

**BEARDEN HIGH SCHOOL  
2019-20 COURSE DESCRIPTIONS**



**#CHOOSE EXCELLENCE**

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[www.knoxschools.org/beardenhs](http://www.knoxschools.org/beardenhs)

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## ENGLISH

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

All courses required for graduation have an outside reading list. Honors & AP English courses have required summer reading.

**COURSE TITLE: ENGLISH 1**

CREDIT: 1

THIS COURSE MEETS THE 9<sup>TH</sup> GRADE ENGLISH REQUIREMENT

GRADE: 9

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

**COURSE TITLE: HONORS ENGLISH I**

CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

GRADE: 9

THIS COURSE MEETS THE 9<sup>TH</sup> GRADE ENGLISH REQUIREMENT

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

**COURSE TITLE: ENGLISH II CP**

CREDIT: 1

PREREQUISITE: THIS COURSE MEETS THE 10<sup>TH</sup> GRADE ENGLISH REQUIREMENT

GRADE: 10

In English 2, students build upon the skills developed in English 1. The focus is on the close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students engage in class discussion and written assignments to present analysis to develop an argument, or to write a real or imagined narrative. While reading and writing, students analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study focuses on morphology, etymology, and context, and the words -come from the texts students read. Assessment will focus on the students' ability to read appropriately complex text and to cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Honors curriculum modules reflect the Tennessee Department of Education framework for extension.

**COURSE TITLE: HONORS ENGLISH II**

CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

THIS COURSE MEETS THE 10<sup>TH</sup> GRADE ENGLISH REQUIREMENT

GRADE: 10

In English 2, students build upon the skills developed in English 1. The focus is on the close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students engage in class discussion and written assignments to present analysis to develop an argument, or to write a real or imagined narrative. While reading and writing, students analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study

focuses on morphology, etymology, and context, and the words –come from the texts students read. Assessment will focus on the students’ ability to read appropriately complex text and to cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Honors curriculum modules reflect the Tennessee Department of Education framework for extension.

**COURSE TITLE: ENGLISH III CP** CREDIT: 1  
PREREQUISITE: TEACHER RECOMMENDATION  
THIS COURSE MEETS THE 11<sup>TH</sup> GRADE ENGLISH REQUIREMENT GRADE: 11  
Students in English 3 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in American literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal natures. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 3 work to refine their writing style in fluency and sophistication.

**COURSE TITLE: TECHNICAL WRITING (WRITING FOR COLLEGE)** CREDIT: 1  
PREREQUISITE: PAIRED WITH JUNIORS IN ENGLISH III CP GRADE: 11  
This course was designed to focus on the specifics of professional research and communication. Students will blend their discipline-specific knowledge ion career-focused classes with business and technical communication skills. Becoming fluent in writing, reading and researching for the professional community requires specific focus and attention to the culture and expectations. Typed of texts students will read and produce include white papers, research briefs, literature reviews, grants, and proposals. Students will also engage in defending a research brief and pitching a proposal. Assessment will be through assignments and a portfolio review with reflection. This course is designed for 11th and 12th grade students

**COURSE TITLE: AP ENGLISH LANGUAGE AND COMPOSITION** CREDIT: 1  
PREREQUISITE: TEACHER RECOMMENDATION GRADE: 12  
THIS COURSE MEETS THE 12<sup>TH</sup> GRADE ENGLISH REQUIREMENT  
Advanced Placement English IV is a course for students who have successfully completed AP LIT or have demonstrated excellence in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to think critically and analytically and be able to express themselves effectively. Outside readings are required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Language and Composition Test.

**COURSE TITLE: ENGLISH IV** CREDIT: 1  
PREREQUISITE: TEACHER RECOMMENDATION  
THIS COURSE MEETS THE 12<sup>TH</sup> GRADE ENGLISH REQUIREMENT  
Students in English 4 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in world literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal natures. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 4 work to refine their writing style in fluency and sophistication. They also develop their speaking and listening skills through speeches and presentations.

**COURSE TITLE: AP ENGLISH LITERATURE AND COMPOSITION** CREDIT: 1  
PREREQUISITE: TEACHER RECOMMENDATION GRADE: 11  
THIS COURSE MEETS THE 11<sup>TH</sup> GRADE ENGLISH REQUIREMENT  
A course for students who have successfully completed Advanced Placement English 3 or demonstrated competency in composition and literary analysis skills. Students must be highly motivated and have above average writing and analytical skills. The curriculum is an in-depth study of American, British, and World literature with expectations commensurate with the first year of college English. Outside readings are required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Literature and Composition Test.

**COURSE TITLE: ENGLISH SECOND LANGUAGE/ENGLISH LANGUAGE LEARNER (ESL/ELL)** CREDIT: 1

PREREQUISITE: LANGUAGE TESTING GRADES: 9, 10, 11, 12  
ESL is an English course designed for students whose first language or primary language is other than English. Based on level of English proficiency as determined by a standardized, state-approved ESL Test, students are provided English instruction specifically designed for second language learners. Students may substitute ESL/ELL for up to two units of English credit. Additional credit earned in ESL/ELL may be used as elective credit at the same rate as other courses in the student's school.

**COURSE TITLE: JOURNALISM I** CREDIT: 1  
PREREQUISITE: NONE GRADES: 9, 10, 11, 12

Students will have the opportunity to improve the skills necessary in journalistic writing for both print and broadcast media. Curriculum includes the history and elements of journalistic style and the application of journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with peers, and be responsible in following through with assignments as the work culminates in a publication. (Elective credit.)

**COURSE TITLE: ADVANCED JOURNALISM (YEARBOOK / NEWSPAPER)** CREDIT: 1  
PREREQUISITE: APPLICATION GRADES: 10, 11, 12

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

**COURSE TITLE: CREATIVE WRITING I, ENGLISH ELECTIVE** CREDIT: 1  
PREREQUISITE: NONE GRADES: 9, 10

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

**COURSE TITLE: ADVANCED CREATIVE WRITING** CREDIT: 1  
PREREQUISITE: CREATIVE WRITING I or TEACHER APPROVAL

Students will continue to pursue the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screenwriting. Works of great authors are examined and modeled, with a view to enhancing the students' own work. The class is conducted as a workshop with both teacher- and peer-conferencing, an important part of the process, the end result being a significant portfolio of student work. (Elective credit)

**COURSE TITLE: SHAKESPEARE AND THE RENAISSANCE** CREDIT:1  
PREREQUISITE: NONE GRADES: 10, 11, 12

This is an elective course for 11<sup>th</sup> and 12<sup>th</sup> grade students who are interested in further study of Shakespeare's history and literature. The course will outline and study Shakespearean drama and poetry in depth, and his contributions and influence will be connected to present day literature, film, and everyday life. (Elective credit: may not count as English credit.)

**COURSE TITLE: SPEECH** CREDIT: 1  
PREREQUISITE: NONE GRADES: 9, 10, 11, 12

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

**COURSE TITLE: SCIENCE FICTION** CREDIT:1  
PREREQUISITE: NONE GRADES: 9, 10, 11, 12

An elective course for students who have an interest in the genre of science fiction. The course includes units that represent prevalent themes in science fiction: Man and Science, Man in Progression, Alien Encounters, and Visions of the Future. The curriculum includes projects, reading, vocabulary development, discussion, composition and oral presentations. (Elective credit: may not count as English credit.)

