WEST HIGH SCHOOL
PROGRAM OF STUDIES

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Grading and Assessments

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 became effective for all students in the 2018-19 academic year.

Weighting Grades for Advanced High School Coursework:

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 ARE NOT awarded by KCS AND 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**
College Level Examination Program (CLEP)	**No additional quality points used for GPA calculation**	**Five (5) points added to the Final Grade for students who sit for the identified CLEP Exam**
*Excludes middle school honors which are not credit-bearing classes. Includes designated Pre-AP and IGSCE classes when applicable.		

TDOE - UNIFORM GRADING POLICY

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

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 00 - 59

Calculation of the Student's Grade Point Average (GPA):

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)

GRADUATION REQUIREMENTS: Class of 2026 & 2027

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
Social Studies: US History and Geography	1
Social Studies: US Government and Civics	½
Social Studies: 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.	
Successful completion of the Tennessee Civics Assessment (minimum 70%) is required.	

GRADUATION REQUIREMENTS: Class of 2028 & Beyond

CORE SUBJECTS	NUMBER OF CREDITS
ENGLISH	4 (ENGLISH I, II, III, IV)
MATH	4 (Algebra I, Geometry, Algebra II, one high level math)
SCIENCE	3 (Biology, Chemistry or Physics, one additional Lab science)
WORLD HISTORY AND GEOGRAPHY	1
US HISTORY AND GEOGRAPHY	1
US GOVERNMENT AND CIVICS	½
ECONOMICS	½
PERSONAL FINANCE	½
COMPUTER SCIENCE	1
PHYSICAL EDUCATION AND HEALTH	1-1/2 (Lifetime Wellness and one additional ½ credit)
WORLD LANGUAGE AND FINE ART (or second elective focus with waiver)	3
ELECTIVE FOCUS	3
ADDITIONAL ELECTIVE CREDITS	5
TOTAL	28
All students are required to take the ACT or SAT to meet graduation requirements.	
Successful completion of the Tennessee Civics Assessment (minimum 70%) is required.	

ELECTIVES: Class of 2026 & 2027

Students must complete an elective focus as part of their graduation requirements. An elective focus is 3 credits in a single area. Below are the Elective Focus areas and courses within them offered at West High.

WHS CTE Elective Focus Areas

Cosmetology
Cosmetology I
Cosmetology II
Cosmetology III
Dietetics and Nutrition
Intro to Human Studies (Not offered after 24-25)
Nutrition Across the Lifespan
Nutrition Science and Diet Therapy
Human Services Practicum
Nursing Services
Health Science Education
Medical Therapeutics
Anatomy and Physiology
Nursing Education
Sport and Human Performance
Health Science Education
Rehabilitation Careers
Anatomy and Physiology
Exercise Science

Engineering
Principles of Engineering and Technology
Engineering Design I
Engineering Design II
Engineering Practicum
Coding
Computer Science Foundations
Coding I
Coding II
AP Computer Science
Electrical Systems
Fundamentals of Construction
Electrical Systems I
Construction Practicum

Digital Arts Design
Digital Arts Design I
Digital Arts Design II
Digital Arts Design III
Marketing Management
Intro to Business and Marketing
Marketing and Management I
Marketing and Management II
A/V Production
A/V Production I
A/V Production II
A/V Production III

WHS Non-CTE Elective Focus Areas

Humanities
Creative Writing I
Humanities
Visual Literacy
Genre Lit: True Crime
Journalism 1:Yearbook
African American History
Psychology
IB Psychology SL
IB World Religions SL
IB Global Politics HL Yr 1
IB Global Politics HL Yr 2
IB History SL (History of Europe)
IB History HL Yr 1 (History of Europe)
IB History HL Yr 2 (History of Europe)
IB Social & Cultural Anthropology SL
Spanish III
Honors Spanish III
IB Spanish SL Yr 1
IB Spanish SL Yr 2
IB Spanish HL Yr 1
IB Spanish HL Yr 2
IB Spanish Ab Initio Yr 1
IB Spanish Ab Initio Yr 2
French III
Honors French III
IB French SL Yr 1
IB French SL Yr 2
IB French HL Yr 1
IB French HL Yr 2
IB French Ab Initio Yr 1
IB French Ab Initio Yr 2
ASL 1
ASL 2
ASL 3

Math & Science
AP Statistics
AP Computer Science
IB Math Applications & Interpretations SL
IB Math Applications & Interpretations HL Yr1
IB Math Applications & Interpretations HL Yr2
IB Math Analysis & Approaches HL Yr1
IB Math Analysis & Approaches HL Yr2
Ecology
Anatomy and Physiology
Biology II
Physics CP
AP Physics
IB Physics HL Yr 1
IB Physics HL Yr 2
IB ESS SL Yr 1
IB ESS SL Yr 2
IB Chem HL Yr 1
IB Chem HL Yr 2
IB Bio HL Yr 1
IB Bio HL Yr 2
Physical Education
PE I
Adv PE
Aerobics
Cond/Adv Strength Training
ROTC
Naval Science 1 (ROTC)
Naval Science 2 (ADV ROTC)
Human Services
Peer Tutoring
Adv Peer Tutoring

Fine Arts
Art I
Adv Art: 2D
Adv Art: 3D
Adv Art: Ceramics
Adv Art: Photography
Adv Art: Printmaking
AP Art Drawing
AP Art 2D
AP Art 3D
IB Visual Art SL Yr 1
IB Visual Art SL Yr 2
IB Visual Art HL Yr 1
IB Visual Art HL Yr 2
Development of Rock and Roll
Band
Band: Winds
Band: Percussion
Band: Color Guard
Orchestra
Vocal Music II (Male/Female)
Female Chorus (Bella Voci)
Vocal Music III (Choral Ensemble)
Singers
Theatre Arts I
Adv Theatre Arts (Fall Play)
Adv Theatre Arts (Scene Study)
Adv Theatre Arts (Stage Tech)
Musical Theatre
IB Theatre SL
AP/IB/DE
Any 3 of the same type of courses may count as an Elective Focus. Some courses can also fulfill graduation requirements.

ELECTIVES: Class of 2028 & Beyond

Beginning with the class of 2028, students must complete a CTE Pathway as part of their graduation requirements. Below are the Pathways and additional elective courses offered at West High.

