The Secondary Schools Student Progression Plan is the official resource for Knox County Schools and is in compliance with the Tennessee State Board of Education Rules, Regulations, and Minimum Standards. Click **HERE** for more information regarding the state standards.

The Secondary Schools Student Progression Plan was developed by district and school-level personnel. It provides state and local guidelines and procedures for placement of students in the appropriate grade level, subjects, and/ or special programs to ensure that each student is afforded the opportunity to grow academically. This document outlines what a student should know and be able to do to be promoted. It also communicates what KCS will do to assist students in meeting the requirements for promotion to the next level.

Knox County Schools will provide an educational program designed to help each student be college and career ready upon graduation from high school through implementation of the Tennessee State Standards.

The Knox County Board of Education adheres to the principles and standards for secondary school membership in the AdvancEd Association. High school personnel, programs, schedules, materials, organizations, and physical facilities shall comply with current requirements in order to ensure that all Knox County high schools are accredited by AdvancED.

The courses listed in The Secondary Schools Student Progression Plan embody the full array of courses offered throughout KCS; however, not all courses may be available in any one school. Only state-approved courses are listed; individual schools may not change titles, course descriptions, or prerequisites, nor may they add other courses that are not state-approved. Schools may choose to print their own Course Catalog; however, the courses included must come from The Secondary Schools Student Progression Plan.

The Secondary Schools Student Progression Plan is reviewed and updated annually. Although we strive for complete accuracy, BOE policies and procedures, course lists, and other content may change during the academic year and not be reflected in this edition. Questions concerning this publication or reports of inaccuracies may be directed to the Knox County Schools Executive Director of Secondary Education.

Knox County Schools does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated by Knox County Schools to handle inquiries regarding the non-discrimination policies:

Jennifer Hemmelgarn
Supervisor of Employee Relations
Title VI, Title IX and ADA and OCR
(865) 594-1903
(865) 594-5014 fax

Department Directors and Supervisors

				
Robert M. Thomas	**Dr. Jon Rysewyk**	**Danny Trent**	**Sallee Reynolds**	**Dr. John Bartlett**
Director of Schools	**Chief Academic Officer**	**Executive Director Secondary Education**	**Supervisor Secondary Education**	**Supervisor Secondary Education**

				
Shannon Jackson	**Theresa Nixon**	**Dr. Keith Wilson**	**Laurie Driver**	**Brian Hartsell**
Executive Director Curriculum and Instruction	**Director Educational Technology**	**Director Career & Technical Education**	**Supervisor Assessments and HS Counselors**	**Supervisor Enrollment - Transfers**

				
Melissa Drinnon	**Karen Loy**	**Gwynetta Draper**	**Heather Willis**	**Sharon Cate**
Executive Director Student Support Services	**Supervisor Middle School Special Education**	**Supervisor High School Special Education**	**Supervisor Student Support Services Student Support Services**	**Supervisor World Languages, Migrant Liaison, and English Language Learners**
				
Gary Petko	**Linda Barnes**	**Judy Newgent**	**Andrea Berry**	**Dr. Jean Heise**
Supervisor Mathematics	**Supervisor English Language Arts**	**Supervisor Social Studies**	**Supervisor Science**	**Supervisor Humanities**

Table of Contents

ENROLLMENT

Students new to Knox County Schools may seek enrollment at their zoned school. School zones can be found HERE. An approved student transfer is needed to attend any school other than the school for which the student is zoned. **Non-English speaking families may choose to enroll at the Welcome Center located at 535 Chickamauga Drive. Spanish speaking interpreters are on-site at the center. Interpreters for additional languages are scheduled by appointment. Please call 865-549-1760 to schedule an appointment.**

If you have any questions regarding enrollment, please contact the Enrollment Office at 594-1502 or click HERE for more information about enrollment procedures and requirements.

SCHOOL ADMISSIONS - BOE #J-150

NEW STUDENTS

When enrolling a student, parents or guardians should present the following information or documentation:

1. PROOF OF BIRTH

Proof of birth may take many forms. The school will accept appropriate birth documentation as offered. No one form of documentation is required or preferred over another. Examples include but are not limited to the following:

- Birth Certificate (issued by any government);
- Passport issued by any nation (translated);
- Immigration documentation;
- Decree of adoption or other records issued by a court

2. IMMUNIZATION RECORDS

Must be on a Tennessee Form. *(contact Knox County Health Department if records are from another state)*

3. RECENT PHYSICAL EXAMINATION

4. PROOF OF RESIDENCE

Knox County Schools requires one of the following:

- Utility Bill;
- Lease agreement

  In cases where the utilities and/or lease agreement is in the name of a person other than the parent/guardian, the person listed must provide the utility bill and/or lease agreement and also must provide a notarized letter stating that the parent/guardian and children are living at that address.

5. PROOF OF CUSTODY (if applicable)

6. NAME AND ADDRESS OF THE CHILD'S PREVIOUS SCHOOL

Information Disclosure Prior To Enrollment

Each student, at the time of initial school registration, must note previous school expulsions, arrests resulting in a charge, arrests pending, and any juvenile justice actions. Knox County Schools have the authority to honor the final order of expulsion or dismissal of a student by a previous school including in state, out-of-state, public/private.

The Board may deny admission of any student who has been expelled or suspended from another school system even though the student changes his or her residence. After a request for enrollment is made, the Supervisor of Enrollment shall investigate the facts surrounding the suspension from the former school system and make a recommendation to the Board to approve or deny the request.

If the action of the Board is to deny admission, the Director of Schools shall, on behalf of the Board of Education, notify the Commissioner of Education of the decision. Any school system that accepts enrollment of a student from another school system may dismiss the student if it is determined subsequent to the enrollment that the student has been suspended or expelled from the former school system.

ADJUDICATED DELINQUENT STUDENT - BOE # J-310

(Revised 9/2017)

FIFTH YEAR STUDENT

At the ***discretion of the high school principal***, a non-graduated student who has completed four years of high school may return for a fifth year if the student:

- Has been continuously enrolled in school
- Is able to complete all requirements for graduation within one year
- Attends the Summer Extended Learning Program, if necessary, and achieves satisfactory grades
- Exhibited satisfactory behavior and attendance during the fourth year.

Any student granted permission to enroll for a fifth year must maintain satisfactory behavior, attendance and grades. If at any time these conditions are not met, the principal may remove the student from the high school and refer him/her to the regional adult program.

A fifth-year student, who feels that he/she has been incorrectly denied attendance for a fifth year, may appeal the decision to the Director of Secondary Education or his/her designee.

HOMELESS STUDENT

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence. To ensure that homeless students have equal access to the same free appropriate public education as provided to other students, the following shall apply:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
- Students who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings
- Students living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings
- Migratory students who meet one of the above described circumstances.

Knox County Schools ensures homeless students have equal access to the same free appropriate public education as provided to other students. The McKinney-Vento Homeless Education Improvement Act gives children and youth in homeless situations the right to attend school, no matter where they live or how long they have lived there. Homeless students also have access to transportation to and from their schools or origin

or zoned schools.

Knox County Schools provides a full time Homeless Liaison to work with and assist homeless children and their families. The Liaison provides ongoing sustainability in the program by ensuring that homeless children are immediately enrolled in school and receive the appropriate services and resources for which they are eligible. They are provided with school supplies and transportation to their schools of origin to help maintain stability in their educational services.

Knox County Schools offers various services throughout the year for the homeless population. Tutoring services are provided at two shelters enabling students to complete their homework assignments and improve their knowledge and comprehension. A four-week summer enrichment program is provided for rising 1st grade through rising 5th grade students. The students have the opportunity to participate in art, music, and dance activities, as well as, a scheduled field trip. Mornings are focused on math and reading in order to improve their academic performance and success.

Click HERE for more information.

UNDOCUMENTED AND UNACCOMPANIED MINORS

There are a variety of immigration statuses and students enter the United States in several different ways. Regardless of their official status, students who are undocumented have the same legal rights as citizens in terms of access to schooling and services.

Undocumented students are individuals who reside in the United States without formal legal permission. Some are visa holders who continue to live here after their visas expire. Others enter the U.S. without formal permission; there is no record from Customs or the Department of Homeland Security that they have entered the country or are living here because they did not request or receive permission from the government. For this reason, and due to the fact that they are typically unfamiliar with the U.S. systems and do not speak English, these students are extremely vulnerable and in need of additional support and services.

It is not uncommon for these minors to come to the U.S. by themselves and/or to live with extended family members once they are here; those students are considered to be unaccompanied minors and many would qualify as homeless students.

For information about enrolling undocumented students with limited English proficiency, please see the section labeled: **FROM OUT OF THE COUNTRY OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY**

STUDENTS IN FOSTER CARE

Best Interest Determination Process

Department of Children's Services (DCS) will notify the Knox County Schools' foster care point of contact when a student enters foster care and whenever there is a change in the child's living arrangement within (1) one day of the event.

Should the child's placement be outside of the current zoned school, a best interest determination will be made within (5) five school days to decide if the child will attend the school zoned for his or her foster care placement or continue to attend the school of origin.

The foster care point of contact at each school will assist in the scheduling and facilitation of a meeting to discuss the appropriateness of the current educational setting and distance from potential placements to the student's current school. The meeting participants might include:

- A representative from DCS;
- The district foster care point of contact;
- The educational decision maker for the child or youth;
- The school principal or designee;
- All other key partners for decision-making.

The team will determine the child's best interest for school placement by utilizing the best interest determination checklist during the meeting. The child will remain in school during this time, unless it is contrary to the child's best interest. The DCS representative has the flexibility to determine additional best interest factors.

Transportation

When the team determines that attending the school of origin is in the best interest of the child, a foster care transportation enrollment form will be completed and sent to the Student Support Services Supervisor.

Within (5) five school days of the best interest determination meeting, the school district must arrange permanent transportation services. The KCS and DCS points of contact must ensure that interim transportation is provided to the student during this period and develop a transportation plan. Interim transportation arrangements are used for a maximum of (10) ten school days: (5) five school days while the best interest determination is being made and (5) five school days while the permanent transportation plan is being finalized.

Transportation will be provided for the duration of the child's time in foster care as long as it continues to be in the child's best interest to remain in the school of origin. If the child exits foster care before the end of the school year, the transportation arrangement will be maintained through the end of the quarter in order to maintain the child's educational stability, whenever possible.

The transportation procedure for students in foster care does not modify the school district's separate

obligations to provide transportation for:

- Children in foster care who meet the definition of "homeless" under the McKinney-Vento Act;

- Children who have transportation written into their individualized education programs (IEPs) because of legitimate special education needs.

Where a school district is obligated to provide transportation as part of the child's IEP as a "related service" under IDEA, KCS will provide transportation for a student in foster care to attend his or her zoned school and will cover the cost of transportation to his or her school of origin if in the best interest of the child.

Along with the DCS point of contact, the district will develop a transportation plan for students in foster care examining existing transportation options that include:

- Adding or modifying a stop to an existing bus route;
- Dropping the child off at a school bus stop on the existing transportation system for the school of origin;
- Using public transportation, if the child is of an appropriate age and has or is able to acquire the skills to utilize such option;
- Having foster parents transport the child to school;
- Utilizing pre-existing bus routes or stops close to the new foster care placement that cross school district boundaries, such as bus routes for magnet schools or transportation for homeless students required by the McKinney-Vento Act;
- Providing transportation under another entitlement for which the child is eligible, such as IDEA;
- Providing a shuttle service.

EXCHANGE STUDENTS

Exchange students, with rare exception, use their semester or year in the United States for an experience abroad. A student is eligible for acceptance provided he/she is participating through an agency endorsed by the Council on Standards for International Educational Travel (CSIET) and is sponsored by an organization approved by Knox County Schools. Click here to view the approved list of Student Exchange Organizations for 2019-20. (Available after April 1, 2019)

The host family must reside in Knox County and provide proof of residency. Exchange students will only be accepted in grades 9-12. Generally, no more than two exchange students are enrolled in one school. Do not enroll any exchange student without first verifying the sponsoring organization has been approved by the Executive Director of Secondary Education.

Exchange students shall possess mastery of the English language to the extent that they can function in the school without the need for special help. Any who lack the necessary English skills will be subject to dismissal. Exchange students are ineligible for the English as a Second Language (ESL) program.

Knox County Schools view foreign student exchange programs primarily as the sharing of cultures. Therefore, the educational component shall be designed to enhance cultural experiences and not to produce high school diplomas. In keeping with this purpose, foreign exchange students accepted for enrollment shall be unclassified as to grade level and shall be scheduled into courses which, in the professional opinion of host school personnel, can lead the students into an understanding of American culture. Exchange students who satisfactorily complete a full schedule of prescribed courses will receive a Foreign Exchange Student Certificate.

DIRECTIONS WHEN ENROLLING STUDENTS FROM NON TRADITIONAL SCHOOLS

TDOE - NON-PUBLIC SCHOOLS

FROM AN OUT OF STATE NON PUBLIC SCHOOL

- Contact the school or check website to confirm accreditation;
- If accredited, all credits on the transcript will be accepted;
- If it is not an accredited program, grades and credits will be awarded consistent with KCS Home School procedures. (see below)

FROM MENTAL HEALTH FACILITIES

FROM MENTAL HEALTH FACILITY - IN STATE

Students in a Category 1-SP residential treatment facility (in-state) stay enrolled at their base school, they are not dropped from Knox County Schools.

FROM OTHER MENTAL HEALTH FACILITY

Day treatment, out of state, and other in-state (not 1-SP) placements:
Schools should coordinate with their social worker regarding other Mental Health student placements (Non Category 1-SP) to determine proper coding. If facility is not accredited, test for core, but accept elective credits.

FROM A CATEGORY 4 OR 5 SCHOOL

Students entering from Category 4 and 5 schools, as designated by the Tennessee State Department of Education, will be tested for credit. Students may be tested by taking and passing the final exam for each core course listed on a transcript from a Category 4 or 5 non-public schools. Upon passing the exam, credit may be awarded. If student demonstrates mastery on the exam, then the student's grade from his/her transcript will be entered on his/her Knox County Schools' transcript. KCS has the authority to award credit for high school courses completed at non-public middle schools based on demonstrated mastery of the subject matter, e.g., successful completion of mastery test or written exam or performance in subsequent courses. (instructions for awarding credit are on page 27-28 under Transferring Credit from TN Home School)

HOME SCHOOL STUDENTS

Home school students entering public schools are treated as students entering from other non-approved schools and are subject to State Board of Education Rule No. 0520-1-3-03(11). Students must be tested for placement or grade/class determination. The examination administered to students in grades 10-12 shall follow the procedures outlined in the section titled, "Transferring Credit From Home School Students", (page 27). Click HERE for more information.

HOME SCHOOLS - BOE #J-130

STUDENTS NOT ENROLLED IN ANY SCHOOL DURING THE CURRENT SCHOOL YEAR

Students enrolling after mid-point of the semester, who have not been enrolled in any school during the school year, may be placed in regular courses and an approved recovery credit program. The schools will work to provide the best solution to meet/match student needs. The individual teacher for that course will give students enrolling late, but before the mid-point of the semester, make-up work.

FROM AN ALTERNATIVE SCHOOL

- Check to make sure the student has completed the suspension
- Call the previous school if necessary
- Notify the principal

FROM OUT OF THE COUNTRY OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY

Contact the Welcome Center located at 535 Chickamauga Avenue. Visit the center or call 865.594.1720 to schedule enrollments. The following services are provided:

- Translators available *by appointment* for Spanish, Arabic, Chinese, Swahili, Kirundi, French and German speakers
- Enrollments completed for grades K-12 at one location
- An overview of KCS's policies regarding attendance, grades, and discipline including dress code and bullying
- Information regarding transportation to school (bus stops, number, and arrival time);
- Screening for ESL eligibility
- Information regarding community support services

STUDENT PLACEMENT

STUDENT ASSIGNMENT - BOE #J-151

The criteria for placement of students in the secondary school program should include the following sources:

- Scholastic achievement and aptitude test data
- Teacher recommendation
- Scholastic grades and credits
- Course offerings and competency requirements
- Career goals of the student
- Parent and student preference

MIDDLE SCHOOL PLACEMENT

The purpose of middle school is to provide for continued emphasis on the basic skills of learning and to assist students in making the transition from elementary school to high school. Middle school provides specialized instruction in language arts, mathematics, science, and social studies. A variety of exploratory courses such as art, band, orchestra, chorus, general music, physical education, health, computer, and other various other classes are also offered and vary by school.

HIGH SCHOOL PLACEMENT

The guiding principle for organizational framework at the secondary level is to provide support for tailoring educational opportunities to the interests, needs, and aptitudes of the individual student.

OUT-OF-DISTRICT STUDENT TRANSFER TO THE REGIONAL STEM ACADEMY

The Knox County Board of Education established a regional Science, Technology, Engineering and Mathematics (STEM) school, the L&N STEM Academy (hereinafter "the Academy") in 2011. The Academy began as a high-quality, rigorous, stand-alone Knox County magnet school focused on the STEM disciplines and particularly on the use of technology as a learning tool.

The Academy is not a comprehensive high school, and does not offer all educational services to all students. Rather, the Academy endeavors to provide opportunities not otherwise available to Knox County students and students from outside the district as provided for in this policy.

The Academy is a regional school designed to provide students from the East Tennessee region access to courses that will prepare them for work or study following graduation and offer opportunities not otherwise available to students from small, rural districts due to funding constraints, staff limitations, scheduling constraints, and distance from higher education institutions. As such, the Academy has no defined zone and enrolls both students from within the district as well as a limited number of students from outside the district. For more information, click below.

OUT-OF-DISTRICT TRANSFERS TO STEM ACADEMY - BOE #J-154

ADULT EDUCATION

Knox County Schools no longer provides Adult Education or Adult Evening High School. Learn how you can earn your High School Equivalency (HiSet) in Tennessee. Click **HERE** for more information regarding the HiSet Test.

Adults can get a high school diploma by taking the High School Equivalency Test (HiSET). Tennessee offers free Adult Education classes and testing in every county of the state.

For more information call 865-594-0320 or 1-844-323-7323
Or contact TCAT Knoxville/District 2
1100 Liberty Street
Knoxville, TN 37919

pam.stubbs@tcatknoxville.edu

Click HERE for more information.

ATTENDANCE

Attendance is a key factor in student achievement; therefore, students are expected to be present each day that school is in session. Parents have both a legal obligation and a moral responsibility to see that children are present every day that school is in session.

The Director of Schools shall establish and maintain an attendance program designed to ensure all school age children attend school and that alternative program options are available for students who do not meet minimum attendance requirements. This program shall be designed so that it addresses and adheres to all statutory and regulatory requirements established by the State of Tennessee. School administrators and faculties are expected to develop programs and practices to achieve or exceed student attendance goals established by the State Board of Education. For these reasons, the Knox County Board of Education has adopted the following policy on student absences:

Acceptable (excusable) conditions for students being absent from school include:

- Personal illness, injury and hospitalization
- Illness in the family temporarily requiring help from the child;
- Death in the immediate family
- Recognized religious holidays regularly observed by persons of the student's faith;
- Verifiable family emergency
- Court appearances for summons, subpoena or court order
- Students who are pregnant are excused from school for hospitalization and doctor's appointments when a physician's statement is provided. If a student is participating in a homebound program due to pregnancy, the homebound teacher will maintain attendance documentation
- Juniors and seniors are allowed two (2) days per year for college visits. These will be counted as excused absences. Visits must be arranged through the school counseling office
- Students participating in school-sponsored activities whether on or off-campus shall not be counted absent. In order to qualify as "school sponsored," the activity must be school-planned, school-directed, and staff -supervised
- Extenuating circumstances determined on a case-by-case basis

For students with a parent or guardian who is deployed as a member of the United States Armed Forces, the following excuses shall apply provided the student furnishes appropriate documentation of the service member's deployment:

- An excused absence for one day when the member is deployed
- An excused absence for one day when the service member returns from deployment
- Excused absences for up to 10 days for visitation when the member is granted rest and recuperation leave and is stationed out of the country.

Any absence not complying with the above reasons for excused absences will be considered as unexcused. Examples of unexcused absences are: family vacations taken during the school year and "senior skip day".

The principal or designee shall be responsible for ensuring the following:

- Attendance is checked and reported daily for each class.
- Student tardies and early dismissals are recorded on sign-in/sign-out sheets.
- Written excuses are submitted for absences and tardiness.
- If necessary, verification is required from an official or other source to justify absences.
- System-wide procedures for accounting and reporting are to be followed.
- Out-of-school suspensions (OSS) are not reported as an unexcused absence and are not a chargeable offense for truancy in Juvenile Court.
- Students in a homebound program are not marked absent from school. The homebound teacher records attendance for homebound students.

Excuses for absences must be made in writing to the principal or administrative designee by a parent or guardian and must be submitted within five (5) days of the student's return to school. All absences, and/or corrections to absences must be recorded within the respective 20-day attendance-reporting period or no later than ten (10) days following the end of each 20-day attendance-reporting period.

Parent or guardian shall be notified each time a student has five (5) days (aggregate) of unexcused absences and that attendance at school is required. Additional notices shall be sent after each successive accumulation of five (5) unexcused absences.

Upon or before five (5) days of unexcused absences, the principal or designee shall notify the director of schools or designee and initiate meaningful communications with the student and their parent/guardian. The school shall attempt to determine the underlying cause(s) of the unexcused absences. When appropriate, a plan to improve school attendance should be initiated for the student.

Upon or before ten (10) days of unexcused absence, the principal or designee shall attempt to meet in person with the student and/or their parent/guardian, develop or refine the attendance plan, and provide necessary supports and services to improve school attendance. The principal or designee shall maintain documented attempts to meet with the student and their parent/guardian and the resulting attendance plan.

Parent/guardian of a student with excessive (more than 5) absences may appeal the absences. Whenever possible, attendance issues should be resolved at the school level. Parents/guardians who wish to appeal a student's excessive (more than 5) absences shall communicate their appeal to the school principal. At the appeal, the principal will provide the parent/guardian written notice of the unexcused absences and the parent/guardian will have the opportunity to be heard. The burden of proof rests on the student or the parent/guardian.

ATTENDANCE - BOE #J-120

ATTENDANCE GUIDELINES

Faculties shall encourage student attendance and completion of classroom assignments according to the following guidelines:

Assuring Quality Classroom Experience
Maximum effort shall be made in all classroom settings to provide a quality learning experience for each individual and to ensure that each day's class time is important.

Emphasizing Regular Attendance

Teachers shall inform students that time on task is essential to learning, that instruction loses context with lapse of time, and that, if students are absent from class, work that has to be made up outside of the regular classroom environment does not provide the same opportunity for learning as the regular class time.

Making-Up Assignments

If a student must be absent from school for any reason, excused or unexcused up to ten (10) days, upon returning to school, he/she shall be given the opportunity to make up any and all assignments that were missed during the student's absence. The student must request make-up assignments within three (3) days after returning. Teachers shall set a reasonable time for the completion of the work. Failure of a student to initiate a request for make-up work within three (3) days will result in lost opportunity for credit for that assignment.

Suspended/Expelled Students

Students who are suspended or expelled from school for more than ten (10) days shall be offered placement in the Alternative School Program for the duration of the suspension or expulsion, unless the student is considered to be a danger to the school community.

Students who refuse Alternative School placement, or are dismissed from the Alternative School Program early for any reason, or have been considered a danger to the school community shall not be given the opportunity to request make-up assignments.

Students who are denied the opportunity to receive make-up assignments may appeal to the School Attendance Review Committee, then to the Director of Schools and Board. The Director of Schools will establish an administrative procedure to govern this appeal process.

In order to be counted present on any and all accounting attendance records, students in grades K-12 shall attend school for a time period of three (3) hours and thirty (30) minutes per school day. Students who attend less than three (3) hours and thirty (30) minutes per school day shall be recorded and reported as absent on any and all attendance records.

Students participating in school-sponsored activities whether on or off campus shall not be counted absent. In order to qualify as "school-sponsored," the activity must be school-planned, school-directed, and teacher-supervised.

Mass exodus or early dismissal or late arrival of all students or any segment of students shall not be permitted for any reason except for emergencies such as inclement weather or other unavoidable situations, unless instruction time is made up in full.

Student attendance records shall be given the same level of confidentiality as other student records.

COMPULSORY ATTENDANCE

Parents, guardians, and other persons with parental rights, with legal responsibility of any child or children between the ages of six (6) and seventeen (17) years, both inclusive, shall be responsible for their attendance in a public or non-public school. In the event of failure to do so, the parents, guardian, or other persons will be subject to the penalties provided in the Compulsory School Attendance Law.

Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school. Under certain circumstances the Board may temporarily excuse students from complying with the provisions of the compulsory attendance law. Pregnancy shall not constitute a reason to be exempted from compulsory school attendance.

The compulsory attendance law *shall not apply* to the following:

- Children mentally or physically incapacitated to perform school duties, such disabilities to be attested by a duly licensed physician in all cases
- Children who have completed high school and hold a high school diploma
- Children temporarily excused from attendance in school under rules and regulations promulgated by the state board of education, which rules and regulations shall not be in conflict with TCA § 49- 6-3001
- Children six (6) years of age or under whose parent or guardian have filed a notice of intent to conduct a home school as provided by TCA § 49-6-3001 or who are conducting a home school as provided by TCA § 49-6-3050

- Children who have attained their seventeenth (17th) birthday and whose continued compulsory attendance, in the opinion of the Board of Education in charge of the school to which the children belong and are enrolled, results in detriment to good order and discipline and to the instruction of other students and is not substantial benefit to the children.

COMPULSORY ATTENDANCE - BOE #J-122

EXEMPTION TO FULL TIME ATTENDANCE

Principals and/or parents may request an exemption to full time attendance for a student for the following reasons:

- Dual enrollment
- Experiential Learning – Internship or other work related experience; (Principal approval required)
- Hardship. (Principal approval required)
- The school principal has the authority to revoke the Exemption to Full Time Attendance if the student incurs 5 or more unexcused absences or if the student's grades fall below a "C."

MENTAL HEALTH FACILITY IN STATE OR OUT OF STATE

In state residential treatment facilities are State Category 1-SP school. These students are never dropped from Knox County. They stay enrolled with us. Sites that are out of state, not on the approved Residential list, or are Day programs, fall into a different classification all together.

WITHDRAWAL FROM A KNOX COUNTY SCHOOL

Students shall notify their teacher(s) and/or principal when it is known that they will be withdrawing from school. Students under 18 years of age must be withdrawn by their parent (custodial) or legal guardian.

If a student drops a class or withdraws from school during a grading period, each teacher will record on the withdrawal form, grade sheet, and permanent record the grade letter and/or numerical equivalent attained as of the date of withdrawal.

The principal or designee shall ensure that all information is completed on a student's record before a transcript is sent to another school.

TRANSFER TO OUT-OF-ZONE SCHOOL

Knox County Schools have specific zones set up for school attendance. Knox County students must attend the school in the zone where their legal parents/guardians reside unless granted an approved transfer. If a parent would like for their child(ren) to attend a school outside his or her zone beginning in the upcoming school year, a transfer must be granted. An approved transfer is valid through terminal grade of the school, (K-5, 6-8, 9-12). If approved, parents will be responsible for transportation and shall accompany their student(s) to the school for enrollment/registration.

A student transfer may be recommended for revocation for good and sufficient reasons, such as:

- Attendance
- Discipline
- Lack of academic progress

During the school year students may also be placed in a school outside of their zoned school by the Superintendent for the following reasons:

- Safety
- Welfare of the student
- Programming

Transfer Application

Only the student's parent or guardian may apply for a transfer on behalf of the student. The Director of Schools has established a transfer procedure that will provide transparent and equitable opportunity for transfer to all applicants.

If a transfer application is not made at the proper time, or is denied, students shall report to their base school at the beginning of the new school year.

Click HERE to view more KCS Transfer Information

General Conditions Regarding Transfers

Transportation ***will not*** be provided by Knox County Board of Education. Unless so stated, transportation shall be the responsibility of the parents, guardians or students.

All transfers are subject to limitations of available capacity. Determinations of capacity will take into consideration physical space available, program offerings and the staffing level established under the school.

Any out-of-zone or out-of-district student in grades 6-12 found to be enrolled in or attending a school other than their base school without an approved transfer shall be returned to the appropriate base school at the end of the semester in which the violation is discovered. Students in grades K-5 shall return to their base school at the end of the nine week grading period in which the violation was discovered. If the wrongful transfer or enrollment is believed to have been a willful action on the part of a parent or guardian, the Director of Schools may pursue action under the provisions of the Tennessee Code Annotated.

Approved general transfers are generally effective through the terminal grade of the school to which the student is assigned. Students granted transfers will be expected to maintain an appropriate academic, disciplinary and attendance record at the receiving school. If a student does not meet these expectations, the principal of the receiving school may request that the transfer be revoked and the student be returned to the base school. The Director of Schools or his designee shall review, and approve or deny any principal's request to revoke a student transfer. Students who are directed to return to their base school shall do so at the end of the semester, unless the Director of Schools determines it is in the best interest of the student and/or the school system to do otherwise.

Appeal – The school system's decision in the selection of request school for students applying for Magnet or courses not offered in their base school are not appealable. Parents/guardians may appeal all other transfer decisions to school officials in the following order:

1. Supervisor of Enrollment
2. Appeals Committee
3. Director of Schools
4. Knox County Board of Education

TSSAA Restrictions

Students who participate in TSSAA governed sports and transfer may lose athletic eligibility for one year.

STUDENT TRANSFERS WITHIN THE SYSTEM - BOE #J-152

STUDENT SUPPORT SERVICES

SCHOOL SOCIAL WORK SERVICES

(BOE #J-196 REVISED 11/2017)

Each school shall provide a social service program for all students through the cooperative efforts of the principal, teachers, and school social worker. The program of social services shall reflect responsibility for attendance and school/home problems that adversely affect pupil progress. The school social worker may be involved in the following ways:

- Improve communication between the school and the home
- Act as a child and family advocate and provide liaison services between agencies and the school and parents
- Provide necessary information to families on services available and methods of obtaining such services
- Make home visits where a lack of information exists with reference to a child's problems
- Work closely with Juvenile Court concerning excessive absence cases and other school related matters
- Maintain close contact with Department of Children's Services concerning child abuse, neglect, and dependency cases
- Work closely with IEP Teams and act as a member of those teams upon request
- Provide information on community agencies and resources
- Process referrals for emergency food and/or clothing.

STUDENT SUICIDE PREVENTION

(BOE #J-580 New 1/2017)

Knox County Schools is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement.

Faculty and staff are expected to be proactive in maintaining a safe and supportive learning environment and to immediately report to the building principal any indications that a student may be in danger of harming himself/herself or others.

Students are strongly encouraged to report if they, or another student, are feeling suicidal or in need of help. A summary of available resources shall be annually updated and posted for students.

PREVENTION

All district employees will participate in an annual in-service training in suicide prevention. The training shall include, but is not limited to, the identification of risk factors, warning signs, interventions and response procedures, referrals, and postvention strategies.

The Executive Director of Student Support Services is responsible for planning, coordinating and monitoring the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact for issues relating to suicide prevention and policy implementation.

INTERVENTION

Any employee who reasonably believes that a student is at imminent risk of suicide shall report such belief to the principal or designee.

Indications that a student is at imminent risk of suicide include, but are not be limited to the following:

- Evidence of suicidal ideation
- Evidence of a suicide attempt
- An act of self-harm.

A student may also complete a student self-referral if he or she feels at risk of suicide.

A student should report to a staff member if they believe another student is at imminent risk of suicide. This report should be investigated by staff. Upon notification, the principal or designee shall ensure the student is placed under continuous adult supervision. A Suicide Threat Assessment will be completed by a school counselor, school psychologist or social worker.

Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The principal or designee shall contact the Executive Director of Student Support Services immediately.

Prior to contacting the student's parent/guardian, the Director of Schools or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Children's Services shall be contacted.

If appropriate, the principal or designee shall contact the student's parent/guardian and provide the following information:

- Inform the parent/guardian that there is reason to believe the student is at risk of suicide
- Inform the parent/guardian if emergency services were contacted
- Inform the parent/guardian of the results of the Suicide Assessment
- Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student
- Provide the names of community mental health counseling resources if appropriate.

The Director of Schools or designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of 16 and the parent/guardian refuses to seek appropriate assistance, the Director of Schools or designee shall contact the Department of Children's Services.

If the student is 16 years of age or over and refuses to seek appropriate assistance, the Director of Schools or designee shall contact the Department of Children's Services.

The principal or designee shall document the incident, including contact with the parent/guardian, by recording:

- The time, date and circumstances which resulted in the student coming to the attention of school officials
- A timeline of the specific actions taken by school officials
- The parent/guardian contacted, including attempts
- The parent/guardian's response
- Time and date of release of student to authorized individual.

ANTICIPATED FOLLOW-UP AND SAFETY PLAN

Schedule safety plan review date as appropriate. Prior to a student returning to school, the principal and school counselor and/or school psychologist shall meet with the student and his/her parent or guardian in order to develop a safety plan. A school support team shall convene to determine if additional evaluation and/or supports are needed. The principal will identify an employee to periodically meet with the student to monitor his/her safety and address any problems or concerns with re-entry.

POSTVENTION

Immediately following a student suicide death, the school or district crisis team shall meet and develop a postvention plan. At a minimum, the postvention plan shall address the following:

- Verification of death
- Preparation of school and/or district response, including support services
- Informing faculty and staff of a student death
- Informing students that a death has occurred
- Providing counselors to support students, faculty and staff at the school
- Providing information on the resources available to students, faculty and staff.

The crisis team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements.

CHILD ABUSE AND NEGLECT

(BOE #J-400 Revised 11/2017)

In accordance with Tennessee Law, Knox County Schools acknowledges its responsibility to require employees to immediately report cases of verified or suspected child abuse and neglect.1 Individuals who have reasonable cause to know or suspect that any child has been abused or neglected are, by statute, responsible for immediately reporting such suspicions directly to the Department of Children's Services.

All Knox County Schools personnel are required to immediately report suspected child abuse or neglect. The information should include, to the extent known by the reporter, the name, address, telephone number of the child and parents or guardian, birthdate (age) of the child and present whereabouts of the child, if not at home. The following procedures for reporting cases are designated:

Suspected child abuse and/or neglect by someone other than a Knox County Schools employee:

- The employee must immediately report the suspected child abuse or neglect to: a) The Department of Children's Services (DCS) or the Chief Law Enforcement Officer. (b) The school principal or other appropriate school administrators; and (c) Knox County Schools Security Department

- A Knox County Schools Suspected Child Abuse and Neglect Referral form should be completed and maintained separately from the educational record in a secured location designated by the principal. The principal shall notify the social worker to serve as the liaison to the Department of Children Services. b. Suspected child abuse and/or neglect by a Knox County Schools employee. (1) The employee must immediately report the suspect child abuse or neglect to: (a) The Department of Children Services (DCS) or the Chief Law Enforcement Officer; (b) The school principal, Human Resources, or other appropriate system administrators.

- After waiting twenty-four (24) hours (i.e. business day) from the initial reporting, the Principal, in conjunction with the Human Resources Department, shall begin the investigation via a team approach. Determination of the team members shall be made on a case-by-case basis, which would be sensitive to gender issues.

- A copy of Knox County Schools' documentation for reporting procedures shall be sent to the local court system, the law enforcement agencies, and the Department of Children Services.

Additional requirement if the abuse occurred on school grounds or while the child was under the supervision or care of the school:

- If the abuse occurred on school grounds or while the child was under the supervision or care of the school, then the principal or other person designated by the school shall verbally notify the parent or legal guardian of the child that a report pursuant to state statute has been made and shall provide other information relevant to the future well-being of the child while under the supervision or care of the school.

- The notice shall be within 24 hours from the time the report is given to the Department of Children's Services, judge, or chief law enforcement officer. In any event the notice shall not be given to any parent or legal guardian if there is reasonable cause to believe that the parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse.

- Once the notice is given, the principal or other designated person shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent, with the information redacted to protect the confidentiality of the identity of the person who made the report and any other person whose life or safety may be endangered by the disclosure and any information made confidential pursuant to federal or state law. The information and records described herein shall not include records or documents of other agencies. By law, the person reporting in good faith shall be immune from any civil or criminal action and his/her identity shall remain confidential except when the juvenile court determines otherwise.

- In cases of suspected abuse and/or neglect, the law requires the school system to provide all school records to the Tennessee Department of Children's Services, juvenile court judge, or the police if requested. This includes any surveillance videos depicting suspected child sexual abuse instances on Knox County Schools property, on a school bus, or at Knox County Schools-sponsored events. Parental permission is unnecessary as the Family Rights and Privacy Act (FERPA) creates an exception for information released "in connection with a health or safety emergency". The alleged perpetrator of the child abuse or neglect should not be notified that a report of abuse has been made or that there is a pending investigation unless compelling reasons exist to do so.