**COURSE TITLE: PHILOSOPHY & LITERATURE**

CREDIT:1

PREREQUISITE: NONE

GRADES: 11, 12

Philosophy & Literature, a semester course open to juniors and seniors, is an introduction to philosophical reflection and examination of some central questions of human existence, the nature of truth and knowledge, and ethical questions concerning morality and the good life. Students who are interested in contemporary issues and an examination of how ancient and modern philosophy and ethics play a part in human reasoning will enjoy the discussions, in-class projects, and "choice" readings that are a part of this reflective course. Original texts, philosophical films, and brief video lectures are also used.

**COURSE TITLE: MEDIEVAL LITERATURE**

CREDIT:1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

Medieval Studies is a semester elective designed for students who are interested in the people, places, and events that shaped Europe for roughly 1,000 years. Cultural, intellectual, and social developments will be considered while reading and examining both fiction and nonfiction. Students will explore the worlds of knights, Vikings, the Black Death, and the Crusades. Emphasis will be placed on understanding historical debates and on appreciating the ways in which contemporary viewpoints and identities are shaped by this historical period. Although the class is open to Freshman, successful students will read at a 10th grade level (or above).

**COURSE TITLE: GENRE LITERATURE (YOUNG ADULT LIT & MYTHOLOGY)**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10

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

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## FINE ARTS

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### ART

**COURSE TITLE: VISUAL ART 1**

CREDIT: 1

PREREQUISITE: NONE

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

**ADVANCED ART COURSES**

All advanced art courses may be taken repeatedly for credit. Advanced art courses are studio classes designed for serious students who have completed one term of Art I and who, in the judgment of the instructor, show sufficient level of interest and/or ability that would warrant continued study in Visual Arts. The student will concentrate on media specific studio experiences (refer to the list below). A strong emphasis will be placed on the development of the student's technical and conceptual skills in addition to continued study of aesthetics, critical analysis, and art history. *Note: All Advanced Art courses will not be offered every semester.*

**GENERAL DESCRIPTION OF ADVANCED PLACEMENT ART PORTFOLIOS:**

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

**COURSE TITLE: ADVANCED ART GENERAL 3D**

CREDIT: 1

PREREQUISITE: ART I AND TEACHER RECOMMENDATION

GRADES: 11, 12

For students who have successfully completed Art I and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Visual Art. 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.)

**COURSE TITLE: HONORS VISUAL ART** CREDIT: 1  
PREREQUISITE: ART I, ADVANCED ART CLASS & TEACHER RECOMMENDATION GRADES: 11, 12  
A rigorous advanced art class that enables highly motivated students to complete studio art in various media. This class is necessary to help prepare for the Advanced Placement Studio breadth component.

**COURSE TITLE: AP STUDIO ART- DRAWING** CREDIT: 1  
PREREQUISITE: ART I AND TEACHER RECOMMENDATION GRADES: 11, 12

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

**COURSE TITLE: AP STUDIO ART- 2D DESIGN (PHOTO)** CREDIT: 1  
PREREQUISITE: ART I AND TEACHER RECOMMENDATION GRADES: 11, 12

This portfolio is intended to address a very broad interpretation of two-dimensional (2D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

**COURSE TITLE: AP STUDIO ART- 3D DESIGN** CREDIT: 1  
PREREQUISITE: ART I AND TEACHER RECOMMENDATION GRADES: 11, 12

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

**COURSE TITLE: ADVANCED ART PHOTOGRAPHY** CREDIT: 1  
PREREQUISITE: ART I, ADV. ART, TEACHER RECOMMENDATION GRADES: 11, 12  
35 mm SLR CAMERA

Photography is a lab course which explores 35 mm SLR and digital photography. Students use black and white film and paper. Students learn basic camera operations, darkroom processing, and the basics of manual photography. Students need to have a 35 mm SLR camera. Students shall purchase their own film and paper. The course may be repeated to explore advanced B/W and digital techniques, with a 35 mm digital camera.

**COURSE TITLE: AP ART HISTORY** CREDIT: 1  
PREREQUISITE: ART I AND TEACHER RECOMMENDATION GRADES: 11, 12

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

## MUSIC

**COURSE TITLE: VOCAL MUSIC I** CREDIT: 1  
PREREQUISITE: NONE GRADES: 9-10

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

**COURSE TITLE: VOCAL MUSIC FALL (BHS SINGERS)** CREDIT: 1  
**PEREQUISITE: AUDITION** GRADES: 11-12

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

**COURSE TITLE: VOCAL MUSIC SPRING (BHS SINGERS)** CREDIT: 1  
**PEREQUISITE: AUDITION** GRADES: 11-12

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

**COURSE TITLE: CHORAL ENSEMBLE FEMALE ACAPELLA** CREDIT: 1  
**PREREQUISITE: AUDITION, PREVIOUS CHORAL EXPERIENCE** GRADES: 10 - 12

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

**COURSE TITLE: CHORAL ENSEMBLE MIXED ACAPELLA** CREDIT: 1  
**PREREQUISITE: AUDITION, PREVIOUS CHORAL EXPERIENCE** GRADES: 11 / 12

Choral ensemble consists of advanced choral musicians selected by audition. The group may function in a variety of formats throughout the year such as chamber choir, madrigal singers, jazz/pop ensemble, and show choir. Emphasis is placed on an advanced degree of musicianship, increased harmonic and rhythmic reading skill, and increased performance skills. Opportunities are provided for performance in school and community and are required. Members are selected by audition.

**COURSE TITLE: DEVELOPMENT OF ROCK AND ROLL** CREDIT: 1  
**PREREQUISITE: NONE** GRADES: 9-12

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

**COURSE TITLE: FRESHMAN ORCHESTRA** CREDIT: 1  
**PREREQUISITE: TEACHER APPROVAL** GRADES: 9

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



**COURSE TITLE: ORCHESTRA** CREDIT: 1  
**PREREQUISITE: PREVIOUS EXPERIENCE AND TRAINING** GRADES: 9, 10, 11, 12

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

**COURSE TITLE: MARCHING BAND (WOODWINDS)** CREDIT: 1  
**PREREQUISITE: PREVIOUS EXPERIENCE** GRADES: 9, 10, 11, 12

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

**COURSE TITLE: MARCHING BAND (BRASS/PERCUSS)** CREDIT: 1  
**PREREQUISITE: PREVIOUS EXPERIENCE** GRADES: 9, 10, 11, 12

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

**COURSE TITLE: CONCERT BAND** CREDIT: 1  
**PREREQUISITE: PREVIOUS EXPERIENCE** GRADES: 9, 10, 11, 12

The Concert Band, Symphonic Band, and Wind Ensemble are musical groups concentrating their skills on musical performances for advanced woodwinds, brass, and percussion performance. These bands play a variety of styles and types of music selected from the standard high school band repertoire. The goal of these courses is to develop 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.

**COURSE TITLE: SYMPHONIC BAND** CREDIT: 1  
**PREREQUISITE: PREVIOUS EXPERIENCE** GRADES: 9, 10, 11, 12

The Concert Band, Symphonic Band, and Wind Ensemble are musical groups concentrating their skills on musical performances for advanced woodwinds, brass, and percussion performance. These bands play a variety of styles and types of music selected from the standard high school band repertoire. The goal of these courses is to develop 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.