865 Academies Pathways

Health Science & Human Services

Cosmetology
- Cosmetology I
- Cosmetology II
- Cosmetology III

Dietetics and Nutrition
- Nutrition Across the Lifespan
- Nutrition Science and Diet Therapy
- Human Services Practicum

Nursing Services
- Health Science Education
- Medical Therapeutics
- Anatomy and Physiology
- Nursing Education

Sport and Human Performance
- Health Science Education
- Rehabilitation Careers
- Anatomy and Physiology
- Exercise Science

Creative & Techncial Innovation

Engineering
- Principles of Engineering and Technology
- Engineering Design I
- Engineering Design II
- Engineering Practicum

Coding
- Computer Science Foundations
- Coding I
- Coding II
- AP Computer Science

Electrical Systems
- Fundamentals of Construction
- Electrical Systems I
- Construction Practicum

Global Commerce & Communication

Digital Arts Design
- Digital Arts Design I
- Digital Arts Design II
- Digital Arts Design III

Marketing Management
- Intro to Business and Marketing
- Marketing and Management I
- Marketing and Management II

A/V Production
- A/V Production I
- A/V Production II
- A/V Production III

Additional Elective Courses

Humanities
- Creative Writing I
- Humanities
- Visual Literacy
- Genre Lit: True Crime
- Journalism 1:Yearbook
- African American History
- Psychology
- IB Psychology SL
- IB World Religions SL
- IB Global Politics HL Yr 1
- IB Global Politics HL Yr 2
- IB History SL (History of Europe)
- IB History HL Yr 1 (History of Europe)
- IB History HL Yr 2 (History of Europe)
- IB Social & Cultural Anthropology SL
- Spanish III
- Honors Spanish III
- IB Spanish SL Yr 1
- IB Spanish SL Yr 2
- IB Spanish HL Yr 1
- IB Spanish HL Yr 2
- IB Spanish Ab Initio Yr 1
- IB Spanish Ab Initio Yr 2
- French III
- Honors French III
- IB French SL Yr 1
- IB French SL Yr 2
- IB French HL Yr 1
- IB French HL Yr 2
- IB French Ab Initio Yr 1
- IB French Ab Initio Yr 2
- ASL 1
- ASL 2
- ASL 3

Math & Science
- AP Statistics
- AP Computer Science
- IB Math Applications & Interpretations SL
- IB Math Applications & Interpretations HL Yr1
- IB Math Applications & Interpretations HL Yr2
- IB Math Analysis & Approaches HL Yr1
- IB Math Analysis & Approaches HL Yr2
- Ecology
- Anatomy and Physiology
- Biology II
- Physics CP
- AP Physics
- IB Physics HL Yr 1
- IB Physics HL Yr 2
- IB ESS SL Yr 1
- IB ESS SL Yr 2
- IB Chem HL Yr 1
- IB Chem HL Yr 2
- IB Bio HL Yr 1
- IB Bio HL Yr 2

Physical Education
- PE I
- Adv PE
- Aerobics
- Cond/Adv Strength Training

ROTC
- Naval Science 1 (ROTC)
- Naval Science 2 (ADV ROTC)

Human Services
- Peer Tutoring
- Adv Peer Tutoring

Fine Arts
- Art I
- Adv Art: 2D
- Adv Art: 3D
- Adv Art: Ceramics
- Adv Art: Photography
- Adv Art: Printmaking
- AP Art Drawing
- AP Art 2D
- AP Art 3D
- IB Visual Art SL Yr 1
- IB Visual Art SL Yr 2
- IB Visual Art HL Yr 1
- IB Visual Art HL Yr 2
- Development of Rock and Roll
- Band
- Band: Winds
- Band: Percussion
- Band: Color Guard
- Orchestra
- Vocal Music II (Male/Female)
- Female Chorus (Bella Voci)
- Vocal Music III (Choral Ensemble)
- Singers
- Theatre Arts I
- Adv Theatre Arts (Fall Play)
- Adv Theatre Arts (Scene Study)
- Adv Theatre Arts (Stage Tech)
- Musical Theatre
- IB Theatre SL

WEST HIGH SCHOOL COURSE OFFERINGS

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.

ENGLISH I CP
English I builds upon the skills established by the middle school English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards.

ENGLISH I (HONORS)
Honors English I builds upon the skills established by the middle school English Language Arts standards. Students will practice the close reading of appropriately complex, informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards. Learning experiences should reflect the increased rigor and depth of study appropriate for honors-level coursework.

ENGLISH II CP
English II builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards.

ENGLISH II (HONORS)
Honors English II builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards. Learning experiences should reflect the increased rigor and depth of study appropriate for honors-level coursework and support preparation of students for future advanced academics courses.

ENGLISH III CP
English III further builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English III teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards.

ENGLISH IV CP
English IV is the summative course aligned to the English Language Arts standards. Students will practice the close reading of appropriately complex, informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English IV teachers will base their instruction on the SpringBoard curriculum, which is approved by as in alignment with ELA standards. Upon the completion of English IV, students should be prepared for postsecondary learning opportunities or the workforce.

ENGLISH 1
Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English I credit.

ENGLISH 2
Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English Il credit.

ENGLISH 3
Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English Ill credit.

ENGLISH 4
Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are highly qualified in English may serve as teacher of record and give English 4 credit.

IB ENGLISH SL YR 1/IB ENGLISH HL YR 1 (Language A: Language and Literature)
The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

<u>SL External assessment (3 hours) 70%</u>

- Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks) 35%
- Internal assessment: This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks) 30%

<u>HL Assessment component Weighting External assessment (4 hours) 80%</u>

- Paper 1: Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks) 25%
- HL essay: Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length. (20 marks) 20%
- HL Internal assessment: Individual oral (15 minutes) This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks) 20%

CREATIVE WRITING
In 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 practice self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

GENRE LITERATURE – TRUE CRIME

In Genre Literature, students will be given the opportunity to develop deeper critical reading skills through reading experiences focused on the true crime genre. Students will read excerpts from true crime novels, complete projects on the psychology of perpetrators, and practice suspense writing. In addition, the class will rely heavily on podcasts and documentaries. Students must be willing to discuss and write, and they must have an open mindset as they question what drives people to commit crimes.

VISUAL LITERACY

In Visual Literacy, students will interpret visual forms of media and to analyze and evaluate the effectiveness of the various styles and creative choices. 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. The analysis of visual media will deepen not only critical thinking about the art forms studied but also the culture and time in which the media was produced.

HUMANITIES

Humanities is an elective course 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 are presented with a wide range of visual and written texts from a variety of places and historical periods. For each text, students will examine what the author/artist is communicating about human culture and how the author/artist utilizes the tools 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. Analysis of texts may take the form of discussion, writing, projects, or another type of assessment chosen by the instructor.

JOURNALISM I - YEARBOOK

In 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. Prerequisites: Students may have to demonstrate the ability to write well; enrollment in this class may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals.

ENGLISH LANGUAGE LEARNERS

1. Per TDOE ESL Rule, EL students identified for ESL service shall receive a minimum of one (1) hour of Direct ESL service each school day from a teacher who holds an ESL endorsement, until the student exits the ESL service.

2. Each ESL course counts for one credit hour. If a High School ELL student qualifies for ESL service for all 4 years, he/she will take eight (8) credit hours of ESL. Two (2) credit hours will count towards English courses, and six (6) credit hours will count towards electives in humanities.

3. ESL courses may count toward two (2) of the four (4) English credits required for graduation.
    - ELs must then enroll in English I and/or English II to satisfy the federal requirement to take an ELA assessment.
    - Courses that do not count towards the English graduation requirement may count toward the elective focus in humanities.

4. Sheltered courses require the teacher to be dually endorsed in ESL and content areas such as English or Math. The sheltered English course is coded as English I.

