Williamson County Schools

Program Planning Guide

for High Schools

2025-2026

Williamson County Schools will provide a supportive environment where students are challenged to pursue excellence in academics, athletics, and the arts.

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Graduation Requirements

Core Subjects	Total Credits
English: English I, II, III, IV	**4**
Mathematics: Algebra I, Geometry, Algebra II, one higher level Math	**4**
Science: Biology, Chemistry or Physics, one additional Lab science	**3**
Social Studies: World History or AP Human Geography or AP European History	**1**
Social Studies: US History	**1**
Social Studies: US Government & Civics	**.5**
Social Studies: Economics	**.5**
Physical Education	**.5**
Lifetime Wellness	**1**
Personal Finance	**.5**
Elective Focus	**3**
World Language	**2**
Fine Arts	**1**
Computer Science (beginning with the 24-25 school year freshmen)	**1**

Academic Policies

Credit Limits

WCS Board Policy 4.6051

Limits on the amount of high school course credit that may be earned:

1. A maximum of ten (10) credits may be earned during a full calendar (12 months) year.

2. A maximum of eight (8) credits may be earned during a regular academic (180-day school calendar) year.

3. A maximum of two (2) credits may be earned during a full summer.

4. A maximum of six (6) credits, cumulative throughout high school career, may be earned in summer school to be counted for meeting graduation requirements.

5. A maximum of six (6) credits during the high school career may be earned through a credit recovery program. Students who have attempted and failed a semester in certain course(s) may

be approved to earn credit through the credit recovery program. Administrative guidelines will establish parameters for earning credit through this program. On the student transcript, "CR" will be listed by the course name to indicate the course was completed through credit recovery.

6. Any exception to this policy must be requested in writing. The request must be approved in writing by the principal and the Superintendent and reported to the Board.

Limits on the amount of high school course credit for students on an early graduation plan are as follows:

1. A maximum of eleven (11) credits may be earned during a full calendar (12 months) year.

2. A maximum of nine (9) credits may be earned during a regular academic (180-day school calendar) year.

3. A maximum of three (3) credits may be earned during a full summer.

4. A maximum of nine (9) credits, cumulative throughout high school career, may be earned in summer school to be counted for meeting graduation requirements.

5. Any exception to this policy must be requested in writing. The request must be approved in writing by the principal and the Superintendent and reported to the Board.

Scheduling

WCS Board Policy 4.6052

All students (grades 9-12) shall attend seven (7) hours per school day (six classes/courses for credit and one study hall). Students wishing to take a seventh course and no study hall must submit a request form signed by a parent. After the Master Schedule is finished, seven course requests will be accommodated only if scheduling permits. Exceptions can be found in the board policy.

If a parent wishes to override a recommendation made by the school pertaining to the student's schedule, the student must remain in the class the parent selected until its completion. An override form may be obtained from the Counseling Center.

A high school sets its sections and builds its Master Schedule based entirely on student requests for courses. The spring registration determines the courses the school will offer the following fall. Once the Master Schedule has been created, students are obligated to take the courses they requested. Students, therefore, should plan their schedules in a thoughtful, careful manner to match their abilities and educational goals.

The Only Changes Allowed in August: Valid schedule corrections only to update course selections based on summer school credits or to correct a scheduling error made by the school take place the first 10 days of first semester.

EOC Courses: Students cannot withdraw from an EOC course after 25% of the course's instructional days have passed. ***TSBE policy 2.103(V)(3)(c)***

No Dropping in Level: Students who request and receive teacher recommendation/parent override and parent approval for Honors or Advanced Placement courses in the spring will be obligated to take these courses in the fall. Students may not drop a course or level because they have changed their minds, did not do the summer reading, or desire a different teacher.

Full Year Courses Last One Year: Full-year courses may not be dropped at the end of the first semester, even if the course does not fulfill a core requirement. *An exception may be considered if the student has been academically misplaced.*

Problems with a Class: A student who is experiencing problems in a class will not be removed from the class outside the policies stated above. When problems develop, the following procedures should be followed:

1. The students should consult the teacher on ways to improve.
2. The student is expected to engage in the solutions offered by the course instructor. This may include but is not limited to one-to-one tutoring with the teacher, small group tutoring offered before or after school, or additional remediation projects.
3. If the problem still exists, the parent should talk to the teacher. Conversation can occur over the phone or through email, but the best communication is person to person.
4. If the problem continues, the parents can request a school meeting that includes the teacher, the student, the parent(s), the appropriate school counselor, and the grade-level assistant principal. The teacher will form a plan of action.

CREDIT RECOVERY

TSBE 2.103 & WCS Board Policy 4.210

Students who have attempted and failed a certain course(s) with a grade of 50 or higher may be approved to earn credit through the Credit Recovery program. Administrative guidelines establish the process for earning credit through this program. On the student transcript, "CR" will be listed by the course name to indicate the course was completed through Credit Recovery, and students passing credit recovery shall receive a grade of sixty percent (60%). The Credit Recovery grade will be recorded on the student's transcript.

ALGEBRA I CONTENT RECOVERY

Content recovery for Algebra I will be available for students who fail Algebra I during their freshman year. A student can receive an incomplete if they fail the class and will have an opportunity over the summer to recover the content using an adaptive online tool, ALEKS, along with direct instruction. After mastering at least 75% of the content in each domain by the end of the Fall semester, the incomplete will be replaced by a grade of 75%. If a student does not recover the content by the end of the following semester, the incomplete grade becomes the failing grade that the student earned. This blended approach will allow students to receive credit for the class while mastering Algebra I content, foundational to the rest of their math pathway. Students can work through ALEKS to master 60% or more in each domain to receive credit recovery for Algebra I, even after one semester.

WCS ONLINE LEARNING

Online courses are offered only to students enrolled in high school. Enrollment in online courses should be done in consultation with the student's high school counselor and approved by the school administration.

Vanguard Virtual High School offers classes to students in ninth through twelfth grades who are enrolled in one of the district's high schools. A student can choose to take an online course instead of taking that same course at the brick-and-mortar school of zone, or a student can take the courses in addition to what is taken at the brick-and-mortar school. The school district shall grant academic credit and a letter grade that is calculated in the student's grade point value for completing the requirements of the Vanguard Virtual High School courses.

For courses that are not taken through the Vanguard Virtual High School, the course must be taken through an approved vendor and will be entered on the high school transcript with credit and a letter grade that is calculated in the student's grade point value. Students who enroll in online courses without seeking prior approval from the school counselor and administration risk graduating on time.

Students interested in enrolling in Vanguard Virtual High School as a full-time student should indicate their interest to their school counselor at the time of course registration for the upcoming school year. Families who are interested in more information about Vanguard, what the school offers, and the application process should visit the school's webpage: www.wcs.edu/vanguard.

AVERAGING PRACTICE

The averaging practice for certain courses allows students to pass even though they failed the first semester. This is possible only if the average of both semester grades is 60% or better. However, credit will not be given when the second semester grade is failing. Credit
Recovery is not part of this policy. Full semester courses taught over the summer are covered by this practice. This policy applies only to courses in which a student must master first semester skills and concepts to be successful in the second semester: Math, World Language, Chemistry and Physics. If the student is successful under this policy, the report card/transcript credits only are changed. Grades remain earned.

AUDITING

Auditing a course is taking a course with no credit and can be requested for remediation as a repeat course. Requests for auditing a course are considered case-by-case. It is expected that a student be enrolled in six classes in which he or she may earn credit per semester. Upon reviewing the student's four-year plan, an appeal

of this expectation can be made to the superintendent. Students who audit a course will be expected to take the course in lieu of a study hall to meet the six-class-for-credit requirement. When auditing a course, the student is required to complete all work, including tests and the semester exam. The letter grade does not replace the original grade, is recorded on the transcript, but no credit is earned and does not become part of the cumulative GPA.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

High school courses taken in middle school will receive high school credit by passing (grade 60 or above) both semesters of the course and a letter grade calculated in the student's grade point average. If taught at honors level, these courses will count towards the WCS Honors Diploma.

ASSESSMENTS

All students, other than exempted seniors, will be required to take either state, district, or teacher-developed final examinations in core high school courses or exams provided by the College Board or the International Baccalaureate Programme. State End of Course (EOC) examinations, district or teacher developed tests will be administered in all other core courses. Grades will incorporate state-provided exam results at the minimum weight allowed by the Tennessee State Board of Education. Locally provided exam results will be incorporated into student grades at the same weight as state-provided exam results. No exam may be administered **before** the scheduled exam day. An exam may be administered after the scheduled exam day with the principal's approval.

***Students cannot withdraw from an EOC course after 25% of the course's instructional days have passed.** *TSBE policy 2.103 (V)(3)(c)*

Per TN state law (*T.C.A. § 49-6-408A*), students must take and score 70% on a **civics test** at some point in their high school career. Test questions are taken directly from the United States citizenship and immigration test and given to all juniors in US history courses.

TESTING FOR CREDIT

TSBE Rule 0520-07-01-.03, WCS Board Policy 4.700

Students eligible to test for credit may include those transferring from a district which does not place high school courses taken at the middle school level on the high school transcript. Comprehensive state exams may be used as tests for credit.

Students who have completed a high school level course from a Category IV or V school or independent homeschool may earn high school credit toward graduation upon passing a comprehensive written examination.

The examination shall provide evidence that the student has mastered all terminal objectives in the applicable curriculum framework adopted by the State Board of Education and shall be scored and graded on the same scale as for high school students who enroll in the course for which credit is being given.

The course name and a course grade of Pass or NG (No Grade) with no grade point (G.P.A.) value will be entered on the high school transcript with the notation "Cr. Ex." for Credit by Exam beside the course.

****WCS must receive an official grade report along with documentation from the previous school that confirms the student has completed a high school level course before testing for credit can occur.***

WCS RESIDENTS PARTICIPATING IN A FOREIGN EXCHANGE PROGRAM

A Williamson County student who participates as a foreign exchange student will not receive high school credits for a foreign exchange experience, absent a special exception which may be granted by the Superintendent

upon request by an individual student. Determination shall be made on an individual basis.

NCAA Eligibility

To be eligible to play Division I and II collegiate sports, high school students must meet NCAA requirements. Students should register with the NCAA Eligibility Center during their junior year and complete registration at www.eligibilitycenter.org. When taking the ACT or SAT, it is the student's responsibility to have their scores sent directly from these testing services to the NCAA using the Eligibility Center code "9999" as a score recipient.

A student-athlete wishing to participate in intercollegiate athletics at an NCAA Division I or Division II institution must meet the core curriculum requirements to establish initial eligibility at an NCAA Division I or II college or university. A minimum required GPA in core courses and ACT/SAT is also required.

Certain courses will not meet NCAA core course requirements. Core courses will only be accepted by the NCAA if the course name printed on the WCS transcript matches the course content. For example, no CTE courses (i.e., Marketing/ Management), which might substitute for Economics, will be accepted. **Credit Recovery courses are not approved for core course credit by the NCAA Eligibility Center.** *WCS Board Policy 4.210*

Early Post Secondary Opportunities (EPSOs)

TSBE 3.301

Early post-secondary opportunities (EPSOs) include a course and/or exam that give students a chance to obtain postsecondary credit while still in high school. Courses (whether stand-alone or in conjunction with an exam for post-secondary credit) **must** be aligned to post-secondary standards.

Tennessee students have an unprecedented opportunity to pursue education and training beyond high school through Tennessee Promise, a scholarship and mentoring program which provides high school seniors with two years of tuition-free attendance at a community or technical college in Tennessee. **Early post-secondary opportunities ensure that students are ready to take full advantage of the Tennessee Promise and succeed in education and training after high school.** Research has shown that students who participate in early postsecondary courses are more likely to enroll and persist in postsecondary environments.

Early post-secondary opportunities allow students to:

- earn postsecondary credits while in high school
- become familiar with postsecondary rigor and expectations
- develop confidence and skills for success in postsecondary learning
- make informed postsecondary and career decisions
- decrease the time and cost of completing a certificate or degree

WCS encourages all students to participate in one or more of the opportunities provided through ESPOs.

- Advanced Placement (AP)
- Dual Enrollment (DE)
- International Baccalaureate (IB)
- Local Dual Credit (LDC)
- Industry Certification (IC)

DUAL ENROLLMENT (EPSO)

WCS 4.205 & 4.600 & 4.6051

Dual enrolled courses are college level courses taught by college credentialed instructors. This program provides opportunities for students to earn an initial technical credential or a semester of

college credit while still pursuing a high school diploma. The Williamson County Board of Education has established the following guidelines for students who wish to enroll in college classes:

- Eleventh (11th) and Twelfth (12th) grade students may enroll in approved college level courses in accordance with the TN State Board of Education requirements. These courses may be offered at high school, post-secondary institutions, or online.
- Students may be approved by the school principal to enroll in a college course during the school day on the college campus provided that the students' schedule can be arranged to make this option possible. Release time may be given for both online and in-person dual enrollment courses.
- Dual enrollment credit will be available to such students, with parents accepting full responsibility for all costs. Students may, however, visit the Tennessee Student Assistance Corporation website at https://www.collegefortn.org/dualenrollment/ to determine eligibility for the Tennessee Dual Enrollment grant.
- Dual enrollment credit cannot be awarded for summer enrichment programs.
- An official transcript showing credit earned must be received from the Institution of Higher Education (IHE) and shared directly with the high school for documentation of credit.
- 3 hours of college credit shall equate to 0.5 high school credit. No high school credit shall be awarded for the completion of a college class that earns less than 3 credit hours.
- Credit recovery is not available for every dual enrollment course
- Students may not drop a dual enrollment course without first getting permission from their high school counselor and principal.
- Letter grades will be documented on the transcript and will add weight to the GPA.

➢ A student taking any dual enrollment class should consult with their school counselor to confirm that the selected courses will fulfill state high school graduation requirements. The student should also consult with a College/University Admissions Counselor to determine if the course will transfer to the College/University that the student plans to attend after graduation from high school.

➢ Students who choose to take dual enrollment courses to be used for core graduation requirements risk a delay in graduation if the student fails the course(s).

TN State Board of Education Policy 3.301 states, "Dual enrollment courses that are recognized for high school credit are eligible for additional percentage point weighting for students who pass the dual enrollment course." In addition, it states, "[Dual Enrollment Courses] shall include the addition of 5 percentage points to the grades used to calculate the semester average." Since in most cases our high schools only receive letter grades from Institutions of Higher Education (IHE) for our Dual Enrolled students, the following chart shall be used in calculating semester averages entered onto our TN WCS school transcript.

Grade from IHE	**WCS Numeric Conversion**	**WCS Weighted Grade**
A +	100	105
A	95	100

A -	90	95
B +	89	94
B	85	90
B -	80	85
C+	79	84
C	75	80
C -	70	75
D +	69	74
D	65	70
D -	60	65
F	54	59

Graduating With Honors or Distinction

A variety of honors and distinctions may be awarded to graduating students meeting state or locally specified criteria.

WILLIAMSON COUNTY SCHOOLS HONORS DIPLOMA

To earn a ***Williamson County Honors Diploma***, students must complete the core curriculum and four credits of science, plus the additional path requirements which include an elective focus. A minimum of 14 credits must be at Honors or Advanced Placement (AP) level or dual enrollment.

Students must qualify for Latin honors by having a 3.75 or higher academic average on either a 4.0 or 5.0 scale.

When a student takes an honors level high school course at the middle school level, the credit will be counted as an honors class toward the *Williamson County Honors Diploma.* Otherwise, the course will be listed as high school credit but will not count as meeting the *Williamson County Honors Diploma* requirement.

WILLIAMSON COUNTY DISTINCTION

Students shall be recognized as graduating with district distinction if they have met the graduation requirements, have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale and have earned an industry certification in his or her career interest category or a regionally- recognized industry certification. Students are responsible for self-reporting and submitting evidence of certification and will be recognized in the graduation program.

TENNESSEE HONORS OR DISTINCTION

Honors: Students who score at or above all the subject readiness benchmarks on the ACT or SAT will graduate with honors. The ACT benchmarks are as follows:

English - 18 Reading - 22
Math - 22 Science - 23

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

- Earn an industry credential that was on the list promoted by the Department of Education at the time the student earned it;
- Participate in at least one of the Governor's Schools
- Participate in one of the state's All State musical organizations
- Earn statewide recognition or award at a skill- or knowledge-based state tournament, convention, or competition hosted by a statewide student organization and/or qualify for national recognition by a national student organization
- Be selected as a National Merit Finalist or Semi-Finalist
- Attain a score of 31 or higher composite score on the ACT or SAT equivalent
- Attain a score of 3 or higher on at least two Advanced Placement exams
- Successfully complete the International Baccalaureate Diploma Programme
- Earn 12 or more hours of postsecondary credit

****Students are responsible for self-reporting and submitting all evidence that they have fulfilled the requirements.***

TENNESSEE TRI-STAR SCHOLAR

A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT, and earns a capstone industry certification as promoted by the Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program and will receive a certificate from the school. Students are responsible for self-reporting and submitting all evidence that they have completed the requirements.

SEAL OF BILITERACY

WCS will recognize students who have obtained high levels of proficiency (reading, writing, listening, and speaking) in one language (or more) and English by awarding the Seal of Biliteracy to high school seniors who have met the following criteria. A seal will be placed on the student's diploma. It is the responsibility of the student to submit all evidence for approval via district instructions by the deadline. When the Seal of Biliteracy is awarded, WCS certifies that a student has a specific level of language proficiency at that moment in time. Language skills can diminish very rapidly over time, and we want the college or workplace they attend to have an accurate representation of their level of language skills in Reading, Writing, Listening, and Speaking upon graduation. That is why we require our world language testing to be done in junior or senior year and not before.

The **WCS Seal of Biliteracy Silver Award** will be granted to students who:

a. Demonstrate evidence of English proficiency by earning a WCS weighted cumulative GPA in required English Language Arts courses of at least a 3.0 through 1st semester of senior year.

b. **AND** one (1) of the following ways by:

- Scoring at least a 3 on the Advanced Placement English Language or English Literature Exam *or* a 4 on the English International Baccalaureate Exam during their junior or senior year.
  OR
- Scoring at least a 22 on the ACT Reading subtest
  OR
- Scoring at least a 5 on the Reading and Writing and at least a 4 on the Listening and Speaking on the ELPA (for current ESL students only)

c. Demonstrate evidence of proficiency in a second language in one (1) of the following ways by:

- Scoring at least Intermediate-Mid on an ACTFL-recognized exam in Reading, Writing, Listening, and Speaking during junior or senior year.
  OR

- Scoring at least a 3 on a world language Advanced Placement exam *or* a 4 on a world language International Baccalaureate exam during junior or senior year.
  OR
- Scoring at least Intermediate-Mid (or the equivalent) on a foreign government's approved non-English exam or another country's secondary level exam during junior or senior year.

The **WCS Seal of Biliteracy Gold Award** will be granted to students who: **a.** Demonstrate evidence of English proficiency by earning a WCS weighted cumulative GPA in required English Language Arts courses of at least a 3.5 through 1st semester of senior year.

b. AND one (1) of the following ways by:

- Scoring at least a 5 on the Advanced Placement English Language or English Literature Exam *or* a 6 on the English International Baccalaureate Exam during their junior or senior year.
  OR
- Scoring at least a 25 on the ACT Reading subtest
  OR
- Scoring at least a 5 on the Reading, Writing, Listening, and Speaking on the ELPA (for current ESL students only)

c. Demonstrate evidence of proficiency in a second language by one (1) of the following ways by:

- Scoring at least Advanced Low on an ACTFL-recognized exam in Reading, Writing, Listening, and Speaking during junior or senior year.
  OR
- Scoring at least a 5 on a world language Advanced Placement exam *or* a 6 on a world language International Baccalaureate Exam during junior or senior year.
  OR
- Scoring at least Advanced Low (or the equivalent) on a foreign government's approved non-English exam or another country's secondary level exam during junior or senior year.

d. Demonstrates evidence of Intercultural Engagement from (at least) one of the following *suggested* services, events, or activities during junior or senior year via a one-page reflection (contact the district's world language curriculum specialist for pre-approval):

- Scholarship awarded based on language skills
- Intern or work for a business that requires use of English and a second language
- Travel to a target language country with evidence of second language interaction
- Tutor an ESL student
- Volunteer at or plan a multicultural community event that requires use of English and second language
- Host a student from the target culture in your home
- Plan a fundraiser event to benefit a target language group
- Active member of a world language honor's society
- Language Facilitator Assistant in the Elementary World Language Program
- Provide a service using English and the second language in your school or community

COMMUNITY SERVICE

Students who voluntarily complete at least ten (10) hours of community service every semester when the student is enrolled in a public high school, shall be recognized in the graduation program. Students are responsible for self-reporting and submitting all evidence that they have fulfilled the requirements.

NATIONAL CAREER READINESS

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized in the graduation program. See ACT website for assessment information. Students are responsible for self-reporting and submitting all evidence that they have fulfilled the requirements.

WORK ETHIC DISTINCTION

Students who earn a minimum of 32 points out of a possible 40 points on the industry developed employability standards as well as a regular high school diploma shall be recognized in the graduation program. Students are responsible for self-reporting here and submitting all evidence that they have fulfilled the requirements.

INDUSTRY 4.0 DISTINCTION

Students who are interested in pursuing a career in a high-need, high-skill industry after graduation may earn an "*Industry 4.0 diploma distinction*." The student's school shall include the distinction on the transcript if the student fulfills all these requirements upon graduation.