**COURSE TITLE: AP MUSIC THEORY** CREDIT: 1  
**PREREQUISITE: TEACHER RECOMMENDATION** GRADES: 10, 11, 12

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

**COURSE TITLE: BAND LEADERSHIP, HONORS BAND, ORCHESTRA & CHORUS COURSES** CREDIT: 1  
**PREREQUISITE: PREVIOUS BAND, ORCHESTRA, OR CHORUS EXPERIENCE, APPLICATION, AND TEACHER APPROVAL**

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

## **THEATRE**

**COURSE TITLE: THEATRE ARTS I**

PREREQUISITE: NONE

CREDIT: 1

GRADES: 9, 10, 11, 12

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

**COURSE TITLE: ADVANCED THEATER ARTS**

PREREQUISITE: THEATRE ARTS I AND AUDITION

CREDIT: 1

GRADES: 10, 11, 12

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.

**COURSE TITLE: ADVANCED THEATER STAGE CRAFT (FALL / SPRING)**

PREREQUISITE: THEATRE ARTS I AND TEACHER RECOMMENDATION

CREDIT: 1

GRADES: 11, 12

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

**COURSE TITLE: ADVANCED THEATRE PRODUCTION**

PREREQUISITE: THEATRE ARTS I AND AUDITION

CREDIT: 1

GRADES: 10, 11, 12

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

**COURSE TITLE: MUSICAL THEATRE**

PREREQUISITE: AUDITION ONLY

CREDIT: 1

GRADES: 9, 10, 11, 12

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

## **DANCE**

**COURSE TITLE: ADVANCED BALLET**

PREREQUISITE: BALLET 1

CREDIT: 1

This course is for students wishing to continue in ballet. Students will begin to work on pointe. Dance clothes and ballet shoes are required.

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## **HUMAN SERVICES**

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**COURSE TITLE: DYNAMICS OF LEADERSHIP I**

PREREQUISITE: APPLICATION PROCESS

CREDIT: 1

GRADES: 9, 10, 11, 12

Dynamics of Leadership I is a one-unit elective course designed to teach students leadership skills, parliamentary procedure, problem solving/decision-making techniques, communication skills, group dynamics, time and stress management, public speaking, human relations, team building, project planning, and other group processes.

**COURSE TITLE: DYNAMICS OF LEADERSHIP II**

CREDIT: 1

PREREQUISITE: APPLICATION PROCESS

GRADES: 10, 11, 12

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

**COURSE TITLE: DYNAMICS OF LEADERSHIP III**

CREDIT: 1

PREREQUISITE: APPLICATION PROCESS

GRADES: 11, 12

Students will continue on their journey of becoming a leader for life. This course will be centered around students' journey to discover how they will influence and lead others well after high school. With the knowledge of their personal strengths and weaknesses, they will apply their skills to lead others and the student body. Service learning is a major focus of the course. Students will have the opportunity to put their learning into practice through the planning of student-led projects within the school and the community. At this level of leadership, the course content is largely determined by the individual needs and goals of the students and allows more opportunity for student autonomy with the teacher as a guide and coach.

**COURSE TITLE: PEER TUTORING**

CREDIT: 1

PREREQUISITE: APPLICATION PROCESS

GRADES: 11, 12

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

**COURSE TITLE: BHS AMBASSADORS**

CREDIT: 1

PREREQUISITE: APPLICATION PROCESS

GRADES: 11, 12

This course is designed to teach students leadership skills, problem solving/decision-making techniques, communication skills, public speaking, human relations, team building, project planning, and other group processes. Students will be placed in the offices of School Counseling, East Mall or West Mall and will interact with and assist Bearden staff and visitors. PASS/FAIL grading is applied.

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## MATHEMATICS

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

**COURSE TITLE: ALGEBRA 1A AND ALGEBRA 1B**

CREDIT: 1

PREREQUISITE: NONE

GRADE: 9

Algebra 1A (First Term of a Two-Term Sequence)

Algebra 1B (Second Term of a Two-Term Sequence)

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

**COURSE TITLE: ALGEBRA 1 CP**

CREDIT: 1

PREREQUISITE: NONE

GRADE: 9

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.

**COURSE TITLE: ALGEBRA I HONORS** CREDIT: 1  
PREREQUISITE: TEACHER RECOMMENDATION GRADE: 9  
This course is for students who did exceptionally well in the 8th grade mathematics. Course content covers the topics of Algebra 1 in greater depth and at a faster pace, thus providing time for enrichment through the study of additional performance objectives.

**COURSE TITLE: GEOMETRY CP** CREDIT: 1  
PREREQUISITE: ALGEBRA I GRADE: 10  
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion prepared a student for further work in Algebra 2

**COURSE TITLE: GEOMETRY HONORS** CREDIT: 1  
PREREQUISITE: 8<sup>th</sup> GRADE ALGEBRA I or ALGEBRA I 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 Honors Algebra 2.

**COURSE TITLE: ALGEBRA II** CREDIT: 1  
PREREQUISITES: ALGEBRA I AND GEOMETRY GRADES: 10, 11, 12  
RECOMMENDATION: "C" OR BETTER IN ALGEBRA I AND GEOMETRY  
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)

**COURSE TITLE: ALGEBRA II HONORS** CREDIT: 1  
PREREQUISITES: ALGEBRA 1 AND HONORS GEOMETRY WITH AN "A" OR "B" AVERAGE GRADES  
OR DEPARTMENTAL RECOMMENDATION  
This course provides a rigorous preparation for Honors Pre-Calculus. An emphasis is placed on algebraic proof and provides an enriched version of Algebra 2 through the study of additional objectives and topics. Successful completion of this course prepares students for entry into Pre-Calculus or Honors Pre-Calculus.

**COURSE TITLE: APPLIED MATHEMATICAL CONCEPTS** CREDIT: 1  
PREREQUISITES: ALGEBRA 2  
This course is a 4th year senior level math course that will focus on the big ideas of advanced mathematics. This course is designed to prepare students for both college and the workplace. It is intended for students interested in careers that use applied mathematics such as banking, industry, or human resources.

**COURSE TITLE: BRIDGE MATH** CREDIT: 1  
PREREQUISITE: ALGEBRA II GRADE: 12  
This course is a 4th year senior level math credit course designed for students who need to refresh core mathematics skills prior to further study. It is recommended that students who have not scored at least a 19 on their ACT assessment (or equivalent assessment) take this course to be better prepared for post-secondary study.

**COURSE TITLE: DUAL CREDIT STATISTICS** CREDIT: 1  
PREREQUISITE: A IN ALGEBRA II GRADES: 10, 11, 12

A OR B IN HONORS ALGEBRA II DEPARTMENTAL RECOMMENDATION

Dual Credit agreements provide an opportunity for students to earn college credit while enrolled in high school. Only coursework in approved Dual Credit programs will be recorded on the high school transcript. Dual Credit does not require enrollment at the post-secondary institution. Dual Credit requires that students take the high school course from a high school teacher and pass a final exam developed and administered by the post-secondary institution.

**COURSE TITLE: PRECALCULUS** CREDIT: 1  
PREREQUISITE: ALGEBRA I, GEOMETRY, ALGEBRA II GRADES: 11, 12  
RECOMMENDATION: A OR B AVERAGE IN PREREQUISITE COURSES  
This course develops the topics essential for success in Calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their compositions and inverses, vectors, polar graphing, complex numbers, conic sections, and sequences and series. Students who complete this course successfully will have a strong background for a first-year Calculus sequence.