EARNING CREDITS

TRANSFERRING CREDIT FROM ACCREDITED SCHOOLS

Students transferring from any state, regionally, or nationally accredited school will have all credits accepted in full. A student transferring from one Knox County School to another or from any state, regionally, or nationally accredited school to a Knox County high school will have his/her credit status determined by the number of credits attempted. Students from outside KCS must provide a current transcript. Students may provide a report card or verbally indicate courses in which they are currently enrolled for course placement purposes.

The weighted grade from another high school will be used in calculating the GPA IF the equivalent course is offered in Knox County Schools.

TRANSFERRING CREDIT FROM SCHOOLS WITH DIFFERENT SCHEDULING CONFIGURATIONS

Because of varying scheduling configurations in high schools, conversion guidelines have been established to calculate the number of credits required for graduation. The total number of credits required for graduation will be four fewer credits than the maximum number of credits available during the four years (beginning in the ninth grade). Appropriate conversions will be made for students who transfer into KCS from districts using a different grading scale or credit configuration.

TRANSFERRING CREDIT FROM TENNESSEE HOME SCHOOL

Check non-public list and the approved on-line list.

Students entering from Category 4 and 5 schools, as designated by the Tennessee State Department of Education, will be tested for credit. Students may be tested by taking and passing the final exam for each core course listed on a transcript from a Category 4 or 5 non-public schools. Upon passing the exam (see "Credit" section below), credit may be awarded. If student demonstrates mastery on the exam, then the student's grade from his/her transcript will be entered on his/her Knox County Schools' transcript. KCS has the authority to award credit for high school courses completed at non-public middle schools based on demonstrated mastery of the subject matter, e.g., successful completion of mastery test or written exam or performance in subsequent courses.

Testing

Home school students stating they have earned a credit in English, math, science, social studies and wellness shall be administered a Knox County EOC/mastery test in each specific course they are requesting that credit be given. Home school students for which transcripts state they have earned a credit in world language shall be administered the Knox County EOC/mastery test for the highest level of language for which they are requesting credit be given. (Ex. A student who has earned a credit in French I and II will be given the French II EOC)

Credits

Grades and credits from elective courses that do not require a state or local EOC will be transferred from the home school transcript directly.
Credits/grades for courses in English, math, science, social studies, and wellness shall be determined as follows:

- Students scoring 85 or above on the EOC/mastery test for a course will be granted credit, and the grade for the course will be taken from the home school transcript.
- A student scoring below 85, but not lower than 60 on the EOC/mastery test, may appeal to the school principal, in conjunction with the content supervisor, for consideration of credit/grade for the course.

Credits/grades for world language will be determined as follows:

- Students scoring above 70 on the EOC/mastery test will be granted credit for the course level of the EOC and any levels below it. (EX. A student taking the French II EOC and scoring a 70 or higher will be given credit in French II and French I). The grade for the course(s) will be taken from the home school transcript.

- Students scoring below 70 on an EOC/mastery test above the first year of language will be given the opportunity to take the EOC the next level down. If the student scores 70 or higher on the EOC/mastery test for the next level down, credit will be granted for that level and the grade will be taken from the home school transcript.

The same appeal process may be used for students scoring between 60 and 69 on a world language EOC/mastery test. Students who have taken the EOC/mastery test can submit their official scores for consideration of credit to the Director of Secondary Education.

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

Students in a KCS middle school who successfully complete a course and the EOC/mastery test in a class taught using the high school curriculum standards earn high school credit. The grade earned will be posted on the high school transcript and calculated in the high school GPA.

For students who attended a middle school whose academic record/transcript indicates a high school course was taken in middle school, the determination of posting high school credit will be as follows:

KCS will honor the sending school district's policy, providing it is an accredited school.
If the sending school/district's policy was not to award credit, KCS will not award credit.

If parents want the credit to post, the following procedure may be followed to award pass/fail credit.

Procedure: If no middle school transcript exists, contact the middle school and request documentation of the high school course completed and the grade earned. Additionally, seek clarification for the sending school/district's high school posting procedures (e.g., are grades posted on the high school transcript? If posted, are they calculated in the high school grade point average?).

If determination is made that a student does not receive high school credit, a parent may request that the student be tested in order to receive that credit. See procedure below.

Procedure: A student must take a Knox County EOC/mastery test and receive a passing score as listed below:

Credits/grades for courses in English, math, science, social studies, and wellness shall be determined as follows:

- Students scoring 85 or above on the EOC/mastery test for a course will be granted credit on a P/F basis.
- A student scoring below 85, but not lower than 60 on the EOC/mastery test, may appeal to the school principal, in conjunction with the content supervisor, for consideration of credit/grade for the course.

Credits/grades for world language will be determined as follows:

- Students scoring above 70 on the EOC/mastery test will be granted credit (Pass/Fail) for the course level of the EOC and any levels below it. (EX. A student taking the French II EOC and scoring a 70 or higher will be given credit in French II and French I).

- Students scoring below 70 on an EOC/mastery test above the first year of language will be given the

opportunity to take the EOC the next level down. If the student scores 70 or higher on the EOC/mastery test for the next level down, credit will be granted for that level on a Pass/Fail basis.

The same appeal process may be used for students scoring between 60 and 69 on a world language EOC/mastery test. Students who have taken the EOC/mastery test can submit their official scores for consideration of credit to the Director of Secondary Education.

- The subject area department chair at the high school will provide to the high school counselor an EOC review or practice questions.
- The high school counselor will administer and proctor the exam, and the subject area department chair will grade the exam.
- Upon receiving documentation from the subject area department chair, the course and grade of Pass/Fail will be entered into the student's academic history, semester one of the ninth grade year. A copy of the documentation will be filed in the student CR. The credit earned will be pass/fail.

High School Credit-Bearing Courses Earned In KCS Middle Schools

High school credit-bearing course offerings vary for middle school students based on availability. Course offerings may include the following:

- Honors Algebra I/Integrated Math 1
- Honors Geometry/Integrated Math 2
- Honors Algebra II /Integrated Math 3
- Honors Physical Science
- Honors Biology
- World Languages
- High School Credit CTE Courses

Any middle school student enrolled in Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Physical Science, and Honors Biology must take the state-mandated End-of-Course (EOC) assessment during the spring semester.

The State High School Policy requires students to take a mathematics course each year while in high school.

Course Prerequisites

Many KCS courses have prerequisites. These prerequisites must be honored unless a student petitions and the ensuing conversations with school representatives indicate that an exception should be made. This exception will be based on the student data and/or the student's Individualized Education Plan (IEP).

Repeating Failed Courses

With the principal's permission, students may repeat courses on a space-available basis under provisions set forth in this policy. Courses previously failed may be repeated in summer school or during the regular school year.

REPEATING HIGH SCHOOL COURSES - BOE #I-350

(Revised 12/2017)

Repeating Passed Courses

Courses passed within a sequential subject may not be repeated after the student has received a passing semester grade in the next course. (For example: the student may not repeat Spanish I after receiving a passing grade in the first semester of Spanish II.)

Computation Of Credits And Grade Points

When a course is repeated, the higher of the grades shall be computed in the GPA and all course attempts will remain on transcripts as part of the cumulative record . The numerical grades earned in middle school courses taken for high school credit will appear on the student's high school transcript and will be calculated in the student's cumulative grade point average

New Credit

Students who wish to supplement their traditional program may earn first time credit through online learning, summer school or Dual Enrollment. Students desiring to earn new credit must have the approval of the Principal.

CREDIT EARNED OUTSIDE THE BASE HIGH SCHOOL*

(BOE #I-122 Revised 3/2016)

High school course credit (i.e. e-learning courses, distance learning courses, etc.) earned outside the district shall be accepted only with prior written permission of the high school principal and only within the following limiting conditions:

- Institution awarding course credit is accredited by the state or by a state-approved accrediting agency.
- Makeup credit may be allowed for a failed course that will enable the student to graduate with his/her class.
- New course credit may be allowed only in the case of a student who, for reasons beyond the student's control, is unable to schedule the course in the base high school, or the new course credit will enable the student to graduate with his/her class.
- Credit should be allowed only for courses which provide a final examination covering all terminal objectives of the particular curriculum framework of the Tennessee Department of Education.
- All financial costs associated with the course work will be assumed by the student.
- Enrollment for courses outside the district must be in addition to the minimum number of school courses in which the student is required to be enrolled at all times.

Upon receipt of the course grade transmitted directly from the granting institution, the receiving high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy.

*This does not apply to DE courses taken through Knox County Schools DE partners.

QUEST PROGRAM

The QuEST (Quality Education for Students using Technology) is an opportunity for our students to engage in courses via distance learning. Courses are offered in both *synchronous* (real time; face-to-face) and *asynchronous* (online classes with teacher recorded materials) formats. We continue to offer courses that students may not be able to access at their base school. More information and a current catalog can be found on the QuEST website.

CREDIT RECOVERY

CREDIT RECOVERY

(BOE #I-351 Revised 8/2017)

Credit Recovery is a course-specific, skill-based, extended learning opportunity for students who have previously been unsuccessful in mastering the content or skills required to receive course credit or earn promotion. Its primary purpose is to help students who encounter situations beyond their control (i.e. illness, death of a family member, family issues, etc.), stay in school and graduate on time.

Preparing To Assign A Student To Credit Recovery

The counselor will determine which students need new/recovery credit. When that determination is made, a meeting with the counselor, an administrator, and the student should be scheduled. A parent and/or teacher may also be included. The meeting may be with individual students or groups of students as determined by administrator and/or counselor. As a result of this meeting, a decision will be made as to whether or not the student will be assigned to credit recovery.

Other considerations would include:

- Has the student already taken the state EOC? (if applicable)
- Does this student possess skills to assist him in being successful in recovery credit or should he simply be enrolled to repeat the class?
- Has the student signed a contract?

Students who enter KCS from a school system that awards half credits will be allowed to use recovery credit in order to earn the additional half credit to complete the course. The student will then complete all course modules and quizzes for which he has not tested out, as well as take the end of course test after completion of all modules.

In cases where the teacher objects to the student taking a credit recovery course, a school support team shall be convened to make a final determination of the student's eligibility. The majority of the school support team should be comprised of classroom teachers who are familiar with the student's current level of academic performance.

Student athletes who intend to compete at the collegiate level should not take recovery/online credit; instead, they should repeat the class in the regular classroom setting.

ADMISSION AND REMOVAL

Students may be eligible for credit recovery if they meet the following criteria:

- The student's parent or legal guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse may not accept credit recovery courses for credit;
- The student has previously taken an initial, regular section of the proposed course, received a grade of not less than fifty percent (50%), and the teacher of record for the failed course has no objection;
- In cases where the teacher objects to the student taking a credit recovery course, a school support team shall be convened to make a final determination of the student's eligibility. The majority of the school support team should be comprised of classroom teachers who are familiar with the student's current level of academic performance.

If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive full credit for the course until they have enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

Student progress will be evaluated at the end of each semester. Students may be removed from credit recovery if they are not making adequate progress. Knox County Schools shall track and designate students enrolled in credit recovery courses and programs in compliance with state guidelines.

INSTRUCTION

1. Credit recovery teachers of record must be endorsed and certified in any content area(s) for which they teach or otherwise facilitate credit recovery courses.
2. Credit recovery teachers of record must work closely with credit recovery facilitators on class content and instruction.
3. Credit recovery facilitators will receive training with regard to the credit recovery course organization, online instruction management, and related technology.
4. All credit recovery courses shall align with Tennessee's current academic standards for the relevant course content areas
5. All credit recovery courses shall be able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.
6. Credit recovery content may be delivered through instructional technology.
7. Students in credit recovery programs shall:
   - Complete a course skill-specific diagnostic exam to determine skill-specific goals;
   - Meet individual skill-specific goals in a flexible time frame as established by student need;
   - Master all individualized skill-specific goals as established by the diagnostic process in order to receive credit.

8. Students may earn no more than 7 credits in credit recovery courses;

9. Students may enroll in no more than 2 credit recovery courses at one time.

End Of Course Assessment

The following applies for students enrolled in credit recovery courses that have a state EOC:

1. If a student has already taken the state EOC and made a grade of 65% or above, that score may be used for final calculation of the credit recovery grade.
2. If there is no EOC score on record, the student is required to take the state EOC upon completion of the course.

For credit recovery courses that do not have a state EOC, students will take a mastery test upon completion of the course content.

Grade Calculation

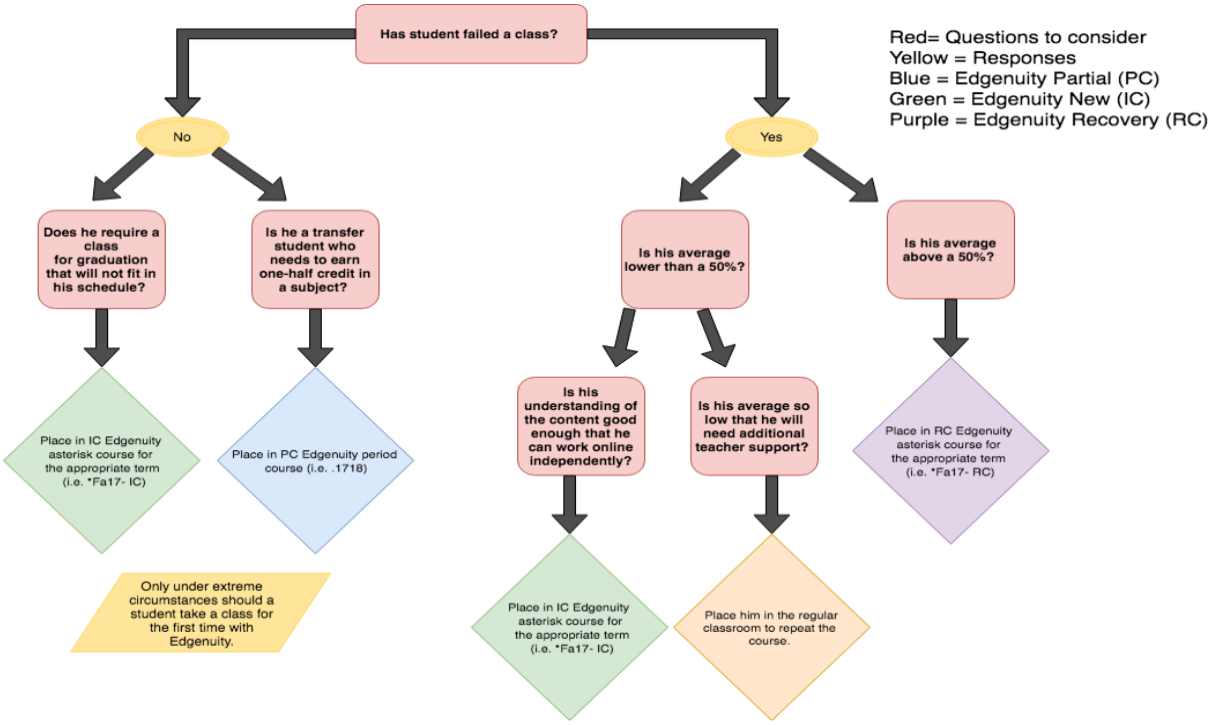
The final grade for credit recovery courses must include the original failing grade in the calculation and the transcript must denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript.

The final grade will be calculated as follows: Final grade = 25% from the original grade, the EOC percent will match the percentage used for all other courses, and the remaining percentage comes from the average of credit recovery activities and quizzes. Here is a helpful chart for calculating initial v. recovery credit for state

or local exams when using Edgenuity.

New Versus Old Credit

If a student fails a class with an average of 50 or below, that student may be placed in a regular class *or* he may be placed in recovery credit for *new* credit. This student *cannot* take the pre-test and opt out of any of the course. When taking a course for new credit, the student must complete it from beginning to end. If a student fails a class with an average above 50, he will be placed in credit recovery. He will then take the pre-test to determine gaps in learning *or* the student has the option of taking credit recovery for new or old credit. This student will need some guidance in making this decision.



HONORS AND ACCELERATED COURSES

Local education agencies may elect to offer honors courses. Local education agencies electing to offer honors courses will ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below.

FRAMEWORK OF STANDARDS FOR HONORS COURSES

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

Additionally, an honors course shall include a minimum of five of the following components:

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

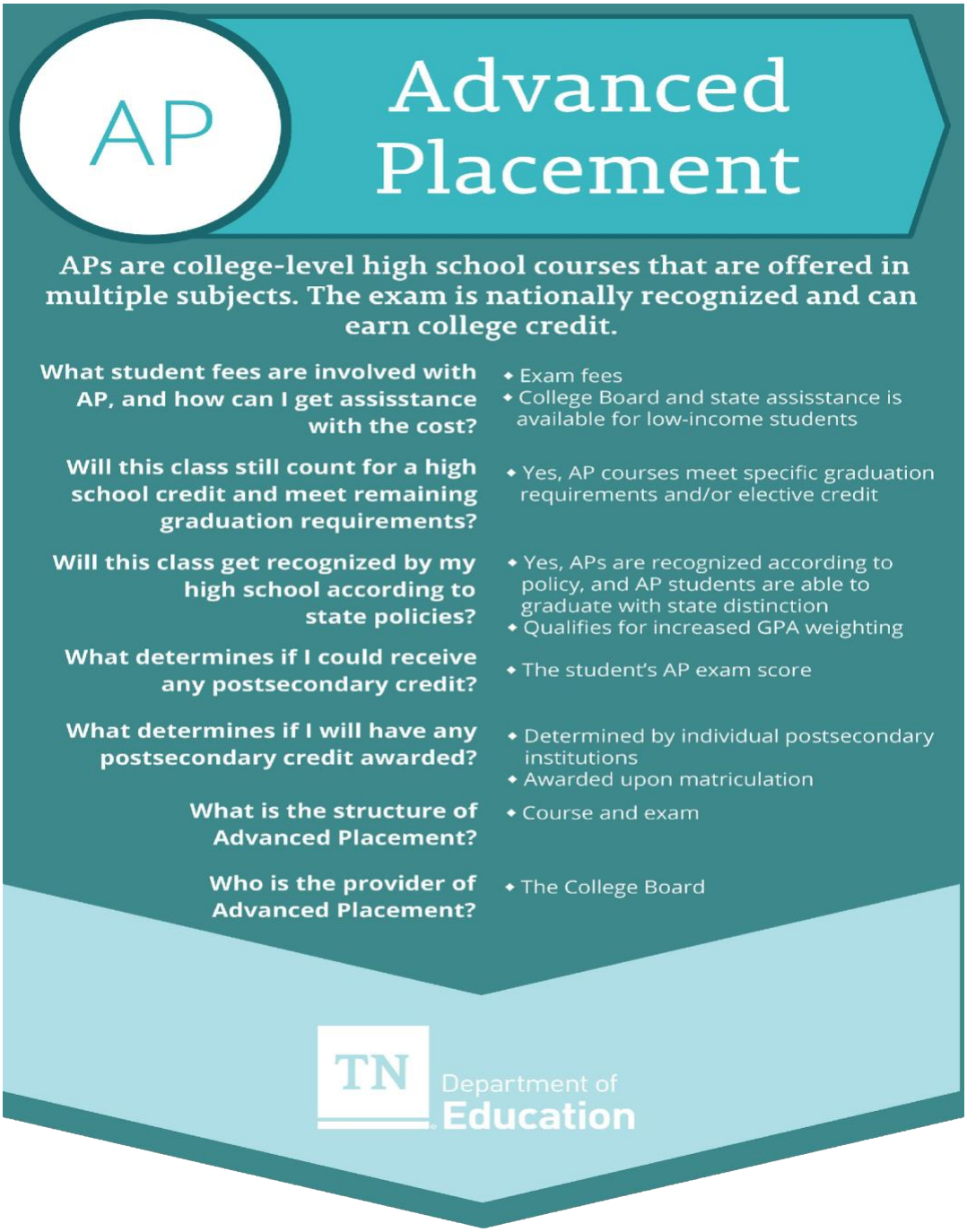
All course types, which meet the above framework, will be classified as Honors, eligible for additional percentage point weighting.

If Honors courses and courses that offer National Industry Certification are offered, the local education agency shall annually approve the list of such courses. This list of National Industry Certification courses and of approved Honors courses with a complete syllabus for each course shall be approved by the local education agency and made readily available to the public.

ADVANCED PLACEMENT (AP) PROGRAM

A cooperative educational endeavor between secondary schools and colleges/universities, the Advanced Placement (AP) Program allows students to experience rigorous college-level courses while still in high school. AP course guidelines have been developed and published by the College Board in more than thirty courses. Based on their performance on the AP exams in May, students may earn advanced placement and/or credit at a college or university, depending on their recognition policies. To ensure that AP courses meet or exceed expectations established by college and university faculty, each AP teacher must submit a course syllabus to the College Board for approval through the AP Course Audit process. Only authorized courses may be listed as "AP" on student transcripts**.**

TDOE - ADVANCED PLACEMENT



INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

(Currently available only at Bearden Middle in Partnership with West High)

What Is The Middle years Programme?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11 -16 by the International Baccalaureate (IB). The MYP is a five-year Programme, which can be implemented in a partnership between schools or in abbreviated two, three or four-year formats. In an MYP classroom, you'll notice that the students are at the center of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

The Advantages Of An IB Education

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design.

A unique feature of the Programme is that it extends the traditional curriculum to include immersion in four themes- approaches to teaching and approaches to learning, global contexts and concepts.

Students also complete a personal project, which is an independent piece of work that may be an essay, an artistic production or another form of expression. IB World Schools (the only schools authorized to offer IB Programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.

IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.

IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.

IB Programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.

Diploma Programme

In the final two years of high school, students can choose to enter either:

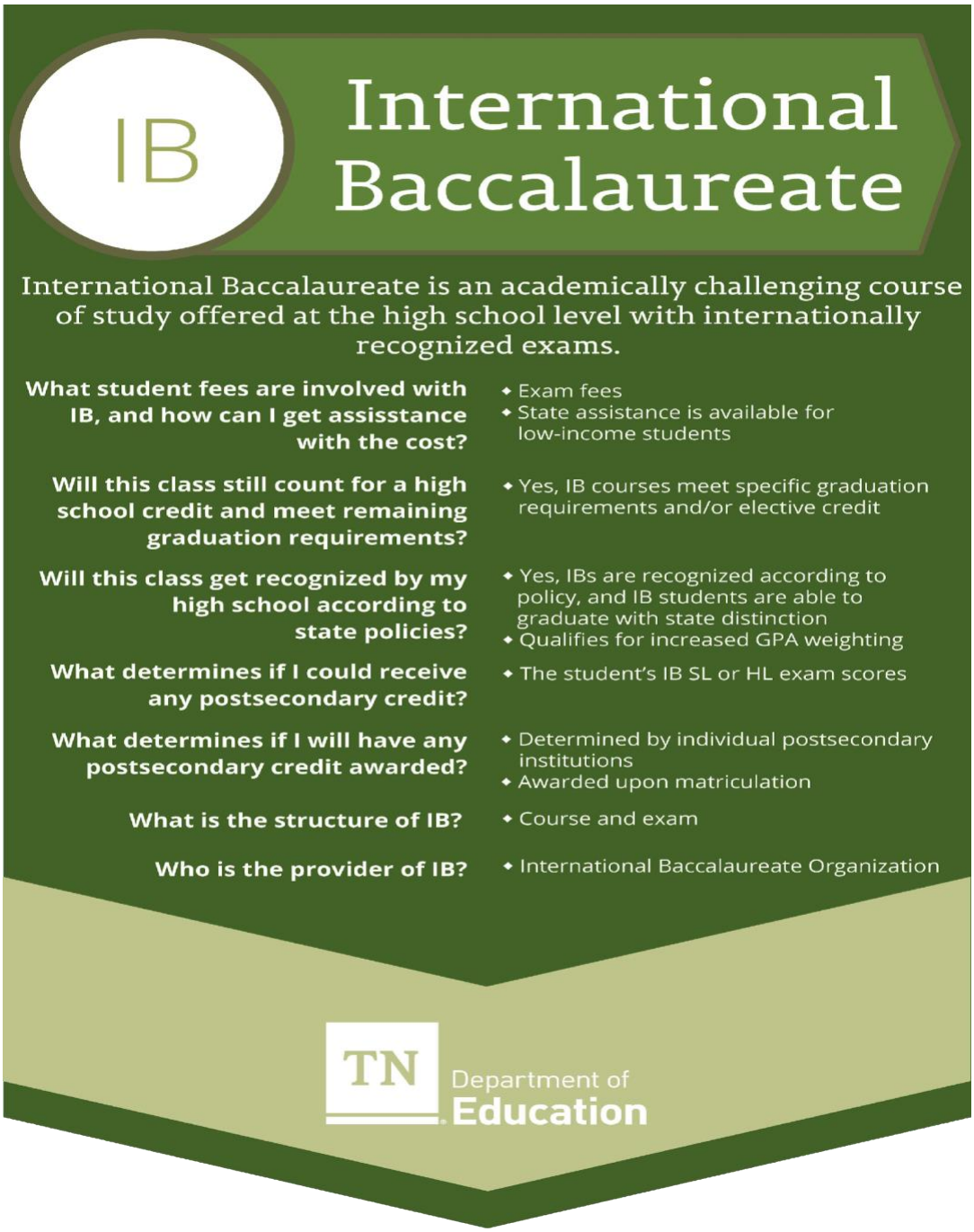
- Diploma Programme (DP), a curriculum that emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay.
- Career-related Programme (CP). The CP combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.

For more information: **IB Programme at Bearden Middle School**

INTERNATIONAL BACCALAUREATE (IB) PROGRAMME HIGH SCHOOL

The International Baccalaureate Diploma Programme is a comprehensive, rigorous program of advanced studies that demands the best from motivated students. IB students study a broad spectrum of subjects and engage in research and experiential learning through school, community and international activities. In the 40 years since its founding, the IB Diploma Programme has become a symbol of academic integrity and intellectual promise, recognized by leading universities in the United States and throughout the world.

TDOE - INTERNATIONAL BACCALAUREATE



CAMBRIDGE INTERNATIONAL PROGRAM

Cambridge uses backward design for curricula and assessments with five Cambridge learner attributes in mind, emphasizing the need for all students to develop life skills:

- **Confident** in working with information and ideas – their own and of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, and ready to make a difference

CAMBRIDGE UPPER SECONDARY

The Cambridge Upper Secondary Program is designed for students aged 14-16, and is typically housed in Grades 9 and 10 in American high Schools. Students enter into a program of study in the 9th grade that can ultimately result in an International General Certificate of Secondary Education (IGCSE). The Cambridge Upper Secondary Route offered in select Knox County high schools is the Cambridge IGCSE route. Cambridge provides a broad and balanced study across a range of subjects, using learner-centered an enquiry-based approaches to learning. Cambridge IGCSE is recognized by leading universities and employers worldwide as international passport to progression and success.

CAMBRIDGE ADVANCED

Following the completion of the Cambridge Upper Secondary IGCSE Program, students progress into the Cambridge Advanced Program. Cambridge International Advanced Subsidiary (AS) & Advanced (A) Levels develop learners' knowledge, understanding and skills in:

- In-depth subject content
- Independent thinking
- Applying knowledge and understanding to new as well as familiar situations
- Handling and evaluating different types of information source
- Thinking logically and presenting ordered and coherent arguments
- Making judgements, recommendations and decisions
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly
- Working and communicating in English

Students will enroll in Cambridge AS Level courses in year 1 of Cambridge Advanced and will have the choice to continue that study in the next academic year through the Cambridge A level of that course. Over 500 colleges and universities in the US have credit and placement policies in place for Cambridge credits on a students' transcript. Cambridge course offerings will vary amongst KCS Cambridge Schools. Please see an individual school's course offerings and descriptions for more information.

TDOE- CAMBRIDGE INTERNATIONAL

DUAL ENROLLMENT

The Dual Enrollment Agreement provides an opportunity for students to earn college credit while enrolled in high school and requires enrollment at a post-secondary institution. This may include on-campus, off-campus, and summertime work. Only coursework in approved Dual Enrollment programs will be recorded on the high school transcript. The post-secondary institution will determine grades, credits, and any accommodations. Withdrawal from a Dual Enrollment class may result in a failing grade.

Student Requirements:

- Junior or senior in high school;
- Minimum ACT sub-score in specific subject area;
- Meet all prerequisites;
- Permission from high school principal and parent/guardian;
- Students complete all requirements of the college course.

Dual Enrollment Credit Earned Outside the School Day

For a DE credit earned outside of the school day (summer or in addition to the typical class load of a high school student) to appear on the high school transcript, earning points toward the GPA, *students must receive prior written permission from the high school principal.* Schools will file the written permission in the CR. Upon completion of the course, students are responsible for requesting the college or university to send a copy of the transcript to their high school's school counseling department.

Enrollment In College Level Courses

(BOE #I-121 Revised 3/2016)

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

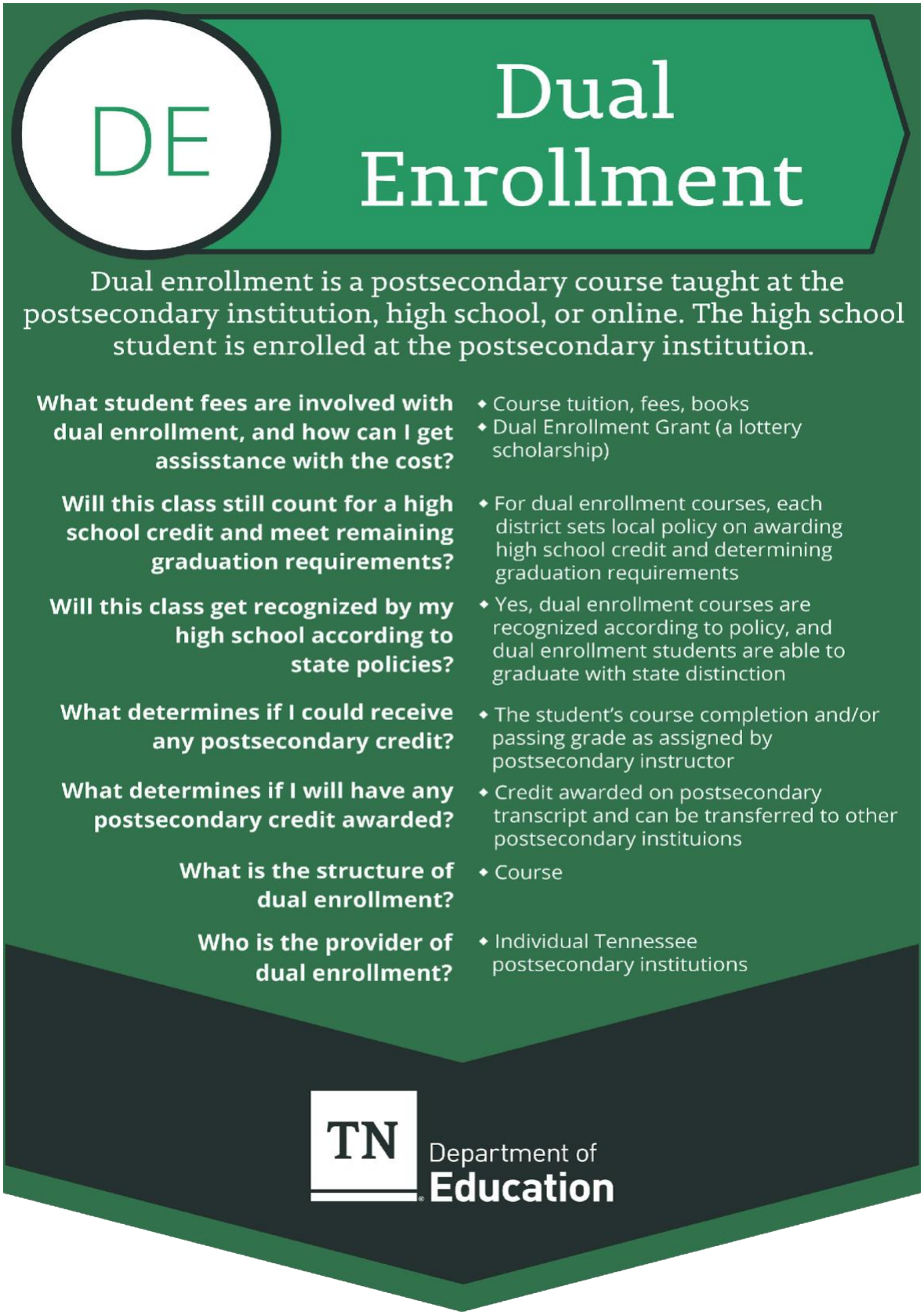
- Meet all the requirements for dual credit/enrollment of the college/university;
- Have a planned high school program endorsed by guidance personnel as appropriate, including the college level course;
- Agree to assume any financial costs associated with the college level course,
- Obtain written permission of the high school principal and the acceptance of the college admissions officer; and
- Continue to be enrolled in their base high school.

Upon receipt of the course grade transmitted directly from the institution of higher education, the high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy.

The Dual Enrollment Agreement (agreement reached between KCS and post-secondary institutions) provides an opportunity for students to earn college credit while enrolled in high school. This may include on campus, off campus, and summer time work. For more information on Dual Enrollment please contact the counseling department at each zoned school.

Upon receipt of the course grade transmitted directly from the granting institution, the receiving high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy.

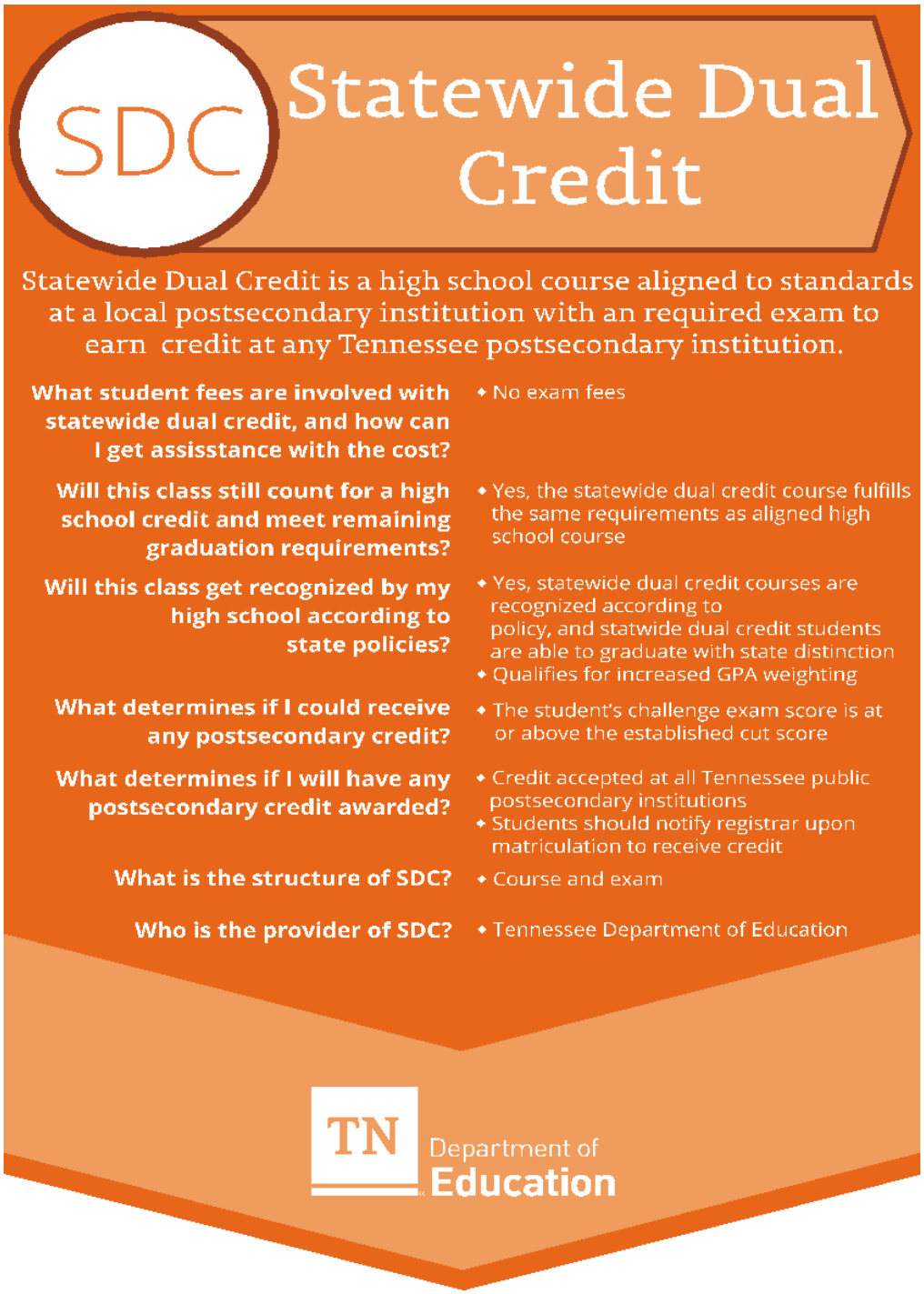
TDOE - DUAL ENROLLMENT


DE
Dual Enrollment
Dual enrollment is a postsecondary course taught at the postsecondary institution, high school, or online. The high school student is enrolled at the postsecondary institution.
What student fees are involved with dual enrollment, and how can I get assisstance with the cost?
Course tuition, fees, books
Dual Enrollment Grant (a lottery scholarship)
Will this class still count for a high school credit and meet remaining graduation requirements?
For dual enrollment courses, each district sets local policy on awarding high school credit and determining graduation requirements
Will this class get recognized by my high school according to state policies?
Yes, dual enrollment courses are recognized according to policy, and dual enrollment students are able to graduate with state distinction
What determines if I could receive any postsecondary credit?
The student's course completion and/or passing grade as assigned by postsecondary instructor
What determines if I will have any postsecondary credit awarded?
Credit awarded on postsecondary transcript and can be transferred to other postsecondary instituions
What is the structure of dual enrollment?
Course
Who is the provider of dual enrollment?
Individual Tennessee postsecondary institutions
TN Department of Education

STATEWIDE DUAL CREDIT

Not all Statewide Dual Credit courses are offered at some Knox County Schools.

