedules electronically.
4. To assure the most appropriate academic level placements for students, a careful analysis is made based on standardized test scores, grades, and teacher recommendations. Students will be enrolled in the appropriate academic level resulting from this professionally based procedure. Any deviation from these recommendations requires an appeal to the school staff. Students and their parents should carefully select elective courses and mark their selection as well as the assigned academic core courses on the course selection sheet.
5. Every effort is made to schedule each student for his/her primary course selections. However, schedule conflicts may sometimes force alternative choices, **THEREFORE; CHOOSE CAREFULLY**. All students must carry a full academic load of four credit classes per term.
6. Students are scheduled in descending order of priority. For example, course openings are offered first to seniors, second to juniors, third to sophomores, and last to freshmen. This is done to ensure enrollment in courses necessary for those students nearest their graduation dates.
7. **Please be aware of the schedule change policy when you make your course selections. A student's schedule may be changed only under the following conditions:**
 - a. **A student is scheduled incorrectly as a result of inadequate or erroneous information.**
 - b. **Administrative action becomes necessary as a result of imbalance of class loads or decreased staff.**
 - c. **The student needs an additional course to meet graduation requirements.**
 - d. **A schedule adjustment is required because of courses taken in summer school.**
8. Farragut High School's first priority for class schedules is for students taking a course for the first time. Students needing to repeat a course will be scheduled only if space is available. Therefore, it is strongly recommended that in order for a student who has failed a course to stay on track, he/she should attend summer school.
9. Doubling (taking 2 classes of the same subject area in the same year) must be approved by the department and the principal. Permission to double will be based on previous grades in the program, the purpose of doubling, and space available. The expectation for most students is that they will progress at the normal rate of one course per year. **Doubling will only be approved on a very limited basis.**
10. Seniors will be enrolled in a minimum of two core curriculum courses each term of the senior year.

TESTING PROGRAM AND SERVICES

Farragut High School, Knox County, and the State of Tennessee provide a variety of testing programs.

Tennessee state-developed end of course exams in English I, II, and III; Algebra I and II, Geometry, U.S. History; Biology, and Chemistry.

An ACT test administration will be available to all juniors during the spring term. ACT is available at other times during the year.

The following tests are available to students for a fee:

Preliminary Scholastic Aptitude Test (PSAT) for freshmen, sophomores and juniors (usually on the second Wednesday in October). This test is the National Merit qualifying test for juniors.

American College Test (ACT), Scholastic Aptitude Test (SAT), ACT with Writing, and SAT subject tests are college admission tests. Registration materials for these tests are available in the School Counseling Office. Counselors recommend that these tests be taken by April or June of the 11th grade. They may also be taken in grade 12.

Advanced Placement Tests are offered in May at the time of national testing dates.

More detailed information and testing dates are provided in the newsletters, orientation programs, and in-class counseling by the counselors, or this information may be obtained from the School Counseling Office.

LONG-RANGE CALENDAR FOR THE COLLEGE-BOUND STUDENT

The following information will be helpful for the college-bound student. Careful planning of school schedules and knowledge of the college testing program offered here in a yearly sequence will greatly aid the Farragut High School student who is preparing for college entrance. For further information on any of the material briefly presented here, consult the School Counseling Office.

8TH GRADE YEAR

- February Talk with middle school counselors, high school counselors, and parents to decide the focused area of study for high school.
- March Choose the focused area and select courses appropriately.
Create a 4 year plan for courses to be taken 9th, 10th, 11th, and 12th grade.

FRESHMAN YEAR

- September Students should remember that a good high school record is the single most important item in a college application. Begin collecting information for your high school resume. Get involved in school clubs and activities.
- March Revisit 4 year plan for courses to be taken in 10th, 11th, and 12th grades.
- Summer Find opportunities to do community service and/or career shadowing/volunteering.

SOPHOMORE YEAR

- October It is suggested that honors students take the PSAT for practice.
- Fall/Spring Students take the county civics exam as well as complete a civics project.
- Spring Revisit 4 year plan for courses to be taken 11th and 12th grade and plan schedule for 11th grade.
- Summer Begin college search. Visit campuses of schools that interest you.

JUNIOR YEAR

- Fall Plan to talk with college representatives who visit during the school day. Attend area college nights.
- October Take the PSAT.
- December to February **Start your College Search**
 - Make lists of your abilities, preferences, and personal qualities. List things you may want to study and do in college. Note entrance requirements, application deadlines, cost, curriculum, co-op programs, etc.
 - Jump start your college planning by reading about majors and careers.
 - Use College Search websites to find colleges with the right characteristics.
- March Revisit 4 year plan and plan senior year schedule. Register to take the April or June ACT and/or March, May, or June SAT, if appropriate. All Juniors will take the ACT exam.
- Spring Investigate scholarship opportunities. Several reputable web sites offer free scholarship searches. See the school counseling office for more information. Turn in request forms for letter of recommendation to college counselor.
- Summer Visit campuses of schools which interest you.

SENIOR YEAR

Fall	Attend College Night in October. Talk with representatives from schools that interest you. Take ACT, ACT with Writing, SAT, and SAT subject tests, if appropriate. Submit the high school portion of your college applications to the School Counseling Office three weeks prior to their deadline. Visit campuses of colleges in which you are interested. Apply for TN Promise for two year colleges and participating schools.
October	FAFSA (Free Application for Federal Student Aid)* information is available online. A financial aid workshop is offered for parents and students. Many colleges have a January 17 th deadline for FAFSA completion. Apply on line at www.FAFSA.gov as soon as possible after October 1 st .
December	Any college or scholarship application needing school input that has a January deadline is due in the School Counseling Office by December 1st. BE SURE TO MEET ALL DEADLINES. If enrolled in an AP class first term, register and pay fee online if you plan to take AP exam. Refer to the school AP exam policy when making this decision.
January	Continue to meet with college representatives when they visit Farragut High School and investigate scholarship opportunities.
March	Register with the School Counseling Office to take AP exams in May if student has taken advanced placement courses and plans to receive college credit. Check to determine if the chosen colleges/universities give AP examination credit.
Spring	Continue to investigate scholarship opportunities.
April	Acceptances or rejections come in. Along with acceptances will come instructions for reply deadlines, deposits, and freshman registration. When a student notifies a college of acceptance, then he/she should write all other institutions withdrawing his/her application.
Mid-April	Report any scholarship offers you have received to the college counselor.
May 1	College decisions should be made by this date. Complete Senior Exit Form to request final transcript to be sent to the college you have chosen to attend.
May	AP Exams are given. Graduation.

*FAFSA is also the application for the Hope Scholarship - (TN Lottery Scholarship)

ATHLETIC ELIGIBILITY

NCAA: For more information about NCAA initial-eligibility standards, please visit the NCAA's Web site at www.ncaa.org.

VARIOUS COLLEGE ENTRANCE REQUIREMENTS

PUBLIC TENNESSEE INSTITUTIONS

Each fall, the University of Tennessee Knoxville (UTK) admits a freshman class of a size to maintain a total undergraduate enrollment of 27,000 students. Freshman admissions decisions are based on the following elements:

1. Completion of **core** academic subjects comprising the 14 units required for college admission:
 - 4 units of English
 - 2 units of algebra
 - 1 unit of geometry
 - 1 unit of higher math
 - 3 units of science, including at least 1 unit of biology, chemistry, or physics & 1 unit of additional science
 - 1 unit of US History
 - 1 unit of European History, World History, World Geography, Ancient History, Modern History
 - 1 unit of African American History, Contemporary Issues, Economics, Microeconomics, Macroeconomics, US Government, Psychology, Sociology, Comparative Government & Politics
 - 2 units of the same foreign language
 - 1 unit of visual or performing arts
2. GPA in these core academic subjects will be weighted by UTK to reflect honors courses (0.5 quality points added) and Advanced Placement (AP) courses and Dual Enrollment* (1.0 quality points added). When UTK recalculates GPA based on core academic courses, they give one (1.0) quality point for AP and Core* dual enrollment courses.
3. Standardized test scores, either ACT or SAT.
4. There are several things you can do that will increase chances for admission. **Take appropriately demanding courses to pursue the most challenging academic program that you can handle well.** National studies, as well as UTK's own research, indicate that rigorous high school preparation is the best predictor of success in college. As UTK seeks to admit students who will be successful at the state's major teaching and research university, they look for applicants who have taken advantage of the strongest academic opportunities available to them. Additional consideration may be given if you exceed minimum requirements in the core academic subjects.
5. Other relevant factors, including the student statement, extracurricular or leadership activities, background, etc.

One quick way to assess your chances for admission to UTK is to compare your academic credentials to the profile of recent students admitted to the University. Freshmen admitted to UTK in the fall of 2016 had an average high school GPA of 3.8 and an average composite ACT score of 27.

Tennessee has instituted a lottery, the proceeds of which will provide scholarships of \$2000 - \$7500 for college-bound students. Students may use these scholarships at any Tennessee public two-year or four-year college or university, any accredited private college or university in Tennessee, and all state technical centers. Criteria are established by the state legislature and are subject to change, so check with the school counseling office for the latest information.

* A core dual enrollment course is defined as one which is the curriculum equivalent to, or one that exceeds an Advanced Placement course (as defined by The College Board) or is a college level course that would be listed in the High School Curriculum Guide under the heading of English, Mathematics, Science, Social Studies or World Language.

AP POLICY FOR UT, KNOXVILLE*

Subject	AP Score	Credit Given
American History	4 or 5	History 221-222
Art Drawing	N/A	No Credit Awarded
Art 2-D Design	N/A	No Credit Awarded
Art 3-D Design	N/A	No Credit Awarded
Art History	N/A	No Credit Awarded
Biology	3	Biology 101
Biology	4	Biology 101-102
Biology	5	Biology 101-102 and Biology 160
Calculus AB	3	Math 125
Calculus AB	4	Math 141
Calculus AB	5	Math 147
Calculus BC	3	Math 141
Calculus BC	4	Math 141-142
Calculus BC	5	Math 147-148
Chemistry	4 or 5	Chemistry 120-130
Chinese Language & Culture	4 or 5	CHIN 131-132
Computer Science A	5	Computer Science 102
Computer Science Principles	5	Computer Science 100
Economics - Micro	3, 4 or 5	Economics 211
Economics - Macro	3, 4 or 5	Economics 213
English Language & Composition	4 or 5	English 101
English Literature & Composition	4 or 5	English 101
Environmental Science	3	Geology 201
Environmental Science	4 or 5	Geology 201-202
European History	4 or 5	History LD-242
French Language	3	French 211-212
French Language	4 or 5	French 212 - 333
German Language	4 or 5	German 211-212 or German 311-312
German Language	3	German 211-212
Human Geography	4 or 5	Geography 121

Italian	N/A	No Credit Awarded
Latin Literature - Catullus/Cicero, Catullus/Horace, Catullus/Ovid, or Virgil	3, 4 or 5	Classics 251-252
Music Theory – Aural Subscore	4	MUTH 130
Music Theory – Aural Subscore	5	MUTH 130, 140
Music Theory – Nonaural (written) Subscore	4	MUTH 110
Music Theory – Nonaural (written) Subscore	5	MUTH 110, 120
Physics I	4 or 5	Physics 221
Physics II	4 or 5	Physics 222
Physics C - E & M	5	Physics 136
Physics C - E & M	4	Physics 102 or 222 or 231
Physics C - Mechanics	5	Physics 135
Physics C - Mechanics	4	Physics 101 or 161 or 221
Government + Politics - Comparative Exam	4 or 5	Political Science 102
Government + Politics - US Exam 2014 exams & prior 3, 4, or 5; Exams taken in 2015 or later a score of 4 or 5 is required	3,4 or 5	Political Science 101
Psychology	3,4 or 5	Psychology 110
Spanish Language or Literature	3	Spanish 211-212
Spanish Language or Literature	4	Spanish 212 and 300
Spanish Language or Literature	5	Spanish 300 and 305
Statistics	4 or 5	Statistics 201
Studio Art - General or Drawing Portfolio	N/A	No Credit Allowed
World History	4 or 5	History 261-262

***Check with UTK for possible changes in this policy.**

****Check with other universities for their specific policy.**

PUBLIC NOTICE

The Knox County School System affirms that it will comply with Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Title II of the Genetic Information Nondiscrimination Act of 2008, Title VI and Title VII of the Civil Rights Act of 1964, and Age Discrimination Act in Employment Act of 1967.