**COURSE TITLE: HONORS PRECALCULUS** CREDIT: 1  
RECOMMENDATION: "A" OR "B" IN HONORS ALGEBRA II, DEPT RECOMMENDATION GRADES: 11, 12  
The faster pace of this course provides the time to enrich the content of Pre-Calculus through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Calculus.

**COURSE TITLE: CALCULUS** CREDIT: 1  
PREREQUISITE: ALGEBRA 1, GEOMETRY, ALGEBRA 2, PRECALCULUS GRADES: 11, 12  
This course is designed for students who have a thorough knowledge of college preparatory mathematics. Course content includes the study of limits; derivatives; integration; applications; exponential, logarithmic and trigonometric functions.

**COURSE TITLE: AP CALCULUS: AB (FALL) /BC (SPRING)** CREDIT: 1  
PREREQUISITE: HONORS PRECALCULUS BC AND DEPARTMENTAL RECOMMENDATION GRADES: 11, 12  
AP CALCULUS AB (taken Fall semester)  
This course is devoted mainly to the topics in differential and integral calculus. Students who are study this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Mathematics Course Description.

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

**COURSE TITLE: AP STATISTICS** CREDIT: 1  
PREREQUISITE: C IN ALGEBRA II, DEPARTMENTAL RECOMMENDATION GRADES: 10, 11, 12  
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.

**COURSE TITLE: AP COMPUTER SCIENCE PRINCIPLES** CREDIT: 1  
PREREQUISITE: ALGEBRA I GRADES: 10, 11,12  
This course helps you understand how computing and technology influence the world around you. As part of this course, you'll create digital projects, such as videos and mobile apps, to address real-world issues in the same way that writers, programmers, engineers, and designers would. Students will conceive and implement digital projects, utilizing some of the same processes that writers, programmers, engineers, designers, and other creators use to bring their ideas to life.

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**NAVAL JUNIOR OFFICERS TRAINING CORPS (ROTC)**

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**COURSE TITLE: NAVY JROTC I** CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

Navy JROTC is a program provided jointly by the Knox County School System and the United States Department of Defense. The curriculum is designed to help each student achieve the following goals: (1) Develop habits of orderliness, precision, and respect for authority in our society, (2) Instill patriotism, (3) Develop a high degree of personal honor, self-reliance, individual discipline, and leadership, (4) Instill pride, self-respect, confidence, and a desire to do one's best in any endeavor, and (5) Promote a basic understanding of national security requirements and the role of the armed services in the national defense structure. Participation in NJROTC does not require entering the military. There is no obligation to the military. NJROTC is a citizenship program. Naval Science is an academically challenging, as well as rewarding, course.

All Cadets must maintain a "C" average or better in NJROTC with an overall average of "C" or better. Students begin as a Naval Science I (NSI) cadet and progress through advanced naval science courses NSII, NSIII, and NSIV. Students who do not meet GPA criteria will be considered on a case-by-case basis and must be approved by the Senior Naval Science Instructor before enrolling or re-enrolling in NJROTC. Students may take one or as many as eight terms of NJROTC during their high school career, earning a separate credit for each term successfully completed. Students are required to wear furnished uniforms a minimum of one time per week throughout the entire school day and fully participate in all physical fitness activities including sit-ups, pushups, running, interschool and intramural sports competitions. Cadets will be given the opportunity to participate in national academic competitions and local, regional, and national drill team, color guard, and rifle competitions. Cadets must maintain proper military grooming standards while participating in NJROTC.

**COURSE TITLE: NAVY JROTC/NAVAL SCIENCE II** CREDIT: 1  
PREREQUISITE: COMPLETION OF NAVAL SCIENCE I WITH A "C" AVERAGE GRADES: 10, 11, 12

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

**COURSE TITLE: NAVY JROTC/NAVAL SCIENCE III** CREDIT: 1  
PREREQUISITE: COMPLETION OF NAVAL SCIENCE II WITH A "C" AVERAGE GRADES: 11, 12

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

**COURSE TITLE: NAVY JROTC/NAVAL SCIENCE IV** CREDIT: 1  
PREREQUISITE: COMPLETION OF NAVAL SCIENCE III WITH A "C" AVERAGE. GRADE: 12

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

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## PHYSICAL EDUCATION

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NOTE: One unit in Lifetime Wellness is required for graduation and will be offered to 9th graders. An additional One-half credit in Physical Education is required for graduation. Students may meet this additional PE requirement by participating in a school-related TSSAA/club sport or by taking a physical education course.

**COURSE TITLE: LIFETIME WELLNESS** CREDIT: 1  
PREREQUISITE: NONE GRADE: 9

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

**COURSE TITLE: PHYSICAL EDUCATION I** CREDIT: 1  
PREREQUISITE: NONE GRADE: 9

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.

**COURSE TITLE: ADVANCED PHYSICAL EDUCATION, YOGA** CREDIT: 1  
PREREQUISITE: NONE GRADES: 10, 11, 12

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

**COURSE TITLE: CONDITIONING AND ADVANCED STRENGTH TRAINING** CREDIT: 1  
PREREQUISITE: NONE GRADES: 10, 11, 12

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.

**COURSE TITLE: AEROBICS** CREDIT: 1  
PREREQUISITE: NONE

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.

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## SCIENCE

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NOTE: To satisfy graduation requirements, students must earn one unit of Biology, one unit of Chemistry or Physics, and a third Lab Science.

**COURSE TITLE: PHYSICAL WORLD CONCEPTS** CREDIT: 1  
PREREQUISITE: NONE

This course is designed to provide a strong foundation for all students taking higher-level science courses such as Advanced Chemistry, Physics, and AP Physics. Physical World Concepts will ensure that students pursuing STEM as a post-secondary major will have the necessary preparation for success in college work. An embedded mathematics strand enables students to utilize mathematical skills in much greater depth, e.g., analyzing, interpreting, articulating, assimilating, modeling, and demonstration.

**COURSE TITLE: BIOLOGY I CP/HONORS** CREDIT: 1  
PREREQUISITE: NONE FOR BIOLOGY I

TEACHER RECOMMENDATION\* FOR HONORS BIOLOGY I

The goal of Biology 1 is to develop an understanding of the diversity and unity in living things. Concepts covered include current and emerging technologies as well as interactions of organisms with their environment, chemical structure of organisms, transfer of energy in organisms, cell structure and function, continuity and change in living things, diversity of living things, and evidence of biological evolution. Honors Biology places increased emphasis on development of critical thinking skills. This course includes preparation for the state End of Course exam.

(Prerequisites: Honors level is based upon a combination of standardized test scores, past performance in science, teacher recommendations.

**COURSE TITLE: HONORS BIOLOGY II** CREDIT: 1

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

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.

**COURSE TITLE: AP BIOLOGY** CREDIT: 1

PREREQUISITE: HONORS BIOLOGY II GRADES: 11, 12

A first-year college level biology course, which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year. The course has been audited and approved by the College Board. This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology.