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.

ALGEBRA 1 CP
The fundamental purpose of Algebra I 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.

ALGEBRA 1 (HONORS)
Honors Algebra is designed 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/ ALGEBRA 1B
Algebra IA is the first part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. Algebra 1B is the second part of the two-year course. This completion of the two-year course will count as one math credit required for a regular diploma. This course is generally scheduled in conjunction with Math Lab IA/IB Year-Long (intervention).

GEOMETRY CP
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. 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 Geometry prepares a student for further work in Algebra 2. *Prerequisite: Algebra I credit. A grade of "C" or better is recommended.*

GEOMETRY (HONORS)
In Honors Geometry, standards found in 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 Honors Geometry prepares a student for further work in algebra, usually Honors Algebra 2. *Prerequisite: Algebra 1 credit in the 8th grade or Honors Algebra 1 in the 9th grade or Departmental Recommendation.*

GEOMETRY A/ GEOMETRY B
Year-long Geometry A is the first part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. Geometry B is the second part of the two-year course. The completion of the two-year course will count as one math credit required for a regular diploma.

ALGEBRA II CP
Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions in Algebra 2. 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, as well as 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 a fourth-year math course. *Prerequisites: Algebra I and Geometry credit. A grade of "C" or better is recommended.*

ALGEBRA II (HONORS)
Honors Algebra 2 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 or Advanced Placement Statistics. *Prerequisites: Algebra 1 and Honors Geometry credit. A grade of "A" or "B" average grades or Departmental Recommendation.*

MATHEMATICAL REASONING FOR DECISION MAKING
Mathematical Modeling for Decision Making is a 4th-year course that uses applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation. *Prerequisite: Algebra 2.*

STATISTICS CP
Statistics 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. Statistics is intended for students interested in business, social sciences, education, and data analysis. *Prerequisites: Algebra 2.*

AP STATISTICS
AP Statistics 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: English 2 or Honors English 2 with a grade of "B" or better and Algebra 2 with a grade of "C" or better are recommended, and Departmental Recommendation.*

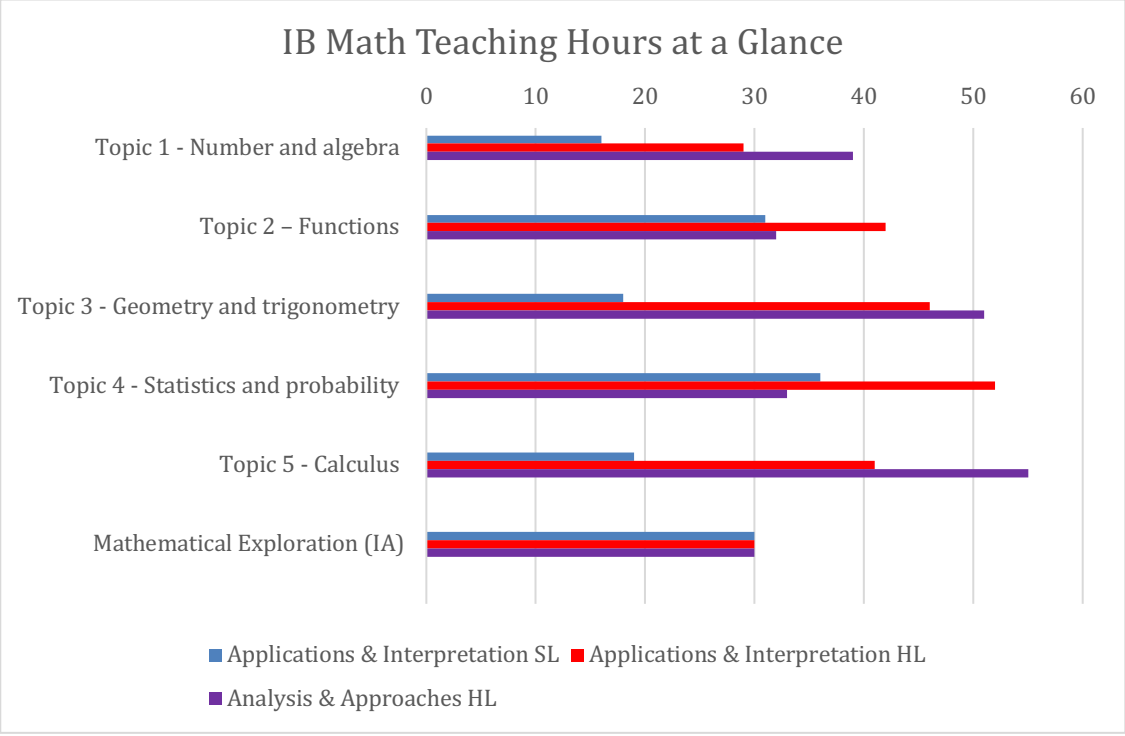
AP COMPUTER SCIENCE PRINCIPLES
AP Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. 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. *Prerequisite: Math Computer Applications or Departmental Recommendation. This course satisfies the computer science graduation requirement for the Class of 2028 and beyond.*

IB MATH: APPLICATIONS AND INTERPRETATIONS SL & HL

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL. The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various

IB MATH ANALYSIS AND APPROACHES HL

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL. The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.



Literacy 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. 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 bi-weekly, the team to discuss progress at least quarterly Parents/guardians are notified when the student is placed in an intervention program. Parents receive progress monitoring data quarterly 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) that will address skill gaps for individual students. Students are placed in an intervention course that is aligned with 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. (Please see additional information related to intervention in the appendix.)

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. Students who have a qualifying IEP must take Biology and two additional lab sciences. Chemistry or physics is not required of a student with a qualifying IEP but can be taken.
Some eighth students may enter high school with an Honors Physical Science or a Biology credit. These credits do count as credits towards the graduation requirement. <u>These students must take 3 additional sciences credits in high school.</u>

All Honors courses should include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

BIOLOGY I CP
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.

BIOLOGY I (HONORS)
Honors Biology 1 encompasses all the standards of Biology but places increased emphasis on development of critical thinking skills. *Prerequisites: Honors level is based upon a combination of standardized test scores, past performance in science, and teacher recommendations.*

BIOLOGY 2
Biology 2 is 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.*

ANATOMY & PHYSIOLOGY
Anatomy & Physiology 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 CP
Honors Biology 2 takes the standards of Biology 2 to a much deeper level. The course is fast paced and includes time for some enrichment topics. *Prerequisites: Biology 1 and Chemistry 1 and/or Department Recommendation.*

PHYSICAL SCIENCE CP
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: The fundamental level of this course is based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.*

CHEMISTRY I CP
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. *Corequisite/Prerequisite: Algebra 1*

CHEMISTRY I (HONORS)
Honors Chemistry I takes the standards of Chemistry I to a much deeper level. The course is fast paced and includes time for some enrichment topics. *Prerequisites: Algebra I, a combination of standardized test scores, past performance in science, and teacher recommendation.*

PHYSICS CP
Physics is 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. *Prerequisites: Algebra 1; Biology recommended.*

AP PHYSICS 1
AP Physics 1 is equivalent to a first semester college course in algebra-based physics. This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves, fluid mechanics, and sound. It also introduces electric circuits. *Prerequisites: Geometry and currently taking Algebra 2 or equivalent course.*

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS) SL 1 & 2
Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

IB CHEMISTRY HL 1 & 2
As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

IB BIOLOGY HL 1 & 2

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

IB PHYSICS HL 1 & 2

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world, from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

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. Additionally, successful completion of the Tennessee Civics Assessment (minimum 70%) is required for graduation.

