

Dear CHS Community:

Welcome to Central High School. We are honored to have you and your family as part of our school family and community. Central High School was founded over one hundred years ago and its staff, students, and alumni hold dear to their hearts the slogan of "Pride and Tradition." Central is a very special place, and I hope that you take advantage of what it has to offer.

Our students' success is dependent on the combined efforts of our staff, students, and parents. Since our expectations are high, student attendance and participation are a must. Every day, our students must come prepared, ready to learn. Our school day is organized using the Block/Semester schedule, and every teaching moment is valued. In an effort to meet the needs of all students and to maximize their talents, we offer a varied and challenging academic curriculum that is delivered by a dedicated professional staff. Parental support of students, staff, and school is vital for the success of our learning community.

We encourage you to read our curriculum guide and become familiar with the requirements for graduation. Our desire is to develop a working relationship with you and your family that will maximize your potential and help you develop the social, emotional, and educational skills necessary to become a productive member of leader our community and society. Again, we welcome you and your family and look forward to helping you achieve your goals, ultimately becoming part of Central's "Pride and Tradition."

Sincerely,
Central High School Administration

School-level Personnel

Principal: Central High School's Principal creates the safe, academic culture necessary for student learning.

Curriculum Principal: Central High School's Curriculum Principal supports student learning through providing curricular materials and structure for teachers and students. In addition, the Curriculum Principal ensures that students are properly placed in classes that will ultimately challenge them.

Grade-level Principals: Central High School's Assistant Principals work with students in their individual grade levels to develop rapport among students, maintain order, and encourage the academic culture necessary for student learning.

Teaching Staff: Central High School's dedicated teachers provide the high-quality instruction for student success both in high school and beyond. Teachers support students through individualized learning and tutoring opportunities.

Central High School Student Services Department: The Central High School Student Services Department works with the administration, school staff, and various community agencies to help students with educational, vocational, and personal issues. Counselors help students develop a plan for high school graduation as well as post-secondary education and/or career planning. Counselors also assist with test performance and interpreting test scores. The Student Services Department:

- Maintains college catalogs, brochures, applications, videos, and software to assist students in making decisions about college/university programs, scholarships, and career choices. A special scholarship bulletin is also published for seniors on a regular basis.
- Makes referrals to outside agencies as needed.
- Maintains all academic records.
- Works with the School Support Team to identify students with academic or emotional problems. Staff members work with the school psychologists and the special education staff to help identify and plan for students with special needs.
- Assists the Curriculum Principal in administering all group tests as scheduled by Knox County Schools and the Tennessee State Department of Education.
- The School Social Worker works with families and students on issues of attendance, personal issues, and when help is needed, identifying community support agencies.

Support Staff: Central High School's secretaries, custodians, bookkeeper, and teachers' assistants provide the necessary administrative support to assist students and teachers with student achievement.

****Students and Parents can contact any staff member via their knoxschools.org email address located on the Central High School website: <http://centralhs.knoxschools.org/>.****

Registration Procedures

Each spring, counselors talk with students about their high school plan and make suggestions about the appropriate courses needed for graduation. Incoming freshman students are given a registration form and encouraged to make careful course selections for the next school year. Teachers make recommendations for academic levels based on classroom performance, grades, and standardized testing. Registration occurs online.

Students are expected to register for academic levels recommended by the staff. If a student wishes to move to a higher level than is recommended, the parent/guardian must sign an Academic Release, and the student must remain in the requested level regardless of his/her class performance. If a student wishes to move to a lower level than is recommended, then the student must meet with the Curriculum Principal, who will contact the parent/guardian regarding the request.

Every effort is made to schedule students for their choices, but class size limitations established by the State Department and course conflicts (2 classes offered at the same time) limit some choices. It is important that students carefully choose alternate classes during registration because they may be enrolled in those classes and class changes will not be granted if a course was picked as an alternate during registration.

Students in all grades must be enrolled in at least 8 classes, 4 each term. Schedules are not changed because a student changes his/her mind about a course. Students have no choice of instructor.

Schedules are changed **only** for these reasons:

- Course cancellation or level change
- Additional course needed for graduation
- Student failed the prerequisite class
- Course was taken and passed in summer school or credit recovery.

Students must see their counselor for approval of a schedule change. For any change from Honors or AP-level courses to a regular course, the Curriculum Principal must approve the change.

Grading, Testing, & Records

Transcript Request

A student may request an unofficial copy of their transcript any time throughout their high school years. Official transcripts may also be requested for colleges and universities. Official and unofficial transcripts may be obtained by submitting a Transcript Request form (located on the CHS website or in the Student Services office) to the Registrar in the Student Services Office.

Official transcripts must be mailed directly from Central High School.

Dual Enrollment

Students in the 11th or 12th grades, who are in good standing, may earn high school credit by enrolling in college level courses at an institution of higher education. The institution shall be accredited by the state or by a state-approved accrediting agency. In order to qualify for dual enrollment, a student shall:

1. Meet all the requirements for dual enrollment of the college/university
2. Have a planned high school program endorsed by school counseling personnel as appropriate, including the college level course
3. Agree to assume all financial costs associated with the college level course
4. Obtain written permission of the high school principal and the acceptance of the college admissions officer
5. Continue to be enrolled in his/her base high school

Upon receipt of the course grade transmitted directly from the institution of higher education, the high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy. Please see page 54 concerning dual enrollment opportunities and policies through Central's Online Academy.

Testing

The following tests are required:

- End of Course Exams (EOCs): These multiple-choice exams are given in selected academic subjects as required by the State Department. EOCs count as a % of the student's grade. (This is subject to change during a four-year period.)
 - Subjects: Biology, U.S. History
- TNReady exams: These new exams reflect curriculum changes in math, English, history, and select science classes (Biology and Chemistry). Students will complete a series of comprehensive exams in each of the following subject areas:
 - English I, English II, Algebra I, Algebra II, and Geometry
- American College Test (ACT): A standardized, multiple-choice test which covers four skill areas: English, mathematics, reading, and science. Students take this test their junior year. This is a state mandated requirement for graduation.

Additional tests available during the school year:

- Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test: Given at Central High School to interested 10th and 11th graders. There is a fee for this test, which is given in the fall.
- Advanced Placement Tests (AP): Given at Central High School to students in AP classes. There is a fee for every AP exam.
- Scholastic Aptitude Test (SAT): Measures critical thinking skills and the ability to analyze and solve problems, and is often thought of as a measure of future college success.
- Armed Services Vocational Aptitude Battery (ASVAB): A military recruiting tool that the U.S. Department of Defense uses to determine potential recruits' developed abilities, to measure their general learning ability and vocational aptitude, and to predict performance in certain academic areas. This test comprises ten individual assessments: Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Arithmetic Reasoning, General Science, Auto and Shop Information, Mechanical Comprehension, Electronics Information, Numerical Operations, and Coding Speed.