No person shall, on the ground of race, color, national origin, sex, genetics, religion, age, disability or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be subjected to discrimination in employment opportunities or benefits. Anyone who believes that Knox County School System has discriminated against them or another individual may file a complaint. Knox County Schools has designated the following people to handle such grievances to comply with the law. Student complaints of discrimination on the basis of disability under the IDEA should be directed to Melissa Massie, Executive Director of Student Support Services, Room 909 of the Andrew Johnson Building, telephone number (865) 594-1540. All other complaints of discrimination on the basis of disability, sex, race, color, religion, national origin, age, genetics or veteran status should be directed to Scott Bolton, Title VI, Title IX and ADA and OCR Coordinator, Room 321 of the Andrew Johnson Building, telephone (865) 594-1686.

and/or

Director, Office for Civil Rights
Tennessee Department of Education
6th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243
Office: (615) 253-1550
Fax: (615) 532-2599

Title VI Coordinator
Tennessee Department of Education

and/or

The Office for Civil Rights
U.S. Department of Education
P.O. Box 2048, 04-3010
Atlanta, Georgia 30301-2048

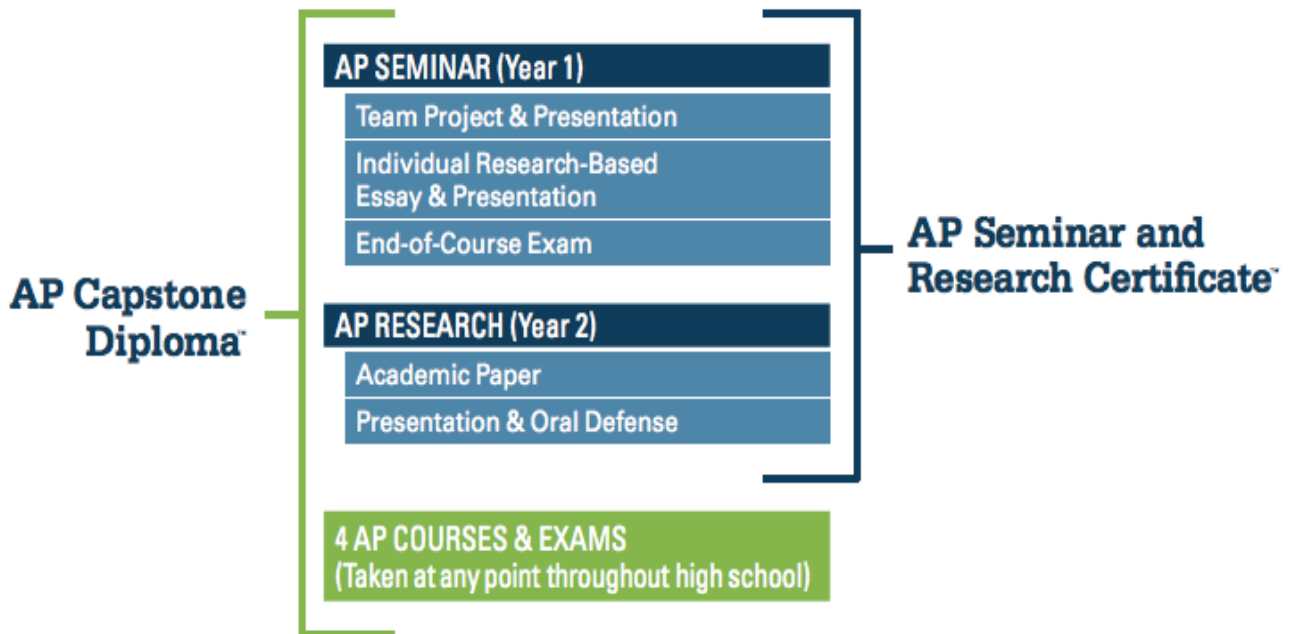
FARRAGUT HIGH SCHOOL

AP CAPSTONE PROGRAM

The AP Capstone Program is an innovative program developed by the College Board that allows students to earn an AP Capstone Diploma. Students must take four AP courses of their choosing and pass the associated AP exams with a score of a 3 or higher and then complete the two course AP Capstone series, passing those exams as well in order to qualify for the AP Capstone Diploma.

Students may begin taking the AP Seminar course, the first in the series of the required Capstone classes, during the sophomore year. The AP Seminar course must be completed before the senior year in order for students to qualify for the AP Capstone Diploma. Keep in mind, that if the AP Research class is taken the senior year, students will not know if they earned the AP Capstone Diploma until after graduation.

AP courses students intend to count towards the four required AP courses must be taken during high school. Students must take and pass the AP course in addition to earning a 3 or higher on the AP exam in order to be considered for the AP Capstone Diploma. Students who enroll in the AP Seminar course are committing to complete the AP Research course before graduation.



COURSE TITLE: AP SEMINAR

CREDIT: 1

PREREQUISITES: ADMISSION TO THE AP CAPSTONE PROGRAM

GRADES: 10, 11

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicated evidence-based arguments.

COURSE TITLE: AP RESEARCH

CREDIT: 1

PREREQUISITES: AP SEMINAR

GRADES: 10, 11

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 – 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

FARRAGUT HIGH SCHOOL ACADEMIC ACADEMIES

(Participation in an academic academy is optional)

If a student has an interest in pursuing academic academy recognition, he/she should refer to the academy description, including requirements for application and completion. The academies have been designed to recognize students for the work and dedication that they already exhibit in academic areas of interest. Students will have the opportunity to personalize their education by focusing on a selected area of study. Our Academic Academies include: the Arts Academy, the Humanities Academy, the Marketing and Business Academy (MBA), and the Science, Technology, Engineering and Mathematics Academy (STEM) Academy.

Students may elect to apply to one or more of the academies in the spring of their sophomore year. The curriculum has been redesigned so that students may elect to be a part of the academy or they may continue with the traditional path of study. Academies have added requirements beyond the core requirements for graduation.

HISTORY OF THE ACADEMIC ACADEMIES

The Farragut High School Science Advisory Committee formed in 2006, the brain-child of FHS science teachers Kristin Baksa and Jane Skinner. Established to determine how to best utilize the wealth of science and technology resources in the community, the committee's goal was to cultivate future scientists and engineers by providing students with opportunities to participate in authentic research. That fall, ORNL Associate Director, Dr. Lee Riedinger, opened the doors of the national laboratory to 15 FHS students. Under the direction of leading scientists, these 15 students conducted science and engineering research and presented their work at ORNL poster sessions. The first FHS academic academy was born.

The next year, Dr. Riedinger and FHS staff took the program to the University of Tennessee where they found enthusiastic partners in Dr. Lynn Champion, College of Arts and Sciences, and Dr. Masood Parang, College of Engineering. In the summer of 2007, the FHS Science Academy became a full-fledged student research program sponsored by ORNL, UT and the Zoo Knoxville.

In addition to research opportunities, FHS staff and community partners encouraged students to participate in science and engineering professional society meetings, STEM competitions, and periodic lectures by recognized scientists. As the student participation in the program increased, other high schools took notice. Today, students in other Knox County high schools participate in science and engineering research, often in programs modeled after the FHS Science Academy.

In 2007, then Principal Michael Reynolds and the FHS Leadership Team met to discuss the creation of other academic academies. Department chairs worked within their departments to form academies with the help of academy faculty and/or advisory boards. Two thousand eight was the advent of the Math and Humanities Academies. More recently, the Math and Science Academies joined to form the STEM Academy, which also includes focus areas of Technology, Engineering and Health Science. The Humanities Academy encompasses English, History, World Language and Criminal Justice. An Arts Academy and Marketing and Business Academy (MBA) are also offered to students.

ART ACADEMY

(Participation in the Academy is optional)

Mission Statement: As a community of artist/scholars, we seek creative solution to academic and artistic challenges. Together we develop technique and craftsmanship which enable us to explore the arts as a means of self expression and a powerful cultural tool.

Art Academy Requirements*

Suggested Sequence

Freshman or Sophomore year

Art I **

Drawing

1 Advanced Art course

End of Sophomore Year

Apply via portfolio review for admittance into Art Academy

Junior and Senior year

3 additional Advanced Art courses

AP Studio and/or AP Art History

As a part of the Art Academy candidates will:

- ▶ Maintain a "B" average in art courses
- ▶ Write 3 museum exhibition reviews
- ▶ Apply for National Art Honor Society as a second-semester sophomore
- ▶ Create a documented portfolio of 10 high quality works
- ▶ Have a portfolio reviewed by a college

Participation in the Art Academy might also include additional enrichment opportunities such as:

- ▶ Workshops with visiting artists
- ▶ Information sessions and portfolio reviews from visiting representatives of art institutions
- ▶ Sessions in portfolio preparation and documentation
- ▶ Art Academy students can be paired with a mentor/teacher who will assist with course planning, provide support and possibly help students arrange an Internship/Mentoring Project.
- ▶ After completing Academy requirements, students will be granted Academy membership during their senior year.

*The Art Academy is currently undergoing restructuring. See an Art Instructor for details.

**Art I must be taken before any other art classes may be taken.

MBA
MARKETING AND BUSINESS ACADEMY

(Participation in the Academy is optional)

MBA Mission Statement: To prepare Farragut High School marketing and business students to meet the challenges of marketing and business majors on the post secondary level and to provide the skills necessary to take their place in the global marketing environment.

MBA Expectations

The students in the MBA program will be expected to meet the following requirements:

- Successfully complete the career cluster courses for the selected MBA path.
- Must take one AP or Dual Enrollment course.
- Have a minimum of 120 hours of an approved internship or job, out-of-school experience, or one semester of Work Based Learning.
- Maintain a 3.0 overall GPA and a 3.0 in marketing and business courses.
- Be an active member of DECA and/or FBLA (youth organizations that support the marketing and business programs) while enrolled in the MBA.
- Participate in a minimum of 15 hours of community service.
- Attend at least one approved business meeting in our community.

Upon successful completion of the MBA requirements, students will be recognized and honored as an MBA graduate and will receive special recognition at graduation.

HUMANITIES ACADEMY

FOCUS #1: English, History, or World Languages/International Studies

OUR MISSION STATEMENT: to foster within the student a lifelong passion for studying those disciplines which celebrate that which makes us human, including attaining a superior fluency in a modern language, a deeper level of understanding literature and broader application of communication, and a sophisticated awareness of the role of history and the classics in our lives today so that he or she can become a more informed citizen as well as a responsible, ethical, and global leader.

OTHER CRITERIA AND CO-REQUISITES:

- 1) "Major" must be declared by the end of the sophomore year with Academy Advisor assigned by fall of the junior year
- 2) "B" average must be maintained for the student's overall GPA within the Academy
- 3) Minimum of 12 hours of documented Community Service, *subject to Advisor approval must be pre-approved and recorded*
Examples: tutoring, attending workshops, cultural or community events, and participating in "major"-related FHS Club(s), etc.

Prerequisites: 9th and 10th grades: Choose **1** each per grade/per discipline

	<u>English</u>	<u>Social Studies</u>	<u>World Languages</u>
9th	English 9 CP English 9 Honors	AP World History World History CP World History Honors AP Human Geography	First Year of any language offered
10th	English 10 CP English 10 Honors	AP Government Government/Test Prep	Second Year of lang. chosen above

Electives for 9th and 10th grades: All students must pick 1 from list below:
Theater, Speech, Creative Writing, Journalism (10 only), AP European History (10 only)
AP Human Geography or 3rd year language (if offered)

→Requirements for 11th and 12th grade after "focus" discipline has been chosen and declared:

English Focus:

Social Studies Component
AP Euro, AP US History,
AP Human Geography or
AP Art History (pick min.1)

World Language Component
3rd or 4th year cont. from chosen lang.

- 1) 11 AP English or 11 AP Comb. Studies
- 2) 12 AP or 12 CC English
- 3) Senior Project (Fall & Spring)

History Focus:

World Language Component
3rd or 4th year cont. from chosen lang.

English Component
11 AP or 12 AP or 12 CC (pick min. 1)

- 1) CP or AP US History (pick 1)
- 2) AP Econ/Personal Finance or
Economics/Personal Finance (pick 1)
- 3) AP European History
- 4) Senior Project
(Fall & Spring)

World Languages/ International Studies Focus:

Social Studies Component
AP European History, AP Human Geo.
or AP Art History

English Component
11 AP or 12 AP or 12 CC (pick min. 1)

- Option 1:
- 1) 3rd or 4th year cont. from chosen lang
 - 2) 4th or 5th year continued
 - 3) AP or 5th year, if offered
 - 4) Senior Project
(Fall & Spring)

- Option 2:
- 1) 3rd or 4th year cont. from 1st chosen lang.
 - 2) 1st year of *another*/second lang.
 - 3) 2nd consecutive year of this second language
 - 4) Senior Project (Fall & Spring)

FOCUS #2: Law and Criminal Justice

Mission Statement:

The purpose of the Humanities Academy is to foster within the student a lifelong passion for studying those disciplines which celebrate that which makes us human, including attaining a superior fluency in a modern language, a deeper level of understanding literature and broader application of communication, and a sophisticated awareness of the role of history and the classics in our lives today so that he or she can become a more informed citizen as well as a responsible, ethical, and global leader.

Focus:

Law and Criminal Justice is to empower students for effective participation in a global society; endow students with the skills of critical thinking and effective communication; provide relevance of academic content through real world applications while engaging in partnerships with agencies related to the criminal justice field. Students of the Humanities Academy may choose to complete the Criminal Justice path.

Coursework:

- Suggested 9th Grade Courses: Principles of Law, Corrections and Security
- Required 10th Grade Course: Criminal Justice I
- Required 11th Grade Course: Criminal Justice II
- Required 12th Grade Course: Criminal Justice III – Investigation

Additional Requirements

- Participation on the Farragut High School Law Team or SkillsUSA
- Complete all other requirements for graduation & maintain a 3.0 GPA.
- Students must successfully complete all Criminal Justice courses with a grade of B or higher.

STEM ACADEMY

(Science, Technology, Engineering and Math)

STEM MISSION STATEMENT: To enhance STEM education with “real-life” STEM beyond the conventional classroom; including competition, professional outreach, conference/conventions, meeting, lectures, and research based/lab driven/field experiences for student who have career interest in science, engineering, math and/or technology fields.

- I. In an effort to acknowledge high achieving academic success in STEM, students must complete the following requirements:
- A. Complete Endorsement Area application and gain written approval to participate. (see contacts below).
 - B. Obtain a specific mentor(s) outside the school in your specified area of interest.
 - C. Complete one of the following
 1. Internship/mentorship (with a singular person/company or through a rotation).
 2. Research and Development Project – Create a tangible item.
 3. Research Project – Assist in information gathering and analysis
 - D. Present their results/information from above in one of the following forms:
 1. A summary poster
 2. Photo Journal
 3. Power Point slide show
 4. Design Portfolio (Endorsement Area has option of requiring this **in addition** to one of the above.)
In addition, any tangible items created should also be presented/displayed.
 - E. Be a member in good standing and participate in community service activities and/or competitions in one of the following: Cyber Patriots, HOSA, Mu Alpha Theta, Robotics Club, Science Club, Skills USA, TSA or other approved STEM related clubs/organizations.
 - F. Attend STEM lectures/presentations.