A high school student interested in receiving an Industry 4.0 diploma distinction should before the end of their tenth (10th) grade year:

1) Notify the student's counselor or school principal of the student's intent to pursue an Industry 4.0 diploma distinction.
2) Provide the student's counselor or school principal with documentation signed by the student's parent or legal guardian indicating that the student's parent or legal guardian is aware of the requirements to obtain an Industry 4.0 diploma distinction and consenting to the student's participation.
3) Register with a regional American Job Center or other career counseling or community partner approved by the student's school; and
4) Enroll in at least one (1) work-based learning or dual enrollment course for the student's eleventh (11th) grade year.

Beginning in the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma distinction shall meet, no less than once per month, with a career coach who has been approved to provide career coaching services by the student's school.

The career coach must:

1) Be an American Job Center career coach, a career coach from a career counseling or community partner approved by the United States Department of Labor's regional office for the state of Tennessee, or a licensed school counselor or an educator who holds a work-based learning certificate provided by the Department of Education; and
2) Meet, no less than once per month during the school year, with students assigned to the career coach by the student's school principal to assist students in:

- Developing the personal attributes required for success in the workforce, which include, but are not limited to, time management, networking, communication, teamwork, creative thinking, and conflict resolution.
- Applying for dual enrollment grants or other available financial aid opportunities, including, but not limited to, grants and scholarships administered by the Tennessee Student Assistance Corporation.
- Identifying the best combination of dual enrollment, work-based learning, and internship opportunities available to the students; and
- Preparing for standardized assessments such as the ACT.

Before the end of the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma distinction shall enroll in work-based learning or dual enrollment courses for the student's twelfth (12th) grade year.

A student receiving an Industry 4.0 diploma distinction shall successfully complete all coursework required for graduation for their diploma type. A student pursuing an Industry 4.0 diploma distinction may earn at least one (1) science credit and at least one (1) math credit through course substitutions approved by the State Board, including, but not limited to, dual enrollment and work-based learning courses that are aligned to a student's chosen career path. Work-based learning course substitutions may only fulfill a student's third (3rd) credit of science and/or fourth (4th) credit of math. *Pursuant to State Board Rule 0520-01-03-.03*, high schools shall accept dual enrollment courses as a substitute for an aligned graduation requirement course.

A student receiving an Industry 4.0 diploma distinction shall earn nine (9) credits of dual enrollment or work- based learning in grades nine (9) through twelve (12), which may be satisfied by the student's successful completion of dual enrollment coursework, work-based learning experiences, on-the-job training, or other mentorships or structured educational experiences that allow the student to apply the student's knowledge and skills in a work environment to develop an understanding of workplace expectations.

INDIVIDUAL SCHOOLS HONORS DIPLOMA

Individual high schools may exceed these requirements for a local school honors diploma. Schools may specify additional requirements. These requirements shall be listed on each school's website.

Early Graduation

Students must take the ACT prior to applying for early graduation status. Students must apply for an early graduation pathway at least one semester prior to the intended graduation date. The requirements of this program are designed to prepare students for entering a postsecondary institution of education within an accelerated time frame. This graduation program focuses on the academic aspects of high school graduation requiring the student to complete the mandated high school coursework with a minimum GPA of 3.0 and to achieve at least a composite score of 21 on the ACT exam in year 2 (at family's expense) or year 3 (at family's expense). Notwithstanding the above requirements, the Superintendent of Schools may approve admission into this pathway upon the submission of additional college and career readiness evidence. Students who fail to achieve the minimum ACT score or maintain the required GPA will be transitioned to a traditional four-year graduation plan. Students in this path may accumulate the required 22 credits through traditional course offerings at the high school, enrollment in high school courses at the middle school, approved dual credit and dual enrollment opportunities and county-approved online enrollment. Completion of high school in three years would require enrollment in coursework outside of the school day or in the summer. Students who meet the requirements of this pathway in 3.5 years could also be eligible to graduate early.

EARLY GRADUATION GUIDELINES

Students applying for early graduation should be aware of the following:

- Students must meet the minimum requirements for graduation as indicated by the State of TN and WCS Board of Education and maintain satisfactory records of attendance and discipline.
- Students must take the ACT prior to submitting an early graduation application.
- Students must apply for early graduation at least one semester prior to the intended graduation date.
- Students who fail to meet the requirements associated with early graduation will be required to enroll in a 4th year of high school with a full course load.
- Students who complete a three-year graduation pathway cannot remain in school for a fourth year after graduating from high school.
- Students who complete a three-year graduation pathway are not entitled to participate in any school- sanctioned activities that require current student enrollment.
- Students who complete high school in three years will lose a year of high school athletic eligibility.
- Students completing their requirements may participate in the next scheduled graduation ceremony for the school in which they are enrolled. Students completing in summer should participate in the WCS district-wide ceremony in late summer.
- Students will not be eligible for Valedictorian or Salutatorian honors.
- Students must complete all summer coursework before the start of the next school year.
- For students who are approved for dual enrollment, 3 hours of college credit equates to 0.5 high school credit.
- Students may count high school credits awarded prior to grade 9 toward the required credits for graduation.
- Students may participate in the National Merit Scholarship Program if they take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in either their next-to-last year or the last year they are enrolled in high school.

- Requirements for the Tennessee Promise must be completed during the student's junior year to be eligible upon graduation.
- Students graduating early will remain in the same graduation cohort or grade level through their graduation date. Students graduating during their junior year will hold the classification of junior through their graduation date.

ACADEMIC COURSE LEVELS

Standard level courses follow the content standards, learning expectations, and performance indicators approved by the State Board of Education and Williamson County Schools. Standard level courses are open to all students.

Honors level courses substantially exceed the content standards, learning expectations, and performance indicators of standard courses. Teachers of honors courses model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course includes a minimum of five of the following components: (1) Extended reading assignments that connect with the specified curriculum. (2) Research-based writing assignments that address and extend the course curriculum. (3) Projects that apply course curriculum to relevant or real-world situations. (4) Open-ended investigations in which the student selects the questions and designs the research. (5) Writing assignments that demonstrate a variety of modes, purposes, and styles. (6) Integration of appropriate technology into the course of study. (7) Deeper exploration of the culture, values, and history of the discipline. (8) Extensive opportunities for problem solving experiences through imagination, critical analysis, and application. (9) Job shadowing experiences with presentations which connect class study to the world of work. To enroll in an honors course, students should be recommended by their present teacher in that discipline. Students should have records of high achievement. For Honors courses and courses resulting in national industry certification, including middle school courses taught at high school honors level, teachers will add three (3) points to each semester period grade. The grade points are weighted by adding 0.5 quality points.

Advanced Placement (AP) courses are college-level courses with a prescribed core curriculum. The AP National Examination is provided by and graded by the College Entrance Examination Board (CEEB) and is administered to AP students in May of each year. Individual colleges and universities have their own specific standards for granting college credit for AP work. To enroll in an AP course, students should be recommended by their present teacher in that discipline. Teachers will add five (5) points to each semester period grade. The GPA is weighted by adding 1.0 quality points. The College Entrance Examination Board (CEEB) assigns a number to each high school to be used by students on all AP, SAT, and ACT test applications. Students use this number frequently throughout their high school career. Students should obtain the school's number from the school counseling center.

International Baccalaureate (IB) courses are college-level courses with a prescribed core curriculum placed within a prescribed two-year international program of studies defined by the IB Organization headquartered in Geneva, Switzerland. In all, IB students must take six courses, three one-year courses (math, Spanish or French, and an elective) and three two-year courses (biology or chemistry or physics, history, English). Examinations taken in May are graded by people in the International Community that the IB Organization has certified as qualified. Except where designated, IB receives the same quality points as AP, except for the 1-year Math course that receives honors GPA quality points.

The district's International Baccalaureate Diploma Programme is located at Franklin High School. Students must apply for acceptance into the IBDP. Acceptance is based on grades, attendance, interests, work ethic, and teacher recommendations. For an application or more information, contact either Lindsey McEwen or Halie Bullock, the IB coordinators, at 472-4450 or lindseym@wcs.edu or halie.bullock@wcs.edu. Out of zone students are encouraged to apply for the IBDP. If accepted, they will attend Franklin High, though transportation must be provided by the family. If they choose, they may return to their school zone at the end of the school year. If they drop out of the

program or are dismissed from the program, they must return to their zoned school at the end of the semester.

Many colleges and universities around the world give advanced credit and placement for IBDP course work. For information on the policies of specific universities regarding the IBDP, go online at www.ibo.org. (Click on "services," then on "universities and nations.")

Student Support Services

Functional or modified courses under the umbrella of Student Support Services are set-up using the guidelines spelled out in the TDOE course catalogue, like all other high school courses. As depicted in our state guidance, modified content courses are set up for the student to receive a grade, but no course credit.

You can search the courses to see which are credit-bearing and which are not at the state website here: TDOE Course Search .

General education courses are set up to award credit and a GPA for students who take the course learning all the state standards with only accommodations. Students taking a general education course with accommodations and no modifications would receive a grade, credit and a GPA on their transcript for that course.

If a student takes a general education course with modified content, they do not receive the general education credit. This is often described in IEP meetings when the decision is made to pursue a special education diploma versus a general education diploma. Modified work in general education courses receive grades, but no credit and no GPA. They are not credit-bearing courses. The transcript edits for general education courses taken with modifications are typically made at the end of semester or school year if the student received modified content instead of the full general education content.

ALTERNATE MATH & SCIENCE OPTIONS FOR STUDENTS WITH DISABILITIES

When developing the high school course of study for a student with a disability, IEP teams must determine the most appropriate high school math and science options. Students who take alternate math and/or science options are students who demonstrate a deficit in math and/or reading. The current high school graduation policy states that students must complete four credits in math and must be enrolled in a math course each year as well as complete three credits in science. IEP teams should meet to make appropriate decisions for the placement of students in high school math and science courses. Prior to selecting an alternate math and/or science course sequence for students, IEP teams need to consider the potential impacts on meeting graduation requirements and a student's post-secondary options.

Example Options for Alternate Math Courses:

Option 1	Option 2	Option 3	Option 4
9th Grade Algebra IA **10th Grade** Algebra IB **11th Grade** Geometry A **12th Grade** Geometry B	**9th Grade** Algebra I A **10th Grade** Algebra I B **11th Grade** Geometry **12th Grade** Algebra II	**9th Grade** Algebra I **10th Grade** Geometry A **11th Grade** Geometry B **12th Grade** Algebra II	**9th Grade** Algebra I **10th Grade** Geometry **11th Grade** Algebra II **12th Grade** Mathematical Reasoning Sails/Statistics Precalculus

Example Options for Alternate Science Courses:

Option 1	Option 2	Option 3	Option 4
9th Grade Physical Science or Other LabScience **10th Grade** Biology I A **11th Grade** Biology I B	**9th Grade** Physical Science or Other Lab Science **10th Grade** Biology I **11th Grade** Ecology or Other Lab Science	**9th Grade** Physical Science or Other Lab Science **10th Grade** Biology I **11th Grade** Chemistry OR Physics	**9th Grade** Biology I A **10th Grade** Biology I B **11th Grade** Ecology or Other Lab Science

Algebra IA/Algebra IB and Geometry A/Geometry B

The Algebra IA/Algebra IB and Geometry A/Geometry B high school math path provides a student whose significant deficit in math precludes him or her from participating in the traditional high school math course requirement. Prior to selecting a math course sequence for students, IEP teams need to consider the potential impacts on meeting graduation requirements and a student's post-secondary options.

Algebra IA, Algebra IB, Geometry A, and Geometry B are designed to be taught over the course of one full school year and should be offered only to students with identified disabilities in math as documented in the student's *Individual Education Plan* (IEP). Students who successfully complete each of these courses shall be awarded 1.0 total math credit for each. For schools which have fewer than 5 qualified students, collaboration may occur between schools near each other to allow students to take the class at another nearby school. Collaborating high schools will work together to develop a workable plan for scheduling and transporting students.

Biology IA and Biology IB

Biology A/B and other alternate science courses provide a student whose significant deficit in math and/or reading precludes him or her from participating in the traditional high school science course requirement. Prior to selecting a science course sequence for students, IEP teams need to consider the potential impacts on meeting graduation requirements and a student's post-secondary options.

Biology IA and Biology IB are each designed to be taught over the course of one full school year and should be offered only to students with identified disabilities in reading and/or math as documented in the student's *Individual Education Plan* (IEP). Students who successfully complete each of these courses shall be awarded 1.0 total science credit for each. For schools which have fewer than 5 qualified students, collaboration may occur between schools in proximity to each other to allow students to take the class at another nearby school. Collaborating high schools will work together to develop a workable plan for scheduling and transporting students.

Elective Courses

S25H04 Principles of Transition: Planning for Postsecondary Principles of Transition Planning for Postsecondary is designed to provide opportunities for students to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance. **Grade level:** 11-12 **Prerequisite:** Individualized Education Program (IEP) Minimum **Credit:** 1 **Maximum Credit:**1 **NCAA Approved:** No

S25X28 Principles of Transition: Introduction to Self-determination Principles of Transition Introduction to Self-determination is designed to equip students with the knowledge concerning the legal

rights of individuals with a disability and how to advocate for themselves in their school and community settings. **Grade level:** 10-12 **Prerequisite:** Individualized Education Program (IEP) **Minimum Credit:** 1 **Maximum Credit:**1 **NCAA Approved:** No

S24H03 Principles of Transition: Focus on Adulthood Principles of Transition: Focus on Adulthood is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out-of-class activities, students will refine their self-awareness through a discovery process and then learn about relevant community support and how to access them. **Grade level:** 10-12 Prerequisite**:** Individualized Education Program (IEP) **Minimum Credit:** 1 **Maximum Credit:**1 NCAA **Approved:** No

ESL – English as a Second Language

IDENTIFICATION AND ENTRANCE CRITERIA FOR ENGLISH LEARNERS

Unless a Non-English Language Background (NELB) student has documentation from a previous state or district that he or she has met the definition of fluent English proficient (FEP), school districts must assess all NELB students with the state-approved English language proficiency screener to determine whether the student is an EL.

Non-English Language Background (NELB) students in grades Kindergarten through twelve (K-12) who are screened using the state-approved screener and who qualify based on the state's criteria shall be entered into the ESL program. All NELB students who are determined to be an EL shall be provided ESL services through an allowable service delivery model until they meet the exit criteria on the annual English Language Proficiency Assessment.

SERVICE DELIVERY

ELs at the high school level shall receive ESL instruction from a teacher who holds an ESL endorsement. Two (2) ESL credits may be counted toward the four (4) English credits required for graduation. Additional ESL courses shall be counted as elective humanities credits. It is recommended that ELs achieve the intermediate level on the English language proficiency test before taking a regular English course. Due to course requirements for graduation, there can be more flexibility in service hours to alleviate issues related to scheduling classes.

High school ELD and ESL courses of at least 45 minutes per class period meet the state requirement of service times for non-proficient English Learners. ELD and ESL courses must be taught by a teacher who has an ESL endorsement on the Tennessee teacher's license.

In content area classes, teachers shall accommodate instruction and assessments to make content area standards and curriculum accessible to EL students. Students may not be retained due to language ability.

EXIT CRITERIA

English learners who score 4 or higher on all four domains of the ELPA21 Summative or 3 or higher on all four domains of the Alt ELPA Summative assessment shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years and are no longer eligible to take ESL courses.

COURSES

G22H05: RAEL 9-12 Appropriate for students in their first year of U.S. school who have a screener score below intermediate and limited literacy in the home language. May be used one (1) time in place of G22H00-G22H004.

G22H00: ELD 9 may count once toward one (1) of the four (4) English (ELA) credits required for graduation. A maximum of two (2) G22H00-G22H004 (ELD 9, 10, 11, 12). Course credits can be used toward the four (4) ELA credits required for graduation. After reaching the limit of two (2) ELA credits, successive ELD courses count as humanities elective credit. ELs must enroll in English II to satisfy the federal requirement to take an ELA assessment in high school. Simultaneous enrollment in ELD and ELA courses is permitted.

G22H01: ELD 10 may count once toward one (1) of the four (4) English (ELA) credits required for graduation. A

maximum of two (2) G22H00-G22H004 (ELD 9, 10, 11, 12). Course credits can be used toward the four (4) ELA credits required for graduation. After reaching the limit of two (2) ELA credits, successive ELD courses count as humanities elective credit. ELs must enroll in English II to satisfy the federal requirement to take an ELA assessment in high school. Simultaneous enrollment in ELD and ELA courses is permitted.

G22H02: ELD 11 may count once toward one (1) of the four (4) English (ELA) credits required for graduation. A maximum of two (2) G22H00-G22H004 (ELD 9, 10, 11, 12). Course credits can be used toward the four (4) ELA credits required for graduation. After reaching the limit of two (2) ELA credits, successive ELD courses count as humanities elective credit. ELs must enroll in English II to satisfy the federal requirement to take an ELA assessment in high school. Simultaneous enrollment in ELD and ELA courses is permitted.

G22H03: ELD 12 may count once toward one (1) of the four (4) English (ELA) credits required for graduation. A maximum of two (2) G22H00-G22H004 (ELD 9, 10, 11, 12) Course credits can be used toward the four (4) ELA credits required for graduation. After reaching the limit of two (2) ELA credits, successive ELD courses count as humanities elective credit. ELs must enroll in English II to satisfy the federal requirement to take an ELA assessment in high school. Simultaneous enrollment in ELD and ELA courses is permitted.

G22H04: ESL 9-12 ELs must be enrolled in ELA and ESL simultaneously, can be used more than once and only as humanities elective credits.

COURSE DESCRIPTIONS BY SUBJECT AREA

Language Arts
Mathematics
Science
Social Studies
World Language
Physical Education
Fine Arts
JROTC
CTE

Language Arts

<u>Note</u>: To satisfy graduation requirements, each student must earn four credits of Language Arts: English I, English II, English III, and English IV.

G01H09 English I – English I addresses four strands of literacy: *Reading*, both literary and informational texts, *Writing*, including research, *Listening and Speaking*, and *Language*. Students read a variety of fiction and nonfiction, including short stories, poetry, drama, novels, and literary nonfiction and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on providing relevant and ample evidence with commentary to support a claim. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to write and speak in registers appropriate to the purpose and audience. **Grade Level:** 9 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H09 English I Honors – Students in English I Honors have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in **English I**, students read a variety of increasingly complex tests and write in various modes, with the additional expectation of extended reading, writing, and research. Students must successfully complete at least one or more extended reading and writing assignments related to the quarter's content. **Grade Level:** 9 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H10 English II – English II addresses four strands of literacy: *Reading*, both literary and informational texts, *Writing*, including research, *Listening and Speaking*, and *Language*. Students complete a survey of thematically aligned units, including a variety of books, fiction and nonfiction, short stories, poetry, drama, literary nonfiction and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on providing relevant and ample evidence and commentary to support a claim while using increasingly sophisticated structures. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to write and speak in registers appropriate to the purpose and audience. **Grade Level:** 10 **Prerequisite:** English I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H10 English II Honors – Students in English II Honors have successfully completed **English I Honors** or demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in **English II**, students read a variety of increasingly complex texts and write in a variety of modes, with the additional expectation of extended reading, writing, and research. Students must successfully complete at least one or more extended reading and writing assignments related to the quarter's content. Students are expected to demonstrate mastery of grammar and language mechanics in both writing and speaking by the end of the year. **Grade Level:** 10 **Prerequisite:** English I or English I Honors Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** Yes

G01H11 English III – English III continues to develop skills in the four strands of *Reading*, Writing, *Listening and Speaking*, and *Language* through a survey of American Literature in thematically aligned units. Students are expected to read and analyze complex works of literary nonfiction, as well as a wide spectrum of genres of American literature, and produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on the rhetorical analysis of text, including research with appropriate citations. Writing also focuses on revising for specific purposes and audiences and editing to demonstrate command of language and mechanics. **Grade Level:** 11 **Prerequisite:** English II Teacher **Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H11 English III Honors – Students in English III Honors have successfully completed English II Honors and have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in English III, students perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy. Student writing is

heavily focused on analytical writing (both argument/opinion and informative/explanatory). Students will become skillful in developing claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students must successfully complete at least one or more extended reading and writing assignments related to the quarter's content. Students are expected to demonstrate a command of language in various writing and speaking contexts and tasks. **Grade Level:** 11 **Prerequisite:** English II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** Yes

G01H17 Language and Composition AP – AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. **Grade Level:** 11-12 Prerequisite**:** English II or III Teacher **Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G01H12 English III IB HL – The International Baccalaureate (IB) English III course is the first year of a two-year sequence culminating in English IV IB. Students become critical thinkers, readers, and writers in diverse genres and modes of composition. Reading selections are college-level, with an appropriately rigorous workload involving extended time beyond school hours and effective time management. Reading selections are approved by the International Baccalaureate board and contain mature themes. Students will learn to sustain cogent discussion of topics in American and world culture and literature. Preparation for the IB Oral Commentary exam and the IB Oral Presentation involves explicating, analyzing, and responding in writing and speaking to a range of complex literary and nonfiction texts. **Grade Level:** 11 **Prerequisite:** English II Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** Yes **EPSO**: Yes

G01H13 English IV – English IV continues to develop and refine skills in *Reading*, *Writing*, *Listening and Speaking*, and *Language* through a survey of British Literature in thematically aligned units. Students are expected to read and analyze complex works of literary nonfiction, as well as a wide spectrum of various genres of British literature and produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing will emphasize analysis of text, including research with appropriate citations. Writing will focus on developing increasingly sophisticated structures, blending modes of narrative, informative/explanatory, and argument, revising for specific purposes and audiences, and editing to demonstrate command of language and mechanics. **Grade Level:** 12 **Prerequisite:** English III Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H13 English IV Honors – Students in English IV Honors have successfully completed English III Honors and have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in English IV, students perform a variety of complex reading tasks focused on recurrent themes in British literature and foundational works of British history and philosophy. Student writing is heavily focused on analytical writing (both argument and informative/explanatory). Students will become skillful in developing claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will develop increasingly sophisticated writing structures, blending modes of narrative, informative/explanatory, and argument/opinion, revising for specific purposes and audiences, and editing grammar and mechanics. Students must successfully complete at least one or more extended reading and writing assignments related to the quarter's content. Students are expected to demonstrate command of language in various writing and speaking contexts and tasks. **Grade Level:** 12 **Prerequisite:** English III Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H18 Literature and Composition AP – In the AP English Literature and Composition course, students

devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meaning. This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Grade Level:** 11-12 **Prerequisite:** English II or III Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes EPSO: Yes

G01H14 English IV IB HL – English IV IB comprises the second year of the two-year sequence begun with English III IB and requires extensive reading as well as a broad range of written assignments, interactive orals, and historical and literary research. Students will engage in close reading and written analysis of poetry, drama, prose, and literary criticism. Works studied are recommended and approved by the International Baccalaureate Organization and may contain mature themes. In May, IB Candidates must successfully complete two written exams to satisfy the requirements for an IB Diploma. **Grade Level:** 12 Prerequisite**:** English III IB Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

The AP Capstone Diploma Program is a two-year program based on two AP courses, AP Seminar and AP Research. Students who fulfill the requirements can earn academic awards recognized by colleges around the world. If taken during the junior or senior year, AP Seminar or AP Research may count as an equivalent for English III or English IV; however, students are strongly encouraged NOT to use AP Research as an English credit since many universities are reevaluating its validity as an English course.