Grading Procedures

Grading procedures are the result of the prescribed plan of study established for any given class by the teacher. Normally, grades are based on student performance in such areas as class participation, class work, homework, special assignments/projects, meeting deadlines, quizzes, tests, and final examinations. Final examinations represent a percentage of the final semester grade. (Percentage of EOC's is subject to change over a four year period.)

Scholastic Credit

In order to receive a credit for a course, the student must have a passing grade (A, B, C, D). Credits are recorded on the student's cumulative record when the course has been completed. Grades of one-half unit courses shall be reported to the parents immediately and will be recorded on the student's transcript at the end of the term or semester.

Scholastic Grades

Grade reports are issued to students approximately every four and a half weeks. Parents are invited to check Parent Portal weekly to monitor their students' progress. Grades are reported numerically and as alphabetical letters and are determined by the percent scale shown below.

Grades are accumulative, representing all class work from the beginning of the course to the date of the report. Each successive report is not the average of the previous grade reports; rather, it represents the compiled scores of all daily lessons, homework, projects, quizzes, examinations and other classroom assignments during the entire class period.

Knox County Grading Scale

Grades	Descriptors	Percent Scale	Grade Points*
A	Excellent	93-100%	4
B	Good	85-92%	3
C	Average	75-84%	2
D	Below Average	70-74%	1
F	No Credit	0-69%	0

*Knox County high schools maintain two cumulative GPA's for students. One is based on a four-point scale: A-4, B-3, C-2, D-1, and F-0. On this scale, students completing an Advanced Placement course established by the College Entrance Examination Board for which national AP examinations are available will have five points added to the final class average. Core Dual Enrollment courses will have 5 points added to the final class average. Students completing an Honors course will have three points added to the final class average.

The second cumulative GPA will be calculated using weighted quality points. AP and Core Dual Enrollment courses will receive additional weight as follows: A-5, B-4, C-3, D-2 and F-0. In addition, an Honors course recognized by the Knox County School System will be weighted as follows: A-4.5, B-3.5, C-2.5, D-1.5 and F-0.

Graduation Requirements

Directions: Place an X next to each credit you've earned. Please note that courses may be taken during either semester. Students must earn a minimum of 28 credits.

English (students must complete 4 credits)

- 9th Grade – English 1
- 10th Grade – English 2
- 11th Grade - English 3
- 12th Grade – English 4

Math (Students must attempt one a year, and complete 4 credits)

- 9th Grade – Algebra 1 or Geometry
- 10th Grade – Geometry or Algebra 2
- 11th Grade – Algebra 2 or Pre-Calculus
- 12th Grade – upper level math

Science (students must complete three credits)

- 9th Grade - Honors Chemistry or Biology
- 10th Grade –Honors Biology or Chemistry
- 11th Grade – student's choice
- 12th Grade – student's choice

Social Studies (Students must complete 3 ½ credits)

- _____ 9th Grade – World History & Geography or AP Human Geography
- _____ 10th Grade – US Government & Civics (.5 credits)
- _____ 11th Grade – US History & Geography
- _____ 12th Grade – Economics/Personal Finance

Physical Education:

- _____ PE (.5 credits is required)
- _____ Lifetime Wellness

2 credits of World Language (both credits must be in the same language)

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| _____ Spanish 1 | _____ Spanish 2 |
| _____ French 1 | _____ French 2 |
| _____ Latin 1 | _____ Latin 2 |
| _____ Chinese 1 | _____ Chinese 2 |
| _____ American Sign Language 1 | _____ American Sign Language 2 |

Fine Art (Students must complete one credit):

- _____ Visual Art 1
- _____ Band
- _____ Vocal Music
- _____ Theater Arts
- _____ Development of Rock & Roll

Elective Focus (Students must complete at least 3 classes in one focus area.)

- _____ Class 1: _____
- _____ Class 2: _____
- _____ Class 3: _____
- _____ Class 4 (optional): _____

Other Electives:

- _____ Class 1: _____
- _____ Class 2: _____
- _____ Class 3: _____
- _____ Class 4: _____
- _____ Class 5: _____
- _____ Class 6: _____
- _____ Class 7: _____
- _____ Class 8: _____
- _____ Class 9: _____
- _____ Class 10: _____

Testing & Other Requirements:

All Students are required to take a Civics exam and complete a Civics project.

All Students are required to take the ACT.

All students are required to take the EOC for all state courses in order to receive credit in those classes.

Notes:

1. All Course classes are tiered to accommodate all levels of learning.
2. If a student has an extreme circumstance that prevents him/her from being successful in a World Language course (example: specific learning disability in language), a student may complete a waiver. Students who waive their foreign language requirement must complete a second elective focus.

Course Descriptions

Note: Not all elective courses will be offered each year. Even if a course is potentially offered in that semester, there must be an adequate number of students (15) taking that course. All courses are taken for 1 credit unless otherwise noted.

HUMANITIES PATHWAY

World Languages Pathway

Commended	Honors	High Honors
Commended Scholar Seal	Will result in Volunteer State Seal of Biliteracy, up to 12 hours of college credit	Will result in Volunteer State Seal of Biliteracy Honors, up to 18 hours of college credit
English 1, 2, 3, 4	Honors English 1, 2	Honors English 1, 2
World Language 1, 2, 3	AP Language	AP Language
CLEP World Lang Score > 40	AP Literature or DE English 1010	AP Literature
TN Ready proficient for English 1, 2	World Language 1, 2, 3, 4	Honors World Language 1, 2, 3, 4
	AP World Language	AP World Language
	CLEP World Lang Score > 50 and/or an AP score 3 or better	CLEP World Lang Score > 63 and/or an AP score 5
	TN Ready proficient or advanced for English 1, 2 and an AP score of 3 or better or ACT Reading > 22	TN Ready advanced for English 1, 2 and an AP score of 4 or better or ACT Reading > 24

ELL Pathway

Commended	Honors	High Honors
Commended Scholar Seal	Will result in Volunteer State Seal of Biliteracy, up to 12 hours of college credit	Will result in Volunteer State Seal of Biliteracy Honors, up to 18 hours of college credit
English 2, 3, 4	English 2, 3	Honors English 1, 2
World Language 1, 2, 3, 4 or Test Passed in Level 1	AP Literature or DE English 1010	AP Language
CLEP World Lang Score > 40	World Language 1, 2, 3, 4 or Test Passed in Level 1	AP Literature
TN Ready proficient for English 2	AP World Language	World Language 1, 2, 3, 4 or Test Passed in Level 1
	ESL Coursework	AP World Language
	CLEP World Lang Score > 50 and/or an AP score 3	ESL Coursework
ESL Coursework Access score > 4.2	TN Ready proficient or advanced for English 1, 2 and an AP score of 3 or better or ACT Reading > 22	CLEP World Lang Score > 63 and/or an AP score 5
	Access score > 4.5	TN Ready advanced for English 1, 2 and an AP score of 4 or better or ACT Reading 24