Specific Endorsements:

- A. **Sciences:** Pass at least 4 science courses. Biology and chemistry are required and physics is strongly recommended. It is recommended that one of the electives be AP level as well but is not required. Students are also required to write a research paper. (Contact: neely.tonos@knoxschools.org)
- B. **Health Sciences:** Pass at least three courses in at least one Health Sciences “Program of Study” (Contact: jan.hahn@knoxschools.org)
 1. **Diagnosics Services Program of Study:** Health Science Education, Rehabilitation Careers, Diagnostic Medicine, or Clinical Internship
 2. **Therapeutic Diagnostic Services Program of Study:** Health Science Education, Medical Therapeutics, Diagnostic Medicine, or Clinical Internship
- C. **Technology:** Pass all three courses in the **Information Technology Program** which include *Information Technology Foundations, Computer Systems, & Networking*. (Contact: david.galaska@knoxschools.org)
- D. **Engineering:** Pass at least three courses in the **Engineering Program** which include *Principles of Engineering & Technology, Engineering Design I, Engineering Design II & Engineering Practicum* (Contact: aundrea.mitchell@knoxschools.org)
- E. **Math:** Successfully complete three core courses in mathematics. Students must either have completed or be enrolled in the fourth math course, which should be Pre-Calculus, Honors Pre-Calculus or higher. Math Academy Students will receive special recognition at graduation. Questions: See Mrs. Lacy or contact: wanda.lacy@knoxschools.org)

FARRAGUT HIGH SCHOOL **COURSE OFFERINGS**

VISUAL ARTS DEPARTMENT

ART I

An Introduction to Art
Drawing, Painting, Printmaking, Sculpture,
Art Criticism, & Art History

ADVANCED ART COURSES

**ART HISTORY
SURVEY COURSE**

PAINTING

SCULPTURE

**CERAMICS
(CLAY)**

PAPER

PRINTMAKING

DRAWING

HONORS VISUAL ART

ADVANCED PLACEMENT COURSES

**STUDIO ART PORTFOLIO
DRAWING, 2-D DESIGN,
OR 3-D DESIGN
COLLEGE BOARD EXAM
PORTFOLIO OF 30 PIECES**

**ART HISTORY
COLLEGE BOARD WRITTEN EXAM
HISTORY, ARTISTS & STYLES**

**EIGHT ELECTIVE CREDITS CAN BE
EARNED IN THE VISUAL ARTS**

*Courses may be repeated

ART COURSE

Students may apply for up to eight units of Visual Art credit toward graduation. This means that students may elect to take seven upper-level art courses, if they have satisfied the prerequisite requirements. All Advanced Art classes can be taken more than once, and students get a full credit for each term they take the class. **All Art classes have a lab fee.**

COURSE TITLE: ART I - INTRODUCTION TO ART

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

Introduction to Art is a survey course designed to answer the question "What is art?" Students discover the answers to this question through exploration of masterpieces in art history as well as through production of their own work. Studio experiences include drawing, painting, printmaking, and sculpture. The purpose of this course is to broaden each student's knowledge and appreciation of art, to strengthen technical and compositional skills, to develop critical analysis skills, and to prepare them for higher level art courses. Course includes unit tests and a final end of course exam.

ADVANCED ART COURSES

All advanced art courses may be taken repeatedly for credit. Advanced art courses are studio classes designed for serious students who have completed one term of Art I and who, in the judgment of the instructor, show sufficient level of interest and/or ability that would warrant continued study in Visual Arts. The student will concentrate on media specific studio experiences (refer to the list below). 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.

Note: All Advanced Art courses will not be offered every semester.

COURSE TITLE: ART HISTORY

CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION

GRADES: 9, 10, 11, 12

This course is a challenging and exciting survey which explores art and its relationship to history, politics, religion, and culture.

COURSE TITLE: CERAMICS (CLAY)

CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION

GRADES: 9, 10, 11, 12

The ceramics course uses the media of clay to explore critical thinking and problem solving. Handbuilt and wheel thrown methods of construction are used to create utilitarian and sculptural clay forms. This course also addresses the history of ceramics as well as consumer issues. Firings are primarily low-fire electric, however, Raku and primitive firings are used to some extent.

COURSE TITLE: DRAWING

CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION

GRADES: 9, 10, 11, 12

This course offers an opportunity for the serious student to build and expand their drawing skills in a variety of media. There is a strong emphasis on drawing from observation and risk taking with materials.

COURSE TITLE: PAINTING

CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION

GRADES: 9, 10, 11, 12

This course offers a structured exploration of painting techniques, materials, and media designed to help students develop personal style and self-expression.

COURSE TITLE: PAPER

CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION

GRADES: 9, 10, 11, 12

This course explores the possibilities of paper – from creating hand made paper to bookbinding, collage, and 3-dimensional pieces.

COURSE TITLE: PRINTMAKING CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION GRADES: 9, 10, 11, 12

The Printmaking course provides studio experiences in relief, intaglio, collograph, monoprint, and silk screen.

COURSE TITLE: SCULPTURE CREDIT: 1

PREREQUISITE: ART I, TEACHER RECOMMENDATION GRADES: 9, 10, 11, 12

This is a three-dimensional media class which explores four categories of sculpture: carving, casting, modeling and construction.

COURSE TITLE: HONORS VISUAL ART CREDIT: 1

PREREQUISITE: ART I, 2 ADVANCED ART CLASSES & TEACHER RECOMMENDATION GRADES: 11, 12

This is 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.

COURSE TITLE: ADVANCED PLACEMENT ART HISTORY CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADES: 9, 10, 11, 12

Advanced Placement (AP) Art History is an introductory college-level course covering Ancient through Contemporary Art styles. This course is reading and writing intensive. AP Art History is based on a written exam which tests the student's knowledge of art movements and artists, world cultures, world history, and the integration and influences of art and history. The program is intended for highly motivated students who can work independently and have a serious commitment to studying art and/or history. There is an additional fee for the Advanced Placement Test.

COURSE TITLE: ADVANCED PLACEMENT STUDIO ART CLASSES: DRAWING, 2-D DESIGN, and 3-D DESIGN CREDIT: 1

PREREQUISITE: ART I AND TWO ADVANCED LEVEL COURSES, TEACHER RECOMMENDATION GRADES: 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 art work for evaluation in May. AP work involves significantly more time and commitment than most high school courses and may include summer assignments. Therefore, the program 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 30 quality pieces of art work. There are three portfolios to choose from: Drawing, 2-D design, or 3-D design. There is an additional fee for the Advanced Placement Test.

BUSINESS AND MARKETING

COURSE TITLE: COMPUTER APPLICATIONS

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10

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

COURSE TITLE: ADVANCED COMPUTER APPLICATIONS

CREDIT: 1

PREREQUISITE: COMPUTER APPLICATIONS

GRADES: 10, 11, 12

This is a course in which students will learn necessary skills in problem solving using current and emerging integrated technology to include a variety of input technologies in the production of professional quality business documents and presentations. The course focuses on student choice, accountability and performance. Students increase their employability by working toward the attainment of high-level skills in the areas of integrated software applications, communication skills, ethical issues, human relations, leadership, self-management, and workplace management.

COURSE TITLE: INTRODUCTION TO BUSINESS AND MARKETING

CREDIT: 1

PREREQUISITE: NONE

GRADE: 9, 10

This 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 aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathway they would like to pursue in high school.

COURSE TITLE: ACCOUNTING I

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10, 11

This course introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records of a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements. Students also learn to prepare payroll and the transactions involved with payroll for a sole proprietorship.

COURSE TITLE: ACCOUNTING II

CREDIT: 1

PREREQUISITE: ACCOUNTING I

GRADES: 11, 12

This course offers an advanced study of concepts, principles, and techniques in keeping the electronic and manual financial records of a sole proprietorship, partnership, and corporation. It includes a review of and more in-depth study of Accounting I theory and practices. In addition, departmental, management, cost, and not-for-profit accounting systems are explored. This class uses the computerized accounting entry method.

The honors section of this course requires additional writing assignments and projects for the units of study. Honors students will choose from a variety of projects and assignments and those will be completed at different intervals during the course.

COURSE TITLE: PERSONAL FINANCE

CREDIT: ½

PREREQUISITE: NONE

GRADES: 12

Personal Finance is a course 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 and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

The Honors section of this course requires additional writing assessments and projects for the units of study. Honors students will choose from a variety of projects and assessments and those will be completed at different intervals during the course.

COURSE TITLE: BUSINESS COMMUNICATIONS

CREDIT: 1

PREREQUISITE: COMPUTER APPLICATIONS RECOMMENDED

GRADES: 10, 11, 12

This course 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. Students will review and practice successful styles and methods for completing college applications, creating resumes, interviewing, and developing techniques.

COURSE TITLE: WEB DESIGN I FOUNDATIONS

CREDIT: 1

PREREQUISITE: COMPUTER APPLICATIONS RECOMMENDED

GRADES: 10, 11, 12

Web Design Foundations is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in the practical application of the basic web design and development process. Students will be using HTML5 and CSS3 to complete their web pages. An end of course project requires students to create a website for an actual client.

COURSE TITLE: VIRTUAL ENTERPRISE INTERNATIONAL

CREDIT: 1 - 2

PREREQUISITE: MARKETING 1 RECOMMENDED (APPLICATION REQUIRED)

GRADES: 11, 12

A one or two unit credit course for 11-12. This course is a simulated business environment. The Virtual Enterprise International (VE) students will be involved in the actual on the job work experiences, including accounting, personnel administration, management and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. Students are interviewed and hired into jobs based on skills learned in previous courses. Working in these jobs, the student will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The course will link learning to application and real-life experiences. The goal is to create a learning environment that integrates school and work place to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. This course is trademarked by the New York City Department of Education.

COURSE TITLE: MARKETING AND MANAGEMENT PRINCIPLES I

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10, 11

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

COURSE TITLE: PROGRAMMING AND GAME/SOFTWARE DEVELOPMENT

CREDIT: 1

PREREQUISITE: PROGRAMMING & LOGIC I and PROGRAMMING & LOGIC II, OR
MATH COMPUTER APPLICATIONS

GRADE: 11, 12

This course is intended for students who have displayed a mastery of programming fundamentals. It is project-based where the student explores the entire game production process, creation of web applications, and gains experience working on a collaborative programming project

CAREER AND TECHNICAL EDUCATION

COURSE TITLE: DIGITAL ARTS AND DESIGN I

CREDIT: 1

PREREQUISITE: KEYBOARDING SKILLS RECOMMENDED

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

COURSE TITLE: DIGITAL ARTS AND DESIGN II

CREDIT: 1

PREREQUISITE: DIGITAL ARTS AND DESIGN I RECOMMENDED
APPLICATION REQUIRED

GRADES: 11, 12

This is a course that builds on the basic principles and the design process learned in the introductory *Digital Arts & Design* 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 begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

* Students in *Digital Arts and Design II* will be designing the FHS yearbook. Students need to submit an application in early spring.

COURSE TITLE: DIGITAL ARTS AND DESIGN III

CREDIT: 1

PREREQUISITE: DIGITAL ARTS AND DESIGN I, DIGITAL ARTS AND DESIGN II
RECOMMENDED, APPLICATION REQUIRED

GRADES: 11, 12

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

* Students in *Digital Arts and Design III* will be designing the FHS yearbook. Students need to submit an application in early spring.

COURSE TITLE: WORK-BASED LEARNING: DESIGN/YEARBOOK

CREDIT: 1-2

PREREQUISITE: 16 YEARS OLD, 2 CREDITS IN DESIGN COURSES,
APPLICATION PROCESS

GRADES: 11, 12

Work-Based Learning: Design/Yearbook is a course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

*Students in *Work-Based Learning: Design/Yearbook* will be designing the FHS yearbook. Students need to submit an application in early spring.

COURSE TITLE: HEALTH SCIENCE EDUCATION

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11

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

COURSE TITLE: MEDICAL THERAPEUTICS CREDIT: 1

PREREQUISITE: HEALTH SCIENCE EDUCATION GRADES: 10, 11, 12

This course provides knowledge and skills to maintain or change 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, attorney for health care.

COURSE TITLE: REHABILITATION CAREERS CREDIT: 1

PREREQUISITE: HEALTH SCIENCE EDUCATION GRADES: 10, 11, 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.

COURSE TITLE: DIAGNOSTIC MEDICINE CREDIT: 1

PREREQUISITE: HEALTH SCIENCE EDUCATION GRADES: 10, 11, 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, histotechnologist.

COURSE TITLE: CLINICAL INTERNSHIPS CREDIT: 1

PREREQUISITE: HEALTH SCIENCE EDUCATION AND ANY OF THE FOLLOWING: GRADES: 11, 12
MEDICAL THERAPEUTICS, REHABILITATION CAREERS, DIAGNOSTIC MEDICINE
**STUDENTS MUST BE AT LEAST 16 YEARS OLD TO BE ENROLLED IN THIS COURSE.*

The internships should be completed in a hospital, nursing home, rehab center, medical office, or other health care related facility. Students observe for 6 hours/week health care professionals and write daily reflections about their experiences.

COURSE TITLE: INFORMATION TECHNOLOGY FOUNDATIONS CREDIT: 1

PREREQUISITE: NONE GRADES: 9, 10

Information Technology Foundations (ITF) is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and Software Development, and Web Design. As a result, students will complete all core standards, as well as standards in two of three focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the ITF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

COURSE TITLE: COMPUTER SYSTEMS CREDIT: 1

PREREQUISITE: INFORMATION TECHNOLOGY FOUNDATIONS GRADES: 10, 11

Computer Systems is an intermediate course designed to prepare students with work-related skills and aligned certification in the information technology industry. Content provides students the opportunity to acquire knowledge in both theory and practical applications pertaining to hardware, operating systems, safe mode, command prompt, security, networking, printers, peripheral devices, laptops, mobile devices, troubleshooting, and customer service management. Upon completion of the course, proficient students will have acquired skills and knowledge to install, configure, and maintain computer systems. Students who are proficient in this course will be eligible to pursue the IT industry-standard credential, CompTIA's A+ certification. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.

COURSE TITLE: NETWORKING

CREDIT: 1

PREREQUISITES: INFORMATION TECHNOLOGY FOUNDATIONS
COMPUTER SYSTEMS

GRADES: 10, 11, 12

Networking is an advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Upon completion of this course, proficient students will identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. Course content covers transmission control protocol, internet protocol, wired and wireless topologies, switching and routing, network hardware, wireless networking, and network operating systems (NOS). Upon completion of this course, proficient students will be prepared to pursue the CompTIA Network+ exam. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

COURSE TITLE: PRINCIPLES OF LAW, CORRECTIONS, AND SECURITY

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10

Principles of Law, Corrections, and Security 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.

COURSE TITLE: CRIMINAL JUSTICE I

CREDIT: 1

PREREQUISITE: PRINCIPLES OF LAW, CORRECTIONS AND SECURITY

GRADES: 10, 11

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. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, have investigative skills pertaining to basic crime scenes and incident documentation, and understand the importance of communications and professionalism in law enforcement.

COURSE TITLE: CRIMINAL JUSTICE II

CREDIT: 1

PREREQUISITE: PRINCIPALS OF LAW, CORRECTIONS & SECURITY
CRIMINAL JUSTICE I

GRADES: 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. Upon completion of this course, proficient students will be prepared for advanced work in crime scene analysis and forensic science, and have strong knowledge and skill preparation for postsecondary or career opportunities in associated fields.

