WEST HIGH SCHOOL
PROGRAM OF STUDIES

3300 Sutherland Avenue
Knoxville, TN 37919
(865)594-4477
wesths.knoxschools.org

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:

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

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

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

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.	

ELECTIVE FOCUS

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

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

Coding
- Computer Science Foundations
- Coding I
- Coding II
- Programming/Software Development Practicum

Cosmetology
- Cosmetology I
- Cosmetology II
- Cosmetology III

Cybersecurity
- Computer Science Foundations
- Cybersecurity I
- Cybersecurity II

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

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

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

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

Nursing Education
- Health Science Education
- Medical Theraputics
- Anatomy and Physiology
- Nursing Education

Web Design
- Computer Science Foundations
- Web Design Foundations
- Web Site Development
- Web Design Practicum

WHS Non-CTE Elective Focus Areas

Humanities
- Creative Writing I
- Creative Writing II
- Humanities
- Visual Literacy
- Genre Lit: Young Adult Literature (no longer offered)
- Genre Lit: True Crime
- Journalism 1
- Journalism 1:Yearbook
- African American History
- IB Psychology
- IB World Religion
- IB Global Politics
- IB HOE Yr 1
- IB HOE Yr 2
- 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
- Honors French III
- IB French SL Yr 1
- IB French SL Yr 2
- IB French HL Yr 1
- IB French HL Yr 2
- Honors German III
- IB German SL Yr 1
- IB German SL Yr 2
- ASL 1
- ASL 2

AP/IB/DE
- any 3 of the same type will count as an Elective Focus. (Can also fulfill graduation requirement.)

Math & Science
- AP Statistics
- IB Math Applications & Interpretations SL Yr 1
- IB Math Applications & Interpretations SL Yr 2
- 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 Yr 1
- IB ESS Yr 2
- IB Chem 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 Train

ROTC
- ROTC
- ADV ROTC

Human Services
- Peer Tutoring
- Adv Peer Tutoring

Fine Arts
- Art I
- Art 2
- Adv Art: 3D
- Adv Art: Photo
- Adv Art: 2D
- Adv Art: Printmaking
- AP Art Drawing
- AP Art 2D
- AP Art 3D
- IB Art SL Yr 1
- IB Art SL Yr 2
- IB Art HL Yr 1
- IB Art HL Yr 2
- General Music
- Development of Rock and Roll
- IB Music
- Band
- Band: Winds
- Band: Percussion
- Band: Color Guard
- Vocal Music II (Male/Female)
- Female Chorus
- Vocal Music III (Chorale)
- Studio West
- Theatre Art I
- Theatre Art II: Fall Play
- Theatre Art II: Scene Study
- Theatre Art II: Stage Tech
- Musical Theatre: Spring Musical
- Musical Theatre: Revue
- IB Theatre

MESSAGE FROM ASHLEY JESSIE

Executive Principal WHS

Parents, Students, and Community Members,

I have the greatest job ever which is to be the principal of a culture that promotes excellence for every child at West High School. West High School is dedicated to every student's success. West has a supportive administrative team that has extremely high expectations for our teachers and students. Our faculty and staff are dedicated to making sure students come first and are determined to continue to mold generations of life-long learners. We have a desire and passion to push our students to the next level academically with implementing the use of 1:1 technology in every classroom. We also want to continue to partner with the community to strengthen the opportunities for our students. Our greatest achievements would not be possible without the support of the parents and community we serve. We are who we are because of our school community. We are #OneWest.

I look forward to being a part of our team as we push our school to success for 2021-22!

Sincerely,

Dr. Ashley Speas
Executive Principal
West High School
ashley.speas@knoxschools.org

MISSION STATEMENT

West High School provides a safe, orderly, and respectful learning environment that fosters open-minded and caring young people.

Students are provided a diverse, international curriculum, a student-centered schedule, and an environment of accountability where instruction and assessments are research-based and data-driven.

VISION STATEMENT

West High School is dedicated to a tradition of excellence, a concept of diversity, unlimited potential and a global future where:

Students:

- Are engaged in challenging and meaningful learning
- Hold themselves accountable for their own learning
- Are involved in integrated learning activities
- Have access to a variety of resources for learning
- Help guide their own learning and academic achievement through personal goal setting
- Understand and value the benefits of education
- View the learning process as a cycle of continued personal growth

Parents and Community:

- Are actively engaged in their child's education
- Interact with children to offer mentoring services for struggling students (academically and socially)
- View West High School as a safe, central place within the community
- View West High School as an agent for moving the community forward
- Help to develop and nurture a genuine West High School community
- Will actively promote West High School
- Are invested in leading the district in cultural events and international mindedness

Teachers:

- Are dedicated to creating rigorous, engaging, effective lessons.
- Incorporate innovative, relevant and differentiated learning practices into their classrooms
- Continually refine their craft through quality PLC and SLC collaboration
- Nurture the process of learning
- Foster an environment of personal accountability and school pride

School Structures:

- Are designed for optimal success of every student
- Support consistency in school climate, policy implementation, teaching, communication and academic and emotional security
- Streamline communication processes to make information readily available to all stakeholders
- Utilize a technology-driven infrastructure and curriculum
- Provide a safe and stable learning environment.