Language Arts Pathway		
Commended	Honors	High Honors
Commended Scholar Seal	Honors Scholar Seal	High Honors Scholar Seal
English 1, 2, 3, 4	Honors English 1, 2	Honors English 1, 2
TN Ready proficient for English 1, 2	AP Language	AP Language
Journalism 1	AP Literature or DE English 1010	AP Literature
	TN Ready proficient or advanced for English 1, 2 and an AP score of 3 or better	TN Ready advanced for English 1, 2 and an AP score of 4 or better
	Journalism 1, 2	Journalism 1, 2
	Theatre 1	Theatre 1

Language Arts

Graduation requirements: 4 credits

- To satisfy graduation requirements, each student must complete four courses of Language Arts: English I, English II, English III, and English IV.

NOTE: AP Literature and Dual Enrollment can count for an English IV credit. AP Language can count for an English III credit.

ENGLISH 1; ENGLISH 1 HONORS

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

ENGLISH 1 HONORS (COMBINED)

A yearlong course, this English class is typically combined with AP Human Geography. It is reading and writing intensive course with an emphasis on an in-depth study of composition, research, and literacy analysis. The focus is on the close reading of informational and literary texts selected based on overlapping concepts and historical periods. Based upon their reading, students will engage in

class discussion and written assignments to present analysis, to develop an argument, or to write a real or imagined narrative. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study consists of morphology, etymology, and context, and the words will come from the texts that the students read. Assessment will focus on the students' ability to read appropriately complex text and cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. English 1 Honors, students build upon the skills developed in middle school English Language Arts. Students in an English 1 Honors course engage with text at the upper end of the reading band for the grade level. They also engage in deeper levels of analysis with more rigorous expectations for the thoroughness of the evidence considered in developing analyses and arguments.

ENGLISH 1 SPED

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

ENGLISH 2; ENGLISH 2 HONORS

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

ENGLISH 2 HONORS (COMBINED)

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

ENGLISH 2 SPED

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

ENGLISH 3

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

ENGLISH 3 SPED

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

ENGLISH 4

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

ENGLISH 4 SPED

Students with qualifying disabilities as documented in the IEP shall be eligible to take this course. SPED teachers who are endorsed in the subject or have proven content knowledge in English via Praxis may serve as teacher of record and give English 4 credit.

ENGLISH AP LANGUAGE AND COMPOSITION

A course for students who have successfully completed Honors English 2 or have demonstrated competency in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to think critically and analytically and be able to express themselves effectively. College level outside reading is required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Language and Composition Test.

ENGLISH AP LANGUAGE COMBINED

A yearlong course for students who have demonstrated competency in composition, rhetorical, and literary analysis skills. The curriculum includes a critical survey of various literary genres, a study of

literary style and technique, and written literary analysis. Students are expected to think critically and analytically and express themselves effectively. The course is designed to develop the cognitive and communicative skills necessary to do well on the AP English Literature and/or the AP Language Composition exams. This course is usually combined with AP US History.

ENGLISH AP LITERATURE AND COMPOSITION

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

JOURNALISM 1

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

JOURNALISM 2

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

JOURNALISM 3

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

GENRE LITERATURE

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

CREATIVE WRITING

Students will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and nonfiction. Creative writing allows students to promote self-expression, to

explore various writing styles, and to strive for variety in diction, sentence structure, and format. (Elective credit)

ENGLISH LANGUAGE LEARNERS

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

Social Studies

To satisfy graduation requirements for Social Studies, students must earn one credit in World History and Geography, one credit in United States History and Geography, one-half credit in United States Government and Civics, and one-half credit in Economics for a total of three credits in Social Studies. One-half credit in Personal Finance remains a graduation requirement. Courses are equal to one credit unless otherwise noted.

UNITED STATE HISTORY AND GEOGRAPHY (Post-Reconstruction to the Present)

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

AP UNITED STATES HISTORY

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, reliability,

and importance- and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Prerequisite: Departmental Recommendation

AP UNITED STATES HISTORY/ENGLISH 3 (COMBINED)

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

AP EUROPEAN HISTORY/ENGLISH HONORS 10 (COMBINED)

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

WORLD HISTORY AND GEOGRAPHY; HONORS WORLD HISTORY AND GEOGRAPHY

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

UNITED STATES GOVERNMENT AND CIVICS

This is a one-half credit course. Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels. This course can be used for compliance with

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

AP UNITED STATES GOVERNMENT AND POLITICS

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

ECONOMICS

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

AP MICRO-ECONOMICS

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

AP MACRO-ECONOMICS

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

PERSONAL FINANCE

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

TENNESSEE HISTORY

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

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.

PSYCHOLOGY

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

AP PSYCHOLOGY

This course is a one credit, semester-long course and is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Prerequisite: Departmental Recommendation

AP HUMAN GEOGRAPHY

The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Offered as Combined Studies with Honors English 1.

BIBLE HISTORY

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

World Languages

World Languages are taught sequentially. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. If the student plans to attend a university program, two sequential (2) units of the same World Language for high school credit are required for graduation. Completion of a Level 2 World Language in grades 9-12 will meet most four-year college admission requirements; however, language study beyond the basic Level 2 requirement will better prepare students for entry into a university program. Therefore, the World Language department highly recommends students planning to attend a four-year college or university continue World Language study through Level 3 and beyond. For this reason, students should begin World Language study in grade 9 or earlier whenever possible.

Students who are proficient in a language besides English, may opt to fulfill the world language requirement by demonstrating proficiency in that language. If the language is offered by Knox County Schools, the student will be required to pass the corresponding EOC exam for the level which the student is challenging. In addition, the student will interview with a KCS teacher of the language to demonstrate proficiency in speaking.

If the student is fluent in a language that is not offered by KCS, it is the responsibility of the parent or guardian to arrange (and pay) for the student to pass a proficiency exam by a reputable world language instruction provider or translation service.

Students who demonstrate a minimum equivalency of a level 2 proficiency in the assessed language will fulfill the graduation requirement; however, they will not earn a credit toward graduation.