G01H22 AP Seminar – AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. **Grade Level:** 10-12 Prerequisite**:** English I or English I Honors Teacher **Recommendation Needed:** Yes Minimum **Credit:** 1.0 Maximum **Credit:** 1.0 EPSO**:** Yes

G01H23 AP Research – AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address research questions. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. **Grade Level: 11**-12 Prerequisite**: AP** Seminar Minimum **Credit: 1.0** Maximum **Credit:** 1.0 EPSO**: Yes**

G01H16 Creative Writing – Creative Writing is designed to expand the students' writing skills, logical thought processes, and original thinking as they explore different modes of writing. Students are expected to grow in their ability to think innovatively and logically and to express themselves effectively. Assignments include both individual and collaborative writing, and students are expected to share their work within the classroom community. Students must be proficient in grammar and mechanics. **Grade Level:** 9-12 **Prerequisite: Proficiency** in language skills Teacher **Recommendation Needed: No** Minimum **Credit: 0.5** Maximum **Credit: 1.0** NCAA **Approved: Yes**

G25H00 Preparing for ACT, Postsecondary, and Career – Students review skills and competencies required for success on the ACT. They will become familiar with the format and scoring of the ACT, learn test-taking skills, and receive individualized instruction, enabling them to demonstrate their knowledge of the ACT. This is a pass/fail course. **Grade Level:** 9-12 Prerequisite**:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 0.5 **Maximum Credit:** 0.5 NCAA **Approved:** No

G01H74 Greek and Roman Mythology – Greek and Roman Mythology will examine the classical deities of Ancient Greece and Rome, emphasizing the cultural impact of the pantheons on societies of the ancient world. Students will also study the use of this culture in literary allusions throughout the ages in literature. Student assignments will include reading various ancient sources and contemporary retelling of mythological stories, as well as projects demonstrating mastery of the curriculum. **Grade Level:** 10**-**12 **Prerequisite:** English I Teacher **Recommendation Needed:** No **Minimum Credit:** 0.5 Maximum **Credit**: 0.5 NCAA **Approved:** No

G01H15 Journalism I – Students in Journalism I/Yearbook support the production of the school yearbook. The class functions as a laboratory in which students learn and practice skills in writing, photography, graphic design, desktop publishing, selling and designing advertisements, and marketing the yearbook. Students in Journalism I/Newspaper support the production of the school newspaper. They write and publish school newspaper articles, take and crop photographs, create original graphics, and develop and balance the printing budget. Students in Journalism I may also support the school's literary magazine. **Grade Level:** 10**-**12 (or by teacher recommendation) Prerequisite**:** English I Teacher **Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 NCAA **Approved:** No

G01H02 Journalism II – Students in Journalism II – Yearbook or Newspaper – hold editorial positions and are responsible for managing assignments and deadlines to publish the yearbook or newspaper in a timely manner. Among their positions are editor-in-chief, photography editor, copy editor, senior editor, and advertising manager. **Grade Level: 11-**12 Prerequisite**: Journalism** I Teacher **Recommendation Needed:** Yes Minimum **Credit: 0.5** Maximum **Credit**: 1.0 NCAA **Approved: No**

Y26H60 Leadership – The Leadership course is designed to equip students to become school and community leaders. Students will meet this goal by exploring and learning both intrapersonal and interpersonal skills. Students will be expected to use these skills to plan, present, execute, and evaluate projects and events based on the needs of the student body. **Grade Level: 11**-12 **Prerequisite: No** Teacher **Recommendation Needed: No** Minimum **Credit: 0.5** Maximum **Credit: 0.5** NCAA **Approved:** No

Y25H09 Leadership in Action – Leadership in Action is designed to develop and enhance leadership skills within students. As such, the curriculum allows students to analyze their individual strengths, areas of improvement, personality, and reactive tendencies. This understanding of self is vital for growing leadership traits within students and their ability to understand how they fit into teams and interact with various personalities. In addition to self-study, students in this course will learn to effectively communicate, motivate, build relationships, and leave a lasting impact. This course converges the study of leadership principles with the action of building a healthy schoolwide culture and climate. Leadership theories, concepts, and skills are analyzed through class instruction and interactive activities. This traditional approach to learning is extended into application of each lesson topic through service-learning experiences specifically designed to positively affect the school's culture and climate, physical campus experience, as well as stakeholder trust and morale. Students become agents, fostering a positive, uplifting culture (the identity and traditions of the school) both inside and outside the classroom. **Grade Level:** 9-12 Prerequisite**:** No Teacher **Recommendation Needed:** No Minimum **Credit:** 1.0 Maximum **Credit:** 1.0 NCAA **Approved:** No

G01H01 Multicultural Minds – Multicultural Minds is a one semester survey course designed to facilitate student exploration of contemporary literature written by global authors. Students will use an analytical focus to deepen their ability to critically view multicultural literature; express themselves, their ideas, and the ideas of others through speaking, presenting, and writing; and take part in discussions that explore their current cultural understanding, as well as expand those understandings toward a broader worldview. **Grade Level: 11**-12 Prerequisite**: No Teacher Recommendation Needed: No** Minimum **Credit: 0.5** Maximum **Credit: 0.5** NCAA **Approved: No**

G01H06 Speech & Communications – Speech & Communication develops public speaking skills. The curriculum includes skills in researching, writing, presenting, and adapting speeches to various audiences and purposes. Forensics and debate may be included. **Grade Level:** 10-12 Prerequisite**:** English I Teacher **Recommendation Needed:** No Minimum **Credit:** 0.5 Maximum **Credit:** 0.5 NCAA **Approved:** No

G04H00 Theory of Knowledge I IB – Theory of Knowledge I IB is an analytical and abstract look at the process of acquiring knowledge. "What can we know?" and "How can we know?" are the two central questions. The course will explore the nature of the individual as a knower; the function of reason, perception, language, and emotion as ways of knowing; and the disciplines of human science, history, natural science, math, the arts, and ethics as areas of knowledge. Various readings, discussions, activities, and the work of historic knowledge theorists will form the basis of the curriculum. Theory of Knowledge is required for the International Baccalaureate Diploma. **Grade Level:** 12 Prerequisite**:** Acceptance into the International Baccalaureate Diploma Program Teacher **Recommendation Needed:** No Minimum **Credit:** 0.5 Maximum **Credit:** 1.0 NCAA **Approved:** No EPSO**: Yes**

G01H05 Film as Literature – Film as Literature is a semester course for students interested in film history, the language of film, and production techniques. The class is meant to be interesting and interactive; therefore, teamwork, attendance, oral communication, and critical thinking skills are required in addition to the core literacy components of *Reading*, *Writing*, *Speaking and Listening*, and *Language*. Students learn the language of film to analyze film. After learning how to "read" films on literary, dramatic, and cinematic levels, students view both film clips and whole films by genre and discuss the films in Socratic Seminar fashion. Films may include a variety of modern and classic examples at teacher discretion, including a variety of genres and styles. **Grade Level:** 11-12 Prerequisite**:** English II Teacher **Recommendation Needed:** No Minimum **Credit:** 0.5 Maximum **Credit**: 0.5 NCAA **Approved:** No

Y25H07 Game Studies – Game Studies places a heavy emphasis on analysis and historical reasoning. While the content is about video games, the skills focus on critical thinking and writing around four core ideas: the history of video games, game design and analysis, genre studies, industry, culture, and community. The history of video games focuses on developments in the game industry — the cultural patterns and technologies that made video games possible and transformed the industry into what we see today. Game design and analysis gives students a framework for understanding the mind of a game designer — how they craft experiences for players, just as writers craft experiences for readers. Students study approaches to creating games and apply their knowledge to explain how specific games work (or don't). Students will explore games in 3-4 genres to practice applying the concepts they've learned about genre conventions and the way new genres develop and transform. The course includes a study of the issues affecting the video game industry, video game culture, and the gaming community. **Grade Level:** 10-12 Prerequisite**:** English I Teacher **Recommendation Needed:** No Minimum **Credit:** 0.5 Maximum **Credit:** 0.5 NCAA **Approved:** No

ELA COURSE SEQUENCE

MATHEMATICS

Note: To satisfy the requirements for graduation, a student must earn credits in Algebra I, Geometry, Algebra II and one math course at a level beyond Algebra II; however, each student must complete a math course at least three of the four years that he/she is enrolled in high school.

G01H00 Algebra I – Algebra I is the initial math course for high school students. It provides the foundation students require for future success in mathematics. Algebra I emphasizes linear and quadratic expressions, equations, inequalities, and functions. The course also introduces students to absolute value functions and exponential functions with integer exponents, especially as they compare linear and quadratic functions. Additionally, students will work to summarize, represent, and interpret statistical data. Throughout the course, students explore the structures of and interpret functions and other mathematical models. Algebra I topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways, i.e., graphically, numerically, and algebraically. Modeling and real-world problems are introduced throughout the course with standards written to encourage the use of math to answer problems students encounter in life.

Grade Level: 9-12 **Prerequisite:** Successful completion of the middle school mathematics curriculum which includes pre-algebraic concepts **Teacher Recommendation Needed:** No

Minimum Credit: 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G01H00 Algebra I Honors – This course is for students who did exceptionally well in middle school mathematics. Course content covers the topics of Algebra I in greater depth, providing time for enrichment through the study of additional performance objectives. As part of the requirement for this honor's level course, students must complete rigorous assignments which may include complex problem- solving, research that involves reading/writing assignments, investigations and explorations, advanced use of technology and making connections within the discipline and to the workplace. **Grade Level:** 9-12 **Prerequisite:** Successful completion of the middle school mathematics curriculum which includes pre- algebraic concepts **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** Yes

G02H11 Geometry – Geometry emphasizes congruence, similarity, right triangle trigonometry, coordinate geometry, and modeling geometry concepts in real life situations. This course also introduces students to geometric constructions. Students extend their understanding of surface area and volume from previous grade levels by using unit analysis and the coordinate plan to solve problems in the real world. Finally, this course further develops student's use of visual representations to understand and compute probabilities. Throughout the course, students build upon previous knowledge to justify relationships, reason mathematically, and solve problems. Modeling and real-world problems are introduced throughout the course with standards written to encourage the use of math to answer problems students encounter in life. **Grade Level:** 9-12 **Prerequisite:** Algebra I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G02H11 Geometry Honors – This course covers all topics of Geometry in greater depth, providing time for enrichment through the study of additional performance objectives. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course. As part of the requirement for this honor's level course, students must complete rigorous assignments which may include complex problem-solving, research that involves reading/writing assignments, investigations and explorations, advanced use of technology and making connections within the discipline and to the workplace. **Grade Level:** 9-12 **Prerequisite:** Algebra I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G02H05 Algebra II – Algebra II further expands a student's understanding of functions and function types developed in Algebra I. Cubic, exponential, inverse, logarithmic, piecewise, and radical functions are studied. Students explore techniques for representing and solving systems of equations, including graphically, algebraically, and using matrices. In addition, Algebra II includes a more in-depth focus on using statistics to understand data and make decisions. Throughout the course, students explore the structures of and interpret functions and other mathematical models. Algebra II topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways, i.e., graphically, numerically, and algebraically. Modeling and real-world problems are introduced throughout the course with standards written to encourage the use of math to answer problems students encounter in life. **Grade Level:** 9-12 **Prerequisite:** Algebra I **Teacher Recommendation Needed:** No Minimum **Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G02H05 Algebra II Honors – This course covers all topics of Algebra II in greater depth, providing time for enrichment through the study of additional performance objectives. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course. As part of the requirement for this honor's level course, students must complete rigorous assignments which may include complex problem-solving, research that involves reading/writing assignments, investigations and explorations, advanced use of technology and making connections within the discipline and to the workplace. **Grade Level:** 9-12 **Prerequisite:** Algebra I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G02H42 Mathematical Reasoning for Decision Making – Applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following

graduation. **Grade Level:** 12 **Prerequisite:** Algebra I, Geometry, and Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G02H23 Pre-Calculus Honors – Precalculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system by using complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and regression equations to model quantitative data. As part of the requirement for this honor's level course, students must complete rigorous assignments which may include complex problem-solving, research that involves reading/writing assignments, investigations and explorations, advanced use of technology and making connections within the discipline and to the workplace. **Grade Level:** 10-12 **Prerequisite:** Algebra I, Geometry, and Algebra II Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: Yes**

G02146 AP Pre-Calculus – AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for calculus and provide grounding for other mathematics and science courses. Students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Students develop and hone symbolic manipulation skills needed for future mathematics courses. They solve equations and manipulate expressions for the many function types throughout the course. Students learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. The skills learned in this course are widely applicable in a variety of future courses that involve quantitative reasoning. **Grade Level:** 10-12 **Prerequisite:** Algebra I, Geometry, and Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** YES EPSO**: Yes**

G02H18 Calculus Honors – Calculus is designed for students interested in STEM-based careers and builds on the concepts studied in precalculus. The study of calculus at the high school level includes a study of limits, derivatives, and an introduction to integrals. As part of the requirement for this honor's level course, students must complete rigorous assignments which may include complex problem-solving, research that involves reading/writing assignments, investigations and explorations, advanced use of technology and making connections within the discipline and to the workplace. **Grade Level:** 11-12 Prerequisite**:** Pre-calculus **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G02H37 Statistics – Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course serves as a 4th year mathematics credit, and it is aligned with the Statewide Dual Credit Probability and Statistics Course Learning Objectives. **Grade Level:** 11-12 Prerequisite**:** Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G02H26 Statistics AP – This course introduces students to the major concepts and processes of collecting/analyzing data and making inferences for a population from a sample. A good command of concepts of equation solving and working with functions and their graphs is essential. Students must quickly master computational skills and apply higher order thinking skills. This course follows the topics listed in the College Board Advanced Placement course description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit **Grade Level:** 11-12 Prerequisite**:** Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G02H24 Calculus AB AP – This course is devoted mainly to the topics in differential and integral calculus. The scope of the course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit. **Grade Level:** 11-12 **Prerequisite:** Honors Pre-Calculus or AP Pre-Calculus **Teacher**

Recommendation Needed: Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G02H25 Calculus BC AP – This course reviews all the topics covered in AP Calculus AB plus additional objectives and additional topics. The scope of the course follows the topics listed in the College Board Advanced Placement Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit. **Grade Level:** 11-12 **Prerequisite:** Honors Pre- Calculus or AP Pre-Calculus or Calculus AB **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G02H39 IB Math Applications & Interpretations SL – This course has an emphasis on mathematics applications, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. Topics include numbers and algebra, descriptive statistics, logic, sets, and probability, statistical applications, mathematical models, and an introduction to differential calculus. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning, and to enhance their critical thinking. This course culminates in an extended piece of work based on personal research involving the collection, analysis, and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages, or arts. Note: This course shall be treated as an Honors, not an AP/IB course, for GPA calculation and weighting purposes per Board Policy 4.600. **Grade Level:** 10-12 **Prerequisite:** Geometry and Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G02H08 IB Math Analysis & Approaches SL/HL Year 1 – This course is for students who quickly master mathematical skills and can apply them to situations requiring higher-order thinking and problem-solving. Topics of study include functions, sequences and series, logarithms, binomial theorem, circular functions & trigonometry, vectors, statistics and probability, and beginning calculus (differentiation and integration). Students complete an individual internal assessment which requires extensive research, exploration, and investigation into an area of mathematics. This course culminates in a comprehensive review, preparing students for the IB Mathematics Standard Level examination in May. **Grade Level:** 10-12 **Prerequisite: Algebra** II Honors, Geometry Honors (Statistics or AP Statistics is recommended.) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes EPSO**:** Yes

G02H72 IB Math Analysis & Approaches SL/HL Year 2 – The International Baccalaureate describes this as a two-year course that caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Most students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, and business administration. The second year of IB Math SL includes the three topics of a traditional course in Calculus as well as the completion of statistical topics. The former category includes limits, derivatives, and integration along with their applications. For the latter category, the topics include cumulative frequency graphs, variance and standard deviation, statistical distributions of discrete random variables, and statistical distributions of continuous random variables. **Grade Level:** 12 **Prerequisite:** IB Mathematics I SL **Teacher Recommendation:** Yes Minimum **Credit:** 1 **Maximum Credit:** 1 **NCAA Approved:** Yes **EPSO**: Yes

The second year of IB Math SL includes the three topics of a traditional course in Calculus as well as the completion of statistical topics. The former category includes limits, derivatives, and integration along with their applications. For the latter category the topics include cumulative frequency graphs, variance and standard deviation, statistical distributions of discrete random variables, and statistical distributions of continuous random variables.

G25H00 Preparing for ACT, Postsecondary, and Career – This course provides students with skills and competencies needed to be successful on the ACT. Students will become familiar with the format and the scoring of the ACT, cover standards useful for the ACT, learn test taking skills, and receive individualized instructions to improve scores. This is a pass/fail course. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** No

MATH COURSE SEQUENCE

SCIENCE

<u>Note</u>: To satisfy graduation requirements, three (3) credits of science are required which include: Biology, Chemistry or Physics, and one additional lab science If Physics is used as a fourth year of math, it cannot count as a science credit for graduation purposes.