SMALL LEARNING COMMUNITIES

FRESHMAN ACADEMY SLC

Providing support to ensure student success

The Freshman Academy is comprised of a team of Educators who work collaboratively to provide access to rigorous coursework while providing supports to ensure student success through:

Student-Centered Collaboration
Common Instructional Practices
Common Language
Common Expectations
Professional Learning Communities
Student Goal Setting
Progress Monitoring

Providing students with necessary skill sets

It is through these research-based common practices that students gain access to rigorous, high quality instruction intended to teach students:

To Think Critically
To Collaborate
To Communicate Through Speech and Writing
To Learn How to Learn
To Have an Academic Mindset

SOPHOMORE (WISE) SLC

A model for high expectations and student engagement

West Institute for Sophomore Education (WISE) Academy welcomes the class of 2025 to its small learning community. The WISE Academy is comprised of a team of educators dedicated to promoting the four cornerstones of West High School. As the model for high expectations and student engagement, the WISE Academy:

Believes in Our Capabilities
Utilizes Our Resources
Models Our Expectations
Understands Education is The Key to Success

Our desire is for students to exceed the challenges we give them and surprise us in new ways to invigorate a culture of excellence.

UPPER HOUSE

The West High Upper House believes in

The West High Upper House prides itself in building an educational community and providing students with academic resources in order to:

Build Successful Students That Are College and Career Ready
Build Communication Between Teacher, Students, Parents, And Community Members in Order to Work Towards Common Goals and Develop Positive Relationships
Celebrate All Our Successes Here at West High School Both in And Out of The Classroom
Focus on Positive Behaviors to Create A Culture of Excellence for ALL Students
Welcome Newcomers to Our Family at All Times in Order to Build A Stronger Community

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

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

ENGLISH I (HONORS)

English I Honors consists of the English I standards. However, the curriculum modules reflect the Tennessee Department of Education framework for extension.

ENGLISH II CP

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

ENGLISH II (HONORS)

English 2 Honors consists of the English 2 standards. However, the curriculum modules reflect the Tennessee Department of Education framework for extension.

ENGLISH III CP

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

ENGLISH IV CP

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

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 II 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.

ENGLISH AP LANGUAGE AND COMPOSITION (ADVANCED PLACEMENT)
A course for students who have successfully completed Honors English II or have demonstrated competency in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to think critically and analytically and be able to express themselves effectively. College level outside reading is required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Language and Composition Test. Prerequisite: English I and teacher recommendation

IB ENGLISH SL YR 1/IB ENGLISH HL YR 1 (Language A: Literature)
Offered at the standard level or higher level in English, the Language A1 course promotes an appreciation of literature and a knowledge of a student's own culture and that of other societies. The course is designed to develop students' powers of expression, both in oral and written communication by emphasizing the skills involved in writing and speaking one's native language in a variety of styles and situations. Students read several texts grouped by themes or genres. The texts are chosen from a broad list of prescribed authors and works representing different literary genres and styles in the target language, as well as literature from other languages and cultures read in translation. Oral and written examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts, and their ability to express a personal and independent response to literature. Prerequisite: Teacher Recommendation

Course Differences:

- SL – 9 texts covering 3 of the 4 genres with 3 periods, 3 regions and 2 continents represented. The IB exam score consists of an Internal Assessment graded by the teacher and worth 30% and an External Assessment consisting of 2 Papers each worth 35%.
- HL – 13 texts covering 4 genres (poetry, drama, fiction and nonfiction) with 3 historical periods, 4 regions and 2 continents represented. The IB exam score consists of an Internal Assessment graded by the teacher and worth 30% and an External Assessment consisting of 3 papers with the first worth 35%, the second worth 25% and the third worth 20%.

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

CREATIVE WRITING II
A one-unit course for students who wish to pursue further the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screen writing. Works of great authors are examined and modeled, with a view to enhancing the students' own work. The class is conducted as a workshop with both teacher- and peer-conferencing, an important part of the process, the end result being a significant portfolio of student work. Prerequisite: Creative Writing I

GENRE LITERATURE – TRUE CRIME

Students will have the opportunity to read about, write about, and delve into the psychological tendencies of what makes criminals tick. 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

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

HUMANITIES

This course is designed for 10th-12th grade students who are interested in analyzing human culture through a variety of mediums including art, music, literature and film. Students will read a view many texts from a variety of continents and time periods, and they will engage in analytical discussions, blogs, debates, presentations, and writing activities. With each text, students will examine what the author/artist says about human culture and how the author/artist utilizes the tools of his or her discipline to develop the message. While each text will be studied first as its own entity, students will look across texts to discern patterns in the medium, time periods, and cultures.