COURSE TITLE: CRIMINAL JUSTICE III: INVESTIGATION

CREDIT: 1

PREREQUISITE: PRINCIPLES OF LAW, CORRECTIONS & SECURITY
CRIMINAL JUSTICE I & II

GRADE: 12

Criminal Justice III: Investigations 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.

COURSE TITLE: PRINCIPLES OF ENGINEERING AND TECHNOLOGY

CREDIT: 1

PREREQUISITES: NONE

GRADE: 9

This is an entry-level course in the Engineering STEM cluster. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to create design projects using the engineering design process and standard technical sketching and engineering drawing techniques. They will also learn the safe use of tools and machines and will develop the skills to effectively communicate design solutions.

COURSE TITLE: ENGINEERING DESIGN I

CREDIT: 1

PREREQUISITES: PRINCIPLES OF ENGINEERING AND TECHNOLOGY (Recommended)
ALGEBRA I; PHYSICAL SCIENCE OR BIOLOGY

GRADE: 10

This is the second-level course in the Engineering STEM cluster. The course covers essential knowledge, skills, and concepts required for future training in engineering and technology fields of study. During this course, students will learn about energy systems, electrical systems, and the theory and application of work, force, and power as related to machines and mechanisms. Students will learn how to use analytical and programming computer software applications to solve engineering problems. Students will apply previously-learned skills related to the design process, technical sketching, CAD, and safe use of tools and machines. They will work in teams to develop solutions to engineering design challenges.

COURSE TITLE: ENGINEERING DESIGN II

CREDIT: 1

PREREQUISITES: ANY TWO ENGINEERING CLASSES
ALGEBRA I; PHYSICAL SCIENCE; BIOLOGY OR CHEMISTRY

GRADE: 11, 12

This is an applied course for students interested in further developing their skills as future engineers. This course covers knowledge, skills, and concepts required for future education in engineering and technology. During this course, students will learn about control systems, fluid power systems, materials/mechanical properties, statics, kinematics and trajectory motion, measurement, statistics, quality control, engineering ethics/economic analysis. They will work in teams to apply knowledge of these concepts through research and development of engineering design projects. Students will apply previously developed skills in computer-aided design, 3D modeling, and the safe use of tools and machines.

COURSE TITLE: ENGINEERING PRACTICUM

CREDIT: 1

PREREQUISITES: ANY TWO ENGINEERING CLASSES
ALGEBRA I; PHYSICAL SCIENCE; BIOLOGY OR CHEMISTRY
APPLICATION REQUIRED, 16 YEARS OLD

GRADE: 12

****Students MUST apply for acceptance in this class.**

This is a course that provides STEM Engineering students with the opportunity to apply the skills and knowledge learned in previous *engineering* courses within a professional, working environment. Students will be developing ***individualized engineering projects*** while collaborating with engineering professionals from post-secondary schools and local companies. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. Application required.

DRIVER EDUCATION

COURSE TITLE: DRIVER EDUCATION/SAFETY

CREDIT: 1

PREREQUISITE: 1) STUDENT MUST BE AT LEAST 15 YEARS OLD

GRADES: 10, 11, 12

- 2) RECOMMENDED STUDENT HAVE HEALTH INSURANCE OR SCHOOL INSURANCE
- 3) STUDENT MUST BE ELIGIBLE TO OBTAIN A VALID TENNESSEE LEARNER'S PERMIT OR LICENSE
Student must pass at least 3 of 4 classes to keep permit or license and take this class.
- 4) STUDENT MUST PAY A \$125 FEE TO HELP DEFRAID COST OF CAR LEASE, GAS, AND INSURANCE

Driver Education is available to students in grades 10-12 who are at least fifteen years of age prior to beginning the course. The instructional phases consist of classroom, driving range, and on-street instruction. In addition to driver education skills, general safety procedures are also taught.

ENGLISH

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

NOTE: All courses required for graduation have an outside reading list.

COURSE TITLE: **ENGLISH I CP** CREDIT: 1

RECOMMENDATION: GRADE LEVEL READING AND LANGUAGE SKILLS, GRADE: 9
PREVIOUS ACADEMIC PERFORMANCE AND 8TH GRADE
TEACHER RECOMMENDATION

College Prep English I is a course for students who are functioning on grade level or above in language arts and reading. These students have scored average or above average on a standardized test in reading/language and have demonstrated an average or above average ability to perform grade-level language skills. The curriculum includes a study of grammar and language, study skills, library skills, composition skills, literature, and vocabulary. All students at this level will be required to write a research paper.

COURSE TITLE: **ENGLISH I CP / WORLD HISTORY
AND GEOGRAPHY CP** CREDIT: 1 each
GRADE: 9

RECOMMENDATION: BELOW GRADE LEVEL/GRADE LEVEL READING,
TEACHER PLACEMENT BASED ON PREVIOUS ACADEMIC
PERFORMANCE AND STANDARDIZED TEST SCORES

English I CP/World History and Geography CP is a combined, year-long course for students who are functioning at or slightly below grade level in language arts and reading. The English curriculum includes study of grammar, research, composition, vocabulary, and literature. Students at this level will be required to write a research paper as well as informal and formal essays. World History and Geography CP is a study of global events and geography from the 18th century to present. The course focuses on historic analysis and the development of reading and writing skills.

COURSE TITLE: **HONORS ENGLISH I** CREDIT: 1

PREREQUISITE: STANDARDIZED TEST SCORES, GRADE: 9
TEACHER RECOMMENDATION, AND ACADEMIC PERFORMANCE

Honors English I is a course for students who are functioning above grade level in language arts and reading. These students have scored above average in reading/language on a standardized test 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 an in-depth study of composition, research, and literary analysis; it requires advanced study techniques and outside readings, **including outside reading between the 8th and 9th grades**. All students at this level will be required to write a research paper.

COURSE TITLE: **HONORS ENGLISH I/AP WORLD HISTORY** CREDIT: 1 EACH

PREREQUISITE: STANDARDIZED TEST SCORES, GRADE: 9
TEACHER RECOMMENDATION, AND ACADEMIC PERFORMANCE

The two-credit, year-long course combines Advanced Placement World History and Honors English I. As a pre-AP English course, Honors English I includes focused study in composition, research, rhetoric, and literary genres. Students in Honors English I are required to complete outside reading between 8th and 9th grades, an English research paper, and a variety of informal and formal essays. With a strong emphasis on historical analysis and writing, Advanced Placement World History provides an in-depth look at the economic, political, cultural, social, and environmental development of major civilizations in Africa, the Americas, Asia, and Europe from 8000 B.C. to present.

COURSE TITLE: ENGLISH II CP CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH I CP GRADE: 10

College Prep English II is a course for students who have successfully demonstrated an average or above average ability to perform grade-level language, analytical, composition, and reading skills. The curriculum includes further development in literary analysis, vocabulary development, and composition. All students at this level will be required to write a research paper.

COURSE TITLE: HONORS ENGLISH II CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF HONORS ENGLISH I OR RECOMMENDATION FROM 9 CP TEACHER GRADE: 10

Honors English II is a course for students who have demonstrated a mastery of grammar, writing, and reading skills in the English I 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. Outside reading is required. This course is in preparation for success in the Advanced Placement curriculum at the 11-12 grades. All students at this level will be required to write a research paper.

COURSE TITLE: ENGLISH III CP CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH II CP GRADE: 11

College Prep English III is a course for students who have successfully demonstrated an average or above average ability to perform grade-level language, analytical, composition, and reading skills. The curriculum includes further development in literary analysis, vocabulary development, composition, and research.

COURSE TITLE: AP ENGLISH LANGUAGE AND COMPOSITION CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF CP OR HONORS ENGLISH II WITH TEACHER RECOMMENDATION GRADE: 11

Advanced Placement English III is a course for students who have successfully completed Honors English II or have demonstrated excellence 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.

COURSE TITLE: AP ENGLISH LANGUAGE AND COMPOSITION /AP US HISTORY CREDIT: 1 each

PREREQUISITE: SUCCESSFUL COMPLETION OF CP OR HONORS ENGLISH II WITH TEACHER RECOMMENDATION GRADE 11

The combined Advanced Placement United States History and Advanced Placement English Language and Composition course is a year-long, college-level class in which students will develop writing skills, analytic abilities, and close reading capacity. In doing so, students will learn factual knowledge necessary to critically examine problems and sources in American history. They will cultivate skills in dissecting language, writing fluent prose, and making strong arguments. Students will read nightly from selections including articles about current events and historical issues, primary sources, and fiction that will contribute to their understanding of U.S. History and the study of language. Students will develop several nonfiction compositions, including research-based argumentative and expository essays, essays of historical and rhetorical analysis, and personal reflections. They will prepare for both the AP U.S. History and AP English Language exams administered in May. Students should currently possess reading and writing skills commensurate with those of a first-semester college freshman, including a strong ability to write grammatically sound prose.

COURSE TITLE: ENGLISH IV CP

CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH III CP

GRADE: 12

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

COURSE TITLE: AP ENGLISH LITERATURE AND COMPOSITION

CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF AP ENGLISH III
OR RECOMMENDATION FROM ENGLISH III CP TEACHER

GRADE: 12

Advanced Placement English Literature and Composition is 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/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 Advanced Placement Test in English Literature and Composition.

COURSE TITLE: ENGLISH SECOND LANGUAGE/ENGLISH LANGUAGE LEARNER (ESL/ELL)

CREDIT: 1

PREREQUISITE: NON-ENGLISH LANGUAGE BACKGROUND

GRADES: 9, 10, 11, 12

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

COURSE TITLE: ENGLISH SP (SPECIAL EDUCATION)

CREDIT: 1

PREREQUISITE: PLACEMENT BY SPECIAL EDUCATION

GRADES: 9, 10, 11, 12

English Special Education is a special individualized English course taught by the Special Education teacher in order to meet the objectives of the student's Individualized Education Program (I.E.P.). Students in these courses would focus almost entirely on indicators of the state EOC.

COURSE TITLE: CREATIVE WRITING I, ENGLISH ELECTIVE

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10

Creative Writing I is an elective 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. (Elective credit: may not count as English credit.)

COURSE TITLE: CREATIVE WRITING II, ENGLISH ELECTIVE

CREDIT: 1

PREREQUISITE: CREATIVE WRITING I

GRADES: 10, 11, 12

Creative Writing II is an elective course for students who wish to pursue further the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screen writing. Works of great authors are examined and modeled, with a view to enhancing the students' own work. The class is conducted as a workshop with both teacher- and peer-conferencing, an important part of the process, the end result being a significant portfolio of student work. (Elective credit: may not count as English credit.)

COURSE TITLE: JOURNALISM I

CREDIT: 1

PREREQUISITE: TEACHER APPROVAL, APPLICATION

GRADES: 10, 11, 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 in following through with assignments as the work culminates in a publication. (Prerequisite: Students will have to demonstrate ability to write well; students are required to apply for this course; and students are required to receive teacher recommendation.) Publications include electronic media (grades 10 – 12). (Elective credit: may not count as English credit.)

COURSE TITLE: ADVANCED JOURNALISM

CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF JOURNALISM I
TEACHER APPROVAL, APPLICATION

GRADES: 10, 11, 12

A continuation and application of the journalistic skills covered in Journalism I. (Prerequisites: Successful completion of Journalism I. Students will have to demonstrate ability to write well; students are required to apply for this course; students may be required to submit teacher recommendation.) Publications include the electronic media and journalism. (Elective credit: may not count as English credit.)

COURSE TITLE: SPEECH

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

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

COURSE TITLE: ENGLISH 12CC DUAL ENROLLMENT

CREDIT: 1

PREREQUISITE: STUDENTS MUST MEET ENTRANCE REQUIREMENTS OF THE
COOPERATING INSTITUTION OF HIGHER EDUCATION,
ENGLISH III CP OR AP

GRADES: 12

A senior English course for college credit. The curriculum is a composition and literary study equivalent to English Composition I on the college level. The course includes analysis of reading materials through formal compositions and tests. Students may receive Senior English credit and 3 hours of college credit. (Prerequisites: Students must meet entrance requirements of the cooperating institution of higher education.)

COURSE TITLE: ENGLISH HUMANITIES ACADEMY (RESEARCH/WRITING)

CREDIT: 1

PREREQUISITE: ADMITTANCE TO THE HUMANITIES ACADEMY

GRADES: 12

The English Humanities Academy is open to students who have enrolled in and met the requirements of the Humanities Academy. Students who choose the Humanities Academy English focus will engage in field related research and writing. Each student will work with Humanities Academy advisors and/or an English faculty advisor to propose a research or creative project inspired by the English curriculum. Performance in the class will be based on a final product that is presented to and evaluated by the faculty advisors of the Humanities Academy.

FAMILY AND CONSUMER SCIENCE

COURSE TITLE: INTRODUCTION TO HUMAN STUDIES

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10

Family and Consumer Science is a comprehensive course designed to develop and strengthen the quality of individual and family life. This course addresses human needs such as nutrition, preparing food, housing, resources and textiles to teach management skills in order to be productive members of society. Other topics covered include communication, careers, mental health and relationship building.

COURSE TITLE: NUTRITION AND FOODS

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10, 11, 12

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

COURSE TITLE: FOUNDATIONS OF FASHION DESIGN

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10, 11, 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 as well as basic clothing and apparel sewing construction.

COURSE TITLE: CHILD AND LIFESPAN DEVELOPMENT

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10, 11, 12

A one-unit course designed to prepare students to understand the physical, social, emotional and intellectual growth and development throughout the lifespan. Instructional content includes child development theories and research; prenatal development; infants and toddlers, preschool years; middle childhood, adolescence; adulthood; geriatrics; death and dying; careers; leadership.

COURSE TITLE: FUNDAMENTALS OF EDUCATION

CREDIT: 1

PREREQUISITE: NONE

GRADE: 9

Fundamentals of Education is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards in Biology I, Psychology, Sociology, U.S. Government and Civics, and U.S. History and Geography, as well as National Standards for Family and Consumer Sciences Education, Second Edition.