G03H03 Biology I – Biology is the study of living organisms. Students will investigate the following: cells, interactions, photosynthesis and respiration, genetics, biological evolution, and ecological topics. The course will be taught with an emphasis on hands-on learning, laboratories, technology and relevancy to major life issues and career choices. Students will take the state End of Course exam at the conclusion of the course which will count as part of the grade per state board policy. **Grade Level:** 9-10 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H03 Biology I Honors – This is a more in-depth study of topics presented in biology. As an honor course, additional rigor will be related to the course content or by deeper investigation through research, lab investigations and engineering design. Students will take the state End of Course exam at the conclusion of the course which will count as part of the grade per state board policy. **Grade Level:** 9-10 Prerequisite**:** a grade of 90 or above in a science course **Teacher Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H10 Biology AP –AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. It will prepare students to think critically about the rapidly changing field of biology. The laboratory component is equivalent to a typical college course, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. Students should be able to describe how to collect data, use data to form conclusions, and apply their conclusions to larger biological concepts. Students should report recorded data and quantitative conclusions drawn from the data with appropriate precision (i.e., significant figures). Students should also develop an understanding of how changes in the design of the experiments would impact the validity and accuracy of their results. Extended time may be required (homeroom, afterschool, study hall, etc.) as per College Board. Students should be academically motivated with a great desire to learn the sciences. This rigorous course is intended for students who plan on entering biology fields and/or pre-medicine. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. **Grade Level**: 11-12 **Prerequisite: Biology** I or Biology I Honors, and Chemistry or Chemistry I Honors **Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H11 IB Biology II SL/HL – This is the first of two courses in the two-year IB Biology HL sequence. This course is designed to allow students to master biology concepts at a collegiate level. In addition, this course will promote critical thinking in analysis and interpretation of laboratory data. The emphasis in this course is not only on content, but also on the process of scientific inquiry. Topics investigated will include cells and cell theory, molecular biology, genetics, ecology, evolution, biodiversity, and human physiology. **Grade Level**: 11-12 **Prerequisite:** Honors Biology I and Honors Chemistry Recommendation **Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes EPSO**:** Yes

G03H72 IB Biology III SL/HL – This is the second course of the two-year IB Biology HL sequence in which students cover nucleic acids, metabolism, cellular respiration, photosynthesis, plant biology, genetics, animal physiology and biotechnology. Students complete a Group 4 Project which requires collaboration with students in IB Chemistry and IB Physics on a multi-disciplinary research project. Students also individually complete the internal assessment research component. Upon completion of this course, students are prepared to take the IB Biology HL exam. **Grade Level**:12 **Prerequisite:** IB Biology II HL **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H00 Physical Science – Physical Science is a course that explores the relationship between matter and energy. It is an introduction to both chemistry and physics, with the first semester spent covering physics topics, and the second semester spent covering chemistry topics. Students will investigate the structure and

properties of matter, interactions of matter, force and motion, and energy. Hands-on laboratory investigations, individual studies, and group activities will be used to help students learn the content. This course provides the foundation for studies in chemistry and physics. **Grade Level:** 9-10 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H00 Physical Science Honors – Physical Science Honors is a more in-depth introduction to both chemistry and physics, with one semester spent in each of those areas. The first semester is spent covering physics topics while the second semester is spent covering chemistry topics. As an honors course, additional rigor will be related to the course content or by deeper investigation through research, lab investigations and engineering design. **Grade Level:** 10 **Prerequisite:** Completion of our concurrent enrollment in Algebra I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H12 Chemistry I – Chemistry I is a course that explores the properties of substances and the changes that substances undergo. Students will develop a conceptual model of the Atomic Theory of Matter. This course will be taught with an emphasis on hands-on laboratory investigations and integration of technology as much as possible. The course also emphasizes problem-solving using algebraic math skills. **Grade Level:** 10-12 **Prerequisite:** Algebra I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**:1.0 **NCAA Approved:** Yes

G03H12 Chemistry I Honors – Chemistry I Honors is a more in-depth course that explores the properties of substances and the changes that substances undergo. As an honors course, additional rigor will be related to the course content or by deeper investigation through research, lab investigations and engineering design. **Grade Level:** 10-12 **Prerequisite:** Algebra I Honors **Teacher Recommendation Needed:** Yes, by previous science and math teachers **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H16 Chemistry AP – The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should be academically motivated with a great desire to learn the sciences. Extended time may be required (homeroom, afterschool, study hall, etc.) as per College Board. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. **Grade Level:** 11-12 **Prerequisite: Chemistry** I or Honors Chemistry I, and Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H37 IB Chemistry II HL I – This is the first of two courses in the 2-year IB Chemistry HL sequence. This course is designed to allow students to master chemical concepts at a collegiate level while preparing students for collegiate organic chemistry as well as university level introductory chemistry courses. In addition, this course will promote critical thinking in analysis and interpretation of laboratory data. The emphasis in this course is not only on content, but also on the process of scientific inquiry. Topics investigated will include stoichiometry, atomic theory, periodicity, chemical bonding, organic chemistry, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and medicinal chemistry. **Grade Level:** 11- 12 **Prerequisite:** Chemistry I Honors and Algebra II Honors **Teacher Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H18 IB Chemistry III SL/HL – This is the second course of the 2-year IB Chemistry HL sequence in which students cover a series of 13 chemical topics. In depth topics include thermodynamics, equilibrium, kinetics, bonding and structure, electrochemistry and organic chemistry. Students complete a Group 4 Project which requires collaboration with students in IB Biology and IB Physics on a multi-disciplinary research project. Students also individually complete the internal assessment research component. Upon completion of this course, students are prepared to take the IB Chemistry HL exam. **Grade Level:** 12 **Prerequisite: Completion** of IB Chemistry II SL/HL (G03H37) **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes **EPSO:** Yes

Y03H14 Organic Chemistry Honors – Organic Chemistry is the chemistry of organic molecules: structures, nomenclature, properties and reactions of carbon compounds with emphasis on aliphatic compounds. Introduction to reaction mechanisms, stereochemistry, and spectroscopy will also be covered. The course includes laboratory experiences that involve methods for preparation, isolation, and purification of typical organic compounds. Experiments are chosen to illustrate basic techniques. **Grade Level: 11-** 12 **Prerequisite:** Chemistry Honors and either be co-enrolled in an AP science course or have successfully completed 2 AP science courses **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H32 Ecology – Ecology enables students to develop an understanding of the natural environment and the environmental problems the world faces. Students will investigate fundamental ecological principles, population dynamics, natural resources, human interactions with the environment, and personal and civic responsibility. An emphasis will be placed on hands-on activities and outdoor labs to develop understanding of these concepts. **Grade Level:** 10-12 **Prerequisite:** Biology is recommended **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H25 Environmental Science AP – The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Due to the quantitative analysis that is required in the course, students must have taken at least one year of algebra. Students may be asked to participate in an after-school environmental field study that cannot be completed during normal school hours. Extended time may be required (homeroom, afterschool, study hall, etc.) as per College Board. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. **Grade Level:** 11-12 Prerequisite**:** Biology, Algebra I, and Chemistry **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H31 Human Anatomy and Physiology – Anatomy and Physiology is the study of human body structure and function. This is an overview study of human anatomy and physiology, focusing on anatomical orientation, protection, support and movement, integration and regulation, transport, absorption and excretion, and reproduction, growth and development and biomedical technology. The course will include lab dissections and microscopic techniques. Students must have completed Biology. This course is designed for students interested in health and medical careers. **Grade Level:** 10-12 **Prerequisite:** Biology Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: Yes**

G03H16 Human Anatomy and Physiology Honors – This is an advanced study of human anatomy and physiology including numerous lab dissections, microscopic techniques and exercises using various types of lab equipment. Students will investigate anatomical orientation, and systems related to the following themes: protection, support and movement, integration and regulation, transportation, absorption and excretion, and reproduction, growth and development and biomedical technology. This course is designed for students interested in health and medical careers. Dissection is required. As an honors course, additional rigor will be related to the course content or by deeper investigation through research, lab investigations and engineering design. **Grade Level:** 11-12 **Prerequisite:** Biology **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H20 Physics I – Physics is a course that deals with the relationship between matter and energy. Using available materials and technology, students will carry out investigations using inquiry-based learning, hands-on laboratory investigations, and observation of demonstrations. The course will emphasize problem-solving skills which require algebraic fluency. The emphasis is on conceptual physics rather than mathematical physics. **Grade Level:**10-12 **Prerequisite:** Geometry and Algebra II (maybe taken concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G03H20 Physics I Honors – Physics Honors is a course that studies the interaction between matter and energy.

Using available materials and technology, students will carry out investigations using inquiry-based learning, hands-on laboratory investigations, and observation of demonstrations. The course will emphasize problem-solving skills which require algebraic fluency. Strong math and analytical thinking skills are important. There is much more emphasis on mathematics than standard physics. As an honors course, additional rigor will be related to the course content or by deeper investigation through research, lab investigations and engineering design. **Grade Level:** 10-12 **Prerequisite:** Geometry and Algebra II (maybe taken concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G03H27 Physics 1 AP – AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion. Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the AP Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. Extended time may be required (homeroom, after school, study hall, etc.) as per the College Board. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. **Grade Level:** 10-12 **Prerequisite:** Geometry and Algebra II (maybe taken concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** Yes **EPSO:** Yes

G03H28 Physics 2 AP – AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students entering AP Physics 2 need to have developed mastery of the learning objectives described in the AP Physics 1 curriculum framework to be prepared for AP Physics 2. Taking the AP Physics 1 course or comparable introductory course in physics will satisfy this prerequisite. Students should also have taken or be concurrently taking pre-calculus or an equivalent course. Extended time may be required (homeroom, after school, study hall, etc.) as per the College Board. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. **Grade Level:** 11-12 Prerequisite**:** AP Physics I and Pre-Calculus (may take concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H19 IB Physics II SL/HL – This is the first of two courses in IB Physics HL, a rigorous exploration of classical and modern physics. Topics to be addressed during the two-year course include mechanics, electricity and magnetism, waves, thermodynamics, relativity, and quantum theory. Physics is both conceptually and mathematically challenging; students must be proficient in algebra and trigonometry and have a strong desire to learn about science. Students should be self-directed learners and good time management as extended time will be required. **Grade Level:** 11 **Prerequisite:** Algebra II; Concurrent with pre-calculus or IB Math SL **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No **EPSO:** Yes

G03H23 IB Physics III SL/HL – IB students take this course to complete their two-year Higher-Level science requirement for the IB diploma, though other students who have taken IB Physics II and wish to advance to higher topics may also take this course. IB Physics III builds on IB Physics II, with an emphasis on modern physics. Students will develop skills associated with designing their own experiments and will complete the IB Group 4 Project. Students also individually complete the internal assessment research component. Upon completion of this course, students are prepared to take the IB Physics HL exam. **Grade Level:**12 **Prerequisite:** Pre-calculus or IB Math SL and Physics II IB **Recommendation Needed:** Yes Minimum **Credit:**1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G03H29 Physics C AP Mechanics/ 3234 Physics C AP Electricity and Magnetism – The Physics AP C Course is designed to be representative of courses commonly offered in colleges and universities. In the typical AP Physics C course, roughly one-half year is devoted to mechanics including Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Use of calculus in problem solving and derivations is expected to increase as the course progresses. In the second half- year of the C course, the primary emphasis is on electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course. Extended time may be required (homeroom, after school, study hall,

etc.) as per the College Board. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. There are two College Board exams given in Physics C: one on mechanics and one on electricity and magnetism. **Grade Level:** 11-12 **Prerequisite:** Physics Honors and/or AP Physics 1 and Calculus (maybe taken concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**:1.0 NCAA **Approved:** Yes **EPSO:** Yes

Y03H11 Astronomy – The astronomy course is a survey of our universe from our solar system to the most remote galaxies. Included is the history of observational astronomy, techniques of modern observation, planetary astronomy, stellar evolution, and the mysteries of cosmology. The course also examines the history and present state of space exploration. This course is for elective credit only; it is not a lab science. **Grade level:**12 **Prerequisite:** Biology and Chemistry **Teacher recommendation needed:** Yes **Minimum credit:**0.5 **Maximum credit:** 1.0, **NCAA Approved:** No

Y03H11 Honors Astronomy- The astronomy course is a survey of our universe from our solar system to the most remote galaxies. Included is the history of observational astronomy, techniques of modern observation, planetary astronomy, stellar evolution, and the mysteries of cosmology. The course also examines the history and present state of space exploration, and how it impacts contemporary engineering and the economy. Current events will be emphasized in the curriculum. The course will include night observation sessions each semester. This course is for elective credit only; it is not a lab science **Grade level:**12 **Prerequisite:** Biology and Chemistry **Teacher recommendation needed:** Yes **Minimum credit: 0.5 Maximum credit:** 1.0 **NCAA Approved:** No

G03H39 IB Sports, Exercise, and Health Science (SEHS) SL - SEHS is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course with aspects of biological and physical science being studied in the specific context of sports, exercise, and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study, SEHS is good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries. **Grade Level**: 11-12. **Prerequisite**: None. **Teacher Recommendation Needed**: No. **Minimum Credi**t: 1.0. **Maximum Credi**t: 1.0. **NCAA Approved**: No. **EPSO:** Yes

G03H35 Scientific Research Honors – Scientific Research is a laboratory science course that enables students to both apply and expand previous science content knowledge toward the endeavor of engaging in open-ended, student-centered investigations that are designed to answer testable questions. Embedded standards for technology and engineering are taught in the context of the content standards that enable students to: practice ethics, think critically, investigate, analyze and evaluate data, and communicate results. As an honors course, additional rigor will be provided by requirement of one or more extended reading and writing assignments related to the course content or by deeper investigation through research and/or lab investigations and/or engineering design. **Grade Level:** 12 **Prerequisite:** Biology, Chemistry and Physics **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G25H00 Preparing for ACT, Postsecondary, and Career – This course provides students with skills and competencies needed to be successful on the ACT. Students will become familiar with the format and the scoring of the ACT, cover standards useful for the ACT, learn test-taking skills, and receive individualized instruction to improve scores. This is a pass/fail course. **Grade Level:** 9-11 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** No

Science Course Sequence

SOCIAL STUDIES

Note: To satisfy graduation requirements, students must earn 1 credit in U.S. History, 0.5 credit in Economics, 0.5 credit in U.S. Government, 0.5 credit in Personal Finance, and 1 credit from the following: World History, World History AP, Human Geography AP, or European History AP.

G04H10 World History and Geography - This course is a continuation of the 6th and 7th grade survey courses in world history and geography. Students will study the rise of the nation-state in Europe, the origins and

consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. **Grade Level: 9-**12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G04H10 World History and Geography Honors - A more rigorous approach to learning is associated with this course. Students will be expected to think, read, and write critically and analytically using primary sources. This course is a continuation of the 6th and 7th grade survey courses in world history and geography. Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. **Grade Level:** 9-12 **Prerequisite:** None Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G04H29 World History AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. World History AP is a comprehensive study of the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. **Grade Level:** 10-12 **Prerequisite:** None, but AP Human Geography is Recommended Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: Yes EPSO:** Yes

G04H30 Human Geography AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. Human Geography AP introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Additionally, students will learn about the methods and tools geographers use in their science and practice. **Grade Level: 9-**12 **Prerequisite:** None Teacher **Recommendation Needed:** Yes, from Teacher and School Counselor **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** Yes **EPSO**: Yes

G04H22 European History AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. European History AP focuses on political, economic, and social events from the 14th century to the present. This course will allow students to develop an understanding of the principal themes of modern European history. Students will be able to analyze and interpret historical evidence and express historical understanding in writing. **Grade Level:** 10-12 **Prerequisite:** None, but World History Honors or Human Geography AP are recommended **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum**

Credit:1.0 **NCAA Approved:** Yes **EPSO**: Yes

G04H07 World Geography - In this elective course, students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will explore where phenomena occur and reasons why phenomena occur in those locations. Students will focus on the ways in which all places on Earth are interconnected and how the human use of Earth's surface varies. Students will also explore various topics, including geographic skills and tools, physical processes, natural resources, cultural geography, political geography, population and migration, economic development and interdependence, and urbanization. Elective credit. **Grade Level: 9-**12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes

G04H11 United States History and Geography - 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 the US into World War II, as well as the consequences for American life. Students will explore the causes and courses of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. 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. The reading of primary source documents is a key feature of United States history standards. **Grade Level:** 11 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G04H11 United States History and Geography Honors - A more rigorous approach to learning is associated with this Honors level course. Students will be expected to think, read, and write critically and analytically. Students enrolled in this Honors level course may be required to complete a portfolio as part of the course requirement. This course is the study of the fundamental concepts in civics, economics, and geography within the context of United States history. Topics of study include: the Industrial Revolution, America's growing role in world diplomatic relations, World War I, the Progressive Era, the Great Depression, WWII, the Cold War, Civil Rights, the Vietnam War Era, Watergate, and recent events and trends that have shaped modern-day America. Finally, students will focus on current human and physical geographic issues important in contemporary America and global society. The reading of primary source documents is a key feature of United States history standards. **Grade Level:** 11 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G04H21 United States History AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. **Grade Level**:11 **Prerequisite:** None, but World History Honors or AP Human Geography or AP European History is recommended **Teacher Recommendation Needed:** Yes, Previous Social Studies and English teachers **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** Yes **EPSO**: Yes

G04H12 United States Government and Civics - This semester course will focus on the study of the purposes, principles, and practices of American government as established by the United States Constitution. Students will also study our state's government structure and the various local governments in Tennessee. Students will also learn about the rights and responsibilities of citizens as well as how to exercise these rights and responsibilities at local, state, and national levels. The reading of primary source documents is a key feature of this course. **Grade Level:**12 **Prerequisite:** US History **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes

G04H12 United States Government and Civics Honors - A more rigorous approach to learning is associated

with this course. Students will be expected to think, read, and write critically and analytically. Students enrolled in this Honors level course may be required to complete a portfolio as part of the course requirement. This is a semester course which focuses on the study of 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 also learn about the rights and responsibilities of citizens as well as how to exercise these rights and responsibilities at local, state, and national levels. In addition, the course will examine key constitutional issues and Supreme Court cases and decisions. The reading of primary source documents is a key feature of this course. **Grade Level:**12 **Prerequisite:** US History **Teacher Recommendation Needed:** Yes Minimum **Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes

G04H26 United States Government and Politics AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. 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. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. **Grade Level:** 12 **Prerequisite:** US History Honors or a minimum of one credit in a previous AP social studies class **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit:** 0.5 **NCAA Approved:** Yes EPSO: Yes

G04H27 Comparative Government and Politics AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. *__Elective Credit__. **Grade Level:**12 **Prerequisite: US** History Honors or a minimum of one credit in a previous AP social studies class **Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes **EPSO**: Yes

G04H13 Economics - This semester course examines the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision making. The reading of primary source documents is a key feature of this course. **Grade Level:** 12 **Prerequisite:** US History Teacher **Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit:** 0.5 **NCAA Approved: Yes**

G04H13 Economics Honors - A more rigorous approach to learning is associated with this course. Students will be expected to think, read, and write critically and analytically. Students enrolled in this Honors level course may be required to complete a portfolio as part of the course requirement. This semester course examines the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision making. The reading of primary source documents is a key feature of this course. **Grade Level:** 12 **Prerequisite:** US History **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5

Maximum Credit: 0 .5 **NCAA Approved:** Yes

G04H24 Microeconomics AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. Microeconomics AP introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. **Grade Level:**12 Prerequisite**:** AP European History or AP U.S. History or AP World History **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes **EPSO**: Yes

G04H25 Macroeconomics AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. Macroeconomics AP introduces students to the principles that apply to an economic system. The course placed particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. **Grade Level:** 12 **Prerequisite:** AP European History or AP U.S. History or AP World History **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes **EPSO**: Yes

G04H36 Personal Finance - This course is recommended for juniors or seniors. It is a semester-long course designed to help students understand the impact of individual choices on career goals and future earnings potential. The curriculum covers essential topics such as financial responsibility and decision-making, educational pathways and career planning, budgeting and money management, credit and debt, risk management (including insurance and identity theft), and saving and investing. This course will provide a foundational understanding for making informed personal financial decisions and navigating financial milestones moving into adulthood. This course is ideal for students ready to prepare for post-graduate plans and is valuable for considering different careers and training paths, along with the financial commitments involved. **Grade Level:** 10-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit: 0**.5 **Maximum Credit**: 0.5 **NCAA Approved:** No

G04H15 Psychology - 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 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. Elective credit. **Grade Level:** 10-12 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes

G04H28 Psychology AP - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills associated with this college-level course. AP level classes require more independent practice and outside reading than Honors level classes. Coursework requirements are guided by the College Board; therefore, students enrolled in this course may take the College Board Advanced Placement Exam in May. Psychology AP introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims,

consider evidence, and effectively communicate ideas. Elective Credit. **Grade Level:** 10-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes **EPSO:** Yes

G04H32 Psychology IB SL - Rigorous and challenging classwork with a strong emphasis on extensive reading, writing and research skills is associated with this college-level course. IB level classes require more independent practice and outside reading than Honors level classes. Coursework requirements for this class are guided by the International Baccalaureate Programme, therefore students enrolled in this course may take the IB Exam in May. Psychology IB attempts to answer, if only partially, the question "Why do people behave the way they do?" This exploration of the underlying influences on human behavior includes an emphasis on scientific research from the biological, cognitive, and sociocultural fields; other [39]
The topics of study include personality, human development, abnormal behaviors, and treatments. Students will be required to complete numerous outside readings (including research articles), participate in online discussions, and conduct replication experiments. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes EPSO: Yes

Y04H21 Abnormal Psychology Honors – The general purpose of Abnormal Psychology is to increase the understanding of historical foundations, theories, research, assessment, and treatment of abnormal behavior. This course includes basic knowledge of the DSM-IV used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as current research and treatment approaches. Each major disorder, its symptoms, and treatment strategies will be examined using case material to supplement the course. Elective Credit. **Grade Level:** 9-12 **Prerequisite:** **Psychology Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 0.5 **NCAA Approved:** Yes

G12H03 IB Business Management SL-The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing, and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. Conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well- informed decisions; appreciate the pace, nature, and significance of change; think strategically; and undertake long term planning, analysis, and evaluation. The course also develops subject-specific skills, such as financial analysis. **Grade Level**:11,12 **Prerequisite:** None Teacher **Recommendation**: Yes **Minimum Credit**:1.0 **Maximum Credit**: 1.0 **EPSO**: Yes

G04H05 History of the Americas I IB HL - This class is designed for the IB HL option aspects of the History of the Americas, a two-year progression. This year will provide a historical study of the American continent in the late 19th and early 20th centuries with attention to Canada, the United States, and Latin America, while also considering the global context provided by European and Asian affairs. Specific topics for in-depth study will be Imperialism, the Mexican and Russian Revolutions, and World War I. Specific aims of the course are to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations, encourage an understanding of the present through critical reflection upon the past, encourage an understanding of the impact of historical developments at national, regional and international levels, and develop an awareness of one's own historical identity through the study of the historical experiences of different cultures. Critical and analytic thinking are aspects of the course. Outside readings, discussions, and essay-format writing will be required. **Grade Level:** 11 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes **EPSO**: Yes

G04H06 History of the Americas II IB HL - History of the Americas II IB fulfills the second-year history

requirement for IB students and prepares students to take the higher level IB history examination. Curriculum integrates history of the United States with history of the Western hemisphere to provide a more comprehensive understanding of 20th century events. Topics include the Emergence of the Americas in global affairs, 1880-1929; Causes, Practices and Effects of Wars; Peacemaking, Peacekeeping – International Relations 1918-36; Political Developments in the Americas after the Second World War, 1945- 1979; and the Cold War. The class is largely conducted in a seminar format with extensive required readings, discussions, and historical and analytical essays. **Grade Level:** 12 **Prerequisite:** History of the Americas I IB **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** Yes **EPSO:**Yes

G04H17 Contemporary Issues - Students will use inquiry skills to examine the issues that impact the contemporary world. Included in the course will be analysis of the historical, cultural, economic, and geographic factors that have raised certain issues to levels of concern in our nation and around the globe. Students will engage in research and problem solving to better understand and assess significant current issues. Elective credit. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G04H14 Sociology - Students will explore the ways sociologists view society, and how they study the social world. In addition, students will examine culture, socialization, deviance and the structure and impact of institutions and organizations. Also, students will study selected social problems and how change impacts individuals and societies. Elective credit. **Grade Level:** 10**-**12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**:0.5 **NCAA Approved:** Yes

Y04H28 American Civil War and Reconstruction – This elective course is an in-depth study of one of the most important eras in American History. This course will include a detailed study of the cause, course, and consequences of the Civil War, the battles, and Reconstruction. Trips to Tennessee battlefields are encouraged as enrichment activities outside of the school day. Elective credit. **Grade Level**: 10-12 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit:** 0.5 **NCAA Approved:** No

G04H23 African American History- Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans. Elective credit. **Grade Level:** 10-12 **Prerequisite:** World History, AP World History or AP Human Geography **Teacher Recommendation:** No **Minimum Credit** .5 **Maximum Credit:** 1 **NCAA Approved:** No

G04H01 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 the manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society. Elective credit. **Grade level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:**.5 **Maximum Credit:**.5 **NCAA Approved:** No

Y04H92 World War II Honors– This course offers a comprehensive study of World War II as an elective honors-level one semester study designed to deepen students' understanding while developing research and presentation skills. The course will include a teacher-led introduction of a World War II topic such as political leadership, the war in the Pacific, the war in Europe, the Holocaust, and the US Homefront.
Students will select related sub-topics to research, i.e., Winston Churchill, Iwo Jima, D-Day, the camp at Dachau, or Rosie the Riveter. Also, students will learn how to select high quality primary and secondary sources from libraries and internet sources. Students will present their topics to their peers in class. Students should take this class if they have a desire to learn more about World War II or if they desire to develop their research and/or presentation skills. Elective credit. **Grade Level:** 11-12 **Prerequisite:** World History, AP European History or US

History **Teacher Recommendation Needed:** Recommended by Social Studies teacher for honors level course **Minimum Credit:** 0.5 **Maximum Credit** 0.5 **NCAA Approved:** No

SC Pre-AP Ancient History- This course is a survey of the accomplishments of all cultures and civilizations starting in the prehistoric times up to 1450 C.E. This course is designed to provide a foundation of the unique history of all regions including studies of the development of politics, economics, culture, and religion shaped the diverse cultures that exist today. The course also serves as an introduction to the historical thinking skills from the College Board that are used in AP (Advanced Placement) World, AP European, and AP US Histories. It is not designed to be an AP level class, but instead as an introduction to historical thinking skills to serve as a springboard to success in AP History classes. Students will be introduced to a contextual and comparative approach to History as well as study of continuities and changes over time in various regions. Students will learn to analyze causation as well as develop historical arguments through interpretation of history and sources. This course is useful and enjoyed by students who want to prepare for a historical path in High School, prepare for a future in History, or are just interested in the era and want to take an elective Ancient History class. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

Social Studies Sequence

WORLD LANGUAGE

Note: To satisfy graduation requirements, a student must complete two years of the same world language. In certain *extraordinary* circumstances, the student may seek approval to have the world language requirement waived to *expand and enhance* the chosen elective focus.