Instruction in Honors World History and Geography 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.

WORLD HISTORY AND GEOGRAPHY CP

In 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, The Great Depression, The 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 to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards 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 for Honors World History and Geography 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, The Great Depression, The 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 to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

UNITED STATES GOVERNMENT AND CIVICS CP
U.S. Government and Civics 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.

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.*

SDC UNITED STATES HISTORY
Statewide Dual Credit U.S. History is a college-level course taught at the high-school level by trained high school teachers. The objectives were developed by Tennessee high school and college faculty in order to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit U.S History course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded. Select here to view the Statewide Dual Credit articulation policies for different postsecondary institutions in Tennessee. *Prerequisite: Students must have taken and passed English I and II; grade levels 11th and 12th grade students, and with Departmental Recommendation.*

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.*

ECONOMICS CP
Economics 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.

PERSONAL FINANCE
Personal Finance 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)

AFRICAN AMERICAN HISTORY
African American History is an elective course. In 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 its standards are written in accordance with* T.C.A. § 49-6-1006*.*

PSYCHOLOGY
Psychology 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. *May replace Human Services Practicum as the Level 3 course to complete a Dietetics and Nutrition pathway.*

SOCIOLOGY
Sociology 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 standards reflect those recommended by the American Sociological Association.

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. *Prerequisite: Departmental Recommendation.*

IB PSYCHOLOGY SL
At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others. The contribution and the interaction of the three approaches is understood through the four options in the

course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

IB WORLD RELIGIONS SL

The IB DP world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

IB GLOBAL POLITICS HL 1 & 2

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges. The course integrates concepts, content and contexts through inquiry. • Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course. • Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models. • Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases. The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

IB HISTORY (of EUROPE) SL & HL 1 & 2

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

IB SOCIAL & CULTURAL ANTHROPOLOGY SL

Social and cultural anthropology is the comparative study of culture and human societies and the exploration of the general principles of social and cultural life. The course places emphasis on comparative perspectives that make cultural assumptions explicit and contributes to an understanding of contemporary real-world issues such as war and conflict, the environment, poverty, injustice, and human rights. Social and cultural anthropology is distinct from other social sciences in its research tradition of participant observation and in-depth, empirical study of social groups. Areas of anthropological inquiry in this course

are: belonging; classifying the world; communication, expression and technology; conflict; development; health, illness and healing; movement, time and space; production, exchange and consumption; and the body. These areas are explored through the key anthropological concepts of belief and knowledge, change, culture, identity, materiality, power, social relations, society, and symbolism. The course engages students with the concepts, methods, language and theories of the discipline. At the heart is the practice of anthropologists, and the insights they produce in the form of ethnographic material. Through authentic anthropological practice, students engage with anthropological approaches and develop critical, reflexive knowledge. It contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education, and fosters the development of globally aware, internationally minded, and ethically sensitive citizens.

World Language

Students should progress through world language courses in sequence. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. To fill the graduation requirement students must successfully complete two (2) sequential courses in the same world language. Completing the two sequential language courses also fulfills the foreign language requirement for admission to most universities. However, continued language study beyond the basic requirement provides a significant advantage for college preparedness and enhances career prospects. Approximately half of new job postings seek applicants with biliteracy skills. Therefore, the World Language department highly recommends any student planning to enter a career or attend a four-year college or university continue world language study through level 3 and beyond. For this reason, beginning world language studies in 9th grade (or earlier) is highly beneficial. Students excelling in upper-level and advanced courses are encouraged to apply for the VSSB during their senior year. (See *Types of Diploma* section for more information about the VSSB.)

Generic course descriptions for alphabetic modern languages, French, German, Russian, and Spanish appear below. Due to differences in course progressions for logographic modern languages such as Chinese, visual modern languages such as American Sign Language (ASL), and classical languages such as Latin, descriptions for these courses are listed separately. For Honors courses, only additional expectations are highlighted in the course description.

MODERN LANGUAGES

Modern languages are living languages actively used for everyday communication by native speakers. In our world language classes, students develop proficiency in three key communication modes:

- Interpretive: Understanding and interpreting spoken and written language.
- Interpersonal: Communicating and interacting with others through spoken and written language.
- Presentational: Sharing information and ideas with others through spoken and written language.

Beyond language skills, students gain valuable cultural and intercultural understanding by exploring and comparing target cultures with their own.

The Tennessee World Language Standards (2017) and the American Council on the Teaching of Foreign Languages (ACTFL) recommend instruction in a modern language occur in the target language at least 90% of the time. Therefore, instruction in modern language classes occurs mostly in the target language. Teachers use various instructional strategies which make input comprehensible to support and build students' understanding in the target language.

ALPHABETIC MODERN LANGUAGES

LEVEL 1: FRENCH, SPANISH

Level 1 Modern Languages are recommended for students in the ninth grade. Students who successfully completed a Level 1 for high school credit course in 8th grade should enroll in Level 2 of the same language in 9th grade. The goal for Level 1 students is to perform at the Novice High proficiency level across the three modes of communication. Level 1 students demonstrate cultural and intercultural competency in the Novice range. Students must earn two sequential credits in the same language to meet graduation requirements.

LEVEL 1 HONORS: FRENCH, SPANISH

Students enrolled in a Level 1 Honors class perform at the Intermediate Low proficiency level. Enrolling in a Level 1 Honors world language class is the first step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. Students who successfully completed a Level 1 Honors for high school credit course in 8th grade should enroll in Level 2 Honors of the same language in 9th grade. Students must earn two sequential credits in the same language to meet graduation requirements. *Prerequisite: Teacher recommendation.*

LEVEL 2: FRENCH, SPANISH
The goal for Level 2 students is to perform at the Intermediate Low proficiency level across the three modes of communication and demonstrate cultural and intercultural competency in the Intermediate range. *Prerequisite: Successful completion of Level 1 of the same language.*

LEVEL 2 HONORS: FRENCH, SPANISH
In addition to the Level 2 requirements, the goal for students enrolled in a Level 2 Honors class is to perform at the Intermediate Mid proficiency level. Enrolling in a Level 2 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 1 Honors of the same language, or successful completion of Level 1 of the same language and teacher recommendation.*

LEVEL 3: FRENCH, SPANISH
Level 3 world language is recommended for any student planning to enter a career or attend a four-year college or university. The goal for Level 3 students is to perform at the beginning stages of the Intermediate Mid proficiency level across the three modes of communication and demonstrate cultural and intercultural competency in the Intermediate range. *Prerequisite: Successful completion of Level 2 of the same language*.