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 ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper, the literary magazine, and/or the annual.

ONEWEST BROADCASTING

Learn the skills to become Broadcasters, Cinematographers, Content Creators, Editors, Filmmakers and Journalists.

JOURNALISM I – JOURNALISTIC MEDIA

Online publishing is one of the three top growing industries in the market today. Students have opportunities to write in a variety of ways for a variety of audiences from traditional reporting to blogging, social influencing to technical writing, as well as grant proposals and public relations. Students will learn about the function and operation of print, electronic and on-line news media. Issues and concepts to be covered include the relationship of government to media; press freedom and controls; media ethics, and the impact of global communications. The course also covers the relationship of journalism to advertising, public relations, and telecommunications, particularly about new technologies. Students will write a variety of pieces in every genre of journalistic media.

ENGLISH LANGUAGE LEARNERS

An English course designed for students who are classified as active ELLs. Based on level of English proficiency as determined by a standardized, state-approved ESL Test, students are provided English instruction specifically designed for second language learners. This course is available in grades 9-12. Students may substitute ESL for up to two units of English credit. Additional credit earned in ESL may be used as elective credit at the same rate as other courses in the student's school. Only a Certified ESL teacher can teach this course.

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 1A and 31024 ALGEBRA 1B CP

This required two-term sequence is designed for students in the 9th grade who enter high school not ready to start Algebra 1. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is spent integrating pre- 112 algebra and introductory algebra skills. More time is devoted to skill development than is possible in the one term Algebra 1 class.

ALGEBRA 1 CP

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

ALGEBRA 1A

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year - long format when preceded by a Special Ed Algebra 1A Prep class. The student may achieve the required number of credits in math through increased instructional time and completing at least Algebra I and Geometry.

ALGEBRA 1B

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Algebra IB Prep class. The student may obtain an Algebra credit after successful completion of this course.

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. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion prepared a student for further work in Algebra II Prerequisite: Algebra I with a grade of "C" or better recommended

GEOMETRY (HONORS)

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

GEOMETRY 1A

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Geometry A prep class. The student may achieve the required number of credits in math through increased instructional time completing at least Algebra I and Geometry.

GEOMETRY 1B

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. This course may be taught in a year-long format when preceded by a Special Ed Geometry B Prep class. The student may achieve the required number of credits in math through increased instructional time completing at least Algebra I and Geometry.

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

ALGEBRA II (HONORS)

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

BRIDGE MATH

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

SAILS MATH

The Seamless Alignment and Integrated Learning Support (SAILS) program targets students who have not achieved college readiness benchmarks by introducing the college developmental curriculum into the high school senior year. Developed by K-12 teachers and higher-education faculty, SAILS embeds college Learning Support competencies into the high school senior year math course, allowing students to begin their college career prepared for credit-bearing coursework. SAILS utilizes a facilitated hybrid instructional model, combining the professional pedagogical expertise of the certified teacher with dynamic properties of multimedia and digital content. Research supports that this blended system of teaching and learning is the most effective at engaging students with their work and increases their success rate. For more information on SAILS go to https://www.tbr.edu/academics/sails

APPLIED MATHEMATICAL CONCEPTS

Applications and modeling using mathematics are the primary foci of this course. Includes the following domains and clusters: Financial Mathematics, Linear Programming, Logic and Boolean Algebra, Problem Solving, Investigative Logic, Organize and Interpret Data, Counting and Combinatorial Reasoning, Normal Probability Distribution, Understand and Use Confidence Intervals.