G24H48 Chinese I Honors (Mandarin) - This course's ACTFL Performance Goal of Novice High means that by the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the culture of the Chinese-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 Prerequisite**:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H49 Chinese II Honors (Mandarin) - This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will understand and express herself and participate in simple conversations on several familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the culture of the Chinese-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** Chinese 1 Honors **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

G24H51 Chinese III Honors (Mandarin) - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand most main ideas and most supporting facts in short passages on familiar topics, though students may need to read/hear complex passages more than once. Students will rely on context clues or prior knowledge to help them understand what they read/hear. Students will be able to maintain conversations about themselves and their lives. Students will also use language to express their own thoughts and get the things that they need while being able to connect some longer sentences together. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will do all of this in a way that the teacher and others who are used to language learners easily

understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9 **-**12 **Prerequisite:** Chinese II Honors **Teacher Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H52 Chinese IV Honors (Mandarin) – This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will be able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is limited to those predictable and concrete exchanges necessary for survival in the target culture. Students will be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and some strings of sentences. Their language use is framed in the present time but may contain references to other time frames. Comprehension is most often accurate with highly familiar and predictable topics, although misunderstandings may occur. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 11 **-**12 Prerequisite**:** Chinese III Honors **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

G24H54 Chinese Language and Culture AP (Mandarin) - Chinese Language and Culture AP is a college level course designed for students who have demonstrated a mastery of advanced conversation and language concepts. Students engage in activities that encourage the development of all four language skills (listening, speaking, reading and writing) through exposure to a variety of authentic text and audio sources based on the themes dictated by the College Board. All students will take the AP Exam. Students will participate in regular performance assessments. **Grade Level:** 11**-**12 **Prerequisite:** Chinese III or Chinese IV **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: EPSO: Yes** Yes

G24H21 French I - This course's ACTFL Performance Goal of Novice High means that by the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the culture of the French-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9**-**12 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** Yes

G24H21 French I Honors - This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will understand and express herself and participate in simple conversations on a few familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the culture of the French-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9**-**12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G24H22 French II – This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will likely understand the main idea and possibly some supporting facts in short passages on very familiar topics. Students will often need to read/hear the passage more than once and will usually need visual cues, context clues, and prior knowledge to help students understand what they read/hear. Students will be able to have a conversation about themselves and their lives. Students will also be able to use language to express their own thoughts and get the things that they need, however students will tend to speak and write in single sentences. Students will be able to ask and answer, as well as write simple questions about themselves and their life well enough to accomplish what they need. Students will do all of this in a way that the teacher and

others who are used to language learners can understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** French 1 **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

G24H22 French II Honors - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in short passages on familiar topics, though students may need to read/hear complex passages more than once. Students will rely on context clues or prior knowledge to help them understand what they read/hear. Students will be able to maintain conversations about themselves and their lives. Students will also use language to express their own thoughts and get the things that they need while being able to connect some longer sentences together. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will do all of this in a way that the teacher and others who are used to language learners easily understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 Prerequisite**:** French 1 **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

G24H23 French III Honors - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will be able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is limited to those predictable and concrete exchanges necessary for survival in the target culture. Students will be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and some strings of sentences. Their language use is framed in the present time but may contain references to other time frames. Comprehension is most often accurate with highly familiar and predictable topics, although misunderstandings may occur. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 10-12 **Prerequisite:** French II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H24 French IV Honors - This course's ACTFL Performance Goal of Intermediate High means that by the end of the course students will be able to generally be understood by native speakers unaccustomed to dealing with non-natives. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Students will be able to successfully handle uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Additionally, they will write compositions and simple summaries in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always paragraph length. Students will be able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They will derive substantial meaning from some connected texts. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 11-12 **Prerequisite:** French III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H25 French Language and Culture AP - French Language and Culture AP is a college level course designed for students who have demonstrated a mastery of advanced conversation and language concepts. Students engage in activities that encourage the development of all four language skills (listening, speaking, reading and writing) through exposure to a variety of authentic text and audio sources based on the themes dictated by the College Board. All students will take the AP Exam. Students will participate in regular performance assessments. **Grade Level:** 11-12 **Prerequisite:** French III or French IV Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO**: Yes

G24HE4 IB French 1 SL/HL - This college-level course will develop in each student the ability to engage in meaningful communication in the French language. Grammar is taught in a context to improve understanding

and interaction. Developing proficiency in listening, reading, speaking, and writing is the primary goal. The student is immersed in the target language by interacting with the instructor, analyzing written material, and listening to a diverse range of authentic material. Students will participate in regular performance assessments. **Grade Level:** 11-12 **Prerequisite:** French I, II and III (preferably Honors) Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G24HE5 IB French 2 SL/HL - This college-level course will develop in each student the ability to engage in meaningful communication in the French language. Grammar is taught in a context to improve understanding and interaction. Developing proficiency in listening, reading, speaking, and writing is the primary goal. The student is immersed in the target language by interacting with the instructor, analyzing written material, and listening to a diverse range of authentic material. Students will participate in regular performance assessments. **Grade Level:** 11-12 **Prerequisite:** French IV IB **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G24H29 German I - This course's ACTFL Performance Goal of Novice High means that by the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the culture of the German-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** Yes

G24H29 German I Honors - This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will understand and express herself and participate in simple conversations on several familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the culture of the German-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H30 German II – This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will likely understand the main idea and possibly some supporting facts in short passages on very familiar topics. Students will often need to read/hear the passage more than once and will usually need visual cues, context clues, and prior knowledge to help students understand what they read/hear. Students will be able to have a conversation about themselves and their lives. Students will also be able to use language to express their own thoughts and get the things that they need, however students will tend to speak and write in single sentences. Students will be able to ask and answer, as well as write simple questions about themselves and their life well enough to accomplish what they need. Students will do all of this in a way that the teacher and others who are used to language learners can understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** German 1 **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

G24H30 German II Honors - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in short passages on familiar topics, though students may need to read/hear complex passages more than once. Students will rely on

context clues or prior knowledge to help them understand what they read/hear. Students will be able to maintain conversations about themselves and their lives. Students will also use language to express their own thoughts and get the things that they need while being able to connect some longer sentences together. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will do all of this in a way that the teacher and others who are used to language learners easily understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 Prerequisite**:** German 1 **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

G24H31 German III Honors - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will be able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is limited to those predictable and concrete exchanges necessary for survival in the target culture. Students will be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and some strings of sentences. Their language use is framed in the present time but may contain references to other time frames. Comprehension is most often accurate with highly familiar and predictable topics, although misunderstandings may occur. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 10**-**12 **Prerequisite:** German II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H33 German Language and Culture AP - German Language and Culture AP is a college level course designed for students who have demonstrated a mastery of advanced conversation and language concepts. Students engage in activities that encourage the development of all four language skills (listening, speaking, reading and writing) through exposure to a variety of authentic text and audio sources based on the themes dictated by the College Board. All students will take the AP Exam. Students will participate in regular performance assessments. **Grade Level:**11**-**12 **Prerequisite:** German III or German IV **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO:** Yes

G24H13 Latin I - Latin I students are introduced to the principles of Latin grammar, basic vocabulary and English derivatives to build reading and writing proficiency. An emphasis is also placed on the study and understanding of Roman mythology, culture and history. Daily participation and study are required. Students will take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9**-**12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** Yes

G24H13 Latin I Honors - Latin I students are introduced to the principles of Latin grammar, basic vocabulary and English derivatives to build reading and writing proficiency. Emphasis is placed on the study and understanding of Roman mythology, culture and history, as well as exploring Latin's connections to modern languages. Daily participation and study are required. Students will complete an Honors Portfolio each quarter to meet TN standards for honors level courses. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9**-**12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H14 Latin II - Latin II continues the study of the principles of Latin grammar, vocabulary expansion and English derivatives to build reading and writing proficiency. The course includes exposure to Latin prose authors and poets, with an increasing emphasis on Roman culture and history as to the influence of classical civilizations on the modern world. Students will take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9**-**12 **Prerequisite:** Latin I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G24H14 Latin II Honors - Latin II continues the study of the principles of Latin grammar, vocabulary and English derivatives to build reading and writing proficiency. The course includes more exposure to Latin prose

authors and poets, with an increasing emphasis on Roman culture and history as to the influence of classical civilizations on the modern world. Daily participation and study are required. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** Latin I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H15 Latin III Honors - In Latin III, students apply the grammar and syntax they have learned in previous levels to the translation of ancient Roman writers, including Caesar, Cicero, and Ovid. Students will also learn more complex grammatical structures and literary devices to increase proficiency while reading advanced-level texts. Daily participation and study are required. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 10-12 **Prerequisite:** Latin II **Teacher Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H17 Latin AP - Latin AP is a college level course designed for students who have demonstrated a mastery of advanced language concepts. Students encounter a variety of authentic text sources based on the themes dictated by the College Board. All students will take the AP Exam. Students will participate in regular performance assessments. **Grade Level:** 11-12 **Prerequisite:** Latin III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes **EPSO:** Yes

G24H04 Spanish I - This course's ACTFL Performance Goal of Novice High means that by the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the culture of the Spanish-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H04 Spanish I Honors - This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will understand and express herself and participate in simple conversations on several familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the culture of the Spanish-speaking world. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G24H60 Spanish for Heritage Speakers I/Español para Hispanohablantes I - Esta clase está diseñada para estudiantes cuya lengua materna es el español. El estudiante desarrollará su aptitud del hablar, el escuchar, la lectura y la escritura en español a través del estudio de la historia, cultura y literatura de los países latinos. Esta clase le da la oportunidad de estudiar el idioma español en la misma manera que los anglohablantes estudian inglés.

This class is designed for the student whose first language is Spanish. The student will develop his or her speaking, listening, reading, and writing skills in Spanish through the study of the history, culture, and literature of Spanish-speaking countries. This class gives the student the opportunity to study Spanish in a similar way that English-speakers study English.

Students will take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9 -12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G24H05 Spanish II – This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will likely understand the main idea and possibly some supporting facts in short passages on very familiar topics. Students will often need to read/hear the passage more than once and will usually need visual cues, context clues, and prior knowledge to help students understand what they read/hear. Students will be able to have a conversation about themselves and their lives. Students will also be able to use language to express their own thoughts and get the things that they need, however students will tend to speak and write in single sentences. Students will be able to ask and answer, as well as write
simple questions about themselves and their life well enough to accomplish what they need. Students will do all of this in a way that the teacher and others who are used to language learners can understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** Spanish 1 **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

G24H05 Spanish II Honors - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in short passages on familiar topics, though students may need to read/hear complex passages more than once. Students will rely on context clues or prior knowledge to help them understand what they read/hear. Students will be able to maintain conversations about themselves and their lives. Students will also use language to express their own thoughts and get the things that they need while being able to connect some longer sentences together. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will do all of this in a way that the teacher and others who are used to language learners easily understand what students are saying and writing. Students will investigate the products and practices of a culture to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9-12 **Prerequisite:** Spanish 1 **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 Maximum **Credit:** 1.0 **NCAA Approved:** Yes

G24H61 Spanish for Heritage Speakers II/Español para Hispanohablantes II - Esta clase está diseñada para estudiantes cuya lengua materna es el español. El estudiante desarrollará una aplicación y práctica más profunda y elaborada del hablar, el escuchar, la lectura y la escritura en español a través del estudio de la historia, cultura y literatura de los países latinos. Esta clase le da la oportunidad de estudiar el idioma español en la misma manera que los anglohablantes estudian inglés.
This class is designed for the student whose first language is Spanish. The student will develop a deeper application and practice of his or her speaking, listening, reading, and writing skills in Spanish through the study of the history, culture, and literature of Spanish-speaking countries. This class gives the student the opportunity to study Spanish in a similar way that English-speakers study English. Students will take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 9 -12 **Prerequisite:** Spanish for Heritage Speakers I **Teacher Recommendation Needed:** No **Minimum Credit:**1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G24H06 Spanish III - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will be able to handle some uncomplicated communicative tasks in straightforward social situations. Conversation is limited to those predictable and concrete exchanges necessary for survival in the target culture. Students will be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and some strings of sentences. Their language use is framed in the present time but may contain references to other time frames. Comprehension is most often accurate with highly familiar and predictable topics, although misunderstandings may occur. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:**10-12 **Prerequisite:** Spanish II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H06 Spanish III Honors - This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will be able to successfully handle a variety of uncomplicated communicative tasks in

straightforward social situations. Conversation is limited to those predictable and concrete exchanges necessary for survival in the target culture. Students will be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and some strings of
sentences. Their language use is framed in the present time but may contain references to other time frames. Comprehension is most often accurate with highly familiar and predictable topics, although misunderstandings may occur. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 10-12 **Prerequisite:** Spanish II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes

G24H07 Spanish IV Honors - This course's ACTFL Performance Goal of Intermediate High means that by the end of the course students will be able to generally be understood by native speakers unaccustomed to dealing with non-natives. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Students will be able to successfully handle uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Additionally, they will write compositions and simple summaries in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always paragraph length. Students will be able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They will derive substantial meaning from some connected texts. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:**11-12 **Prerequisite:** Spanish III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes

G24H08 Spanish Language and Culture AP - Spanish Language and Culture AP is a college level course designed for students who have demonstrated a mastery of advanced conversation and language concepts. Students engage in activities that encourage the development of all four language skills (listening, speaking, reading and writing) through exposure to a variety of authentic text and audio sources based on the themes dictated by the College Board. All students will take the AP Exam. Students will participate in regular performance assessments. **Grade Level:**11-12 **Prerequisite:** Spanish III or Spanish IV **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes **EPSO**: Yes

G24H09 Spanish Literature and Culture AP - Spanish Literature and Culture AP is a college level course designed for students who have demonstrated a mastery of advanced conversation and language concepts. Students engage in activities that encourage the development of all four language skills (listening, speaking, reading and writing) through exposure to a variety of authentic text and audio sources based on the themes dictated by the College Board. All students will take the AP Exam. Students will participate in regular performance assessments. **Grade Level:**11-12 **Prerequisite:** Spanish III or Spanish IV **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes **EPSO**: Yes

G24HG5 IB Spanish 1 SL/HL - This college-level course will develop in each student the ability to engage in meaningful communication in the Spanish language. Grammar is taught in a context to improve understanding and interaction. Developing proficiency in listening, reading, speaking, and writing is the primary goal. The student is immersed in the target language by interacting with the instructor, analyzing written material, and listening to a diverse range of authentic material. Students will participate in regular performance assessments. **Grade Level:** 11-12 **Prerequisite:** Spanish III Honors **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** Yes EPSO: Yes

G24HG6 IB Spanish 2 SL/HL - This college-level course will develop in each student the ability to engage in meaningful communication in the Spanish language. Grammar is taught in a context to improve understanding and interaction. Developing proficiency in listening, reading, speaking, and writing is the primary goal. The student is immersed in the target language by interacting with the instructor, analyzing written material, and listening to a diverse range of authentic material. Students will participate in regular performance assessments. **Grade Level:** 11-12 **Prerequisite:** IB Spanish 1 **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** Yes **EPSO**: Yes

G24HF4 IB Language B Spanish Ab Initio I SL - Spanish IB ab initio I is the first year of a two-year language

acquisition course for junior IB candidates having little or no experience with the Spanish language. Students develop functional literacy in the language as well as their appreciation for cultural diversity in general and for the cultural riches in Spanish-speaking societies in particular. The course is designed around three main areas: language, texts, and cultural awareness. Within language, attention is given to the four primary language skills (listening, speaking, reading and writing); accuracy and fluency; and the areas of vocabulary, grammar, pronunciation, and intonation. The variety of texts, spoken and written, is adapted to suit the needs of intermediate students. Students will participate in regular performance assessments. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit**:1.0 **NCAA Approved:** No **EPSO**: Yes

G24H00 American Sign Language I -Online course. Students will be exposed to the language, culture, and history of the Deaf Community in the United States. They will learn ASL handshapes, fingerspelling, sign vocabulary, and grammatical structures that will allow them to navigate introductions, share information about themselves and others, and participate in basic conversations using American Sign Language. There will be a strong focus on both receptive comprehension and expressive use of the language. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 10-11 **Prerequisite:** None Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

G24H01 American Sign Language II: Online course. Students will build on their core knowledge of American Sign Language by learning additional sign vocabulary, more complex grammatical structures, and basic ASL classifiers that will allow them to move from signing concrete concepts to those that are more abstract. Students will be able to communicate more effectively about themselves and the world around them through increased receptive and expressive language skills. They will also continue to study Deaf culture and history and will be exposed to Deaf visual arts, such as Deaf poetry and storytelling. Students will participate in regular performance assessments and take the STAMP proficiency assessment as part of a student's final exam grade. **Grade Level:** 11-12 **Prerequisite:** ASL I **Teacher Recommendation Needed: No Minimum Credit:**1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

PHYSICAL EDUCATION

NOTE: **The 0.5 Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in Marching Band, JROTC, Cheerleading, Dance Team, TSSAA interscholastic athletics and athletics which are under the management of a Tennessee non-profit entity which is approved by the Superintendent, and any other areas approved by the WCS Board of Education. A TDOE approved dance course may substitute for the 0.5 Physical Education credit if not utilized as a Fine Art credit. A student may earn no more than a total of three P.E./Wellness credits.**

G08H02 Lifetime Wellness - This course is required for graduation and recommended for grade 9. Lifetime Wellness is a course that develops positive concepts toward an active, healthy lifestyle. Physical fitness activities such as aerobics, line-dancing, volleyball, badminton, table tennis, basketball, indoor/outdoor fitness games, etc. comprise units in the class structure. Classroom units covering disease prevention, mental health, stress management, nutrition, drug/alcohol/ tobacco prevention, first aid/CPR, and human growth and development are included in this course. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:**1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

G08H00 Physical Education I - This course is designed to introduce the students to the fundamentals of specific individual and team sports which include skills, rules, and game strategy. There will also be noncompetitive, educational gymnastics, dance, weightlifting, aerobics, and anaerobic training. **Grade Level:**9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:**1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

G08H01 Physical Education II – In this course students are expected to attain a proficient level in specific individual and team sports which will include skills, rules, and game strategy. There will also be noncompetitive educational dance, weightlifting, aerobics, and anaerobic training. Students' grades will be reflected only as Pass/Fail and will hold no grade point value. **Grade Level:** 9-12 **Prerequisite:** None Teacher **Recommendation**

Needed: No **Minimum Credit:** 0.5 **Maximum Credit:**0.5 **NCAA Approved:** No

G08H01T1 Intro to Sports Officiating – In this course students will properly develop the fundamentals of sports officiating using web-based instructional modules, combined with interactives and activities to understand officiating mechanics, the philosophy of officiating, and provide learners engaging classroom activities. The course will also teach students by putting what they learn into action by participating in practice/scrimmage settings to refine mechanics and get a true feel for the game. Assessments are included at the conclusion of each module, a recommended state licensure exam that serves as the course's final exam and officiating two real games in local or community leagues. This course will provide students with the knowledge of officiating three sports and a complete certification is awarded with passed exams. This course meets PE II requirements. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 Maximum **Credit:** 0.5 NCAA **Approved:** No

Y08H11 Weights and Kinesiology I - The course includes intense weight training at a high tempo that will progressively increase difficulty. Included in this class will be power training exercises, stretching, calisthenics, running speed development, stations to develop quickness, and plyometrics. Proper techniques and safety will be emphasized to prevent injuries. The course will also teach the location and movement provided by the major muscle groups. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved:** No

Y08H12 Weights and Kinesiology II – The course includes an in-depth look at weight training, stretching, nutrition, speed development, CrossFit, and being able to plan workouts for the improvement of the overall quality of life. The course will also help increase athletic goals by minimizing student injuries while increasing the stamina of participants. Students should also experience successful weight management as well as increased strength and speed. Baseline tests will be given periodically to determine growth in all areas**. Grade Level:** 10-12 **Prerequisite:** 20103 Weights and Kinesiology I **Teacher Recommendation Needed:** No **Minimum Credit:**0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

FINE ARTS

<u>Note</u>: To meet graduation requirements, a student must earn 1.0 credit in a fine arts class.