Psychology	Sociology	Criminal Justice	Pre-Calculus	Statistics	World History



CAREER TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90% – 15 percentage points higher than the national average.

Knox County Schools Department of Career and Technical Education believes that every Knox County student should graduate high school fully prepared and focused on post-secondary coursework and therefore meeting the qualifications for quality employment. In order to do this, high school students are encouraged to focus their elective credits on rigorous, career and post-secondary aligned learning pathways.

CTE CAREER CLUSTERS

Knox County CTE teachers base their instruction on the Tennessee State Standards for CTE. These are grouped into 16 career clusters plus middle school content. Within each cluster, several programs of study can help students concentrate in a specific area. Each program of study consists of 4 levels/courses, of which a student must complete three to be considered a concentrator. Clusters are listed below:

- Advanced Manufacturing
- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology, & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, & Security
- Marketing
- STEM
- Transportation, Distribution, & Logistics
- Middle School CTE Coursework

NOTE: Program offerings may vary from school to school.

WORK-BASED LEARNING

(BOE #I-130 Revised 3/2016)

WBL is a strategy to reinforce academic, technical and social skills through collaborative activities with industry. WBL experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. Introductory WBL activities may include industry tours and classroom speakers. More advanced activities may include job shadows and industry-led project-based learning. Ultimately, students may participate in capstone WBL experiences that include activities such as apprenticeships, internships, clinicals, and practicum experiences for credit. For more information regarding CTE-WBL in Knox County, contact Jeana Kirby at jeana.kirby@knoxschools.org.

Credit-bearing work-based learning activities are intended to serve as a capstone experience by which students can pursue the goals laid out in their required Plan of Study. Students practice and demonstrate the professional skills that are most valued by employers and postsecondary institutions and compile a portfolio

of work samples and references that serve as evidence of their abilities.
The Tennessee Department of Education (TDOE) policies address stand-alone credit-bearing experiences such as, but not limited to Apprenticeships, Clinical Internships, Service Learning classes, and Supervised Agriculture Experience.

Knox County Schools will follow all TDOE General Policies for Credit-Bearing Work-Based Learning (WBL). The policies establish minimum general requirements for any credit-bearing work-based learning opportunity.

RELATION TO STUDENT'S PLAN OF STUDY AND GRADUATION REQUIREMENTS

Capstone WBL experiences and training must be aligned with the student's updated Plan of Study, as required in State Board of Education (SBE) High School Policy, equate to a full-time equivalent credit, meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals.

- Participating students must be on track to meet the requirements for graduation or program completion as adopted by the State Board and may earn WBL credit over the summer term as long as all WBL program requirements are met.

- Students participating in WBL activities must be at least 16 years of age.

- Students must demonstrate a 90% attendance rate unless otherwise agreed upon prior to the start of the WBL experience and deemed acceptable to the workplace mentor and WBL Coordinator.

- Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the Tennessee Department of Education WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103)

If a student is enrolled in a capstone WBL placement for credit, the time spent at the WBL placement may be considered school enrollment time as outlined in the TDOE Student Membership and Attendance Procedures Manual. The capstone WBL course, Work-Based Learning: Career Practicum (6105), may be used as the third or fourth course for any Career and Technical Education (CTE) Program of Study or area of elective focus and may count toward CTE concentrator status.

Students may earn up to two credits per school year in work-based learning courses. Students in capstone WBL experiences should earn credit through the Career Practicum course or another appropriate WBL clinical or practicum course code.

Introductory WBL courses, including but not limited to Career Exploration (6166), are intended for general education purposes and, as such, shall not count toward a student's CTE Program of Study or area of elective focus.

Prior approval must be obtained by the CTE Director or Special Education Director, respectively, before students can be placed in occupations that require use of the Hazardous Occupations Exemption Form.

Knox County Schools will follow the Work-Based Learning Policy Guide established by the Tennessee Department of Education (TDOE) which includes the policies for the implementation of credit- bearing work-based learning experiences.

INDUSTRY CERTIFICATION

Students who select to focus in Career and Technical Education and demonstrate success in their program of study often have opportunities to extend their learning experience and exhibit their skills by earning one or more nationally recognized industry certifications. All department promoted certifications must be state-approved, aligned with post-secondary and employment opportunities, and aligned with the curriculum that students experience through their chosen CTE programs of study. The list of approved industry certifications is reviewed and may be modified annually by the TN Dept. of Education. The list of locally promoted certifications will be updated annually to reflect any changes to the state list. For the most current list of industry certifications, see the *CTE Program of Study Document* included as an addendum to this Progression Plan. For any questions regarding industry certifications, please contact Dr. Keith Wilson at keith.wilson@knoxschools.org.

Teacher Guide: industry certifications

The Teacher Guide outlines the criteria used by the department to identify aligned Tennessee Department of Education approved industry certifications within a pathway of study and/or career cluster, payment procedures per industry certification, teacher processes and procedures, and recommendation documents.

NCCER – Industry Certification

The Knox County Schools is supported by a local sponsor, The CTE Foundation, which is an international accrediting NCCER Sponsor. With this accreditation, The CTE Foundation awards industry certifications in core, carpentry, electrical, plumbing, HVAC, sheet metal, pipe fitting, and industrial maintenance. The CTE Foundation serves as the accredited sponsor for multiple Tennessee school districts as well as local trade apprenticeship programs. The NCCER certifications offered through Knox County's Architecture and Construction and Advanced Manufacturing programs of study are considered the industry standard and they are recognized worldwide. For questions pertaining specifically to NCCER certifications, please contact Buck Coatney at buck.coatney@knoxschools.org

GRADING AND ASSESSMENTS

TCAP SCORES IN MIDDLE SCHOOL

(BOE #I-381 Revised 12/17)

Effective with the 2017-2018 school year, Tennessee Comprehensive Assessment Program (TCAP) performance results will compose 15% of second semester (spring semester) grades in the subject areas of mathematics, reading/language arts, science and social studies for Knox County Schools Students in grades three through eight. This percentage shall be between 15% and 25% for the 2018-2019 school year and beyond as determined by the Board. The Director of Schools shall be responsible for developing a methodology and procedure for teachers to use in numerically computing these grades.

Should the student achievement data required to implement this policy not be available in a timely manner or should statutory requirements change, the Board may revise this policy to comport with statute and support student achievement.

HIGH SCHOOL UNIFORM GRADING POLICY AND PROCEDURES

T.C.A. § 49-6-407 authorizes the State Board of Education to develop a uniform grading system for students in grades 9-12 to establish consistent grade reporting for the purposes of application for post secondary financial assistance administered by the Tennessee Student Assistance Corporation. Except where otherwise

indicated, the changes outlined in this version of the policy shall become effective for all students starting in the 2018-19 academic year.

ADVANCED COURSE LEVEL DESIGNATION	ADDITIONAL GPA QUALITY POINT GUIDE	PERCENTAGE POINTS ADDED TO FINAL GRADE
HONORS*	Additional .5 quality point used for GPA calculation	Three (3) points added to student's Final Grade in accordance with school board policy
ADVANCED PLACEMENT	Additional 1 quality point used for GPA calculation	Five (5) points added to Final Grade for students who sit for AP Exam in accordance with school board policy
AICE/Cambridge	Additional 1 quality point used for GPA calculation	Five (5) points added to Final Grade for students who sit for AICE Exam in accordance with school board policy
INTERNATIONAL BACCALAUREATE	Additional 1 quality point used for GPA calculation	Five (5) points added to Final Grade for students who sit for IB Exam. Points will be added in the year the students take assessments. Year I - Five (5) points, Year II - Five (5) points in accordance with school board policy
INDUSTRY CERTIFICATION	Additional 1 quality point used for GPA calculation	Four (4) points added to Final Grade for students who sit for the identified Industry Certification Exam in accordance with school board policy
DUAL ENROLLMENT	Additional 1 quality point used for GPA calculation	*Final Grades NOT awarded by KCS will not have additional points added*
STATEWIDE DUAL CREDIT	Additional 1 quality point used for GPA calculation	Four (4) points added to Final Grade for students who sit for State Challenge Exam

***Excludes middle school honors which are not credit-bearing classes. Includes designated Pre-AP and IGSCE classes when applicable.**

The KCS grading legend is aligned with the State Board of Education Tennessee Uniform Grading Scale.

A = 100 - 93
B = 92 - 85
C = 84 - 75
D = 74 - 70
F = 69 - 00

TDOE - UNIFORM GRADING POLICY

CALCULATION OF GPA (GRADE POINT AVERAGE)

All high school course work, with the exception of pass/fail courses, will be calculated in the GPA according to the KCS scale. When a course is repeated, the higher of the grades shall be computed as part of the accumulated grade point average. (BOE I-350)

For Transfer Students

KCS will honor grading scales from sending institutions. The transcript will reflect courses and grades earned at the previous institution. The weighted grade from another high school will be used in calculating the GPA as long as Knox County Schools offered the equivalent course for the same academic year.

LOTTERY/HOPE SCHOLARSHIP

State law requires that students applying for lottery scholarships and other state scholarship funds be evaluated utilizing the State's uniform grading scale (KCS Unweighted GPA). A transcript with grade calculations based on the Uniform Grading Policy will be submitted to TSAC for Lottery/Hope Scholarship eligibility...

WEIGHTING GRADES FOR ADVANCED HIGH SCHOOL COURSEWORK

Beginning with the 2018-19 academic school year, high school weighting for an advanced class will change as indicated by the chart below. Points shall be added at the completion of the exam.

GRADE CHANGES

- Only the teacher of record is authorized to initiate a grade change;
- The teacher must provide documentation and the rationale for the grade change. Such information must be signed by the teacher and submitted to the principal;
- The principal must approve or deny the request for the grade change and will sign-off giving approval for the requested change. The documented grade change shall be filed in the student's cumulative record;
- An administrative change in a teacher's grade shall not be made without prior consultation with the teacher of record. The teacher may request that the decision of the principal or the results of the consultation be reviewed by the director of elementary, middle and high as appropriate;
- In the event that the teacher is unavailable and/or unable to provide grades, the principal shall make the final decision regarding the grade change using existing documentation and a rationale for the change. No school counselor or other teachers may initiate or approve a change in grades.

GRADE CHANGE PROCEDURES

- The student or parent may initiate a grade review by contacting a school Administrator.
- The Administrator will conduct a thorough review in collaboration with the teacher of record and others as needed.
- Any approved grade change will be documented by the teacher and submitted to the Registrar for official change.

GRADE CHANGE - BOE #I-311

CREDITS PER COURSE

UNLIMITED CREDIT

Students who qualify for the following elective courses may be permitted to re-enroll every semester on a space available basis with priority given to first time enrollees. Please see course descriptions for prerequisites (auditions, applications, etc.):

ADVANCED ART	ADVANCED THEATRE	ADVANCED JOURNALISM (Yearbook Or Newspaper)	JROTC	ADVANCED PEER TUTORING
WBL (Work-Based Learning)	ENGLISH SECOND LANGUAGE (Until dismissed by teacher)	ANY ADVANCED PHYSICAL EDUCATION (The suggested maximum is two of the same)	PERFORMING CHORAL MUSIC GROUPS	PERFORMING ARTS AND INSTRUMENTAL GROUPS

LIMITED CREDIT

All courses except those listed under "unlimited credit" above shall offer only one credit unless otherwise specified in the course description.

BASIS FOR CREDIT

In order to receive credit, the student must have a passing grade (A, B, C, D). A grade of *P* may be awarded for select courses.

RECORDING OF CREDIT

Scholastic grades and credits are recorded on the student's cumulative record at the completion of the course. The length of a semester is 90 days. Grades of one-half unit courses ending at mid-semester (45 days) shall be on the student's transcript by the end of the ninety-day semester.

STATE END-OF-COURSE TEST

State End-of-Course (EOC) examinations will be given in English I, English II, Algebra I, Algebra II, Geometry, US History and Biology. The results of these examinations will be factored in to the student's grades at a percentage determined by the State Board of Education in accordance with TCA 49-1-302(2).

The weight of the EOC exam on the student's final average will be no less than 15% and no more than 25% in

2018-19 school year and thereafter.

Students will not be required to pass any one examination, but instead, must achieve a passing score for the course.

Students who have missed a state End of Course test and have been granted an appeal from the principal can take an EOC approved by the district.

EXAM EXEMPTIONS

Seniors who have no more than two absences per class during the semester and a minimum of an "80" average may opt out of the class's final exam (this exam cannot be a state, IB, or AP exam). This choice would allow for seniors to be exempt from exams **each semester.**
Additional note:
* This Senior Privilege is only afforded to students in a traditional classroom environment.

AP/IB/AICE/INDUSTRY CERTIFICATION AND FINAL EXAM EXEMPTION

Students may choose to be exempt from the final semester exam by sitting for the aligned AP/IB/AICE national exam or the approved industry certification test(s) aligned to their CTE course. In the event students miss or choose not to take the aligned exam, they will then be required to take the teacher-created course exam.

Click HERE for Assessment updates.

GRADUATION

GRADUATION REQUIREMENTS

(BOE #I-370 REVISED 12/2016)

Students shall fulfill all state requirements as set by the State Board of Education and earn the prescribed 28 credits required by the Knox County Schools. In instances where a student does not have the opportunity to earn the 32 credits that are available with block scheduling, the required number of credits required for graduation from the Knox County Schools will be four less than the total available, but in any event, a student must earn the state minimum requirement of 22 credits.

The pattern of courses which shall be required of all students in grades nine (9) through twelve (12) shall be in accordance with the Rules and Regulations of the State Board of Education and the Knox County Board of Education.

To earn a regular high school diploma, students must:

- Earn the prescribed number of credits;
- Complete the ACT or SAT;
- Have satisfactory records of attendance and discipline.
- Complete the Tennessee civics assessment

STUDENTS WITH DISABILITIES

A special education diploma may be awarded to students with disabilities at the end of their fourth year of high school that have:

- Not met the requirements for a high school diploma;
- Have satisfactorily completed an individualized education program;
- 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 (22) years old.

An occupational diploma may be awarded to students with disabilities at the end of their fourth year of high school that have:

- Not met the requirements for a high school diploma;
- Have satisfactorily completed an individualized education program;
- Have satisfactory records of attendance and conduct;
- Have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education;
- Have completed two years of paid or non-paid work experience.

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth grade year or two academic years prior to the expected graduation date.

Students who obtain the occupational 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.

An alternate academic diploma (AAD) may be awarded to students with disabilities at the end of their fourth year of high school that have:

- Not met the requirements for a high school diploma;
- Have been assessed on the state alternate assessments;
- Have earned the required AAD credits (16) plus the remaining 6 graduation required credits;
- Have satisfactorily completed an individualized education program.

Students who obtain the alternate academic diploma may continue to work towards the high school diploma and/or occupational diploma through the end of the school year in which they turn twenty-two years old.

THE VOLUNTEER STATE SEAL OF BILITERACY

The Volunteer State Seal of Biliteracy encourages all students to pursue the important workforce skill of biliteracy. Students who earn the award will be best prepared for college, career, and community in a global society. The seal is awarded to students who have studied and attained proficiency in two or more languages by high school graduation. The award certifies the student attained high-level mastery of two or more languages. A seal appears on the diploma of the graduating senior as a statement of accomplishment for college admission offices and employers. Students who receive qualifying scores on an AP, IB or other national assessment in Spring 2019 will be eligible to receive the award after graduation, as long as qualifying information is submitted by July 1, 2019.

STUDENT COURSE LOAD

All students in grades nine (9) through twelve (12) shall be enrolled each semester in subjects that will allow them to graduate within those four (4) years. Schools may appeal hardship cases to the director of schools.

GRADUATION REQUIREMENTS

CORE SUBJECTS	TOTAL CREDITS
English: English I, II, III, IV	4
Mathematics: Algebra I, Geometry, Algebra II, one high level math	4
Science: Biology, Chemistry or Physics, one additional Lab science	3
Social Studies: World History and Geography or AP Human Geography	1
US History and Geography	1
US Government and Civics	½
Economics	½
Physical Education	½
Lifetime Wellness	1
Personal Finance	½
Elective Focus	3

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	3
Additional Elective Credits	6
TOTAL	28
All students are required to take the ACT or SAT to meet graduation requirements.	
A Civics test and a project-based Civics assessment are also graduation requirements.	

EXCEPTIONAL CIRCUMSTANCES

Waivers were created as an approach to exempt students from the world language and fine art requirement; waivers are for exceptional circumstances. The purpose of the waiver is intended primarily for, but not limited to CTE students, in order to expand and enhance their elective focus beyond what would otherwise be possible. If there were no opportunity of expanding the elective focus area, then the world language and fine art requirements would not be waived.

EARLY GRADUATION

Early graduation should be the result of a definite planned program, approved in advance by the principal and school counselors. The mere accumulation of credits does not, alone, justify early graduation. The credits must be earned according to a plan which, in the professional judgment of the principal and faculty, meets the student's educational needs as effectively as they would be met at regular graduation time. BOE #I-371

CLASS RANKING

SENIOR CLASSIFICATION

(BOE #I-330 REVISED 12/2016)

Students will be classified as seniors who, at the beginning of the school year, have completed six (6) terms. Those not meeting graduation requirements will be retained at the end of the 8th term.

VALEDICTORIAN AND SALUTATORIAN

The Valedictorian and Salutatorian shall have earned the highest and next highest grade-point averages using Knox County Schools equalization formula. This formula prevents any student from either gaining an advantage or being penalized for the number of high school courses completed. This formula prorates the regular courses in such a way that the number of credits completed is equivalent for all students competing for the Valedictorian and Salutatorian positions. This formula considers all course weighting and bonus points for Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, Statewide Dual Credit, National Industry Certification and Honors courses in its calculation. All grades included on the high school transcript shall be used in this calculation.

To become Valedictorian or Salutatorian, a student must be enrolled in a Knox County school at the beginning of the tenth (10th) grade year and attend through the twelfth (12th) grade. If there is a tie through the hundredth (100th) of a point for a valedictorian, all students qualifying should be named.

Senior classification beyond the positions of Valedictorian or Salutatorian will be reported in deciles, such an "upper ten percent." Identification of the Valedictorian, Salutatorian, and the top ten percent shall be calculated using the grades from the seventh semester.

EQUALIZATION FORMULA

<table>
<tr>
<td rowspan="2">AP, IB, AICE, Statewide Dual Credit, industry certification and Dual Enrollment Quality Points Including the bonus points</td>
<td rowspan="2">+</td>
<td rowspan="2">Honors Including the bonus ½ points</td>
<td rowspan="2">+</td>
<td rowspan="2">Regular Quality Points</td>
<td>*</td>
<td>28 – (Number of AP, IB, Dual Enrollment, State Dual Credit, Honors, and National Industry Certification Courses)</td>
<td rowspan="2">= GPA</td>
</tr>
<tr>
<td></td>
<td>Number of Regular Courses</td>
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<td colspan="7">28</td>
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Types Of Diplomas

REGULAR DIPLOMA

To earn a regular high school diploma, students must:

- Earn the prescribed twenty-eight (28) credit minimum;
- If the student was enrolled in a Tennessee public school during their eleventh (11th) grade year, complete the ACT or SAT prior to graduation. The ACT or SAT is required to meet graduation requirements;
- Have a satisfactory record of attendance and discipline;
- Complete a Civics test and a project-based Civics assessment.

GRADUATING WITH HONORS OR DISTINCTION

Students may graduate with honors or distinction by meeting the criteria established for the Tennessee diploma with honors or distinction.

Honors

Students who score at or above all of the subject readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors. Students must satisfy all requirements for a regular diploma AND score at or above all of the following ACT subject area readiness benchmarks (or equivalent SAT scores.) Acceptable scores may be used from more than one ACT test.

ENGLISH 18	MATH 22	SCIENCE 23	READING 22

Distinction

Students will be recognized as graduating with "distinction" by attaining a B average and completing at least one of the following:

- Earn a national and/or state 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 or SAT equivalent;
- Attain a score of 3 or higher on at least two Advanced Placement exams;
- Successfully complete the International Baccalaureate Diploma Programme;
- Earn 12 or more semester hours of transcripted postsecondary credit.

Some of the data used to identify students as graduates with honors or distinction may not be available prior to commencement. Therefore, all students who potentially meet the requirements will become candidates for a diploma with honors or distinction and will be recognized at individual schools' ceremonies. A final classification of all candidates will be completed once all relevant data is received.

TRI-STAR SCHOLAR

Students will be recognized as graduating as a Tri-Star Scholar by:

- 19 ACT or SAT equivalent;
- National Capstone Industry Certification.

Schools will recognize a student's scholar status in the graduation ceremony with a diploma credential, wearable cord, or with a notation on the program.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

Awarded to students who earn the specified units of credit required:

- Take the required IB Exams;
- Earn a minimum of 24 points on IB culminating examinations in six subject areas;
- Complete three IB core components: Extended Essay, Theory of Knowledge class, and Creativity/Action/Service (CAS)

DIPLOMA OF SPECIALIZED EDUCATION/OCCUPATIONAL DIPLOMA/ALTERNATE ACADEMIC DIPLOMA

See Graduation Requirements above

- Satisfactorily complete an Individualized Education Program (IEP);
- Do not meet the requirements for a regular high school diploma;
- Have satisfactory records of attendance and conduct.

Alternate Academic Diploma

The Alternate Academic Diploma is for students who are assessed on the state alternate assessments. This diploma recognizes the academic learning and success of students with the most significant cognitive disabilities. The requirements of the diploma align to the academic coursework and ACT requirements of students earning a regular diploma in order to ensure that all students are provided access and opportunities to learn and participate in rigorous, meaningful academic instruction. Individual IEP teams may determine if students on alternate assessments will take the ACT.

Occupational Diploma

The Occupational Diploma is for students who have not met the graduation requirements but have successfully completed the SKEMA (Skills, Knowledge, and Experience Mastery Assessment) through two years of approved work experience.

EXCHANGING THE DIPLOMA OF SPECIALIZED EDUCATION FOR A REGULAR DIPLOMA

Students with disabilities who are awarded a Diploma of Specialized Education, Occupational Diploma, or Alternate Academic Diploma may continue to work toward the regular high school diploma through the end of the school year in which they turn twenty-two years old. To qualify, the student must:

- Earn the specified units of credit required for a regular diploma;
- Take the required End of Course exams

Individuals may not hold more than one diploma. A person must return the Diploma of Specialized Education before being awarded a regular diploma. The counselor at the high school shall handle an exchange where the diploma was awarded.

COURSES THAT MAY SUBSTITUTE FOR REQUIRED COURSES

COURSES	MAY SUBSTITUTE FOR
Agriscience*	Third lab science
Anatomy & Physiology*	Third lab science
Nutrition Science & Diet Therapy*	Third lab science
Virtual Enterprise International*	½ credit economics
JROTC – 2 credits	½ credit of Physical Education 1 credit Lifetime Wellness
JROTC – 3 credits	½ credit Personal Finance If teacher is HQ ½ credit of US Government

***Note: Substitute courses count toward high school graduation, but may not be recognized by particular colleges for admission or by the NCAA for athletic scholarships**

CTE COURSES SATISFYING MULTIPLE REQUIREMENTS

CAREER CLUSTER	COURSE	SATISFIES GRADUATION REQUIREMENT FOR
AGRICULTURE	Agriscience Veterinary Science Applied Environmental Science	Lab Science
	Agricultural Business & Finance	Personal Finance
	AP Environmental Science	Lab Science/AP Elective Focus
BUSINESS MANAGEMENT	Entrepreneurship Business Economics Virtual Enterprise International	Economics
	American Business Legal Systems	US Government
	Personal Finance	Personal Finance
A/V TECHNOLOGY & COMMUNICATIONS	Digital Arts & Design I	Fine Arts
FINANCE	Personal Finance	Personal Finance
HUMAN SERVICES	Nutrition Science & Diet Therapy	Lab Science
HEALTH SCIENCES	Anatomy & Physiology Nutrition Science & Diet Therapy	Lab Science
INFORMATION TECHNOLOGY	AP Computer Science	AP Elective Focus/ Math (if taken senior year)
MARKETING	Entrepreneurship Virtual Enterprise International Marketing & Management I Retail Operations	Economics
	Personal Finance	Personal Finance
STEM	AP Physics	AP Elective Focus/ Math (if taken senior year)
	Engineering Design I Engineering Design II STEM I STEM II	Lab Science

ELECTIVE FOCUS

A three (3) credit Elective Focus is a graduation requirement.	
MATH AND SCIENCE	Any combination of three Math and/or Science electives in addition to the required math and science courses
HUMANITIES	Any combination of courses in English/Language Arts, World Languages (above Level 2 if completing University Admissions requirement), and Social Studies, above the core requirements
FINE ARTS	Any combination of courses in Visual and/or Performing Arts, Theatre and Dance above the core requirements for University Admissions.
CAREER AND TECHNICAL EDUCATION	Any combination of three units in the same Program of Studies

INTERVENTION ACADEMIC ELECTIVE FOCUS	Any combination of courses in Tier 2 and Tier 3 intervention.
ADVANCED PLACEMENT INTERNATIONAL BACCALAUREATE DUAL ENROLLMENT DUAL CREDIT	Any combination of three of the same type course (i.e. 3 AP courses, 3 IB courses, or 3 Dual Enrollment or Dual Credit courses). AP/IB/Dual Enrollment or Dual Credit courses may be used to satisfy core requirements and the elective focus requirement (i.e. AP US History may satisfy core requirements and may count as one course in an AP Elective Focus.) Students using The AP/IB/Dual Enrollment/Dual Credit courses to satisfy both core and elective focus requirements must earn 28 credits to graduate
JROTC	Any combination of 3 credits of JROTC
PHYSICAL FITNESS	Any three Physical Education courses above the core requirements. Students taking a full credit PE course to satisfy the additional ½ PE credit must take an additional three courses to complete a Physical Fitness Focus
STEM	Three elective credits earned in either STEM courses (special course designations) or a combination of three additional elective credits in Science, Technology, and/or Math courses where a significant portion (more than 25%) of the course is based on original inquiry and design.
AVID	Any combination of three credits of consecutive AVID course
HUMAN SERVICES	Any combination of courses in Peer Tutoring, Leadership, and ACTS.

COMMUNITY EDUCATION CLUSTER

The Knox County Schools Special Education Department added a Community Education Cluster to the elective focus options available to students with disabilities. This focus targets the community and social skills needed to make a successful transition to post- secondary work and job training. This focus also offers students a cluster of Work-Based Learning and Pre Vocational Skills (Students completing this focus must have an Individual Education Plan)

Four-Year Plan

All students will develop an initial four-year plan of focused and purposeful high school study. Student's progress towards graduation will be reviewed annually and will connect the student's academic and career goals to school.

When the student is in the eighth grade, a faculty advisor, school counselor or other school personnel will inform students about high school graduation requirements. Additionally, ninth grade courses will be selected.

When the student is in the ninth grade, the student, parent/guardian(s), and faculty advisor or school counselor will jointly prepare or update the four-year plan of focused, purposeful high school.

By the end of tenth grade, the student, parent/guardian(s) and school will focus the plan to ensure the completion of the four-year plan and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh and twelfth grades as well as courses to be taken at the postsecondary level.

MULTIPLE PATHWAYS TO GRADUATION THROUGH NON-TRADITIONAL MODELS

Information regarding the following schools can be found by clicking on the links below:

L&N STEM Academy

Dr. Paul Kelley Volunteer Academy

Career Magnet Academy

NON-TRADITIONAL SCHOOLS

Non-traditional schools fit individual student needs while offering programs from a variety of avenues. Each school offers unique learning opportunities tailored to meet the needs of motivated and responsible students in a non-traditional school setting. Click on the school name for more information.

Richard Yoakley Alternative School

Ridgedale Alternative

Knoxville Adaptive Education Center (KAEC)

ALTERNATIVE SCHOOL SERVICES

(BOE # J-281 Revised 9/2017)

Students who have been suspended from their regular school program for longer than ten (10) consecutive school days shall be offered alternative school services unless the principal determines that the student poses a threat to the safety of the school community. If a principal determines that a student poses a threat to the safety of the school community, the student can appeal that determination to the Superintendent.

Students expelled pursuant to zero tolerance, shall be considered for alternative school placement. The Director of Schools shall review the records of each individual student who has been expelled pursuant to Zero Tolerance to determine whether it is appropriate to offer alternative school services. The Director of Schools' decision shall be based on the summary of records from the principal's hearing, the alternative education services review, and such additional evidence as the Superintendent may deem appropriate.

It is the intent of the Board that the Director of Schools will offer alternative school services to students expelled pursuant to Zero Tolerance unless they have engaged in behaviors that pose a threat to the safety of the school community. The Director of Schools may at his discretion offer alternative school services to students who engage in the following behaviors:

- Possession of a firearm while on Knox County Schools property, on a school bus or at any Knox County School sponsored activity;
- Sale or distribution of legend drugs or controlled substances to other students while on Knox County Schools property, on a school bus or at any Knox County School sponsored activity;
- Uses a weapon to threaten or inflict bodily harm on another student, or any Knox County School employee, SRO or Knox County Sheriff's Department deputy assigned to patrol a Knox County Schools property;
- Commits a battery on a Knox County School employee, SRO or Knox County Sheriff's Department deputy assigned to patrol a Knox County Schools property while on Knox County Schools property, on a school bus or at any Knox County School sponsored activity; and
- Possession of explosive or incendiary device. III. A student who is suspended or expelled from Knox County Schools who is not offered Alternative School may appeal the denial of services. The appeal must be filed in writing with the Director of Schools within five (5) days after receipt of the notice and may be filed by the parent/guardian, the student or any person designated by the student.

Alternate School Programs
(BOE #J-280 REVISED 12/2017)

The Board shall operate an alternative school program for students in grades 6-12 who have been suspended or expelled from regular school programs.

Except students who are eligible for special education, such change in a student's program shall be determined by the disciplinary hearing authority in accordance with the suspension policy of the Board and based upon recommendations from a team composed of the principal, the school guidance counselor and the student, with or without the parents being present.

- Students attending the Night Alternative School Program shall provide their own transportation;

- Teachers in alternative schools shall be certified by the state and shall be selected on the basis of interest and ability to work in alternative situations;

- Student-teacher ratios shall be small enough to allow for adequate instruction but shall be determined by the age, behavior and academic achievement of students in the program;

- Sufficient textbooks, equipment and supplies shall be provided by the student's home school.

Alternative school programs shall be operated in accordance with the rules of the State Board of Education and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home school.

- All course work completed and credits earned in the alternative school shall be transferred to and recorded in the student's home school;

- Credit earned and progress made shall be granted as if the work were performed in the student's home school.

The student shall be subject to all rules of the school and violations of such rules may result in the student's removal from the school for the duration of the original intended suspension or expulsion.

Violation of school rules shall not constitute grounds for extension of time spent in the alternative school. The final decision on such removal shall be made by the chief administrator of the alternative school.

Students found to be eligible for special education in related circumstances shall be placed and served in accordance with the law and rules relating to special education.

ATHLETICS

INTERSCHOLASTIC ATHLETICS

(BOE #I-171 Revised 8/2017)

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. The principal or his designee must accompany an athletic team on trips.

The Bylaws of the Tennessee Secondary School Athletic Association (TSSAA) shall regulate the operation and control of secondary athletics.

School athletics shall be coached only by persons on contract to the Board of Education and approved by the Tennessee Secondary School Athletic Association.

There shall be an annual physical examination of every student prior to his participation in interscholastic athletic practice. Cost of the examination shall be borne by the parent or guardian of the student. These records shall be on file in the principal's office.

Every participant in athletics shall participate in the Knox County Schools Athletic Insurance Program. There shall be no practice of organized school athletics schedules within the school day without approval of the Superintendent.

Each school may play two home athletic events during the school day without requesting permission from the Board of Education.

The conduct of players, spectators, or school personnel reflects directly upon the school system as a whole. Therefore, conduct of players, spectators, or school personnel that does not exemplify the best sportsmanship may result in that school's program, players, spectators, or school personnel being suspended from attendance or participation in the sport concerned with the infraction. The Board of Education will determine the duration of the suspension.

Maximum admission prices to all athletic events shall be approved by the Board of Education, upon the recommendation of the Superintendent.

SCHEDULING OF ATHLETIC CONTESTS

District/regional games shall be scheduled first.

No contract shall be signed until the following process is complete:

- Complete the schedule and submit to the principal for approval.
- Upon approval by the principal, submit to the Superintendent's office for final approval.

If an adequate schedule is not obtained by each school, a rescheduling meeting shall be designated by the

Superintendent's office to resolve existing problems.

No contracts are to be signed prior to the Superintendent's approval of the schedule.

Middle School basketball and track are sanctioned sports of the Knox County Schools and will be regulated by administrative procedures.

ELIGIBILITY OF HOME SCHOOLED STUDENTS FOR PUBLIC SCHOOL INTERSCHOLASTIC ATHLETICS

As a member of the Tennessee Secondary Schools Athletic Association, Knox County Schools shall honor the bylaws of the TSSAA with respect to home school students' participation in TSSAA sanctioned public school interscholastic athletic activities. The following conditions shall also apply to home school students seeking to participate in the Knox County Schools Interscholastic athletics program:

- Home school students who meet the requirements established by the TSSAA and who meet all other eligibility and selection criteria set forth by the school and the coach will be allowed to participate on an interscholastic athletic team of their zoned school. With regard to sports that do not require tryouts for eligible Knox County School students, participation will be allowed pursuant to the compliance with the requirements listed in this policy. With regard to sports requiring tryouts, compliance with the requirements listed in this policy will only ensure the opportunity to tryout and will not ensure a position on the respective team.

- If selected for membership on the zoned school athletic team, home school students will be subject to all rules, requirements and restrictions that are applicable as members of the team and the school community;

- Home school students shall pay all fees associated with each sport in which they may participate and these fees shall be paid in full prior to the first contest of the regular season;

- In the event that the Knox County School's insurance provider does not extend coverage to an athlete, that athlete must provide proof of independently secured catastrophic coverage, and liability coverage, with the school system as a named insured, of not less than the limits set forth in Tennessee Code Annotated § 29-20-403.

NCAA REQUIREMENTS FOR COLLEGE SCHOLARSHIPS IN ATHLETICS

Refer to NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT ATHLETE for information on Division I, II, and III colleges and universities. For additional information, visit NCAA FUTURE ELIGIBILITY CENTER

The NCAA form (48-H) lists the course titles and the course numbers of all courses that meet NCAA core course requirements. This form can be completed by each school and sent in to the NCAA Initial Eligibility Clearinghouse. For more information, visit NCAA 48H COURSES

Division I

To be eligible to compete in NCAA sports during your first year at a DIVISION I school, you must graduate high school and meet ALL the following requirements:

Complete 16 core courses:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II

To be eligible to compete in NCAA sports during your first year at a DIVISION II school, you must meet academic requirements for your core courses, grade point average (GPA) and test scores. The requirements are changing for students who enroll full-time at a Division II school after August 1, 2018. If you enroll BEFORE August 1, 2018 you must graduate high school and meet ***ALL*** the following requirements:

Complete 16 core courses:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one year of lab science if your high school offers it)
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.0 GPA in your core courses.
- Earn a SAT combined score of 820 or an ACT sum score of 68. Remember, if you took the SAT on or after March 2016 you need to compare your score on the College Board concordance table. The 820 score is after the concordance table is applied. If you enroll AFTER August 1, 2018 you must graduate high school and meet ***ALL*** the following requirements:

Complete 16 core courses:

- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division III

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

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

- If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.
- Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, world language, comparative religion or philosophy
- Be four-year college preparatory
- Be at or above the regular high school academic level (i.e. remedial, special education or compensatory courses shall not be considered core courses)

All students who do not meet the NCAA initial-eligibility requirements and who wish to apply for a waiver of those requirements must have the waiver filed on their behalf by an NCAA institution.