LEVEL 3 HONORS: FRENCH, SPANISH
The Level 3 Honors program is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. In addition to Level 3 requirements, the goal for Level 3 Honors students is to perform at the Intermediate High proficiency level. Enrolling in a Level 3 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. Prerequisite: Teacher recommendation. *Prerequisite: Successful completion of Level 2 Honors of the same language, or successful completion of Level 2 and teacher recommendation*.

IB SPANISH SL/HL 1 & 2
Language acquisition consists of two modern language courses— language ab initio and language B— designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language B is a language acquisition course designed for students with some previous experience of Spanish. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in Spanish in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in Spanish is required, and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and Spanish culture(s).

IB FRENCH SL/HL 1 & 2
Language acquisition consists of two modern language courses— language ab initio and language B— designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language B is a language acquisition course designed for students with some previous experience of French. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in French in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to

develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in French is required, and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and French culture(s).

VISUAL MODERN LANGUAGES

AMERICAN SIGN LANGUAGE (ASL) 1

ASL 1 is recommended for students in the ninth grade. In visual language, thoughts and ideas are expressed through three-dimensional visual communication by using combinations of handshapes, palm orientations, and movements of the hands, arms, and body. In communication, students will demonstrate Novice Mid proficiency in the interpersonal (interactive) mode, Novice High proficiency in the interpretive listening (receptive) mode, Novice Mid proficiency in interpretive reading (fingerspelling), Novice Mid in the presentational speaking (expressive) mode, and Novice Low in presentational writing (glossing). Students will demonstrate Novice range cultural and intercultural competency. Students must earn two sequential credits in the same language to meet graduation requirements.

AMERICAN SIGN LANGUAGE (ASL) 2

In ASL 2, students will demonstrate Novice High proficiency in the interpersonal (interactive) mode in the communication, Intermediate Low proficiency in the interpretive listening (receptive) mode, Novice High proficiency in interpretive reading (fingerspelling), Novice High in the presentational speaking (expressive) mode, and Novice Mid in presentational writing (glossing). Students will demonstrate Intermediate range cultural and intercultural competency. *Prerequisite: Successful completion of Level 1.*

AMERICAN SIGN LANGUAGE (ASL) 3

In ASL 3, students will demonstrate Intermediate Low proficiency in the interpersonal (interactive) mode in communication, Intermediate Mid proficiency in the interpretive listening (receptive) mode, Intermediate Low proficiency in interpretive reading (fingerspelling), Intermediate Low in the presentational speaking (expressive) mode, and Novice High in presentational writing (glossing). Students will demonstrate Intermediate range cultural and intercultural competency. *Prerequisite: Successful completion of Level 2.*

HERITAGE LANGUAGES

Students already proficient in their home language should enroll in an additional world language. Heritage Language courses are designed for students who may have some degree of proficiency in their heritage language but need to improve their literacy skills to be considered proficient in language. For example, the heritage language is spoken in their home to some degree but has not been the student's language of education, or the language is the language of education in their country of origin but is not spoken in the home. While heritage language courses focus more on literature, the progression is designed to allow students to enter non-heritage courses of the same language at any point in the progression to pursue advanced academics in the language. Students should be encouraged to pursue the Volunteer State Seal of Biliteracy (VSSB). See page 48 for detailed information on the VSSB.

HERITAGE SPANISH 2

Heritage Spanish 2 follows the proficiency standards for Spanish 2 with additional emphasis on literacy across disciplines. Students continue developing cultural and intercultural competencies and exploring the nuances of identity in various cultural contexts. Upon successful completion of the class, students may progress to Spanish 3, or Honors Spanish 3. *Prerequisites: successful completion of Heritage Spanish 1 or demonstration of the appropriate proficiency through an acceptable language proficiency assessment including teacher recommendation.*

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 speakers of languages other than English is as follows:

- 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 speakers of other languages in WL classes:

• WL teacher(s) conducts initial interview to determine appropriate Level EOC to administer to the student.

• The student takes the appropriate level EOC Integrated Performance Assessment. (This will usually be the Level 1 EOC.)

• If the student reaches the minimum level of proficiency required by the standard across all three modes of communication, the student receives "P" for *Proficient* on transcript for the tested course level(s); no credit is 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 the *Procedure For Documenting the Foreign Language Graduation Requirement for Students Who Are Native Speakers of Languages Other Than English* above. For students whose home 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 enrolls):

Students may receive world language credits and thus meet the graduation requirement in any of the following ways:

• Have two language credits on their transcript:

• Take two credits of a language other than their home language or English in high school.

• Be assessed by a qualified examiner for intermediate level proficiency across all modes of communication 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:

• Counselor will coordinate with the World Language teacher who will determine the student's proficiency level;

• The World Language teacher will administer the EOC Integrated Performance Assessment which also assesses the student's written and oral production in the language. The teacher will determine the student's proficiency compared to the second-year proficiency expectations;

• After the administration of the EOC, the World 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 " and give it along with the EOC to the counselor. These forms are to be placed in the student's CR;

• Any level that a student places out of will be entered onto the transcript as "Proficient" by the counselor/registrar. No credit will be given for the course(s) and it will not be included in the grade point average. Example for transcript: "Proficient through the 3rd level of Spanish."

Any student proficient in a language other than English may fulfill the world language requirement by demonstrating proficiency equivalent to level 2 requirements in the language. If the language is offered by Knox County Schools, the student will be required to pass a corresponding EOC Integrated Performance Assessment, which tests proficiency in the three modes of communication, for the level which the student is challenging. If the student is proficient 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 provider or translation service. Students who demonstrate a minimum equivalency of level 2 proficiency in the assessed language will fulfill the graduation requirement; however, credit is not earned. No credit is awarded for proficiency testing.

FINE ARTS

MUSIC

DEVELOPMENT OF ROCK & ROLL

Development of Rock & Roll 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.*

BAND

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. *Prerequisite is successful completion of Beginning Band, 8th grade Advanced Band, 8th grade Advanced Orchestra, or other relevant experience and music teacher recommendation. This class may be repeated.*

BAND: 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 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. *Prerequisite is successful completion of Beginning Band, Band, 8th grade Advanced Band, 8th grade Advanced Orchestra, or other relevant experience and music teacher recommendation. This class may be repeated. Rehearsals and performances during the school day, before and after the regular school day, as well as on non-school days, may be required.*

BAND: INSTRUMENTAL ENSEMBLE

Instrument 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 is music teacher recommendation. This class may be repeated.*

ORCHESTRA

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. *Prerequisite is successful completion of Beginning Orchestra or other relevant experience and music teacher recommendation. This class may be repeated.*

VOCAL MUSIC II

Vocal Music II is 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. Performances and after-

school rehearsals are required. *There is no prerequisite for this class, but previous choral experience would be beneficial. This class may be repeated.*

FEMALE CHORUS (BELLA VOCI)
Female Chorus is 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. *There is no prerequisite for this class, but previous choral experience would be beneficial. This class may be repeated. Performances and after-school rehearsals are required.*

VOCAL MUSIC III (CHORAL ENSEMBLE)
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. *Enrollment is by audition only. This class may be repeated. Performances and after-school rehearsals are required. Choreography and/or costumes may be required by the teacher for some ensembles.*

SINGERS
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.*

THEATRE
THEATRE ARTS I
Theatre Arts I is a one-unit elective 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.