AP STATISTICS

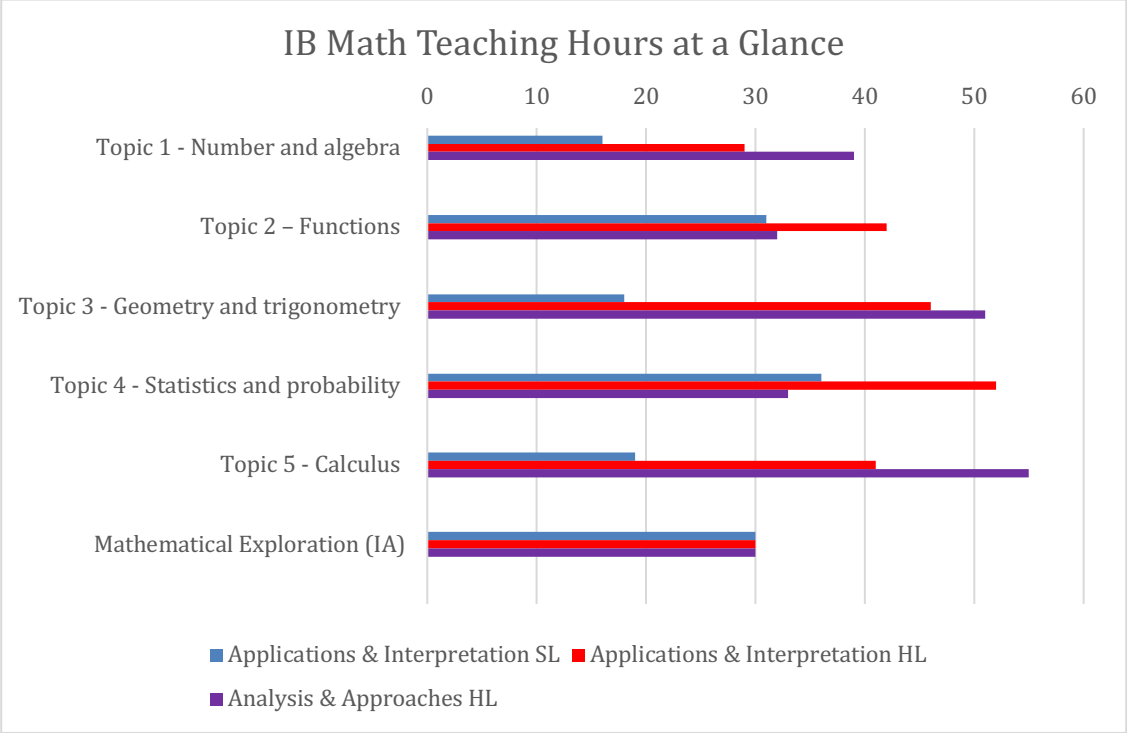
This course is non-calculus in its orientation with a major focus on data analysis. Students who study this course will be prepared to take the AP Statistics Exam and seek college credit. This course follows the topics listed in the College Board Advanced Placement course description. (Prerequisites: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

IB MATH: APPLICATIONS AND INTERPRETATIONS SL

Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this. (Applications SL will be appropriate for students who would previously have taken Mathematical studies SL.) This subject is aimed at students who will go on to study social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design. Strong background in Algebra I and Geometry (or Integrated Math I & II) is required. It is recommended (but not required) that students have completed Algebra II.

IB MATH: APPLICATIONS AND INTERPRETATIONS HL

Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this. (Applications HL will be appropriate for students who would previously have taken Mathematics SL.) This subject is aimed at students who will go on to study social



sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design. Strong background in Algebra I, Geometry, and Algebra II (or Integrated Math I, II, & III) is required.

IB MATH ANALYSIS AND APPROACHES HL

Analytic methods with an emphasis on calculus – the current HL mathematics calculus option content will form part of this course. (Analysis HL will be appropriate for students who would previously have taken Mathematics HL with the calculus option.) This subject is aimed at students who will go on to study mathematics itself, engineering, physical sciences, or economics. A very strong background in Algebra I, Geometry, and Algebra II (or Integrated Math I, II, & III) is required.
Topics covered in ALL IB Maths: Numbers & Algebra, Functions, Geometry & Trigonometry, Stats & Probability, Calculus, Mathematical Investigation Project

Frequently Asked Questions about High School Mathematics:

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

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

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

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

Can students earn 2 credits in math in one year?
Answer: Yes, provided the proper mathematics sequence is followed and that the student has departmental approval.
If a student earns 4 math credits in 3 years (non-middle school), does he/she need to take an additional year of math the senior year?
Answer: Students may earn multiple math credits in one year, but they must still complete a math course each year they are enrolled in high school. These students will graduate with a number of credits well above the minimum required for graduation.

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

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

Can Physics or AP Physics count as a student's fourth math credit:
Answer: Yes, a physics course can count as a student's fourth math credit provided it is not a student's third science credit.

LITERACY AND NUMERACY INTERVENTION AND SUPPORTS

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

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

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 who has an 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. However, these students are strongly encouraged to take additional sciences in high school.

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

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

BIOLOGY 2
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:
This course is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/ or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems. Some schools may offer this course as dual credit in coordination with a local cooperating institution of higher education. Prerequisites: Biology I is required; Chemistry I is recommended.

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

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: Fundamental level is based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.

CHEMISTRY I (CP)
CHEMISTRY I (HONORS)
The goal of Chemistry I is to develop an understanding of the relevance of chemistry as it relates to standards of living, career choices, and current issues in science and technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and

molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required. Honors Chemistry is designed to meet the needs of the more academically able student and will include a basic study of nuclear principles and organic chemistry. (Prerequisite: Algebra I. In the event the school's science course sequence schedules students in Chemistry prior to Biology OR for Honors level students, placement is based on a combination of standardized test scores, past performance in science and mathematics, teacher recommendations, and established enrollment limits. All students must have completed Algebra 1.

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 and Chemistry recommended.