Computer science courses will no longer be used for initial-eligibility purposes. Computer science courses (such as programming) that are taught through the mathematics or nature/physical science departments and receive either math or science credit may be used.

Please be advised that NCAA eligibility requirements are not likely to allow credit for a course taken through recovery credit, even if it is an approved course.

For additional information, visit **NCAA ELIGIBILITY CENTER.** This site will provide information regarding initial-eligibility at NCAA Division I and II member colleges and universities. The NCAA

Eligibility Center serves three main constituent groups: prospective student-athletes, high school administrators, and NCAA member institutions.

SPECIAL PROGRAMS

HOMEBOUND INSTRUCTION

To be considered for homebound instruction, a student must have a health impairment or sufficient seriousness as certified by a licensed doctor of medicine or osteopathy. The K-12 program typically consists of three and a half (3.5) hours of instruction per week provided by a certified and properly endorsed teacher.

Children with medical conditions of a short duration or temporary nature and not previously certified with a disability pursuant to IDEA and state regulations, will receive homebound services, if determined eligible by the School Support Team. Click here **HERE** for more information.

HOMEBOUND INSTRUCTION - BOE #I-140

ENGLISH (SECOND) LANGUAGE LEARNERS (ELL)

An alternative language program for ELLs, known as English Language Learners, is defined in Tennessee Rules and Regulations as "English instruction especially designed for speakers of other languages" [Rule 0520-1-3-.056.a. 1 and 2 ii.] An ELL program may be provided through various service delivery models including but not limited to:

- ESL pullout programs,
- ESL cluster centers to which students are transported from their zone school
- Resource centers/ESL laboratories
- Structured immersion classes
- Scheduled ESL class periods
- Push-in models for content based ESL.

Click HERE for more information about ELL.

AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID is a multi-year course for students from under-represented groups to assist them in developing the skills that will enable them to be successful in college. Such skills include the following:

- Note taking
- Study skill
- Test taking
- Time management
- ACT preparation
- Research skill

SUMMER BRIDGE PROGRAM / NINTH GRADE TRANSITION PROGRAM

This is an intensive summer instructional program designed to enable students to demonstrate mastery of essential concepts in reading/language arts and mathematics necessary for success in high school.

Students who successfully complete the program will be promoted to ninth grade and will earn one elective high school credit in Academic Success. Those eligible are rising ninth grade students who have failed reading/language arts and mathematics in eighth grade and/or who have not demonstrated proficiency on standardized tests.

SPECIALIZED EDUCATION

(BOE #I-160 Revised 8/2017)

The Board shall provide access to a free appropriate public education to all children with disabilities ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education and state and federal law.

The Board shall develop and periodically update a local plan for providing special education services for students with disabilities. Specifically, the Board assures that:

- All students with disabilities living within the school district have available to them a free, appropriate public education with special education and related services designed to meet their unique needs provided in the least restrictive environment.
- The provision of educational services will comply with procedural safeguards required by state and federal law

SPECIAL EDUCATION SERVICES

Knox County Schools provide a continuum of special education services to meet the individual needs of students with disabilities. Eligibility for special education services is determined through a referral and evaluation process. An Individualized Education Plan (IEP) Team determines services for eligible students.

Referral

A parent, teacher, school counselor or others involved in a student's education, who believe that a student may require services can make a referral to the School Support Team (S-Team). Referral to the S-Team will not necessarily result in referral to special education. The school district is required to seek ways to meet the unique educational needs of all children within the general education program prior to referring a child to special education. The S-Team develops a plan of instructional interventions and accommodations to meet the student's needs within the general program. The S-Team may determine that a student will be formally referred to determine eligibility for special education services.

Evaluation

When a student is formally referred, the IEP Team is formed and develops the evaluation plan and determines eligibility. The required members of the IEP Team include: parent(s), general education teacher, special education teacher, an assessment specialist, often a school psychologist, and an LEA (local education authority), often a school administrator. Parental permission is required for all initial evaluations and placements. The school district has sixty (60) calendar days from the time permission is obtained to complete the evaluation and determine eligibility.

Eligibility

The determination of eligibility for special education services is two-pronged. After the completion of the evaluation, the IEP team meets to determine whether the evaluation results indicate that the student has one or more disabilities and whether due to the disability the student requires special education services to make progress in the general education program. Disability categories and criteria are set by state and federal special education law. Students must be reevaluated for eligibility every three years.

Student Placement and Services

Student placement and services are individualized to meet the unique needs of each student with a disability.

The IEP Team develops an annual individualized education program (IEP) for each eligible student. The IEP includes a description of the student's present level of performance, participation in and accommodations for the general education program, and special education and related services to be provided to the student.

Click **HERE** for additional information regarding special education in Knox County Schools.

COURSES FOR STUDENTS WITH AN INDIVIDUAL EDUCATION PLAN

The course codes and titles for students with disabilities may vary depending upon the individual needs of each student as documented by the school IEP Team in the Individual Education Program (IEP). The IEP Team is required to recommend placement for students in the least restrictive environment,

- First priority being regular program with accommodations, if needed;
- Second priority being elective special education courses;
- Third priority being required courses taught by special education teachers (this also includes required courses.)

This procedure can result in an individual student being assigned one, two, or all three types of courses at one time.

Special Conditions

First Priority

Whenever possible, students with disabilities will be included in appropriate levels of regular education courses. Students may also take courses that are co-taught with a special education teacher. If the IEP directs the teacher to make accommodations for the student with a disability, the classroom teacher must make those accommodations. Accommodations are individually determined for each student by the IEP Team.

Second Priority

If the IEP 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, and 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 regular 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.

IMPORTANT DEFINITIONS TO CONSIDER IN COURSE PLACEMENT

Accommodation

An accommodation is a change in the timing, formatting, setting, scheduling, response mode, and/or presentation of an assignment or test for a class. Accommodations do not significantly alter what a test or assignment measures, but they do alter the expectations as to how the student demonstrates skill mastery.

Modification

A modification eliminates, in part or in whole, the course level expectations or state standards while maintaining instruction aligned to the state standards. Students can access modified standards by the agreement of the IEP team as documented in the IEP (meeting notes/Prior Written Notice). A course with modified standards may not result in a credit toward a regular diploma. The IEP team determines the level of

modifications and how they will affect the credit given for the course.

ENGLISH LANGUAGE LEARNERS

The ELL program is designed for students with limited English proficiency as determined by the WIDA Screener. Students are provided English instruction specifically designed for second language learners. Courses are available in grades 9-12.

Click here for more information about Knox County Schools English Language Learners Program.

Foreign Exchange students may NOT be enrolled in ESL classes.

In 1982, the U.S. Supreme Court ruled in Plyler v. Doe [457 U.S. 202 (1982)] that undocumented minors have the same right as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the Plyler ruling, public schools may not:

- Deny student admission during initial enrollment or at any other time based on undocumented status;
- Treat a student differently to verify residency;
- Engage in any practices that hinder the right of access to school;
- Require students or parents to disclose or document their immigration status;
- Make inquiries of students or parents that may expose their undocumented status;
- Require social security numbers as a requirement for admission to school, as this may expose undocumented status. Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student do not have to provide one.

School enrollment and services cannot be denied or withheld based on immigration status. School personnel should not ask about immigration status or if a student and family members have social security numbers.

UNDOCUMENTED AND UNACCOMPANIED MINORS

There are a variety of immigration statuses and students enter the United States in several different ways. Regardless of their official status, students who are undocumented have the same legal rights as citizens in terms of access to schooling and services.

Undocumented students are individuals who reside in the United States without formal legal permission. Some are visa holders who continue to live here after their visas expire. Others enter the U.S. without formal permission; there is no record from Customs or the Department of Homeland Security that they have entered the country or are living here because they did not request or receive permission from the government.

For this reason, and due to the fact that they are typically unfamiliar with the U.S. systems and do not speak English, these students are extremely vulnerable and in need of additional support and services. It is not uncommon for these minors to come to the U.S. by themselves and/or to live with extended family members once they are here; those students are considered to be unaccompanied minors and many would qualify as homeless students.

For information about enrolling undocumented students with limited English proficiency, please see the section labeled: From Out Of The Country Or As A Student With Limited English Proficiency

REFUGEES

Knoxville is a refugee resettlement area. The federal government works with approved agencies to resettle groups from certain countries; these refugees have legal permission to live here in the United States. The approved agency in Knoxville, Bridge Refugee, works with refugee families to provide them with housing, employment, and more. Bridge Refugee will assist students and families when enrolling them in school.

RETENTION

Please note that by law, ESL students cannot be retained or fail a course due to a lack of proficiency in English. In addition, all retentions must be reported to the state Supervisor of ESL.

SIFE STUDENTS (STUDENTS WITH INTERRUPTED FORMAL EDUCATION)

With Knoxville being a refugee resettlement city, it is not uncommon for the majority of the refugee students to also be classified as SIFE students. Due to unique challenges these students often face, specific classes are available to SIFE students. Eligibility for these classes will be determined by a SIFE Screener and interviews.

TDOE MIDDLE SCHOOL POLICY

TDOE - MIDDLE SCHOOL POLICY

TDOE HIGH SCHOOL POLICY

TDOE - HIGH SCHOOL POLICY

TDOE STATE BOARD FAQ HIGH SCHOOL POLICY

MIDDLE SCHOOL COURSE DESCRIPTIONS

The courses listed in the Middle School Student Progression Plan embody a wide array of courses offered throughout KCS; however, not all courses will be available in any one middle school. Also, while this is a long list, this is not an exhaustive list. There may be courses offered at various KCS middle schools that are not in this document.

Middle schools may choose to print their own school-based Course Catalog; however, the courses listed must come from the Secondary Schools Student Progression Plan. Courses listed in the District's document are the only state approved courses. Individual schools may not change the titles, course descriptions, or prerequisites, nor may they add other courses that are not listed in the KCS Secondary Schools Student Progression Plan.

Questions concerning this publication may be directed to the KCS Executive Director of Instruction and Curriculum or the Executive Director of Secondary Education.

CAREER AND TECHNICAL EDUCATION (CTE)

STEM EXPLORE 6TH GRADE

STEM Explorers is a fundamental course for middle school students to search for answers to "What is STEM?" A student proficient in this course will understand science, technology, engineering, and mathematics (STEM) as a collection of interrelated disciplines, rather than a series of isolated fields. Students will come away from this course with a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. In this course, students will explore the history of engineering and technology; they will be introduced to the practices of science and engineering; and they will explore various STEM fields to empower them to make an informed decision when selecting a career pathway in high school.

STEM INNOVATORS 7TH GRADE

STEM Innovators is a fundamental course for middle school students to understand the relationship between STEM and innovation, as well as explore the possibilities of "What could be?" A student proficient in this course will understand why innovation is important and how it benefits society. Students will learn how innovation requires creativity and leads to new discoveries and technologies that make life better for humans. In this course, students will identify past innovations and what inspired their creation. Students will continue learning the practices of science and engineering. This course will reinforce the specific practices of developing and using models; planning and carrying out investigations; and analyzing and interpreting data.

STEM DESIGNERS 8TH GRADE

STEM Designers is a fundamental middle school course that trains students to define problems and methodically answer the question, "What is the solution?" Upon completion of this course, proficient STEM designers understand that engineering design is a process of developing solutions to problems and challenges in order to meet the needs of society. Students continue to apply the practices for science and engineering learned in STEM Explorers and STEM Innovators; however, STEM Designers places more emphasis on practices such as using mathematics and computational thinking; designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. In addition to gaining a deep understanding of the relationship between engineering and design, students who complete this course will learn how both innovation and engineering design result in new technologies that benefit humans.

KEYBOARDING 6TH GRADE

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

KEYBOARDING 7TH GRADE

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

KEYBOARDING 8TH GRADE

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

COMPUTER LITERACY 6TH GRADE

This course is designed to improve student use and understanding of information age technology. Mastering the standards will enable students to learn about and effectively access and use technology resources. Students will use a variety of computer applications and tools.

COMPUTER LITERACY 7TH GRADE

This course is designed to improve student use and understanding of information age technology. Mastering the standards will enable students to learn about and effectively access and use technology resources. Students will use a variety of computer applications and tools.

COMPUTER LITERACY 8TH GRADE

This course is designed to improve student use and understanding of information age technology. Mastering the standards will enable students to learn about and effectively access and use technology resources. Students will use a variety of computer applications and tools.

ENGLISH LANGUAGE ARTS

Grades 6-8: This grade band builds on previously learned skills in all language arts areas. By the end of middle school, students will be equipped with a solid range of skills in reading, writing, speaking and listening necessary to-be successful in high school English courses.

ENGLISH LANGUAGE ARTS 6TH GRADE HONORS

In grade six, students will read a range of challenging fictional and informational texts, and demonstrate understanding of the material by answering questions and contributing to class discussions. Students will continue to develop their narrative, expository, and argumentative writing skills. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. At the honors level, students may experience texts with a higher level of complexity than the grade level classes.The honors curriculum includes depth in rigor, complexity, and creativity as reflected in the TDOE Honors Framework for extension. KCS teachers aligned curriculum modules with the TDOE Curriculum Standards.

ENGLISH LANGUAGE ARTS 6TH GRADE

In grade six, students will read a range of challenging fictional and informational texts, and will demonstrate their understanding of the material by answering questions and contributing to class discussions. Students will continue to develop their narrative, expository, and argumentative writing skills. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. KCS teachers aligned curriculum modules with the TDOE Curriculum Standards.

ENGLISH LANGUAGE ARTS 7TH GRADE HONORS

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic

vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles. Students will continue to develop their narrative, expository, and argumentative writing skills. At the honors level, students may experience texts with a higher level of complexity than the grade level classes. The honors curriculum includes depth in rigor, complexity, and creativity as reflected in the TDOE Honors Framework for extension. KCS teachers aligned curriculum modules with the TDOE Curriculum Standards

ENGLISH LANGUAGE ARTS 7TH GRADE

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles. Students will continue to develop their narrative, expository, and argumentative writing skills. KCS teachers aligned curriculum modules with the TDOE Curriculum Standards.

ENGLISH LANGUAGE ARTS 8TH GRADE HONORS

In grade eight, students will read a variety of fictional and informational texts to analyze development and evaluate author's' assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Students will continue to develop their narrative, expository, and argumentative writing skills. At the honors level, students may experience texts with a higher level of complexity than the grade level classes. The honors curriculum includes depth in rigor, complexity, and creativity as reflected in the TDOE Honors Framework for extension.

ENGLISH LANGUAGE ARTS 8TH GRADE

In grade eight, students will read a variety of fictional and informational texts to analyze development. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Students will continue to develop their narrative, expository, and argumentative writing skills. KCS teachers aligned curriculum modules with the TDOE Curriculum Standards.

FINE ARTS

VISUAL ARTS

Art instruction is as vital to the basic education of all children as reading, writing, and mathematics. As an area of study, art education covers understanding how things are presented visually, knowing what makes beautiful art, and creative problem solving. In grades 6-8, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society

6TH ART ADVANCED

This semester or year-long course is designed for the highly motivated student who wishes to participate in and study the visual arts in more depth. This course allows students to explore and hone skills in more art media and spend more time developing ideas and communicating meaning through visual arts.

6TH ART SURVEY

This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.

7TH ART ADVANCED

This semester or year-long course is designed for the highly motivated student who wishes to participate in and study the visual arts in more depth. This course allows students to explore and hone skills in more art

media and spend more time developing ideas and communicating meaning through visual arts.

7TH ART SURVEY

This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.

8TH ART ADVANCED

This semester or year-long course is designed for the highly motivated student who wishes to participate in and study the visual arts in more depth. This course allows students to explore and hone skills in more art media and spend more time developing ideas and communicating meaning through visual arts.

8TH ART SURVEY

This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.

CHORAL AND GENERAL MUSIC

6TH GRADE GENERAL MUSIC (REQUIRED)

General music instruction is a required grade level class of instruction, which provides students an overview of the elements, history and role of music in today's society. This course will encourage active participation in performing and creating music.

6TH GRADE CHORUS (ELECTIVE)

Students will have the opportunity to study vocal music techniques and music literature with a goal to perform unison and two-part music. Students will learn to apply fundamentals of proper vocal production and consonant and vowel production appropriate to the style of varied vocal literature.

7TH GRADE GENERAL MUSIC (REQUIRED)

General music instruction is a required 7th grade class of instruction that encourages active participation in performing and creating music through a balanced and sequential program of study. This will allow students opportunities to demonstrate, improvise and/or compose music rhythms and lyrics.

7TH GRADE CHORUS (ELECTIVE)

Vocal music at the 7th grade level seeks to provide students an opportunity to apply expressive style and vocal techniques to age-appropriate music literature. Students will apply correct diction in several styles of vocal music while maintaining correct voice part/line. The goal is for chorus members to sing three- part music.

8TH GRADE GENERAL MUSIC (REQUIRED)

General music is a required class of grade level instruction that allows the student to experience a variety of musical styles and performances in the local school and community and to begin to evaluate and critique musical performances. Students will have the opportunity to examine musical characteristics when related to different cultures and historical periods.

8TH GRADE CHORUS (ELECTIVE)

This course provides students the opportunity to explore the expanding vocal range with a goal to sing three and four-part music literature. Proper age appropriate vocal production techniques will be demonstrated in order for students to evaluate personal and group performance utilizing a rubric.

Instrumental Music - Band

6TH GRADE BEGINNING BAND

This course exposes students to the three major types of band instruments, woodwinds, brasswinds and percussion. Through teacher guidance, the student will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing, and playing simple musical melodies. Students will learn the proper way to play the musical instrument with proper tone quality, embouchure, posture, hand position, head position and proper use of teeth, tongue, throat, and air stream. (All students are eligible to participate in 6th grade beginning band)

7TH GRADE INTERMEDIATE BAND

This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature, and to continue to learn and to increase their ability to play a musical instrument. Students at this level are also allowed to switch to another instrument with the approval of the student's parents and the teacher. The student may be exposed to clinic tryout and solo and ensemble performance. ("Prerequisite: Completion of the 6th grade beginning band and teacher approval")

8TH GRADE ADVANCED BAND

This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature, and to continue to learn and to increase their ability to play a musical instrument. The students will be exposed to more advanced band literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performance. ("Prerequisite: Completion of 6th and 7th Grade Band and teacher approval")

Orchestra

6TH GRADE BEGINNING ORCHESTRA

This course is designed to expose students to the four instruments of the string instrument family – violin, viola, cello and bass. Through teacher guidance, the student will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing and playing simple musical melodies. The student will learn the proper technique for playing a string instrument such as, hand position, posture, bow hold and parts of the instrument. (All students are eligible to participate in 6th grade beginning Orchestra)

7TH GRADE INTERMEDIATE ORCHESTRA

This course is designed to allow the students to continue to expand their knowledge of the elements of music, musical terms, scales and music literature and to continue to learn and to increase their ability to play a string instrument. Students at this level are allowed to switch to another instrument with the approval of the student's parents and the teacher. The student may be exposed to clinic tryouts and solo and ensemble performance. (Prerequisite: completion of 6th grade beginning orchestra or other beginning orchestra programs)

8TH GRADE ADVANCED ORCHESTRA

This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature, and to continue to learn and increase their ability to play a string instrument. The students will be exposed to more advanced orchestra literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performance. ("Prerequisite: Completion of 6th and 7th grade orchestra or other orchestra programs and teacher

permission")

DANCE

6TH, 7TH & 8TH GRADE DANCE

Students will be given beginning to intermediate instruction in the techniques of ballet, modern and jazz dance. Through these areas, the students will also learn dance history, techniques of choreography and composition, and the skills to analyze and critique movement through writing and discussion, all of which are based on the Tennessee State Standards.

8TH GRADE WEST AFRICAN DANCE

Students will study, experience and perform traditional and non-traditional West African Dance styles. The focus will be on technique, style and performance. Students will also learn dance technique in other genres of dance, such as tap, hip-hop and jazz. There is no prerequisite for this class.

The Vine Dance Company is an after school audition only company consisting of 6th, 7th and 8th grade students. Auditions are held each year for the student body and students are selected based on their talent, potential, attitude and performance. The dance company rehearses after school and performs in several performances throughout the school year including the annual Kwanzaa Celebration, various Black History programs at schools and in the community, the Knox County Spring Dance Showcase and Divine Visions.

LITERACY AND NUMERACY INTERVENTIONS AND SUPPORTS

GRADES 6TH-8TH ELA AND NUMERACY INTERVENTIONS AND SUPPORTS

The school shall convene an in-person meeting with input from teachers of core academic subjects as needed to review the student's academic strengths and weaknesses. In order to accomplish this, the team reviews data from the Early Warning System which encompasses attendance, behavior, grades, mobility, and other significant information that are unique to individual students. Historical data, progress monitoring data (if available), and teacher input is used to determine if the student benefits from a RTI^2 (Response to Instruction and Intervention) Student Plan. This plan is designed to assist the student in closing skill gaps identified to better help the student access core standards. Intervention shall be aligned with identified skill gaps at the student's instructional level. Progress monitoring will be assessed at least every other week and the team will reconvene to discuss progress every 4.5 weeks. Parents/guardians are notified when the student is placed in an intervention program. Parents receive progress monitoring data every 4.5 weeks reflecting student progress as well as any changes made to the plan.

A school's data team consisting of administration and teachers review at risk students. Taking into consideration the whole student, this problem solving team recommends a level of intervention intensity (tier 2 or tier 3) that will address skill gaps for individual students. Students are placed in an intervention course that is aligned to close the student's skill deficit and will best challenge the student to show continued growth while addressing skill gaps. KCS follows the RTI^2 Framework from TDOE.

MATHEMATICS

The K-12 Mathematics Curriculum Framework is aligned with the Tennessee Mathematics Curriculum Framework and the National Council of Teachers of Mathematics Standards. The curriculum includes five (5) standards:

- Mathematical Practices
- Number and Operations
- Algebra
- Geometry and Measurement
- Data Analysis, Statistics and Probability

The Standards for Mathematical Practices include communication, real-world and historical connections, reasoning and proof, problem solving, representations, and technology. These standards guide and support the Knox County Schools K-12 Mathematics Curriculum.

Instruction in middle school honors mathematics courses will substantially exceed the content standards, learning expectations, mathematics practices, and reflect the shared principles of learning, including: close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations.

6TH GRADE MATHEMATICS

6th Grade Mathematics extends the students' understanding and fluency of number and operations to include fractions, decimals, ratios and percents. Students solve multi-step contextual problems involving fractions and decimals. They apply their knowledge to solve a variety of problems requiring the use of reasoning and communication. They use statistics and probability in real-world applications to analyze and interpret data. Areas of focus include algebraic patterns and relationships, variable expressions and multi-step equations, and geometric relationships. They model and solve a variety of problems involving surface area, area and circumference of circles, and volumes of prisms and pyramids.

6TH GRADE HONORS MATHEMATICS

Honors Mathematics is a continuation of the fifth grade advanced mathematics program. This course goes into greater depth and application of previous learning. Students complete the requirements for sixth grade mathematics through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology.

7TH GRADE MATHEMATICS

7th Grade Mathematics extends students' understanding of the mathematical processes of problem solving, communication, and reasoning. Students continue to build a foundation for algebra by solving equations with positive and negative rational numbers. They apply their knowledge of integers to graph and identify points on the coordinate system. They create and interpret graphs using function rules and ordered pairs. Students identify slope of a line as a unit rate. Other areas of focus include proportional reasoning, data analysis and various representations of data.

7TH GRADE HONORS MATHEMATICS

7th Grade Honors Mathematics completes the seventh grade mathematics curriculum and the Honors Pre-Algebra curriculum described below through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. Upon successful completion of this course, students will be prepared for Honors Algebra I in the 8th grade.

8TH GRADE PRE-ALGEBRA

Eighth Grade Pre-Algebra is a rigorous course designed to prepare students for the Algebra I curriculum. Students use linear functions, linear equations, and system of equations to represent, analyze, and solve a variety of problems. Students extend their understanding of slope as a constant rate of change and use slope to analyze situations and solve problems. They apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedra.

HONORS ALGEBRA I

Honors Algebra I is a course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. Students develop an understanding of concepts at an abstract level, and apply them in a process that fosters generalizations and insights beyond the original content. Areas of focus include properties of the number system, linear and quadratic functions, inequalities, operations on real numbers and polynomials, exponents and radicals. This is a high school equivalent course. The grade is

reflected on the high school transcript and calculated in a student's high school GPA.

HONORS GEOMETRY

Honors Geometry is a course that studies the advanced concepts of plane geometry and the related topics in three-dimensional geometry, coordinate geometry and transformational geometry. The content includes the vocabulary of geometry 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. This course places an emphasis on problem solving, writing skills (especially proofs) and algebraic applications. This is a high school equivalent course. (Must follow successful completion of Algebra I or Integrated Math I)

COMPUTER SCIENCE EXPLORATORY

Computer Science Exploratory is a computer science survey course. This course is modular in design to be customized to fit a 9-week, semester, or year long schedule. The modules take a broad view on computer science by covering topics such as computational components, troubleshooting, data protection & encryption, internet & networks, and ethics & attribution. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

PHYSICAL EDUCATION AND HEALTH

Family Life Education and HIV/AIDS Education are included in the Health standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the "opt out" form sent home with each student before instruction begins. Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child's teacher at the school. Knox County Schools and the Knox County Health Department have employed a School Health Educator, whose primary responsibility is to deliver the Family Life curriculum in collaboration with the Health and Wellness teachers. Only Knox County School staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th and 10th grades.

6TH GRADE HEALTH

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person's total health.

6TH HEALTH AND SAFETY

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a health class.

7TH GRADE HEALTH

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person's total health.

7TH GRADE HEALTH AND SAFETY

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a health class.

8TH GRADE HEALTH

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus

on personal choices and how those choices impact a person's total health. Students will: Explain the impact of personal health behaviors on the body systems. Formulate a physical activity plan. Compare and contrast a consumer health product and /or service. Evaluate personal food choices and discuss eating disorders and media influences. Demonstrate decision-making skills that support good personal health including role-playing and refusal skills. Understand the relationship between sexual activity and risk of infection of communicable disease. Research healthcare careers. Examine the effects of tobacco, alcohol, and drug use and the consequences to one's self, family, and society. Evaluate high-risk situations and personal safety precautions. Demonstrate first aid procedures and identify emergency resources.

8TH GRADE HEALTH AND SAFETY

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a health class.

6TH GRADE PHYSICAL EDUCATION

Physical education plays a major role in the overall education of students. The skills learned prepare children physically and help develop skills that prepare them for success in the classroom. As children grow and increase their physical abilities, they learn how to participate in activities within groups, and they should develop an interest in both team and individual sports. Students will: Demonstrate basic skills needed to participate in a variety of team and individual sports and games. Describe common rule infractions within these sports and games. Demonstrate good sportsmanship and teamwork. Participate in movement and exercises to improve physical fitness. Participate in and individual fitness assessment and create a plan to improve areas of weakness. Achieve and maintain a health-enhancing level of physical fitness. Develop a life-long awareness of a physically active lifestyle.

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

7TH GRADE PHYSICAL EDUCATION

Physical education plays a major role in the overall education of children. Students continue to increase their physical abilities. They develop personal skills as they participate in team and group sports/games while increasing their knowledge and skill in lifetime activities. Students will: Demonstrate a greater proficiency in skills needed to participate in team and individual sports and games. Demonstrate knowledge of the rules and explain strategies for various sports and games. Continue to demonstrate good sportsmanship and be helpful to classmates. Demonstrate movement and exercises that improve physical fitness. Increase knowledge and skills for lifetime activities. Achieve and maintain a health- enhancing level of physical fitness. Develop a life-long awareness of a physically active lifestyle.

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

8TH GRADE PHYSICAL EDUCATION

Physical education plays a major role in the overall education of children. The skills learned in physical education develop children physically and provide skills for success in the classroom. Students continue to develop physical skills in both individual and team sports and physical fitness activities. Students will: Develop advanced strategies for competitive and non-competitive games and activities. Understand the difference between competitive sports and lifetime activities. Observe and explain the characteristics of advanced skills in sports and games. Demonstrate good sportsmanship and communication skills. Participate

in the assessment of physical fitness and create a plan to improve weak areas. Achieve and maintain a health-enhancing level of physical fitness, develop a lifelong awareness of a physically active lifestyle.
This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

SCIENCE

SCIENCE 6TH GRADE
This course is an inquiry-based science class integrating science and engineering practices while exploring the cross cutting concepts of life, earth, and physical sciences. The major themes include interactions, energy and dynamics of ecosystems, biological change, earth system and earth human activities, and energy including the various forms.

HONORS SCIENCE 6TH GRADE
Students will use higher-level thinking skills in this accelerated 6th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TN Ready achievement scores.

SCIENCE 7TH GRADE
This course is an inquiry-based science class integrating science and engineering practices while exploring the cross cutting concepts of life, earth, and physical sciences. The major themes are molecules to organisms, interactions energy and dynamic of ecosystems, heredity, biological unity and diversity, matter and its interactions, and engineering, technology, and society.

HONORS SCIENCE 7TH GRADE
Students will use higher-level thinking skills in this accelerated 7th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TN Ready achievement scores.

SCIENCE 8TH GRADE
This course is an inquiry-based science integrating science and engineering practices while exploring the cross cutting concepts of life, earth, and physical sciences. The major themes are forces and their interactions, waves and their applications in technologies for information transfer, biological change, earth systems and human activity, engineering and design.

HONORS SCIENCE 8TH GRADE
Students will use higher-level thinking skills in this accelerated 8th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TN Ready achievement scores.

HONORS PHYSICAL SCIENCE
This course provides a physical science high school credit while a student is still enrolled in middle school. This is an accelerated course that will cover several of the earth and space science eighth grade standards along with the high school standards. This course moves at an accelerated pace. The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. Students in this class are required to take the high school Physical Science system End of Course Exam. (Current enrollment in Algebra I; Prerequisites: Combination of standardized test scores, past performance in

science, teacher recommendations, and established enrollment limits). This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.

SOCIAL STUDIES

Instruction in middle school honors social studies courses will substantially exceed the content standards, learning expectations, social studies practices, and reflect the shared principles of learning, including: close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations.

SIXTH GRADE SOCIAL STUDIES WORLD HISTORY AND GEOGRAPHY: EARLY CIVILIZATIONS THROUGH THE FALL OF THE WESTERN ROMAN EMPIRE

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

SIXTH GRADE HONORS SOCIAL STUDIES WORLD HISTORY AND GEOGRAPHY: EARLY CIVILIZATIONS THROUGH THE FALL OF THE WESTERN ROMAN EMPIRE

Sixth grade honors students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

SEVENTH GRADE SOCIAL STUDIES WORLD HISTORY AND GEOGRAPHY: THE MIDDLE AGES TO THE EXPLORATION OF THE AMERICAS

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any

religion. Major world religions are introduced in either 6th or 7th grade.

SEVENTH GRADE HONORS SOCIAL STUDIES WORLD HISTORY AND GEOGRAPHY: THE MIDDLE AGES TO THE EXPLORATION OF THE AMERICAS

Seventh grade honors students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

EIGHTH GRADE SOCIAL STUDIES UNITED STATES HISTORY AND GEOGRAPHY: COLONIZATION OF NORTH AMERICA TO RECONSTRUCTION

Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of the Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the United States, including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction. This course will place Tennessee history, government, and geography in context with United States history in order to illustrate the role our state has played in American history. This course is the first of a two year survey of United States history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the United States. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

EIGHTH GRADE HONORS SOCIAL STUDIES UNITED STATES HISTORY AND GEOGRAPHY: COLONIZATION OF NORTH AMERICA TO RECONSTRUCTION

Eighth grade honors students will study the European settlement of North America and the role geographic features played in the early settlement of the Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the United States, including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals

and events that were significant during the war, and the resulting era of Reconstruction. This course will place Tennessee history, government, and geography in context with United States history in order to illustrate the role our state has played in American history. This course is the first of a two year survey of United States history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the United States. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

WORLD LANGUAGES

LEVEL 1 FRENCH; LEVEL 1 GERMAN; LEVEL I SPANISH I

Each of these classes is a yearlong high school credit-bearing course for 8th graders who meet requirements to be enrolled in Honors courses. The curriculum is the same as for these classes at the high school level and students must demonstrate proficiency by passing the county EOC at the end of the year.

These courses are for students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing. Students who take this course and pass the class and the EOC will earn one credit; they will need to earn another credit in the second year of the same language in order to meet graduation requirements.

LEVEL I LATIN 1

This class is a yearlong high school credit-bearing course for 8th graders who meet requirements to be enrolled in Honors courses. The curriculum is the same as for Latin I at the high school level and students must demonstrate proficiency by passing the county EOC at the end of the year.

This course is for students who are interested in acquiring knowledge of the Roman language and culture. The curriculum includes the development of vocabulary, grammar, and translation skills, as well as the study of the historical and cultural values of Rome and its continuing contributions to western civilization. Students who take this course and pass the class and the EOC will earn one credit; they will need to earn another credit in Latin II in order to meet graduation requirements.

Exploratory Classes

6TH GRADE EXPLORATORY CLASSES

CHINESE; FRENCH; GERMAN; LATIN; SPANISH

This class is an exploratory course designed to provide an introduction to culture and basic language skills for sixth grade students. Students in this class must have at least a "C" average in order to enroll. This course will be offered as a Related Arts course. Students will learn about topics in relation to general themes such as holidays and celebrations, civilization, geography, language, and culture. Students do not earn high school credit.

CHINESE 7TH GRADE EXPLORATORY

This class is an exploratory course designed to provide an introduction to culture and basic language skills for seventh grade students. Students in this class must have at least a "C" average in order to enroll. This course will be offered as a Related Arts course. Students will learn about topics in relation to general themes such as holidays and celebrations, civilization, geography, language, and culture. Students do not earn high school credit.

CHINESE 8TH GRADE EXPLORATORY

This class is an exploratory course designed to provide an introduction to Chinese culture and basic language skills for eighth grade students. Students in this class must have at least a "C" average in order to enroll. This course will be offered as a Related Arts course. Students will learn about topics in relation to general themes such as holidays and celebrations, civilization, geography, language, and culture. Students do not earn high school credit

SPECIALIZED EDUCATION

INTERVENTION (6-8)

These courses are designed for students with a qualifying disability as documented in the IEP. Interventions may include skill-based instruction in reading, math, prevocational, study, and/or social/emotional skills.

COMPREHENSIVE PROGRAM 6-8 (ELA)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. These courses should be aligned to grade level/content area standards. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

COMPREHENSIVE PROGRAM 6-8 (MATH)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. These courses should be aligned to grade level/content area standards. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

COMPREHENSIVE PROGRAM 6-8 (SCIENCE)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. These courses should be aligned to grade level/content area standards. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

COMPREHENSIVE PROGRAM 6-8 (SOCIAL STUDIES)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. These courses should be aligned to grade level/content area standards. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

ALTERNATE ASSESSMENT 6-8 (ELA)

Only students with IEPs who are identified as taking the alternate assessment will be scheduled in this course.

ALTERNATE ASSESSMENT 6-8 (MATHEMATICS)

Only students with IEPs who are identified as taking the alternate assessment will be scheduled in this course.

ALTERNATE ASSESSMENT 6-8 (SCIENCE)

Only students with IEPs who are identified as taking the alternate assessment will be scheduled in this course.

ALTERNATE ASSESSMENT 6-8 (SOCIAL STUDIES)

Only students with IEPs who are identified as taking the alternate assessment will be scheduled in this course.

PEER TUTORING
This course is designed for students who desire to give academic and social support to fellow students with a disability. Students may earn multiple elective credits in this course. Application with teacher recommendation and approval from school counselor and administrator is required.

HIGH SCHOOL COURSE DESCRIPTIONS

DRIVERS EDUCATION

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

FINE ARTS

MUSIC

GENERAL MUSIC
An introduction to music through an aural study of compositions by major composers of each historical period. Emphasis is on exploring the variety of styles of each period and the development of basic listening skills. Styles and historical periods are from Renaissance to the 20th century including theatre, country, and pop music. There are no prerequisites for students in grades 9-12 to enroll. Class participation, maintaining a journal and completion of all assignments is required. Maximum credit one unit.