COURSE TITLE: TEACHING AS A PROFESSION I (TAP I)

CREDIT: 1

PREREQUISITE: FUNDAMENTALS OF EDUCATION

GRADE: 9, 10, 11, 12

This course is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. An observation experience in one of the area schools is a required part of the course.

COURSE TITLE: TEACHING AS A PROFESSION II (TAP II)

CREDIT: 1

PREREQUISITE: FUNDAMENTALS OF EDUCATION,
TEACHING AS A PROFESSION I

GRADE: 10, 11, 12

This course is an applied knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory setting.

COURSE TITLE: TEACHING AS A PROFESSION III (TAP III)

CREDIT: 1

PREREQUISITE: FUNDAMENTALS OF EDUCATION, TEACHING AS A PROFESSION I
AND TEACHING AS A PROFESSION II, 16 YEARS OLD

GRADE: 11, 12

This is a course in the Education and Training Cluster for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. Students will complete an internship in the local schools through work based learning.

MATHEMATICS

Note: Students must take a mathematics course each year in high school to complete a 4 credit core that must include Algebra I, Geometry, Algebra II, and one advanced math course.

Recommended Farragut High School course sequences:

Mathematics Sequence of Courses					
9th Grade	10th Grade		11th Grade		12th Grade
Honors Geometry	Honors Algebra II BC FALL	Honors PreCalculus BC ----- AP Statistics* SPRING	AP Calculus AB/BC ----- AP Statistics ----- Honors Math Computer Apps FALL	AP Calculus BC ----- AP Statistics ----- AP Computer Science A SPRING	*Dual Enrollment: Differential Equations Calculus III ----- *AP Statistics ----- *Honors Math Computer Applications (Fall Only) ----- *AP Computer Science A ----- *AP Computer Principles
	Honors Algebra II AB FALL	Honors PreCalculus AB AP Statistics* SPRING	AP Calculus AB AP Statistics* Honors Math Computer Apps* FALL	AP Calculus AB AP Computer Science* SPRING	
Honors Algebra I	Honors Geometry FALL	Honors Algebra II BC SPRING	Honors PreCalculus BC ----- AP Statistics ----- Honors Math Computer Apps* FALL	Honors PreCalculus BC ----- AP Computer Science A SPRING	AP Calculus AB/BC ----- *AP Statistics *Honors Computer Apps (Fall Only) ----- * AP Computer Science A ----- *AP Computer Principles
		Honors Algebra II AB SPRING	Honors PreCalculus AB ----- AP Statistics* ----- Honors Math Computer Apps* FALL	AP Calculus AB ----- AP Statistics* ----- AP Computer Science* SPRING	
Algebra I	Geometry		Algebra II (FALL) PreCalculus (SPRING)		Calculus CP AP Statistics*
			Algebra II (FALL)		PreCalculus
			Algebra II (FALL)		Statistics

*Math Academy-Out of School Experience/Career in Mathematics/See Mrs. Lacy

*AP Statistics- Recommendation: completion of PreCalculus or Algebra II Honors.

*Honors Computer Applications: Prerequisite-Honors Algebra 2 and above.

*AP Computer Science: Prerequisite-Honors Computer Applications and recommendation of math teacher

*Advancing to the next course is always contingent upon successful completion of the preceding course and recommendation by math teacher.

COURSE TITLE: ALGEBRA I

CREDIT: 1

PREREQUISITE: RECOMMENDED ACADEMIC STATUS FROM THE 8TH GRADE
OR DEPARTMENTAL RECOMMENDATION

GRADES: 9, 10, 11, 12

RECOMMENDATION: RECOMMENDED ACADEMIC STATUS FROM THE 8TH GRADE, GRADES OF A AND B WITH RESPECT
TO PAST PERFORMANCE IN MATHEMATICS. TEACHER RECOMMENDATION WITH RESPECT TO
STUDY HABITS AND ATTITUDE TOWARD THE STUDY OF MATHEMATICS

Algebra I is a preparatory course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. It 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 student for Geometry.

COURSE TITLE: ALGEBRA I HONORS

CREDIT: 1

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

GRADE: 9

RECOMMENDATION: RECOMMENDED ACADEMIC STATUS FROM THE 8TH GRADE, GRADES OF A OR B WITH RESPECT
TO PAST PERFORMANCE IN MATHEMATICS. TEACHER RECOMMENDATION WITH RESPECT TO
STUDY HABITS AND ATTITUDE TOWARD THE STUDY OF MATHEMATICS.

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

COURSE TITLE: GEOMETRY

CREDIT: 1

PREREQUISITE: ALGEBRA I

GRADES: 10, 11, 12

RECOMMENDATION: "C" OR BETTER IN ALG I

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

COURSE TITLE: GEOMETRY HONORS

CREDIT: 1

PREREQUISITE: 8TH GRADE ALGEBRA I OR ALGEBRA I HONORS

GRADE: 9, 10

RECOMMENDATION: A OR B IN 8TH GRADE ALGEBRA I OR HONORS ALGEBRA I AND TEACHER
RECOMMENDATION.

Topics found in college-prep geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially in the writing of 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.

COURSE TITLE: ALGEBRA II

CREDIT: 1

PREREQUISITES: ALGEBRA I AND GEOMETRY

GRADES: 10, 11, 12

RECOMMENDATION: "C" OR BETTER IN ALGEBRA I AND GEOMETRY

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

COURSE TITLE: ALGEBRA II HONORS AB

CREDIT: 1

RECOMMENDATION: "C" OR BETTER IN HONORS GEOMETRY
OR AN "A" IN BOTH STANDARD GEOMETRY AND ALGEBRA I,
DEPARTMENTAL RECOMMENDATION

GRADES: 10, 11

This course presents the content of Algebra II in a more in-depth challenging atmosphere. Also the time schedule permits the study of additional objectives and topics with enrichment activities for the student who is highly motivated to study additional mathematics courses. It provides a rigorous preparation for Honors PreCalculus AB.

COURSE TITLE: ALGEBRA II HONORS BC

CREDIT: 1

RECOMMENDATION: "A" OR "B" IN HONORS GEOMETRY

GRADE: 10

DEPARTMENTAL RECOMMENDATION

Honors Algebra II BC course provides a rigorous preparation for the Honors Pre-Calculus BC. This course places an emphasis on algebraic proof and provides an enriched version of Algebra II through the study of additional objectives and topics. This course requires investigation and independent study and is intended for the highly motivated student.

COURSE TITLE: PRECALCULUS

CREDIT: 1

PREREQUISITE: ALGEBRA I, GEOMETRY, ALGEBRA II

GRADES: 11, 12

RECOMMENDATION: A OR B AVERAGE IN PREREQUISITE COURSES
DEPARTMENTAL RECOMMENDATION

Precalculus develops the topics essential for success in calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their composition and inverses; 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.

COURSE TITLE: HONORS PRECALCULUS AB

CREDIT: 1

RECOMMENDATION: "A" OR "B" IN HONORS ALGEBRA II AB,
DEPARTMENTAL RECOMMENDATION

GRADES: 11, 12

Honors PreCalculus AB is designed to provide highly motivated students with a rigorous preparation for Advanced Placement Calculus. The faster pace of this course provides the time to enrich the content of Pre-Calculus through the study of additional objectives and topics.

COURSE TITLE: HONORS PRECALCULUS BC CREDIT: 1

RECOMMENDATION: "A" OR "B" IN HONORS ALGEBRA II BC,
DEPARTMENTAL RECOMMENDATION GRADE: 10, 11

Honors PreCalculus BC is designed to provide highly motivated students with a rigorous preparation for the year-long Advanced Placement Calculus AB/BC class. The faster pace of this course provides the time to enrich the content of PreCalculus through the study of additional objectives and topics. In addition, Honors PreCalculus BC places high emphasis on proofs of theorems and problem solving.

COURSE TITLE: CALCULUS CREDIT: 1

PREREQUISITE: PRECALCULUS GRADE: 12

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

COURSE TITLE: AP CALCULUS: AB CREDIT: 1

PREREQUISITE: HONORS PRECALCULUS AB
DEPARTMENTAL RECOMMENDATION GRADES: 12

The Advanced Placement course of AB Calculus is a one-semester study of topics in differential and integral Calculus. The AP Calculus AB curriculum is listed in the College Board Advanced Placement Course Description. This description can be downloaded from the following web site: http://collegeboard.com/student/testing/ap/sub_calab.html. Students enrolled in this course will be prepared to take the Advanced Placement AB Calculus Exam, where qualifying scores can earn one (1) semester of college credit.

COURSE TITLE: AP CALCULUS: AB/BC CREDIT: 1

PREREQUISITE: HONORS PRECALCULUS BC AND DEPARTMENTAL RECOMMENDATION GRADE: 10, 11, 12

The Advanced Placement course of BC Calculus is a year-long study of Calculus that includes all the topics covered in AP Calculus AB and additional topics covered in AP Calculus BC following the topics as listed in the College Board Advanced Placement Course Description. This description can be downloaded from the following web site: http://collegeboard.com/student/testing/ap/sub_calbc.html. Students enrolled in this course will be prepared to take the Advanced Placement BC Calculus Exam, where qualifying scores can earn two (2) semesters of college credit.

COURSE TITLE: STATISTICS CREDIT: 1

PREREQUISITE: ALGEBRA II GRADES: 12

This course is non-calculus in its orientation and designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include: interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions. College-Prep Statistics is intended for students interested in business, social sciences, education, and data analysis.

COURSE TITLE: AP STATISTICS

CREDIT: 1

PREREQUISITE: A IN ALGEBRA II
A OR B IN HONORS ALGEBRA II
COLLEGE PREP ENGLISH OR HIGHER
DEPARTMENTAL RECOMMENDATION

GRADES: 10, 11, 12

Advanced Placement Statistics is a course that involves the study of chance occurrences and the study of statistical methods in handling numerical data. This course follows the College Board outline, whose content covers the introduction to probability, numerical data, random variables, and binomial distributions. It is non-calculus in its orientation. The scope of this course follows the topics listed in the College Board Advance Placement Course Descriptions. This description can be downloaded from the following web site: http://collegeboard.com/student/testing/ap/sub_stats.html. This course may be a valuable background course for students who are going to study business, humanities, or philosophy in college.

COURSE TITLE: MATH COMPUTER APPLICATIONS HONORS

CREDIT: 1

PREREQUISITE: COMPLETION OF ALGEBRA II HONORS OR ABOVE

GRADES: 10, 11, 12

RECOMMENDATION: TEACHER RECOMMENDATION

The faster pace of this course provides the time to enrich the content of Math Computer Applications through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advancement Placement Computer Science. This course does not satisfy the State's four year math requirement.

COURSE TITLE: AP COMPUTER SCIENCE A

CREDIT: 1

PREREQUISITE: ALGEBRA I AND II, GEOMETRY, AND
MATH COMPUTER APPLICATIONS

GRADES: 11, 12

RECOMMENDATIONS: A "B" AVERAGE IN MATH AND TEACHER RECOMMENDATION

Computer Science A covers topics in a first-semester introductory college course in computer science. It involves programming in JAVA. The scope of this course follows the topics listed in the College Board Advanced Placement Course Descriptions. This description can be downloaded from the following website:

http://collegeboard.com/student/testing/ap/sub_compscia.html.

COURSE TITLE: AP COMPUTER SCIENCE PRINCIPLES

CREDIT: 1

PREREQUISITE: ALGEBRA I AND II, GEOMETRY, AND
HONORS MATH COMPUTER APPLICATIONS

GRADES: 11, 12

RECOMMENDATIONS: A "B" AVERAGE IN MATH AND TEACHER RECOMMENDATION

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students will be programming Androids in order to achieve the objectives of the course. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

http://collegeboard.com/student/testing/ap/sub_compscia.html.

COURSE TITLE: MATHEMATICS INTERNSHIP/MENTORING PROJECT

CREDIT: 1

PREREQUISITE: APPLICATION TO THE MATH ACADEMY, 16 YEARS OLD

GRADE: 11, 12

The Math Academy Mentoring Project is open to students who have met the requirements of the Math Academy. Students will choose a mentor in a field of their career interest in mathematics. Their mentors will successfully guide them through their intern project. Each student and his/her mentor will design a project, approved by the Math Academy Teacher, which will allow the student to experience his/her chosen career in a real world setting. Students may also choose to complete a school project, such as tutoring in mathematics. Each student's performance in class will be based on a final presentation at the end of the term.

COURSE TITLE: MARCHING BAND CREDIT: 1

PREREQUISITE: PREVIOUS EXPERIENCE GRADES: 9, 10, 11, 12

Performance skills and techniques are emphasized. Band focuses on the study of the elements of music and the development of advanced individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, weekend contests, and performances are required.

COURSE TITLE: COLORGUARD – FALL TERM CREDIT: 1

PREREQUISITE: AUDITION OR DIRECTOR APPROVAL GRADES: 9, 10, 11, 12

The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performance as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. This course requires students to attend rehearsals and performances beyond the school day. Upon successful completion students will earn both the Fine Arts credit as well as additional ½ PE credit. This course will also prepare students to audition for the competitive Winter Guard.

COURSE TITLE: SYMPHONIC BAND (WOODWINDS/BRASS) CREDIT: 1

PREREQUISITE: PREVIOUS EXPERIENCE GRADES: 9

Performance skills and techniques are emphasized. Band focuses on the study of the elements of music and the development of advanced individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, weekend contests, and performances are required.

COURSE TITLE: WIND ENSEMBLE CREDIT: 1

PREREQUISITE: PREVIOUS EXPERIENCE GRADES: 10, 11, 12

Performance skills and techniques are emphasized. Band focuses on the study of the elements of music and the development of advanced individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, weekend contests, and performances are required.

COURSE TITLE: CONCERT BAND PERCUSSION SPRING TERM CREDIT: 1

PREREQUISITE: SUCCESSFUL COMPLETION OF 8TH GRADE PERCUSSION CURRICULUM GRADES: 9, 10, 11, 12

All percussion students will enroll in Instrumental Ensemble – Percussion for the spring semester. Percussion Ensemble will focus on developing skills and techniques specific to percussionists. As well as developing the fundamentals of performance, students will also get experience performing a varied style of concert percussion repertoire. Students will also prepare music selections for performance with the Concert Bands. The student agrees to attend all after school rehearsals and performances. Rehearsals with the Concert Bands will be scheduled in advance to accommodate transportation plans. Students are expected to maintain a high level of preparation as members of the Percussion Ensemble. Private instruction from a specialist is highly recommended. A list of instructors will be made available.