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

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS) SL 1 & 2
The Environmental Systems & Societies (ESS) course is a is a two-year transdisciplinary course (Experimental Science - Group 4, and Individuals and Societies - Group 3). It is unique in that it contains various sciences, coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purposes of this course it to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can obtain an informed personal response to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies. The ESS curriculum promotes an understanding of environmental processes in an internationally minded way. The students will consider the interdependence of peoples, communities and nations around the world as governmental and non-governmental agencies work to manage and preserve the resources of our globe's environment. This course will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues rely heavily on international relationships and agreements. Students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them. Prerequisite: Teacher Recommendation

IB CHEMISTRY HL 1 & 2
This course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. This chemistry course covers the essential principles of the subject and, through selection of options, allows the teacher flexibility to tailor the course to meet the needs of our students. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. Prerequisite: Teacher Recommendation

IB BIOLOGY HL 1 & 2
Students taking the Higher Level science take both years of this course. Biology IB is designed to give students a secure knowledge of a limited body of facts and at the same time a broad understanding of the field of biology. The syllabus is organized around four central themes: structure and function; universality versus diversity, equilibrium within systems; and evolution. Course topics at both levels include: cells; chemistry of life; genetics; ecology; and human health and physiology. Students perform further study in: cells; nucleic acids and proteins; cell respiration and photosynthesis; genetics; human reproduction; defense against infectious diseases; classification and diversity; nerves, muscles and movement; excretion; and plant. Prerequisite: Teacher Recommendation

IB PHYSICS HL 1 & 2
The IB Physics HL course is a two-year rigorous pre-university course which is internationally well recognized. The focus of this programme is to impart in students the knowledge and skills required to excel in their university studies. The course introduces the students to scientific methods and techniques which are needed for scientific investigations. Students are made aware of the moral and ethical social responsibility in the use of scientific knowledge. Students are encouraged to

understand the relationship between the various scientific disciplines and carry out an interdisciplinary project. Practical investigations are an integral part of the curriculum. Students are required to research a scientific problem, develop hypothesis, design an experiment, conduct investigations and draw conclusions. Special emphasis is given to manipulative skills required to carry out scientific investigations. Student assessment is conducted both externally through written examination and internally by means of practical investigations and an interdisciplinary project.

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

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, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

HONORS WORLD HISTORY AND GEOGRAPHY

This course description 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, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. The course is designed to prepare students for Advanced Placement coursework. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

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. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

AP UNITED STATES GOVERNMENT AND POLITICS

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to

gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course. Prerequisite: Departmental Recommendation.

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 post-secondary 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 but are not used in any state accountability measures.

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

This is a one-half credit course. Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. Informational text and primary sources will play an instrumental part of the study of economics where it is appropriate.

PERSONAL FINANCE

This is a one-half credit course. This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. (This course is recommended for grade 12.)

AFRICAN AMERICAN HISTORY

Students will examine the life and contributions of African Americans from the early 1600's through modern America. Students will explore the influence of geography on slavery and the growth of slavery on the American continent. 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 and effects of Jim Crow and trace the impact of African American migration through the early twentieth century. Students will explore the impact of the Harlem Renaissance and the conditions and 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 is recommended for grades 10-12)

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.

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.

IB PSYCHOLOGY SL

Offered at the standard level, IB Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour. We have 3 core approaches to understanding behavior and mental processes. The Biological Approach, the Cognitive Approach, and the Sociocultural Approach. We also cover Abnormal Psychology. In addition to this content, we cover research methods in order for students to replicate a psychological experiment that has already been done. This entails conducting the research and then analyzing the results with descriptive statistics and inferential statistics. The final product is a paper. The course is reading and writing intensive and the student must be able to work with descriptive and inferential statistics.
Prerequisite: Teacher recommendation

IB WORLD RELIGION SL

The IB 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 SL & HL

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All standard level students complete a common core under the central unifying theme of "people, power and politics". This consists of four core units:

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict.

All standard level students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation.

IB HISTORY OF EUROPE HL 1 & 2

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

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. Two (2) sequential units of the same world language satisfy the requirement for graduation. Completion of two (2) sequential units of the same world language for high school credit meets the requirement for admission to most university programs; however, language study beyond the basic requirement will better prepare students for entry into a university program. Therefore, the World Language department highly recommends any student planning to attend a four-year college or university continue world language study through level 3 and beyond. For this reason, students should begin World Language in grade 9, or earlier, when possible.

Generic course descriptions for alphabetic modern languages Arabic, 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 currently utilized in every day communication by native speakers. Students of world languages will be able to communicate through interpretive, interpersonal, and presentational modes of communication. Students also gain cultural and intercultural competencies through thoughtful examination of target culture products, practices, and perspectives in comparison to one's own culture. 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 occur 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, GERMAN, SPANISH

Level 1 Modern Languages are recommended for students in the ninth 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, GERMAN, 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 must earn two sequential credits in the same language to meet graduation requirements. Prerequisite: Teacher recommendation.

LEVEL 2: FRENCH, GERMAN, 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, GERMAN, 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: Teacher recommendation.