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

MUSIC THEORY (THEORY AND HARMONY)
A course for students with a particular interest and aptitude in music. Emphasis is on an in-depth study of music fundamentals through ear training and reading and writing music. Musical analysis as well as simple rhythmic, melodic, and harmonic dictation will be explored. Maximum credit one unit. (Prerequisite: Teacher approval)

BEGINNING BAND
This course is designed to give students the opportunity to learn to play a musical instrument from one of the following instrument families: Brass, Woodwind or Percussion. The students will be exposed to all instruments from each family and through teacher guidance will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music as

well as the proper way to play their musical instrument. (Prerequisite: Teacher approval.)

BAND

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

BAND: CONCERT, SYMPHONIC, OR WIND ENSEMBLE

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

INSTRUMENTAL ENSEMBLE

Provides students with the opportunity to continue the study and performance of music literature relative to a specific ensemble, such as Jazz, Percussion, Brass, or Woodwind. The course focuses on advanced individual and group performance skills relative to the selected medium. Individual practice, after-school practice and rehearsal sessions, and performances are required. (Prerequisite: Teacher approval.) Can be taken for multiple credits.

BEGINNING ORCHESTRA

This course is designed to give students the opportunity to learn to play one of the following string instruments: Violin, Viola, Cello or Bass. Students will be exposed to the four (4) string instruments listed above and through teacher guidance will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music as well as the proper way to play their musical instrument. (Prerequisite: Teacher approval.)

ORCHESTRA

Provides students with the opportunity to continue the study and performance of music emphasizing styles from several historical periods. The course focuses on the study of the elements of music and the development of performance skills for individuals and ensembles. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include string orchestra, full orchestra, invitational and audition clinics, festivals, and contests. (Prerequisites: Previous experience and teacher approval) Can be taken for multiple credits.

FEMALE CHORUS

For female choral students to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty from all historical and performance styles. Emphasis is placed on the development of individual and ensemble skills in vocal production, tone quality, diction, intonation, balance and blend, sight-reading and music reading, and ensemble esprit de corps. Previous choral experience is not a prerequisite but would be beneficial. Performances and after-school rehearsals are required. Can be taken for multiple credits.

MALE CHORUS

For male choral students to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty from all historical and performance styles. Emphasis is on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understanding and attitude and the responsibility of individuals to the group. There are no prerequisites, although some minimum requirements may be recommended by the teacher. Performances and after-school rehearsals are required. Can be taken for multiple credits.

VOCAL MUSIC 1

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

VOCAL MUSIC 2

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

VOCAL MUSIC 3 CHORAL ENSEMBLE

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

MUSIC THEORY AP

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

MUSICAL THEATRE

This course offers students the opportunity to study and perform in this genre. This is a production- based course designed to provide students with opportunities to participate in the varied aspects of a musical theatre production. The course combines practical vocal training including diction and tone quality as well as the development of students as actors by instilling work ethic, time management and the importance of teamwork. Students will study the evolution of musical theatre and develop an appreciation for this uniquely American art form. (Elective credit)

HONORS COURSES FOR BAND, ORCHESTRA AND CHORUS

Honors courses are offered in both instrumental and vocal music. Students that enroll in an honors course will be required to complete all of the requirements for their chosen area of study (band, orchestra or chorus) as well as the honors course requirements listed in the Knox County Schools Honors Course Credit Contract for instrumental and vocal music. Honors courses require a yearlong commitment. Students must be enrolled in the course for both the fall and spring semesters and must complete all of the requirements above before honors credit will be given for the course. (Prerequisites: Previous band, orchestra or chorus experience and teacher approval).

THEATER

THEATRE ARTS 1

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

ADVANCED THEATRE ARTS

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

ADVANCED THEATRE ARTS STAGECRAFT

A one-unit course for students who have an interest in developing an overall understanding of the aspects of theatre production. Students will develop skills in lighting, sound, set construction, set painting, props, program/poster design, costuming, makeup, and publicity. (Elective credit) Can be taken for multiple credits.

ADVANCED THEATRE ARTS PRODUCTION

This one-unit course will focus on the study and application of technical theatre including set design, set building, lighting, sound, props, stage managing, costume design, makeup, publicity, box office, and house management. A requirement of this course includes preparation in a show, which will require time commitment outside of class. (Elective credit) (Prerequisite: Interview with teacher and Theatre Arts I) Can be taken for multiple credits.

ART

VISUAL ART 1 (GENERAL)

A one-unit survey course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. Provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. Generally laboratory in nature, Art I explores and gives experience in two-dimensional (drawing, painting, printmaking) and three-dimensional (sculpture, ceramics, textiles) formats and integrates art history, design principles, and aesthetic criticism and response. **This course is a prerequisite for all other advanced art coursework.**

ADVANCED ART

For students who have successfully completed Art I and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Visual Art. Based on approved curriculum guides, the program of study may be divided into the following topics or areas of concentration: Art History, Sculpture, Painting, Ceramics, Drawing, Printmaking, Paper, or Photo. General Advanced Art will study a combination of two-dimensional and three-dimensional media. This assures that students who

continue beyond the first year will grow in their artistic development. Students may continue in Advanced Art on a space-available basis and may repeat Advanced Art up to seven times at the determination of the instructor. (Prerequisite: Art I and teacher recommendation.)

ADVANCED MEDIA ART

For students who have successfully completed Art I and, who in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Media Art. This course is focused on visual art and design with an emphasis on creating and producing media artworks. Students may take this course one time. (Prerequisite: Art I and teacher recommendation.)

GENERAL DESCRIPTION OF AP ART

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

GENERAL DESCRIPTION OF AP ART PORTFOLIOS

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

AP STUDIO ART- DRAWING PORTFOLIO

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

AP HISTORY OF ART

The Advanced Placement offering in Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They will learn to look at works of art critically, intelligence and sensitivity, and to analyze what they see.

AP STUDIO ART- 3-D ART AND DESIGN

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

AP STUDIO ART- 2-D ART AND DESIGN

This portfolio is intended to address a very broad interpretation of two-dimensional (2D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an

integrative way. For this portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

DANCE

PERFORMING ARTS OFFERED AT AUSTIN-EAST MAGNET

The following courses are offered as part of the fine arts curriculum at Austin-East Performing Arts and Sciences Magnet High School.

DANCE I

Dance I is an introduction course to dance and is designed for students who have no previous dance experience and not taken any other dance classes. The course is based on the Tennessee Fine Arts' Standards for dance in grades, 9-12. The course will have an emphasis on stretching, conditioning and strength building, as well as dance class etiquette, the elements of dance and use of basic dance terminology. Students will also be introduced to basic dance techniques in ballet, modern and jazz dance.

BALLET

This course is a dance elective for the beginning/intermediate dancer. Students learn ballet technique, vocabulary, and history. Dance clothes and ballet shoes are required. (Prerequisite: none)

ADVANCED BALLET

This course is for students wishing to continue in ballet. Students will begin to work on pointe. Dance clothes and ballet shoes are required. (Prerequisite: Ballet I)

TAP

This course is a dance elective in which students learn tap dance techniques and styles. Tap shoes are required. (Prerequisite: none)

WEST AFRICAN DANCE

This dance elective focuses on the culture and dance of West Africa. Students learn West African dance and drum technique and the customs surrounding its use. Dance clothes are required. (Prerequisite: none)

ADVANCED WEST AFRICAN DANCE

This dance elective prepares the advanced West African dancer to perform in the West African dance style. (Prerequisite: permission of instructor)

MODERN DANCE

This course exposes the beginning dancer to modern dance technique, compositional forms, and history in the traditions of Martha Graham, Doris Humphrey, Charles Weidman, Jose Limon, Merce Cunningham, and Lester Horton. Dance clothes are required. (Prerequisite: none)

ADVANCED MODERN DANCE

This course is for continuing dance studies. Students are introduced to choreographic principles and dance analysis in addition to continuing to study technique, history, critical analysis, and composition. Dance clothes are required. (Prerequisite: Modern Dance)

DANCE COMPANY

This course is for students performing in the Dance Company for the school and is open only by audition. Students split their class time between advanced dance technique classes and rehearsals for performances. Students are expected to perform and conduct themselves as professionals. Dance clothes are required.

(Prerequisite: Selection By Audition)

DJEMBE ORCHESTRA
This course is for students interested in West African drumming. (Prerequisite: None)

DJEMBE ACCOMPANIMENT
This course is for students accomplished in West African drumming and who will accompany the West African dance class or West African choreography by the Dance Company. This course is open only by audition. (Prerequisite: Permission Of Instructor)

JROTC (JUNIOR RESERVE OFFICERS TRAINING CORPS)

NOTE: NO SUBSTITUTIONS MAY BE MADE.

GENERAL DESCRIPTION

J.R.O.T.C. is a joint program provided by the Knox County School System in partnership with the United States Department of Defense. Currently, there are two Air Force, two Army, and five Navy programs in Knox County. J.R.O.T.C. programs vary according to differences among Air Force, Army, and Navy regulations. However, all services present a curriculum designed to help each student achieve the following goals: (1) Develop habits of orderliness, precision, and respect for authority in our society, (2) Instill patriotism, (3) Develop a high degree of personal honor, self-reliance, individual discipline, and leadership, (4) Instill pride, self-respect, confidence, and a desire to do one's best in any endeavor, and (5) Promote a basic understanding of national security requirements and the role of the armed service in the national defense structure. Each student must successfully complete an introductory phase before advancing to the next level of the program.

Air Force JROTC I – IX (Course Numbers 333100100 – 333900100)
Army JROTC I – IX (Course Numbers 333100200 – 333900200)
Navy JROTC I – IX (Course Numbers 333100300 – 333900300)

AIR FORCE JROTC

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a program designed to develop citizens of character dedicated to serving their nation and community. Each AFJROTC class contains three components: aerospace science, leadership education, and a wellness program. Aerospace Science courses develop a sense of service, while focusing on science and technology. Leadership education courses emphasize citizenship and character education. Wellness is an official and integral part of the Air Force Junior ROTC program. It motivates cadets to pursue healthy, active lifestyles throughout their adult lives. Each semester of study contains an aerospace science, leadership and wellness component in a 40/40/20% ratio respectively.

The course titles JROTC I – IX refer to a cadet's current semester in the program with associated curriculum selected from the following AFJROTC course offerings.

AEROSPACE SCIENCE (AS) COURSES:

AS 100: AEROSPACE SCIENCE: A JOURNEY INTO AVIATION HISTORY
The course focus is the history of flight through the ages, from ancient civilizations through modern day, with a brief introduction to astronomy and space exploration.

AS 200: THE SCIENCE OF FLIGHT: A GATEWAY TO NEW HORIZONS

Discover how airplanes fly, how weather conditions affect flight, the effects of flight on the human body, and the art of flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students.

AS 220: CULTURAL STUDIES: AN INTRODUCTION TO GLOBAL AWARENESS

Created specifically for the Army, Marine Corps, Navy, and Air Force Junior ROTC programs, this course introduces students to the world's cultures through major events and significant figures that have shaped the various regions of the world. Each region is examined through the prism of history, geography, religion, language, culture, political system, economics, social issues, environmental concerns, and human rights.

AS 300: EXPLORING SPACE: THE HIGH FRONTIER

Exploring Space is an in-depth look at the study of space, from the earliest days of astronomy, through the Renaissance, and into the modern era. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions and the human experience in space.

AS 400: MANAGEMENT OF THE CADET CORPS

Management is intended for cadets who hold management/leadership positions within the corps. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice while planning, organizing, coordinating, directing, and controlling cadet corps activities, emphasizing communication, decision-making, personal-interaction, managerial, and organizational skills.

AS 410: SURVIVAL: SURVIVE • RETURN

This course is based on Air Force Regulations 64-4, *Survival Training*. It synthesizes skills, knowledge, and attitudes necessary to succeed in any survival situation.

AS 500: AVIATION HONORS GROUND SCHOOL

This program provides an academically challenging course for top achievers in the AFJROTC program. When the course is completed, the cadet is prepared to take and pass the Federal Aviation Administration (FAA) Private Pilot Written Exam. Applicants must be a junior or senior honor student, demonstrate potential and aptitude for flight training, successfully complete a minimum of two years AFJROTC course work (to include AS 200), maintaining a grade of C or higher, and receive written approval from the AFJROTC instructor. For cadets to receive honors credit, they must meet state/district/school honors course criteria.

AS 510: AFJROTC HONORS SENIOR PROJECT

The Honors Senior Project is primarily targeted for senior cadets in a three- or four-year program. This culminating honors project allows cadets to demonstrate essential reading, writing, speaking, production, and/or performance skills. Analysis, logic and creativity are showcased throughout the project. Participation in this honors class requires instructor approval. For cadets to receive honors credit, they must meet state/district/school honors course criteria.

STEM education focuses on promoting creativity and exploration in the learning process. These hands-on, mind-on activities help cadets understand how science, technology, engineering, and math are useful in their world and make connections to careers they may not have considered. The following STEM programs supplement the Aerospace Science curriculum:

UNMANNED AERIAL VEHICLES (UAVS) / QUADCOPTERS

This program introduces cadets to modern UAVs and Quadcopters and their civilian and military applications, such as search and rescue, weather analysis, ground mapping, and the hobby enthusiast.

MODEL AND REMOTE CONTROL AIRCRAFT

Cadets experience the art of flying through the Real Flight Simulator computer program for radio controlled aircraft. The program is designed to promote a beginning interest in aviation and/or remotely-piloted aircraft vocations (careers) and avocations (hobbies).

WEATHER STATION "AIR ENVIRONMENT"

Using the Acu-Rite Professional Weather Station, cadets will enhance their knowledge of weather interactions and their effect on the aviation environment.

ASTRONOMY

Using the Portable Celestron Telescope and Planetarium Software, cadets will study the heavens and supplement their knowledge of the space environment

FLIGHT SIMULATOR

This STEM program utilizes the *Microsoft Flight Simulator* to introduce cadets to the integrated nature of the aviation environment to include weather systems and air traffic control functions. (Supplements *AS 200: The Science of Flight: A Gateway to New Horizons* and *AS 500: Aviation Honors Ground School*.)

STELLAR XPLORERS

Sponsored by the Air Force Association, this competition is designed to excite young people about space and the many opportunities that are available in the space operations field.

CYBERPATRIOT

CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association to inspire students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation's future. Cadets compete in an annual competition geared to cyber security.

INTRODUCTION TO CYBERSECURITY

This module provides a summary of careers in computer and network security and also introduces current threats in Cyberspace providing immediate activities for improving collective awareness and defense.

CYBER LITERACY

The National Integrated Cyber Education Center Research Center (NICERC) curricula showcase a systems-level understanding of real-world applications of science, technology, engineering, and mathematics. Courses provide a hands-on, context-based approach to math and science professional development incorporating liberal arts components to empower students as the next generation of engineers and cyber professionals.

INTRODUCTION TO ROBOTICS

The *Introduction to Robotics* provides a history of robotics and hands-on related activities. The robotics curriculum provides beginning activities that are low-cost and high-interest. These activities progress into challenges that will require more resources and ingenuity to perform.

MODEL ROCKETRY

This is part one of the model rocketry STEM course stimulates cadets' interests in the fields of rocketry, engineering, and math. This basic course favors the novice emphasizing the fun of building inexpensive rockets while learning the history of rocketry, scientific rules of how rockets fly, and model rocketry safety.

Part two of the model rocketry STEM course, *The Advanced Rocketry* program accommodates cadets who wish to conduct more challenging projects in model rocketry.

LEADERSHIP EDUCATION (LE) COURSES:

LE 100: CITIZENSHIP, CHARACTER AND AIR FORCE TRADITION
Intended for students who are entering the AFJROTC program, LE 100 introduces cadets to the history, organization, mission, traditions, goals, and objectives of JROTC; covers key military customs and courtesies; examines the principles of ethical and moral behavior; and provides strategies for academic success. In addition, it covers methods to maintain proper mental and physical health. Cadets will be introduced to civics, our national government, the history of the American flag and the rights and freedoms contained in the US Constitution.

LE 200: COMMUNICATION, AWARENESS, AND LEADERSHIP
This course is customized to improve communication, enhance awareness of self and others, develop personal integrity, and provide the fundamentals of leadership and followership. The course focuses on the AFJROTC mission to "develop citizens of character dedicated to serving their nation and community."

LE 300: LIFE SKILLS AND CAREER OPPORTUNITIES
This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Cadets will become more financially competent, develop an understanding of legal documents such as contracts, explore potential career paths, conduct effective job searches to include resume building and interviewing skills, and learn valuable life skills and civic responsibilities.

LE 400: PRINCIPLES OF MANAGEMENT
This course exposes cadets to the fundamentals of management and equips them with qualities necessary for service in leadership positions. Activities are based on real life experiences presented through ethical dilemmas, case studies, and role playing.

DRILL AND CEREMONIES: DRILL CURRICULUM (CUMULATIVE)
Drill and Ceremony is taught throughout the AFJROTC experience. It is an essential leadership tool concentrating on the elements of military drill, individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice, in addition to ceremonial performances and protocol for civilian and military events.

The Following Programs Supplement The Leadership Education Curriculum

UNLOCKING YOUR POTENTIAL (UYP)
Eight part program, empowering cadets to understand their own mental make-up and acquire techniques and procedures to improve their power of positive thought, increase their sense of self-esteem, and learn that success starts from within because continued excellence is a journey.

National Endowment for Financial Education (NEFE) High School Financial Planning Program (HSFPP)®

This program specifically focuses on basic personal finance skills that are relevant to the lives of pre-teens, teens, and young adults to lay a solid foundation for financial independence and future financial decisions.

Congressional Medal of Honor Foundation (CMHF)
Using the stories of Medal of Honor recipients, CMHF provides cadets with opportunities to explore the important concepts of courage, commitment, sacrifice, patriotism, integrity, and citizenship and how these values can be exemplified in daily life.

The Pennsylvania Veterans Museum
The Pennsylvania Veterans Museum provides a DVD series dedicated to preserving, protecting, and promoting the legacy and dignity of all veterans of the U.S. military. Their focus is to tell the stories of America's conflicts through the eyes of those who served in them.
Veterans National Education Program
The Veterans National Education Program teaches U.S. modern history through the understanding of the humanistic and cultural aspects of America's military conflicts and how they have influenced the fabric of our global society.

Wellness Program
Wellness is an official and integral part of the AFJROTC program. It provides a list of 19 exercises, with examples, that cadets can utilize to create a 36-week exercise program modified for their particular level of fitness. In addition, all cadets are evaluated twice a semester under the Presidential Physical Fitness Program to assess their progress toward individual physical fitness goals.

Army JROTC

The U.S. Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, personal finance, and diversity. It is a cooperative effort between the U.S. Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment. The outcomes of the JROTC program are:

- Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce
- Engage civic and social concerns in the community, government, and society
- Graduate prepared to excel in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

With the school's support, the JROTC program achieves these outcomes by using a world-class 21st Century, technology driven, student centered curriculum. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, personal finance, and civics.

The curriculum is facilitated and taught by retired Army personnel. JROTC teacher qualifications are based on military experience, maturity, stability, and leadership acquired over 20 years of service to our nation. JROTC instructors are certified to teach JROTC and the array of subject areas embedded (e.g., Physical Education, Health/Wellness, Civics, and Personal Finance).

ARMY JROTC CURRICULUM

JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem,

teamwork, and self-discipline.

Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.

CO-CURRICULAR ACTIVITIES

In addition to a typical JROTC curriculum, Cadets may have the opportunity to participate in a number of co-curricular activities offered by JROTC:

- JROTC Leadership Challenge and Academic Bowl (JLAB): a competitive program that imparts values of leadership and citizenship while preparing for higher education milestones like college entrance exams.
- STEM (Science, Technology, Engineering and Mathematics) Camps: a one week college residential program at STEM labs interacting with college-level professors and graduate and undergraduate students.
- JROTC Raider Challenge: A competitive program for JROTC Cadets in five different fitness and skill events.
- Air Rifle Competitions: Marksmanship programs that promote teamwork, self- confidence and marksmanship skills.
- Drill Competitions: Programs for traditional drill formations including regulation and exhibition/pageantry categories.
- Army JROTC Robotics Team

AJROTC 100 - LEADERSHIP EDUCATION AND TRAINING (LET 1)

FOUNDATIONS FOR SUCCESS - LET 1A (LEADERSHIP, EDUCATION, AND TRAINING):

This is the first course for all new cadets. The LET textbook and curriculum management systems (CMS) introduces cadets to the Army Junior Reserve Officer Training Corps (AJROTC) program providing a basis for progression through the rest of the JROTC program while instilling elements of good citizenship. It contains sections on cadet and Army organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. Cadets perform a minimum of twenty hours of leadership application and assessments. This includes instruction on basic marching and small unit drill. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

CITIZENSHIP IN ACTION - LET 1B (LEADERSHIP, EDUCATION, AND TRAINING):

This is the second course for all cadets. The curricular management system (CMS) is the basis for progression through the rest of the JROTC program. The class provides follow-on instruction on the knowledge, skills, and experience about the Army's organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. LET 1B cadets start to develop their individual leadership skills by serving as class leaders. This includes leading other cadets on basic marching and small unit drill. Cadets apply Foundations for Success modules to develop a personal skill profiler. Skill profilers are monitored by JROTC cadre throughout a cadet's JROTC career. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is

instrumental in developing citizens of character dedicated to serving our nation and communities.

AJROTC 200 LEADERSHIP EDUCATION AND TRAINING (LET 2)

CITIZENSHIP IN AMERICAN HISTORY AND GOVERNMENT - LET 2A (LEADERSHIP, EDUCATION, AND TRAINING):

Progressing to the 200 series classes, core modules focus heavily on Citizenship in American History and Government. The textbook and Curriculum Manager System include classes on citizenship skills, foundations of the American political system, the Constitution, American history, U.S. Government, and You the People Citizenship program, and an introduction to Chief Justice. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

CITIZENSHIP IN AMERICAN HISTORY AND GOVERNMENT AND GEOGRAPHY AND EARTH SCIENCE - LET 2B (LEADERSHIP, EDUCATION, AND TRAINING):

The 2B level JROTC class reinforces their knowledge of Army's organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. LET 2B cadets continue to develop their individual leadership skills by serving as squad leaders. This includes leading other cadets on basic marching, squad level unit drill, and physical fitness classes. Cadets study the Bill of Rights, the U.S. judicial system, military justice system, new citizenship and Constitutional issues, and constitutionalism in other countries. Geography, earth science, and map reading skills are introduced during this class. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

AJROTC 300 - LEADERSHIP EDUCATION AND TRAINING (LET 3)

LEADERSHIP THEORY AND APPLICATION - LET 3A (LEADERSHIP, EDUCATION, AND TRAINING):

300 level courses focus on leadership theory and application. Modules include basic command and staff principles, leadership strategy, cultural and individual diversity, performance indicators, negotiating, decision making, and problem solving. Cadets are assigned leadership positions at the company level where they lead, manage, and supervise junior cadets. Leadership training includes lessons on becoming a better speaker, creating better speeches, improving writing skills. Cadets have the opportunity to use these skills when they teach classes or deliver an oral presentation. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

AJROTC 300 - LEADERSHIP EDUCATION AND TRAINING (LET 3)

LEADERSHIP THEORY AND APPLICATION - LET 3B (LEADERSHIP, EDUCATION, AND TRAINING):

AJROTC 300 level courses focus on leadership theory and application. Modules include basic command and staff principles, leadership strategy, cultural and individual diversity, performance indicators, negotiating, decision making, and problem solving. Cadets are assigned leadership positions at the company and battalion level where they lead, manage, and supervise junior cadets. Leadership training includes lessons on becoming a better speaker, creating better speeches, improving writing skills. Cadets have the opportunity to use these skills when they teach classes or deliver an oral presentation. LET 3A level classes include modules on

mediation, violence prevention and anger management. Cadets learn how to conduct a meeting, facilitate/mediate, counsel, and mentor other cadets. All cadets are required to participate in a service learning project. Personal finance classes using the National Endowment for Financial Education, H&R Block Financial Challenge, and Making the Right Money Moves program provide cadets a well-rounded curriculum and meets the state of Tennessee graduation requirement in personal finance. Career exploration strategies, military career opportunities, college preparation, goals and goal setting focus each cadet on planning for their future. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

AJROTC 400 - LEADERSHIP EDUCATION AND TRAINING (LET 4)

LEADERSHIP THEORY AND APPLICATION LET 4A (LEADERSHIP, EDUCATION, AND TRAINING):

Cadets enrolled in the 400 level of JROTC continue to develop and apply their leadership skills. The cadets manage the entire battalion during their fourth year in the program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AJROTC. We are confident this course, coupled with what cadets have already learned during their time in AJROTC, will equip them with the qualities needed to serve in leadership positions within the battalion. Throughout the text are many ethical dilemmas, case studies, and role-play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions. Students will become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. Career exploration strategies, military career opportunities, college preparation, goals and goal setting focus each cadet on planning for their future. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

AJROTC 400 LEADERSHIP EDUCATION AND TRAINING (LET 4)

LEADERSHIP THEORY AND APPLICATION - LET 4B (LEADERSHIP, EDUCATION, AND TRAINING):

This course provides for a more demanding version of "Management of the Cadet battalion" allowing cadets the opportunity to improve their leadership, management, and organizational skills. Cadets demonstrate essential skills through reading, writing, speaking, production, and/or performance. Cadet skills in analysis, logic, and creativity will also be showcased as they plan, organize, rehearse, and execute parades, veterans day ceremony, community service events, service learning events, military ball, awards ceremony, and the day-to-day operations of the cadet battalion. Cadet leaders interface with school and community leadership as they plan future cadet operations. LET 4B cadets serve as assistant instructors. Personal financial management classes require cadets to develop financial goals, create and manage a budget. Career exploration strategies, military career opportunities, college preparation, goals and goal setting focus each cadet on planning for their

future. All cadets are required to participate in a service learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

LANGUAGE ARTS

To satisfy graduation requirements, each student must complete four courses of Language Arts: English 1, English 2, English 3, and English 4. Each of these core courses addresses four curriculum content strands: Language, Reading, Writing, and Speaking and Listening.

All Honors courses should substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

ENGLISH 1; ENGLISH 1 HONORS

In English 1, students will build upon the skills developed in the middle school English Language Arts. The focus is on close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students will engage in class discussion and written assignments to present analysis to develop an argument, or to write real or imagined narrative. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts that the students read. Assessment will focus on the students' ability to read appropriately complex text and to cite evidence to support analysis or claims from that text. Language skills will be assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Honors curriculum modules reflect the Tennessee Department of Education framework for extension.

ENGLISH 1 HONORS (COMBINED)

A yearlong course, this English class is typically combined with an honors social studies class. It is reading and writing intensive course with an emphasis on an in-depth study of composition, research, and literacy analysis. The focus is on the close reading of informational and literary texts selected based on overlapping concepts and historical periods. Based upon their reading, students will engage in class discussion and written assignments to present analysis, to develop an argument, or to write a real or imagined narrative. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study consists of morphology, etymology, and context, and the words will come from the texts that the students read. Assessment will focus on the students' ability to read appropriately complex text and cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. English 1 Honors, students build upon the skills developed in middle school English Language Arts. Students in an English 1 Honors course engage with text at the upper end of the reading band for the grade level. They also engage in deeper levels of analysis with more rigorous expectations for the thoroughness of the evidence considered in developing analyses and arguments.

ENGLISH 2; ENGLISH 2 HONORS

In English 2, students build upon the skills developed in English 1. The focus is on the close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students

engage in class discussion and written assignments to present analysis to develop an argument, or to write a real or imagined narrative. While reading and writing, students analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study focuses on morphology, etymology, and context, and the words -come from the texts students read. Assessment will focus on the students' ability to read appropriately complex text and to cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Honors curriculum modules reflect the Tennessee Department of Education framework for extension.

ENGLISH 2 HONORS (COMBINED)

A yearlong course, this English class is typically combined with an honors or Advanced Placement® social studies class. Previous experience in honors is not a prerequisite; however, students who make the transition from grade level to honors may experience a significant difference in the level of text and the expectations for fluency in writing. It is reading and writing intensive with an emphasis on an in-depth study of composition, research, and literary analysis. The focus is on the close reading of informational and literary texts selected for overlapping concepts and historical periods. Based upon their reading, the students will engage in class discussion and written assignments to present analysis, to develop an argument, or to write a real or imagined narrative. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study focuses on morphology, etymology, and context, and the words will come from the texts that the students read. Assessment centers on the students' ability to read appropriately complex text and to cite evidence to support analysis or claims from that text. Language skills will be assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Students in an English 2 Honors course engage with text at the upper end of the reading band for the grade level. They participate in deeper levels of analysis with more rigorous expectations for the thoroughness of the evidence considered in developing analyses and arguments.

ENGLISH 3

Students in English 3 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in American literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal natures. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 3 work to refine their writing style in fluency and sophistication.

ENGLISH 4

Students in English 4 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in world literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal natures. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 4 work to refine their writing style in fluency and sophistication. They also develop their speaking and listening skills through speeches and presentations.

ENGLISH AP LANGUAGE AND COMPOSITION

A course for students who have successfully completed Honors English 2 or have demonstrated competency in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts.

Students will be expected to think critically and analytically and be able to express themselves effectively. College level outside reading is 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.

ENGLISH AP COMBINED

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

ENGLISH AP LITERATURE AND COMPOSITION

A course for students who have successfully completed Advanced Placement English 3 or demonstrated competency in composition and literary analysis skills. Students must be highly motivated and have above average writing and analytical skills. The curriculum is an in-depth study of American, British, and World literature with expectations commensurate with the first year of college English. Outside readings are required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Literature and Composition Test.

ENGLISH AP COMBINED

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

JOURNALISM 1*

Students will have the opportunity to improve the skills necessary in journalistic writing for both print and broadcast media. 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. (Elective credit.) *(Prerequisites: Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper and/or the annual.)

JOURNALISM 2*

Students continue to explore and refine the skills necessary for journalistic writing and digital publishing. In addition to being actively engaged in communication skills, students explore the topics of ethics in journalism particularly paying close attention to plagiarism. (Elective credit) *(Prerequisites: Successful completion of Journalism 1. Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper and/or the annual.) Can be taken for multiple credits.

JOURNALISM 3*

This course provides more in-depth and hands-on production work in journalism. Activities in this class include production techniques for newspaper, radio, and television. (Elective credit) *(Prerequisites: Successful completion of Journalism 2. Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper and/or the annual.) Can be taken for multiple credits.

JOURNALISM 4*

This course will allow students more hands-on production training in various areas of journalism. Activities in this class should include production techniques for newspaper, radio, and television including online publications. (Elective credit) *(Prerequisites: Successful completion of Journalism 3. Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper and/or the annual.) Can be taken for multiple credits.

GENRE LITERATURE

Students will be given the opportunity to develop deeper thematic critical reading skills through additional reading experiences of two or more literary genres. Students will explore the thematic elements and various styles and plot elements of various literary genres, including Ancient Literature, Appalachian and Southern Literature, Modern Literature, Mystery and Suspense Literature, Mythology, Science Fiction and Shakespeare.

VISUAL LITERACY

Students will interpret visual forms of media and to analyze and evaluate the effectiveness of the various types. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. These forms of media will be used to develop the student's ability to understand messages conveyed through images. Throughout the course, students will examine and analyze the effect of various forms of media in order to broaden a student's cultural literacy.

CREATIVE WRITING

Students will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and nonfiction. Creative writing allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format. (Elective credit)

ADVANCED CREATIVE WRITING

Students will continue to pursue the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screenwriting. 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)

SPEECH AND COMMUNICATIONS

Students will explore a variety of speaking situations (informative, small group, persuasive, and special event speaking) and different types of communication (interpersonal, small group, and public communication) using a variety of digital media (text, audio, and visual) through formal and informal settings. The student will develop the skills to generate ideas, research topics, organize information, and create and evaluate oral presentations. (Elective credit)

ENGLISH LANGUAGE LEARNERS

An English course designed for students who are classified as active ELLs. 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. This course is available in grades 9-12. Students may substitute ESL for up to two units of English credit. Additional credit earned in ESL may be used as elective credit at the same rate as other courses in the student's school. Only a Certified ESL teacher can teach this course.

HUMANITIES

This course is designed for 10th-12th grade students who are interested in analyzing human culture through a variety of mediums including art, music, literature and film. Students read and view many texts from a variety of continents and time periods, and engage in analytical discussions, blogs, debates, presentations, and writing

activities. With each text, students will examine what the author/artist says about human culture and how the author/artist utilizes the tolls of his or her discipline to develop the message. While each text will be studied first as its own entity, students look across texts to discern patterns in the medium, time periods, and cultures.

LIFETIME WELLNESS/PHYSICAL EDUCATION

Note: One unit of Lifetime Wellness is required for graduation, during a student's 9th grade year.

PHYSICAL EDUCATION 1

A one-unit elective course. The goal of Physical Education 1 is to provide a variety of activities through four strands: Health Related Fitness; Individual Sports; Team Sports; and Basic Gymnastic Fundamentals. Each unit within the strand will be designed to teach the basic skills, rules and strategies necessary to understand and perform a variety of activities. This course is a prerequisite for Advanced Physical Education.

Advanced Physical Education

A one-unit elective course. The goal of Advanced Physical Education is to provide progressive skills, techniques and strategies in various activities. (Prerequisite: Physical Education 1) Can be taken for multiple credits.

LIFETIME WELLNESS

A one-unit course required for graduation for students in grade 9. The goal of Lifetime Wellness is for students to learn a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive and higher quality of life. The course consists of the following state standards: Disease Prevention and Control; Mental Health; Nutrition; Physical Fitness and Related Skills; Safety and First Aid; Sexuality and Family Life; and Substance Use/Abuse.

Family Life Education and HIV/AIDS Education are included in the Wellness standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the "opt out" form sent home with each student before instruction begins. Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child's teacher at the school. Knox County Schools and the Knox County Health Department have employed a School Health Educator, whose primary responsibility is to deliver the Family Life curriculum in collaboration with the Health and Wellness teachers. Only Knox County Schools' staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th and 9th grades.

AEROBICS

A one-unit elective course emphasizing the importance in improving and maintaining a healthier cardiovascular system. Skills taught in order to achieve this goal include muscular endurance, muscular strength, cardiovascular endurance, flexibility and body composition. Regular aerobic workouts through the participation in aerobic routines, games and various other activities accompanied by a fitness assessment will be the primary instructional focus of this course. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits.

CONDITIONING AND ADVANCED STRENGTH TRAINING

A one-unit elective course designed to allow students to make gains in conditioning, muscle tone, and strength while emphasizing the importance of making an active healthy lifestyle a lifelong practice. Health and skill related activities such as flexibility, speed, agility, coordination and power, along with self-discipline and a positive attitude will be the content focus. Proper nutrition will also be examined and emphasized. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits.

PHYSICAL EDUCATION REQUIREMENT

Students must complete one-half (½) credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.

The 1/2 credit Physical Education requirement may be satisfied by one of the following:
One Physical Education elective course (1 credit) 65 hours of documented physical activity outside of the school day in other school-related areas such as:

- Marching Band
- JROTC*
- TSSAA approved sports
- Swim Team
- Cheerleading
- Dance Team
- School-related club/activity approved by the Supervisor of Wellness, PE, and Athletics

The 65 hours must be completed during one school/academic year, which includes the summer prior to the beginning of a school year. Upon completion of the 65 hours of physical activity, credit in Activity PE with a grade of 'Pass' will be recorded on the student transcript

* Documentation of hours will be the responsibility of the teacher/coach supervising the activity.

LITERACY AND NUMERACY INTERVENTIONS AND SUPPORTS

Grades 9th-12th ELA and Numeracy Interventions and Supports

The school shall convene an in-person meeting with input from teachers of core academic subjects as needed to review the student's academic strengths and weaknesses. In order to accomplish this, the team reviews data from the Early Warning System which encompasses attendance, behavior, grades, mobility, and other significant information that are unique to individual students. Historical data, progress monitoring data (if available), and teacher input is used to determine if the student benefits from a RTI^2 (Response to Instruction and Intervention) Student Plan. This plan is designed to assist the student in closing skill gaps identified to better help the student access core standards. Intervention shall be aligned with identified skill gaps at the student's instructional level. Progress monitoring will be assessed at least every other week and the team will reconvene to discuss progress every 4.5 weeks. Parents/guardians are notified when the student is placed in an intervention program. Parents receive progress monitoring data every 4.5 weeks reflecting student progress as well as any changes made to the plan.

A school's data team consisting of administration and teachers review at risk students. Taking into consideration the whole student, this problem solving team recommends a level of intervention intensity(tier 2 or tier 3) that will address skill gaps for individual students. Students are placed in an intervention course that is aligned to close the student's skill deficit and will best challenge the student to show continued growth while addressing skill gaps. KCS follows the RTI^2 Framework from TDOE. Students in high school may receive .5 credits per semester for their participation in an intervention course.

MATHEMATICS

To satisfy graduation requirements, each student must complete a math course each year he or she is enrolled

in high school. Algebra 1, Geometry, Algebra 2 and one math course above Algebra 2 are required for graduation.