ADVANCED THEATRE ARTS
Advanced Theatre Arts is an elective course 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 interpretations of prose and poetry. Advanced Theatre Arts may focus on the craft of musical theatre specifically if permitted by the school administration. Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required *Can be taken for multiple credits.*

ADVANCED THEATRE ARTS PRODUCTION
Production is a one-unit elective course that focuses 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. *Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required. Can be taken for multiple credits.*

ADVANCED THEATRE ARTS STAGECRAFT
Stagecraft is a one-unit elective 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. *Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required. Can be taken for multiple credits.*

MUSICAL THEATRE
Musical Theatre 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) Can be taken for multiple credits. *Prerequisite: Theatre Arts I or Choir with a B or higher + audition required. You must be at least a sophomore to take this course.*

VISUAL ARTS
ART I
Art I is a survey course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. This course emphasizes student decision-making and personal expression, allowing students to explore a variety of media and techniques through a choice-based curriculum. Students will experiment with two-dimensional media (e.g. drawing, painting, printmaking, etc.), as well as three-dimensional media (e.g. sculpture, ceramics, textiles, etc.). Design principles are introduced as tools to support and enhance the development of student ideas, fostering creativity and individual artistic voices. *There is no prerequisite for this class. This class may not be repeated.*

ADVANCED ART
Advanced Art studio classes are 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 and making in the Visual Arts. Students in Advanced Art courses concentrate on a specific art medium: Sculpture, Painting, Ceramics, Drawing, Printmaking, Papermaking, or Photography. General Advanced Art includes 2-D and/or 3-D artmaking and study. *Prerequisite is the successful completion of Art I and art teacher recommendation. These classes may be repeated.*

AP ART STUDIO COURSES: GENERAL DESCRIPTION
The following three 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. *If there is not a sufficient number of students to create an entire class, students electing to pursue the requirements for completion of AP studio-based classes may be embedded within the structure of Advanced Art studio classes. These students may be scheduled during any Advanced Art studio class, and the student and instructor will develop an individualized plan by which the student may receive AP credit. When embedding AP students into Advanced Art classes, every effort should be made to match media (i.e. AP Studio Art 2-D should be scheduled during a painting, drawing, or printmaking Advanced Art class.) AP students may not be embedded into Art I classes.*

- AP STUDIO ART: DRAWING – The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answer written prompts. "This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted.

Composite images may be submitted" (AP Drawing Course Overview). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated*.

- AP STUDIO ART 3-D: ART & DESIGN – The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answer written prompts. "This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form. Students can work with any materials, processes, and ideas. Figurative or non-figurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. Still images from videos or films are accepted. Composite images may be submitted" (AP 3-D Art and Design Course Overview). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated.*
- AP STUDIO ART 2-D: ART & DESIGN – The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answering written prompts. "This portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted" (AP 2-D Art and Design Course Overview). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated.*

Lifetime Wellness & Physical Education

Lifetime Wellness is a one-unit course required for graduation and is taken during a student's 9th grade year due to the nature of the content. The goal of Lifetime Wellness is for students to learn a lifelong process of making healthy choices 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: Personal Wellness; Mental, Emotional and Social Health; Safety and First Aid; Human Growth and Development; and Substance Use/Abuse. Family Life Education is included in the Wellness standards. HIV/AIDS, Human Trafficking and Dating Violence education 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. 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 grade, 8th grade, and Lifetime Wellness in high school. Opt Out Form

Physical Education: 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 that includes 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/Dive Team
- School Cheerleading
- School Dance Team

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 outside of the school day, credit in Activity PE with a grade of 'pass' will be recorded on the student transcript. Documentation of hours is the responsibility of the teacher/coach supervising the activity. Activity Form for 65 Hours

PHYSICAL EDUCATION 1

Physical Education 1 is an 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. *Cannot be taken for multiple credits.*

ADVANCED PHYSICAL EDUCATION

Advanced Physical Education is an 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

Lifetime Wellness is a one-unit course required for graduation and is taken during a student's 9th grade year due to the nature of the content. The goal of Lifetime Wellness is for students to learn a lifelong process of making healthy choices 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: Personal Wellness; Mental, Emotional and Social Health; Safety and First Aid; Human Growth and Development; and Substance Use/Abuse. Family Life Education is included in the Wellness standards. HIV/AIDS, Human Trafficking and Dating Violence education 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. 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 grade, 8th grade, and Lifetime Wellness in high school. Opt Out Form

Family Life Education, HIV/AIDS Education, and Human Trafficking 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 grades and Lifetime Wellness in high school.

AEROBICS

Aerobics is an elective course emphasizing the importance of improving and maintaining a healthier cardiovascular system. Skills taught 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

Conditioning and Advanced Strength Training is an 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.*

NJROTC (Naval Junior Reserve Officers Training Corps)

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.

NAVY JROTC

The Naval Service Training Command prescribes the courses for naval science for NJROTC units that comprise the 3 or 4-year curriculum. The NJROTC program was established by Public Law in 1964 which may be found in Title 10, U.S. Code, Chapter 102. The program is conducted at accredited secondary schools throughout the nation, and taught by instructors who are retired Navy, Marine Corps, and Coast Guard officers and enlisted personnel.

The NJROTC accredited program curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation, and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship sports training, and physical fitness training.

The naval science program is constructed to include three academic classroom sessions and two activity periods per week. The curriculum is based on 40-minute sessions of instruction for 36 weeks, with 180 teaching days. This equates to 7200 minutes of contact instruction (72 hours of classroom instruction and 48 hours of activities including military drill and athletics). Adjustments for class length other than 40-minute periods, as well as staggered, rotating, or modular schedules, are made at the local school level. This program of 7200 minutes of instruction equates to one Carnegie unit or one credit per year toward graduation as an elective or other subject credit approved by school authorities. It is desired that all topics provided in the curriculum be covered, but the depth of coverage must be determined by each instructor according to the needs of his/her students. Major curriculum content changes are not to be made without the prior approval of the Naval Service Training Command.

What subjects are included in the curriculum?

The wide variety of subjects includes the following:

- CITIZENSHIP -- Instillation of values of good, responsible citizenship;
- NAVAL ORIENTATION -- Basic introduction to the Navy's customs and traditions;
- NAVAL OPERATIONS/ORGANIZATION -- Familiarization with national naval strategy and daily military operations;
- NAVAL HISTORY -- History of the United States Navy from the colonial period to the present;
- NAVIGATION -- Introduction to piloting and navigation;
- SEAMANSHIP -- Introduction to basic seamanship and ship handling;
- LEADERSHIP -- Ongoing study of leadership, with opportunities to develop leadership abilities;

- NAUTICAL ASTRONOMY -- Study of astronomy and its use in navigation;
- ELECTRONICS -- Introduction to electronics as the basis for communications and weapons systems;
- OCEANOGRAPHY -- Information on the collection of data on the world's ocean systems;
- DRILLS, COMMANDS, AND CEREMONIES -- Close order drill and parade ceremonies;
- PHYSICAL FITNESS -- Activities to promote healthy, active lifestyles.