LEVEL 1: SPANISH 1

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

LEVEL 1 HONORS: CHINESE 1; FRENCH 1; SPANISH 1

This course follows the general curriculum for Level 1 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 2: SPANISH 2

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

LEVEL 2 HONORS: CHINESE 2; FRENCH 2; SPANISH 2

This course follows the general curriculum for Level 2 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 3 HONORS: CHINESE 3, FRENCH 3; SPANISH 3

This course is recommended for all college-bound students who plan to take university placement tests in a world language and students who are motivated to move beyond basic levels of language study. The curriculum includes extensive use of the language as well as further development of reading and writing skills and the study of literature. Students who have successfully completed level II or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. 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. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 4 HONORS: CHINESE 4; FRENCH 4; SPANISH 4

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

ADVANCED PLACEMENT: CHINESE AP; CHINESE AP4; FRENCH AP; SPANISH AP

This course is for students who are motivated to continue intensive study of the language in preparation for the Advanced Placement examination. The curriculum includes the study of literature and further development of oral/ aural skills in the language and will help to prepare students for the Advanced Placement examination in the language. Students who have successfully completed level IV of the language, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course.

AMERICAN SIGN LANGUAGE

Please note: while two (2) units of sequential American Sign Language will fulfill the high school graduation requirement, students should check with the admissions office of the college or university they plan to attend before enrolling in ASL courses to insure ASL will meet the college or university's admission requirement for World Language.

ASL 1:

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

ASL 2:

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

LATIN 1:

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

LATIN 1 HONORS:

This course follows the general course description for Latin Level 1 with increased depth. Increased emphasis is placed on Latin composition, critical thinking, research projects and analysis of Roman realia and primary sources in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LATIN 2:

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

LATIN 2 HONORS:

This course follows the general course description for Latin 2 with increased depth. Increased emphasis is placed on Latin composition, critical thinking, research projects, and analysis of Roman realia and primary sources in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LATIN 3 HONORS:

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

LATIN 4 HONORS:

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

AP LATIN:

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

HERITAGE SPANISH 1:

This course is designed for students who may have oral proficiency in their home language, or who can speak their home language to a limited degree. Students eligible for Heritage Spanish 1 may not be able to fully express their ideas orally or in writing in the home language. This class is also appropriate for students who may not be orally proficient in Spanish but originate from a home country in which the language of formal education is Spanish. This course focuses on laying the

foundation for literacy in the students' first language through emphasis on social and instructional language as well as building academic vocabulary across disciplines. This course emphasizes values of all Hispanic/Latino cultures as well as acceptance of the new culture. Upon successful completion of Heritage Spanish 1 students may continue to Heritage Spanish 2 or take Spanish 2 or Spanish 2 Honors.

HERITAGE SPANISH 2:

Students who have successfully completed Heritage Spanish 1, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. The course is similar to Spanish 2 with an emphasis on continuing to build literacy in the home language across disciplines. This course continues to emphasize cultural values as well as acceptance of the new culture. Upon successful completion of Heritage Spanish 2 students may continue to Heritage Spanish 3 or Spanish 3 or Spanish 3 Honors.

HERITAGE SPANISH 3:

Students who have successfully completed Heritage Spanish 2, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. Upon successful completion of Heritage Spanish 3 students may continue to Spanish 4 Honors or AP Spanish.

Mathematics

Graduation requirements: 4 credits

- To satisfy graduation requirements, each student must complete four math courses: Algebra I, Geometry, Algebra II, and an advanced-level math course.

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

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

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

ALGEBRA 1

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra 1 than has generally been offered. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of this sequence prepares students for Geometry.

HONORS ALGEBRA 1

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

ALGEBRA 1A

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

ALGEBRA 1B

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

GEOMETRY A (First of the two-term sequence)

GEOMETRY B (Second of the two-term sequence)

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

GEOMETRY A

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

GEOMETRY B

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

GEOMETRY

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

GEOMETRY HONORS

Topics found in Standard Geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially in writing of proofs) and algebraic applications. Additional enrichment objectives are covered as time permits. Successful completion of this course prepares a student for further work in algebra usually Honors Algebra 2. (Prerequisite: Algebra 1 in the 8th grade or Algebra 1 (Accelerated) in the 9th grade and Departmental Recommendation)

ALGEBRA 2

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

ALGEBRA 2 HONORS

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

ALGEBRA 2A (First term of the two-term sequence)**ALGEBRA 2B (Second term of the two-term sequence)**

This required two-term sequence is designed for students who complete Geometry and not ready to start Algebra 2. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective credit and time is spent integrating Algebra I and introductory Algebra 2 skills. More time is devoted to skill development than is possible in the one-term Algebra 2 class.

PRE-CALCULUS

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

PRE-CALCULUS HONORS

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

CALCULUS CP

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

AP CALCULUS AB

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

AP CALCULUS BC

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

STATISTICS AP

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

APPLIED MATHEMATICAL CONCEPTS

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

BRIDGE MATH

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

BRIDGE MATH (SAILS)

Curriculum for this course focuses on the basic math skills necessary to advance in to a college-level algebra course. A student who passes the required competencies will not have to participate in further math remediation when entering college. (Prerequisite: Algebra 2)

Science

Graduation requirements: 3 credits

- To satisfy graduation requirements, each student must complete three courses of Science including Biology, Chemistry or Physics, and a third lab course.

BIOLOGY 1; BIOLOGY 1 HONORS

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

BIOLOGY 2 HONORS

An upper-level course for those students interested in expanding their understanding of concepts presented in Biology 1. Curriculum topics include biochemistry, cytology, genetics, animal physiology, plant physiology, and ecology. **This course is paired with AP Biology and requires a yearlong commitment.** (Prerequisites: Biology 1 and Chemistry 1)

BIOLOGY AP

A first-year college level biology course, which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year. The course has been audited and approved by the College Board. For schools on block scheduling, Biology 2 Honors is intended to be the first semester course that will lead into AP Biology in the spring. This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and

evolution, and organismal and population biology. Some schools may elect to offer AP Biology as a stand-alone, one-semester course. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Biology 1 and Chemistry 1; Biology 2 (Honors)-based on school requirement.)

HUMAN ANATOMY & PHYSIOLOGY; HUMAN ANATOMY & PHYSIOLOGY HONORS

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

ENVIRONMENTAL SCIENCE

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

ENVIRONMENTAL SCIENCE AP

A first-year college level environment science course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science test given in May of each year. The course has been audited and approved by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Biology 1 and Chemistry 1)

PHYSICAL SCIENCE

The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics.

CHEMISTRY 1; CHEMISTRY 1 HONORS

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

level students, placement is based on a combination of standardized test scores, past performance in science and mathematics, teacher recommendations, and established enrollment limits. All students must have completed Algebra 1.)

HONORS CHEMISTRY 2; CHEMISTRY AP

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

PHYSICS HONORS

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

AP PHYSICS C-M (Mechanics)

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

Physical Education

Graduation requirements: 1.5 credits

- To satisfy graduation requirements, each student must complete one unit of Lifetime Wellness and ½ unit of Physical Education.
- ½ PE credit can be satisfied by either taking a PE elective course or complete 65 hours during a school of documented physical activity outside of the school day in a school-related area such as Marching Band, TSSAA-approved sports, Cheerleading, Dance Team, Swim Team,

JROTC, or School-related club/activity approved by the Supervisor of Wellness, PE, and Athletics.