All Honors courses should substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

ALGEBRA 1A (First Term of a Two-Term Sequence)
ALGEBRA 1B (Second Term of a Two-Term Sequence)
This required two-term sequence is designed for students in the 9th grade who enter high school not ready to start Algebra 1. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is spent integrating pre-algebra and introductory algebra skills. More time is devoted to skill development than is possible in the one-term Algebra 1 class.

ALGEBRA 1
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra 1 than has generally been offered. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of this sequence prepares students for Geometry. The "Pass" credit is ignored in attempted credits and is not counted in the GPA.

HONORS ALGEBRA 1
This course is for students who did exceptionally well in the 8th grade mathematics. Course content covers the topics of Algebra 1 in greater depth and at a faster pace, thus providing time for enrichment through the study of additional performance objectives.

ALGEBRA 1A
This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count as one math credit required for a regular diploma.

ALGEBRA 1B
This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course completes the Algebra I requirement along with the state EOC assessment and will count as the Algebra credit required for a regular diploma.

GEOMETRY A (First of the two-term sequence)
GEOMETRY B (Second of the two-term sequence)
This required two-term sequence is designed for students who complete Algebra 1 and not ready to start Geometry. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective credit and time is spent integrating Algebra 1 and introductory Geometry skills. More time is devoted to skill development than is possible in the one-term Geometry class.

GEOMETRY A

This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count as one math credit required for a regular diploma.

GEOMETRY B

This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course completes the Algebra I requirement along with the state EOC assessment and will count as the Geometry credit required for a regular diploma.

GEOMETRY

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion prepared a student for further work in Algebra 2 (Prerequisite: Algebra I with a grade of "C" or better recommended)

GEOMETRY HONORS

Topics found in Standard Geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially in 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 2. (Prerequisite: Algebra 1 in the 8th grade or Algebra 1 (Accelerated) in the 9th grade and Departmental Recommendation)

ALGEBRA 2

Building on their work with linear, quadratic and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Satisfactory completion of this course prepares students for entry into Pre-Calculus or Advanced Algebra and Trigonometry. (Prerequisites: Algebra I and Geometry credit with a grade of "C" or better recommended)

ALGEBRA 2 HONORS

This course provides a rigorous preparation for Honors Pre-Calculus. An emphasis is placed on algebraic proof and provides an enriched version of Algebra 2 through the study of additional objectives and topics. Successful completion of this course prepares students for entry into Pre-Calculus or Honors Pre-Calculus. (Prerequisites: Algebra 1 and Honors Geometry credit with an "A" or "B" average grades or Departmental Recommendation)

ALGEBRA 2A (First term of the two-term sequence)
ALGEBRA 2B (Second term of the two-term sequence)
This required two-term sequence is designed for students who complete Geometry and not ready to start Algebra 2. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective credit and time is

spent integrating Alge
bra I and introductory Algebra 2 skills. More time is devoted to skill development than is possible in the one-term Algebra 2 class.

PRE-CALCULUS

This course develops the topics essential for success in Calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their compositions and inverses, vectors, polar graphing, complex numbers, conic sections, and sequences and series. Students who complete this course successfully will have a strong background for a first-year Calculus sequence. (Prerequisites: Algebra 1, Geometry, and Algebra 2 with an "A" or "B" average grades recommended)

PRE-CALCULUS HONORS

The faster pace of this course provides the time to enrich the content of Pre-Calculus through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Calculus. (Prerequisites: Geometry (Honors) and Algebra 2 (Honors) with an "A" or "B" average grades or Departmental Recommendation)

CALCULUS CP

This course is designed for students who have a thorough knowledge of college preparatory mathematics. Course content includes the study of limits; derivatives; integration; applications; exponential, logarithmic and trigonometric functions. (Prerequisites: Algebra 1, Geometry, Algebra 2 and Pre-Calculus)

AP CALCULUS AB

This course is devoted mainly to the topics in differential and integral calculus. Students who are study this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. (Prerequisites: Honors Pre-Calculus and Departmental Recommendation)

AP CALCULUS BC

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

STATISTICS CP

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. (Prerequisites: Algebra 2)

STATISTICS AP

This course is non-calculus in its orientation with a major focus on data analysis. Students who study this course will be prepared to take the AP Statistics Exam and seek college credit. This course follows the topics listed in the College Board Advanced Placement course description. (Prerequisites: College Prep English or higher, Algebra 2 with a grade of "C" or better recommended, and Departmental Recommendation)

APPLIED MATHEMATICAL CONCEPTS

This course is a 4th year senior level math course that will focus on the big ideas of advanced mathematics. This course is designed to prepare students for both college and the workplace. It is intended for students interested in careers that use applied mathematics such as banking, industry, or human resources. (Prerequisite: Algebra 2)

BRIDGE MATH

This course is a 4th year senior level math credit course designed for students who need to refresh core mathematics skills prior to further study. It is recommended that students who have not scored at least a 19 on their ACT assessment (or equivalent assessment) take this course to be better prepared for post-secondary study. (Prerequisite: Algebra 2)

MATH COMPUTER APPLICATIONS

This course will provide students with a background in the logic needed to create programs using a variety of programming mediums: the Tl calculators, BASIC and VISUAL BASIC. Reference will also be made as to how other languages such as C++, COBOL, FORTRAN, LOGO, PASCAL, and Java are structured. Mastery of these techniques will lead to the ability to create instructional software that can be used across the curriculum. This course does not satisfy the State's four-year math requirement.

MATH COMPUTER APPLICATIONS HONORS

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 Advanced Placement Computer Science. This course does not satisfy the State's four-year math requirement.

AP COMPUTER SCIENCE

This course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. The scope and sequence of this course follows the topics listed in the College Board Advanced Placement course description. Students who study this course will be prepared to take the Advanced Placement Computer Science "A" AP Exam and seek college credit. This course does satisfy the State's four-year math requirement. (Prerequisite: Math Computer Applications or Departmental Recommendation)

ROBOTICS

This course is deeply submerged in modeling, abstraction, and precision. The entire course is founded on Problem Based Learning (PBL). Students are given a scenario and must analyze the problem; calculate measurements and establish various thresholds; design, construct, and program a robot to complete the given task; collect and analyze data; modify and adjust program, robot, and calculations based on the collected data; and repeat the process until objectives have been completed. The mathematical range of this course extends to pre-calculus due to the importance of calculating precise angles and tangents. (This course does not satisfy the 4th year math requirement.

FREQUENTLY ASKED QUESTIONS HIGH SCHOOL MATHEMATICS

What mathematics courses are required for graduation?

Answer: The TDOE policy requires students to take a mathematics course each year while in high school to complete a 4 credit core that must include Algebra I, Geometry, and Algebra II (or the equivalent of these courses) and one advanced math course. Students must be enrolled in a mathematics course each school year. See the TBR and UT list of courses to identify accepted math courses for college entrance requirements.

What math course should students take after completing Algebra II?
Answer: Currently, many students have access to STEM (Science, Technology, Engineering, & Mathematics) focused courses such as Pre-Calculus, Applied Mathematical Concepts, Bridge Math, Calculus, College-Prep Statistics, or an Advanced Placement or Dual Enrollment course. These options will still be available to any student who wishes to take them according to local school board policy. Note: Courses such as AP Physics, Computer Science, Robotics, or Math Computer Applications can count as a 4th year math course, but not as a math AND science credit.

What is Bridge Math?
Answer: The Bridge Math course is designed for students who have not scored 19 or higher on the ACT mathematics subtest or 460 on the SAT mathematics subtest by the beginning of the senior year. It is intended to "mirror" the content in a developmental math course at the college level.

What is Applied Mathematical Concepts?
Answer: Applied Mathematical Concepts is designed for students who plan on majoring in one of the following subjects: business, economics, social science, agriculture, architecture, communications, or human ecology. Students choosing this course would be less likely to enroll in a STEM Calculus course upon entering college. However, this course will provide a foundation for students entering a business application Calculus course or other general education mathematics course.

Can students earn 2 credits in math in one year?
Answer: (Geometry/Algebra II in same year)? What if a student earns 4 math credits in 3 years (non-middle school), do they need to take an additional year of math their senior year? Students may earn multiple math credits in one year, but they must still complete a math course each year they are enrolled. These students will graduate with a number of credits well above the minimums required for graduation.

What is the difference between a traditional high school pathway (Algebra I, Geometry, Algebra II) and the integrated pathway (Integrated I, II, III)?
Answer: The difference in the two pathways is how the standards are organized into the three courses. For example, in the traditional pathway, the geometry conceptual category is its own course. In the integrated pathway, there are geometry standards present in all three courses. The integrated pathway intends for connections across all conceptual categories to be made, as standards from all conceptual categories are present in each of the three courses. By doing so, the coherence of studying mathematics across the various domains in K-8 is preserved.

What happens if a student transfers from (or into) a school with a different high school pathway?
Answer: If a student has earned credit in Algebra I and transfers to a district on the integrated pathway, that student should be placed in Integrated Math II. The Algebra I credit will act as the Integrated Math I credit. If a student transfers in the middle of the year from one pathway to the other, the student should be placed in the appropriate course. For example, if a student transfers from Algebra II in the middle of the year, he should be placed in Integrated Math III. Teachers will support these students just as they do when any student transfers and there are differences in pacing, pathways, materials, etc.

<table>
<tr><th colspan="8">Knox County Schools Mathematics
High School Progression</th></tr>
<tr><th>8th Grade</th><th colspan="2">9th Grade</th><th colspan="2">10th Grade</th><th>11th Grade</th><th colspan="2">12th Grade</th></tr>
<tr><td rowspan="2">Honors Algebra I</td><td colspan="2">Honors Geometry</td><td colspan="2">Honors Algebra II</td><td rowspan="2">Honors Pre-Calculus</td><td rowspan="2">AP Calculus AB</td><td rowspan="2">AP Calculus BC</td></tr>
<tr><td colspan="2">Honors Algebra I</td><td>Honors Geometry (Fall)</td><td>Honors Algebra II (Spring)</td></tr>
<tr><td colspan="8"></td></tr>
<tr><td rowspan="5">Pre- Algebra</td><td colspan="2" rowspan="2">Honors Algebra I</td><td>Honors Geometry (Fall)</td><td>Honors Algebra II (Spring)</td><td>Honors Pre-Calculus</td><td>AP Calculus AB</td><td>AP Calculus BC</td></tr>
<tr><td colspan="2">Geometry</td><td>Algebra II</td><td>Pre-Calculus</td><td>CP Calculus</td></tr>
<tr><td colspan="2">Algebra I</td><td colspan="2">Geometry</td><td>Algebra II</td><td colspan="2">Pre-Calculus, CP Statistics, Applied Mathematical Concepts, OR AP Statistics</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td>Algebra IA (Fall)</td><td>Algebra IB (Spring)</td><td colspan="2">Geometry</td><td>Algebra II</td><td colspan="2">Bridge Math, Pre-Calculus, CP Statistics, Applied Mathematical Concepts, OR AP Statistics</td></tr>
</table>

SCIENCE

To satisfy graduation requirements, three (3) credits of science are required. One unit must be Biology; one must be Chemistry or Physics, and one additional lab science course. Physics (Algebra 2 based or above) may count for a fourth year of math. If Physics is used for a fourth year of math, it cannot count as science credit towards graduation.

All Honors courses should substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

BIOLOGY	CHEMISTRY OR PHYSICS	ADDITIONAL ELECTIVE LAB SCIENCE	3RD LAB SCIENCE FOR GRADUATION CREDIT
• Biology 1B • Biology 1	• Chemistry 1 *Standard or CP* • Chemistry 1B • Chemistry 1 • Physics	• Microbiology • Botany/Zoology • Marine Ecology • Astronomy • Wildlife Principles Elective - *NOT for NCAA or Science credit*	• Biology 2 • Honors Biology 2 • AP Biology • Scientific Research • Anatomy/Physiology • Ecology • Physical Science • Physical Science B

- All regular education students must have one Biology, one Chemistry or Physics, and one additional lab science credit. Biology A, Chemistry A, or Physical Science A count as an elective.
- For special education students, Biology A counts as a credit. All special education students must take one Biology and two additional lab sciences. Chemistry is not required for graduation, but may be taken.
- While Chemistry or Physics is required for graduation, if a student takes both, one will count as the Chemistry or Physics requirement and the other will satisfy the third lab science requirement.
- Some eighth grade students may come with a Honors Physical Science credit. This can count as a graduation requirement for a lab science but encourage those students to take additional lab sciences in high school.
- Any other courses created (ex: Astronomy Fundamental) is out of compliance with the state and county courses.

- Earth and Space Science
- Geology
- Chemistry 2
- Honors Chemistry 2
- AP Chemistry 2
- AP Physics C – Electricity & Magnetism
- AP Physics C – Mechanics
- AP Physics 1
- AP Physics 2
- Physical World Concepts
- Environmental Science
- AP Environmental Science

Some CTE course offerings may satisfy the additional lab science.

Biology	Chemistry or Physics	Third Lab Science for Graduation Credit	Additional Lab Science Electives
Biology I B	Chemistry I	Biology 2	Microbiology
Biology I	Chemistry I B	Honors Biology 2	Botany/Zoology
Biology I (Honors)	Chemistry I (Honors)	AP Biology	Marine Ecology
	Physics	Scientific Research (CP/Honors)	Astronomy
	Physics (Honors)	Anatomy/Physiology (CP/Honors)	Honors Organic and Biochemistry
		Ecology	*Wildlife Principles Elective*

			****** Not NCAA***
		Physical Science (CP/Honors)	
		Physical Science B	
		Earth Science	
		Geology	
		Chemistry 2	
		Honors Chemistry 2	
		AP Chemistry 2	
		AP Physics C: Electricity and Magnetism	
		AP Physics C: Mechanics	
		AP Physics 1 **AP Physics 2**	
		Physical World Concepts	
		Environmental Science (CP/Honors)	
		AP Environmental Science	
		Physics and Honors Physics	
		***Some CTE Course offerings will satisfy the additional lab science.**	

FREQUENTLY ASKED QUESTIONS HIGH SCHOOL SCIENCE

Tips for High School Science

More Information and Clarification:

1. All regular education students must have 1 Biology, 1 Chemistry or Physics, and 1 additional lab science credit. For regular education students Biology A, Chemistry A, or Physical Science A counts as an elective. For special education students Biology A, Chemistry A, or Physical Science A counts as a credit.

2. All special education students must take 1 Biology and 2 additional lab sciences. They DO NOT need to take Chemistry for graduation. Although, special education students may take the class if they seek a more rigorous course sequence.
3. Any other courses created—(i.e. Astronomy-fundamental) is out of compliance with the state and county courses.
4. While just Chemistry or Physics is required for graduation, if a student takes both, one will count as the Chemistry or Physics requirement and the other will satisfy the third lab science requirement.
5. District special courses in the coral column, will count towards elective focus.
6. Some 8th grade students may come to you with an Honors Physical Science credit. They receive the grade from 8th grade and there WILL BE honors credit for this course. All Middle schools offer this course option for honors students. This can count as a graduation requirement for a lab science but to be competitive and to give students more post-secondary options we STRONGLY encourage students to take more lab sciences in high school.
7. Physics can only be counted as a fourth math. This course cannot double dip. It can only count as a science or math.

   Questions? Email andrea.berry@knoxschools.org

LIFE SCIENCE GROUP

BIOLOGY 1; BIOLOGY 1 HONORS

The goal of Biology 1 is to develop an understanding of the diversity and unity in living things. Concepts covered include current and emerging technologies as well as interactions of organisms with their environment, chemical structure of organisms, transfer of energy in organisms, cell structure and function, continuity and change in living things, diversity of living things, and evidence of biological evolution. Honors Biology places increased emphasis on development of critical thinking skills. This course includes preparation for the state End of Course exam. (Prerequisites: Honors level is based upon a combination of standardized test scores, past performance in science, teacher recommendations.

BIOLOGY 1A (First Term of a Two-Term Sequence)
BIOLOGY 1B (Second Term Of A Two-Term Sequence)

This two-term sequence is designed for students who need additional time for this state requirement. The first term is spent focusing on the diversity of organisms, interactions of organisms with their environment, chemical structure of organisms, and cellular structures, function, and reproduction. The second term focuses on genetics and heredity and the evidence of biological evolution. More time is devoted to skill and cognitive development than is possible in the one-term Biology 1 class. This course includes preparation for the state End of Course exam. The fall semester serves as an elective credit towards graduation, while the second term serves as the Biology 1 credit. (Prerequisites: Based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.)

BIOLOGY 1A

This course is part of a two-semester sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count toward one science credit as required for a regular diploma. The two-sequence course may be taught in one year or over multiple years.

BIOLOGY IB

This course is part of a two-semester sequence and is designed for students with a qualifying disability as documented in the IEP. This course along with the state EOC will count toward the Biology credit as required for a regular diploma.

BIOLOGY AP

A first-year college level biology course, which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year. The course has been audited and approved by the College Board. For schools on block scheduling, Biology 2 Honors is intended to be the first semester course that will lead into AP Biology in the spring. This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology. Some schools may elect to offer AP Biology as a stand-alone, one-semester course. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Biology 1 and Chemistry 1; Biology 2 (Honors)-based on school requirement.

BIOLOGY 2; 3216 BIOLOGY 2 HONORS

An upper-level course for those students interested in expanding their understanding of concepts presented in Biology 1. Curriculum topics include biochemistry, cytology, genetics, animal physiology, plant physiology, and ecology. (Prerequisites: Biology 1 and Chemistry 1)

MICROBIOLOGY

This course examines the role of microbes in everyday life. Major topics covered include microbial cell biology, microbial genetics, microorganism's interactions in the environment, and the interactions and impact of microorganisms with humans. (Prerequisites: Biology 1 and Chemistry 1) *The approval range for this course is 2017-2020*

HUMAN ANATOMY & PHYSIOLOGY; HUMAN ANATOMY & PHYSIOLOGY HONORS

This course is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/ or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems. Some schools may offer this course as dual credit in coordination with a local cooperating institution of higher education. (Prerequisites: Biology 1 is required; Chemistry 1 is recommended.)

ECOLOGY

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

ENVIRONMENTAL SCIENCE; ENVIRONMENTAL SCIENCE HONORS

This course provides students with an opportunity to develop an understanding of interrelationships in the natural world. In addition, it allows them to identify natural and man-made environmental problems and design and evaluate possible solutions for environmental problems. This course will also cover interactions and dynamics of ecosystems, unity and diversity of biological change, earth systems and human activity, and the interdependence of science, engineering and society. This course can be used as a semester one course previous to AP Environmental Science. (Prerequisites: Algebra 1 and Biology recommended)

ENVIRONMENTAL SCIENCE AP

A first-year college level environment science course that 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 regularly scheduled classes. (Prerequisites: Biology 1 and Chemistry 1)

BOTANY/ZOOLOGY

A one-unit course which surveys the major phyla of the plant and animal kingdoms. The course covers the diversity of plants and animals and emphasizes the distinguishing characteristics of each kingdom and groups within the kingdoms. The importance of plants and animals to various ecosystems will be included. Botany topics will include vascular and nonvascular plants. Zoology topics will include vertebrates and invertebrates. (Prerequisites: Biology 1 and Chemistry 1)
The approval range for this course is 2017-2023

MARINE ECOLOGY

In this CP level course, activities are designed to promote higher level thinking skills through inquiry and to simulate marine environmental conditions and research methods. Environmental issues are used to develop critical thinking skills that will equip students to make ethical decisions regarding humans and the marine environment. The course incorporates the use of lab, group and limited field activities, computer technology, and saltwater aquaria. (Prerequisites: Biology 1 and Chemistry 1)
The approval range for this course is 2017-2023

WILDLIFE PRINCIPLES

A one-unit course in which students apply scientific principles to solve problems. Students will be faced with decision-making in which they must choose the best alternative from several workable possibilities. Living and dead animals are used within this course. This course does not meet NCAA eligibility requirements as the third science credit for athletic eligibility for college participation. This course counts as an elective and not a science credit. (Prerequisites: Completion of Biology and Physical Science or Chemistry)
The approval range for this course is 2017-2023

PHYSICAL SCIENCE GROUP

PHYSICAL SCIENCE

The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. (Prerequisites: Fundamental level is based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.)

PHYSICAL SCIENCE A (First Term Of A Two-Term Sequence)
PHYSICAL SCIENCE B (Second Term Of A Two-Term Sequence)
This two-term sequence is designed for students who need additional time for this course. The basic focus for this sequence is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. More time is devoted to skill and cognitive development than is possible in the one-term Physical Science class. The fall semester serves as an elective credit towards graduation, while the second term serves as a science credit. (Prerequisites: Based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.)

CHEMISTRY 1; CHEMISTRY 1 HONORS

The goal of Chemistry 1 is to develop an understanding of the relevance of chemistry as it relates to standards of living, career choices, and current issues in science and technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required. Honors Chemistry is designed to meet the needs of the more academically able student and will include a basic study of nuclear principles and organic chemistry. (Prerequisite: Algebra 1. In the event the school's science course sequence schedules students in Chemistry prior to Biology OR for Honors level students, placement is based on a combination of standardized test scores, past performance in science and mathematics, teacher recommendations, and established enrollment limits. All students must have completed Algebra 1.)

CHEMISTRY 1A (First Term Of A Two-Term Sequence)
CHEMISTRY 1B (Second Term Of A Two-Term Sequence)

This two-term sequence is designed for students who need additional time for this state requirement. The yearlong sequence focuses on laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. More time is devoted to skill and mathematical development than is possible in the one-term Chemistry 1 class. The fall semester serves as an elective credit towards graduation, while the second term serves as the Chemistry 1 credit. (Prerequisites: Algebra 1 and based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.)

CHEMISTRY 2

The goal of Chemistry 2 is to develop an understanding of the properties of matter and the interactions of matter and energy. The course includes a more in-depth study of topics introduced in Chemistry 1, such as atomic structure, quantum theory, organic chemistry, electrochemistry, kinetic molecular theory, stoichiometry, chemical equilibrium, and thermodynamics. Student selection is based on a combination of past performance in science and mathematics, teacher recommendation, and established enrollment limits for the course. (Prerequisite: Chemistry 1)

CHEMISTRY 2; CHEMISTRY AP

A first-year college level chemistry course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Chemistry curriculum is designed to prepare students to take the College Board AP Chemistry test given in May of each year. This course has been audited and approved by the College Board. For schools on block scheduling, Chemistry 2 Honors is intended to be the first semester course that will lead into AP Chemistry in the spring. This course offers accelerated and in depth coverage of chemistry topics in the areas of structure and states of matter, kinetic theory, chemical reactions including kinetics, and the concepts of thermodynamics. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Chemistry 1, Algebra 1 and 2 required; current enrollment in Advanced Math is strongly suggested; Chemistry 2.

INTRO ORGANIC/BIOCHEMISTRY; ORGANIC/BIOCHEMISTRY HONORS

This course is an introduction to organic chemistry. The course includes nomenclature, structure and reactions, in depth treatment of biological molecules such as proteins, lipids and numerous metabolic processes such as glycolysis, gluconeogenesis and the central dogma will make up the biochemistry portion of the course. (Prerequisites: Chemistry 1 and Biology 1) (Approval From Science Supervisor Required Before Offering) *The approval range for this course is 2018-2024*

PHYSICS; PHYSICS HONORS

The study of the interrelationships between matter and energy. Topics of study include force, motion, momentum, energy, heat, light, sound, electricity and magnetism, and atomic and nuclear physics. The honors course is designed to meet the needs of the more academically able student. (Prerequisites: Algebra 1; Biology and Chemistry recommended. Honors level is based upon a combination of standardized test scores, past performance in science and math, teacher recommendations, and established enrollment limits. Current enrollment in Algebra 2 or an advanced math is recommended for students in the honors course.)

AP PHYSICS 1

This is equivalent to a first semester in college in algebra-based physics. This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves and sound. It also introduces electric circuits. Prerequisites: Geometry and currently taking Algebra 2 or equivalent course.

AP PHYSICS 2

This is equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics: electricity and magnetism; optics; and atomic and nuclear physics. Prerequisite: AP Physics 1 or comparable introduction course in physics. Students should have taken or be concurrently taking pre-calculus or an equivalent course. A first year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. Physics C requires a more advanced knowledge of mathematics than the Physics B course. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Algebra 1 and 2, Geometry, and Chemistry, along with current enrollment in Calculus)

AP PHYSICS C – EM (Electricity And Magnetism)

A first year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester-long calculus-based college course in classical Electricity and Magnetism that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics B course. Topics covered include electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students may be required to complete a summer assignment and/ or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Pre- calculus and concurrent enrollment in Calculus, Physics or Honors Physics)

AP PHYSICS C-M (Mechanics)

A first year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester-long, calculus-based college course in classical Mechanics that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics B course. Topics covered include the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Pre-calculus and concurrent enrollment in Calculus, Physics or Honors Physics)

PHYSICAL WORLD CONCEPTS; PHYSICAL WORLD CONCEPTS HONORS

This course is designed to provide a strong foundation for all students taking higher-level science courses such as Advanced Chemistry, Physics, and AP Physics. Physical World Concepts will ensure that students pursuing STEM as a post-secondary major will have the necessary preparation for success in college work.

An embedded mathematics strand enables students to utilize mathematical skills in much greater depth, e.g., analyzing, interpreting, articulating, assimilating, modeling, and demonstration. The honors course is designed to meet the needs of the more academically able student. (Prerequisite: Algebra 1; Due to scheduling CP students may be concurrently enrolled in Algebra 1)

EARTH AND SPACE SCIENCE

EARTH SCIENCE
The goal of Earth Science is to develop an understanding of the origins and connections between the physical, chemical, and biological processes of the earth systems. The focus of the course will be matter, energy, crystal dynamics, cycles, geochemical processes, and time scale in order to understand the events within the earth system.

GEOLOGY
This course explores the origins and the connections between the physical, chemical, and biological processes of the earth system. The student will investigate maps, matter and minerals, the rock cycle, geologic history, oceanography, hydrologic cycle, geologic hazards, and plate tectonics. Geology focuses on the physical aspects of the earth processes and cycles. Tennessee geologic features will also be a part of this study. (Prerequisites: Biology 1 and Chemistry 1)

ASTRONOMY
The goal of Astronomy is to introduce students to the concepts, theories, and laws defining the motions of the planets and the properties of the sun, moon, stars, planets and other bodies of the heavens. Students will actively observe the day and night skies; make measurements of astronomical phenomena; create projects and models; and use computers for simulations and research. (Prerequisites: Algebra 1 and Geometry)
The approval range for this course is 2017-2023

INTERDISCIPLINARY SCIENCE GROUP

SCIENTIFIC RESEARCH; SCIENTIFIC RESEARCH HONORS
This is a course in which the student conducts an in-depth research project and presents his or her findings using a variety of media at local, district, regional, state and/ or national competitions and/or presentations. Two major components of the course are: 1) a technical report including sections for literature search, design, procedures, analysis of data, experimental results, conclusions, and future directions; and 2) an audio-visual presentation that is appropriate to the nature of the research and the type of audience. Research may be conducted on or off school site. Teacher recommendation required.

SOCIAL STUDIES
To satisfy graduation requirements for Social Studies, students must earn one credit in World History and Geography, one credit in United States History and Geography, one-half credit in United States Government and Civics, and one-half credit in Economics for a total of three credits in Social Studies.

One-half credit in Personal Finance remains a graduation requirement. Courses are equal to one credit unless otherwise noted.

Instruction in Honors World History and Geography and Honors Ancient History will substantially exceed the content standards, learning expectations, and social studies practices, as approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

United States History and Geography (Post-Reconstruction to the Present)

Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day United States resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today. Students will continue to use skills for historical and geographical analysis as they examine United States history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of the United States history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary United States and global society. This course will place Tennessee history, government, and geography in context with United States history in order to illustrate the role our state has played in our nation's history. This course is the second of a two-year survey of United States History and Geography, continuing from 8th grade's study of United States History and Geography. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

AP United States History

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, reliability, and importance- and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Prerequisite: Departmental Recommendation

AP UNITED STATES HISTORY/ENGLISH 3 (COMBINED)

This is a two-credit course that combines Advanced Placement English 3 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 3 AP is based on the survey of American literature, it is an obvious complement to the AP United States History course. Prerequisite: Departmental Recommendation

AP EUROPEAN HISTORY

This course provides an in-depth study of the development of Western European history. The course is designed to increase the knowledge of European political, social, economic, and intellectual history of the nations of Western Europe. The student will gain a better understanding of the problems faced by people at a

given time, relate these problems to the present, and attempt to find solutions. This course follows College Board guidelines and is taught at the college level. Prerequisite: Departmental Recommendation

AP EUROPEAN HISTORY/ENGLISH HONORS 10 (COMBINED)
This is a two-credit course that combines Advanced Placement European History and English 10 Honors. The European History course provides an in-depth analysis of the development of European history from the High Medieval period to the present. It includes an examination of the political and diplomatic, intellectual and cultural, and social and economic history of Europe. The English 10 Honors portion of the course focuses on world literature with an emphasis on analytical writing and literary analysis. Students research and discuss the historical implications that surround the works of literature while being reinforced in the actual events of history through the European History element of the course. Prerequisite: Departmental Recommendation

WORLD HISTORY AND GEOGRAPHY
Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

HONORS WORLD HISTORY AND GEOGRAPHY
This course description is the same as the CP World History and Geography course and follows the same state standards and local curriculum but with increased rigor. Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. The course is designed to prepare students for Advanced Placement coursework. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

AP World History: Modern
College Board's description is currently under revision and will be added as soon as it is released. This course will begin in 1200 CE, rather than 1450 CE, starting in the 2019-20 school year. This change will ensure teachers and students can begin the course with a study of the civilizations in Africa, the Americas, and Asia that are foundational to the modern era Prerequisite: Departmental Recommendation

UNITED STATES GOVERNMENT AND CIVICS
This is a one-half credit course. Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

AP UNITED STATES GOVERNMENT AND POLITICS
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.
Prerequisite: Departmental Recommendation

AP COMPARATIVE GOVERNMENT AND POLITICS
The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse.
Prerequisite: Departmental Recommendation

ECONOMICS
This is a one-half credit course. Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making

AP MICRO-ECONOMICS
The purpose of the AP course in microeconomics is to give students a thorough understanding of the

principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Prerequisite: Departmental Recommendation

AP MACRO-ECONOMICS

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Prerequisite: Departmental Recommendation

PERSONAL FINANCE

This is a one-half credit course. This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. (This course is recommended for grade 12.)

TENNESSEE HISTORY

Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society.

This course follows the same organization as Section VI from the Tennessee Blue Book. Additionally, all United States History courses (i.e., 3rd grade, 4th grade, 5th grade, 8th grade, and United States History) can use the following standards to elaborate on Tennessee history.

SOCIOLOGY

This is a one-half credit course. Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association.

PSYCHOLOGY

This is a one-half credit course. Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, lifespan development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

AP PSYCHOLOGY

This course is a one credit, semester-long course (equivalent to 90 days of instruction) and is designed to

introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.
Prerequisite: Departmental Recommendation

WORLD GEOGRAPHY
This is an elective course ONLY. Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will explore where phenomena occur and reasons why phenomena occur in those locations. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies. Students will also explore various topics, including geographic skills and tools, physical processes, natural resources, cultural geography, political geography, population and migration, economic development and interdependence, and urbanization.

AP HUMAN GEOGRAPHY
The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

CONTEMPORARY ISSUES
This course may be offered for one-half credit or one credit. Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

AFRICAN AMERICAN HISTORY
Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.
This course and the following standards are written in accordance with T.C.A. § 49-6-1006.

ANCIENT HISTORY
This is an elective course ONLY. Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance.

ANCIENT HISTORY HONORS

This is an elective course ONLY. Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance. The course is designed to prepare students for Advanced Placement coursework. All Honors courses should substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses. (Students are recommended for this course based on middle school standardized test scores.)

BIBLE HISTORY

Bible History is an elective course. This course is a survey of the Bible with emphasis upon its historical, literary, geographical, artistic, and cultural aspects. This course offers insights into the many historical events recorded in the Bible. It treats the Bible as a great literary work in itself as well as a primary source of allusions found in countless works of literature, art, and music. The first half focuses primarily on the Old Testament and the second half on the New Testament.

FILM STUDIES*

Film Studies is an elective course open to Knox County Schools students. The curriculum for this course ranges from the history of modern cinema and techniques of film production to the influence of cinema in 20th Century American culture. It is also a supplement to United States and World History classes. We will view numerous films, which represent every major cinematic genre from the Silent Era to Film School Generation, analyzing the parallels between each cinematic style and the events that shaped American history/culture across the 20th Century. We will also explore the relationship between literature, literary components and storytelling to their onscreen translation. Finally, we will leave this class with a refined appreciation for film-making as an art and as a medium which continues to emulate and redefine American culture.

*This course may be offered for one-half credit or one credit. 214013105 (0.5 credit) 214013100 (1.0 credit) The approval year range for this course is 2017-2023.

AMERICANS AT WAR

Students will examine the causes and consequences of the American Revolution, the War of 1812, the Mexican American War, Indian Wars, Civil War, Spanish-American War, and World War I. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for

American life. Students will explore the causes and course of the Cold War, which led to the United States involvement in Korea and Vietnam. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since the American Revolution. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents and secondary sources is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society that relates directly to topic of this course.

The approval year range for this course is 2017-2020.

GLOBAL RELIGIONS

In Global Religions, students will study a number of the world's religions to provide a better understanding of these traditions, as well as a basic introduction to the idea of religion itself. The study of world religions is divided into geographical regions: eastern religions and western religions. Under the development of western religions a study of Judaism, Christianity, and Islam are included. Under the development of eastern religions a study of Hinduism, Buddhism, Daoism, and Confucianism are included. By taking a geographic approach religions from similar areas are automatically grouped. The study of the religions will focus on the theoretical, cultural, historical, and political aspects of each religion.

*The course meets the requirements and expectations of the Tennessee Social Studies Practices for Grades 9-12.

The approval year range for this course is 2017-2023.

SPECIALIZED EDUCATION

INTERVENTION (9-12)

These courses are designed for students with a qualifying disability as documented in the IEP. Interventions may include skill-based instruction in reading, math, prevocational, study, and/or social/emotional skills.

COMPREHENSIVE PROGRAM 9-12 (ELA)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for English II prior to graduation with a special education diploma.

READ FUNCTIONAL READING SKILLS

This course is designed for 12th grade students with a qualifying disability as documented in the IEP and on a special education diploma path.

COMPREHENSIVE PROGRAM 9-12 (MATH)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Algebra I prior to graduation with a special education diploma.

MATH FUNCTIONAL MATH SKILLS

This course is designed for 12th grade+ students with a qualifying disability as documented in the IEP and on a special education diploma path.

COMPREHENSIVE PROGRAM 9-12 (SCIENCE)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Biology I prior to graduation with a special education diploma.

WORK-BASED LEARNING

This is a one-half credit course. This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. (This course is recommended for grade 12.)

PEER TUTORING

This course is designed for students who desire to give academic and social support to fellow students with a disability. Students may earn multiple elective credits in this course. Application with teacher recommendation and approval from school counselor and administrator is required.

PRINCIPLES OF TRANSITION: INTRODUCTION TO SELF-DETERMINATION

This course is designed to equip students with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings. Placement in this course is determined by the IEP team.

PRINCIPLES OF TRANSITION: FOCUS ON ADULTHOOD

This course is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out—of-class activities, students will refine their self-awareness through a discovery process and then learn about relevant community supports and how to access them. Placement in this course is determined by the IEP team.

PRINCIPLES OF TRANSITION: PLANNING FOR POSTSECONDARY

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

ALTERNATE ACADEMIC DIPLOMA COURSES

The following courses may be used for students with an IEP who take the state alternate assessment. A student on alternate assessment may participate in any combination of these courses regardless of special education diploma path. The following 16 courses are a *required* portion of the 22 credits needed to obtain the Alternate Academic Diploma. Standards for each course are available on the Tennessee Department of Education website at www.tn.gov/education

COURSE TITLE
Alternate Academic Diploma - Algebra I
Alternate Academic Diploma - Algebra II
Alternate Academic Diploma - Geometry I
Alternate Academic Diploma - Applied Mathematical Concepts
Alternate Academic Diploma - English I
Alternate Academic Diploma - English II
Alternate Academic Diploma - English III
Alternate Academic Diploma - English IV
Alternate Academic Diploma - Physical Science

Alternate Academic Diploma - Earth and Space Science
Alternate Academic Diploma - Biology I
Alternate Academic Diploma - World History and Geography
Alternate Academic Diploma - U.S. History and Geography
Alternate Academic Diploma - U.S Government and Civics
Alternate Academic Diploma - Economics
Alternate Academic Diploma - Personal Finance

WORLD LANGUAGES

Pursuant to State Board of Education Rule 0520-1-3-05 (6)(a)3. Foreign Language.