G05H20 Introduction to Dance Techniques - This course is an initial exploration of techniques and theoretical concepts used in various dance styles. It includes developing and/or increasing awareness of proper body alignment, balance and coordination within the context of various musical meters. Basic positions and fundamental barre exercises are emphasized. The dance vocabulary is used for a thorough understanding of all terms and positions of the body. Basic step combinations in the center of the floor are introduced. After-school and/or evening rehearsals and performances may be required. **Grade Level:** 9-12 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 NCAA **Approved:** No

G05H21 Intermediate Dance - This class is a continuing exploration of techniques and theoretical concepts of various dance styles, with emphasis on precision of line and exactness of movement. Introduction of pointe work is introduced, if appropriate. After- school and/or evening rehearsals and performances may be required. **Grade Level: 9-**12 **Prerequisite: Introduction to Dance or audition Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**:3.0 **NCAA Approved: No**

G05H22 Advanced Dance - The emphasis in this course is on the development of strength and form for quickness of body and mind coordination. The application of phrasing and the quality of movement is stressed. Center practice will include balance, jumps, leaps, extensions and turns, with the emphasis on exactness and precision of line. After-school and/or evening rehearsals and performances may be required. **Grade Level: 9-**12 **Prerequisite: Intermediate Dance or audition Teacher Recommendation Needed:** Yes **Minimum Credit:** 0**.5 Maximum Credit**: 3.0 **NCAA Approved:** No

G05H23 Dance IV – Dance IV requires further development of strength and form, with emphasis placed on perfecting the execution of classical ballet, modern and/or jazz techniques. Advanced pointe work (where

appropriate) and technique will be covered with a concentration in longer adagio and allegro combinations. After-school and/or evening rehearsals and performances may be required. **Grade Level:**12 Prerequisite**:** Dance I, Dance II, and Dance III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**:1.0 **NCAA Approved:** No

G05H73 IB Dance SL/HL- The IB DP dance course takes a holistic approach to dance and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance. **Grade Level: 11-12 Prerequisite:** Intermediate Dance or audition Teacher **Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit** 2.0 **NCAA Approved**: No **EPSO**: Yes

G05H75C1 Film IB I SL - This course focuses on the detailed textual analysis of films, film theory and history, and the techniques of organization of production. Students will engage in a detailed study of film sequences and the study of films and film-making traditions from more than one country. The creative process will be taught through the development of creative, analytical, and production skills within filmmaking. **Grade Level:**11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No **EPSO**: Yes

G05H75C2 Film IB II SL/HL - This course continues the Film I focus on detailed textual analysis of films, film theory and history, and the techniques of organization of production. Students will engage in a detailed study of film sequences and the study of films and film-making traditions from more than one country. The creative process will be taught through the development of creative, analytical, and production skills within filmmaking. IB assessment components will be completed through this class, including a textual analysis, a comparative study, and a production portfolio. **Grade Level:**12 **Prerequisite:** IB Film I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:**1.0 **NCAA Approved:** No EPSO**:** Yes

G05H05 Media Arts I- In this course, students will learn to integrate traditional art forms through the integration of technology. They will develop both their artistic abilities and technological skills. This course will focus on foundational technical and expressive skills and understanding in media arts necessary to solve assigned problems or prepare assigned repertoire for presentation. They will understand media arts to be an important form of personal realization and well-being and make connections between media arts, history, culture, and other learning. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

G05H06 Media Arts II- In this course, students will identify and solve media arts problems based on their interests or for a particular purpose. They will conduct research to inform artistic decisions and create and refine media arts productions that demonstrate technical proficiency, personal communication, and expression. They will use media arts for personal realization and well-being and have the necessary skills for participation in media arts beyond the school environment. **Grade Level:**10-12 **Prerequisite Course: Media** Arts I **Teacher Recommendation Needed:** Yes **Minimum Credit:**0.5 **Maximum Credit:**1.0 **NCAA Approved:** No

G05H07 Media Arts III- In this course, students will independently identify challenging media arts problems based on their interests or specific purposes and bring creativity and insight to finding artistic solutions. Students will become adept in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They will develop their personal strengths and apply strategies to overcome personal challenges as media arts learners. They will become capable of taking a leadership role in arts activities within and beyond the school environment. **Grade Level:** 11-12 **Prerequisite Course:** Media Arts I -II **Teacher Recommendation Needed:** Yes **Minimum Credit**:0.5 **Maximum Credit:**1.0 **NCAA Approved:** No

G05H08 Visual Art I - This elective course offers students studio experience in drawing, painting, and two- and three-dimensional design with an emphasis on art elements. It is based on the National Standards for Art Education: understanding and applying media, techniques and processes; using knowledge of structures and

functions; choosing and evaluating a range of subject matter, symbols and ideas; understanding the visual arts in relation to history and cultures; reflecting upon and assessing the characteristics and merits of their work and the work of others; and making connections between visual arts and other disciplines. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit:**1.0 NCAA Approved: No

G05H09 Visual Art II: 2D - Students will focus their art studies on 2-dimensional media, most specifically observational drawing and painting. Projects will also include printmaking and mixed media. Art History, note of a portfolio by the teacher) **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**:1.0 **NCAA Approved:** No

G05H09 Visual Art II: 3D - Students will focus their art studies on 3-dimensional media. Students will create both functional and decorative pieces. Projects may also include (but are not limited to) ceramics, plaster, plaster craft, wire, assemblage, kinetic sculpture, recycled materials, mosaic, wood carving, and relief sculpture. Art History, note taking, reading, writing, art criticism, and maintaining a productive sketchbook are also part of the curriculum. **Grade Level:** 9-12 **Prerequisite:** Visual Art I (Students may bypass the Visual Art I pre-requisite upon review of a portfolio by the teacher) **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G05H10 Visual Art III: 2D - Students will continue their study of and refine their skills in observational drawing and painting, while also creating prints and mixed media works. Independent study will become more critical during the second semester, as students prepare for AP Studio Art. Art History, note taking, reading writing, art criticism, and maintaining a productive sketchbook are also part of the curriculum. **Grade Level:** 10-12 **Prerequisite:** Visual Art I and Visual Art II: 2D **Teacher Recommendation Needed: No Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G05H10 Visual Art III: 2D Honors - Students will continue their study of and refine their skills in observational drawing and painting, while also creating prints and mixed media works. Independent study will become more critical during the second semester, as students prepare for AP Studio Art. Art History, notetaking, reading, writing, art criticism, and maintaining a productive sketchbook are also part of the curriculum. The honors curriculum requires a higher proficiency in art creation and significant independent study. As part of the Honors requirement, students must complete an Honors Portfolio component each quarter which may involve complex problem-solving, research involving reading/writing, investigations and explorations, advanced use of technology, and making connections within the discipline and to the workplace. **Grade Level:** 10-12 **Prerequisite:** Visual Art I and Visual Art II: 2D **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G05H10 Visual Art III: 3D - Students will continue their study of and refine their skills in ceramics and sculpture. Independent study will become more critical during the second semester, as students prepare for AP Studio Art. Art History, note taking, reading, writing, art criticism, and maintaining a productive sketchbook are also part of the curriculum. **Grade Level:** 10-12 **Prerequisite:** Visual Art I and Visual Art II: 3D **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

G05H10 Visual Art III: 3D Honors - Students will continue their study of and refine their skills in ceramics and sculpture. Independent study will become more critical during the second semester, as students prepare for AP Studio Art. Art History, note taking, reading, writing, art criticism, and maintaining aa productive sketchbook are also part of the curriculum. The honors curriculum requires a higher proficiency in art creation and significant independent study. Students will engage in research and critical writing. As part of the Honors requirement, students must complete an Honors Portfolio component each quarter which may involve complex problem-solving, research involving reading/writing, investigations and explorations, advanced use of technology, and making connections within the discipline and to the workplace. **Grade Level:** 10-12 **Prerequisite:** Visual Art I and Visual Art II: 3D **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

G05H24 Studio Art Drawing AP - The AP Studio Art program is for highly motivated students who are ready for the challenge of college-level work. Pencil, charcoal, conte, colored pencil, oil pastel, ink, and paint are some

examples of media which may be explored. As part of the curriculum, extra studio hours outside of the school day is required. Students must complete a portfolio of work with no less than 24 high quality pieces. This portfolio is evaluated and scored by national AP examiners in May. The scope of the course follows the topics listed in the College Board Advanced Placement Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit. **Grade Level:** 11-12 **Prerequisite:** Visual Art I-III 2D (students may bypass the Visual Art III pre-requisite with teacher approval) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No **EPSO**: Yes

G05H29 Studio Art 3D Design AP - The AP Studio Art program is for highly motivated students who are ready for the challenge of college-level work. Ceramics, metal work, plaster, fiber arts, and assemblage are some examples of media which may be explored. As part of the curriculum, extra studio hours outside of the school day are required. Students must complete a portfolio of work with no less than 24 high quality pieces. This portfolio is evaluated and scored by national AP examiners in May. The scope of the course follows the topics listed in the College Board Advanced Placement Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit. **Grade Level:** 11-12 **Prerequisite:** Visual Art I-III 3D (students may bypass the Visual Art III prerequisite with teacher approval) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No **EPSO**: Yes

G05H46 IB Visual Art SL- The course encourages students to challenge their own creative and cultural expectations and boundaries. They will develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. **Grade Level**: 9- 12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 Maximum **Credit:**1.0 **NCAA Approved:** No **EPSO:**Yes

G05H28 IB Visual Art II HL In this more advanced level of IB Visual Arts, students will deepen their ability to explore and experiment with a variety of contemporary art mediums as they refine their artistic abilities. This course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. **Grade Level:**10-12 **Prerequisite:** Visual Art I or Visual Art SL **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 NCAA **Approved:** No **EPSO**: Yes

G05H25 AP Art History - AP Art History is a college-level course which strives to develop in students an understanding and knowledge of the diverse historical and cultural contexts of art and architecture. Instruction focuses on visual analysis; however, students will read regularly from the assigned textbook, participate in group activities, complete written assignments, and occasionally work on studio projects (time permitting). The AP Art History exam takes place in May. A strong background in World History and/or European History is strongly recommended. Completion of Visual Art I is helpful but not required. The scope of the course follows the topics listed in the College Board Advanced Placement Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit. **Grade Level:**10-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No
EPSO: Yes

G05X14 Multi-Age Instrumental Music (Band/Orchestra) - Multi-age instrumental music classes are band, strings and orchestra classes offered in 9th-12th grade. Students will learn technical skills on a selected instrument, music theory and history as well as participating in public performances throughout the year. Specific courses vary from school to school based on student enrollment. Examples include, but are not limited to symphonic band, concert band, wind ensemble, percussion, orchestra, guitar and piano. Some classes may include a prerequisite, teacher recommendation, and/or audition. **Grade Level:** 9-12 Prerequisite**:** Course Dependent **Teacher Recommendation Needed:** Course Dependent **Minimum Credit:** 1.0 **Maximum Credit**: 4.0 **NCAA Approved:** No

G05X14 Multi-Age Instrumental Music (Band/Orchestra) Honors - Honors instrumental music classes, top

performing band, strings, and orchestra classes are offered in 9th-12th grade. Students will study traditional band or orchestra instruments at a high level. They will learn music theory and history as applied to the music being studied as well as participating in several public performances throughout the year. Students will be expected to perform in large and small ensembles. Students will be expected to learn chamber or solo music independently. Expect commitment outside of class time to practice and performance. The course is by audition *and* teacher recommendation only. **Grade Level:** 9-12 Prerequisite**:** Course Dependent **Teacher Recommendation Needed:** Course Dependent **Minimum Credit:** 1.0 **Maximum Credit**: 4.0 **NCAA Approved:** No

G05H44 Music Theory Grades 9-12- This course is 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. **Grade Level:** 9-12 **Prerequisite Course:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

G05H26 Music Theory AP - This course is designed for music students who are interested in pursuing a career in music and/or majoring in music. The course will include the study of music vocabulary, chord structure, key signatures, harmony, complex rhythms and other music reading skills in preparation for college music theory. This music theory course will also emphasize the students' development in the areas of sight singing and ear training. Students will be learning skills that are taught at a college freshman level of music theory. It is strongly recommended that students have a basic understanding of traditional music notation in treble and bass clef before beginning this course. Knowledge of major scales and key signatures is preferred. The scope of the course follows the topics listed in the College Board Advanced Placement Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit. **Grade Level:**11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:**1.0 **Maximum Credit**:1.0 **NCAA Approved:** No EPSO**:** Yes

G05H12 IB Music SL- Students IB Music are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through this course, students become aware of how musicians work and communicate. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No **EPSO:** Yes

Y05H21 Commercial Music Honors- This course will teach students the processes of notating and performing modern and career applicable music, commonly found in the music industry. Students will learn how to use their instruments (voice, guitar, winds, percussion, etc.) to perform in the various musical styles of popular culture. They will learn the basic skills required to competently rehearse and perform in commercial music settings. These skills include music theory and musical aural skills. **Grade Level:** 9-12 Prerequisite**:** Must be concurrently enrolled in an ensemble music course. **Teacher Recommendation: Audition Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

G05X12 Multi-Age Vocal Music (Chorus/Choir) - Multi-age vocal music classes are traditional choral ensembles offered in 9th-12th grade. Students will study proper vocal techniques and choral singing, music theory and history as well as participating in public performances throughout the year. Specific courses vary from school to school based on student enrollment. Examples include, but are not limited to: Concert Choir, Men's Choir, Women's Choir, Chamber Choir and Jazz Choir. Some classes may include a prerequisite, teacher recommendation, and/or audition. **Grade Level:** 9-12 **Prerequisite:** Course Dependent **Teacher Recommendation Needed:** Course Dependent **Minimum Credit:**1.0 **Maximum Credit**: 4.0 **NCAA Approved:** No

G05X12 Multi-Age Vocal Music (Chorus/Choir) Honors - Honors vocal music classes are traditional choral ensembles offered in 9th-12th grade. Students will study advanced vocal techniques and choral singing. They will learn music theory and history as applied to the music being studied as well as participating in several public performances throughout the year. Students will be expected to perform in large and small ensembles. Students will be expected to learn chamber or solo music independently. Expect commitment outside of class time to practice and performance. The course is by audition *and teacher*

recommendation only. **Teacher Recommendation Needed:** Course Dependent **Minimum Credit: 1.0 Maximum Credit**: 4.0 **NCAA Approved:** No

G05H16 Theater Arts I - This course is an overview of all aspects of theatre. Students will study both performance and non-performance facets of theatre including theater terminology, introductory theatre history, fundamentals of acting, and acting styles. Students will gain experience in speaking and acting. Time outside of class is required to fulfill the obligations of this course. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G05H17 Theater Arts II - In this course, students will focus on the history of theatre and a more in-depth acting experience. They will study and perform one-act plays, as well as various scenes from different historical genres. The course will emphasize the process of acting: auditions, rehearsals, relaxation techniques, dialogue, character analysis, and the production process. Time outside of class is required to fulfill the obligations of this course. **Grade Level:** 10-12 **Prerequisite:** Theater I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G05H18 Theater Arts III - In this course, students will study more in depth the various acting techniques and exercises available to professional actors. Students will take a more involved role in production with attention to directing, theatre safety, polishing acting skills, resumes, and all of the other aspects of theatre that support a full-scale performance. Considerable time outside of class is required to fulfill the obligations of this course. **Grade Level:** 11-12 **Prerequisite:** Theater I and Theater II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G05H19 Theater IV - Theatre IV is designed as preparation for students who are seriously considering a post-secondary study of theatre or a career involving theatre. Students will have intense training in play analysis and do in-depth study of theatre. They will assume leadership in directing and responsibility for technical and production aspects of theatre in presentations. Considerable time outside of class is required to fulfill the obligations of this course. **Grade Level:** 12 **Prerequisite:** Theater I, II, and III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

Y05H22 Theater Arts Production (Special Course) - This advanced course involves detailed aspects of theatre design and management. The students will study the basics in drafting floor plans and elevations, lighting and audio design, set construction, and other technical elements needed to mount production. Steps are taken to formulate a detailed design for a play and implement a management plan for running a show. Students will apply concepts and skills acquired to all school productions and events; therefore, this course will require hours outside the classroom. **Grade Level:**10-12 **Prerequisite:** Theater I Teacher **Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit**: 2.0 **NCAA Approved:** No

Fine Arts Sequence

JUNIOR RESERVE OFFICERS TRAINING CORP PROGRAM (JROTC)

JROTC Substitutions: JROTC I may substitute for one (1) credit of Lifetime Wellness. JROTC II may substitute for 0.5 credit of Physical Education. JROTC III may substitute 0.5 for US Government and 0.5 credit for Personal Finance. **TSBE 3.103**

Note: JROTC is a program provided jointly by the Williamson County School System and the United States Department of Defense. The JROTC program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the students, community, and nation.

G08H04 JROTC I (Leadership Education and Training I) – JROTC I is a course in which the student receives basic instruction in leadership development, drill and ceremonies, first aid, American Citizenship and history, physical fitness, and map reading. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G08H05 JROTC II (Leadership Education and Training II) – JROTC II advances to the intermediate study level of those subjects presented in JROTC I with more in-depth study of methods of instruction, positive self- concept, development of managerial skills, and Army history. **Grade Level:** 10-12 Prerequisite**:** JROTC I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G08H06 JROTC III (Leadership Education and Training III) – JROTC III is more intense leadership training with applied problem-solving situations, increased study in the psychology of leadership, communication skills, and teaching skills. **Grade Level:** 11-12 **Prerequisite:** JROTC I and II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

G08H07 JROTC IV (Leadership Education and Training IV) - Leadership Education and Training IV - JROTC is advanced instruction in the role of the Army in support of national objectives. Seniors are encouraged to develop their leadership and managerial skills, written communications techniques, human relations skills, and oral communications abilities. **Grade Level:** 12 **Prerequisite:** JROTC I, II and III Teacher **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: No**

G08H12 JROTC IX (Leadership Education and Training IX) - Allows for a mixture of first through fourth year cadets in a class.