- Students can take three courses in PE for an elective focus.

PHYSICAL EDUCATION 1

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

ADVANCED PHYSICAL EDUCATION

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

LIFETIME WELLNESS

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

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

AEROBICS

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

CONDITIONING AND ADVANCED STRENGTH TRAINING

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

DRIVER EDUCATION

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

NJROTC

Government and Public Administration

Program of Study	Level 1	Level 2	Level 3	Level 4
Leadership in Government	JROTC I (G08H04)	JROTC II (G08H05)	U.S. Government and Civics (G04H12) -or- JROTC III (G08H06)	Success Skills in Service Learning (C15H13) -or- JROTC IV (G08H07)

NJROTC 1

J.R.O.T.C. is a program provided jointly by the Knox County School System and 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 service in the national defense structure. May be taken for multiple credits.

ADVANCED NJROTC 2 and 3

J.R.O.T.C. is a program provided jointly by the Knox County School System and 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 service in the national defense structure. May be taken for multiple credits.

Fine Arts

DEVELOPMENT OF ROCK AND ROLL

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

MUSIC THEORY (THEORY AND HARMONY)

A course for students with a particular interest and aptitude in music. Emphasis is on an in-depth study of music fundamentals through ear training and reading and writing music. Musical analysis as well as simple rhythmic, melodic, and harmonic dictation will be explored.

MARCHING BAND (FALL)

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

BAND: CONCERT, SYMPHONIC (SPRING)

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

INSTRUMENTAL ENSEMBLE

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

FEMALE CHORUS

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

MALE CHORUS

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

VOCAL MUSIC 1

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

VOCAL MUSIC 2

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

VOCAL MUSIC 3 CHORAL ENSEMBLE AND/OR ACAPELLA

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.

HONORS COURSES FOR BAND AND CHORUS

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

THEATRE ARTS 1

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

ADVANCED THEATRE ARTS

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

ADVANCED THEATRE ARTS STAGECRAFT

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

VISUAL ART 1 (GENERAL)

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

ADVANCED ART

For students who have successfully completed Art I and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Visual Art. Based on approved curriculum guides, the program of study may be divided into the following topics or areas of concentration: Art History, Sculpture, Painting, Ceramics, Drawing, or Printmaking. 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.)

GENERAL DESCRIPTION OF AP ART

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

GENERAL DESCRIPTION OF AP ART PORTFOLIOS

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

AP STUDIO ART- DRAWING PORTFOLIO

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

AP HISTORY OF ART

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

AP STUDIO ART- 3-D ART AND DESIGN

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

AP STUDIO ART- 2-D ART AND DESIGN

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

Academic Success

Not required for graduation

- Students can complete a combination of three courses in Peer Tutoring and Leadership to satisfy a Human Services elective focus

PEER TUTORING

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

ADVANCED PEER TUTORING

This course is designed for students who desire to continue 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.

CREDIT RECOVERY - EDGENUITY

Credit Recovery is a course-specific, skill-based, extended learning opportunity for students who have previously been unsuccessful in mastering the content or skills required to receive course credit

or earn promotion. Its primary purpose is to help students who encounter situations beyond their control (i.e. illness, death of a family member, family issues, etc.), stay in school and graduate on time.

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

Other considerations would include:

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

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

English Language Development

ELD 0

It is recommended that ELD 0 be offered for the SIFE student courses to create three hours of intensive Structured English Immersion for these students. The course provides for a sequential development of basic English skills in listening and speaking. Reading and writing instruction is limited to functional text. Instruction is based on identified texts and supplementary materials for the SIFE student.

ELD SIFE MATH

This course is designed for beginning English language learners with limited or no formal instruction in math. The course will focus on introducing and strengthening basic math knowledge thru the study of the interconnectedness of mathematical vocabulary, symbols, operations, visual representations, and concepts. This course serves to better prepare students for participation in the study of math throughout secondary school.

ELD 1A

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.

Prerequisite: A W-APT Entering and Emerging score (0.0-0.9) and are new to a U.S. school or ACCESS Entering score (1.0-1.9).

ELD 1B

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam

(W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.

Prerequisite: A W-APT Developing and Expanding score (2.0-3.5) or ACCESS Emerging and Developing score (2.0-3.5).

ELD 2

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.

Prerequisite: A W-APT Expanding and Bridging score (3.6-4.9) or ACCESS Developing and Expanding score (3.6-4.9).

ELD 3

A course of study for non-native speakers of English whose English proficiency level reflects the state adopted ELD standards as established by the state's adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.

Prerequisite: ELD II

ELD 4

A course of study for non-native speakers of English whose English proficiency level reflects the states adopted ELD standards as established by the state's initial English proficiency placement exam (W-APT) or state adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.

Prerequisites: ELD II or III

Specialized Education

COMPREHENSIVE PROGRAM 9-12 (ELA)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for English II prior to graduation with a special education diploma.

READ FUNCTIONAL READING SKILLS

This course is designed for 12th grade students with a qualifying disability as documented in the IEP and on a special education diploma path.

COMPREHENSIVE PROGRAM 9-12 (Math)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Algebra I prior to graduation with a special education diploma.

MATH FUNCTIONAL MATH SKILLS

This course is designed for 12th grade+ students with a qualifying disability as documented in the IEP and on a special education diploma path.

COMPREHENSIVE PROGRAM 9-12 (SCIENCE)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Biology I prior to graduation with a special education diploma.

COMPREHENSIVE PROGRAM 9-12 (Social Studies)

This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course are not required to take a state EOC.

WORK-BASED LEARNING

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



Graduation Requirements:

An elective focus can be achieved by taking at least three courses within one of the Career and Technical Education (CTE) clusters. Courses that are aligned to state-approved National Industry Certifications are labeled as “NIC” courses. Students who participate in CTE courses with the “NIC” label may be eligible for additional quality points and final-grade percentage points based upon the Knox County Board of Education’s Uniform Grading Policy (I-341).