COURSE TITLE: JAZZ STYLES CREDIT: 1

PREREQUISITE: NONE GRADES: 9, 10, 11, 12

This course surveys the development of Jazz from its origins in New Orleans to the modern Jazz artists of today. Students will study various styles of Jazz including Dixieland, Big Band, Bebop, Cool Jazz, Jazz-Rock Fusion, Latin Jazz and many more. The course will also focus on societal issues that helped shape Jazz. Students will be required to select an artist, research, prepare a written report, and give a presentation to the class on their artist.

COURSE TITLE: AP MUSIC THEORY

CREDIT: 1

PREREQUISITE: MRS. CLUPPER'S SIGNATURE

GRADES: 10, 11, 12

A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.) It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes.

The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument.

The ultimate goal of an 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 may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figures-bass notation.

NAVY JROTC (JUNIOR RESERVE OFFICERS TRAINING CORPS)

COURSE TITLE: NAVY JROTC I CREDIT: 1

PREREQUISITE: NONE GRADES: 9, 10, 11, 12

Navy JROTC is a program provided jointly by the Knox County School System and the United States Department of Defense. 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 services in the national defense structure. Participation in NJROTC does not require entering the military. There is no obligation to the military. NJROTC is a citizenship program. Naval Science is an academically challenging, as well as rewarding, course. All Cadets must maintain a "C" average or better in NJROTC with an overall average of "C" or better. Students begin as a Naval Science I (NSI) cadet and progress through advanced naval science courses NSII, NSIII, and NSIV. Students who do not meet GPA criteria will be considered on a case-by-case basis and must be approved by the Senior Naval Science Instructor before enrolling or re-enrolling in NJROTC. Students may take one or as many as eight terms of NJROTC during their high school career, earning a separate credit for each term successfully completed. Students are required to wear furnished uniforms a minimum of one time per week throughout the entire school day and fully participate in all physical fitness activities including situps, pushups, running, interschool and intramural sports competitions. Cadets will be given the opportunity to participate in national academic competitions and local, regional, and national drill team, color guard, and rifle competitions. Cadets must maintain proper military grooming standards while participating in NJROTC. Two "2" consecutive semesters of Navy Junior ROTC meet the Lifetime Wellness requirement provided a passing grade is earned during both Navy Junior ROTC semesters. Requests for Lifetime Wellness credit must be initiated by the student, parent or guardian.

COURSE TITLE: NAVY JROTC/NAVAL SCIENCE II CREDIT: 1

PREREQUISITE: COMPLETION OF NAVAL SCIENCE I WITH A "C" AVERAGE GRADES: 10, 11, 12

Designed as a follow-up course to Naval Science One, Naval Science Two expands on the basics of leadership and Naval Orientation. The course emphasizes government, shipboard organization, naval weapons, small boat seamanship, navigation, and weather. Students are required to wear a furnished uniform on a weekly basis and participate in physical fitness training. Students are also eligible to participate in local, regional, and national academic, drill and rifle team competitions.

COURSE TITLE: NAVY JROTC/NAVAL SCIENCE III CREDIT: 1

PREREQUISITE: COMPLETION OF NAVAL SCIENCE II WITH A "C" AVERAGE GRADES: 11, 12

Designed as a follow-up course to Naval Science Two, Naval Science Three expands on the basics of leadership. The course emphasizes military justice, international law, national security, naval intelligence, naval operations and intelligence. Students are required to wear a furnished uniform on a weekly basis and participate in physical fitness training. Students are also eligible to participate in local, regional, and national academic, drill and rifle team competitions.

COURSE TITLE: NAVY JROTC/NAVAL SCIENCE IV CREDIT: 1

PREREQUISITE: COMPLETION OF NAVAL SCIENCE III WITH A "C" AVERAGE. GRADE: 12

Designed as a leadership class, students explore advanced leadership and management theory. There is an extensive review of proven leadership styles and techniques. Students are placed in challenging leadership positions to gain valuable insights into future leadership expectations. Students are required to wear a furnished uniform on a weekly basis and participate in physical fitness training. Students are also eligible to participate in local, regional, and national academic, drill and rifle team competitions.

COURSE TITLE: NAVAL DRILL CREDIT: 1

PREREQUISITE: NAVAL SCIENCE I GRADES: 10, 11, 12

Naval Drill is a course in military drill, armed and unarmed, and color guard. Cadets will participate in drill meets and competitions both local, statewide and nationally. Students must be or have been enrolled in a Naval Science course to be eligible. Students not meeting the criteria will be considered on a case by case basis. Students will be expected to help with fund-raising in order to offset the expense of entering drill meets. Students are required to wear furnished uniforms a minimum of once a week all school day long. Students are required to compete in several drill meets throughout the year. Naval Drill will be offered both terms.

SCIENCE

SAMPLE SCIENCE COURSE SEQUENCES FOR FARRAGUT HIGH SCHOOL

9th Grade	10th Grade	11th Grade	12th Grade
Environmental Science	Biology I Physical Science	Chemistry Biology I	Chemistry
Biology I	Physical Science	Chemistry I	Ecology** Honors Anat. & Physio** Physics Honors Bio II *** Honors Chem II ** AP Envir. Science ** Anat. & Physio Astronomy Botany/Zoology AP Bio ** AP Chem **
Biology I	Chemistry I	Astronomy Ecology Honors Bio II*** Honors Chem II** Anat. & Physio Honors Anat. & Physio** AP Environmental Science** Science Research Mentor Project	Botany/Zoology Physics AP Biology ** AP Chem ** AP Physics I AP Physics C:M * ** Honors Chem II ** Honors Anat. & Physio** AP Environmental Science** Science Research Mentor Project
Honors Biology I	Honors Chem ** Honors Biology II *** AP Biology ***	Astronomy Ecology Honors Bio II*** Honors Chem II** Anat. & Physio Honors Anat. & Physio** AP Environmental Science** Science Research Mentor Project	Botany/Zoology Physics AP Biology ** AP Chem ** AP Physics I AP Physics C:EM* ** Honors Chem II ** Honors Anat. & Physio** AP Environmental Science** Science Research Mentor Project

NOTE: These sample sequences illustrate the advantage of early completion of chemistry, which is a prerequisite for several science electives available to 11th and 12th grade students.

Chem I or Honors Chem Required for: *Anatomy & Physiology* *Honors Bio II/AP Biology* *Honors Chem II/AP Chemistry*
Physics *Astronomy* *Botany/Zoology*
AP Physics I *Honors Anatomy & Physiology* *AP Environmental Science*

**Physics or AP Physics I is required for:*

AP Physics C: Mechanics (offered 1st term only) and AP Physics C: Electricity and Magnetism (offered 2nd term only)

*** Enrollment in these courses requires permission of the current or most recent science teacher.*

****Sophomores must have a "B" or better in Honors Biology I before taking Honors Biology II/AP Biology. Enrollment in these courses requires permission of the current or most recent science teacher. Sophomores must also enroll in Honors Chemistry I first or second term of the same year.*

COURSE TITLE: ASTRONOMY

CREDIT: 1

PREREQUISITE: ALGEBRA I, GEOMETRY, CHEMISTRY I

GRADES: 11, 12

Astronomy is the study of stars and our solar system, which is composed of the sun, planets, moons, asteroids, and comets. Both the intrinsic nature and motion of these objects will be studied, as well as the evolution and history of these objects through time. Other topics of study include constellations, seasons, orbits, telescopes, electromagnetic spectrum, galaxies, deep space objects, etc.

COURSE TITLE: PHYSICAL SCIENCE

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10

The goal of Physical Science is to develop an understanding of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. Some of our fun and exciting labs are to build rockets and derby cars, to do the egg drop from the football stadium, and turn pennies from copper to silver and then gold.

**COURSE TITLE: BIOLOGY I
HONORS BIOLOGY I**

CREDIT: 1

CREDIT: 1

PREREQUISITE: NONE FOR BIOLOGY I

TEACHER RECOMMENDATION FOR HONORS BIOLOGY I

GRADES: 9

The purpose of this course is to provide classroom and laboratory experiences including many hands-on and real-world applications of the biological sciences. The concepts covered include the Nature of Science (inquiry skills, experimental design, lab safety, measurement and tools), Cells (biomolecules, cell structure and function, cellular reproduction and membrane transport), Interdependence (organization of ecosystems, human impact on the environment, and succession), Flow of Matter and Energy (energy transfer in ecosystems, biogeochemical cycles, photosynthesis and cellular respiration), Heredity and Molecular Genetics (predicting inheritance patterns, mutations, genetic diseases, and ethical considerations related to emerging biotechnologies), and Biodiversity and Change (taxonomy, evolutionary theory, adaptations, and evidence for evolution). The goal of honors biology I is to develop an understanding of the diversity and unity in living things. Concepts covered include interactions of organisms with their environment, chemical structure of organisms, transfer of energy in organisms, cell structure and function, continuity and change in living things, diversity of living things, and 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.

COURSE TITLE: HONORS BIOLOGY II

CREDIT: 1

PREREQUISITE: CHEMISTRY I OR HONORS BIOLOGY I WITH A "B" OR HIGHER GRADES: 10, 11, 12

The purpose of this course is to provide classroom and laboratory experiences including many hands-on and real-world applications of the biological sciences. The concepts covered include the Nature of Science (inquiry skills, experimental design, lab safety, measurement and tools), Cells (biomolecules, cell structure and function, cellular reproduction and membrane transport), Interdependence (organization of ecosystems, human impact on the environment, and succession), Flow of Matter and Energy (energy transfer in an ecosystem, biogeochemical cycles, photosynthesis and cellular respiration), Heredity and Molecular Genetics (Mendelian principles, predicting inheritance patterns, mutations, genetic disease, and ethical considerations related to emerging biotechnologies), and Biodiversity and Change (taxonomy, evolutionary theory, adaptations, and evidence for evolution). This class moves at an accelerated pace and requires higher level reading skills and includes more extensive written assignments. Student selection is based upon a combination of past performance in science, teacher recommendations, and established enrollment limits for the course.

COURSE TITLE: ADVANCED PLACEMENT BIOLOGY

CREDIT: 1

PREREQUISITE: CHEMISTRY I or HONORS BIOLOGY WITH "B" OR HIGHER

GRADES: 11, 12

Advanced Placement Biology follows the syllabus of the College Entrance Examination Board's Advanced Placement Program. The current syllabus includes the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year and for higher level work in college biology. Student selection is based upon a combination of past performance in science, teacher recommendations, and established enrollment limits for the course. **Students enrolled in Honors Biology II 1st term must enroll in AP Biology 2nd term. Sophomores that have a "B" or higher in Honors Biology I can take Honors Biology II/AP Biology with teacher recommendation, but must also take Honors Chemistry I 1st or 2nd term of same year.**

COURSE TITLE: ANATOMY & PHYSIOLOGY

CREDIT: 1

PREREQUISITE: BIOLOGY I/CHEMISTRY I

GRADES: 11, 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.

COURSE TITLE: HONORS ANATOMY & PHYSIOLOGY

CREDIT: 1

PREREQUISITE: BIOLOGY I & CHEMISTRY I WITH A GRADE OF A "B" OR BETTER PRIOR TO THIS COURSE (HONORS PREFERRED)

GRADES: 11, 12

Honors Human Anatomy & Physiology is a rigorous and fast-paced survey of the human body, intended for honor-level students with an interest in medical science. Students will study the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigation, models, diagrams, and/or comparative studies of the anatomy of other organisms. Content includes the study of the structure and the function of cells, tissues, organs and body systems. Some schools may offer this course as a dual credit in coordination with a local cooperating institution of higher education.

COURSE TITLE: ECOLOGY

CREDIT: 1

PREREQUISITE: BIOLOGY I AND ONE OTHER SCIENCE COURSE (CP OR HONORS LEVEL)

GRADES: 11, 12

This course will review major ecological concepts, identify the techniques used by ecologists, provide an overview of local and global environmental issues, and examine individual, group and governmental activities important for protecting natural ecosystems. The course will cover current events and how those events affect our Earth. Student understanding and the ability to discuss environmental issues will be emphasized.

COURSE TITLE: BOTANY/ZOOLOGY

CREDIT: 1

PREREQUISITE: CHEMISTRY I/BIOLOGY I

GRADE: 11, 12

Botany and Zoology is a "two in one" course, in which we focus on the evolutionary history, and fundamental characteristics of organisms in the Phyla of the Animal Kingdom, and organisms in the Phyla of the Plant Kingdom. This course blends strict academia with hands on experience. We begin by examining geologic time and Earth's history, and then jump into the evolution and taxonomy of the living world! A portion of the course focuses on Zoology, and a portion on Botany. The later portion of the class is a synthesis of the two, examining local habitats, species interactions, endangered species and threats to local plants and animals.

Labs include dissections, outdoor field labs, and interactive presentations by the Knoxville Zoo. Ongoing projects focus on growing and maintaining plants in the greenhouse, and the identification of native trees, birds and amphibians. The semester ends with a field trip to the Smoky Mountains National park in which students participate in a day long hike, and scavenger hunt for plants and animals. This is an opportunity for students to put their knowledge work, looking for organisms that fit certain character descriptors, and that are in respective Phyla and Classes of each Kingdom.

**COURSE TITLE: CHEMISTRY I CP
CHEMISTRY I HONORS**

CREDIT: 1

CREDIT: 1

PREREQUISITE: ALGEBRA I/BIOLOGY I OR HONORS BIOLOGY I

GRADES: 10, 11, 12

Chemistry is the study of the composition, structure, and properties of matter and the changes it undergoes. The goal of Chemistry I is to develop an understanding of the relevance of chemistry as it relates to standards of living and the current issues in science and technology. The course content is reinforced and enhanced by laboratory practice and hands-on experience. Chemistry I is an interactive, exciting course in which students will not only be challenged to think critically but also gain knowledge of the world around them. Honors Chemistry is designed to meet the needs and interests of the more academically able student in highly relevant, interesting and fun ways. The course will include an introductory study of nuclear and organic chemistry.

**COURSE TITLE: HONORS CHEMISTRY II
AP CHEMISTRY**

CREDIT: 1
CREDIT: 1

PREREQUISITE: Chemistry I, Algebra I and II, current enrollment
in advanced math strongly suggested.