PROCEDURE FOR DOCUMENTING THE WORLD LANGUAGE GRADUATION REQUIREMENT FOR STUDENTS WHO ARE NATIVE SPEAKERS OF LANGUAGES OTHER THAN ENGLISH.

Students with secondary transcripts showing coursework in their native language may have those language course credits transferred to their Knox County high school transcript regardless of the native language. For example, a student from China with a secondary transcript showing two years of coursework in Chinese (their native language), may have those two years of Chinese transferred to their Knox County high school transcript and meet the requirements for foreign language.

Students with secondary transcripts indicating only one year of coursework in their native language may have one year of credit in that language transferred to their Knox County high school transcript. The second year of foreign language can be documented "Proficient" on the transcript, either by a qualified examiner or by a KCS Knox County teacher, depending on whether the language is offered by Knox County (see below)

Procedure for determining placement of heritage speakers of other languages in WL classes:

- WL teacher(s) conducts initial interview to determine appropriate Level EOC to administer to the student.
- Student takes appropriate level EOC. (This will usually be the Level 1 EOC.)
    - If the student passes the EOC, the student receives "P" for *Proficient* on transcript for the tested level(s), no credit awarded.
- Teacher obtains a Speaking sample and a Writing Sample from the student.
- Student placement in a WL course will be determined by the WL teacher(s) of the tested language based on the EOC score, the Speaking and Writing Sample, and the initial interview.

*For students with language credits on a transfer transcript please refer to Procedure For Documenting the Foreign Language Graduation Requirement for Students Who Are Native Speakers of Languages Other Than English above.

For students whose heritage language is a language credit that is NOT offered by Knox County (or if it is offered in Knox County, but not at the school in which the student is enrolling):

Students may receive world language credits and thus meet the graduation requirement in any of the following ways:

1. Have two language credits on their transcript

2. Take two credits of a language other than their native language or English in high school.

3. Be assessed by a qualified examiner for intermediate level proficiency in a language. The examiner must complete the Knox County form for Documenting Proficiency. Any level that a student places out of will be entered on the transcript as "Proficient", however NO credit will be given, and it will not be included in the grade point average. All costs involved with the test are the student's responsibility.

For students whose native language IS offered by Knox County, please follow the steps below:

1. Counselor will coordinate with Foreign Language teacher who will determine student's proficiency.

2. The Foreign Language teacher will administer the EOC and also assess the student's written and oral production in the language. He/she will determine the student's proficiency compared to the second-year expectations.

3. After the administration of the EOC, the Foreign Language teacher will return the test to the testing coordinator/designee and share the results with the counselor. The teacher should fill out the KCS form for "Documenting Proficiency for Foreign Language Graduation Requirements" and give it along with the EOC to the counselor. These forms are to be placed in the student's CR.

3. Any level that a student places out of will be entered onto the transcript as "Proficient" (by the counselor/registrar), however NO credit will be given, and it will not be included in the grade point average. Example for transcript: "Proficient through 3rd level of Spanish".

World Languages are taught sequentially. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. If the student plans to attend a university program, two sequential (2) units of the same World Language for high school credit are required for graduation. Completion of a Level 2 World Language in grades 9-12 will meet most four-year college admission requirements; however, language study beyond the basic Level 2 requirement will better prepare students for entry into a university program. Therefore, the World Language department highly recommends students planning to attend a four-year college or university continue World Language study through Level 3 and beyond. For this reason, students should begin World Language study in grade 9 or earlier whenever possible.

Students who are proficient in a language besides English, may opt to fulfill the world language requirement by demonstrating proficiency in that language. If the language is offered by Knox County Schools, the student will be required to pass the corresponding EOC exam for the level which the student is challenging. In addition, the student will interview with a KCS teacher of the language to demonstrate proficiency in speaking.

If the student is fluent in a language that is not offered by KCS, it is the responsibility of the parent or guardian to arrange (and pay) for the student to pass a proficiency exam by a reputable world language instruction provider or translation service.

Students who demonstrate a minimum equivalency of a level 2 proficiency in the assessed language will fulfill the graduation requirement; however, they will not earn a credit toward graduation.

Generic course descriptions for Chinese, French, German, Chinese, Russian, and Spanish appear below. (Note: Russian does not offer Advanced Placement.) Due to differences in the course progressions, American Sign Language (ASL), Heritage Spanish, and Latin descriptions are listed separately.

LEVEL 1: CHINESE 1; FRENCH 1; GERMAN 1; RUSSIAN 1; SPANISH 1

For students who are interested in acquiring knowledge of the culture and language. The curriculum includes

the study of the culture and basic communicative skills in listening, speaking, reading, and writing. Recommended for 9th grade students who read and perform language arts skills on or above grade level, and for any students in grades 10-12 who need to meet the two-year college entrance requirement. Students may wish to defer fulfilling this requirement until 10th grade or later.

LEVEL 1 HONORS: CHINESE 1; FRENCH 1; GERMAN 1; SPANISH 1

This course follows the general curriculum for Level 1 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 2: CHINESE 2; FRENCH 2; GERMAN 2; RUSSIAN 2; SPANISH 2

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 1. Students who have successfully completed Level 1 or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

LEVEL 2 HONORS: CHINESE 2; FRENCH 2; GERMAN 2; SPANISH 2

This course follows the general curriculum for Level 2, but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 3: CHINESE 3; FRENCH 3; GERMAN 3; RUSSIAN 3; SPANISH 3

This course is recommended for all college-bound students who plan to take university placement tests in a world language and students who are motivated to move beyond basic levels of language study. The curriculum includes extensive use of the language as well as further development of reading and writing skills and the study of literature. Students who have successfully completed level II or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. Students who take this course must be able to work independently, as this course may be completed as an independent study. (Prerequisite: Teacher Recommendation)

LEVEL 3 HONORS: FRENCH 3; GERMAN 3; SPANISH 3

This course follows the general curriculum for Level 3 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. Note: Level 3 courses should not be taught in combination with other world language courses. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 4 HONORS: CHINESE 4; FRENCH 4; GERMAN 4; RUSSIAN 4; SPANISH 4

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

ADVANCED PLACEMENT: CHINESE AP; CHINESE AP4; FRENCH AP; GERMAN AP; SPANISH AP

This course is for students who are motivated to continue intensive study of the language in preparation for the Advanced Placement examination. The curriculum includes the study of literature and further development of oral/ aural skills in the language and will help to prepare students for the Advanced Placement examination in the language. Students who have successfully completed level IV of the language, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. Note: These courses should not be taught in combination with other world language courses. (Prerequisite: Teacher Recommendation)

AMERICAN SIGN LANGUAGE

Please note: while two (2) units of sequential American Sign Language will fulfill the high school graduation requirement, students should check with the admissions office of the college or university they plan to attend before enrolling in ASL courses to insure ASL will meet the college or university's admission requirement for World Language.

ASL 1:

This course is Level 1 American Sign Language for high school credit. Students will learn basic vocabulary, grammar, sentence structure, finger spelling, manual-visual communication and cultural foundations of ASL (facial expression, body language, deixis, fulcrum, signing space.) Students will begin to develop expressive and receptive skills in signing.

ASL 2:

This course is Level 2 American Sign Language for high school credit. Students continue expanding basic vocabulary, grammar, sentence structure, finger spelling, manual-visual communication and cultural foundations of ASL (facial expression, body language, deixis, fulcrum, signing space) Students continue to develop expressive and receptive skills in signing.

CLASSICAL LANGUAGES

LATIN 1:

For students who are interested in acquiring knowledge of the Roman language and culture. The curriculum includes the development of vocabulary, grammar, and translation skills and the study of the historical and cultural values of Rome and its continuing contributions to western civilization. Recommended for 9th grade students who read and perform language arts skills on or above grade level, and for any students in grades 10-12 who need to meet the two-year college entrance requirement.

LATIN 1 HONORS:

This course follows the general course description for Latin Level 1 with increased depth. Increased emphasis is placed on Latin composition, critical thinking, research projects and analysis of Roman realia and primary sources in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LATIN 2:

For students who are interested in developing the skills learned in the Latin 1. The curriculum includes further study of Latin grammar, language, history, and culture of the Romans. Students who have successfully completed Latin 1 or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

LATIN 2 HONORS:

This course follows the general course description for Latin 2 with increased depth. Increased emphasis is placed on Latin composition, critical thinking, research projects, and analysis of Roman realia and primary sources in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LATIN 3 HONORS:

For students who are interested in developing the skills learned in Latin 1 and Latin 2. The curriculum includes further study of Latin grammar, and translating adapted works from later authors of Latin literature, such as the Venerable Bede, Erasmus, and Sir Thomas More. The focus of this advanced level of Latin is not on classical authors, but the works of later authors of the middle Ages and the Renaissance. Students must have successfully completed Latin 1 and 2. (Prerequisite: Teacher Recommendation)

LATIN 4 HONORS:

This class includes reading and translating works of Latin literature and/or intensive language study in

preparation for the Advanced Placement examination in Latin. (Prerequisite: Teacher Recommendation)

AP LATIN:
This class includes reading and translating Vergil's *Aeneid* and Julius Caesar's *Dē Bellō Gallicō*. This course is an intensive language study in preparation for the Advanced Placement examination in Latin. (Prerequisite: Teacher Recommendation)

HERITAGE LANGUAGES

HERITAGE SPANISH 1:
This course is designed for students who may have oral proficiency in their home language, or who can speak their home language to a limited degree. Students eligible for Heritage Spanish 1 may not be able to fully express their ideas orally or in writing in the home language. This class is also appropriate for students who may not be orally proficient in Spanish, but originate from a home country in which the language of formal education is Spanish. This course focuses on laying the foundation for literacy in the students' first language through emphasis on social and instructional language as well as building academic vocabulary across disciplines. This course emphasizes values of all Hispanic/Latino cultures as well as acceptance of the new culture. Upon successful completion of Heritage Spanish 1 students may continue to Heritage Spanish 2 or take Spanish 2 or Spanish 2 Honors.

HERITAGE SPANISH 2:
Students who have successfully completed Heritage Spanish 1, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. The course is similar to Spanish 2 with an emphasis on continuing to build literacy in the home language across disciplines. This course continues to emphasize cultural values as well as acceptance of the new culture. Upon successful completion of Heritage Spanish 2 students may continue to Heritage Spanish 3 or Spanish 3 or Spanish 3 Honors.

HERITAGE SPANISH 3:
Students who have successfully completed Heritage Spanish 2, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. Upon successful completion of Heritage Spanish 3 students may continue to Spanish 4 Honors or AP Spanish.

CAREER AND TECHNICAL EDUCATION

The state of Tennessee department of education provides a complete CTE programs of study document annually with periodic updates throughout the year. This document outlines the state's approved CTE programs of study within the 16 nationally recognized career clusters. Included in the document for each program of study are the approved course sequences, aligned alternative academic courses (AP, AICE, etc.), and available state-approved industry certifications. For additional information on any of the CTE programs of study or courses described below, please refer to the *2019-20 Programs of Study* document included as an addendum to this progression plan.

Courses that are aligned to state-approved National Industry Certifications are labeled as "NIC" courses. Students who participate in CTE courses with the "NIC" label may be eligible for additional quality points and final-grade percentage points based upon the Knox County Board of Education's Uniform Grading Policy (I-341).

ADVANCED MANUFACTURING

*PRINCIPLES OF MANUFACTURING (NIC)**

Designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. *Credit 1- Grade 9 - Prerequisite(s) Principles of Manufacturing, Algebra I, and Physical Science Note: Algebra I and Physical Science may be taken as co-requisites.

****Principles of Manufacturing is the Level 1 Course for all programs of study within the Advanced Manufacturing Career Cluster. See below for available programs.**

ELECTROMECHANICAL TECHNOLOGY

INTRODUCTION TO ELECTROMECHANICAL (NIC)

A foundational course that introduces students to basic electro-mechanical skills necessary in a manufacturing facility. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of algebraic and geometric principles to construction problems. Upon completion of this course, proficient students will be able to understanding, describe, and troubleshoot electromechanical systems. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credits 1 - Grade Level 10 - Prerequisite(s) Principles of Manufacturing, Algebra I, and Physical Science Note: Algebra I and Physical Science may be taken as co-requisites.

ADVANCED ELECTROMECHANICAL (NIC)

This course is designed to provide students with the knowledge and skills to effectively perform basic

industrial maintenance procedures in an advanced manufacturing facility. Students in this course develop proficiency in a vast array of electromechanical domains, including: fundamental safety practices in electromechanical technology, shielded metal arc welding (SMAW), basic metal inert gas (MIG) welding, electrical systems, AC and DC motors, calibrating instruments, drive systems, pipe fabrication, hydraulic systems, pumps, digital electronics, programmable logic controllers (PLC), and troubleshooting procedures. Upon completion of this course, proficient students will be prepared to pursue postsecondary electromechanical technology programs and entry-level industrial maintenance technology careers in the advanced manufacturing industry. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.
Credits 2 -Grade Level 11 -Prerequisite(s) Algebra, Geometry, Physical Science, and Introduction to Electromechanical

MECHATRONICS

DIGITAL ELECTRONICS (NIC)

This course is intended to provide students with an introduction to the basic components of digital electronic systems and equip them with the ability to use these components to design more complex digital systems. Proficient students will be able to (1) describe basic functions of digital components (including gates, flip flops, counters, and other devices upon which larger systems are designed), (2) use these devices as building blocks to design larger, more complex circuits, (3) implement these circuits using programmable devices, and (4) effectively communicate designs and systems. Students develop additional skill in technical documentation when operating and troubleshooting circuits. Upon completion of the Digital Electronics course, proficient students will be able to design a complex digital system and communicate their designs through a variety of media. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.
Credits 1 - Grade Level 10 - Prerequisite(s): Algebra 1

MECHATRONICS I (NIC)

An applied course in the manufacturing cluster for students interested in learning more about careers as a mechatronics technician, maintenance technician, electromechanical technician, and manufacturing engineer. This first of two courses covers basic electrical and mechanical components of mechatronics systems as well as their combined uses with instrument controls and embedded software designs. Upon completion of this course, proficient students are able to describe and explain basic functions of physical properties and electrical components within a mechatronic system. They can logically trace the flow of energy through a mechatronic system and can communicate this process to others. They know how to effectively use technical documentation such as data sheets, schematics, timing diagrams, and system specifications to troubleshoot basic problems with equipment. Finally, they develop strategies to identify, localize, and correct malfunctioning components and equipment. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credits 1 - Grade Level 11 - Prerequisite(s): Algebra 1, Geometry, Physical Science, and Digital Electronics

MECHATRONICS II (NIC)

This is an advanced course in the manufacturing career cluster for students interested in learning more about such careers as mechatronics technician, maintenance technician, or electromechanical technician. Following the groundwork of mechanics and electronics laid in Mechatronics I, this course covers basics of pneumatic, electro pneumatic, and hydraulic control circuits in a complex mechatronic system. In addition, the course addresses basic digital logic and programmable logic controllers (PLCs) employed in the mechanical, electronic, and control systems in a mechatronics system. Upon completion of this course, proficient students are able to explain the inter-relationships of components and modules within a complex mechatronic system.

They understand the differences between hydraulic and pneumatic fluid power and can explain the scientific principles that apply. They also use technical documentation (such as datasheets, circuit diagrams, displacement step diagrams, timing diagrams, and function charts) to troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits. They demonstrate understanding of the role of programmable logic controllers (PLC) in mechatronic systems and the ability to write, debug, and run basic ladder logic. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit 1 - Grade Level 12 - Prerequisite(s): Mechatronics I and Physics Note: Physics (3231) may be taken as a co-requisite.

WELDING

WELDING I (NIC)

This course is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Upon completion of this course, proficient students will understand the requirements to pursue the American Welding Society (AWS) Entry Welder qualification and examination and will be prepared to undertake more advanced welding coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.
Credit 1 - Grade Level 10 - Prerequisite(s) Principles of Manufacturing

WELDING II (NIC)

This course is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder qualification and certification. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 2 - Grade Level 11 – 12 - Prerequisite(s) Welding I

CAPSTONE COURSE FOR MULTIPLE ADVANCED MANUFACTURING PROGRAMS (SEE 2018-19 CTE PROGRAMS OF STUDY ADDENDUM)

MANUFACTURING PRACTICUM

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

proficient students will be prepared for postsecondary study and career advancement in their chosen focus area. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.
Credits 1 - Grade Level 11-12 - Prerequisite(s): Minimum of two credits in an Advanced Manufacturing program of study.

AGRICULTURE, FOOD, & NATURAL RESOURCES

*AGRISCIENCE (NIC)***

This is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards in Anatomy and Physiology, Biology I, Biology II, Chemistry I, Chemistry II, Environmental Science, Physical Science, Physics, and Physical World Concepts, as well as the National Agriculture, Food, & Natural Resources Career Cluster Content Standards. This course counts as a lab science credit toward graduation requirements.
Credit: 1 - Grade Level 9 - Prerequisite(s) None
****Agriscience is the Level 1 Course for all programs of study within the Agriculture, Food, & Natural Resources Career Cluster. See below for available programs.**

VETERINARY AND ANIMAL SCIENCE

SMALL ANIMAL SCIENCE

This is an intermediate course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for more advanced coursework in veterinary and animal science. Credit: 1 - Grade Level 10 - Prerequisite(s) Agriscience

LARGE ANIMAL SCIENCE (NIC)

This is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for success in the level-four *Veterinary Science* course and further postsecondary training. Credit: 1 - Grade Level 11 - Prerequisite(s) Small Animal Science

VETERINARY SCIENCE (NIC)

This is an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills. Upon completion of this course, students will be able to pursue advanced study of veterinary science at a postsecondary institution. Credit: 1 - Grade Level 12 - Prerequisite(s) Large Animal Science

AGRIBUSINESS

PRINCIPLES OF AGRIBUSINESS

This course teaches students to apply the economic and business principles involved in the sale and supply of agricultural products to a wide range of careers across the industry and builds foundational knowledge of finance and marketing principles. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Agribusiness program of study. Standards in this course are aligned with Tennessee English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 10 - Prerequisite(s) Agri-Science

ORGANIZATIONAL LEADERSHIP AND COMMUNICATIONS (NIC)

This is an applied-knowledge course for students interested in learning more about the attributes and skills of successful leaders in the agriculture industry. This course covers organizational behavior, communication, management, and leadership topics. Students participate in activities that will assist them in the development of communication and interpersonal skills transferable to any agribusiness application. Upon completion of this course, proficient students will be prepared for the level-four Agricultural Business and Finance course and advanced study at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 11 - Prerequisite(s) Principles of Agri-Business

AGRICULTURAL BUSINESS & FINANCE

This is an applied course that addresses the economic and business principles necessary to operate a successful agribusiness. The course covers a wide range of topics in business, finance, economics, and management. Upon completion of this course, proficient students will have learned to apply the principles drawn from these topics toward activities that support their own business aspirations in the agriculture industry. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and National Agriculture, Food and Natural Resources Career Cluster Content Standards.* Agricultural Business and Finance is a dual credit course with statewide articulation. Credit: 1 - Grade Level 12 - Prerequisite(s) Organizational Leadership and Communications

HORTICULTURE SCIENCE

PRINCIPLES OF PLANT SCIENCE & HYDRO-CULTURE

This course focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Upon completion of this course, proficient students will be prepared for more advanced coursework in horticulture science. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee state standards for Biology I, Biology II, Ecology, and Environmental Science, and National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 10 - Prerequisite(s) Agriscience

GREENHOUSE MANAGEMENT (NIC)

This is an applied-knowledge course designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop

selection and propagation, and management techniques. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare for further education and careers in horticulture production. Greenhouse Management is a dual credit course with statewide articulation. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards for Biology I and Biology II, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 11 - Prerequisite(s) 6119 Principles of Plant Science & Hydro-culture

LANDSCAPING AND TURF SCIENCE (NIC)

This is an applied course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Upon completion of this course, proficient students will be prepared to pursue advanced study of landscaping and turf science at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee state standards for Biology II, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 12 - Prerequisite(s) Greenhouse Management

ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT

APPLIED ENVIRONMENTAL SCIENCE

This course focuses on the knowledge, information, and skills related to the fundamental science and management of ecosystems as well as careers, leadership, and history of the industry. This course covers principles of environmental impacts, energy consumption, and ecosystem management. Upon completion of this course, proficient students will be prepared for advanced coursework in the Environmental and Natural Resources program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Biology I, Tennessee Biology II, Tennessee Ecology, and Tennessee Environmental Science, as well as National Agriculture, Food and Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 10 - Prerequisite(s) Agriscience

PLANT & SOIL SCIENCE (NIC)

This is an applied-knowledge course focusing on the science and management of plants and soils, with special attention given to current agricultural practices that support the healthy and sustainable cultivation of major crops. Upon completion of this course, proficient students will have been exposed to a range of careers associated with the science and management of plants and soils and will have developed the essential skills and knowledge to be successful in science- or agriculture-related occupations. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee state standards in Biology I, Biology II, Ecology, and Environmental Science, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 11 - Prerequisite(s) Applied Environmental

NATURAL RESOURCE MANAGEMENT

This is an applied course for students interested in learning more about becoming good stewards of our environment and natural resources. This course covers major types of natural resources and their management, public policy, and the role of public education in managing resources, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for further study and careers as an environmental scientist, conservationist, forester, or wildlife manager. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, as well as National Agriculture, Food and

Natural Resources Career Cluster Content Standards. Credit: 1 - Grade Level 12 - Prerequisite(s) Plant & Soil Science

PRINCIPLES OF FOOD PRODUCTION

Principles of Food Production is an intermediate course in plant and animal agriculture for students interested in pursuing careers in production agriculture or food science. Students study principles related to plant and animal structural anatomy, systems physiology, economics of production, genetics and biotechnology, and other management approaches associated with plant and animal production. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Food Science program of study. Credit:1 - Grade Level 10 - Prerequisite(s) Agriscience

FOOD SCIENCE AND SAFETY (NIC)

Food Science and Safety is an applied-knowledge course designed for students interested in careers in food science. The course covers fundamental principles of food science, food safety and sanitation, foodborne pathogens, and food-related standards and regulations. Upon completion of this course, students will be versed in the technical knowledge and skills necessary for further education and careers in food science. Credit:1 - Grade Level 11 - Prerequisite(s) Principles of Food Production

ADVANCED FOOD SCIENCE

Advanced Food Science is an applied course designed to prepare students for further education and careers in food science and technology. This course covers advanced principles of food science, characteristics and properties of food products, processing and grading techniques and skills, and food labeling and packaging principles. Upon completion of this course, proficient students will be able to pursue advanced training in food science at a postsecondary institution. Credit:1 - Grade Level 12 - Prerequisite(s) Food Science and Safety

Applicable to multiple programs within agriculture, food, & natural resources.

SUPERVISED AGRICULTURAL EXPERIENCE

This is a structured experiential learning opportunity that takes place in a setting outside of regular school hours. Individual LEAs can choose whether or not to offer credit, provided participating students demonstrate mastery of the standards outlined below. SAEs allow students to experience the diversity of agriculture and natural resources industries and to gain exposure to agricultural-related career pathways. SAEs require a documented formal project scope, accurate recordkeeping, and student advisor supervision. The following SAE standards align to the overarching framework of the Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards, and the Partnership for 21st Century Skills Framework for 21st Century Learning. Credit: .5 each year up to a maximum of 2 credits per student - Grade Level 9 – 12 - Prerequisite(s) None

ARCHITECTURE & CONSTRUCTION

FUNDAMENTALS OF CONSTRUCTION (NIC)**

This course is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects,

Tennessee State Standards in Mathematics, and the National Center for Construction Education and Research (NCCER) Curriculum. Credit: 1 - Grade Level 9 - Prerequisite(s) None
**Fundamentals of Construction is the Level 1 Course for the Structural Systems and MEP Systems programs of study within the Architecture & Construction Career Cluster. See below for program information.

STRUCTURAL SYSTEMS

STRUCTURAL SYSTEMS I (NIC)
This course prepares students for careers in residential and commercial carpentry. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in framing buildings. Students will be able to frame floors, walls, ceilings, roofs, and stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Physical Science Standards, Tennessee Physics Standards, and the National Center for Construction Education and Research (NCCER) Curriculum. Credit: 1 Grade Level 10 - Prerequisite(s) Fundamentals of Construction

STRUCTURAL SYSTEMS II (NIC)
An advanced-level course that builds on the introductory skills learned in the Fundamentals of Construction and Structural Systems I courses. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Upon completion of this course, proficient students will be able to install interior and exterior finishing, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Throughout the course, students will interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices. Standards in this course also expand on principles of the construction industry and delve deeper into business and project management strategies. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Physical Science Standards, Tennessee Physics Standards, and the National Center for Construction Education and Research (NCCER) Curriculum. Credit: 2 - Grade Level 11 – 12 - Prerequisite(s) Structural Systems I

MECHANICAL, ELECTRICAL, & PLUMBING SYSTEMS

MEP Systems ***is not currently offered in Knox County.***

Students are still permitted to earn concentrator status in this program by completing Fundamentals of Construction and 2 additional courses within this program of study. See courses below.

ELECTRICAL SYSTEMS (NIC)
This course prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project. Students will calculate residential loads to recommend

electrical hardware. Standards in this course also introduce basic troubleshooting procedures and power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards in Chemistry I, Physics, Physical Science, and Environmental Science, as well as the National Center for Construction Education and Research (NCCER) Curriculum. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Mechanical, Electrical, & Plumbing Systems

HVAC SYSTEMS (NIC)

This course prepares students for careers in residential and commercial heating, ventilation, air conditioning, and refrigeration. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in performing basic operations with HVAC systems, with emphasis on safety, tools, and equipment specific to HVAC. In addition, students will be able to explain the functions and components of heating, cooling, and air distribution systems. They will demonstrate basic techniques to prepare piping and tubing for HVAC systems including performing soldering and brazing. Students will understand proper refrigerant management in preparation for EPA Section 608 Technician Certification. They will read and interpret drawings, specifications, and diagrams to determine materials needed to complete an HVAC project. Standards in this course also introduce basic troubleshooting and maintenance procedures and alternate power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Mechanical, Electrical, & Plumbing Systems

PLUMBING SYSTEMS (NIC)

This course prepares students for careers in plumbing across a variety of residential and commercial settings. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with plumbing systems. Students will be able to explain how drain, waste, and vent (DWV) systems, water distribution systems, and plumbing fixtures work and apply proper tools and procedures to perform operations with plumbing piping, including measuring, cutting, joining, supporting, and hanging various types of pipe. Students will read and interpret drawings, specifications, and diagrams to determine materials needed to complete a plumbing project. Standards in this course also introduce basic maintenance and troubleshooting procedures and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards in Chemistry I, Physics, Physical Science, and Environmental Science, as well as the National Center for Construction Education and Research (NCCER) Curriculum. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Mechanical, Electrical, & Plumbing Systems

Applicable to both Structural and MEP Systems Programs (see table above)

CONSTRUCTION PRACTICUM

This is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course- long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and

gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans. Credit: 1 - Grade Level 12 - Prerequisite(s) Minimum of 2 credits in an Architecture & Construction program of study.

ARCHITECTURAL & ENGINEERING DESIGN

ARCHITECTURAL & ENGINEERING DESIGN I

This is a foundational course in the Architecture & Construction cluster for students interested in a variety of engineering and design professions. Upon completion of this course, proficient students will be able to create technical drawings of increasing complexity, and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Standards in this course also include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering. 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. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 9 - Prerequisite(s) None

ARCHITECTURAL & ENGINEERING DESIGN II

This is the second course in the Architectural & Engineering Design program of study. Students in this course build their skills in developing and presenting design ideas using technical drawing and modeling techniques, and apply the design process to solve design problems. Upon completion of this course, proficient students will be able to use computer-aided drafting (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 10 - Prerequisite(s) Architectural & Engineering Design I

ARCHITECTURAL & ENGINEERING DESIGN III (NIC)

This is the third course in the Architectural & Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in the previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources in order to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will also be able to engage with industry-specific technology to create visual representations of project outcomes. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 11 - Prerequisite(s) Architectural & Engineering Design II

ENGINEERING PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an

understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.* Note: Mastery of the following standards should be attained while completing an engineering design project in a practicum setting. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for the project throughout the course. The project should follow the engineering design process learned in previous courses. Credit: 1 – Grade Level 12 - Prerequisite(s) Architectural & Engineering Design III

INTERIOR DESIGN

FOUNDATIONS OF INTERIOR DESIGN

This is the first course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Standards in this course include career exploration of various options within the interior design industry as well as an overview of the history of architecture and design. Projects will involve individual and team assignments. Upon completion of this course, proficient students will be able to analyze and demonstrate the elements and the principles of design, and apply these concepts using sketching techniques in the creation of perspective floor plans. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 9 - Prerequisite(s) None

RESIDENTIAL INTERIOR DESIGN

This is the second course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Students will engage in the development of board presentation techniques for residential spaces using textiles samples and three- dimensional sketches. Upon completion of this course, proficient students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings, and color renderings. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 10 - Prerequisite(s)Foundations of Interior Design

COMMERCIAL INTERIOR DESIGN

This is the third course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Important components in this course include developing an understanding of specifications for commercial design, building technology, building codes, product applications, and product testing research and development. Students will work individually and in teams to make presentations to prospective commercial clients and defend their designs and presentation boards. Upon completion of this course, proficient students will be able to create three-dimensional pictorial representations of objects by way of size, shape, shading, and color using industry-standard software programs. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee state standards for Scientific Research, and National Standards for Family and Consumer Sciences Education, Second Edition. **Credit: 1 - Grade Level 11 - Prerequisite(s) Residential Interior Design**

ADVANCED INTERIOR DESIGN

This is an applied-knowledge course intended to prepare students for careers in the interior design industry.

This course places special emphasis on an internship opportunity and a hands- on capstone project. Upon completion of this course, proficient students will create a design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses and industry-specific technologies. Credit: 1 - Grade Level 12 - Prerequisite(s) Commercial Interior Design

ARTS, AUDIO/VISUAL TECHNOLOGY, & COMMUNICATIONS

DIGITAL ARTS & DESIGN

DIGITAL ARTS & DESIGN I

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 that effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Credit: 1 - Grade Level 9 - Prerequisite(s) None

DIGITAL ARTS & DESIGN II

This is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Visual Art standards, and Tennessee Visual Art History standards. Credit: 1 - Grade Level 10 - Prerequisite(s) 6084 Digital Arts & Design I

DIGITAL ARTS & DESIGN III (NIC)

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 designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Visual Art standards. **Credit: 1 to 2 credits** Recommended Credit If all standards in the course are covered, the course is recommended for two credits. If only one credit is to be offered, two options are recommended. Option A focuses more on multimedia and web applications. Option B is tailored for programs with a specific interest in or capacity for teaching animation. Grade Level 10 - Prerequisite(s) Digital Arts & Design II Teacher cannot teach both options during a one block class.

AUDIO/VISUAL PRODUCTION

A/V PRODUCTION I

This is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee State Standards for Physical World Concepts, Physical Science, Physics, and Visual Art. Credit: 1 - Grade Level 9 - Prerequisite(s) None

A/V PRODUCTION II

The second course in the A/V Production program of study intended to prepare students for a career in audio/visual production. Building on knowledge acquired in A/V Production I, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Physical World Concepts, Physical Science, and Physics. Credit: 1 - Grade Level 10 - Prerequisite(s) A/V Production I

A/V PRODUCTION III

An applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) A/V Production II **Applicable to Both Digital Arts & Design and A/V Production Programs**

APPLIED ARTS PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-

based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.
Credit: 1 - Grade Level 12 - Prerequisite(s) Minimum of 2 credits in an Arts, A/V Technology, & Communications program of study

FASHION DESIGN

FOUNDATIONS OF FASHION DESIGN
Introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Upon completion of this course, proficient students will be able to demonstrate basic garment production and will create artifacts for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 10 - Prerequisite(s) 3501 Visual Art

FASHION DESIGN
This is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in Foundations of Fashion Design, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, and product and service management. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories. Upon completion of this course, proficient students will have created an original fashion collection. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and National Standards for Family and Consumer Sciences Education, Second Edition.
Credit: 1 - Grade Level 11 - Prerequisite(s) 6120 Foundations of Fashion Design

ADVANCED FASHION DESIGN
A capstone course in the Fashion Design program of study, this course is designed to prepare students for further education and careers in the fashion industry. Through exposure to crucial business activities such as project management and product promotion, students will acquire advanced skills related to business professionalism, ethics, policies, and communication in the fashion industry. In addition, students complete a capstone project during which they will create artifacts to include in a professional portfolio. While not required, student internships can provide an alternative route for students to master required course standards. Students who have the opportunity to participate in internships may be responsible for the following tasks: assisting in client presentations, resource updating and vendor management, assisting designers, and participating with design teams. Upon completion of this course, proficient students will have artifacts of original fashion designs in a portfolio and will understand basic project management skills. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.
Credit: 1 - Grade Level 12 - Prerequisite(s) Fashion Design

BUSINESS MANAGEMENT & ADMINISTRATION

BUSINESS MANAGEMENT

INTRODUCTION TO BUSINESS AND MARKETING

An introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.
Credit: 1 - Grade Level 9 – 10 - Prerequisite(s) None

BUSINESS COMMUNICATIONS

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.
Credit: 1 - Grade Level 10 – 11 - Prerequisite: Introduction to Business and Marketing

ACCOUNTING I

An essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training.
Credit: 1 - Grade Level 10 – 11 - Prerequisite: Introduction to Business and Marketing

BUSINESS MANAGEMENT (NIC)

This course focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.
Credit: 1 - Grade Level 11 – 12 - Prerequisite: Introduction to Business and Marketing

BUSINESS & ENTREPRENEURSHIP PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned

in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.
Credit: 1 - Grade Level 11 - 12 - Prerequisite(s): Two credits in a Business or Marketing program of study

VIRTUAL ENTERPRISE INTERNATIONAL
A simulated business environment, the VEI students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. Virtual Enterprise International 1 credit substitutes for Economics credit. (This course requires a computerized workstation for each student with use of Internet, word processing, web design and electronic publishing software.)
Credit: 1–2 - Grade Level: 11-12 - Prerequisite(s): *Business Management* or *Marketing and Management I: Principles*

OFFICE MANAGEMENT

COMPUTER APPLICATIONS
A foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.
Credit: 1 - Grade Level: 8–12 – Prerequisite(s): None

BUSINESS COMMUNICATIONS
This course is the Level 2 course for the Business Management, Office Management, and HR Management Programs of Study within the Business Management & Administration Career Cluster. See course description above.

BUSINESS MANAGEMENT (NIC)
This course can be found in the Business Management, Office Management, and Health Services Administration programs of study. See course description in program above.

ADVANCED COMPUTER APPLICATIONS (NIC)
This course prepares students to continue postsecondary training in business- related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this course, proficient students will be fluent in a variety of information

management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS). Credit: 1 - 2 - Grade Level 11 – 12 - Prerequisite(s): Computer Applications

HEALTH SERVICES ADMINISTRATION

INTRODUCTION TO BUSINESS AND MARKETING
A Level 1 course for the Business Management, Health Services Administration, and HR Management programs of study within the Business Management & Administration Career Cluster. See course description above.

HEALTH SCIENCE EDUCATION
Please refer to the Health Science Career Cluster for a course description.

HEALTH INFORMATION TECHNOLOGY
A second-level applied course in the *Health Services Administration* program of study intended to prepare students with an understanding of the changing world of health care information. With the inclusion of electronic medical records, electronic billing, and electronic prescriptions, students in all healthcare professions must increasingly demonstrate competency in health information and health informatics. Upon completion of this course, proficient students will be able to differentiate among the types of health information/informatics, code and manage medical records, retrieve crucial data from health information systems and indexes, and understand the implications for careers in a range of health care fields.
Credit: 1 - Grade Level 11-12 - Prerequisites: Introduction to Business & Marketing OR Health Science Education

BUSINESS MANAGEMENT (NIC)
This course can be found in the Business Management, Office Management, and Health Services Administration programs of study. See course description in program above.

HEALTH SERVICES ADMINISTRATION PRACTICUM
A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Health Services Administration courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.
Credit: 1 - Grade Level: 11-12 - Prerequisites: Completion of the first three courses in the Health Services Administration program of study

HUMAN RESOURCES MANAGEMENT

INTRODUCTION TO BUSINESS AND MARKETING
A Level 1 course for the Business Management, Health Services Administration, and HR Management programs of study within the Business Management & Administration Career Cluster. See course description above.

BUSINESS COMMUNICATIONS
A Level 2 course for the Business Management, Office Management, and HR Management Programs within the Business Management & Administration Career Cluster. See course description above.