LEVEL 3: FRENCH, GERMAN, SPANISH

Level 3 world language is recommended for any student planning to 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.

LEVEL 3 HONORS: FRENCH, GERMAN, 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.

IB SPANISH SL/HL 1 & 2

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

IB FRENCH SL/HL 1 & 2

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

IB GERMAN SL 1 & 2

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

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 hand-shapes, 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.

HERITAGE LANGUAGES

Heritage Language courses are designed for students who may have some degree of proficiency in their heritage language, the heritage language is spoken in their home to some degree, or the language is the language of education in their country of origin.

HERITAGE SPANISH 1

Students eligible for Heritage Spanish 1 may not be able to fully express their ideas either orally or in writing. This course lays the foundation for literacy in the student's heritage language. Heritage Spanish 1follows the proficiency standards for Spanish 1 with additional emphasis on the cultural values of diverse Hispanic/Latinx communities. Students develop cultural and intercultural competencies and explore the complexities of identity in various cultural contexts. Upon successful completion of the class, students may progress to Heritage Spanish 2, Spanish 2, or Honors Spanish 2.

HERITAGE SPANISH 2

Students eligible for Heritage Spanish 2 either 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 native speakers of languages of 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 heritage speakers of other languages in WL classes:

- WL teacher(s) conducts initial interview to determine appropriate Level EOC to administer to the student.
- Student takes appropriate level EOC. (This will usually be the Level 1 EOC.)
- If the student passes the EOC, the student receives "P" for Proficient on transcript for the tested level(s); no credit 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 heritage language is a language credit that is NOT offered by Knox County (or if it is offered in Knox County, but not at the school in which the student is enrolling):

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

- Have two language credits on their transcript:
- Take two credits of a language other than their native language or English in high school;
- Be assessed by a qualified examiner for intermediate level proficiency in a language. The examiner must complete the Knox County form for Documenting Proficiency. Any level that a student places out of will be entered on the transcript as "Proficient", however NO credit will be given, and it will not be included in the grade point average. All costs involved with the test are the student's responsibility.

For students whose native language IS offered by Knox County, please follow the steps below:

1. Counselor will coordinate with the Foreign Language teacher who will determine student's proficiency.
2. The Foreign Language teacher will administer the EOC and also assess the student's written and oral production in the language. The teacher will determine the student's proficiency compared to the second-year expectations.

3. After the administration of the EOC, the Foreign Language teacher will return the test to the testing coordinator/designee and share the results with the counselor. The teacher should fill out the KCS form for "Documenting Proficiency for Foreign Language Graduation Requirements" and give it along with the EOC to the counselor. These forms are to be placed in the student's CR.
4. 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 exam, which tests proficiency in the three modes of communication, for the level which the student is challenging. If the student is fluent in a language that is not offered by KCS, it is the responsibility of the parent or guardian to arrange (and pay) for the student to pass a proficiency exam by a reputable world language 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

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

BAND: WIND ENSEMBLE

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

BAND: INSTRUMENTAL ENSEMBLE

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

IB MUSIC

Through the IB music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. IB Music is available to both vocal and instrumental students. Students are required to study musical perception.

Students are then required to choose one of three options:

- creating (SLC)
- solo performing (SLS)
- group performing (SLG)

VOCAL MUSIC II

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

FEMALE CHORUS (BELLA VOCI)

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

VOCAL MUSIC III (CHORALE)

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.

CHORAL ENSEMBLE (STUDIO WEST)

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

ADVANCED THEATRE ARTS

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

ADVANCED THEATRE ARTS PRODUCTION

Production is a one-unit 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. (Elective credit) (Prerequisite: Teacher recommendation and Theatre Arts I) 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

VISUAL ART I (GENERAL)

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

ART 2

Art 2 is for students who have successfully completed Art 1. This course is a survey course that will rotate through all 4 of the West High Art studios. You will spend 9 weeks with each art teacher in their specialty: Ceramics, Painting and Drawing, Photography and Printmaking. You will have a comprehensive exam/project at the end of each 9 weeks. All 4 projects will combine to be your EOC score. Prerequisite: Art 1 with a C or higher

ADVANCED ART

Advanced Art is for students who have successfully completed Art I (rising 11th and 12th grade)/Art 2 (rising 10th grade) and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Visual Art. Based on approved curriculum guides, the program of study may be divided into the following topics or areas of concentration: Art History, Sculpture, Painting, Ceramics, Drawing, Printmaking, Paper, or Photo. General Advanced Art will study a combination of two-dimensional and three-dimensional media. This assures that students who continue beyond the first year will grow in their artistic development. Students may continue in Advanced Art on a space-available basis and may repeat Advanced Art up to seven times at the determination of the instructor. (Prerequisite: Art I and teacher recommendation.)