**COURSE TITLE: ANATOMY & PHYSIOLOGY** CREDIT: 1

PREREQUISITE: BIOLOGY I; CHEMISTRY I recommended GRADES: 11, 12

*(Students who do well in A&P have mastered both Biology and Chemistry)*

This course is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/ or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems.

**COURSE TITLE: ECOLOGY** CREDIT: 1

PREREQUISITE: BIOLOGY I AND ONE OTHER SCIENCE COURSE (CP OR HONORS LEVEL) GRADES: 11, 12

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.

**COURSE TITLE: CHEMISTRY I CP/HONORS** CREDIT: 1

PREREQUISITE: ALGEBRA I for CP; Teacher Rec for Honors GRADES: 10, 11, 12

The goal of Chemistry 1 is to develop an understanding of the relevance of chemistry as it relates to standards of living, career choices, and current issues in science and technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required. Honors Chemistry is designed to meet the needs of the more academically able student and will include a basic study of nuclear principles and organic chemistry.

**COURSE TITLE: HONORS CHEMISTRY II & AP CHEMISTRY** CREDIT: 2

PREREQUISITE: Chem I, Alg I & II, concurrent enrollment in advanced math recommended. GRADES: 11, 12

A first-year college level chemistry course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Chemistry curriculum is designed to prepare students to take the College Board AP Chemistry test given in May of each year. This course has been audited and approved by the College Board. For schools on block scheduling, Chemistry 2 Honors is intended to be the first semester course that will lead into AP Chemistry in the spring. This course offers accelerated and in depth coverage of chemistry topics in the areas of structure and states of matter, kinetic theory, chemical reactions including kinetics, and the concepts of thermodynamics.

**COURSE TITLE: CHEMISTRY II CP/HONORS** CREDIT: 1

PREREQUISITE: CHEMISTRY 1, ALGEBRA I; ALGEBRA II RECOMMENDED

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

**COURSE TITLE: AP ENVIROMENTAL SCIENCE** CREDIT: 1



PREREQUISITE: BIOLOGY I, CHEMISTRY I

GRADES: 11, 12

A first-year college level environment science course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science test given in May of each year. The course has been audited and approved by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

**COURSE TITLE: MARINE ECOLOGY**

CREDIT: 1

PREREQUISITE: BIOLOGY I, CHEMISTRY I

GRADES: 11, 12

In this CP level course, activities are designed to promote higher level thinking skills through inquiry and to simulate marine environmental conditions and research methods. Environmental issues are used to develop critical thinking skills that will equip students to make ethical decisions regarding humans and the marine environment. The course incorporates the use of lab, group and limited field activities, computer technology, and saltwater aquaria. This class does not count as a Lab Science for graduation; it is an elective Lab Science.

**COURSE TITLE: MICROBIOLOGY**

CREDIT: 1

PREREQUISITE: BIOLOGY I, CHEMISTRY I

GRADES: 11, 12

This course examines the role of microbes in everyday life. Major topics covered include microbial cell biology, microbial genetics, microorganism's interactions in the environment, and the interactions and impact of microorganisms with humans. This class does not count as a Lab Science for graduation; it is an elective Lab Science.

**COURSE TITLE: WILDLIFE PRINCIPALS**

CREDIT: 1

PREREQUISITE: BIOLOGY I, CHEMISTRY I

GRADES: 11, 12

A one-unit course in which students apply scientific principles to solve problems. Students will be faced with decision-making in which they must choose the best alternative from several workable possibilities. Living and dead animals are used within this course. This course does not meet NCAA eligibility requirements as the third science credit for athletic eligibility for college participation. This course counts as an elective and not a science credit.

**COURSE TITLE: PHYSICS /HONORS PHYSICS**

CREDIT: 1

PREREQUISITE: ALGEBRA I & II; BIOLOGY I & CHEMISTRY I recommended  
TEACHER RECOMMENDATION FOR HONORS PHYSICS

GRADES: 11, 12

The study of the interrelationships between matter and energy. Topics of study include force, motion, momentum, energy, heat, light, sound, electricity and magnetism, and atomic and nuclear physics. The honors course is designed to meet the needs of the more academically able student.

**COURSE TITLE: AP PHYSICS C: MECHANICS**

CREDIT: 1

PREREQUISITE: PHYSICS OR HONORS PHYSICS; CO-REQUISITE CALCULUS

GRADES: 11, 12

A first year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester-long, calculus-based college course in classical Mechanics that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics B course. Topics covered include the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

**COURSE TITLE: HONORS SCIENTIFIC RESEARCH**

CREDIT: 1

PREREQUISITES: TEACHER RECOMMENDATION

GRADES: 11, 12

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

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## **SOCIAL STUDIES**

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ORDER OF COURSE DESCRIPTION: LISTED BY GRADE LEVEL GRADUATION REQUIREMENTS, THEN AP ELECTIVES, THEN GENERAL DEPARTMENTAL ELECTIVES

NOTE: To satisfy graduation requirements, students must earn one unit of World History & Geography (of AP Human Geography), one-half unit of American Government, one unit of U.S. History, one-half unit of Economics, and one-half unit of Personal Finance.

**COURSE TITLE: AP HUMAN GEOGRAPHY**

CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

THIS COURSE MEETS THE 9<sup>TH</sup> GRADE SOCIAL STUDIES REQUIREMENT

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.

**COURSE TITLE: WORLD HISTORY & GEOGRAPHY CP**

CREDIT: 1

PREREQUISITE: THIS MEETS THE FRESHMAN SOCIAL STUDIES REQUIREMENT

GRADES: 9

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.

**COURSE TITLE: UNITED STATES GOVERNMENT AND CIVICS CP**

CREDIT: .5

PREREQUISITE: THIS COURSE MEETS THE SOPHOMORE SOCIAL STUDIES REQUIREMENT

GRADES: 10

This is a one-half credit course combined with Contemporary Issues. 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.

**COURSE TITLE: CONTEMPORARY ISSUES**

CREDIT: .5

PREREQUISITE: THIS HALF-CREDIT COURSE IS COMBINED WITH CP U.S. GOVERNMENT

GRADES: 10

Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

**COURSE TITLE: AP UNITED STATES GOVERNMENT AND POLITICS**

CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

GRADE: 10

THIS COURSE MEETS THE SOPHOMORE SOCIAL STUDIES GRADUATION REQUIREMENT

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.

**COURSE TITLE: US HISTORY & GEORGAPHY CP**

CREDIT: 1

PREREQUISITE: THIS COURSE MEETS THE JUNIOR YEAT SOCIAL STUDIES REQUIREMENT

GRADES: 11

Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day United States resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today. Students will continue to use skills for historical and geographical analysis as they examine United States history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of the United States history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary United States and global society. This course will place Tennessee history, government, and geography in context with United States history in order to illustrate the role our state has played in our nation's history.

**COURSE TITLE: AP UNITED STATES HISTORY**

CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

GRADE: 11

THIS COURSE MEETS THE JUNIOR YEAT SOCIAL STUDIES REQUIREMENT

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.

**COURSE TITLE: PERSONAL FINANCE**

CREDIT: .5

PREREQUISITE: THIS COURSE MEETS THE SENIOR GRADUATION REQUIREMENT

GRADE: 12

THIS COURSE IS COMBINED WITH ECONOMICS

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.)