NAVAL SCIENCE 1 (NJROTC)

The purpose of Naval Science I is to introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level. Course content includes the introduction of the NJROTC program; introduction to Leadership, Citizenship, and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U. S. Navy.

NAVAL SCIENCE 2 (ADV NJROTC)

Naval Science 2 builds on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history and the vital importance of the world’s oceans to the continued well-being of the United States. Course content includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

Career and Technical Education

The state of Tennessee Department of Education provides a complete CTE program of study document annually with periodic updates throughout the year. This document outlines the state's approved CTE programs of study within the 2025-2026 Career and Technical Education (CTE) Career Cluster Framework. 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 credentials.
Courses that are aligned to state-approved National Industry Credentials 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. Aligned National Industry Credentials are noted for each (NIC) course.
Additionally, each year, Knox County Schools releases a Career Guide that is aligned to the current year's slate of CTE programming across the district. This comprehensive document outlines what CTE programs we are currently offering, where they are offered, and offers detailed information about what each of those programs entails, including everything from projected salary and job statistics to opportunities for advanced academics. For a link to the current year's guide, please visit https://www.knoxschools.org/cte.

DIETETICS AND NUTRITION

NUTRITION ACROSS THE LIFESPAN

Nutrition Across the Lifespan is 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. During this course, students will have the opportunity to complete material and take an examination to earn ServSafe Food Handler certification.
Credit: 1 - Grade Level 10
Aligned National Industry Credential (NIC): ServSafe Food Handler
Note: Local Dual Credit by assessment opportunity with MTSU

NUTRITION SCIENCE AND DIET THERAPY (NIC)

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis 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.
Prerequisite(s): Nutrition Across the Lifespan.
Credit: 1 - Grade Level 11
Aligned National Industry Credential (NIC): National Work Readiness & Diet Therapy
Note: Dual Enrollment Course opportunity with MTSU

HUMAN SERVICES PRACTICUM
Human Services Practicum is 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.
Prerequisite(s): Family Studies or Nutrition Science and Diet Therapy.
Credit: 1 - Grade Level 12

NURSING SERVICES

HEALTH SCIENCE EDUCATION
Health Science Education is 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 the Health Science programs of study and is a Recommended Prerequisite for all other Health Science courses*
Credit: 1 - Grade Level 10

MEDICAL THERAPEUTICS (NIC)
Medical Therapeutics is 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. Students enrolled in this course will complete the AHA CPR/BLS for Healthcare training and certification.
Recommended Prerequisite(s): Health Science Education
Credit: 1 - Grade Level 10 – 11
Aligned National Industry Credential (NIC): Adult, Infant, and Child CPR/AED/First Aid

ANATOMY & PHYSIOLOGY
Anatomy & Physiology is a second 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.
Recommended Prerequisite or Corequisite: Health Science Education and Biology I
Credit: 1-2 - Grade Level 10 – 12

NURSING EDUCATION (NIC)
Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, 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: 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 in a clinical setting.
Recommended Prerequisite(s): Health Science Education, Medical Therapeutics and Anatomy & Physiology
Credit: 1 - 2 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): Certified Nursing Assistant

SPORT AND HUMAN PERFORMANCE

HEALTH SCIENCE EDUCATION

Health Science Education is 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 the Health Science programs of study and is a Recommended Prerequisite for all other Health Science courses*
Credit: 1 - Grade Level 10

REHABILITATION CAREERS

Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. Students enrolled in this course will complete the AHA CPR/BLS for Healthcare training and certification.
Recommended Prerequisite(s): Health Science Education
Credit: 1 - Grade Level 10 - 11
Aligned National Industry Credential (NIC): Adult, Infant, and Child CPR/AED/First Aid

ANATOMY & PHYSIOLOGY

Anatomy & Physiology is a second 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.
Recommended Prerequisite or Corequisite: Health Science Education and Biology I
Credit: 1-2 - Grade Level 10 – 12

EXERCISE SCIENCE (NIC)

Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections, students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students can incorporate

communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace. Upon successful completion of this course, students may be eligible to sit for the Certified Physical Therapy Aide examination.
Recommended Prerequisite(s): Health Science, Rehabilitation Careers, and Anatomy & Physiology.
Credit: 1 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): Certified Physical Therapy Aide

COSMETOLOGY

COSMETOLOGY I

Cosmetology I is 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 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 10
Note: Local Dual Credit Course opportunity with TSB

COSMETOLOGY II

Cosmetology II is 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.
Prerequisite(s): Cosmetology I.
Credit: 1 – 2 - Grade Level 10 – 11
Note: Local Dual Credit Course by assessment opportunity with TSB

COSMETOLOGY III

Cosmetology III is 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 postsecondary 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.
Prerequisite(s): Cosmetology I and Cosmetology II
Credit: 1 - 2 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): Hair Braider Registration
Note: Local Dual Credit Course by assessment opportunity with TSB

MARKETING MANAGEMENT

INTRODUCTION TO BUSINESS & MARKETING

Introduction to Entrepreneurship is an introductory course designed for students interested in pursuing the Entrepreneurship program of study. This course is also appropriate for students enrolled in any program of study who plan to own and operate their own business. In this course, students will develop strong foundational knowledge in key business and entrepreneurial principles, including types of business ownership management functions and styles, human resources, business operations, marketing, finance and budgeting, employment law, and ethics. Students will also develop skills in critical thinking, communication,

and professionalism by exploring key aspects of leadership, the entrepreneurial mindset, diversity, teamwork, and conflict resolution. Upon completion of this course, students will be proficient in the foundations of entrepreneurship and small business ownership, business concepts and operations, finance and budgeting, marketing principles, leadership and management functions, and professional communications.
Credit 1 - Grade Level 10
Note: This course is optional for this pathway. 10th grade students may begin with Marketing and Management I: Principals (NIC), if the school chooses.