GRADES: 11, 12

Honors Chemistry II/AP Chemistry is established and audited by the College Board's Advanced Placement Chemistry Program. Block scheduling divides this accelerated course into Honors Chemistry II in the Fall, followed by AP Chemistry in the Spring. The course is intended for highly motivated students with an interest in the physical sciences and provides college level inquiry lab experiences, higher order interactive lectures and group problem solving opportunities applied to real world scenarios. Enrichment opportunities are also provided through guest lecturers from local university and Oak Ridge National Lab research professionals. With the ever-increasing need for innovators, problem finders, and designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in the science practices and knowledgeable about chemistry. The redesigned Advanced Placement (AP) Chemistry course provides students with training for such knowledge and skills through guided inquiry labs, a content focused curriculum on content relevant to today's problems, and an exam that assesses students' understanding of the particulate nature of matter to understand chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course is taken with the expectation that students will take the AP Exam to receive college credit or placement at the student's college of choice. Course topics include thermodynamics, kinetics, electrochemistry, gases, bonding, atomic structure and periodicity, bonding and intermolecular forces, organic chemistry, equilibria and acid base equilibria applications.

COURSE TITLE: PHYSICS

CREDIT: 1

PREREQUISITE: ALGEBRA II, CHEMISTRY I

GRADES: 11, 12

Students will learn about forces and energy with an emphasis on classical mechanics -- the things that control our universe, our world, and our selves. This class should challenge and intrigue the students intellect with demonstrations and laboratory exercises and at the same time help prepare them for life in an increasingly technological society.

COURSE TITLE: AP PHYSICS I

CREDIT: 1

PREREQUISITE: ALGEBRA II AND CHEMISTRY I WITH NO GRADE LESS THAN B
ENROLLMENT IN ADVANCED MATH OR CALCULUS

GRADES: 11, 12

AP Physics I is the study of the principles of motion and the interrelationships between matter and energy. Topics of study include kinematics, forces, energy, momentum, waves, electricity and magnetism, etc. This AP course is designed to meet the needs of the student who prefers academic challenge and the topics are covered in greater depth and at a greater pace. Student selection is based upon a combination of past performance in science and mathematics, teacher recommendations, and established enrollment limits for the course.

COURSE TITLE: AP ENVIRONMENTAL SCIENCE

CREDIT: 1

PREREQUISITE: BIOLOGY I & CHEMISTRY I WITH A GRADE OF A "B" OR
BETTER PRIOR TO THIS COURSE

GRADES: 11, 12

A first year college level environmental science course which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science test given in May of each year. The course has been audited and approved by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regular scheduled classes.

COURSE TITLE: AP PHYSICS C: MECHANICS

CREDIT: 1

PREREQUISITE: PHYSICS OR HONORS PHYSICS
ENROLLMENT IN CALCULUS

GRADES: 11, 12

Advanced Placement Physics is a course which follows the syllabus of the College Entrance Examination Board's Advanced Placement Program. It is meant to be equivalent to a first year calculus-based course in mechanics typical of most colleges. The curriculum is designed to prepare students to take the AP Physics C: Mechanics exam. Topics include: kinematics, dynamics, energy, momentum, systems, rotation, and equilibrium, etc. Student selection is based upon a combination of past performance in science and mathematics, teacher recommendations, and established enrollment limits for the course.

COURSE TITLE: AP PHYSICS C: ELECTRICITY & MAGNETISM

CREDIT: 1

PREREQUISITE: PHYSICS OR HONORS PHYSICS
ENROLLMENT IN CALCULUS

GRADES: 11, 12

Advanced Placement Physics is a course that follows the syllabus of the College Board's AP program. It is meant to be equivalent to a first year calculus-based course in electricity & magnetism typical of most colleges. The curriculum is designed to prepare students to take the AP Physics C: Electricity & Magnetism exam. Topics include: electrostatics, flux, potential, circuits, magneto statics, induction, capacitance, etc. Student selection is based upon a establish enrollment limits for the course.

COURSE TITLE: SCIENCE ACADEMY

CREDIT: 1

PREREQUISITES: APPLICATION PROCESS
SCIENCE ADVISORY BOARD APPROVAL

GRADES: 11, 12

The Science Department has formed relationships with the University of Tennessee Knoxville (UTK), Zoo Knoxville, ORAU, and other local institutions to help students create research based, lab driven out-of-school experiences. Students may also find their own mentor for shadowing, research, and laboratory experiences. The program is designed for students who have career interests in science, engineering, math, and/or technology fields. In this program students have an opportunity to work with STEM professionals outside the normal classroom setting. Mentors will help the student select a research plan, conduct research, and prepare an abstract, poster, and paper to highlight the student's work.

COURSE TITLE: AP EUROPEAN HISTORY

CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION
AP ENGLISH RECOMMENDED

GRADES: 10, 11, 12

This Advanced Placement course in European History provides an in-depth study of the development of Western European History. It is designed to increase the knowledge of the political, social, economic, and intellectual histories of the nations of Western European History. The student will gain a better understanding of the problems faced by people at a given time, relate these problems to the present, and attempt to find solutions. This course follows College Board guidelines and is taught at the college level. A heavy emphasis is placed on historical analysis and writing.

**COURSE TITLE: US HISTORY CP
AP US HISTORY**

CREDIT: 1

PREREQUISITE: TEACHER/COUNSELOR RECOMMENDATION FOR AP

GRADE: 11

U.S. History is 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. Fundamental is geared to students functioning well below grade level. Advanced Placement is taught at the college level and requires additional readings and in-depth study. An emphasis is placed on historical analysis and writing.

COURSE TITLE: AP ENGLISH LANGUAGE AND COMPOSITION / AP US HISTORY

CREDIT: 1 EACH

PREREQUISITE: TEACHER RECOMMENDATION (1 English and 1 Social Studies)
AND SUCCESSFUL COMPLETION OF HONORS ENGLISH II OR 10 CP

GRADE: 11

This is a two-credit course that combines Advanced Placement English III and Advanced Placement United States History. The English course focuses on developing sophistication and maturity in writing and critically reading and analyzing texts from American literature. The History course provides an in-depth analysis of the development of American history from the pre-Colonial period through the present. It includes a detailed examination of the political, diplomatic, intellectual, cultural, social, and economic history. Because English III AP is based on the survey of American literature, it is an obvious complement to the AP U.S. History course.

COURSE TITLE: PSYCHOLOGY/SOCIOLOGY

CREDIT: 1

PREREQUISITE: NONE

GRADES: 11, 12

Psychology will explore human behavior--what people do, how they think, and why they act as they do. The student is exposed to a broad survey of the fundamental principles of psychology. Sociology is presented as a field of study of man in his culture and the organization of society. The student will be exposed to current social issues through the use of periodicals and other current material. Students may choose this course or AP Psychology.

COURSE TITLE: AP PSYCHOLOGY

CREDIT: 1

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

GRADES: 11, 12

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

COURSE TITLE: GLOBAL RELIGIOUS STUDIES

CREDIT: 1

PREREQUISITE: WORLD HISTORY OR WORLD GEOGRAPHY

GRADE: 11, 12

The course will examine a number of the world's religions. Mystical and philosophical movements are examined to provide a better understanding of these highly influential traditions, as well as a basic introduction to the idea of religion itself. These religions still exert a great deal of influence in the world.

**COURSE TITLE: ECONOMICS CP
AP ECONOMICS**

CREDIT: 1/2

PREREQUISITE: ALGEBRA I REQUIRED FOR AP ECON
TEACHER RECOMMENDATION FOR AP ECON

GRADE: 12

This one-half unit economics course is required for graduation. It reviews the fundamental economic principles of our American manufacturing and marketing techniques. Emphasis is placed on how the consumer is affected and how the consumer may become better informed. Advanced Placement is taught at the college level and includes basic economic concepts, the nature and functions of product markets, factor markets, and the role of government.

COURSE TITLE: AMERICANS AT WAR

CREDIT: 1

PREREQUISITE: NONE

GRADE: 10, 11, 12

This course is a survey of the conflicts and causes leading up to the War Between the States. The in-depth study will be all inclusive of the war, Reconstruction, and westward migration.

COURSE TITLE: INTRODUCTION TO LAW

CREDIT: 1

PREREQUISITE: NONE

GRADE: 11, 12

Introduction to Law is a college preparation course of study in the United States law and the interaction with citizens and residents. This course prepares students for continued study in law. Course content focuses on the history of law in America, criminal and civil law, and other specific areas of law. The course emphasizes critical thinking and formal writing tools, such as case briefings, court pleadings, and position papers.

COURSE TITLE: SENIOR PROJECT (HISTORICAL RESEARCH)

CREDIT: 1

PREREQUISITE: ADMITTANCE TO HUMANITIES ACADEMY

GRADE: 12

The Historical Research Senior Project is open to students who have enrolled in and have met the requirements of the Humanities Academy. The focus of the class is to engage students in historical analysis and field research. Each student will have the opportunity to use the tools of historians while researching a topic of their choosing. Each student's performance in the class will be based on a final product and evaluated by faculty advisors of the Humanities Academy.

SPECIAL EDUCATION

PREREQUISITE: STUDENTS MUST MEET THE STATE
AND FEDERAL CRITERIA FOR HANDICAPPING
CONDITIONS AS MANDATED BY FEDERAL GUIDELINES.

GRADES: 9, 10, 11, 12

COURSES FOR STUDENTS WITH DISABILITIES

The courses codes and titles for Special Education students may vary depending upon the individual needs of each student as documented by the Individual Education Program (IEP) Team. The IEP team will place the student in the least restrictive environment.

Work Based Learning (WBL) – participation in this program is by approval from Work-Based Coordinator. This program is available only to the students who are seventeen and meet specific requirements.

SPECIAL CONDITIONS

FIRST PRIORITY: Whenever possible, special education students will be included in the appropriate levels of regular education courses. Students may also take courses that are co-taught with a special education teacher.

SECOND PRIORITY: If the IEP team indicates direct Special Education services, the student may be placed in elective Special Education courses. These courses do not have to fulfill a particular required academic credit but may be general in nature in order to meet the specific needs of the student and the IEP.

THIRD PRIORITY: A student with a disability can be recommended by the IEP team based on a qualifying disability (through the focused plan of study, annual review of the plan, or after attempting a required course) to take required courses taught in Special Education settings. In such cases, the Special Education teacher provides specialized instruction of the curriculum standards for that course and instructs the student accordingly.

SPECIAL EDUCATION PROGRAMS TAUGHT BY SPECIAL EDUCATION TEACHERS

SPECIAL EDUCATION – CDC-A (Comprehensive Developmental Class with Activity): Placement in this self-contained program is determined by an IEP team decision. Instruction is designed to meet the academic needs of the multiple-disabled student. The emphasis of this program is on an integrated community-based work program. Academic emphasis is on targeted work behavior and work-related skills as well as interpersonal and daily living skills.

SPECIAL EDUCATION – RESOURCE Placement in this program is determined by IEP team decision. This program is for students who need to receive instruction and/or support from a special education teacher. Type of instruction is determined by the IEP team and is based on the student's educational need. Some students in this program may require close academic supervision rather than total student responsibility in the regular high school program. Transition programs for students may include placement in the community-based work programs.

SPECIAL EDUCATION – SATELLITE Placement in this program is determined by IEP team decision. Programming includes a combination of self-contained instruction and placement in elective classes.

THEATER

COURSE TITLE: INTRO TO THEATER (THEATRE ARTS I)

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

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

COURSE TITLE: ADVANCED ACTING

CREDIT: 1

PREREQUISITE: THEATRE ARTS I AND AUDITION

GRADES: 10, 11, 12

Advanced Acting is for students who have completed Acting I and who wish to expand their interpretative skills, knowledge of theater, and play production. The class is performance-based. Intensive scene-study and character analysis are emphasized. Class admittance is gained through audition only. Auditions held in February.

COURSE TITLE: STAGECRAFT

CREDIT: 1

PREREQUISITE: THEATRE ARTS I AND TEACHER RECOMMENDATION

GRADES: 10-12

This course is designed for the student who is interested in the study of technical theatre. Students will study lighting design, sound design, set construction, prop construction, costume construction, make-up and wigs, and stage management. Class will construct all of the above for current production at FHS.

COURSE TITLE: THEATRE II: PLAY PRODUCTION

CREDIT: 1

PREREQUISITE: THEATRE ARTS I AND AUDITION

GRADES: 10-12

This course offers students the opportunity to study the production and performance of a full-length play. Students will be responsible for all production elements of a staged play as well as performing as the cast of the show. Class admittance is determined by audition only. Auditions will be held in February.

COURSE TITLE: FILM MAKING

CREDIT: 1

PREREQUISITE: ENGLISH 9, 10 AND THEATRE ARTS I

GRADES: 11, 12

This course is for the student who has an interest in the writing, producing and creating original video. Students will learn and use standard screenplay format; explore the technology of filmmaking; and analyze the film in terms of narrative style, directorial voice and in historical context. Project studies will include: Silent Films, Feature Cinematic Styles, Foreign Film, Short Film, Animation, Instructional Film, and Documentaries.

COURSE TITLE: FILM STUDIES

CREDIT: 1

PREREQUISITE: NONE

GRADES: 11, 12

This course will give students an understanding of the complex relationship between American culture and commercial films in the 20th Century. Besides learning to identify the technical components of movies, students will explore and research the time period in which a particular film was produced. By the end of the course, students will be able to identify political, economic, and cultural issues that have concerned Americans throughout the 20th Century, and analyze how movies continue to both reflect and shape American society.

COURSE TITLE: THEATER HUMANITIES ACADEMY PROJECT

CREDIT: 1

PREREQUISITE: APPLICATION ONLY

GRADE: 12

This is the final project of a senior who has chosen to focus in theater through the Humanities Academy. The humanities academy project will be a performance/research based experience in which a senior student will either direct or assistant direct a production at Farragut High School. The Project will consist of three basic components: the proposal, the performance/production, and the research/analysis. The humanities academy experience will be designed to demonstrate and showcase the student's creative abilities and technical knowledge in Theater Arts.

COURSE TITLE: MUSICAL THEATRE

CREDIT: 1

PREREQUISITE: AUDITION ONLY

GRADES: 9, 10, 11, 12

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 theater and develop and appreciation for this uniquely American art form. (Elective credit)

WORLD LANGUAGE

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.