HUMAN RESOURCES MANAGEMENT (NIC)

Focuses on preparing students for employment in the various disciplines of human resources. Proficient students will understand human relations and the impact of proper management of people as a resource in business. Upon completion of this POS, students will be prepared to seek employment or advanced training as a human resources director, training and development specialist, benefits and compensation analyst, payroll and accounting specialist, employee relations manager, talent acquisition director, or many other careers in human resources management.

Credit 1 - Grade Level: 11–12 - Prerequisites: Introduction to Business & Marketing, Business Communications

HUMAN RESOURCES PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Human Resources courses within a simulated startup environment or authentic business setting. This course is ideal for students who wish to pursue careers as professionals in the field of human resources. Practicum activities and experiences should take under the supervision of the instructor and in collaboration with a local business partner. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to continue their study at the postsecondary level.

Credit 1 - Grade Level 11–12 - Prerequisites: Introduction to Business & Marketing, Business Communications, and Human Resources Management

EDUCATION & TRAINING

TEACHING AS A PROFESSION (K-12)

FUNDAMENTALS OF EDUCATION

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. Credit: 1 - Grade Level 9 - Prerequisite(s) None

TEACHING AS A PROFESSION I (TAP I)

An intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental understanding of instructional strategies needed for becoming an educator. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Students will spend no more that 2 to 3 ninety-minute class periods in a supervised field trip experience. Credit: 1 - Grade Level 10 - Prerequisite(s) Fundamentals of Education

TEACHING AS A PROFESSION II (TAP II)

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 settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone TAP III course and further their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Psychology and Sociology, as well as National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 11 - Prerequisite(s) Teaching as a Profession I (TAP I)

TEACHING AS A PROFESSION III (TAP III)

A capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Psychology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 1 - Prerequisite(s) Teaching as a Profession II (TAP II)

EARLY CHILDHOOD EDUCATION CAREERS

EARLY CHILDHOOD EDUCATION CAREERS I (ECEC I)

A foundational course in the Education and Training career cluster intended to prepare students for careers as childcare providers, nannies, preschool teachers, and more. Course content covers the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Upon completion of this course, students will have created artifacts for inclusion in a course portfolio, which will continue with them throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.

EARLY CHILDHOOD EDUCATION CAREERS II (ECEC II)

An intermediate course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study.
Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 10 - Prerequisite(s) Fundamentals of Education or Early Childhood Education Careers I

EARLY CHILDHOOD EDUCATION CAREERS III (ECEC III)

An applied-knowledge course for students interested in becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age appropriate activities, using activities for learning, and developing communication skills. If available, students may participate in a work-based learning component of instruction and add work products to a course portfolio.

Upon completion of this course, proficient students will be prepared to participate in the capstone *ECEC IV* course and/or continue their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 11 - Prerequisite(s) Fundamentals of Education or Early Childhood Education Careers II

EARLY CHILDHOOD EDUCATION CAREERS IV (ECEC IV) (NIC)
A capstone course for students who intend to pursue advanced training as an early childhood teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will participate in a work-based learning component of instruction and add work products to a course portfolio. Upon completion of this course, proficient students will be prepared to continue their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 12 - Prerequisite(s) Fundamentals of Education or Early Childhood Education Careers III

FINANCE

ACCOUNTING

INTRODUCTION TO BUSINESS & MARKETING
An introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.
Credit: 1 - Grade Level 9 – 10 - Prerequisite(s) None

ACCOUNTING I
An essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training.
Credit: 1 - Grade Level 10 – 11 - Prerequisite: Introduction to Business and Marketing

ACCOUNTING II (NIC)
For students continuing with the Accounting program of study - Accounting II is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records.

This course expands on content explored in *Accounting I* to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this course, students will be prepared for postsecondary study and advanced training in accounting or business. Additionally, completion of this course can lead to a work-based learning (WBL) experience as the program of study capstone.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Accounting I

BANKING AND FINANCE
For students continuing with the Banking and Finance program of study - Designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution, this business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Upon completion of this course, proficient students will have a strong foundation for continued education in finance and business administration, specializing in occupations that support banking and financial institutions.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Accounting I

FINANCIAL PLANNING
A capstone course in the Accounting or Banking and Finance programs of study intended for students interested in advanced analysis of financial decision-making and wealth management. In this course, students will delve into advanced concepts related to saving, investment, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. In addition, students will learn to critique the financial consultations of others based on ethical and legal considerations. Upon completion of this course, proficient students will be prepared to pursue advanced study of financial planning, wealth accumulation and management, and market analysis at a postsecondary institution.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Accounting I , Accounting II, and Banking and Finance

PERSONAL FINANCE
A foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long term financial well-being. The standards in this course cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision-making. Upon completion of this course, proficient students will understand how their decisions will impact their future financial well-being. *This is an elective course in the finance career cluster. While required for graduation, it does not count toward concentrator status in a program of study.*
Credit: 1/2 - Grade Level 9 – 12 - Prerequisite(s) None

HEALTH SCIENCE

HEALTH SCIENCE EDUCATION**
An introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study. Credit: 1 - Grade Level 9 - Prerequisite(s) none
**Health Science Education is the Level 1 Course for all programs of study within the Health Science Career Cluster. See below for available programs.

PUBLIC HEALTH

BEHAVIORAL AND COMMUNITY HEALTH

An applied course for students interested in developing a rich understanding of the ways that communities experience and treat health-related issues. Upon completion of this course, students will be able to use research and data to understand the health and wellness of his/her community, state, region, and nation; differentiate between health and wellness; relate that knowledge to social epidemiology and determinants of health; draw key connections between behavioral health issues and community health issues; and identify professionals who can provide care. Credit: 1 - Grade Level 10 - Prerequisite Health Science Education

GLOBAL HEALTH AND EPIDEMIOLOGY (NIC)

A comprehensive applied course in the Public Health program of study that places students at the intersection of health science and health policy. This course investigates the patterns, causes, and effects of diseases in a variety of populations, and how the provision of healthcare has changed in response to global needs. Successful international strategies and programs will be examined. Upon completion of this course, proficient students will be able to interpret and communicate statistical information relating to the distribution of disease and mortality/morbidity in the United States and globally, determine national and international health disparities, analyze national and international health policies, and evaluate outcomes from a range of health interventions. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Behavioral and Community Health

DIAGNOSTIC SERVICES

DIAGNOSTIC MEDICINE (NIC)

A second or third level course designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Credit: 1 - Grade Level 10 – 11 - Prerequisite(s) Health Science Education

ANATOMY AND PHYSIOLOGY

An upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiratory, excretory, and reproductive systems. Credit: 1-2 - Grade Level 10 – 12 - Prerequisite(s) Biology I and Health Science Education

CARDIOVASCULAR SERVICES (NIC)

An applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, proficient students will have a thorough understanding of anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the workplace. Credit: 1 - Grade Level 11-12
-Prerequisite(s) Diagnostic Medicine

NURSING SERVICES

MEDICAL THERAPEUTICS (NIC)
An applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. Credit: 1 - Grade Level 10 – 11 - Prerequisite(s) Health Science Education

ANATOMY AND PHYSIOLOGY
Found in multiple programs of study in the Health Sciences Career Cluster. See course description above.

NURSING EDUCATION (NIC)
A capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site- based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA). Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Standards in this course are aligned with Tennessee Nursing Education Training Program requirements. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. **Note: In order for students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff. Student to teacher ratio for this course is 15:1.** Credit: 1 - 2 - Grade Level 11 – 12 - Prerequisite(s) Medical Therapeutics and Anatomy & Physiology

EMERGENCY SERVICES

MEDICAL THERAPEUTICS (NIC)
Found in multiple programs of study in the Health Sciences Career Cluster. See course description above.

ANATOMY AND PHYSIOLOGY
Found in multiple programs of study in the Health Sciences Career Cluster. See course description above.

EMERGENCY MEDICAL SERVICES (NIC)
A capstone course designed to prepare students to pursue careers in the fields of emergency medicine. Upon completion of this course, proficient students will be able to: identify careers and features of the EMS system; define the importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or traumatic injury; and perform EMS skills with a high level of proficiency.

If taught with an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Standards in this course are aligned with National Highway Traffic Safety Administration, and National Emergency Medical Services Education Standards. Each standard presumes that the expected knowledge and behaviors are within the scope of practice for that EMS licensure level, as defined by the National EMS Scope of Practice Model. Each competency applies to patients of all ages, unless a specific age group is identified. The standards also presume there is a progression

in practice from the Emergency Medical Responder level to the Paramedic level. The descriptors used to illustrate the increasing complexity of knowledge and behaviors through the progression of licensure levels originate, in part, from the National EMS Scope of Practice Model. Note: If this course is taught for EMR certification, the program must be approved by the TN Department of Health, Office of Emergency Medical Services. **Students enrolled in this course must be 17 years old before the course concludes.** Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Medical Therapeutics and Anatomy & Physiology

THERAPEUTIC SERVICES

ANATOMY AND PHYSIOLOGY
Found in multiple programs of study in the Health Sciences Career Cluster. See course description above.

MEDICAL THERAPEUTICS (NIC)
Found in multiple programs of study in the Health Sciences Career Cluster. See course description above.

DENTAL SCIENCE (NIC)
An applied course intended to prepare students with an understanding of the roles and responsibilities of the dental health care professional within the application of dental care. Upon completion of this course, proficient students will be able to differentiate the many careers in dentistry, assess, monitor, evaluate, and report on the dental health of patients/clients and relate this information to overall health, apply appropriate dental terminology, and perform clinical supportive skills. In addition, students will continue to build a health science career portfolio that will follow them throughout their chosen program of study. Credit: 1 - Grade Level 11 - 12 - Prerequisite(s) Health Science Education

PHARMACOLOGICAL SCIENCES (NIC)
A third-level applied course intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goal- setting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students can apply to sit for the Pharmacy Technician Certification Board examination within 30 days prior to high school graduation. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Health Science Education

NUTRITION SCIENCE AND DIET THERAPY (NIC)
An applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasize on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. **The state standards should be implemented throughout the course as well as suggested 30 hours of time spent in the laboratory.**
Credit: 1 - Grade Level 11 - Prerequisite(s) Nutrition Across the Lifespan or Health Science Education

SPORT AND HUMAN PERFORMANCE

ANATOMY AND PHYSIOLOGY
Found in multiple programs of study in the Health Sciences Career Cluster. See course description above.

REHABILITATION CAREERS (NIC)
An applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion

of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. Credit: 1 - Grade Level 10 - 11 - Prerequisite(s) Health Science Education

EXERCISE SCIENCE (NIC)

An applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Rehabilitation Careers

CAPSTONE COURSE FOR MULTIPLE HEALTH SCIENCE PROGRAMS (SEE TABLE ABOVE)

CLINICAL INTERNSHIP

A capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a Prerequisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. **Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Student to teacher ratio for this course is 15:1 in a clinical setting.** Credit: 1 – 4 - Grade Level 11 – 12 - Prerequisite(s) - Diagnostic Medicine, Cardiovascular Services, Medical Therapeutics, Dental Science, Pharmacological Science, Nutrition Science and Diet Therapy, Rehabilitation Careers, or Exercise Science.

HEALTH SCIENCE ELECTIVES

MEDICAL TERMINOLOGY

A course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem- solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) none

HEALTH INFORMATION TECHNOLOGY

A second-level applied course in the Health Services Administration program of study intended to prepare students with an understanding of the changing world of health care information. With the inclusion of electronic medical records, electronic billing, and electronic prescriptions, students in all healthcare professions must increasingly demonstrate competency in health information and health informatics. Upon completion of this course, proficient students will be able to differentiate among the types of health information/informatics, code and manage medical records, retrieve crucial data from health information systems and indexes, and understand the implications for careers in a range of health care fields.
Credit: 1 - Grade Level 10 – 12 - Prerequisite(s) Introduction to Business & Marketing or Health Science

HOSPITALITY & TOURISM

CULINARY ARTS

CULINARY ARTS I

Equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects. Credit: 1 - Grade Level 9 - Prerequisite(s) none

CULINARY ARTS II

An applied-knowledge course to prepare students for careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have an understating of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, preparation skills, cooking principles, and food preparation. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 10 - Prerequisite(s) Culinary Arts I

CULINARY ARTS III (NIC)

An advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Upon completion of the course, students will be proficient in components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.
Credit: 1 - Grade Level 11 - Prerequisite(s) Culinary Arts II

CULINARY ARTS IV

The capstone course in the Culinary Arts program of study intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager. Course content covers the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor. Artifacts will be created for inclusion in a portfolio,

which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 12 - Prerequisite(s) Culinary Arts III

HOSPITALITY AND TOURISM MANAGEMENT

HOSPITALITY & TOURISM EXPLORATION

A foundational course for students interested in careers within the hospitality industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of hospitality and tourism services. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, the segments of the industry, business concepts and operations, careers, and customer relations.
Credit: 1 - Grade Level 9 - Prerequisite(s) none

HOSPITALITY MARKETING

This course builds on the foundations learned in Hospitality & Tourism Exploration and introduces new topics related to the marketing of services in the hospitality industry. Students will develop proficiency in economic awareness, the role of marketing in the industry, the components of a marketing plan, and promotional concepts, all within the context of hospitality businesses. Upon completion of this course, proficient students will be prepared to pursue advanced coursework in the Hospitality & Tourism Management pathway.
Credit: 1 - Grade Level 10 - Prerequisite(s) Hospitality & Tourism Exploration

HOSPITALITY MANAGEMENT (NIC)

An applied-knowledge course that allows students to continue to develop sound management skills in preparation for future careers in the hospitality industry. Upon completion of this course, proficient students will have skills in management structures and the roles of managers in hospitality-related businesses, with particular attention on the areas of human relations, accounting, sales, professional communications, and legal/ethical considerations and will be equipped with the knowledge and skills to pursue postsecondary study and future employment in the hospitality industry.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Hospitality Marketing

EVENT PLANNING & MANAGEMENT

Designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.

HUMAN SERVICES

INTRODUCTION TO HUMAN STUDIES**

A foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language & Literacy in Technical Subjects, as well as the Tennessee State States for Psychology and Sociology, and the National Standards for Family and Consumer Sciences Education, Second Edition.
Credit: 1 - Grade Level 9 - Prerequisite(s) none **Introduction to Human Studies is the Level 1 Course for the Human and Social Sciences and Dietetics and Nutrition programs of study within the Human Services Career Cluster. See below for available programs.

HUMAN AND SOCIAL SCIENCES

LIFESPAN DEVELOPMENT

This course builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee State Standards in Psychology and Sociology, and National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 10 - Prerequisite(s) none

FAMILY STUDIES (NIC)

An applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee State Standards for Psychology, Sociology, U.S. Government and Civics, and U.S. History and Geography and the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 11 - Prerequisite(s) none

DIETETICS AND NUTRITION

NUTRITION ACROSS THE LIFESPAN

A course for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity.
Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research, and the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 10 - Prerequisite(s) Introduction to Human Studies

NUTRITION SCIENCE AND DIET THERAPY (NIC)

An applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasize on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned to Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research standards, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 11 - Prerequisite(s) Nutrition Across the Lifespan

CAPSTONE COURSE FOR MULTIPLE HUMAN SERVICES PROGRAMS

HUMAN SERVICES PRACTICUM

A capstone course in the human services cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work- based learning arrangements such as cooperative education, mentoring, and job shadowing. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects as well as Tennessee State Standards for Psychology and Sociology. Credit: 1 - Grade Level 12 - Prerequisite(s) Family Studies or Nutrition Science and Diet Therapy

COSMETOLOGY

COSMETOLOGY I

The first level of cosmetology, it prepares students with work- related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry. Credit: 1 - Grade Level 9 - 10 - Prerequisite(s) none

COSMETOLOGY II

The second level of cosmetology which prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License. Credit: 1 – 2 - Grade Level 10 – 11 - Prerequisite(s) Cosmetology I

COSMETOLOGY III

AN advanced level of cosmetology, it prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology

work experiences. Students completing this portion of the course of cosmetology will acquire the necessary hours to transfer to a post-secondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampoo Technician License. Credit: 1 - 2 - Grade Level 11 – 12 - Prerequisite(s) Cosmetology I and Cosmetology II

COSMETOLOGY IV (NIC)

A capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Credit: 1 - 2 - Grade Level 11 – 12 - Prerequisite(s) Cosmetology I, Cosmetology II, and Cosmetology III

INFORMATION TECHNOLOGY

COMPUTER SCIENCE FOUNDATIONS** (NIC)

A course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue. Credit: 1 Grade Level 9 - Prerequisite(s) None **Computer Science Foundations is the Level 1 Course for all programs of study within the Information Technology Career Cluster. See below for available programs.

CODING

CODING I

A course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution. Standards in this course are aligned with the Tennessee State Standards for English Language Arts Standards and Literacy in Technical Subjects and Tennessee State Standards for Mathematics. Credit: 1 - Grade Level 10 - Prerequisite(s) Algebra I and Computer Science Foundations

CODING II (NIC)

This course challenges students to develop advanced skills in problem analysis, construction of algorithms,

and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects Credit: 1 - Grade Level 11 - Prerequisite(s) Coding I

MOBILE APP DEVELOPMENT

A course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application life cycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will be demonstrate and understanding of mobile app development concepts. Credit: 1 - Grade Level 11 - Prerequisite(s) Coding I

CODING PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous *Coding* courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of original software applications. The course is designed to allow students to choose their specific application of interest, be it the development of a mobile application (app), an animation package, a game or other educational tool, or any other approved program that requires coding and development skills. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in programming and software development, and will be equipped to market their finished product should they choose. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Coding II

NETWORKING SYSTEMS

COMPUTER SYSTEMS (NIC)

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. Credit: 1 - Grade Level 10 – 11 - Prerequisite(s) Algebra I and Computer Science Foundations

NETWORKING (NIC)

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 sit for 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. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Computer Systems and Algebra I

CABLING & INTERNETWORKING

An advanced course intended to equip students with the conceptual and practical skills necessary to install voice and data network cabling. This course emphasizes industry standards, types of media and cabling, physical and logical networks, and signal transmission. Upon completion of this course, proficient students will have skills in cable termination, reading network design documentation, pulling and mounting cable, setting up telecommunications rooms, basic cable testing and troubleshooting. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit: 1 - Grade Level 12 - Prerequisite(s) Networking & Algebra I

IT CLINICAL INTERNSHIP

A capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in previous Networking Systems courses. Students are eligible to take the IT Clinical Internship if they have successfully completed all the prerequisites in the Networking Systems program of study. Prospective students must apply for admission to the class (acceptance at the discretion of the instructor). The internships are designed to be completed in an IT Support environment, such as the student's school, a community-based shop that provides IT Support, or the IT Support department of a local business. This course puts to practical use all of the skills attained in previous courses, and provides the student with valuable hands-on experience. It meets the recommended 500 hours' work experience to prepare each student to sit for the CompTIA A+ exams, which certifies industry-recognized IT Support technicians. Upon completion of this course, proficient students will be prepared to pursue further training at a Tennessee College of Applied Technology (TCAT) or other postsecondary institution. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Two credits in the Networking Systems program of study

WEB DESIGN

WEB DESIGN FOUNDATIONS

A course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Web Design program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. **Credit: 1 - Grade Level 10 - Prerequisite(s) Computer Science Foundations, Algebra I, & Geometry**

WEBSITE DEVELOPMENT (NIC)

This course builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be

logged in a student portfolio demonstrating mastery of skills and knowledge. Upon completion of this course, proficient students will be prepared to pursue a variety of postsecondary programs in the computer sciences, sit for industry certification, or apply their skills in a capstone Web Design Practicum.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Web Design Foundations

WEB DESIGN PRACTICUM
A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in web design. Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Website Development

CYBERSECURITY

CYBERSECURITY I (NIC)
This is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will be demonstrate and understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.
Credit: 1 - Grade Level 10 - Prerequisite(s) Computer Science Foundations

CYBERSECURITY II (NIC)
This course challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will be demonstrate and understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.
Credit: 1 - Grade Level 11 - Prerequisite(s) Cybersecurity I

CYBERSECURITY PRACTICUM (NIC)
This is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in cybersecurity, and will be equipped to market their finished product should they choose.
Credit: 1 - Grade Level 11 – 12 - Prerequisite(s) Cybersecurity II

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

CRIMINAL JUSTICE AND CORRECTIONAL SERVICES

CRIMINAL JUSTICE I

The first course of study and 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. Credit: 1 - Grade Level 9 - 10 – Prerequisite(s) None

CRIMINAL JUSTICE II

The second course of study. Upon completion of this course, proficient students will understand the impact of the constitution on law enforcement, law enforcement and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement. Credit: 1 - Grade Level 10 - 11 - Prerequisite(s) Criminal Justice I

CRIMINAL JUSTICE III

The third course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system. Credit: 1 - Grade Level 11-12 - Prerequisite(s) Criminal Justice I and Criminal Justice II

FIRE MANAGEMENT SERVICES

PRINCIPLES OF FIRE AND EMERGENCY SERVICES

The introductory course in the Fire Management Services program of study. Students will be introduced to the challenging work of emergency responders in fire management services by learning regulations, health and safety protocol, communications, and operations. Upon completion of this course, if the teacher is a member of the local volunteer fire department, proficient students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimum training of firefighters. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.
Credit: 1 - Grade Level 9 - 10 - Prerequisite(s) none

FIRE PREVENTION

The second course provides and overview of the fire prevention techniques which are utilized by fire fighter professional in response to various fire emergencies. Upon completion of this course, proficient students will be able to identify the magnitude of a natural or unnatural disaster and its effects on the many facets of communities as well as conduct hazard identification and learn how to control and prevent fires. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT) and gives them the ability to apply those skills in mock scenarios. This course teaches skills involving ropes, knots, ground ladders, and hazard response. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model. Credit: 1 Grade Level 10-11 - Prerequisite(s) Principles of Fire and Emergency Services

FIRE SCIENCE I

The third course in the Fire Management Services program of study. In this course, students will be prepared with technical knowledge and skills related to firefighter safety, fire behavior, building construction guidelines, and the use of firefighting equipment. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ropes, ladders, and fire hoses in a non-live fire situation. Standards in this course are aligned with the NFPA Standards. Credit: 1 - Grade Level 11 - 12 - Prerequisite(s) Principles of Fire and Emergency Services

FIRE SCIENCE II

The fourth and final course in the Fire Management Services program of study. Students in this course continue to acquire the skills and knowledge needed to pursue a career as a Firefighter I. Those students who complete this course will be prepared, after graduation, to further their instruction at a training facility. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ventilation, water supply, fire hose and fire streams in a non-live fire situation, and safety with hazardous materials. Standards in this course are aligned with NFPA standards. Credit: 1 - Grade Level 12 - Prerequisite(s) Fire Science I

PRE-LAW

PRE-LAW I

The first course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Credit: 1 - Grade Level 9 - Prerequisite(s) none

PRE-LAW II

The second course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national, and state court systems and the legal process, explain the concepts of trials, and differentiate business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Credit: 1 - Grade Level 9 - 11 - Prerequisite(s) Pre-Law I

PRE-LAW III

The third course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe sentencing and decisions, appeals, punishment, parole, probation, detention, and family and property law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Credit: 1 - Grade Level 10 - 11 - Prerequisite(s) Pre-Law I and Pre-Law II

SERVICE LEARNING

The fourth level course designed to place students in new situations where they apply their academic, technical, and social skills to serve others. Upon completion of this course, students will be able to structure an unstructured or ambiguous problem, connect personal development with academic attainment, and demonstrate citizenship and leadership skills. Students will also understand how their service-learning experiences fulfill an authentic need in the community and develop a portfolio of work that documents their discovery process and growth. Credit: 1 - Grade Level 11 - 12

MARKETING, DISTRIBUTION & LOGISTICS

INTRODUCTION TO BUSINESS AND MARKETING**

An introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.
Credit 1 - Grade Level 9 – 10 - Prerequisite(s) None
**Introduction to Business and Marketing is the Level 1 Course in all programs of study in the Marketing Career Cluster. See below for available programs.

MARKETING AND MANAGEMENT I: PRINCIPLES***

Course focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.
Credit 1 - Grade Level 10 – 11 - Prerequisite(s) none
***Marketing and Management I: Principles is the Level 2 Course for the Marketing Management and Entrepreneurship programs of study in the Marketing Career Cluster. It can also suffice as the Level 1 course in the Supply Chain Management program of study. See below for available program

MARKETING MANAGEMENT

MARKETING & MANAGEMENT II: ADVANCED STRATEGIES (NIC)

A study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills. *Note for instructors: This course assumes many students are engaged in a work-based learning (WBL) experience such as cooperative education, internships, school-based enterprises, or similar types of worksite experiences with a local partner business. Projects in the course could benefit significantly from the use of resources and data from local businesses. Instructors are encouraged to leverage existing partnerships and to build on advisory committee relationships as they reach out to business owners or managers for authentic scenarios, materials, and other business information from which students could learn.*
Credit 1 - Grade Level 11 – 12 - Prerequisite(s) Marketing & Management I: Principles

SOCIAL MEDIA MARKETING AND ANALYTICS

This is a new CTE course and only available in this program of study as a Level 3 course. Standards including a course description have not been published at this point.

ADVERTISING AND PUBLIC RELATIONS

An applied knowledge course focusing on the concepts and strategies associated with promoting products, services, ideas, and events. This course addresses skills essential to the creative side of the industry and

explores consumer behavior patterns and motivations for buying. Upon completion of this course, proficient students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects.
Credit 1 - Grade Level 11 – 12 - Prerequisite(s) Marketing & Management I: Principles

RETAIL OPERATIONS
Designed to challenge students with the real world of supply chain management and merchandising services. The standards in this course are designed to prepare students with skills and knowledge related to buying, selling, human resource management, business operations, product management, promotion, and customer service. Decision-making skills, financial management, customer relations, ethics and legal issues are also addressed. Upon completion of this applied knowledge course, proficient students will have skills essential for entering careers as retail associates at entry and mid-level management as well as be prepared to enter postsecondary programs in business and marketing. The content lends itself to both work-based learning and school-based enterprises opportunities.
Credit 1 - Grade Level 11 – 12 - Prerequisite(s) Marketing & Management I: Principles

EVENT PLANNING & MANAGEMENT
Designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities.
Credit 1 - Grade Level 11 – 12 - Prerequisite(s) At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.

ENTREPRENEURSHIP

ENTREPRENEURSHIP
An applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue- producing standpoint.
Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.
Credit 1 - Grade Level 11 – 12 - Prerequisite(s) Marketing & Management I: Principles

BUSINESS & ENTREPRENEURSHIP PRACTICUM
Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led

startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.
Credit 1 - Grade Level 11-12 - Prerequisite: Two credits in a Business or Marketing program of study

VIRTUAL ENTERPRISES INTERNATIONAL (VE)
A simulated business environment. The VE students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry.
Virtual Enterprise International 1 credit substitutes for Economics credit. (This course requires a computerized workstation for each student with use of Internet, word processing, web design and electronic publishing software.) *Learning expectations to be completed for 2 credits are identified in the standards with an asterisk. **A paid, credit-generating work-based learning component is recommended for students for up to two (2) additional credits.
Credit 1 – 2* - Grade Level 11 – 12 - Prerequisite(s) Business Management or Marketing & Management I: Principles

SUPPLY CHAIN MANAGEMENT

FOUNDATIONS OF SUPPLY CHAIN MANAGEMENT (NIC)
Exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, pipeline, and water. As an introduction to this important and globally evolving field, this course covers the basic principles of logistics, reviews the history and development of distribution networks, and examines how they function within the dynamics of the supply chain. Upon completion of this course, proficient students will explore career options; demonstrate an understanding of the historical, current, and future significance of supply chain industries; and plan for the effective and efficient flow of goods and services. This course will require extensive Microsoft Office applications including but not limited to PowerPoint creation; use of templates; spreadsheet manipulations; and designing of charts, graphs, formulas, and tables.
Credit: 1 - Grade Level: 9-10 - Prerequisite: None

SUPPLY CHAIN MANAGEMENT I: WAREHOUSING & DISTRIBUTION (NIC)
Prepares students for entry into the warehouse and distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Upon completion of this course, a proficient student will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product lifecycle, future trends, and regulatory issues in the industry. Extensive use of Microsoft Office is required throughout this course.
Credit: 1 - Grade Level: 10-12 - Prerequisite: Foundations of Supply Chain Management

SUPPLY CHAIN MANAGEMENT II: MANAGEMENT & LOGISTICS

Prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain processes including coordinating and controlling the order cycle and associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies, and communication. Upon completion of this course, a proficient student will be prepared for further education and careers in the supply chain industry.

Credit: 1 - Grade Level: 11-12 - Prerequisite: Supply Chain Management I

SUPPLY CHAIN MANAGEMENT PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Supply Chain courses within an authentic business setting. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to enter the workforce in an entry-level supply chain position or continue their study at the postsecondary level.

Credit: 1 - Grade Level: 11-12 - Prerequisite: Two credits in the Supply Chain program of study

STEM

PRINCIPLES OF ENGINEERING AND TECHNOLOGY (NIC)**

A foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit 1 - Prerequisite(s) none - Grade Level 9 ****Principles of Engineering and Technology is the Level 1 Course for the Engineering and Technology programs of study in the STEM Career Cluster. See below for additional information on programs.**

ENGINEERING

ENGINEERING DESIGN I

A fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. **Note:** Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. Credit 1 - Grade Level 10 - Prerequisite(s) Principles of Engineering & Technology, Algebra I, and Physical Science or

Biology

ENGINEERING DESIGN II (NIC)
An applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Credit 1 - Grade Level 11 Prerequisite(s) Engineering Design I and Biology or Chemistry

TECHNOLOGY

DIGITAL ELECTRONICS (NIC)
A course in which students will construct and test fundamental digital logic circuits such as gates, counters, oscillators, and switches. A/D and D/A convertors will be applied to signal processing. Microcontroller programs will be modified and microcontrollers applied to closed-circuit control systems. The course culminates in a group project to create a digital servo control loop. Emphasis is on hands-on activities, real-world equipment, and current technology. Credit 1 - Grade Level 10 - Prerequisite(s) Algebra 1

ROBOTICS & AUTOMATED SYSTEMS (NIC)
An applied course for students who wish to explore how robots and automated systems are used in industry. Building on the content and critical thinking frameworks of Principles of Engineering and Digital Electronics, this course asks students to follow the engineering design process and apply basic programming skills to complete assignments and projects. Upon completion of this course, proficient students will have an understanding of the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems. Note: Standards in this course are presented sequentially for students' learning progression; however, instructors may tailor the order of course standards to their specifications. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. **Credit 1 - Grade Level 11 - Prerequisite(s) Digital Electronics; Algebra I; Geometry; Physical Science and Chemistry or Physics**

CAPSTONE COURSE FOR THE ENGINEERING AND TECHNOLOGY PROGRAMS
(See *2018-19 CTE Programs of Study* document in the addendum)

ENGINEERING PRACTICUM
A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields. Note: Mastery of the following standards should be attained while completing an engineering design project

in a practicum setting. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for the project throughout the course. The project should follow the engineering design process learned in previous courses. **Credit 1 - Grade Level 12 - Prerequisite(s) Engineering Design II or Robotics & Automated Systems**

ADVANCED STEM APPLICATIONS

STEM FOUNDATION (NIC)

A foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others. **Note:** For clarity, some standards include example applications to science, technology, engineering, and mathematics. Teachers are encouraged to align instruction to one or more of these areas, depending on area of expertise and student interest. Credit 1 - Grade Level 9 - Prerequisite(s) None

STEM II APPLICATION

A project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in *STEM I: Foundation*. Building on the content and critical thinking frameworks of *STEM I*, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both the scientific inquiry and the engineering design process. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios. **Note:** Standards in this course are presented sequentially according to the traditional steps followed in the scientific inquiry or engineering design process. While instructors may tailor the order of course standards to their specifications, it is highly recommended that they maintain fidelity to the overall process. In addition, instructors opting for either the Science Path or the Engineering Path do not have to teach to both sets of standards; they are presented in parallel fashion here for ease of comparison, should teachers wish to combine elements of each. Credit 1 - Grade Level 10 - Prerequisite(s) STEM I: Foundation, Algebra I, and Physical Science or Biology

STEM III: STEM IN CONTEXT (NIC)

An applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on Stem I: Foundation and STEM II: Applications by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting. Note: Mastery of the following standards should be attained while completing a STEM project that follows the scientific inquiry or engineering design process. This course prepares students for the STEM IV: STEM Practicum course.

Credit 1 - Grade Level 11 - Prerequisite(s) STEM II: Applications and Biology or Chemistry

STEM IV: STEM PRACTICUM

A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous *STEM Education* courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in a STEM field. Note: Mastery of the following standards should be attained while completing a STEM project in a practicum setting. The project should follow the scientific inquiry or engineering design process learned in previous courses. Credit 1 - Grade Level 12 - Prerequisite(s) STEM III: STEM in Context

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR

MAINTENANCE AND LIGHT REPAIR I (MLR I)

This course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Credit 1 - Grade Level 9 - Prerequisite(s) none

MAINTENANCE AND LIGHT REPAIR II (MLR II)

This course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Credit 1 - Grade Level 10 - Prerequisite(s) The Maintenance and Light Repair I (MLR I)

Maintenance And Light Repair III (Mlr III) (NIC)

This course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished.

These tasks are notated in these standards. **Credit 2 - Grade Level 11 - Prerequisite(s) The Maintenance and Light Repair II**

THE MAINTENANCE AND LIGHT REPAIR IV (MLR IV) (NIC)

This course prepares students for entry into the automotive workforce or into post secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Credit 2 - Grade Level 12 - Prerequisite(s) The Maintenance and Light Repair III

Automotive Collision Repair

INTRODUCTION TO COLLISION REPAIR

A foundational course in the Automotive Collision Repair program of study for students interested in learning more about automotive collision repair technician careers. Upon completion of this course, proficient students will be able to identify and explain the basic steps in the collision repair process, emphasizing the tools, equipment, and materials used. They will be able to describe the major parts of an automobile body and safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces for painting. Standards in this course include career investigation of the opportunities in automotive collision repair as well as an overview of the history of automobile design and construction. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and to the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry-benchmarked standards.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Credit 1 - Grade Level 9 – 10 - Prerequisite(s) none

COLLISION REPAIR: NON-STRUCTURAL (NIC)

For students who wish to obtain in-depth knowledge and skills in repair procedures for non-structural repairs in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to analyze non-structural collision damage and write and revise repair plans. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include preparing vehicles for repair, removing and replacing panels and body components, metal finishing, body filling, removing and replacing moveable glass and hardware, metal welding and cutting, and repair of plastics. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and to the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry-benchmarked standards.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Students completing this course will be eligible to take the examination for ASE Professional Certification in Non-Structural Analysis and Damage Repair (B3). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Credit 1 - 3 - Grade Level 10 – 12 - Prerequisite(s) Introduction to Collision Repair

COLLISION REPAIR: PAINTING & REFINISHING (NIC)

For students who wish to obtain in-depth knowledge and skills in automotive painting and refinishing procedures in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to develop, document, and implement refinishing plans for given vehicles. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include surface preparation; spray gun and related equipment operation, paint mixing, matching, and applying; diagnosis and correction of paint defects; and final detailing. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and to the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry- benchmarked standards.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair Students completing this course will be eligible to take the examination for ASE Professional Certification in Painting & Refinishing (B2). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Credit 1 - 3 - Grade Level 10 – 12 - Prerequisite(s) Introduction to Collision Repair

COLLISION REPAIR: DAMAGE ANALYSIS. ESTIMATING, AND CUSTOMER SERVICE

Collision Repair, Damage Analysis, Estimating, and Customer Service are the capstone course in the Automotive Collision Repair program of study. It is intended to prepare students for careers in the automotive repair industry. Upon completion of this course, a proficient student proficient will be able to assess collision damage, estimate repair costs, and work with vehicle owners in a professional setting. Utilizing problem-solving strategies and resources developed in this course, including original equipment manufacturer (OEM) manuals, electronic data, and photo analysis of damaged vehicles, students will be prepared to generate work orders in a variety of collision damage situations. Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision. Some tasks are assigned a "High Priority (HP)" designation. Accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Credit 1 - 3 - Grade Level 10 – 12 - Prerequisite(s) Collision Repair: Non-Structural and/or Collision Repair: Painting and Refinishing

WORK-BASED LEARNING

WORK-BASED LEARNING (WBL)

A proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. WBL Coordinators are educators who are trained and certified by the state to coordinate these WBL experiences for students. Credit - Students can earn up to two credits during their Junior year and an additional two their senior year. - Grade Level 11 & 12 - Prerequisite(s) Collision Repair: Completion of two credits in a sequenced program of study.