ARTS, AUDIO/VISUAL TECHNOLOGY, & COMMUNICATIONS

Program of Study	Level 1	Level 2	Level 3	Level 4
Digital Arts & Design	Digital Arts & Design I (C05H07)	Digital Arts & Design II (C05H08)	Digital Arts & Design III (C05H09) -or- Dual Enrollment Arts & Design (C05H01)	Applied Arts Practicum (C05H11) -and/or- AP Studio Art: 2-D Design (G05H30) -or- Dual Enrollment Arts & Design (C05H01) Industry Certification: Adobe Certified Associate

DIGITAL ARTS & DESIGN I

This is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong

understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions that effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

DIGITAL ARTS & DESIGN II

This is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Visual Art standards, and Tennessee Visual Art History standards.
Prerequisite: Digital Arts & Design I

DIGITAL ARTS & DESIGN III (YEARBOOK)

This is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Visual Art standards.
Prerequisite(s) Digital Arts & Design II

BUSINESS MANAGEMENT

Program of Study	Level 1	Level 2	Level 3	Level 4
Business Management	Introduction to Business & Marketing (C12H26)	Business Communications (C12H16)	Business Management (C12H17) -or- Dual Enrollment Business Management (C12H01) -and/or- Principles of Management CLEP	Dual Enrollment Business Management (C12H01) -and/or- Principles of Management CLEP

Industry Certification:
Google Suite

INTRODUCTION TO BUSINESS AND MARKETING

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

BUSINESS COMMUNICATIONS

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Prerequisite: Introduction to Business and Marketing

BUSINESS MANAGEMENT (NIC)

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

Prerequisite: Introduction to Business and Marketing

OFFICE MANAGEMENT

Office Management	Computer Applications (C12H19)	Business Communications (C12H16)	Business Management (C12H17) -or- Statewide Dual Credit Introduction to Business (C12H44) -or- Dual Enrollment Business Management (C12H01)	Advanced Computer Applications (C12H25) -or- Dual Enrollment Office Management (C12H02) -and/or- Information Systems
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-and/or-	CLEP
Principles of Management	
CLEP	Industry Certification:
-or-	Microsoft Office Specialist:
Cambridge AS	(Excel) (PowerPoint) (Word)
Business (C12H14)	-and/or-
	Microsoft Office Expert
Industry Certification:	-and/or-
Google Suite	Microsoft Officer Master

COMPUTER APPLICATIONS

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

BUSINESS COMMUNICATIONS

This course is the Level 2 course for the Business Management, Office Management, and HR Management Programs of Study within the Business Management & Administration Career Cluster. See course description above.

BUSINESS MANAGEMENT (NIC)

This course can be found in the Business Management, Office Management, and Health Services Administration programs of study. See course description in program above.

ADVANCED COMPUTER APPLICATIONS (NIC)

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

HEALTH SCIENCE

Program of Study	Level 1	Level 2	Level 3	Level 4
Diagnostic Services	Health Science Education (C14H14)	Anatomy and Physiology (G03H31 or C14H09) -or- Diagnostic Medicine (C14H12)	Diagnostic Medicine (C14H12) -or- Anatomy and Physiology (G03H31 or C14H09)	Clinical Internship (C14H11)

Therapeutic Services	Health Science Education (C14H14)	Anatomy and Physiology (G03H31 or C14H09) -or- One option from Level 3	Anatomy and Physiology (G03H31 or C14H09) if the student did not take it as Level 2, he/she must take it as Level 3 course. For students who took Level 2 A&P, choices include: Nutrition Science and Diet Therapy1 (C19H16) -or- Medical Therapeutics (C14H15)	Clinical Internship (C14H11)
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HEALTH SCIENCE EDUCATION**

An introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study.

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

DIAGNOSTIC MEDICINE (NIC)

A second or third level course designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Prerequisite(s) Health Science Education

ANATOMY AND PHYSIOLOGY

An upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiratory, excretory, and reproductive systems. Prerequisite(s) Biology, Chemistry, and Health Science Education.

MEDICAL THERAPEUTICS (NIC)

An applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. Prerequisite(s) Health Science Education

NUTRITION SCIENCE AND DIET THERAPY (NIC)

An applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Prerequisite(s) Nutrition Across the Lifespan or Health Science Education

REHABILITATION CAREERS (NIC)

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

CLINICAL INTERNSHIP

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

MEDICAL TERMINOLOGY

A course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings.

HUMAN SERVICES

Program of Study	Level 1	Level 2	Level 3	Level 4
Dietetics and Nutrition	Introduction to Human Studies (C19H19)	Nutrition Across the Lifespan (C19H15)	Nutrition Science and Diet Therapy (C19H16)	Psychology (G04H15) -and/or- Sociology (G04H14) -or-
			Industry Certification: Tennessee Specific Industry Certification	

for Dietetics &
Nutrition (in
pilot)

INTRODUCTION TO HUMAN STUDIES

A foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Prerequisite(s) none

NUTRITION ACROSS THE LIFESPAN

A course for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Prerequisite(s) Introduction to Human Studies

NUTRITION SCIENCE AND DIET THERAPY (NIC)

An applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasize on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Prerequisite(s) Nutrition Across the Lifespan

INFORMATION TECHNOLOGY

Program of Study	Level 1	Level 2	Level 3	Level 4
Coding	Computer Science Foundations (C10H11)	Coding I (C10H14)	Coding II (C10H15) Industry Certification: CompTIA IT Fundamentals	AP Computer Science A (G02H45) -and/or- AP Computer Science Principles (G02H44) Industry Certification: Microsoft Technology Associate Software Development Fundamentals -and/or- CIW Web Foundation -and/or- JavaScript Specialist -and/or-

Networking Systems	Computer Science Foundations (C10H11)	Computer Systems (C10H10)	Networking (C10H13) -or- Dual Enrollment Networking Systems (C10H02)	Cabling and Internetworking (C10H09) Dual Enrollment Networking Systems (C10H02)
		Industry Certification: CompTIA IT Fundamentals	Industry Certification: Comp TIA A+ -and/or- Cisco Certified Entry Network Tech (CCENT)	Industry Certification: CompTIA Network + -and/or- Microsoft Technology Associate Infrastructure -and/or- Cisco IT Essentials PC Hardware & Software Certification -and/or- Cisco Certified Network Associate (CCNA)

COMPUTER SCIENCE FOUNDATIONS (NIC)**

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

**Computer Science Foundations is the Level 1 Course for all programs of study within the Information Technology Career Cluster. See below for available programs.

CODING I

A course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

Prerequisite(s) Algebra I and Computer Science Foundations

CODING II (NIC)

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

Prerequisite(s) Coding I

COMPUTER SYSTEMS (NIC)

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

Prerequisite(s) Algebra I and Computer Science Foundations

NETWORKING (NIC)

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

Prerequisite(s) Computer Systems and Algebra I

CABLING & INTERNETWORKING

An advanced course intended to equip students with the conceptual and practical skills necessary to install voice and data network cabling. This course emphasizes industry standards, types of media and cabling, physical and logical networks, and signal transmission. Upon completion of this course, proficient students will have skills in cable termination, reading network design documentation, pulling and mounting cable, setting up telecommunications rooms, basic cable testing and troubleshooting.