**COURSE TITLE: ECONOMICS CP**

CREDIT: .5

PREREQUISITE: THIS COURSE MEETS THE SENIOR GRADUATION REQUIREMENT

GRADE: 12

THIS COURSE IS COMBINED WITH PERSONAL FINANCE

This is a one-half credit course. Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making.

**COURSE TITLE: AP MICRO ECONOMICS**

CREDIT: 1

PREREQUISITE: ALGEBRA I, TEACHER RECOMMENDATION

GRADE: 12

THIS COURSE MEETS THE SENIOR GRADUATION REQUIREMENT

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

**COURSE TITLE: AP MACRO ECONOMICS**CREDIT: 1  
GRADE: 12PREREQUISITE: ALGEBRA I, TEACHER RECOMMENDATION  
THIS COURSE MEETS THE SENIOR GRADUATION REQUIREMENT

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

**COURSE TITLE: AP COMPARATIVE GOVERNMENT AND POLITICS**CREDIT: 1  
GRADE: 11, 12

PREREQUISITE: TEACHER RECOMMENDATION

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse.

**COURSE TITLE: AP EUROPEAN HISTORY**CREDIT: 1  
GRADES: 10, 11, 12PREREQUISITE: TEACHER RECOMMENDATION  
HONORS/AP ENGLISH RECOMMENDED

This course provides an in-depth study of the development of Western European history. The course is designed to increase the knowledge of European political, social, economic, and intellectual history of the nations of Western Europe. The student will gain a better understanding of the problems faced by people at a given time, relate these problems to the present, and attempt to find solutions. This course follows College Board guidelines and is taught at the college level.

**COURSE TITLE: AP WORLD HISTORY MODERN**CREDIT: 1  
GRADES: 10, 11, 12PREREQUISITE: TEACHER RECOMMENDATION  
HONORS/AP ENGLISH RECOMMENDED

This course is taught at the college level following College Board guidelines and requires additional readings and in-depth studies.

**COURSE TITLE: AFRICAN AMERICAN HISTORY**CREDIT: 1  
GRADES: 10, 11, 12

PREREQUISITE: NONE

Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

*This course and the following standards are written in accordance with T.C.A. § 49-6-1006.*

**COURSE TITLE: AMERICANS AT WAR**CREDIT: 1  
GRADES: 9, 10, 11, 12

PREREQUISITE: NONE

Students will examine the causes and consequences of the American Revolution, the War of 1812, the Mexican American War, Indian Wars, Civil War, Spanish-American War, and World War I. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War, which led to the United States involvement in Korea and Vietnam. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since the American Revolution. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents and secondary sources is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society that relates directly to topic of this course. The approval year range for this course is 2017-2020.

**COURSE TITLE: BIBLE HISTORY**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

Bible History is an elective course. This course is a survey of the Bible with emphasis upon its historical, literary, geographical, artistic, and cultural aspects. This course offers insights into the many historical events recorded in the Bible. It treats the Bible as a great literary work in itself as well as a primary source of allusions found in countless works of literature, art, and music. The first half focuses primarily on the Old Testament and the second half on the New Testament.

**COURSE TITLE: COLLEGE PLANNING/STUDENT SUCCESS COURSE**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 12

This course will provide students the opportunity to anticipate, plan, and prepare for a pathway of their choice and the associated challenges of successfully adapting to the academic, social, and financial demands of postsecondary education and/or training. This course is intended to codify key knowledge, research, planning, and skill development that students in Tennessee need in order to successfully transition from high school to postsecondary education and training. Students will complete and submit college and scholarship applications as well as file the Free Application for Federal Student Aid. PASS/FAIL grading is applied.

**COURSE TITLE: FILM STUDIES / SPORTS FILM STUDIES**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 11, 12

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

**COURSE TITLE: GLOBAL RELIGIOUS STUDIES**

CREDIT: 1

PREREQUISITE: NONE

GRADE: 11, 12

In Global Religions, students will study a number of the world's religions to provide a better understanding of these traditions, as well as a basic introduction to the idea of religion itself. The study of world religions is divided into geographical regions: eastern religions and western religions. Under the development of western religions a study of Judaism, Christianity, and Islam are included. Under the development of eastern religions, a study of Hinduism, Buddhism, Daoism, and Confucianism are included. By taking a geographic approach, religions from similar areas are automatically grouped. The study of the religions will focus on the theoretical, cultural, historical, and political aspects of each religion.

**COURSE TITLE: PSYCHOLOGY/SOCIOLOGY**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 10, 11, 12

**PSYCHOLOGY**

This is a one-half credit course. Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, lifespan development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

**SOCIOLOGY**

This is a one-half credit course. Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association.

**COURSE TITLE: TENNESSEE HISTORY**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society. This course follows the same organization as Section VI from the Tennessee Blue Book.

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## WORLD LANGUAGES

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NOTE: World languages are taught sequentially. Students must complete each level with a passing grade before enrolling in the next level. To meet the University graduation requirement, students must earn 2 credits in the same world language.

Generic course descriptions for French, German, Arabic, and Spanish appear below. Arabic classes are yet to be approved by the Knox County School System. Latin and American Sign Language descriptions are listed separately.

**COURSE TITLE: ARABIC I, FRENCH I, GERMAN I, SPANISH I** CREDIT: 1

For students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing. Recommended for 9<sup>th</sup> grade students who read and perform language arts skills on or above grade level, and for any students in grades 10-12 who need to meet the two-year college entrance requirement. Students may wish to defer fulfilling this requirement until 10<sup>th</sup> grade or later.

**COURSE TITLE: LATIN I** CREDIT: 1

For students who are interested in acquiring knowledge of the Roman language and culture. The curriculum includes the development of vocabulary, grammar, and translation skills and the study of the historical and cultural values of Rome and its continuing contributions to western civilization. Recommended for 9<sup>th</sup> grade students who read and perform language arts skills on or above grade level, and for any students in grades 10-12 who need to meet the two-year college entrance requirement.

**COURSE TITLE: ARABIC II, FRENCH II, GERMAN II, SPANISH II** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

For students who are interested in developing the skills learned in the first level. The curriculum includes further study of the skills acquired in Level 1. Students who have successfully completed Level 1 or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

**COURSE TITLE: LATIN II** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

For students who are interested in developing the skills learned in the Latin 1. The curriculum includes further study of Latin grammar, language, history, and culture of the Romans. Students who have successfully completed Latin 1 or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

**COURSE TITLE: LANGUAGE III HONORS: ARABIC, FRENCH, GERMAN, SPANISH** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

This course follows the general curriculum for Level 3 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills

in the target language. Note: Level 3 courses should not be taught in combination with other world language courses. (Prerequisite: Teacher recommendation or demonstrated proficiency)

**COURSE TITLE: LATIN III HONORS** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

For students who are interested in developing the skills learned in Latin 1 and Latin 2. The curriculum includes further study of Latin grammar, and translating adapted works from later authors of Latin literature, such as the Venerable Bede, Erasmus, and Sir Thomas More. The focus of this advanced level of Latin is not on classical authors, but the works of later authors of the middle Ages and the Renaissance. Students must have successfully completed Latin 1 and 2.