- ADV 2D PAINTING AND DRAWING - A level 2 elective course that covers Painting, Drawing, Printmaking, Composition, Collage, and other 2D design concepts. Repeatable, Pre-requisite: Art 1- with final grade of B or higher
- ADV PHOTO - A level 2 elective course that covers Composition, Film Developing, the History of Photography, and other Photography concepts and Introduction to Digital Photography. Required to provide your own 35mm camera. Non-repeatable, Pre-requisite: Art 1 with final grade of B or higher
- ADV CERAMICS A level 2 elective course that covers Functional and Sculptural Ceramics and other 3D design concepts. Repeatable, Pre-requisite: Art 1 with final grade of B or higher
- ADV 3D: GLASS AND SMALL METALS A level 2 elective course that examines Stained Glass, Mosaic, Glass Fusing, Small Metal's enamel and sawing, as well as other 3D design concepts.

AP ART PORTFOLIOS: GENERAL DESCRIPTION

These courses follow the course descriptions as provided by the College Entrance Examination Board. Each of these courses requires a high degree of commitment and self-discipline on the part of the student due to the rigorous curriculum and the individualized course structure. AP classes may not be repeated. However, students can choose to take AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing, and AP History of Art without repeating.

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

- AP STUDIO ART: DRAWING PORTFOLIO - The Advanced Placement Drawing Portfolio is designed to include a very broad interpretation of drawing issues. Many types of painting, printmaking, studies for sculpture, and some forms of design, as well as abstract and observational works, could qualify as addressing drawing issues. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Works of photography, videotapes and computer-generated works may not be submitted for the drawing portfolio.
- AP STUDIO ART 3-D: ART & DESIGN - AP Studio Art 3-D is a portfolio course intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/ or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.
- AP STUDIO ART 2-D: ART & DESIGN - AP Studio Art 2-D is intended to address a very broad interpretation of two-dimensional (2D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency

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

AP HISTORY OF ART

AP Art History is an in-depth investigation into the global art world to engage with its forms and content as students research, discuss, read and write about art, artists, art making and responses to and interpretations of art. By studying 250 works of art characterized by diverse artistic traditions from pre-history to the present, the students develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual and comparative analysis to engage with a variety of art forms, developing an understanding of individual works and interconnections across history. AP Art History is the equivalent of a two-semester introductory college or university art history survey course. No pre-requisite.

LIFETIME WELLNESS & PHYSICAL EDUCATION

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

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

The 1/2 credit Physical Education requirement may be satisfied by one of the following:

- Marching Band;
- JROTC;
- TSSAA approved sports;
- Swim Team
- Cheerleading
- Dance Team
- School-related club/activity approved by the Supervisor of Physical Education, Health and Wellness.

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

PHYSICAL EDUCATION 1

Physical Education1 is a one-unit elective course. The goal of Physical Education 1 is to provide a variety of activities through four strands: Health Related Fitness; Individual Sports; Team Sports; and Basic Gymnastic Fundamentals. Each unit within the strand will be designed to teach the basic skills, rules and strategies necessary to understand and perform a variety of activities.

ADVANCED PHYSICAL EDUCATION

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

LIFETIME WELLNESS

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

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

CONDITIONING AND ADVANCED STRENGTH TRAINING

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

STUDENT ATHLETE DEVELOPMENT

For prospective collegiate athletes, explore topics such as NIL, the recruiting process, interview skills, time management, sports leaders, sports psychology, concussions, as well as many other topics. Grade Level: 12

JROTC (Junior Reserve Officers Training Corps)

NOTE: No substitutions may be made.

GENERAL DESCRIPTION

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

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 program accredited 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

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 to 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

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 programs of study document annually with periodic updates throughout the year. This document outlines the state's approved CTE programs of study within the 16 nationally recognized career clusters. Included in the document for each program of study are the approved course sequences, aligned alternative academic courses (AP, AICE, etc.), and available state-approved industry certifications.

Courses that are aligned to state-approved National Industry Certifications are labeled as "NIC" courses. Students who participate in CTE courses with the "NIC" label may be eligible for additional quality points and final-grade percentage points based upon the Knox County Board of Education's Uniform Grading Policy (I-341).

DIETETICS AND NUTRITION

INTRODUCTION TO HUMAN STUDIES

Introduction to Human Studies is the Level 1 Course for the Human and Social Sciences and Dietetics and Nutrition programs of study within the Human Services Career Cluster. (Other courses available in the Human Services cluster follow this description.) Human Services is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will understand human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language & Literacy in Technical Subjects, as well as the Tennessee State States for Psychology and Sociology, and the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 9

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. Prerequisite(s): Introduction to Human Studies. Credit: 1 - Grade Level 10

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 emphasize on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned to Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research standards, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Nutrition Across the Lifespan. Credit: 1 - Grade Level 11

NURSING EDUCATION

HEALTH SCIENCE EDUCATION

Health Science Education is the Level 1 Course for all programs of study within the Health Science Career Cluster. (Other courses available in the Health Science cluster follow this description.) 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 of the Health Science programs of study. Credit: 1 - Grade Level 9