Prerequisite(s) Networking & Algebra I

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

Program of Study	Level 1	Level 2	Level 3	Level 4
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Criminal Justice and Correction Services

Criminal Justice I (C15H10)

Criminal Justice II (C15H11)

Criminal Justice III: Forensic Criminal Investigations (C15H12)

-or-

Statewide Dual Credit: Criminal Justice (C15H21)

-or-

Dual Enrollment Criminal Justice and Correction Services (C15H08)

Criminal Justice Practicum (C15H17)

-or-

Dual Enrollment Criminal Justice and Correction Services

CRIMINAL JUSTICE I

The first course of study and serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, have investigative skills pertaining to basic crime scenes and incident documentation, and understand the importance of communications and professionalism in law enforcement.

CRIMINAL JUSTICE II

The second course of study. Upon completion of this course, proficient students will understand the impact of the constitution on law enforcement, law enforcement and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement.

Prerequisite(s) Criminal Justice I

CRIMINAL JUSTICE III

The third course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system.

Prerequisite(s) Criminal Justice I and Criminal Justice II

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

Program of Study	Level 1	Level 2	Level 3	Level 4
Automotive Maintenance and Light Repair	Maintenance and Light Repair I (C20H09)	Maintenance and Light Repair II (C20H10)	Maintenance and Light Repair III (C20H11)	Maintenance and Light Repair IV (C20H12)
			Industry Certification: Precision Measurement Instruments Certification (includes all subtests)	Industry Certification: Automotive Service Excellence Student Certification:

Maintenance & Light Repair

Automotive Collision Repair

Introduction to Collision Repair (C20H20)

Collision Repair: Non-Structural₁ (C20H13)
-or-
Collision Repair: Painting & Refinishing₁ (C20H14)

Collision Repair: Non-Structural₁ (C20H13)
-or-
Collision Repair: Painting & Refinishing₁ (C20H14)

Collision Repair: Non-Structural₁ (C20H13)
-or-
Collision Repair: Painting & Refinishing₁ (C20H14)
-or-
Collision Repair: Damage Analysis, Estimating, & Customer Service (C20H19)

Industry Certification for C20H13:
I-CAR Refinish Technician ProLevel 1
or I-CAR Non-Structural Technician ProLevel 1
or Automotive Service Excellence Student Certification:
Nonstructural Analysis/Repair

Industry Certification for C20H14:
Automotive Service Excellence Student Certification: Painting and Refinishing

MAINTENANCE AND LIGHT REPAIR I (MLR I)

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

MAINTENANCE AND LIGHT REPAIR II (MLR II)

This course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education

standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Prerequisite(s) The Maintenance and Light Repair I (MLR I)

MAINTENANCE AND LIGHT REPAIR III (MLR III) (NIC)

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

Prerequisite(s) The Maintenance and Light Repair II. This course is 2 credits.

MAINTENANCE AND LIGHT REPAIR IV (MLR IV) (NIC)

This course prepares students for entry into the automotive workforce or into post secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Prerequisite(s) The Maintenance and Light Repair III. This course is 2 credits.

INTRODUCTION TO COLLISION REPAIR

A foundational course in the Automotive Collision Repair program of study for students interested in learning more about automotive collision repair technician careers. Upon completion of this course, proficient students will be able to identify and explain the basic steps in the collision repair process, emphasizing the tools, equipment, and materials used. They will be able to describe the major parts of an automobile body and safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces for painting. Standards in this course include career investigation of the opportunities in automotive collision repair as well as an overview of the history of automobile design and construction.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.

COLLISION REPAIR: NON-STRUCTURAL (NIC)

For students who wish to obtain in-depth knowledge and skills in repair procedures for non-structural repairs in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to analyze non-structural collision damage and write and revise repair plans. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include preparing vehicles for repair, removing and replacing panels and body components, metal finishing, body filling, removing and replacing moveable glass and hardware, metal welding and cutting, and repair of plastics. * Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student

Certification in Collision Repair. Students completing this course will be eligible to take the examination for ASE Professional Certification in Non-Structural Analysis and Damage Repair (B3). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Prerequisite(s) Introduction to Collision Repair May be taken for 1-3 credits

COLLISION REPAIR: PAINTING & REFINISHING (NIC)

For students who wish to obtain in-depth knowledge and skills in automotive painting and refinishing procedures in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to develop, document, and implement refinishing plans for given vehicles. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include surface preparation; spray gun and related equipment operation, paint mixing, matching, and applying; diagnosis and correction of paint defects; and final detailing. * Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair Students completing this course will be eligible to take the examination for ASE Professional Certification in Painting & Refinishing (B2). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.

Prerequisite(s) Introduction to Collision. May be taken for 1-3 credits

COLLISION REPAIR: DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

Collision Repair, Damage Analysis, Estimating, and Customer Service are the capstone course in the Automotive Collision Repair program of study. It is intended to prepare students for careers in the automotive repair industry. Upon completion of this course, a proficient student proficient will be able to assess collision damage, estimate repair costs, and work with vehicle owners in a professional setting. Utilizing problem-solving strategies and resources developed in this course, including original equipment manufacturer (OEM) manuals, electronic data, and photo analysis of damaged vehicles, students will be prepared to generate work orders in a variety of collision damage situations. Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision. Some tasks are assigned a "High Priority (HP)" designation. Accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.

Prerequisite(s) Collision Repair: Non-Structural and/or Collision Repair: Painting and Refinishing. May be taken for 1-3 credits

Advanced Coursework

Many of these courses can satisfy Graduation Requirements.

- Any three AP courses comprise an Advanced Placement elective focus
- Dual Enrollment and Dual Credit courses may have stipulations set by the partnering college institution. For questions, please see your counselor.
- To see the course descriptions for each course, refer to the Course Catalog.

Advanced Placement

Social Studies	History 1010 (online) History 2020 History 220 (online) History 2030 (online) Philosophy 1030 (online) Psychology 2100 (online) Psychology 2130 (online)
Science	AP Biology AP Chemistry AP Physics AP Environmental Science
World Languages	AP Spanish AP Latin AP French

Social Studies	Course AP Human Geography AP Psychology AP Government AP History AP Macroeconomics AP Microeconomics
Fine Arts	AP Studio Art: Drawing Portfolio AP Studio Art: 3D Design AP Studio Art: 2D Design AP Music Theory
CTE	AP Computer Science Principles

Dual Enrollment and Collegiate Remediation

Description

Central High School provides students with an online dual enrollment option for 11th- and 12th-graders who wish to pursue collegiate work beyond the curricular offerings. These courses will be offered during the regular school day, fitting flexibly into a student's schedule at any time of the day. Online classes require self-motivation to complete the work in a timely manner. Students who are not responsible or able to work independently will not experience success.