Career and Technical Education Course Descriptions

Advanced Manufacturing

C13H05 Principles of Manufacturing - Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. To gain a holistic view of the advanced manufacturing industry, students will complete all core standards as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. **Grade Level:** 8-10 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C13H07 Digital Electronics - Digital Electronics is intended to provide students with an introduction to the basic components of digital electronic systems and equip them with the ability to use these components to design more complex digital systems. Proficient students will be able to (1) describe basic functions of digital components (including gates, flip flops, counters, and other devices upon which larger systems are designed); (2) use these devices as building blocks to design larger, more complex circuits; (3) implement these circuits using programmable devices; and (4) effectively communicate designs and systems. Students develop additional skills in technical documentation when operating and troubleshooting circuits. Upon completion of the Digital Electronics course, proficient students will be able to design a complex digital system and communicate their designs through a variety of media. **Grade Level:** 9-10 **Recommended Prerequisite:** Principles of Manufacturing **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

C13H16 Mechatronics I - Mechatronics I is an applied course in the manufacturing cluster for students interested in learning more about careers as a mechatronics technician, maintenance technician, electromechanical technician, and manufacturing engineer. This first of two courses covers basic electrical and mechanical components of mechatronics systems as well as their combined uses with instrument controls and embedded software designs. Upon completion of this course, proficient students can describe and explain basic functions of physical properties and electrical components within a mechatronic system. They can logically trace the flow of energy through a mechatronic system and communicate this process to others. They know how to effectively use technical documentation such as data sheets, schematics, timing diagrams, and system specifications to troubleshoot basic problems with equipment. Finally, they develop strategies to identify, localize, and correct malfunctioning components and equipment. **Grade Level:** 10-12 Recommended **Prerequisite:** Digital Electronics Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

C13H17 Mechatronics II - Mechatronics II is an advanced course in the manufacturing career cluster for students interested in learning more about such careers as mechatronics technician, maintenance technician, or electromechanical technician. Following the groundwork of mechanics and electronics laid in Mechatronics I, this course covers basics of pneumatic, electro pneumatic, and hydraulic control circuits in a complex mechatronic system. In addition, the course addresses basic digital logic and programmable logic controllers (PLCs) employed in the mechanical, electronic, and control systems in a mechatronics system. Upon completion of this course, proficient students can explain the inter-relationships of components and modules within a complex mechatronic system. They understand the differences between hydraulic and pneumatic fluid power and can explain the scientific principles that apply. They also use technical documentation (such as datasheets, circuit diagrams, displacement step diagrams, timing diagrams, and function charts) to troubleshoot and resolve the malfunctioning pneumatic and hydraulic components and circuits. They demonstrate understanding of the role of programmable logic controllers (PLC) in mechatronic systems and the ability to write, debug, and run basic ladder logic. **Grade Level: 11- 12 Recommended Prerequisite:** Mechatronics I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 2.0 **NCAA Approved:** No

C13H08 Advanced Manufacturing Practicum - Manufacturing Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skill sets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. **Grade Level:** 11-12 **Recommended Prerequisite:** Mechatronics II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved: No**

AGRICULTURE, FOOD, AND NATURAL RESOURCES

C18H19Agriscience - Agriscience is a laboratory science course that prepares students for biology, subsequent science courses, and postsecondary pursuits. The content area includes ecology, biological processes, sexual and asexual reproduction and a study of the chemical and physical laws that govern life processes. This course helps students understand the important role agricultural science plays as industry moves into the 21st century. Agriscience may be used to fulfill one of the three lab science courses required for high school graduation. **Grade Level:** 9 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum Credit**:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C18H17 Greenhouse Management - This course is designed to prepare a student to manage a greenhouse operation. Students in this class will learn to produce various ornamental crops as well as food crops. An understanding of structures, crop selection, and growing systems will be explored. As populations continue to expand, the importance of food production in a climate-controlled environment increase. Today's agriculture students are preparing to meet the needs of the growing world. **Grade Level:** 10-12 **Prerequisite: Agriscience Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: No**

C18H16 Landscaping and Turf Science - Landscaping and Turf Management includes standards to prepare students for creating beautiful environments for homes and businesses. This course includes site analysis and preparation, landscape drawing, plant selection, and installation. The maintenance of healthy attractive landscapes and turf areas will be emphasized. With the increase of urban sprawl, these career opportunities are increasing daily. Plant science and leadership skills taught in this class will prepare students to meet the demands of this exciting industry. **Grade Level:** 10-12 **Prerequisite:** Agriscience **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved:** No

C18H30 Principles of Plant Science and Hydroculture - Principles of Plant Science and Hydroculture focus on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. **Grade Level:** 10-12 **Prerequisite:** Agriscience **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C18H20 Small Animal Science Technologies - Small Animal Science has objectives to prepare students for

careers in managing and caring for specialty and companion animals. As our population raises more specialty and companion animals for production purposes and personal value, careers that work with these animals in a safe environment will continue to expand. **Grade Level:** 10-12 **Prerequisite:** Agriscience Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C18H27 Large Animal Science Technologies- Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. **Grade Level:** 10-12 **Prerequisite:** Agriscience **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C18H21 Veterinary Science Technologies - Veterinary Science challenges students to use advanced technologies and medical treatments to maintain the health of animals. The animal health industry continues to grow in importance and prominence as more people purchase animals for pleasure and sustenance. **Grade Level:** 11-12 **Prerequisite:** Agriscience and Small Animal Science or Large Animal Science **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C18H11 Agribusiness and Finance: Agricultural Business and Finance is an applied course that addresses the economic and business principles necessary to operate a successful agribusiness. The course covers a wide range of topics in business, finance, economics, and management. Upon completion of this course, proficient students will have learned to apply the principles drawn from these topics toward activities that support their own business aspirations in the agriculture industry. **Grade Level: 10- 12 Prerequisite: Agriscience Teacher Recommendation Required: No Minimum Credit:1.0 Maximum Credit 1:0 NCAA Approved: No**

ARCHITECTURE AND CONSTRUCTION

C17H15 Fundamentals of Construction - Fundamentals of Construction is a foundational course in the Architecture and Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 9-11 Prerequisite**:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

C17H26 Structural Systems I - Structural Systems I will prepare students for careers in residential and commercial carpentry. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in framing buildings. Students will be able to frame floors, walls, ceilings, roofs, and stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business, and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 10-12 **Prerequisite:** Fundamentals of Construction **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C17H27 Structural Systems II - Structural Systems II is an advanced-level course that builds on the introductory skills learned in the Fundamentals of Construction and Structural Systems I course. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Upon completion of this course, proficient students will be able to install interior and exterior finishes, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Throughout the course, students will interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices. Standards in this course also expand principles of the construction industry and delve deeper into business and project management strategies. Students will continue compiling artifacts for inclusion in their

portfolios, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 11-12 **Prerequisite:** Fundamentals of Construction and Structural Systems I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 2.0 **NCAA Approved:** No

C17H22 Construction Practicum - Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture and Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principal aim of the practicum is to assist students with pre-apprenticeship placements, where available, so they can begin to log for hours on a worksite and gain experience prior to entering the job market. Additionally, students are exposed to the great range of post-secondary opportunities in today's construction fields as well, to prepare them to make informed decisions regarding their post-high school plans. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue further study in architecture or construction or seek additional training and employment with the aid of a portfolio documenting student work completed throughout high school. **Grade Level:**12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C17H13 Architectural and Engineering Design I - Architectural and Engineering Design I is a foundational course in the Architecture and Construction cluster for students interested in a variety of engineering and design professions. Upon completion of this course, proficient students will be able to create technical drawings of increasing complexity and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Standards in this course also include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering. In addition, students will begin compiling artifacts for inclusion in a portfolio which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 9-12 **Prerequisite:** None Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C17H14 Architectural and Engineering Design II - Architectural and Engineering Design II is the second course in the Architectural and Engineering Design program of study. Students in this course build their skills in developing and representing design ideas using technical drawing and modeling techniques and applying the design process to solve design problems. Upon completion of this course, proficient students will be able to use CAD software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 10-12 **Prerequisite:** Architectural and Engineering Design I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C17H10 Architectural and Engineering Design III - Architectural and Engineering Design III is the third course in the Architectural and Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will also be able to engage with industry-specific technology to create visual representations of project outcomes. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 11-12 **Prerequisite:** Architectural and Engineering Design II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C21H14 Engineering Practicum Honors - Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields. **Grade Level:** 12 **Prerequisite:** Architectural and Engineering Design III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

Note: Mastery of the following standards should be attained while completing an engineering design project in a practicum setting. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for the project throughout the course. The project should follow the engineering design process learned in previous courses.

ARTS, AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIONS

C11H06 Digital Arts and Design I - Digital Arts and Design I is an introductory course for students interested in digital art, photography and design professions. Students will develop a strong understanding of the principles and elements of design and the design process. Hands-on projects provide extensive opportunities that focus on actual design and photography assignments. A state-of-the-art computer lab is provided with iMacs using Adobe software. There is an emphasis on employability skills, leadership, teamwork, and problem-solving skills that encourage higher-order thinking. Basic skills will be introduced in interactive design and animation if time permits. This course may count as fine arts credit. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C11H05 Digital Arts and Design II - Digital Arts and Design II is a course that further develops skills and knowledge acquired in the introductory Digital Arts and Design I course. Upon completion of this course, proficient students will be able to perform more advanced software operations to create photographs, illustrations, and various types of designs of increasing complexity. With increasing knowledge and skill, students work toward developing a professional portfolio, which they will carry with them throughout the full sequence of courses. Upon completion of this course students have the option of acquiring *Adobe* Certified Associate (ACA) certification, which validates basic, entry-level skills in digital communications using *Adobe* software. **Grade Level:** 10-12 **Prerequisite:** Digital Arts and Design I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

C11H16 Digital Arts and Design III - Digital Arts and Design III is the third course in the Digital Arts and Design program of study. Students at this level may choose to focus on photography or a particular field in design. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive projects in design, photography, illustration, interactive design, multimedia and three-dimensional design. 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. With advanced knowledge and skill, students continue to develop a professional portfolio. Upon completion of this course, students have the option of acquiring *Adobe* Certified Associate (ACA) certification, which validates basic, entry-level skills in digital communications using *Adobe software*. **Grade Level:** 10-12 **Prerequisite:** Digital Arts and Design I and II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 2.0 **NCAA Approved:** No

C11H01 A/V Production I - Students learn to safely and appropriately produce professional programming for film, television, and news media; work in teams with professional cameras, audio, lighting and switching equipment; learn the editing software that is used to make movies, television shows, commercials, movie trailers and web programs; produce original programming and cover live events for county television and websites. *A lab fee is requested.* **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

C11H02 A/V Production II - Students work with classmates to form a studio team that extends programming

artistically and technically, work in self-directed teams to create and produce original content, build on knowledge and skills from Television and Film Production I, produce original programming and cover live events for the school, county television and websites. Potential opportunities exist to compete for summer internships in media production and opportunities to apply for Governor's School for the Arts. *A lab fee is requested.* **Grade Level:** 10-12 **Prerequisite:** Television and Film Production/AV Production I **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

C11H03 A/V Production III – Students manage all aspects of the studio workflow and TV/Film production teams; lead "development through completion" of original programming and live event coverage for the school, county television and websites; build on knowledge and skills from Television and Film Production II; and develop a portfolio and demo reel/ resume for educational or career opportunities. Potential opportunities exist to compete for summer internships in media production. *A lab fee is requested.* **Grade Level:** 11-12 Prerequisite**:** Television and Film Production/AV Production I and II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C11H07 Applied Arts Practicum - The Applied Arts Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology and Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management in the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared to pursue further study in arts, a/v technology, and communications fields or seek additional training and employment with the aid of a portfolio documenting student work completed throughout high school. Upon completion of this course, students have the option of acquiring *Adobe* Certified Associate (ACA) certification, which validates basic, entry-level skills in digital communications using *Adobe* software. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C11H10 Fashion Design - Fashion Design is an applied knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in Foundations of Fashion Design, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, and product and service management. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories. Upon completion of this course, proficient students will create an original fashion collection. **Grade Level:** 11- 12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

BUSINESS MANAGEMENT AND ADMINISTRATION

C29H00 Accounting I - Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and/or manual financial records for a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting, preparing worksheets, and financial statements. Accounting I provides college-bound students with an excellent foundation for business-related majors. **Grade Level:** 9 -12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved:** No

C12H17 Business Management - Students in Business Management will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decision-making, personnel, safety, professional development and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow. **Grade Level:** 11-12 **Prerequisite:** None Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit** 1.0 **NCAA Approved:** No

C12H26 Introduction to Business & Marketing - This course is designed to develop computer technology skills.

Students will use a variety of computer software and hardware tools, and features of an electronic information network. Students will explore the social, business, and ethical issues of using computer technology. The students will develop skills that will assist them with efficient production of word processing documents, spreadsheets, databases, and presentations. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved:** No

EDUCATION AND TRAINING

C32H33 Introduction to Teaching as a Profession - Introduction to Teaching as a profession is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the sequence of courses. **Grade Level:9-10 Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C32H01 Teaching as a Profession I - Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental understanding of instructional strategies needed for becoming educators. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C32H02 Teaching as a Profession II - Teaching as a Profession II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone TAP III course and further their studies at the postsecondary level. **Grade Level:** 10**-**11 Prerequisite**:** Teaching as a Profession I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

C25H03 Teaching as a Profession Practicum – *Teaching as a Profession Practicum* is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in the education field. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a post-secondary institution. **Grade Level:** 11**-**12 **Prerequisite:** Teaching as a Profession II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C32H06 Early Childhood Education Careers I - This class prepares students for gainful employment and/or entry into post-secondary education. Content provides students with a foundation in the concepts of child development theory and affords them the opportunity to integrate knowledge, skills, and practices required for careers in early childhood education and related services. **Grade Level:** 9-12 **Prerequisite:** None Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C32H07 Early Childhood Education Careers II - This course prepares students for gainful employment and/or entry into post-secondary education. The content provides students with the opportunity to apply child development theory, develop and implement learning activities for young children, and integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based learning opportunities. **Grade Level:** 10-12 **Prerequisite:** Early Childhood Education Careers I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 NCAA **Approved:** No

C32H08 Early Childhood Education Careers III - Early Childhood Education Careers III (ECEC) serves as a capstone course and further prepares students for employment and/or entry into postsecondary education in the early childhood education and services industry. Students will obtain knowledge and skills in administration and management. They will explore areas related to instruction and services for children with special needs. Students will apply the early childhood education knowledge and skills, including recommended participation in a cooperative education experience. **Grade Level:** 11-12 **Prerequisite:** Early Childhood Education Careers I and II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 2.0 **NCAA Approved:** No

FINANCE

C12H26 Introduction to Business & Marketing - This course is designed to develop computer technology skills. Students will use a variety of computer software and hardware tools, and features of an electronic information network. Students will explore the social, business, and ethical issues of using computer technology. The students will develop skills that will assist them with efficient production of word processing documents, spreadsheets, databases, and presentations. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved:** No

C29H00 Accounting I - Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and/or manual financial records for a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements. Accounting I provides college-bound students with an excellent foundation for business-related majors. **Grade Level:** 9-12 **Prerequisite:** Computer Applications or Business Management **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**:1.0 **NCAA Approved:** No

C29H01 Accounting II - Accounting II is an advanced study of concepts, principles and techniques that build on the competencies acquired in Accounting I used in keeping the electronic and manual financial records of a sole proprietorship, a partnership and a corporation. Departmental, management, cost, and not-for-profit accounting systems are explored. This course will apply the theory and practices developed in Accounting I. **Grade Level:**10-12 **Prerequisite:** Accounting I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

HOSPITALITY AND TOURISM

C16H06 Culinary Arts I - Culinary Arts I is an introductory program of study designed to provide students with a fundamental knowledge of professional food service. Objectives focus on safety and sanitation competencies, manual knife skills, quantity of food preparation and storage requirements, weights, measures, conversions, nutrition, menu planning, business math, controlling food costs and workability skills. Additionally, students will gain experience working in a professional kitchen environment while preparing a variety of food products. As students learn about the principles of baking and rudimental cooking techniques, application of cooking methods will be practiced while preparing baked goods and fundamental recipes that include, but are not limited to biscuits, quick breads, cookies, pour batters, pies, breakfast foods, sandwiches, salads and salad dressings, garnishing, fruits and vegetables. Finally, objectives that emphasize building a successful career such as leadership, teamwork, interviewing, evaluation and career exploration will be interwoven throughout the yearly program of study. **Grade Level:** 9-11 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C16H07 Culinary Arts II - Culinary Arts II is a 2-hour course that is an extension of Culinary Arts I, and students will continue to follow guidelines and apply skills as they relate to standards set by the foodservice industry. As students explore the culinary history, food service trends, the art of service, hospitality, lodging and tourism industries, menu design, marketing, purchasing, inventory control, basic accounting practices and cuisines of the world. Students will prepare a full range of items on the menu that include potatoes and grains, meat, poultry, seafood, stocks, soups, sauces, and advanced desserts. Notably, there will be an ongoing emphasis on health department safety and sanitation guidelines, equipment identification and usage, and successful preparation of numerous menu items in the in-school restaurant as well as school-based catered events. A culinary arts portfolio will be required while in Culinary Arts II and the opportunity to apply for a competitive internship will be one important aspect of this program of study. Internships may be paid or unpaid. **Grade Level:** 10-11 **Prerequisite:**

Culinary Arts I **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C16H08 Culinary Arts III - Culinary Arts III is the third level of Culinary Arts, and it serves as a capstone course. It, too, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students with the opportunity to apply the marketable culinary arts skills that they have acquired by assuming increasingly responsible positions, including participation in the school's in-house restaurant and local cooperative education internships. **Grade Level: 11**-12 **Prerequisite:** Culinary Arts I and II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 2.0 **NCAA Approved:** No

HUMAN SERVICES

C19H12 Cosmetology I – Cosmetology I content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry. **Grade Level:** 9-11 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C19H14 Cosmetology II- Cosmetology II is the second level of cosmetology and prepares students for work related skills and advancement into the Chemistry of Cosmetology course. Content provides students with the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License. **Grade Level:** 10-12 **Prerequisite:** Cosmetology I Teacher **Recommendation Needed: No Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C19H13 Cosmetology III – Cosmetology III is the advanced level of cosmetology, and it prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students with the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Students completing this portion of the course of cosmetology will acquire the necessary hours to transfer to a post-secondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampooing Technician license. **Grade Level:** 11-12 **Prerequisite:** Cosmetology II **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C19H21 Cosmetology IV - Cosmetology IV is the capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology examination to obtain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the sequence of courses. **Grade Level: 11-12 Prerequisite:** Cosmetology III Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit:** 2.0 **NCAA Approved:** No

C19H15 Nutrition Across the Lifespan - Nutrition Across the Lifespan is for students interested in learning more about becoming a dietician, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. This course covers 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 during the class. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit: 0**.5 **Maximum Credit**: 1.0 **NCAA** Approved: No

C19H16 Nutrition, Science and Diet Therapy - Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to be built throughout the program of study. **Grade Level:** 10-12 **Prerequisite: Nutrition** Across the Lifespan **Teacher Recommendation Needed:** No **Minimum Credit: 1.0 Maximum Credit**: 1.0 **NCAA** Approved: No

C19H20 Human Services Practicum - Human Services Practicum is a capstone course in the human services cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing. **Grade Level:** 11-12 **Prerequisite:** Nutrition, Science and Diet Therapy **Teacher Recommendation Needed:** No **Minimum Credit: 1.0 Maximum Credit**: 1.0 **NCAA** Approved: No

INFORMATION TECHNOLOGY

C10H11 Computer Science Foundations - This course is designed to introduce students to the Information Technology Industry. Students will start with an introduction to basic computer concepts such as what a computer is, how it works, and what makes it a powerful tool. The students will look at the history and structure of the Internet. The World Wide Web will be discussed, including browsers, navigating, searching, and e commerce. They will also be introduced to other services available on the Internet such as e-mail, FTP, newsgroups and message boards, chat rooms, and instant messaging. They will learn rules of netiquette and discuss Web publishing. The students will see how to start and use application software and then be presented with an overview of a variety of business software, graphics and multimedia software, home/personal/educational software, and communications software. Students will see and learn about the components of the system unit, describe how memory stores data, instructions, and information, and discuss the sequence of operations that occur when a computer executes an instruction. There will also be a comparison of various personal computer processors on the market today. The class will look at various ways in which computers receive data or instructions through various input devices as well as how the data or information is presented to output devices. They will look at various communication methods, such as data transfer over phone lines using modems, or across different types of cable networks. Finally, they will look at computers and software in the enterprise. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

C10H14 Coding I – Coding I is a course in which students will develop skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increasing complexity. The recommended programming environment is Dr Scheme, as it permits an emphasis on the development of analytic skills rather than any language syntax or vocabulary. Emphasis is on actual programming projects, both individual and group. Course content should be repeatedly applied to increasingly complex projects. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C10H15 Coding II - Coding II is a course in which students will develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increasing complexity. The recommended programming environment is Visual Studio; it permits an emphasis on development of analytic skills using a particular language syntax or vocabulary. Emphasis is on actual programming projects, both individual and group. Course content should be repeatedly applied to increasingly complex projects. Advanced topics using DirectX, AI, C#, and Java are planned. **Grade Level: 10-**12 **Prerequisite:** Coding I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

G02H45 Computer Science AP Comp Sci A- Computer Science AP emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent

of a first-semester course in computer science at the college level. It also includes the study of data structures and abstraction. Students need to have a good foundation in programming and/or have been successful in a higher-level math class. Prior enrollment in Programming and Logic I and II is recommended for students who plan to complete an Information Technology program of studies. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No **EPSO:**Yes

G02H44 AP Computer Science Principles – This course *introduces* students to the central ideas of computer science, inviting students to develop computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students
to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process like what artists, writers, computer scientists, and engineers use to bring ideas to life. To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing on the course beyond the study of machines and systems, students also can investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies. **Grade Level**: 9-12 **Prerequisite**: No Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No EPSO: Yes

C10H16 Web Design Foundations - Web Foundations is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peer clients or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Web Design program of study. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C10H08 Coding Practicum Honors - This course prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to Web design in eCommerce with marketing, customer relations, and commercial website publication. The course provides students with the opportunity to acquire fundamental skills in practical application of Web development, leadership, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web page design and Web page construction industry. This course correlates to the CIW certification "Web *e*Commerce." **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes Minimum **Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

C30H00 Criminal Justice I - This course is designed to give the student an overview of the United States Criminal Justice System through the examination of U.S. law enforcement agencies, the U.S. Court systems and U.S. Correctional Institutions. The first-year emphasis is given to the history of law enforcement; current issues facing law enforcement; the study of U.S. Constitutional law and criminal law. This course will examine career paths within the legal field. The curriculum is complemented with various guest speakers from the Criminal Justice Field and potential field trips to a local police department and training academy, county jail and Juvenile Court. Students will prepare a Pre-Law and Law Enforcement Service portfolio to be maintained throughout their three-year course of study. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C30H01 Criminal Justice II - This course is a continuation of the exploration of the knowledge obtained in Criminal Justice I with an emphasis on the U.S. and Tennessee Court Systems. This course provides a hands-on study of law enforcement operations including investigative procedures, fingerprinting and crime scene searches culminating in mock court trials conducted by the students. Students will evaluate emerging technology and its impact on the criminal justice system. After evaluating legal opinions from the U.S. Supreme Court and the Tennessee Appellate Courts, students will utilize their knowledge to predict results in future

cases. Students are also given the opportunity to sit as Jurors in Mock Trials held at Vanderbilt School of Law. Field trips include at least two of the following: a Tennessee Maximum Security Institution, observation of criminal court proceedings and Vanderbilt Law School campus. Students shall maintain and build upon their Pre-Law and Law Enforcement Services Portfolio. *Students can compete for a summer internship supported by the Williamson County Criminal Justice Advisory Committee.* **Grade Level:** 10-12 Prerequisite**:** Criminal Justice I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C30H02 Criminal Justice III: Forensic & Criminal Investigations - This course will provide students with an opportunity to explore the basic processes and principles of criminology (the theories behind what makes a person become a criminal) with an emphasis on criminal profiling. CJ III also explores the basic principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter from an initial response to the courtroom. The course also explores the various careers available within the three major components of the criminal justice system-law enforcement, the judicial system, and corrections. Potential student work projects shall include a research project, book report, and presentation. Field trips will include a forensic science laboratory, a post-secondary educational institute and evaluating forensic cause and effect by a trip to a correctional facility. **Grade Level:** 11-12 **Prerequisite:** Criminal Justice I and II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** No