**COURSE TITLE: LANGUAGE IV HONORS: FRENCH, GERMAN, SPANISH** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

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

**COURSE TITLE: LATIN IV HONORS** CREDIT: 1

PREREQUISITE: TEACHER RECOMMENDATION

This class includes reading and translating works of Latin literature and/or intensive language study in preparation for the Advanced Placement examination in Latin. (Prerequisite: Teacher Recommendation)

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

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 11, 12

This course is for students who are motivated to continue intensive study of the language in preparation for the Advanced Placement examination. The curriculum includes the study of literature and further development of oral/aural skills in the language and will help to prepare students for the Advanced Placement examination in the language. Students who have successfully completed level IV of the language, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. Note: These courses should not be taught in combination with other world language courses.

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

PREREQUISITE: TEACHER RECOMMENDATION GRADE: 11, 12

This class includes reading and translating Vergil's *Aeneid* and Julius Caesar's *De Bellō Gallicō*. This course is an intensive language study in preparation for the Advanced Placement examination in Latin. (Prerequisite: Teacher Recommendation)

**COURSE TITLE: AMERICAN SIGN LANGUAGE 1** CREDIT: 1

PREREQUISITE: NONE

This course is Level 1 American Sign Language for high school credit. Students will learn basic vocabulary, grammar, sentence structure, finger spelling, manual-visual communication and cultural foundations of ASL (facial expression, body language, deixis, fulcrum, signing space.) Students will begin to develop expressive and receptive skills in signing.

**COURSE TITLE: AMERICAN SIGN LANGUAGE 2** CREDIT: 1

PREREQUISITE: AMERICAN SIGN LANGUAGE 1

This course is Level 2 American Sign Language for high school credit. Students continue expanding basic vocabulary, grammar, sentence structure, finger spelling, manual-visual communication and cultural foundations of ASL (facial expression, body language, deixis, fulcrum, signing space) Students continue to develop expressive and receptive skills in signing.

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## ADDITIONAL OFFERINGS

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**COURSE TITLE: WORK BASED LEARNING (WBL)** CREDIT: 1-2

PREREQUISITE: APPLICATION PROCESS GRADES: 12

THIS COURSE MAY COUNT AS A 3<sup>rd</sup> COURSE IN ANY ELECTIVE FOCUS AREA

This course is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. WBL Coordinators are educators who are trained and certified by the state to coordinate these WBL experiences for students. **Credit Students can earn up to 2 credits.**

## CAREER TECHNICAL (CTE) COURSE DESCRIPTIONS

(arranged by departments)

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### AUTOMOTIVE MAINTENANCE & LIGHT REPAIR

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**COURSE TITLE: MAINTENANCE & LIGHT REPAIR I**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10

This course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

**COURSE TITLE: MAINTENANCE & LIGHT REPAIR II**

CREDIT: 2

PREREQUISITE: MAINTENANCE & LIGHT REPAIR I

GRADES: 10, 11

This course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

**COURSE TITLE: NIC MAINTENANCE & LIGHT REPAIR III**

CREDIT: 2

PREREQUISITE: MAINTENANCE & LIGHT REPAIR II

GRADES: 11, 12

This course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

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### BUSINESS & MARKETING COURSES

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**COURSE TITLE: INTRO INTO BUSINESS AND MARKETING**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10



This 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.

**COURSE TITLE:    MARKETING I** CREDIT: 1  
**PREREQUISITE:    NONE** GRADES: 10, 11

This 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.

**COURSE TITLE:    NIC MARKETING II** CREDIT: 1  
**PREREQUISITE:    MARKETING I** GRADES: 11, 12

This course 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. 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

**COURSE TITLE:    ADVERTISING AND PUBLIC RELATIONS** CREDIT: 1  
**PREREQUISITE:    MARKETING & MANAGEMENT I: PRINCIPLES** GRADES: 11, 12

An applied knowledge course focusing on the concepts and strategies associated with promoting products, services, ideas, and events. This course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Upon completion of this course, proficient students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects.

**COURSE TITLE:    ENTREPRENEURSHIP** CREDIT: 1  
**PREREQUISITE:    MARKETING AND MANAGEMENT PRINCIPLES I RECOMMENDED** GRADE: 11, 12

An applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.

**COURSE TITLE:    VIRTUAL ENTERPRISE INTERNATIONAL** CREDIT: 1 - 2  
**PREREQUISITE:    MARKETING 1 RECOMMENDED (APPLICATION REQUIRED)** GRADES: 11, 12

A one-two unit credit course for 11-12. This course is a simulated business environment. The Virtual Enterprise International (VE) students will be involved in the actual on the job work experiences, including accounting, personnel administration, management and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working in a team, the student will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real-life experiences. The goal is to create a

learning environment that integrates school and work place to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. This course is trademarked by the New York City Department of Education.

**COURSE TITLE: BUSINESS COMMUNICATIONS**

CREDIT: 1

PREREQUISITE: INTRO INTO BUSINESS

GRADES: 9, 10

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

**COURSE TITLE: ACCOUNTING I**

CREDIT: 1

PREREQUISITE: INTRO INTO BUSINESS

GRADES: 10, 11

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.

**COURSE TITLE: NIC BUSINESS MGT**

CREDIT: 1

PREREQUISITE: INTRO INTO BUSINESS

GRADES: 11, 12

This course focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

**COURSE TITLE: COMPUTER APPLICATIONS**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 9, 10, 11, 12

A foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology. Standards in this course are aligned with Tennessee State Standards for Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

**COURSE TITLE: NIC ADVANCED COMPUTER APPLICATIONS**

CREDIT: 1

PREREQUISITE: COMPUTER APPLICATIONS

GRADES: 10, 11, 12

This course prepares students to continue postsecondary training in business-related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this course, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS).

**COURSE TITLE: ACCOUNTING I** CREDIT: 1  
PREREQUISITE: INTRO TO BUSINESS & MARKETING GRADES: 10, 11  
A one-unit course for grades 10-11 which introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records of a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements.

**COURSE TITLE: NIC ACCOUNTING II** CREDIT: 1  
PREREQUISITE: ACCOUNTING I GRADES: 11, 12  
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.

## **CODING/ WEB DESIGN/ CYBERSECURITY**

**COURSE TITLE: NIC COMP. SCIENCE FOUNDATIONS** CREDIT: 1  
PREREQUISITE: NONE GRADES: 9, 10  
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

**COURSE TITLE: WEB DESIGN FOUNDATIONS** CREDIT: 1  
PREREQUISITE: INFO TECHNOLOGY FOUNDATIONS, ALG. I, GEOMETRY GRADES: 10, 11, 12  
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.

**COURSE TITLE: NIC WEBSITE DEVELOPMENT 2** CREDIT: 1  
PREREQUISITE: WEB DESIGN FOUNDATIONS GRADES: 11, 12  
This course builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge. Upon completion of this course, proficient students will be prepared to pursue a variety of postsecondary programs in the computer sciences, sit for industry certification, or apply their skills in a capstone Web Design Practicum.

**COURSE TITLE: WEB 3 PRACTICUM** CREDIT: 1  
PREREQUISITE: WEB DESIGN DEVELOPMENT GRADES: 11, 12  
A capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on more responsibilities for producing

independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in web design.

**COURSE TITLE: CODING I** CREDIT: 1  
PREREQUISITE: ALGEBRA I, COMPUTER SCIENCE FOUNDATIONS GRADE: 10  
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.

**COURSE TITLE: CODING II** CREDIT: 1  
PREREQUISITE: ALGEBRA I, COMPUTER SCIENCE FOUNDATIONS, CODING I GRADE: 11  
This course challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS.