CTE	Photography 1000 Information Technology Foundations Computer Systems Medical Terminology
English	DE English 1010 DE English 1020 (online)
Math	SAILS Math AP Computer Science (online)

Policies

- Students taking a core dual enrollment class must have taken an Advanced Placement (AP) class first.
- Applications for course enrollment are due May 1st of the previous school year. These are located in Student Services.
- Students taking any DE online course must have taken the ACT, earned qualifying scores, and have qualified for the Dual Enrollment Grant (<https://www.tn.gov/collegepays/article/dual-enrollment-grant>). All enrollment requirements must be fulfilled by the deadline.
- Students must adhere to the instructor's dates, times, and requirements. Requests for delays and additional time will not be permitted.

- Students who are enrolled in an online class will adhere to the online class's schedule, even if that does not coincide with Knox County Schools' scheduled breaks.
- Students may not sign up for a dual enrollment class if a similar class is offered as a regular offering in the Central Course Catalog. (The only exceptions are ENGL 1010 and HIST 2020, which are taught by on-site Pellissippi professors and require special consideration for admittance.)
- Only core dual enrollment courses (those courses in English, math, social studies, and science) may be considered similar to an AP course in the weighting of G.P.A.; all other dual enrollment courses will be calculated as a normal class grade.
- If necessary or at the request of the professor or CHS administrator, students will need to provide documentation of progress in the online course.
- Students will be required to be in school during their class time. Normal attendance rules are in effect for online courses. Consequences for not attending will follow the Central High School's Student Handbook ("Student Behavior Expectations") or result in removal from the course.
- The grade earned from the online instructor will be the grade reflected in the transcript.
- If a student withdraws from an online course, the student will earn a failing grade (F) that is reflected on the transcript for that class.
- Course applications will be approved by the Curriculum Principal.

Academic Eligibility Criteria

To qualify for any general education dual enrollment courses, students must have an unweighted G.P.A. of 3.0 and meet the following minimum English and reading scores on the ACT:

- English ACT: 18
- Reading ACT: 19

Costs

Costs for online courses can be subsidized by the Dual Enrollment Grant. For more information, please visit: <https://www.tn.gov/collegepays/article/dual-enrollment-grant>. Any cost for online coursework not covered by the grant will be the responsibility of the student. Some financial assistance may be available over the next several semesters, but once these funds are expended, all costs will transfer to the student. There may also be a stipend to help cover costs of textbooks; however, these funds will only be available for a limited time. Students will have to provide documentation of textbook purchase no later than ten (10) days after the first official day of classes. After textbook funds are expended, all costs will transfer to the student.

Dual Enrollment Grant Guidelines

The award amounts at eligible two-year institutions and four-year institutions will be as follows:

- Up to \$500 for the first course
- Up to \$500 for the second course
- Up to \$200 for the third course

- No award for the fourth course
1. Students will continue to be limited to no more than two (2) courses for each academic semester.
 2. The borrowing provision remains in effect. Therefore, funds award for classes beyond the fourth course will reduce the student's HOPE Scholarship on a dollar for dollar basis until the funds are repaid.

Student Expectations

Students will meet with the teacher/administrator overseeing the program at the beginning of the semester. At this session, expectations regarding computer usage and availability, textbooks, costs, ACT requirements, Pellissippi paperwork, attendance, and classwork will be discussed. A contract must be signed by both the student and parent.

Elective Focus Areas

<p align="center">Health Science</p>	<p align="center">Arts, Audio Visual Tech & Communications</p>	<p align="center">Business Management & Administration</p>	<p align="center">Law, Public Safety, Corrections, and Security</p>
<ul style="list-style-type: none"> • Introduction to Health Science • Diagnostic Medicine • Anatomy & Physiology • Clinical Internship • Rehabilitation Careers • Medical Therapeutics • Medical Terminology 	<ul style="list-style-type: none"> • Digital Art 1 • Digital Art 2 • Digital Art 3 • DE Photography • AP Studio Art 2D 	<ul style="list-style-type: none"> • Intro to Business and Marketing • Business Communications • Business Management • Computer Applications • Advanced Computer Applications 	<ul style="list-style-type: none"> • Criminal Justice I • Criminal Justice II • Criminal Justice III: Investigation
<p align="center">Transportation, Distribution & Logistics</p>	<p align="center">Human Services</p>	<p align="center">Information Technology</p>	<p align="center">Community Services</p>
<ul style="list-style-type: none"> • Maintenance & Light Repair I • Maintenance & Light Repair II • Maintenance & Light Repair III • Maintenance & Light Repair IV • Intro to Collision Repair • Collision Repair Non-Structural • Collision Repair Painting & Refinishing 	<ul style="list-style-type: none"> • Intro to Human Studies • Family Studies • Nutrition Across Lifespan • Nutrition Science and Diet Therapy • Lifespan Development • Psychology/Sociology 	<ul style="list-style-type: none"> • Computer Science Foundations • Computer Systems • Networking • Cabling and Internetworking • Coding I • Coding 2 	<ul style="list-style-type: none"> • Leadership 1 • Adv. Peer Tutoring
<p align="center">Humanities</p>	<p align="center">AdvPlacement/Dual Enrollment</p>	<p align="center">JROTC</p>	<p align="center">Physical Fitness</p>
<ul style="list-style-type: none"> • Journalism 1, 2, 3, 4 • Spanish 3 • Honors Spanish 4 • Honors Latin 3, 4 • French 3 • Honors French 4 • Genre Studies • Psychology & Sociology • Contemporary Issues • AP Human Geography • Bible History • Creative Writing 	<p>Any Combination of three of the same type courses (i.e. 3 AP Courses). Students using the AP/DE courses to satisfy both core and elective focus requirements must earn 28 credits to graduate.</p>	<ul style="list-style-type: none"> • Navy JROTC • ADV Navy JROTC • Any combination of 3 credits of ROTC 	<ul style="list-style-type: none"> • Adv. Strength and Conditioning • Aerobics • Physical Education

Fine Arts	Math and Science		
<ul style="list-style-type: none"> • Visual Art 1 • Adv. Art Painting • Adv. Art Ceramics • Adv. Art Drawing • Adv. Art Photo • Honors Visual Art • Development of Rock and Roll • Music Theory • Music History • Theatre Arts 1 • Adv. Theatre Arts • Marching Band • Concert Band • Symphonic Band • Inst. Ensemble Band • Vocal Music 1 • Vocal Music 2 • Choral Ensemble • A Capella Ensemble • Advanced Female Chorus • Male Chorus • AP Art Drawing • AP Music Theory • AP Art Studio 2D • AP Art Studio 3D • AP Art History 	<ul style="list-style-type: none"> • Any Combination of three math and/or science electives in addition to the required math and science courses 		

Notes

Questions for my Counselor