C30H08 Pre Law-I - The Pre-Law program is designed for students interested in legal services careers. In this program of study, course content covers a wide range of knowledge and skills related to the American legal system, including basic principles common to business, personal, criminal and civil law. Other topics include legal careers, the justice system, juvenile justice, immigration law, ethics, and professionalism. Upon completion of this program of study, students will be prepared to pursue advanced study in law and criminal justice. **Grade Level: 9**-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C30H09 Pre Law-II- Pre-Law II is the second course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national and state court systems and the legal process, explain the concepts of trials, and differentiate between business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law **Grade Level: 9**-12 **Prerequisite:** None Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved: No**

C30H10 Pre Law-III- Pre-Law III is the third course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe sentencing and decisions, appeals, punishment, parole, probation, detention, and family and property law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. **Grade Level: 9**-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

MARKETING

C31H23 Introduction to Entrepreneurship - Introduction to Entrepreneurship is an introductory course designed for students interested in pursuing the Entrepreneurship program of study. This course is also appropriate for students enrolled in any program of study who plan to own and operate their own business. In this course, students will develop strong foundational knowledge in key business and entrepreneurial principles, including types of business ownership management functions and styles, human resources, business operations, marketing, finance and budgeting, employment law, and ethics. Students will also develop skills in critical thinking, communication, and professionalism by exploring key aspects of leadership, the entrepreneurial mindset, diversity, teamwork, and conflict resolution. Upon completion of this course, students will be proficient in the foundations of entrepreneurship and small business ownership, business concepts and operations, finance and budgeting, marketing principles, leadership and management functions, and professional communications. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C31H00 Marketing and Management I: Principles - Marketing and Management Principles I focus on the study of marketing concepts and their practical application. Students will examine the risks and challenges marketers face to establish a competitive edge. Subject matters include economics, marketing foundations/functions, and human resource leadership development. Skills in communication, mathematics, economics, and psychology are reinforced in this course. DECA membership is required. Seniors who wish to co-op must have a good school behavior record, attendance record, passing grades, teacher recommendations, and a marketing career objective. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C31H01 Marketing and Management II – Advanced Strategies - This course is a study of marketing concepts and principles used in management. Students will examine challenges, responsibilities, and risks managers face in today's workplace. Subject matters include finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development. **Grade Level:** 10-12 **Prerequisite:** Marketing and Management Principles I **Teacher Recommendation Needed: No Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C31H03 Advertising and Public Relations - Advertising and Public Relations focuses on the concepts and strategies associated with the dynamic and changing means of communication to promote products, services, ideas and/or images. This course encourages students to examine this field from the viewpoints of creative staff, business people, and consumers. **Grade Level:** 10-12 **Prerequisite:** Marketing and Management I **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 1.0 **NCAA Approved: No**

C31H05 Entrepreneurship - Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business. *Entrepreneurship students may join DECA.* **Grade Level:** 11-12 **Prerequisite:** Marketing and Management Principles I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C16H12 Event Planning and Management - Event Planning and Management is designed to be a project based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. **Grade Level:** 11-12 **Prerequisite:** Marketing and Management Principles I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C31H04 Retail Operations - This course will include the various components of retail trade. The subject matter will include marketing concepts, economic concepts, information management, finance and risk management, distribution and inventory, buying and pricing, promotion, selling, customer service, retail careers, integration with academic subject matter, the vocational student organization and cooperative work experience. Students will learn that retailing is a significant and vital component to the United States economy and is quickly becoming an integral part of the global economy. Students will be made aware of the importance of retailing in its various forms as the final step in getting products and services to consumers in the marketplace. Retail Operations students can work in the school store. Students may join DECA – the

marketing youth organization. **Grade Level:** 10-12 **Prerequisite:** Marketing and Management Principles I Teacher **Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C12H35 Business and Entrepreneurship Practicum - Business and Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow the students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their studies at the postsecondary level. **Grade Level:** 11-12 **Prerequisite:** Two credits in a Business or Marketing Program of Study **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C31H02 Social Media Marketing and Analytics- Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies, and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing strategies, communication, and ethical responsibilities. **Grade Level:** 11-12 **Prerequisite: Marketing** and Management Principles I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

HEALTH SCIENCE

C14H14 Health Science Education - Health Science Education introduces students to health careers, career success, safety measures, growth and development, body systems, basic anatomy and physiology, CPR/first aid, and environmental and community health. This overview is designed to help students look at health care from a provider's perspective and to help students choose a specific area of focus. This course serves as a foundation for all health science courses. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C14H09 Health Science Anatomy and Physiology Honors - Explore the human body. Discover the impact of disease and sickness on the body. Step into the roles of epidemiologists, laboratory scientists, doctors, and clinical researchers. This course can be used for credit as a third science towards graduation. **Grade Level:** 10-12 **Prerequisite:** Health Science Education **Teacher Recommendation Needed:** No **Minimum Credit:**1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C14H12 Diagnostic Medicine - This is a second level course designed to prepare students to pursue careers in the field of healthcare such as audiology, cardiology, imaging, medical laboratory, radiography, nuclear medicine, stereotactic radiosurgery, respiratory therapist, clinical laboratory technician, pathologist, medical physician, histotechnologist, prosthodontics, and others. **Grade Level**: 10-11 **Prerequisite**: Health Science Education **Teacher Recommendation Needed**: No **Minimum Credit**: 1.0 **Maximum Credit**: 1.0 **NCAA Approved**: No

C14H16 Nursing Education Honors - This course consists of eighteen units of study dealing with direct bedside nursing care. Clinical experience will consist of supervised practice in the long-term care facility as well as demonstrations in the classroom. Students can be registered by the Tennessee Department of Health after completion of the course, 100 hours of clinical and theory, passing a state test, and will be job ready. *This course is also offered for honors credit, which includes four individual assignments and a compilation of a portfolio for deeper investigation and reflection. Nursing is a competitive senior level class limited to 15 students. The criteria used to select students are based on the number of health science courses a student has taken, absences and tardies, GPA, and teacher recommendations.* **Grade Level:** 12 **Prerequisite:** Health Science
Education and Medical Therapeutics **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

C14H11 Clinical Internship - Students will complete a clinical internship after completing upper-level Health Science courses. The internship is designed to be completed in a medical facility under the direct supervision of a medical professional. (Students must apply and meet all required criteria.) **Grade Level:** 12 **Prerequisite: Health** Science Education, Diagnostic Medicine, Rehabilitative Careers, Forensic Science, or Nursing Education **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit**: 2.0 **NCAA Approved:** No

C14H15 Medical Therapeutics Honors - In Medical Therapeutics students will evaluate the ways therapeutic medicine is used to focus on direct patient care. This could include nursing, medicine, dentistry, psychotherapy, and other allied health careers. Students learn to monitor and care for client status by learning CPR, first aid, basic pharmacology, and additional care skills. **Grade Level:** 10-12 **Prerequisite:** Health Science Education **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 NCAA **Approved:** No

C14H08 Rehabilitation Careers Honors - This course will focus on enabling the person to live to the fullest capacity possible. Units will include sports medicine, physical therapy, occupational therapy, speech / language therapy, art, music, dance therapy, and others. **Grade Level:** 10-12 **Prerequisite:** Health Science Education **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C14H22 Exercise Science- Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students can incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace. **Grade Level:** 11-12 **Prerequisite:** Rehabilitation Careers **Teacher Recommendation:** No **Minimum Credit: 1.0 Maximum Credit: 1.0 NCAA Approved:** No

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

C21H07 BioSTEM I - BioSTEM I is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering, and mathematics with an emphasis on biotechnology. This course covers basic skills required for BioSTEM fields of study. Upon completion of this course, proficient students can identify and explain the steps in both the engineering design and the scientific inquiry process. Students conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C21H08 BioSTEM II - BioSTEM II is a project-based learning experience for students who wish to further explore the dynamic range of BioSTEM fields introduced in BioSTEM I. Building on the content and critical thinking frameworks of BioSTEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of the BioSTEM fields of medical laboratory science, research science, food science, forensic science or environmental science that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects

that employ elements of several BioSTEM fields. Upon completion of this course, proficient students will have a thorough understanding of how scientists research problems and methodically apply BioSTEM knowledge and skills; and they will be able to present and defend a scientific explanation to comprehensive BioSTEM scenarios. **Grade Level: 10-11 Prerequisite:** BioSTEM I **Teacher Recommendation Needed: No Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C21H09 BioSTEM III - BioSTEM III is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds upon BioSTEM I and BioSTEM II by applying scientific knowledge and skills to a team. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be
able to effectively transfer teamwork skills from the classroom to a work setting. **Grade Level: 11-12 Prerequisite:** BioSTEM I & BioSTEM II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 Maximum **Credit**: 1.0 **NCAA Approved:** No

C21H10 – BioSTEM Practicum - BioSTEM Practicum is the fourth course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics with an emphasis on Biotechnology. This course provides an opportunity for students to use skills and content learned during the first three courses in a real-world university or industry lab setting. Upon completion of this course, proficient students can identify, explain, and execute lab-based research utilizing scientific inquiry processes. They will conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others. Students also will gain knowledge in how a biotechnology business works. **Grade Level: 12 Prerequisite:** BioSTEM I & BioSTEM II & BioSTEM III **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C21H04 Principles of Engineering Technology - Principles of Engineering Technology is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students can identify and explain the steps in the engineering design process. They can evaluate existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C21H14 Engineering Practicum -is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in the STEM field. **Grade Level:** 11-12 **Prerequisite:** AP Biology or Anatomy and Physiology or AP Physics or AP Chemistry or AP Environmental Science or Honors Engineering through Service-Learning **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit**: 1.0 **NCAA Approved:** No

C21H05 Engineering Design I - Engineering Design I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students can describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. **Grade Level: 9-10 Prerequisite:** No **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

C21H06 Engineering Design II - Engineering Design II is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers the knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems,

describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. **Grade Level: 10-12** **Prerequisite:** Engineering and Design I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

C20H20 Introduction to Collision Repair - Introduction to Collision Repair is a foundational course in the 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 can describe the major parts of an automobile body. They will be able to safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces for painting. Standards in this course include career investigation of the opportunities in automotive collision repair as well as an overview of the history of automobile design and construction. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and to the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry-benchmarked standards. * Students completing the Collision Repair program 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. **Grade Level:** 9 **Prerequisite:** None **Teacher Recommendation Needed:** No Minimum **Credit:** 1.0 **Maximum Credit**:1.0 **NCAA Approved:** No

C20H13 Collision Repair: Non-Structural - Collision Repair: Non-Structural is a course that prepares students to analyze non-structural collision damage to a vehicle, determine the extent of the damage and the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. The course content includes metal finishing, body filling, and glass panel replacements. The course prepares students for entry level employment and advanced training in collision repair technology, and post-secondary education. Students completing the Collision Repair: Non-Structural are eligible to take the ASE written examination for Non-Structural Analysis and Damage Repair. **Grade Level:**10-12 **Prerequisite:** Introduction to Collision Repair **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit**: 2.0 **NCAA Approved:** No

C20H14 Collision Repair: Painting and Refinishing - Painting and Refinishing is a course that prepares students to use plastics and adhesives in the repair and refinishing processes and to apply automotive paint to a vehicle. Students learn to diagnose automotive paint finish problems and to perform the appropriate manufacturer-required techniques and processes to refinish the affected area or the complete vehicle. Course content provides the student with training in mixing, matching, and applying paint and finish to vehicles. Course content includes the application of plastics and adhesives in the repair and refinishing processes. The course prepares students for entry level employment and advanced training in collision repair technology, and post- secondary education. Students completing *Painting and Refinishing* are eligible to take the ASE written examination for Painting and Refinishing. **Grade Level:**11-12 **Prerequisite:** Introduction to Collision Repair **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

C20H19 Collision Repair: Damage Analysis, Estimating, and Customer Service - Collision Repair: Damage Analysis, Estimating, and Customer Service is the capstone course in the Collision Repair program. It is intended to prepare students for careers in the automotive repair industry. Upon completion of this course, a student proficient in Damage Analysis, Estimating, and Customer Service 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. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and to the National Automotive Technicians Education Foundation (NATEF) standards, a national

framework of industry-benchmarked standards. * Students completing the 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**. Grade Level:**12 **Prerequisite:** Collision Repair: Non-Structural and Collision Repair: Painting and Refinishing **Teacher Recommendation Needed**: No **Minimum Credit:**1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

WORK-BASED LEARNING

Notes: All WBL placements must follow the guidelines in the Work-Based Learning Manual. Certain WCS health science courses are prerequisites for enrollment in a health science clinical program. Interested students/parents should reference state health science standards for more information.

EIC (ENTREPRENEURSHIP & INNOVATION CENTER) Note: These courses are held at the EIC building, adjacent to Franklin High School.

C31H23 Entrepreneurship and Innovation 1: offers an authentic entrepreneurship experience as students launch a real business using a lean startup method. In small teams of three to four, students develop a product, service, or non-profit entity, learning and appreciating the process of launching a business by starting an actual business. Local entrepreneurs and industry experts serve as volunteer coaches and mentors, guiding student teams through the stages of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. In the course, students make mistakes, take risks, and learn to pivot, just as real entrepreneurs do. Students leave this course with an appreciation for the entrepreneurial mindset and the firsthand experience of launching a real-life startup in an incubator-type environment. **Grade Level:** 9-12 **Prerequisite**: None **Teacher Recommendation Needed:** Yes Minimum Credit: 1 **Maximum Credit**: 1 **NCAA Approved:** No

C31H00 Entrepreneurship and Innovation 2: As a second-year course, EI 2 provides student teams with the opportunity to take their EI 1 business from a startup to a sustainable, functioning venture. With the support of expert volunteer mentors, students apply more advanced entrepreneurial strategies to their continuing businesses from EI 1. This content includes more complex legal considerations, banking, customer acquisition, business processes, and product development over time. Students leave the course having gained traction and profits in the marketplace, along with firsthand knowledge of how to grow a company in years two and beyond. As with EI 1, this course is structured with student teams operating in small businesses and non-profits. At the end of the first semester, these students compete in a shark tank style competition for funding. **Grade Level:** 10 -12 **Prerequisite:** EI 1 **Teacher Recommendation:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

C31H05 Entrepreneurship and Innovation 3: Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. At the conclusion of the course, proficient students will be able to articulate and defend elements of a full business plan for a new business. Students will have the opportunity to work with local partners, including micro internships**. Grade Level:** 11- 12 **Prerequisite:** EI 1 and 2 **Teacher Recommendation:** Yes **Minimum Credit:** 1 **Maximum Credit:** 1 **NCAA**

Approved:

C12H35 EI Practicum: In EI Practicum, students apply entrepreneurship skills and knowledge to a personally- owned sole proprietorship business or non-profit endeavor. For some students, this Practicum course provides expertise, resources, and coaching to grow their already-operational student business. These existing student businesses might include photography, baking, lawn care, and fashion design, just to name a few. For other students, the Practicum experience provides an opportunity to apply their entrepreneurship knowledge and skills, gained from their coursework in EI 1/EI 2, to a new, solely owned business or non-profit endeavor that the student can continue to manage in their post-secondary years, be it from college or in the workforce. All Practicum students will receive differentiated, one-on-one coaching and mentoring from industry experts. Upon course completion, young entrepreneurs will leave with a robust, fully functional small business or non- profit that they may continue to personally operate and grow in their post-secondary years, along with increased proficiency and enjoyment of the entrepreneurial process and mindset. **Grade Level:** 11-12 **Prerequisite:** EI 1 and 2 **Teacher Recommendation:** Yes **Minimum Credit:** 1 **Maximum Credit**: 1 **NCAA Approved**: No

GENERAL CTE

C25H20 JAC TN Course 1: This course is for seniors who are interested in exploring career options and further educational opportunities and are committed to completing high school. The goal is to help participants graduate, explore post-secondary education and/or training, and secure a quality job, which will lead to a good career. The course includes instruction in thirty-seven competencies identified by the business community and involvement in the Tennessee Career Association student organization, one-on-one marketing and job development by the instructor for employment leading to a career, and no less than twelve months of follow-up and support on the job after leaving school. **Grade Level:** 9-12 Prerequisite: None **Teacher Recommendation Needed**: No **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

TN Graduation Substitutions Policy

TSBE 3.103

*Per Tennessee board policy, the courses listed in this policy may substitute for an aligned graduation requirement. *Check with your school counselor to confirm that you meet all requirements needed to substitute a course for graduation credit*

CTE COURSE SUBSTITUTIONS Effective 2025-26 School Year

COURSE NAME	CAREER CLUSTER(S)	GRADUATION REQUIREMENT SATISFIED
Agriscience (C18H19)	Agriculture, Food & Natural Resources	Satisfies one lab science credit required for graduation
Veterinary Science (C18H21)	Agriculture, Food & Natural Resources	Satisfies one lab science credit required for graduation

Digital Arts & Design I (C11H06)	Arts, A/V Technology & Communications	Satisfies the one fine arts credit required for graduation
Entrepreneurship/EIC 3 (C31H05)	Marketing, Distribution & Logistics	Economics credit or Personal Finance
Anatomy and Physiology (G03H31/C14H09)	Health Science	Satisfies one lab science credit required for graduation
Marketing and Management I/EI 2 (C31H00)	Marketing, Distribution & Logistics	Economics credit

Retail Operations (C31H04)	Marketing, Distribution & Logistics	Economics credit
AP Computer Science (G02H45)	Information Technology	*Math course, AP focus credit and Information Technology focus credit
Principles of Farm and Agribusiness Management (C18H41)	Agriculture, Food & Natural Resources	Satisfies the fourth math credit required for graduation

Landscaping & Turf Science (C18H16)	Agriculture, Food & Natural Resources	Satisfies the one fine arts credit required for graduation
Business Management (C12H17)	Business Management & Administration	Satisfies ½ credit of Personal Finance Required for graduation
JROTC I (G08H04)	Government & Public Administration	Satisfies the graduation requirement for Lifetime Wellness
JROTC II (G08H05)	Government & Public Administration	Satisfies credit for graduation requirement for physical education
JROTC III (G08H06)	Government & Public Administration	Satisfies the graduation requirements for a 0.5 credit of personal finance AND 0.5 credit of US Government & Civics

Nutrition Science & Diet Therapy	Human Services	Satisfies one lab science credit for graduation

Computer Science Foundations (C10H11) Coding I (C10H14) Coding II (C10H15) AP Computer Science Principles (G02H44) AP Computer Science A (G02H45) Cybersecurity (C10H19) Cybersecurity II (C10H20)	Information Technology	May count for a computer science course, a 3rd lab science credit, or a 4th math credit for the graduation requirement. A course approved to substitute for more than one graduation requirement can only be used by a student to substitute for one (1) graduation requirement course.
Bio STEM I (C21H07), Bio STEM II (C21H08), Bio STEM III (C21H09)	STEM	Satisfies the third lab science credit required for graduation

Scholar Guides

The Scholar Guides provide students and families with information on how to prepare for the upcoming school year and planned courses, leading to academic success and decreased stress. The Scholar Guides can be found at the following link.

TN Dual Enrollment Grant

College For TN

How To Complete the FAFSA

TSBE Policies

Occupational Outlook Handbook

College, Career & Technical Education

Entrepreneurship & Innovation Center (EIC)

WCS High School – 6 Year Plan

Student Name: _____ **Class of:** _____ **Counselor:** _____

GRADUATION REQUIREMENTS (22 Credits):

English (4 credits)

I ☐☐ II ☐☐ III ☐☐ IV ☐☐

Math (4 credits)

Alg ☐☐ Geom ☐☐ Alg II ☐☐ _____ ☐☐

_____ ☐☐

Biology (1 credit) ☐☐ _____

Physics or Chemistry (1 credit) ☐☐ _____

Lab Science (1 credit) ☐☐ _____

Other Science ☐☐ _____

World Language (2 credits) ☐☐ ☐☐ _____

Fine Art (1 credit) ☐☐ _____

World History (1 credit) ☐☐ _____

U.S. History (1 credit) ☐☐ _____

American Government (.5 credits) ☐ _____

Economics (.5 credits) ☐ _____

PE (.5 credits) ☐ **Personal Finance** (.5 credits) ☐

Lifetime Wellness (1 credit) ☐☐ _____

Elective Focus (3 credits):

_____ ☐☐

_____ ☐☐

_____ ☐☐

_____ ☐☐

The elective focus may be CTE, Science & Math, Humanities, Fine Arts, AP, JROTC, or other areas approved by the local board of education.

Other Course Info

_____ ☐☐

_____ ☐☐

_____ ☐☐

Total Credits Earned: _____

Computer Science Requirement (9th grade) ☐
(Beginning with 9th graders 24/25 SY)

Reviewed annually by Student & Advisor (initial below)

Date:_____ _____/_____

Date:_____ _____/_____

Date:_____ _____/_____

Date:_____ _____/_____

Overall GPA: _____ **Hope Scholarship GPA** _____

Highest ACT Composite: _____

**I understand that to qualify for the Hope scholarship, I must have a 21 Composite score on the ACT (1060 SAT) or a 3.0 unweighted GPA. I understand my GPA can still change with this school year's courses.*

Civics Exam Completed ☐ _____

FAFSA (Free Application for Federal Student Aid) Opens Dec. Recommend ALL seniors apply by **April 15** to qualify for the **Hope Scholarship.** Can create FSA ID now at www.studentaid.gov.

Tennessee Promise

- Complete application by November 1
- Attend mandatory TN Promise meeting by March 1

Post High School Plans: Visit CollegeforTn.org

☐ 4 Year College _____

☐ Community College _____

☐ Technical School _____

☐ Military _____

☐ Apprenticeship _____

☐ Other _____

Top 3 Aptitudes

_____

_____

_____

Top 3 Interests

_____

_____

_____