MARKETING AND MANAGEMENT I: PRINCIPLES (NIC)
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. The 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
Aligned National Industry Credential (NIC): NRF Rise Up - Customer Service & Sales
Note: Local Dual Credit by assessment opportunity with PSCC

MARKETING & MANAGEMENT II: ADVANCED STRATEGIES (NIC)
Marketing & Management II is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills. 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.
Prerequisite(s): Marketing & Management I: Principles
Credit 1 - Grade Level 11 – 12
Note: Principles of Marketing CLEP opportunity

DIGITAL ARTS & DESIGN

DIGITAL ARTS & DESIGN I (NIC)
Digital Arts & Design 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 10

DIGITAL ARTS & DESIGN II (NIC)
Digital Arts & Design II is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Recommended Prerequisite(s): Digital Arts & Design I
Credit: 1 - Grade Level 10
Note: Local Dual Credit Course by assessment opportunity with PSCC

DIGITAL ARTS & DESIGN III (NIC)
Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Recommended Prerequisite(s): Digital Arts & Design II; Teacher cannot teach both options during a one block class.
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
Aligned National Industry Credential (NIC): Adobe Certified Associate - Illustrator or Photoshop
Note: Local Dual Credit by assessment opportunity with PSCC

AUDIO/VISUAL (A/V) PRODUCTION

A/V PRODUCTION I
A/V Production I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Credit: 1 - Grade Level 10
Note: Local Dual Credit Course by assessment opportunity with PSCC

A/V PRODUCTION II
A/V Production II is 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
Recommended Prerequisite(s): A/V Production I
Credit: 1 - Grade Level 10
Note: Local Dual Credit Course by assessment opportunity with PSCC

A/V PRODUCTION III
A/V Production III is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study.
Recommended Prerequisite(s): A/V Production II
Credit: 1 - Grade Level 11 – 12
Note: Local Dual Credit Course by assessment opportunity with PSCC

COMPUTER SCIENCE FOUNDATIONS (NIC)
This course is 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 10
Aligned National Industry Credential (NIC): CompTIA Tech+
Note: This course satisfies the new Computer Science Requirement for the Class of 2028 and beyond.

CODING I
Coding I is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multi-step 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.
Recommended Prerequisite(s): Algebra I and Computer Science Foundations.
Credit: 1 - Grade Level 10-11

CODING II (NIC)
Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In doing so, 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.
Recommended Prerequisite(s): Coding I
Credit: 1 - Grade Level 11-12
Aligned National Industry Credential (NIC): CIW JavaScript Specialist

ELECTRICAL SYSTEMS

FUNDAMENTALS OF CONSTRUCTION (NIC)
This course is a foundational course in the 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 10
Aligned National Industry Credential (NIC): NCCER Core Curriculum

ELECTRICAL SYSTEMS (NIC)
Electrical Systems prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project. Students will calculate residential loads to recommend electrical hardware. Standards in this course also introduce basic troubleshooting procedures and power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. 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.
Recommended Prerequisite(s): Fundamentals of Construction
Credit: 1 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): NCCER Electrical Level One

CONSTRUCTION PRACTICUM
Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional,

working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans.
Prerequisite(s): Minimum of 2 credits in an Architecture & Construction program of study
Credit: 1 - Grade Level 12

ENGINEERING

PRINCIPLES OF ENGINEERING AND TECHNOLOGY (NIC)

It is 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 can 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 - Grade Level 10
Aligned National Industry Credential (NIC): NC3: SnapOn Precision Measurement Instruments

ENGINEERING DESIGN I

Engineering Design I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students can 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.
Prerequisite(s): Principles of Engineering & Technology, Algebra I, and Physical Science or Biology
Credit: 1 - Grade Level 10-11
Note: Local Dual Credit by Industry Credential opportunity with PSCC

ENGINEERING DESIGN II (NIC)

Engineering Design II is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers the 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 the 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.
Prerequisite(s): Engineering Design I and Biology or Chemistry
Credit: 1 - Grade Level 11-12 Aligned National Industry Credential (NIC): Certified Solidworks Associate
Note: Local Dual Credit by Industry Credential opportunity with PSCC

ENGINEERING PRACTICUM
Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields. 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.
Prerequisite(s): Engineering Design II or Robotics & Automated Systems
Credit: 1 - Grade Level 11-12

Specialized Education

INTERVENTION (9-12)
Intervention for students in grades 9-12 are courses 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. LRE must always be considered prior to recommending these classes.

ELA COMPREHENSIVE PROGRAM (9-12)
The ELA Comprehensive Program 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. LRE must always be considered prior to recommending these classes.

MATHEMATICS COMPREHENSIVE PROGRAM (9-12)
The Mathematics Comprehensive Program 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. LRE must always be considered prior to recommending these classes.

SCIENCE COMPREHENSIVE PROGRAM (9-12)
The Science Comprehensive Program 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. LRE must always be considered prior to recommending these classes.

MATHEMATICS FUNCTIONAL MATH SKILLS
Math Skills is designed for 12th grade students with a qualifying disability as documented in the IEP and on a special education diploma path. LRE must always be considered prior to recommending these classes.

READ FUNCTIONAL READING SKILLS
Reading Skills is designed for 12th grade students with a qualifying disability as documented in the IEP and on a special education diploma path. LRE must always be considered prior to recommending these classes.

WORK-BASED LEARNING
Work-Based Learning 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. These courses are recommended for students in grade twelve and in the years beyond until the school year the student turns 22.

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

ALTERNATE ACADEMIC DIPLOMA COURSES
The following courses may be used for students who have an IEP and 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. These courses may be taught in a General or Special Education setting. Standards for each course are available on the Tennessee Department of Education website at www.tn.gov/education. In addition to these courses, students must meet other graduation requirements including ACT (may be replaced with approved transition assessments) and the Civics exam (may be replaced by a modified Civics exam).

Required Courses for Students to Attain an Alternate Academic Diploma

- Alternate Academic Diploma -Algebra I
- Alternate Academic Diploma -Algebra II
- Alternate Academic Diploma -Geometry
- 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 (or another lab science)
- Alternate Academic Diploma -Biology 1
- Alternate Academic Diploma -World History and Geography
- Alternate Academic Diploma -United States History and Geography
- Alternate Academic Diploma -United States Government and Civics
- Alternate Academic Diploma -Economics
- Alternate Academic Diploma -Personal Finance

Miscellaneous Courses

FRESHMAN SEMINAR
The Freshman Seminar course is a transition course for ninth grade students to prepare them for success in the Knox County High Schools. By design, the course provides new high school students with an orientation experience where they learn more about their interests and aptitudes; learn important study, life, and professional skills; and develop their knowledge about postsecondary pathways for college and careers. A portion of the course is customized around the career pathways students can access in high school. Through a blended learning experience, students will explore careers and gain a better understanding about them. They will also learn about the courses in the pathway that lead to the different careers. Freshman Seminar allows students dedicated time to focus on their future, understand what it takes to be successful in high school, postsecondary education, and in the workforce.

COMPUTER SCIENCE
This high school course is an introduction to the basics of the Python programming language with an emphasis on artificial intelligence applications and data analysis. It is a comprehensive class which introduces the concepts of algorithmic thinking. Students will learn best practices in programming while completing a variety of exercises, assessments, and projects. *This course meets the high school computer science requirement for the Class of 2028 and beyond*.

ADVANCED PEER TUTORING
Continuing credits in peer tutoring opportunities. *Application with teacher approval required.*

SKILLS FOR POSTSECONDARY SUCCESS
Students will learn study skills, time management skills, and various other life skills.

IB THEORY OF KNOWLEDGE
The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

IB PERSONAL AND PROFESSIONAL SKILLS
Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.