Generic course descriptions for French, German, Russian, and Spanish appear below. Russian does not offer Advanced Placement. Latin descriptions are listed separately.

COURSE TITLE: FRENCH I; GERMAN I; RUSSIAN I; SPANISH I CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

For students who are interested in acquiring knowledge of the foreign language and culture. 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 and math skills above grade level. It is recommended that students in grades 10-12 who are following the university path begin studying languages in 10th grade.

COURSE TITLE: LATIN I CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

LATIN I is for students who are interested in acquiring knowledge of the Roman language and culture. The curriculum includes the development of vocabulary, grammar, 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 **above** grade level.

COURSE TITLE: LATIN I HONORS CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

The honors curriculum differs both in pacing and rigor from the regular Latin I CP course. In addition to covering more content, students in Latin I Honors will be expected to write more extensively in Latin in class exercises, homework assignments, and extra take-home projects.

COURSE TITLE: FRENCH I HONORS; GERMAN I HONORS; SPANISH I HONORS CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

These courses follow the general curriculum but move at a faster pace and are more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, speaking, reading, and listening skills.

COURSE TITLE: FRENCH II; GERMAN II; RUSSIAN II; SPANISH II CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 10, 11, 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 level I or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. Recommended for students in grades 10-12 who are following the university path.

COURSE TITLE: LATIN II CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

LATIN II is 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. Recommended for students in grades 10-12 who are following the university path.

COURSE TITLE: LATIN II HONORS CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

The honors curriculum differs both in pacing and rigor from the regular Latin II CP course. In addition to covering more content, students in Latin II Honors will be expected to write more extensively in Latin in class exercises, homework assignments, and extra take-home projects.

COURSE TITLE: FRENCH II HONORS; GERMAN II HONORS; SPANISH II HONORS CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 10, 11, 12

These courses follow the general curriculum but move at a faster pace and are more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, speaking, reading, and listening skills.

COURSE TITLE: FRENCH III; GERMAN III; RUSSIAN III; SPANISH III CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 10, 11, 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, speaking, writing, and listening skills and the study of authentic materials. This course is recommended for college-bound students who plan to take university placement tests in 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.

COURSE TITLE: LATIN III CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9, 10, 11, 12

LATIN III is for students who have completed previous levels of Latin and are motivated to move beyond the standard Latin curriculum. The curriculum includes translating the works of Cicero, Pliny, Ovid, and others. Level III is recommended for college-bound students who plan to take university placement tests in Latin.

COURSE TITLE: FRENCH III HONORS; SPANISH III HONORS CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 10, 11, 12

These courses follow the general curriculum but move at a faster pace and are more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, speaking, reading, and listening skills.

COURSE TITLE: **INTERMEDIATE SPANISH I AND II (DUAL ENROLLMENT)
(SPANISH FOR PROFESSIONAL AND REAL-LIFE APPLICATIONS)** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 11, 12

Conversation, writing, listening, and reading. Emphasis on communicative proficiency. Listening and practice materials provided in class. As a continuation of Spanish 3, students will continue to increase vocabulary, refine communicative skills, and further study cultural topics. The course will incorporate an in-depth study of Spanish for professionals in medicine, business, culinary arts, law enforcement and education. Principles of grammar are systematically reviewed and enhanced, focusing on the use of the indicative and subjunctive moods in the present, past, conditional and future tenses. Language lab component will be fulfilled via in class exercises and student produced dialogs that reflect real-life applications of the language.

COURSE TITLE: **FRENCH IV HONORS; RUSSIAN IV HONORS;
SPANISH IV HONORS; GERMAN IV HONORS** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 11, 12

For students who are motivated to continue the study of language. The curriculum includes the study of authentic materials 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 world language requirements and for which they may receive university credit.

COURSE TITLE: **FRENCH AP; GERMAN AP; SPANISH AP** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 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 authentic materials and further development of oral/aural skills in the language and will help to prepare students for the Advanced Placement examination. Students who have successfully completed Level III Honors and Level IV Honors 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.

COURSE TITLE: **LATIN AP** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 11, 12

ADVANCED PLACEMENT LATIN includes reading and translating specific works of literature and/or intensive language study in preparation for the Advanced Placement examination in Latin.

COURSE TITLE: **WORLD LANGUAGE HUMANITIES ACADEMY PROJECT**

PREREQUISITE: 16 YEARS OLD, DRIVER'S LICENSE AND INSURANCE
ADMITTANCE TO THE HUMANITIES ACADEMY IN WORLD LANGUAGE Grade: 12

The World Language Humanities Academy Project is open to students who have met the other requirements of the Humanities Academy. Under the approval and the guidance of their Academy Advisor and their selected mentor, the students will design and successfully complete a research or intern project in which they will experience the use of a World Language in an academic or professional setting. The evaluation of each student's performance in this course will be based on a final presentation to the Humanities Advisors.

NOTE: Many university world language departments offer placement test options for all students which may allow them to test out of lower-level world language requirements and for which they may receive university credit.

ACADEMIC SUCCESS

COURSE TITLE: DYNAMICS OF LEADERSHIP I CREDIT: 1

PREREQUISITE: APPLICATION PROCESS GRADES: 11-12

Dynamics of Leadership I is a one-unit elective course 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. Year-long 7:30 a.m. class.

COURSE TITLE: PEER TUTORING CREDIT: 1

PREREQUISITE: APPLICATION PROCESS GRADES: 11-12

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 one of the various peer tutoring programs in the school which includes: CDC, CDCA, Resource, Satellite, and The Learning Center.

COURSE TITLE: ADVANCED PEER TUTORING CREDIT: 1

PREREQUISITE: APPLICATION PROCESS AND PEER TUTORING GRADES: 11-12

This course is an extension of Peer Tutoring, and is intended for students who are committed to giving academic and social support to fellow students. Through this course, students earn continuing credits in peer tutoring opportunities by working in one of the following programs: CDC, CDC-A, Resource, Satellite, or The Learning Center.

COURSE TITLE: TEST PREPARATION CREDIT: 1

PREREQUISITE: APPLICATION PROCESS GRADES: 10, 11

A one-semester, one-credit elective course designed for college-bound sophomores and juniors who want to maximize their standardized scores. This course provides the student with complete preparation for the SAT/PSAT and the ACT.

COURSE TITLE: READING INTERVENTION/FLEX LITERACY CREDIT: 1

PREREQUISITE: APPLICATION PROCESS GRADES: 11-12

This course is a research-based, field-tested program developed to increase reading competencies and test scores of high school students. The course features an online component which improves reading comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading highly engaging content, viewing interactive multimedia, and writing in response to reading. The print-based component gives an opportunity to extend their learning beyond the computer and encourages collaborative and independent learning.

COURSE TITLE: LEARNING CENTER CREDIT: 1

PREREQUISITE: APPLICATION PROCESS GRADES: 11-12

This course is an academic intervention for students which provides them with additional time during the school day to focus on academic work in a supervised environment. Peer tutors are assigned to help students in multiple subject areas. This class is available for students by Teacher Recommendation Only.

COURSE TITLE: WORK-BASED LEARNING (WBL) OUT-OF-SCHOOL PROJECT CREDIT: 1

PREREQUISITE: APPLICATION PROCESS, 16 YEARS OLD, DRIVER'S LICENSE & INSURANCE GRADES: 11-12

Senior project is a community service-based senior experience in which students give of their time and talents in serving the greater Knoxville community. Students are required to give over 100 community service hours during the course of the program, and each student's work and personal growth are evidenced through weekly journals and a final presentation. In addition, students conduct authentic research and write a formal research paper. The program is an established tradition at FHS, and has been community service-based for over ten years.

FARRAGUT HIGH SCHOOL

High School Plan Sheet for 4 x 4 Schedule

9th Grade Subjects	Credits	11th Grade Subjects	Credits
English I	1	English III	1
Math	1	US History & Geography	1
Science	1	Math	1
World History and Geography	1	Science	1
Lifetime Wellness	1		
10th Grade Subjects	Credits	12th Grade Subjects	Credits
English II	1	English IV	1
Math	1	Economics/Personal Finance	1/2 / 1/2
Science	1	Math	1
Government	1/2		
Physical Education	1/2		

Students are required to meet the following requirements prior to graduation:

- 1/2 credit in Physical Education
- 1/2 credit in Personal Finance
- 1/2 credit in Economics
- 1/2 credit in Government
- 4 credits English
- 4 credits Math (Algebra 1, Geometry, Algebra 2 and 1 math beyond Algebra 2)
- 3 credits Science (Biology, Chemistry or Physics, 1 additional lab science)
- World History & Geography
- US History & Geography
- 1 credit in Lifetime Wellness
- 3 elective credits in one of the Focus Areas listed below (above the regular classes for graduation):
 - CTE and Business Education
 - Math and Science
 - Humanities
 - Fine Arts
 - Human Services
 - Physical Fitness
 - NJROTC
 - AP
 - Dual Enrollment
 - Community Education Cluster
- Complete a total of 28 credits

Additional graduation requirements:

- ◆ ACT
- ◆ Civics exam
- ◆ Civics project

Additional University Admissions:

- 2 Units of World Language
- 1 Unit of Fine Arts

Byington-Solway

CTE Programming for 2017-2018

PROGRAM OF STUDY: COSMETOLOGY

COURSES WITHIN THE POS: COSMETOLOGY I
COSMETOLOGY II
COSMETOLOGY III
COSMETOLOGY PRACTICUM

Cosmetology is designed to prepare students for careers within the personal care industry, including hairstylist, colorist, and nail technician. The courses in the program of study cover the safety procedures in salon environments, principles of hair design, nail structures, and chemistry of color application. Students may acquire hours to transfer to a postsecondary institution to complete the requirements needed to be eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License.

PROGRAM OF STUDY: EARLY CHILDHOOD EDUCATION (CHILD DEVELOPMENT SERVICES)

COURSES WITHIN THE POS: Early Childhood Ed I
Early Childhood Ed II
Early Childhood Ed III
Early Childhood Ed IV

Early Childhood Education is designed to prepare students for careers as an early childhood teacher. Course content covers the components of curriculum planning, student learning, screening and assessing, and many other skills related to teaching younger populations. Upon completion of this program of study, students will have had the opportunity to work alongside educators in an internship experience, compile artifacts for a professional portfolio, and graduate prepared for further training at the postsecondary level.

PROGRAM OF STUDY: WELDING

COURSES WITHIN THE POS: Principals of Manufacturing
Welding I
Welding II
Manufacturing Practicum (Work-based Learning)

Welding is designed to prepare students for entry-level welder certification. Skills in basic shielded metal, gas metal, flux cored, and gas tungsten arc welding are developed over a series of three courses. Upon completion of this POS, proficient students will be able to apply quality control methods to the welding process, as well as be eligible to complete the American Welding Society (AWS) Entry Welder qualification and certification.

PROGRAM OF STUDY: ELECTROMECHANICAL TECHNOLOGY

COURSES WITHIN THE POS: Principals of Manufacturing
Intro. to Electromechanical
Advanced Electromechanical Technology
Advanced Manufacturing Practicum (Work-based Learning)

Electromechanical Technology is designed for students who wish to pursue careers related to industrial maintenance. The course content focuses on analytical understanding, troubleshooting, operation, and maintenance of electrical, instrumentation, and mechanical systems in typical manufacturing facilities. Upon completion of this POS, proficient students will be prepared to pursue postsecondary electromechanical programs and entry-level industrial maintenance technology careers.

Byington-Solway

CTE Programming for 2017-2018

PROGRAM OF STUDY: MECHANICAL, ELECTRICAL, PLUMBING SYSTEMS (MEP)

COURSES WITHIN THE POS: Fundamentals of Construction
MEP Systems
Plumbing Systems
Construction Practicum (Work-based learning)
OR
Fundamentals of Construction
MEP Systems
HVAC/Electrical Systems
Construction Practicum (Work-based learning)

Mechanical, Electrical, & Plumbing Systems prepares students for careers involving the installation, servicing, and maintenance of building equipment. Upon completion of this POS, proficient students will be able to safely perform basic operations with building systems, with the option to specialize in electrical systems, HVAC, or plumbing systems in Level 3. Students will be prepared for apprenticeships, postsecondary training, and careers in electrical systems, plumbing, HVAC, and general maintenance.

PROGRAM OF STUDY: STRUCTURAL SYSTEMS

COURSES WITHIN THE POS: Fundamentals of Construction
Structural Systems I
Construction Practicum (Work-based Learning)

Structural Systems prepares students for carpentry and related careers by developing knowledge and skill in framing buildings and the coverings and finishes of structural systems. Upon completion of this POS, proficient students will be able to frame floors, walls, ceilings, roofs, and stairs, and install interior and exterior finishing. Students will be prepared for next steps in apprenticeships, postsecondary training, and carpentry-related careers.

PROGRAM OF STUDY: AV PRODUCTIONS

COURSES WITHIN THE POS: AV Production I
AV Production II
AV Production III
Applied Arts Practicum

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

Byington-Solway

CTE Programming for 2017-2018

PROGRAM OF STUDY: FIRE MANAGEMENT SERVICES – (1 block)

COURSES WITHIN THE POS: Principles of Fire
Fire Prevention
Fire Science I
Fire Science II

(At this time only Fire Science I and II are offered to students at the 11th and 12th grade level)

The Fire Management Services program of study is designed for students interested in becoming a firefighter or fire management professional. The sequence of courses provides comprehensive preparation in firefighter safety, fire behavior, building construction guidelines, use of firefighter equipment, safety with hazardous materials, and more. Upon completion of this POS, students will have acquired the skills and knowledge needed to pursue a career as a Firefighter I, and will be prepared, after graduation, to further their instruction at a training facility.

PROGRAM OF STUDY: LAW ENFORCEMENT SERVICES

COURSES WITHIN THE POS: Principals of Law, Correction & Security
Criminal Justice I
Criminal Justice II
Criminal Justice III

Law Enforcement Services prepares students for a range of careers in law enforcement, crime scene analysis, forensic science, public safety, and criminal justice. Course content emphasizes procedures and laws governing the application of justice in the United States, from constitutional rights to crisis scenario management to the elements of criminal investigations. Upon completion of this program of study, students will be equipped with strong knowledge and skill preparation for postsecondary or career opportunities in many law- and justice-related fields.