**COURSE TITLE: MOBILE APP DEVELOPMENT** CREDIT: 1  
PREREQUISITE: CODING I GRADE: 11, 12  
A course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application life cycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will be demonstrate and understanding of mobile app development concepts.

**COURSE TITLE: NIC CYBERSECURITY I** CREDIT: 1  
PREREQUISITE: ALG. I, COMPUTER SCI. FOUNDATIONS GRADES: 10  
This module provides a summary of careers in computer and network security and also introduces current threats in Cyberspace providing immediate activities for improving collective awareness and defense.

**COURSE TITLE: NIC CYBERSECURITY II** CREDIT: 1  
PREREQUISITE: CYBER SECURITY I GRADES: 11  
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 be demonstrate and understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

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## **ENGINEERING & TECHNOLOGY**

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**COURSE TITLE: NIC PRINCIPLES OF ENGINEERING AND TECHNOLOGY** CREDIT: 1  
PREREQUISITES: NONE GRADE: 9  
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.

\*\*Principles of Engineering and Technology is the Level 1 Course for the Engineering and Technology programs of study in the STEM Career Cluster.

**COURSE TITLE: DIGITAL ELECTRONICS** CREDIT: 1

PREREQUISITES: ALGEBRA I, GEOMETRY; PRIN OF ENGR & TECHNOLOGY GRADE: 10

A course in which students will construct and test fundamental digital logic circuits such as gates, counters, oscillators, and switches. A/D and D/A convertors will be applied to signal processing. Microcontroller programs will be modified and microcontrollers applied to closed-circuit control systems. The course culminates in a group project to create a digital servo control loop. Emphasis is on hands-on activities, real-world equipment, and current technology.

**COURSE TITLE: ROBOTICS & AUTOMATED SYSTEMS** CREDIT: 1

PREREQUISITES: DIGITAL ELECTRONICS, ALG. I, GEOMETRY, GRADE: 11

This course is deeply submerged in modeling, abstraction, and precision. The entire course is founded on Problem Based Learning (PBL). Students are given a scenario and must analyze the problem; calculate measurements and establish various thresholds; design, construct, and program a robot to complete the given task; collect and analyze data; modify and adjust program, robot, and calculations based on the collected data; and repeat the process until objectives have been completed. The mathematical range of this course extends to pre-calculus due to the importance of calculating precise angles and tangents.

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## HEALTH SCIENCE

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**COURSE TITLE: HEALTH SCIENCE EDUCATION** CREDIT: 1

PREREQUISIT: NONE GRADES: 9, 10, 11

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.

\*\*Health Science Education is the Level 1 Course for all programs of study within the Health Science Career Cluster.

**COURSE TITLE: NIC MEDICAL THERAPEUTICS** CREDIT: 1

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

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.

**COURSE TITLE: NUTRITION SCIENCE & DIET THERAPY (COUNTS AS A LAB SCIENCE)** CREDIT: 1

PREREQUISITE: INTRO TO HUMAN STUDIES OR HEALTH SCIENCE EDUCATION GRADES: 11

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.

**COURSE TITLE: NIC REHABILITATION CAREERS** CREDIT: 1

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

An applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities.

**COURSE TITLE: NIC EXERCISE SCIENCE** CREDIT: 1

PREREQUISITE: REHAB CAREERS or NUTR SCI & DIET THERPAY GRADES: 11, 12

### MEDICAL THERAPEUTICS or ANATOMY/PHYSIOLOGY

An applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace. **Must be within 12 months of graduation to take NIC exam.**

**COURSE TITLE: NIC PHARMACOLOGICAL SCIENCES** CREDIT: 1  
PREREQUISITE: HEALTH SCIENCE EDUCATION AND CHEMISTRY GRADES: 11, 12  
This is a third-level applied course in the *Therapeutic Clinical Services* program of study intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goal- setting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students who have also completed a *Clinical Internship* can apply to sit for the Pharmacy Technician Certification Board examination immediately after high school graduation. **Must be w/in 6 months of graduation to take NIC Exam.**

**COURSE TITLE: NIC DIAGNOSTIC MEDICINE** CREDIT: 1  
PREREQUISITE: HEALTH SCIENCE EDUCATION GRADES: 10, 11, 12  
A second or third level course designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study.

**COURSE TITLE: NIC CARDIOVASCULAR SERVICES** CREDIT: 1  
PREREQUISITE: DIAGNOSTIC MEDICINE, MEDICAL THERAPEUTICS GRADES: 11, 12  
An applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, proficient students will have a thorough understanding of anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the workplace.

**COURSE TITLE: NIC EMERGENCY MEDICAL SERVICES** CREDIT: 1  
PREREQUISITE: APPLICATION; MEDICAL THERAPEUTICS or ANAT/PHYSIO GRADES: 11, 12  
A capstone course designed to prepare students to pursue careers in the fields of emergency medicine. Upon completion of this course, proficient students will be able to: identify careers and features of the EMS system; define the importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or traumatic injury; and perform EMS skills with a high level of proficiency.

If taught with an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Standards in this course are aligned with National Highway Traffic Safety Administration, and National Emergency Medical Services Education Standards. Each standard presumes that the expected knowledge and behaviors are within the scope of practice for that EMS licensure level, as defined by the National EMS Scope of Practice Model. Each competency applies to patients of all ages, unless a specific age group is identified. The standards also presume there is a progression in practice from the Emergency Medical Responder level to the Paramedic level. The descriptors used to illustrate the increasing complexity of knowledge and behaviors through the progression of licensure levels originate, in part, from the National EMS Scope of Practice Model. Note: If this course is taught for EMR certification, the program must be approved by the TN Department of Health, Office of Emergency Medical Services. **Students enrolled in this course must be 17 years old before the course concludes.**

**COURSE TITLE: NIC CLINICAL INTERNSHIP**

PREREQUISITE: APPLICATION

CREDIT: 2

GRADES: 11, 12

A capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a Prerequisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. **Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Student to teacher ratio for this course is 15:1 in a clinical setting. Must be within 12 months of graduation to take exams.**

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**HUMAN & SOCIAL SERVICES, EDUCATION**

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**COURSE TITLE: INTRODUCTION TO HUMAN STUDIES**

PREREQUISITE: NONE

CREDIT: 1

GRADES: 9

A foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

**COURSE TITLE: NUTRITION ACROSS THE LIFESPAN**

PREREQUISITE: INTRO INTO HUMAN STUDIES

CREDIT: 1

GRADES: 10

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.

**COURSE TITLE: LIFESPAN DEVELOPMENT**

PREREQUISITE: NONE

CREDIT: 1

GRADES: 10, 11

This course builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

**COURSE TITLE: FUNDAMENTALS OF EDUCATION**

PREREQUISITE: NONE

CREDIT: 1

A foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

**COURSE TITLE: TEACHING AS A PROFESSION**

PREREQUISITE: FUNDAMENTALS OF EDUCATION

CREDIT: 1

An intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental

understanding of instructional strategies needed for becoming an educator. Students will spend no more than 2 to 3 ninety-minute class periods in a supervised field trip experience.

**COURSE TITLE: NIC FAMILY STUDIES**

CREDIT: 1

PREREQUISITE: NONE

GRADES: 11

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