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. Prerequisite(s): Health Science Education. Credit: 1 - Grade Level 10 – 11

ANATOMY & PHYSIOLOGY

Anatomy & Physiology is an upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiratory, excretory, and reproductive systems. Prerequisite(s): Biology I and Health Science Education. 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: In order for students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff. Student to teacher ratio for this course is 15:1. Prerequisite(s): Medical Therapeutics and Anatomy & Physiology. Credit: 1 - 2 - Grade Level 11 – 12

ACCOUNTING

INTRODUCTION TO BUSINESS & MARKETING

Introduction to Business & Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Credit: 1 - Grade Level 9 – 10

ACCOUNTING I

Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training. Prerequisite: Introduction to Business and Marketing. Credit: 1 - Grade Level 10 – 11

ACCOUNTING II

Accounting II is for students continuing with the accounting program of study. Accounting II is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course

expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this course, students will be prepared for postsecondary study and advanced training in accounting or business. Additionally, completion of this course can lead to a work-based learning (WBL) experience as the program of study capstone. Prerequisite(s): Accounting I. Credit: 1 - Grade Level 11 – 12

MARKETING MANAGEMENT

INTRODUCTION TO BUSINESS & MARKETING

Introduction to Business and Marketing is the Level 1 Course in all programs of study in the Marketing Career Cluster. (Other courses available in the Marketing cluster follow this description.). It is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Credit 1 - Grade Level 9 – 10

MARKETING AND MANAGEMENT I: PRINCIPLES

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

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

EVENT PLANNING & MANAGEMENT

Event Planning and Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. Prerequisite(s): At least two credits earned in a previous Hospitality & Tourism or Marketing program of study. Credit 1 - Grade Level 11 – 12

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 basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry. Credit: 1 - Grade Level 9 - 10

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

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 post-secondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampoo Technician License. Prerequisite(s): Cosmetology I and Cosmetology II. Credit: 1 - 2 - Grade Level 11 – 12

INFORMATION TECHNOLOGY

COMPUTER SCIENCE FOUNDATIONS (NIC)

Computer Science Foundations is the Level 1 Course for all programs of study within the Information Technology Career Cluster. (Other courses available in the Information Technology cluster follow this description.) It is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue. Credit: 1 - Grade Level 9

CODING

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 multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution. Standards in this course are aligned with the Tennessee State Standards for English Language Arts Standards and Literacy in Technical Subjects and Tennessee State Standards for Mathematics. Prerequisite(s): Algebra I and Computer Science Foundations. Credit: 1 - Grade Level 10

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 so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects. Prerequisite(s): Coding I. Credit: 1 - Grade Level 11

CODING PRACTICUM

Coding Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Coding courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of original software applications. The course is designed to allow students to choose their specific application of interest, be it the development of a mobile application (app), an animation package, a game or other educational tool, or any other approved program that requires coding and development skills. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in programming and software development, and will be equipped to market their finished product should they choose. Prerequisite(s): Coding II. Credit: 1 - Grade Level 11 – 12

CYBERSECURITY

CYBERSECURITY I (NIC)

Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system. Prerequisite(s): Computer Science Foundations. Credit: 1 - Grade Level 10

CYBERSECURITY II (NIC)

Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity. Prerequisite(s): Cybersecurity I. Credit: 1 - Grade Level 11

WEB DESIGN

WEB DESIGN FOUNDATIONS

Web Design Foundations is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Web Design program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Computer Science Foundations, Algebra I, & Geometry. Credit: 1 - Grade Level 10

ELECTRICAL SYSTEMS

FUNDAMENTALS OF CONSTRUCTION (NIC)

Fundamentals of Construction is the Level 1 Course for all programs of study within the Architecture & Construction Career Cluster. (Other courses available in the Architecture & Construction cluster follow this description.) This course is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Center for Construction Education and Research (NCCER) Curriculum.
Credit: 1 - Grade Level 9

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. Prerequisite(s): Fundamentals of Construction. Credit: 1 - Grade Level 11 – 12

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)

Principles of Engineering and Technology is the Level 1 Course for the Engineering and Technology programs of study in the STEM Career Cluster. (Other courses available in the STEM cluster follow this description.) 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 are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.
Credit: 1 - Grade Level 9

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 are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Note: Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. Prerequisite(s): Principles of Engineering & Technology, Algebra I, and Physical Science or Biology. Credit: 1 - Grade Level 10

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 knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Engineering Design I and Biology or Chemistry. Credit: 1 - Grade Level 11

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 12

SPECIALIZED EDUCATION

INTERVENTION (9-12)

Intervention for students in grades 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.

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.

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.

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.

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.

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.

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. This course is recommended for students in grade twelve.

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. Standards for each course are available on the Tennessee Department of Education website at www.tn.gov/education.

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
- 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